

Greedy Cat

by Joy Cowley

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Overview

This is the foundation text of the Greedy Cat series. The text is rhythmic and repetitive with a witty subplot depicted in the illustrations. Children enjoy the humour and the characterisation of Greedy Cat in this well-loved text. A big book version (item 04052) and an audiotape (item 83601) are available. There are five other Ready to Read stories about Greedy Cat.

Curriculum links: science, health and physical education

Text features

(Focus on only one or two per session.)

- the initial consonant blends “Gr” and “st”
- the digraphs “ch” – “chips”, “chocolate”; “sh” – “shopping”; and “th” – “that”, “the”
- the “ee” sound of the “y” in “Greedy”
- the “ed” ending in “looked”
- the “ing” ending in “shopping”
- the plural nouns “sausages”, “chips”, “bananas”, “buns”
- the rhythmic nature of the text
- the repeated word “gobble”
- the refrain “and that was the end of that”
- the compound word “Along”
- the alliteration on page 13
- the use of a dash for effect on page 14
- the striking layout features on page 15
- the subplot, involving Katie and Greedy Cat, that develops within the illustrations.

Setting the scene

Talk about pets. *Do you have a pet at home? Does it get up to mischief?*

Talk about going shopping with Mum or Dad.

The first reading

Look at the cover illustration. *Who is this? What is he looking at?* Draw attention to Greedy Cat’s expression. *What is he thinking?* Read the title and the names of the author and the illustrator.

Title page – Look at the illustration. Note that Greedy Cat’s expression confirms the idea that there is going to be trouble!

Listen to the children read the text themselves, offering support as necessary. Encourage the children to attend to the visual features of the words in order to decode the names of the shopping items. Every so often, reinforce the rhythm of the reading and the enjoyment of the language by reading aloud together.

Pages 2 and 3 – *Has Mum noticed Greedy Cat? Do you think Katie knows what Greedy Cat is doing?*

Page 5 – *Do you think Katie will tell Mum? Why/why not?*

Page 6 – *What is Katie trying to do? Why isn't Mum listening?*

Page 12 – *What is Mum doing? What will happen next?*

Pages 14 and 15 – Encourage expressive reading. Allow the children to enjoy the climax of the story. *What happened to Greedy Cat? What is Mum thinking?*

Page 16 – *Why is he dashing away? How do you think he's feeling?*

Encourage the children to think beyond the text. *Did Mum do the right thing?*

Ideas for revisiting the text

(Choose only one or two per session.)

Listen to the children reread the text, observing their integration of strategies and their use of expression.

Focus on any of the initial consonants, blends, or digraphs that the children may have been unsure of. Locate the words in context and make a list of other words that start the same way.

Look at the “y” ending in the word “Greedy”. *What sound can you hear at the end of this word?* Talk about how “y” sometimes has an “ee” sound. List other words that end this way.

Talk about what Greedy Cat did. *What are some other words that you could use to describe Greedy Cat?* You could relate this activity to the one above, depending on the adjectives the children come up with.

Focus on the word “looked”. Erase the “ed” ending to find the root word. *What other endings could we add to this word?* Use the new words in oral sentences. Repeat the activity with the word “shopping”. Show the children that the “p” needs to be doubled when adding “ed” or “ing”.

Discuss the use of “s” for plural nouns. Locate the plural nouns in the text.

Look at the word “along”. List other words that start this way, such as “awake” or “asleep”.

Look closely at pages 14 and 15. Note how a dash rather than an ellipsis is used on page 14 to signal that Greedy Cat's reaction to the pepper is immediate. Draw the children's attention to the layout features on page 15 that emphasise his reaction – the enlarged text, the use of red print, the stars, and the exclamation mark. Focus on the word “YOW!” Discuss other exclamations.

Enjoy the text in the illustrations on page 2.

Suggestions for further activities

Make the big book and audiotape available to the children.

Read other stories about Greedy Cat.

Provide props and encourage the children to act out the story.

Write a shopping list together. Include some words from the text. This could be related to a group or class cooking activity.

Innovate on the text, for example, "Serita went shopping and bought some apples."

Draw or paint a large picture of Greedy Cat and add labels describing his characteristics.