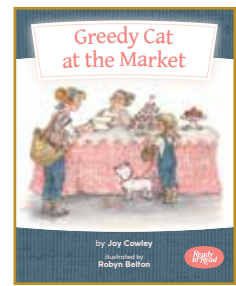


Greedy Cat at the Market

by Joy Cowley
illustrated by Robyn Belton

This text is levelled at Gold 1.



Overview

Poppy the dog is staying with Katie's family while Nan is away. Mum and Katie decide to take Poppy for a walk to the market, leaving Greedy Cat at home – or so they think!

This book requires students to “confidently use a range of processing and comprehension strategies to make meaning from and think critically about” text (from *The Literacy Learning Progressions*, page 14). As well as providing a lively reading experience, this story helps students to develop reading “stamina” and confidence with longer stories, helping them to make the transition to chapter books. This book can be returned to many times to explore and enjoy.

There is an audio version of the text as an MP3 file at www.readytoread.tki.org.nz

Related texts

Previous stories about Greedy Cat

Stories and poems about cats: “Bedtime Cat” (poem card); “Catsways” (in *Splish Splash!*); “The Builder’s Pet” (*JJ 39*); “One Black Cat” (a poem, *JJ 40*); “The Stowaway” (*JJ 45*)

Stories about searching or using clues: “Something Strange Going On” (*JJ 46*); “Lost Again!” (a poem, *JJ 47*); “Buried Treasure” (a play, *JJ 53*); *The Thief* (Gold 1)

Cross-curriculum links

English (levels 1 and 2): Selects and reads texts for enjoyment and personal fulfilment.

Text characteristics

Greedy Cat at the Market has the following characteristics that help develop the reading behaviours expected of students reading at Gold.

A mix of explicit and implicit content within the text and illustrations that requires students to make connections between ideas in the story and their prior knowledge to make predictions and inferences

Shifts in time and place, several characters and events, and two overlapping storylines

Language features that provide opportunities for students to apply and extend their vocabulary knowledge, for example:

- noun phrases that add descriptive detail
- the pronoun “whose”



Ideas and information organised in paragraphs

Frequent use of dialogue, some of which is not explicitly attributed, and more than one character speaking on a page

Some vocabulary that may be unfamiliar (for example, “replied”, “stallholder”, “flavours”, “decorations”, “twitched”, “wobbled”, “dribbled”, “plopped”, “stomped”, “glimpse”, “dragging”, “tumbled”, “no sign of”, “sobbed”, “smoothed”, “detectives”, “nodded”, “pair”, “rascal”, “frowned”, “silent”, “squashed”, “greasy”, “giggled”) the meaning of which is supported by the context, the sentence structure, and/or the illustrations

A variety of sentence structures requiring students to attend to punctuation and linking words and phrases including indicators of time (for example, “to”, “that”, “with”, “too”, “Sure enough”, “but”, “these”, “as”, “whose”, “soon”, “now”, “while”, “Meanwhile”, “when”, “For a while”) to clarify the connections between ideas

Suggested reading purpose

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

To find out what happened at the market

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, over several readings, to:

- **make connections** between their prior knowledge and information in the story to **make predictions** and **inferences**
- track events and ideas and the connections between them (**summarise**)
- use key words and phrases to **visualise** events
- identify and discuss (**analyse**) what makes this story exciting and satisfying to read
- **evaluate** (form and justify an opinion about) the actions of the characters
- **monitor** their reading, and when something is unclear, take action to solve the problem, for example, by checking further sources of information, rereading, reading on, and/or looking for clues close by.

Introducing the story

- Use your knowledge of your students to ensure that the introduction to the story activates their prior knowledge and supports them for a successful first reading. A short video on the importance of introducing the text is available at <https://vimeo.com/142446572>
- A few days before introducing this book, make the previous stories about Greedy Cat (including *Greedy Cat and the Visitor*, which features Poppy) available for students to reread and enjoy.

For English language learners, you could talk through the illustrations on the cover, title page, and first few pages before the whole-group session, to build confidence with vocabulary and text features that may be unfamiliar. You can find further information about features of texts that may need support at [ELLP](#).

- Tell the students you have another story about Greedy Cat for them to read, and briefly recap what they know about him from previous stories.
- Have the students read the title, then discuss the cover illustration (who, where, what). Briefly discuss what a market is, feeding in the words “stall” and “stallholder”. Prompt them to recall who Poppy is and what Nan said at the end of *Greedy Cat and the Visitor* (about Greedy Cat teaching Poppy greedy tricks). Encourage them to speculate why Poppy is here but not Greedy Cat, especially when he is mentioned in the title. *Does the market sound like a good place for Greedy Cat?*
- Turn to the title page illustration and have the students think, pair, and share their predictions about the possible links between this and the cover illustration. Together, decide on the purpose for reading.
- The students could begin reading from this point. If you think they may need more support, you could have them read up to the end of the second paragraph on page 3 (“shutting Greedy Cat inside”) and then review their predictions in light of what they now know about the storyline.
- Provide sticky notes for the students to mark places they may want to come back to or to jot down questions or ideas.

Reading the story

Observe the students as they read the story by themselves. During the first reading, the focus is on students experiencing and enjoying the story rather than on totally accurate word solving. At this level, much of the processing that they do is “inside their heads” and may not be obvious until the discussion after the reading. Intervene only if it’s clear a student needs help. There will be many opportunities to provide support with word solving and comprehension on subsequent readings.

Student behaviours

Examples of the sorts of behaviours (developed over several readings) that will help students achieve their learning goal(s)

The students make connections between their prior knowledge and information in the story to make predictions and inferences.

- On page 3, when they find out that Greedy Cat has to stay home, they make connections to the title and their prior knowledge to predict that he is going to try to get to the market anyway. They use descriptions on the next page (such as “tail twitched”, “mouth dribbled”, and “stomped”) to infer Greedy Cat’s feelings and confirm their predictions.

- They make a connection between Greedy Cat’s meows and the sentence “Poppy’s ears went up” to infer that Poppy has heard Greedy Cat.
- On page 6, they infer from the phrase “blinked away tears” that Katie is upset but trying not to cry.

They track events and ideas, and the connections between them.

- They use the page 2 information about Nan to clarify why Poppy is at Katie’s house, and why Katie and Mum are going to the market.
- They use punctuation and linking words to help clarify the connections between ideas within and across sentences, for example:
 - they use the preceding sentences and the unfolding meaning of the conversation to track who is speaking the unattributed dialogue on pages 6 and 7;
 - in the second sentence on page 10, they notice the similarity to “who” and use this to infer that “whose” refers to Greedy Cat.

They use key words and phrases to visualise events.

- They use the descriptive phrase “plopped out” to visualise the difficulty Greedy Cat might have in getting out of the window. (Some students may notice the connection to Greedy Cat “plopping” over the fence in *Dinner for Greedy Cat*.)
- They visualise and enjoy the description of the chaos at the market on page 5 and the hot dog man’s descriptions of Poppy as a “hot dog” and Greedy Cat as “a big sausage with legs” on page 9.

They demonstrate monitoring and problem-solving.

- They draw on a range of word-solving strategies, for example, they use the cover illustration, the sentence structure, and the previous references to stalls to infer the meaning of “stallholder” on page 3; and on page 4, they use the context and sentence structure to work out “caught a glimpse”.
- On page 5, they reread the sentence that begins with “Barking loudly”, noticing the comma to clarify phrasing and meaning.
- They mark aspects they are not sure of or want to come back to.

Deliberate acts of teaching

Examples of how you can support individual students (if needed)

- Prompt the students to draw on what they already know about Greedy Cat.
- You could pause at the end of page 5 to review students’ predictions.

- Remind them of strategies they can use to solve words and clarify meaning (for example, looking for the biggest known word “chunk”, rereading and/or reading on – especially important for clarifying noun phrases, checking punctuation, thinking about the unfolding meaning of the story, and looking for clues close by in the text and illustrations. If necessary, provide specific support, for example, reminding them that “s” can sometimes have a “sh” sound to help them solve “Sure” or reassuring them that the “w” in “whose” is silent (as in “who”).

Discussing and rereading the story

You can reread this story several times, focusing on different aspects and providing opportunities for the students to build comprehension, vocabulary, and fluency. **Select from and adapt** the suggestions below. Some of the discussion points overlap, and several can be explored further as after-reading activities.

- Enjoy the students’ responses to the end of the story.
- Remind them of the reading purpose and have them summarise the story (identifying the main things that happened and why). Encourage the students to refer to the text for clarification. You could create a summary chart (as in the partially completed example below) with different rows for the main characters, or you could create a story map using different colours to explore how their stories overlap

| Who | What | | | |
|------------|--------------------|-----------------------|-------------------------|------------------|
| Mum | went to the market | bought cakes, chatted | searched for Poppy | thought of clues |
| Katie | | ran away | found the hot dog stand | |
| Poppy | stayed home | went to the market | | |
| Greedy Cat | | | | |

- Encourage the students to think critically, drawing on their prior knowledge of the characters as well as information in this story:
 - *Why didn’t Mum want to take Greedy Cat to the market?*
 - *Why didn’t Katie and Mum think of the hot dog stand earlier?*
 - *Do you agree with what Katie says about Greedy Cat on page 10?*
 - *What will Mum and Kate tell Nan? (Will they tell the same story?)*
- Have the students reread the story, stopping to discuss points of interest. Encourage them to share any aspects they have marked with sticky notes. For English language learners, you may also need to provide support with aspects such as colloquial language (for example, “She could do with a walk”; “Sure enough”; “I might have known”) or tracking pronouns.

You could also explore such aspects as:

- predictions the students made as they were reading. *What clues did you notice? How did knowing what Greedy Cat was like help your thinking?* Explain that making and checking predictions helps them think more deeply about what they are reading.
- the clues in the text and illustrations about Katie’s feelings (showing rather than telling). For example, Katie blinks away tears, sobs, shouts and calls Greedy Cat naughty, doesn't think the hot dog man is funny, carries Greedy Cat home, hugs him, and giggles when they find the cake is gone. Draw out the idea that the reader has to put clues together to make inferences.
- how the text and illustrations make the story exciting and help readers to visualise. Encourage the students to share (and perhaps read aloud) their favourite parts of the story (for example the description of Greedy Cat at the top of page 4, the chaos at the market, or the way Mum and Katie worked out where to look. You could explore:
 - the descriptive verbs and verb phrases, (for example, “twitched”, “wobbled”, “dribbled”, “plopped”, “stomped”, “caught a glimpse”, “tripped”, “tumbled”, “blinked away tears”, “frowned”). The students could act out their meanings.
 - noun phrases that add descriptive detail (for example, “hot dog man”, “the woman at the vegetable stall”, “a large orange cat”)
 - the short, dramatic sentences at the end of page 5.
- sentences with multiple phrases. Practise reading some examples together, attending to punctuation, especially commas, and linking words to clarify meaning. For example, “Meanwhile, back at home, Greedy Cat could also smell sausages ...” “Barking loudly, Poppy ran through the stalls with her lead dragging behind her”
- how the students worked out (or tried to work out) unfamiliar words or phrases.

After reading: practice and reinforcement

After-reading tasks should arise from your monitoring of the students’ needs during the lesson and provide purposeful practice and reinforcement. Where possible, make links to other 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.

For English language learners, **SELLIPS** also has ideas for purposeful and relevant tasks.

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

- Provide many opportunities for students to reread this story and to read other stories with similar themes (see Related texts) or stories written by Joy Cowley or illustrated by Robyn Belton.
- The students can build their comprehension and fluency by rereading the story while listening to the audio version. Audio versions are particularly supportive for English language learners because, as well as clarifying pronunciation, they provide good models of the prosodic features of English, such as intonation and phrasing.
- To support summarising, the students could:
 - identify five or six key events in the story, then create a comic strip that includes a sentence, speech bubble, or thought bubble (containing the key idea) and a quick drawing for each event.
 - draw and write about how Katie, Mum, or Greedy Cat are feeling at three different times in the story.
 - write a letter or email that one of the characters (Dad, Katie, Mum, or the hot dog man) might send to a friend, describing what happened. Alternatively, they could write about what Katie or Mum might tell Nan when she arrives.
- Explore the character of Greedy Cat. (This could be a whole-class activity.) Provide opportunities for the students to reread and gather ideas from other Greedy Cat books. Identify some or all of the naughty things he has done and have the students rank them by how naughty they are and say why. There are no right answers for this activity, but the discussion and negotiation of choices supports inferring and thinking critically.
- Build vocabulary and make links to writing by having the students use the descriptive language in the story. For example, they could:
 - illustrate a favourite scene and add descriptive words, phrases, or sentences from the story as well as ideas of their own
 - practise using noun phrases within sentences. Create oral sentences together incorporating noun phrases from the story. (Examples include “the hot dog man”, “the woman at the vegetable stall”, “a large orange cat”, “a box of cabbages”, “the man selling bread and buns”, “clever detective”, “a ‘hot dog’”, “a big sausage with legs”, “a greedy pair”, “naughty tricks”.) Then

have the students work in pairs to create their own sentences. You could increase the challenge by asking the students to incorporate two noun phrases into one sentence. Also look for opportunities to model the use of noun phrases during shared writing.

- Build the students' confidence in reading and writing sentences with multiple phrases by experimenting with sentences from the story. For example:

| What the character said | How they said it | Who said it | What they are doing |
|-------------------------|------------------|-------------|---------------------------|
| "You're not coming," | said | Mum, | closing the door. |
| "Oh, no!" | cried | Dad, | noticing the open window. |
| "You're not naughty," | whispered | Katie, | hugging Greedy Cat. |

| Doing what? | How? | Who? | Did what? | Where? |
|-------------|---------------|--------------|-----------|---------------------|
| Barking | loudly, | Poppy | ran | through the stalls. |
| Squealing | with delight, | the children | splashed | in the puddles. |
| Breathing | heavily, | Jack | clambered | down the beanstalk. |

The students could work in pairs to create their own examples. Encourage creativity and humour.