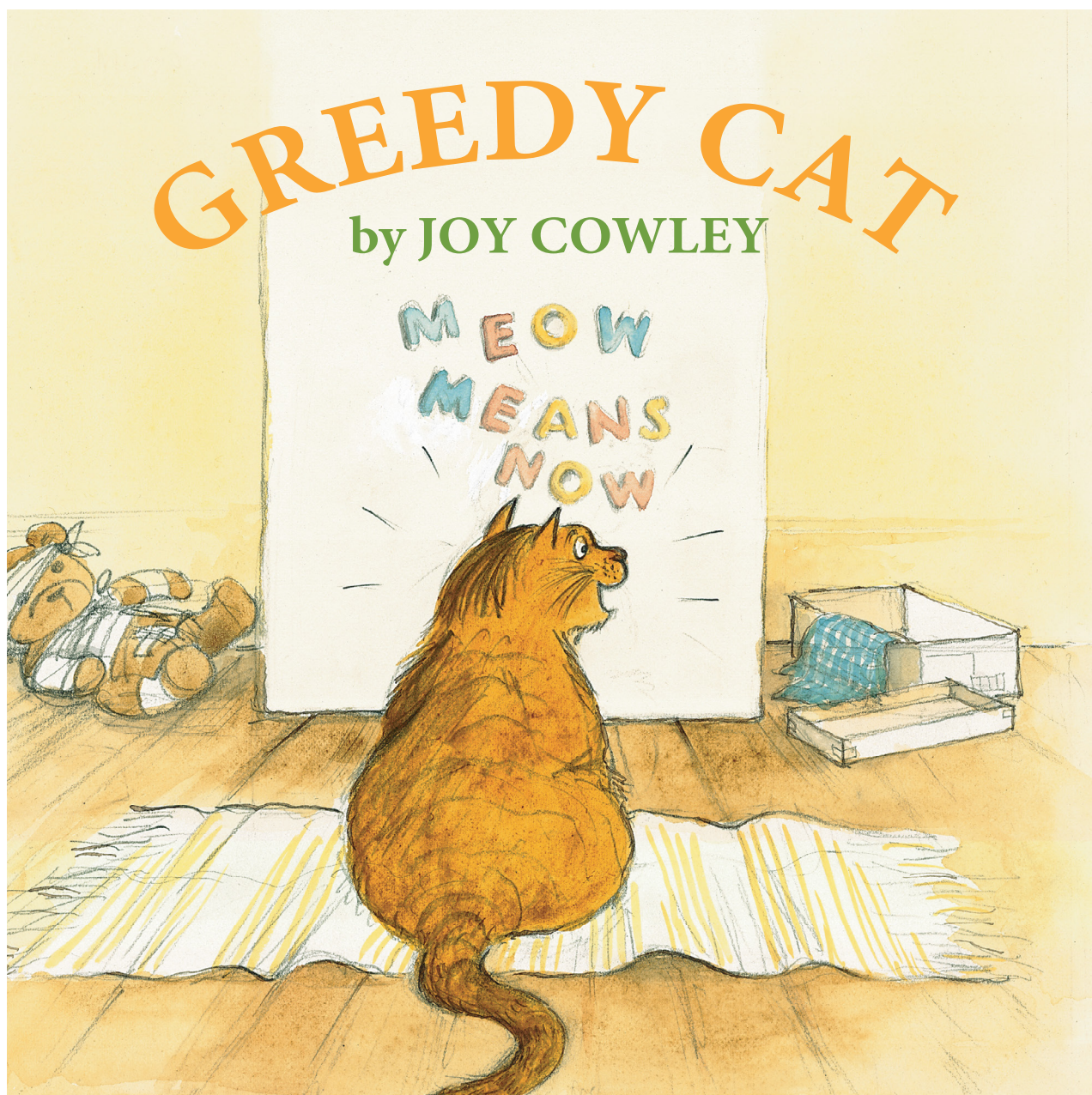


## TIM BRAY THEATRE COMPANY

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# Teachers' Resource Guide (Part 1 & 2)



Prepared by Rosemary Tisdall, Children's Literature Consultant, Getting Kids into Books



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GETTING KIDS INTO BOOKS



## TEACHERS' RESOURCE GUIDE (PART 1)

### *Greedy Cat*

by Joy Cowley, illustrated by Robyn Belton

Adapted for the stage by Tim Bray

Children's Literature Consultant (*Getting Kids Into Books*)

This Teachers' Resource Guide offers suggestions for classroom activities in relation to reading *Greedy Cat* by Joy Cowley, illustrated by Robyn Belton and to enhance the experience of viewing *Greedy Cat - Online* by Tim Bray Theatre Company.

The questions and activities should be selected or adapted for the age level of your class. They will spark more of your own – this guide is certainly not definitive.

**Part One** of the Guide could be used in preparatory classroom work before the children view *Greedy Cat - Online*.

**Part Two** of the Guide, containing suggestions for follow-up activities after you have seen *Greedy Cat - Online*.

# Before you read the story

## ENGLISH

### Key Competencies: Using Language, Skills and Texts, Thinking

(Curriculum Guide)

Listening, Reading and Viewing(1); Speaking, Writing and Presenting(2) –  
Level One

#### Processes and Strategies

Students will:

Acquire and begin to use sources of information, processes, and strategies to identify, form and express ideas.

#### Purposes and audiences

- (1) Recognise that texts are shaped for different purposes and audiences.
- (2) Recognise how to shape texts for a purpose and an audience.

#### Ideas

- (1) Recognise and identify ideas within and across texts.
- (2) Form and express ideas on a range of topics.

#### Language features

- (1) Recognise and begin to understand how language features are used for effect within and across texts.
- (2) Use language features, showing some recognition of their effects.

#### Structure

- (1) Recognise and begin to understand text structures.
- (2) Organise texts, using simple structures.

#### Level Two

#### Processes and Strategies

Students will:

Select and use sources of information, processes and strategies with some confidence to identify, form and express ideas.

#### Purposes and audiences

- (1) Show some understanding of how texts are shaped for different purposes and audiences.
- (2) Show some understanding of how to shape texts for different purposes and audiences.

#### Ideas

- (1) Show some understanding of ideas within, across, and beyond texts.
- (2) Select, form, and express ideas on a range of topics.

#### Language features

- (1) Show some understanding of how language features are used for effect within and across texts.
- (2) Use language features appropriately, showing some understanding of their effects.

#### Structure

- (1) Show some understanding of text structures.
- (2) Organise texts, using a range of structures.

1. Do you own a cat? Describe your cat's eating habits. Does it have a favourite food? Could you describe it as a "greedy cat"? Why or why not?
2. Why do you think this cat is called Greedy Cat? Discuss and compare ideas. If he wasn't called Greedy Cat, what name would you give him?
3. Make a list of names you have for your cat in your class/school (use any pet, if necessary). What do you notice about pet names (compared to say human names)?
4. Find out what you can about the author, Joy Cowley, one of New Zealand's most prolific and well-loved writers for children. Visit her website: <https://www.joycowley.com>. Look at the lovely photos and read lots of information about Joy.

## THE ARTS

### Key Competencies: Using Language, Skills and Texts, Thinking

(Curriculum Guide)

#### VISUAL ARTS Developing Ideas

##### Level One

Investigate visual ideas in response to a variety of motivations, observation and imagination.

##### Level Two

Investigate and develop visual ideas in response to a variety of motivations, observation and imagination.

5. Read as many of Joy Cowley's books as you can; there is an extensive list on her website under Publications. Look at the illustrations – note the different illustrator used. Are the same illustrators used for all of Joy's books? Why are the benefits of using the same or different illustrators? Invite a publisher to come and talk about the publishing process.
6. Find out what you can about the illustrator, Robyn Belton. Look at the Read NZ (formerly the New Zealand Book Council) website: <https://www.read-nz.org> or follow this link: <https://www.read-nz.org/writer/belton-robyn/>
7. Try to locate all the Joy Cowley books Robyn has illustrated. Read them. Choose your favourite.

Write to either or both, Robyn and Joy, telling them what you like about their books. (Joy's postal address is on her website), write to Robyn c/o Read NZ:

***Read NZ Te Pou Muramura***

***Whare Pukapuka***

***Ground floor***

***79 Boulcott Street***

***Wellington 6011***

***Phone / +64 4 801 5546***

***Email / [admin@read-nz.org](mailto:admin@read-nz.org)***

## Read the books

### ENGLISH

#### Key Competencies: Using Language, Symbols and Texts, Thinking,

(Curriculum Guide)

Listening, Reading and Viewing - **Purposes and Audiences**

Level One

Recognise that texts are shaped for different purposes and audiences.

Level Two

Show some understanding of how texts are shaped for different purposes and audiences.

1. There are quite a few Greedy Cat stories (some published by Learning Media and several by Scholastic New Zealand). See if you can find as many as you can and read them as a class. Greedy Cat is constantly hungry. Which story best shows this to you, why is that?
2. How many words can you make out of the letters GREEDY CAT? Make a list and combine to make a class chart. Use a dictionary to look up the meanings of any new words you learn.
3. Describe the relationship between Greedy Cat and Katie, and Greedy Cat and the parents. Is there a difference? Similarities?
4. Write a story about your own cat/pet in storybook format.
5. Write to a pet shop owner/SPCA/local vet and invite them to come and talk about sensible eating for cats/pets.
6. Visit the SPCA.
7. Write out a menu of your favourite dinner. Now write out Greedy Cat's!
8. Write a recipe (made up, or real) that you could make for Greedy Cat's birthday.
9. Find examples of words or illustrations in the stories that are particularly 'cat' things.



## HEALTH

### Key Competencies: Thinking, Relating to Others, Participating and Contributing, Managing Self

	<b>Relationships with Other People</b>
<b>Level One</b>	<p><b>Relationships</b> Students will: Explore and share ideas about relationships with other people.</p> <p><b>Identity, sensitivity, and respect</b> Students will: Demonstrate respect through sharing and co-operation in groups.</p> <p><b>Interpersonal skills</b> Students will: Express their own ideas, needs, wants, and feelings clearly and listen to those of other people.</p> <p><b>Personal growth and development</b> Students will: Describe feelings and ask questions about their health, growth, development, and personal needs and wants.</p>
<b>Level Two</b>	<p><b>Relationships</b> Students will: Identify and demonstrate ways of maintaining and enhancing relationships between individuals and within groups</p> <p><b>Identity, sensitivity, and respect</b> Students will: Describe how individuals and groups share characteristics and are also unique.</p> <p><b>Interpersonal skills</b> Students will: Express their ideas, needs, wants, and feelings appropriately and listen sensitively to other people and affirm them.</p> <p><b>Personal growth and development</b> Students will: Describe their stages of growth and their development needs and demonstrate increasing responsibility for self-care.</p>

26. Katie is teased by her mum and dad but she knows they are only having fun with her: they have some happy laughs together. List the different scenes where these occur. Which is your favourite?
27. Dad, and then Mum, teased Katie when she was going to eat the chocolate cake. How did you feel when you thought Katie might not be getting the cake after all, because of what Dad was saying? How would you have felt if you were Katie? Did it resolve satisfactorily?
28. When Dad is teasing Katie that she doesn't like chocolate cake, he plays it up a bit more by saying she is allergic to chocolate, or dairy, or is gluten intolerant. Use this as an opportunity to discuss allergies, special diets students in your class may have. Or to broaden the students awareness of others' situations.
29. Katie is disappointed (and embarrassed) that Greedy Cat won the award for the fattest cat. Discuss how her parents helped her cope with it and renew her relationship with Greedy Cat.
30. The butcher talks about the recipe for his sausages and where the original recipe came from. Ask the students if they understood when he talked about his great-great-great grandfather etc. Do they have a great grandparent. Look at Family History.
31. In that same scene, the shopkeeper says he will need to get a different member of his family to help Mum. Discuss the relationships of uncles, nephews, cousins, father-in-law, step parent etc.
32. Does Greedy Cat eat healthily? What does Aunt Ann try to do to help him?
33. Discuss what healthy eating is and why it is important.
34. Discuss examples in the show where healthy eating was not demonstrated... is it acceptable in this setting?
35. Make a suitable menu plan for Greedy Cat.



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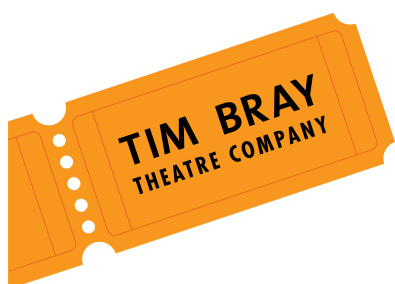
## GETTING KIDS INTO BOOKS

Getting Kids into Books offers Author and Illustrator visits to schools to encourage literacy and reading across the spectrum of children's literature.

Rosemary Tisdall is a Children's Literature Consultant. She has a teaching diploma with a BA in Education, and a broad knowledge of and passion for children's literature. She is Team Leader of Reading Services at National Library, Services to Schools.

She is a Trustee of the Storylines Children's Literature Charitable Trust, and Painted Stories (Te Tai Tamariki) an organisation that aims to preserve and archive New Zealand children's book illustrations.

Rosemary is also on the Board of The Operating Theatre Trust (trading as Tim Bray Theatre Company) and suggests many of the titles for their productions.



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Unlocking **imagination** today ignites  
the **creative minds** of tomorrow

Tim Bray Theatre Company is supported by:

