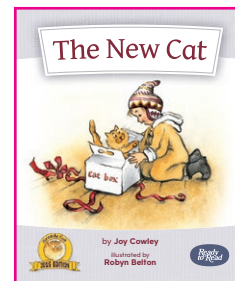


The New Cat

by Joy Cowley
illustrated by Robyn Belton

This text is levelled at Magenta.



Overview

This story is about Greedy Cat arriving at Katie's house as a kitten, and it describes how he gets his name. *The New Cat* is best read after you have shared the big book *Greedy Cat* so the students are already familiar with his personality and with the concept of "greediness".

This text supports the development of a self-extending reading processing system by helping students apply their growing awareness of early concepts about print and their expectations that text should make sense and sound right. (*The Literacy Learning Progressions*, page 10).

There is an audio version of the text 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: *Greedy Cat Is Hungry* (Red 2); *Lunch for Greedy Cat* (Yellow 3); *Greedy Cat's Door* (Blue 3).

- Humorous texts about cats: "Bedtime Cat", "Robber Cat" (poem cards); *Greedy Cat* (shared)
- Stories that include cats: *The Water Slide* (Magenta)

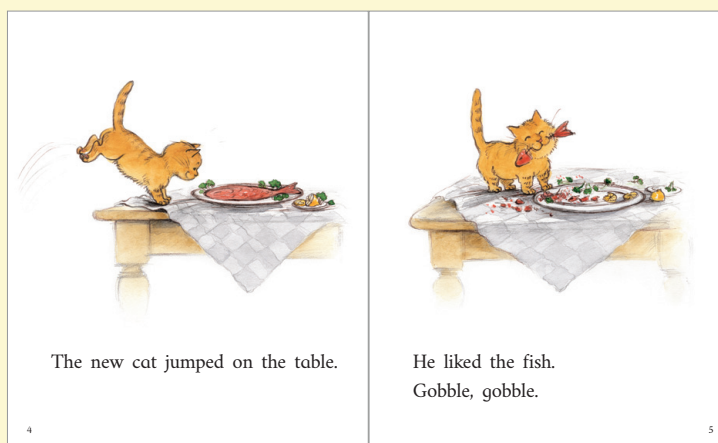
Text characteristics

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 relate 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 (including links to the students' prior knowledge about Greedy Cat) that provides opportunities for students to make predictions and inferences

The familiar setting (at home) and the familiar context of family pets

Clear spacing between words to support one-to-one matching and some pages with more than one line of text, providing opportunities to practise return sweep



Illustrations that support and extend the meaning

A range of punctuation, including full stops, exclamation marks, and commas to support phrasing and meaning

Many high-frequency words, several of which ("He", "liked", "on", "The", "the") are repeated often

Interest words ("bench", "cat", "cat food", "fish", "Gobble, gobble", "ice cream", "jumped", "milk", "table") that are likely to be in the reader's oral vocabulary and are strongly supported by the context, the sentence structure, and the illustrations

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 how Greedy Cat got his name.

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 information in the story to make predictions and inferences about the new cat
- read a simple story by themselves
- start building a reading vocabulary of high-frequency words
- gain control over one-to-one matching, directionality, and return sweep
- notice some errors in their reading and take action to self-correct.

Introducing the story

Use your knowledge of your students to ensure that the introduction to the text is effective in activating their prior knowledge and providing appropriate support for a successful first reading. Note that this story is designed for students to read after they have become very familiar with the big book *Greedy Cat* through shared reading and includes some of the same vocabulary (“Gobble, gobble”, “Greedy Cat”, “He”, “the”).

- Provide support for English language learners by teaching them some key vocabulary before reading. Select two or three illustrations. Encourage them to look at the pictures and talk about them in their first language. Follow this up by providing English words for the food items and other key words and phrases (for example, “bench”, “jumped”, “table”, “the new cat”) orally and on word cards. Give the students the word cards and support them to match the cards to the illustrations. They could also listen to the audio version before attempting to read the story themselves.

- Read the title. Tell the students that this book is about Greedy Cat when he was a kitten and it will tell them about how he got his name. Use the cover illustration to establish that the new cat is arriving at Katie’s house. (Although Katie isn’t named in this book, she appears in the illustrations and is a recurring character in the stories.)
- Have a brief discussion about cats (or kittens) and what they like to drink and eat. Note that students from other countries or cultures may have different ideas about what pets are fed. Encourage them to share their knowledge.
- Share the purpose for reading. Discuss what it means to be greedy, making connections to the shared book *Greedy Cat*. Ask the students to share their predictions about what the new cat will do to get that name. Expect them to predict it will be something to do with food. Turn to the title page and encourage the students to review their predictions in light of this illustration. *What is the new cat doing? Why is the milk splashing and spilling all over the place?*
- Browse through the book and discuss what the new cat is doing in the illustrations. Every so often, prompt the students to think about the reading purpose: *Is he being a greedy cat?*
- Rephrase the students’ responses or use prompts to elicit new language structures and vocabulary, for example:
 - to support “liked” and “gobble”, you could say: Did he like the milk? He’s drinking it fast, just like Greedy Cat in the big book. What sound does Greedy Cat make when he eats? Or: My cat gobbles his milk like that too. Does your cat gobble his milk?
 - on page 3, to support “He” and “liked”: Did he like the cat food?
 - on page 4, to support “jumped”: How did the new cat get on the table?
 - on page 8, to support “He is a greedy cat”, remind the students of the reading purpose. The new cat has gobbled up a lot of food. I wonder what this page is saying about him?

Monitoring the reading

- Observe closely as the students read the text quietly to themselves. Note their one-to-one matching, directional movement, and return sweep and their ability to self-monitor and make sense of their reading. They may recognise and use some known words and letters.
- Provide support to individual students as necessary. For example, if a student has trouble getting started, provide prompts about the meaning and the structure:

Page 2 – *Read about what the new cat liked.*

Page 3 – *We know he liked the milk. Now read about what else he liked.*

- If a student makes an error, wait till the end of the sentence or page before intervening, unless they stop reading. Waiting gives them the opportunity to notice the error and fix it themselves. Use appropriate prompts to draw their attention to the error. For example:

Text	Student reads	Teacher prompt
The new cat jumped on the table.	The student stops at “jumped”.	<i>Look at the picture. What did the new cat do? If necessary, ask: How did he get on the table? Now read what the new cat did.</i>
He liked the ice cream. Gobble, gobble.	The student omits “the” as he reads the sentence.	<i>Is your finger matching the words? Try that again.</i>

- Other prompts for self-monitoring include: *You said ... Did that make sense?; Did that sound right to you?; Were you right?; Did your finger match the words?; Read the sentence again.; Are you sure?; Try that again.*
- Remember to base these 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. 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 noticed something was wrong and you went back to try again. That was good reading.*
- 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.
- As the students finish reading, they can quietly reread the story until everyone has finished.

Discussing the text after the first reading

- Remind the students of the reading purpose: *How did the new cat get his name? Encourage them to think critically: Do you think Greedy Cat is a good name for the new cat?*
- Ask the students to think, pair and share their favourite part of the story.
- Have the students reread the text, stopping for discussion at points of interest. You could draw the students’ attention to a text feature, such as high-frequency words, the repeated refrain, or the bold print and the exclamation mark for emphasis on the last page.

After reading: practice and reinforcement

After-reading tasks should arise from your 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, alphabet and word games and activities) and other curriculum areas.

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

- Ask the students to reread the story to a partner. Listen in, providing feedback to individual students and making notes about aspects that may need further attention. You could also use this time to do a quick running record with a student to provide more information on something you have noticed.
- The students can 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 students to reread and enjoy this story and other familiar stories and poems including the big book *Greedy Cat* (see Related texts).
- Have the students draw or paint their own picture of something the new cat did in the story. With support, they could write an accompanying caption.
- Encourage the students to discuss examples of pets’ names and how they got them. This knowledge could be from books and television as well as real life. Create a group book, using some of the vocabulary from the story. Provide a writing framework, for example: My cat is called _____. OR: My cat’s name is _____. She is a _____. My cat likes to _____.

- Ask the students to locate repeated high-frequency words on any double-page spread. *Can you find the word “liked”?* *Can you find “liked” on the next page?*
- Have word games and activities available that reinforce automatic recognition of high-frequency words, for example, identifying words that are the same and making words with magnetic letters. Provide bilingual word games and activities where appropriate.



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