

# What Does Greedy Cat Like?

by Joy Cowley

pictures by Robyn Belton

## Overview

In this story, Greedy Cat has fun playing with things in a way that will be familiar to many children who have pet cats. But what does he like for dinner? The climax of this text is a humorous twist, with scope for anticipation for those children who have not read the text before. This text is also available as a big book (item 02901).

Curriculum link: science

## Text features

(Focus on only one or two per session.)

- the high-frequency words “for”, “He”, “like”, “likes”
- the words beginning with “b” – “bags”, “boxes”
- the initial consonant blends “Gr” and “str”
- the digraph “ch” in “chocolate”
- the plural nouns “bags” and “boxes”
- the words ending in “er” – “paper”, “dinner”
- the question in the title and the text
- the text in the illustration on the cover
- the high degree of repetition in the text
- the change from one to two lines of text on page 6
- the use of the pronoun “He” on page 8
- the exclamation mark on page 8
- the relationship between Katie and Greedy Cat portrayed in the illustrations.

## Setting the scene

Talk about cats and the ways in which they play. *What does your cat like to play with? What does your cat like to eat?*

For children who do not have cats at home, refer to previous stories about Greedy Cat.

## The first reading

Draw the children’s attention to the question mark at the end of the title. *What does this mark mean?* Once the children identify that the title is a question, draw their attention to the word “Like”. Refer back to their discussion about cats. *What do you think the question might be?* The children may be able to read the title themselves. Ask the children to predict what things Greedy Cat might like.

Use the cover illustration to establish who the main characters in the story are. *What is Katie doing? What is Greedy Cat thinking?*

Read the names of the author and the illustrator.

Title page – Discuss the warm relationship between Katie and Greedy Cat shown in the picture. *What does Greedy Cat like in this picture? What about Katie?*

Page 2 – *What is Katie doing? What does Greedy Cat like?*

Listen to the children read the text themselves, offering support as necessary. Observe which children are cross-checking the picture cues with letter-sound knowledge to identify the interest words.

Page 3 – Some children may say “wool” for “string”. Prompt them to cross-check. *Could this word be “wool”? Why not? How does this word start? What else would look right and sound right?*

Page 6 – Discuss the picture, drawing the children’s attention to the fact that there is more than one mouse. *What do we say when there is more than one mouse? Does Greedy Cat like to eat mice?*

Page 7 – To assist children with the change in sentence structure, alert them to the question mark at the end of the sentence. *What is this page asking us?* Ask the children to predict the answer before turning the page.

Page 8 – Observe which children notice the change from “Greedy Cat” to “He” at the beginning of the sentence. *Does your cat like chocolate cake?* Draw out the idea that Greedy Cat is a special cat because he likes food that other cats do not usually eat.

Encourage the children to think beyond the text. *Do you think that Katie will share her piece of cake with Greedy Cat? How can you tell? Do you think she should?*

## Ideas for revisiting the text

(Choose only one or two per session.)

Listen to the children reread the text, noting instances of expressive reading, self-monitoring, and cross-checking.

Locate the word “chocolate” in the text. Make a list of words that start with the digraph “ch”.

Discuss the initial blend “str” for “string”. Make a list of other “str” words, such as “street”, “straw”, “stretch”, “stripes”, or “stream”.

Use the whiteboard to explore plurals. Write the word “bag”. *What do we have to do to change the word “bag” into “bags”?* Use other examples of classroom objects. Use “boxes” also, simply noting that for words that have an “x”, you have to add an “e” too.

Think of some more questions that start with “What”. List these on a chart. Practise writing a question and adding a question mark.

Have fun reading the words made with magnetic letters on the cover.

## Suggestions for further activities

Give the children opportunities to return to this book in a browsing box or as a big book. Have the other Greedy Cat stories, big books, and audiotapes or CD available for independent reading too.

Explore the visual links between the Greedy Cat stories. The mat, the fridge, the magnetic letters, and Katie's little chair on page 2 all appear in *Greedy Cat is Hungry*. The children will recognise the shopping bag from *Greedy Cat* and Katie's clothing from both stories.

Read the Ready to Read poem card "Mice", by Rose Fyleman.

Innovate on the text for a group wall story or book and draw illustrations, for example, "What does Ben like for dinner? He likes sausages."

Have the children complete a chart showing some of the things that their pet likes or some more things that Greedy Cat might like.