

Lunch for Greedy Cat

by Joy Cowley

illustrated by Robyn Belton

Overview

In this humorous tale about the incorrigible yet lovable Greedy Cat, Aunty attempts to put Greedy Cat on a diet while the family is on holiday. Needless to say, Greedy Cat finds a way to foil Aunty's plans. This book features speech bubbles and introduces the concept of time passing. There is a big book version of this text (item 12845), and an audio version on the Ready to Read CD *Readalong 2000*.

Curriculum links: the arts, health and physical education

Text features

(Focus on only one or two per session.)

- the initial consonant blends “br”, “cr”, “gr”, “st”
- the digraphs “ch” – “children”, “chips”, “lunch”; “th” – “That”, “thump”, “with”, “path”, “nothing”
- the contraction “you’re”
- the “ly” ending in the word “cuddly”
- the use of words and phrases to indicate the passing of time – “Day after day”, “The next day”, “When”
- the use of questions
- the use of both speech marks and speech bubbles to indicate dialogue
- the match between the layout and the text on page 5
- the use of bold print for emphasis
- the use of onomatopoeia – “Thump!”, “Yowl”, “Purr”
- the humour in the illustrations
- the way Greedy Cat’s feelings are portrayed in the illustrations
- the continuation of the battle of wills between Aunty and Greedy Cat.

Setting the scene

Encourage the children to discuss their pets and what they do with them when they go on holiday.

What do you need to do to keep a pet healthy? Draw out the idea of appropriate diets. If your cat were too fat, what would you do?

Reread *Greedy Cat is Hungry*. This is the book that introduces Aunty and her opinion of Greedy Cat.

The first reading

Read the title and the names of the author and the illustrator. Reintroduce the characters on the front cover.

Title page – Look at the illustration. *What does Greedy Cat think of his food?*

Page 2 – *What is Katie doing?* Bring out the idea of going on a holiday to the beach. *What will happen to Greedy Cat?*

Page 3 – *Why does Aunty call him “Cat”?* *What is she feeding him for lunch?* Listen to the children read the text themselves, offering support as necessary.

Page 4 – Some children may need support with “broccoli”. Write the word on the whiteboard and help them sound it out. If they need support with “yowl”, show them how they can use their knowledge of “now” or “cow” to help. Draw attention to the question mark. *How would Greedy Cat say this?*

Page 5 – *What did Greedy Cat do?* Note the emotions of both characters expressed in the illustrations. Focus on the use of exclamation marks, increasing print size, and bold print. *How does the author want you to read this page?*

Pages 6 and 7 – The perky angle of Greedy Cat’s tail suggests he has a plan. *Where is he going?*

Page 8 – *Why is there a question mark after “Meow”?* *What is Greedy Cat trying to say?*

Page 10 – *What time is it now?* Some children may need support with the irregular verb “gave”. Direct them to the visual features of the word.

Page 11 – Some children may need reassurance about the poetic structure of this sentence.

Page 12 – The phrase “Day after day” reinforces the idea of Greedy Cat returning to the school regularly. Prepare the children for the shift in time between the events of this page and the next. *Do you think Aunty will keep giving him broccoli?* Encourage the children to read the speech bubbles in different voices and to use expression. Some of the food that Greedy Cat is given is the same as he took from Mum’s shopping basket in the book *Greedy Cat*.

Page 14 – Some children may need support with the word “nothing”. Write it on the whiteboard. Relate it to “something”, “anything”, and “everything”. *How do you think Aunty would say this?*

Page 15 – If necessary use the whiteboard to support the children in decoding the word “cuddly”. Remind the children that a “y” at the end of a two-syllable word has an “ee” sound.

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

Ideas for revisiting the text

(Choose only one or two per session.)

Listen to the children reread the text, noting those who are attending closely to the print and reading fluently with appropriate expression.

Focus on any of the initial consonant 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.

Study the contraction, “You’re”. *What is this short for?* List other examples of contractions that use “are” (“we’re”, “they’re”).

Have another look at the “ly” ending of “cuddly” and its root word “cuddle”. Have fun working out other examples, such as “bubble” and “bubbly”, “muddle” and “muddly”, or “puddle” and “puddly”.

Discuss the use of speech marks. Ask the children to locate the speech marks in the text and read the dialogue. Talk about how speech bubbles serve a similar function to speech marks but with the speaker being shown in the illustration.

Ask the children to locate sentences in the text that have exclamation marks. Read them out to show the feeling of the character.

Talk about the characters and their opinion of Greedy Cat. *What does Aunty think about Greedy Cat? Should the family have let her look after Greedy Cat? Who is Greedy Cat's favourite person? Why?*

Suggestions for further activities

Listen to the audio version on the Ready to Read CD *Readalong 2000*.

Read the big book.

Reread all the Greedy Cat stories and make an illustrated chart to show some of Greedy Cat's adventures.

Write or draw a different ending to the story.

Make a list of the things Greedy Cat likes to eat.

Act out the story.

Ask the children to draw a picture of themselves feeding Greedy Cat at school. Add a speech bubble to the illustration.