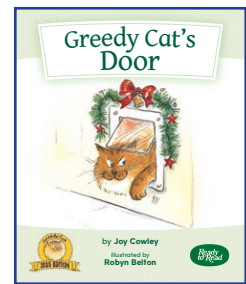


Greedy Cat's Door

by Joy Cowley
illustrated by Robyn Belton

This text is levelled at Blue 3.



Overview

It's Christmas time, and Greedy Cat overdoes his Christmas dinner with disastrous but hilarious results when he gets stuck in his cat door. Katie does her best to help, but this time, it's Dad who solves Greedy Cat's problem. Students will enjoy drawing on their prior knowledge from earlier Greedy Cat stories as they read about his latest adventure. There is an author's note inside the back cover that describes Joy Cowley's inspiration for this story.

This story supports the development of a self-extending reading processing system, requiring the students to "monitor their reading, searching for and using multiple sources of information in order to confirm or self-correct" and use a variety of comprehension strategies to "engage more deeply with texts" (*The Literacy Learning Progressions*, page 10).

There is an audio version of the text and the author's note as an MP3 file at readytoread.tki.org.nz

Related texts

Note that there is a story about Greedy Cat at each colour wheel level from Magenta to Blue: *The New Cat* (Magenta); *Greedy Cat Is Hungry* (Red 2); *Lunch for Greedy Cat* (Yellow 3) as well as the shared book *Greedy Cat*

- Humorous stories about animals or insects: *Haere Atu!*, *I'm the King of the Mountain* (shared); *Purr-fect!* (Yellow 3); *Skipper's Happy Tail* (Blue 1); *I Want to Fly* (Blue 2); *No Skipper*, *The Hissing Bush* (Blue 3)

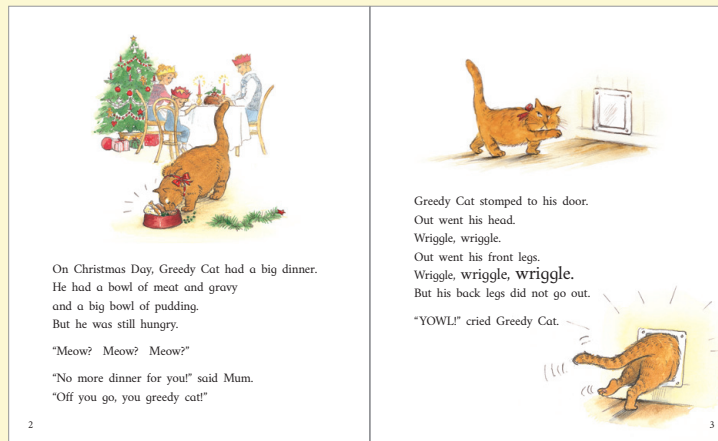
Text characteristics

The students are working towards the standard for after one year at school. Many of the characteristics of Green texts are also in texts at earlier levels but in simpler forms. These characteristics, as they apply to this text, are shown in the boxes with a solid outline. Other boxes show additional characteristics.

Most content explicitly stated but also some implicit content that provides opportunities for students to form and test hypotheses and make inferences (for example, what will happen to Greedy Cat once he is stuck)

The familiar setting at home and the familiar context of a special occasion, in this case Christmas dinner

Some visual language features, for example, movement lines in the illustrations and changes in print size



A range of punctuation to support phrasing, intonation, and meaning

Dialogue between easily identified speakers

Interest vocabulary, including nouns, noun phrases, and adjectives ("back end", "back legs", "bowl", "Christmas Day", "dinner", "front legs", "funny", "gravy", "meat", "new", "Poor old", "pudding", "small"), a wide range of verbs ("cried", "laughed", "push", "pushed", "sticking", "stomped", "stuck", "wearing", "wriggle", "wriggled") and examples of onomatopoeia, ("Meow", "Yowl", and "POP!") that are likely to be in the reader's oral vocabulary and are strongly supported by context, sentence structure, and/or illustrations

Illustrations that support and extend the meaning but may not exactly match the words, for example, not everything mentioned in the text is shown

Words that begin with a variety of consonant blends ("Christmas", "cried", "front", "gravy", "greedy", "small", "sticking", "still", "stomped", "stuck") and some words with silent letters ("know", "wriggle") that provide opportunities for students to build and apply their knowledge of letters and sounds

Reading standard: After one year at school

The Literacy Learning Progressions

Suggested reading purpose

(What can the students expect to find out or think about as a result of reading this text?)

We are reading this story to find out what happened to Greedy Cat on Christmas Day.

Possible learning goals

(What opportunities does this text provide for students to learn more about how to “read, respond to, and think critically” about texts?)

The behaviours listed below link to *The Literacy Learning Progressions*. **Select from and adapt** them to set your specific learning goal. Be guided by your students’ particular needs and experiences – their culture, language, and identity. (*Reading and Writing Standards for years 1–8*, Knowledge of the learner, page 6).

This text provides opportunities for students to:

- make connections between their own experiences and the information in the story in order to form and test hypotheses and make inferences
- make meaning by searching for and using multiple sources rather than one source of information
- identify and summarise the events in the story in order to support their inferences about the characters
- monitor their reading and self-correct where necessary, for example, by rerunning text or checking further sources of information.

Introducing the story

Use your knowledge of your students to ensure that the introduction to the text activates their prior knowledge and provides appropriate support for a successful first reading. This story uses vocabulary and language structures (for example, “back”, “But”, “cried”, “Don’t worry”, “had”, “hungry”, “know”, “meat”, “Meow”, “need”, “no more”, “Off”, “out”, “still”, “That cat”, “The next day”, “too small”, “wearing”) that the students will have met before through previous reading and writing.

- Tell the students you have another book about Greedy Cat for them to read. Before introducing the book, have the students summarise what they know about Greedy Cat from the earlier stories and what the other characters (Katie, Mum, Dad, Aunty) think of him.

- Ask the students to read the title. Read the names of the author and illustrator.
- Use the cover illustration to confirm what a cat door is and to clarify the time of year. Encourage the students to make predictions (form hypotheses) about a possible connection between Christmas and Greedy Cat. Expect their predictions to focus around his love of food. Share the purpose for reading.
- On the title page, draw attention to the size discrepancy between Greedy Cat and the cat door.
- Use the illustration on page 2 to confirm the Christmas setting and the characters. Encourage the students to discuss what food they eat on Christmas Day. If you have students who are unfamiliar with Christmas celebrations, take a moment to explain these traditions, and encourage them to make connections to their experiences of celebrations that involve special food.
- As you discuss what’s happening in the illustrations on pages 2 and 3, rephrase the students’ responses or use prompts to elicit the interest vocabulary.
- Expect the students to notice that Greedy Cat is not happy on page 3, despite his huge bowl of food in page 2. Discuss his angry stomping in the top illustration and his dilemma in the illustration below. *What is he doing to get through the door?* If necessary, feed in the word “wriggle” and the noun phrase “front legs”.
- Ask the students to think, pair, share what they think will happen next.
- Remind them of the purpose for reading.

Monitoring the reading

- Observe closely as the students read the story to themselves, noting their confidence and perseverance with challenges, their attempts to solve unknown words, how they manage the noun phrases, and any instances of self-monitoring, cross-checking, and self-correction. Provide support for individual students as necessary.
- If necessary, reassure the students about the silent “w” in “wriggle” on page 3.
- Enjoy their delight as they discover Greedy Cat’s predicament on page 7. Encourage them to predict how the story might end before they read page 8.

- If students are making errors without noticing a problem, wait till the end of the sentence or page before intervening, unless they have stopped reading. Waiting gives them the opportunity to notice and fix it themselves. Prompts could include: *Are you sure?; Were you right?; Does that sound right and look right to you?; You said ____, does that make sense?; Try that again.; If the word was ____, what letters would you expect to see?; What else could you check?*

Text	Student reads	Teacher prompt
Greedy Cat stomped to his door.	Greedy Cat ____ to his door. <i>(Pauses, then reads to the end of the sentence and stops)</i>	Prompt the student to think about the meaning and search for visual (print) information. <i>He's looking very cross. How would he walk? Look at the word. What would make sense and look right with those letters?</i>
Out went his front legs.	Out went his foot/feet <i>(Stops, knowing that there is a mismatch)</i>	Prompt the student to search for more information. <i>Read the next word (legs) ... Now go back and try again. Look at how the word (front) starts.</i>
Katie looked at the back end of Greedy Cat/ sticking out of the cat door.	The student reads as if the sentence ends at the end of line 1 and is stuck about what to do next.	<i>You stopped. Is there a full stop there? Read it again and keep reading till you get to the full stop ... (the student reads) ... That's right, his back end was sticking out of the cat door.</i>

- Remember to base these types of prompts on what you know about the students' prior knowledge. For example, asking an English language learner if a word sounds right may not be useful if they are not familiar enough with English phonemes and vocabulary to know the answer. In this case, an explanation and further examples would be more effective.
- Reinforce attempts to problem-solve, whether a student is successful or not, for example: *You tried to work out that word. I noticed the way you checked the picture and tried again.*
- For further suggestions about ways to support students to self-monitor (to cross-check, confirm, and self-correct), see *Effective Literacy Practice in Years 1 to 4*, page 130.

Discussing the text after the first reading

- Encourage the students to share their response to the ending. If necessary, clarify that a dog door is bigger than a cat door. *How do you think Greedy Cat was feeling when the cat door got stuck around his tummy? What helped you work that out?*
- Read and discuss the author's note with the students.
- Remind them of the reading purpose and ask them to summarise the events. Use a sequence chart to record their ideas.

What happened in the story?		
Beginning	Middle	End
What are they doing?	What goes wrong?	How do they fix it?
Greedy Cat had a big Christmas dinner. Mum said, "No more food".

- Encourage the students to share why parts of the story made them laugh. Make connections to their earlier predictions. *Is this what you thought would happen? What made you change your mind or realise you were right?*
- Have the students reread the text, stopping to discuss points of interest. You could draw attention to such aspects as:
 - the descriptive verbs ("push", "pushed", "stomped", "wriggle") and how they help with the meaning of the story
 - the poetic structure of some phrases ("Out went his head/front legs");
 - the use of noun phrases (for example, "cat door", "front legs", "back legs", "back end of Greedy Cat"), requiring students to read on to check they have the right meaning
 - the silent letters in "wriggle" and "know".
- Prompt the students to think critically by making inferences about what Dad really thinks about Greedy Cat. For example, on page 4, he says that Greedy Cat is too big but then at the end of the story, he helps him. *What is Dad thinking on page 8?* The students could also draw on their knowledge of Dad's attitude in *Greedy Cat Is Hungry*.

After reading: practice and reinforcement

After-reading tasks should arise from monitoring of the students' needs during the lesson and should provide purposeful practice and reinforcement. Where possible, make links to other reading texts, including texts generated from language experience and shared writing, and to the wider literacy programme (oral language, writing, handwriting, word games and activities) and other curriculum areas.

Select from and adapt these suggestions, according to the needs of your students.

- Have the students reread the story aloud to a partner. Listen in, noting their ability to self-monitor and to use the punctuation and context to support phrasing and expression, particularly the dialogue. You could also do a quick running record with a student to provide more information on something you have noticed.
- The students can also build their comprehension and fluency by rereading the story while listening to the audio version. Audio versions also provide English language learners with good models of pronunciation, intonation, and expression.
- Provide many opportunities for the students to reread this story and to read other stories with similar themes (see Related texts).
- Reinforce the students' understanding of narrative structure by asking them to retell the story to a partner. They could refer to the sequence chart. Have them follow up by writing and drawing about three events (one each from the beginning, the middle, and the end of the story). Pages 14–18 of *Supporting English Language Learning in Primary School: A Guide for Teachers of Years 1 and 2* provides some useful guidance on supporting English language learners with recounting. Download a copy at ESOL Online, Supporting English Language Learning in Primary School (SELLIPS).
- The students could create thought bubbles for the characters on pages 2, 3, 7, or 8.
- Reread pages 5 and 6, drawing attention to how the author has made them sound so interesting. Enjoy the repetition of words and the use of onomatopoeia (“push”, “pushed”, “wriggle”, “wriggled”, and “POP”).

- Focus on any of the initial consonant blends or digraphs that the students are unsure of, in particular, the silent initial letters in “know” and “wriggle”. List other words they might know that start the same way (“knee”, “knew”, “knight”; “write”, “wrap”, “wrong”).
- Explore word structure using the verbs in the story. For example:
 - Ask the students to locate sentences that include verbs ending in “ed” and “ing” and identify the root words. (Explain that “pudding” doesn't belong on the list because it's not a verb.) Have them practise building new words by adding “s”, “ed”, or “ing”.
 - Discuss the need to change from “y” in “cry” to “ie” in “cries” and “cried” and the need to add “es” rather than “s” for “pushes”.
 - Discuss the irregular past-tense verb forms “stuck” and “wore”. Explain that some verbs can't have “ed” added.

You could add some of the verbs from the story onto a chart and have the students work together to complete it. Display it as a reference for the students to use when they are writing.

Root word	- ed	- ing	- s
	cried		
	laughed		
look			
push			
wriggle			
	stuck	sticking	
	stomped		
wear		wearing	

- Have word games available that encourage students to sort words by common characteristics, such as initial consonant blends or inflected endings (“ed”, “ing”) or those belonging to the same word family (“push”, “pushed”, “pushes”, “pushing”), as in the previous task.