



TIM BRAY THEATRE COMPANY

Administered by The Operating Theatre Trust

Studio 14, Lake House Arts Centre

37 Fred Thomas Drive, Takapuna

Auckland 0622, New Zealand

PO Box 46-104, Herne Bay, Auckland 1147

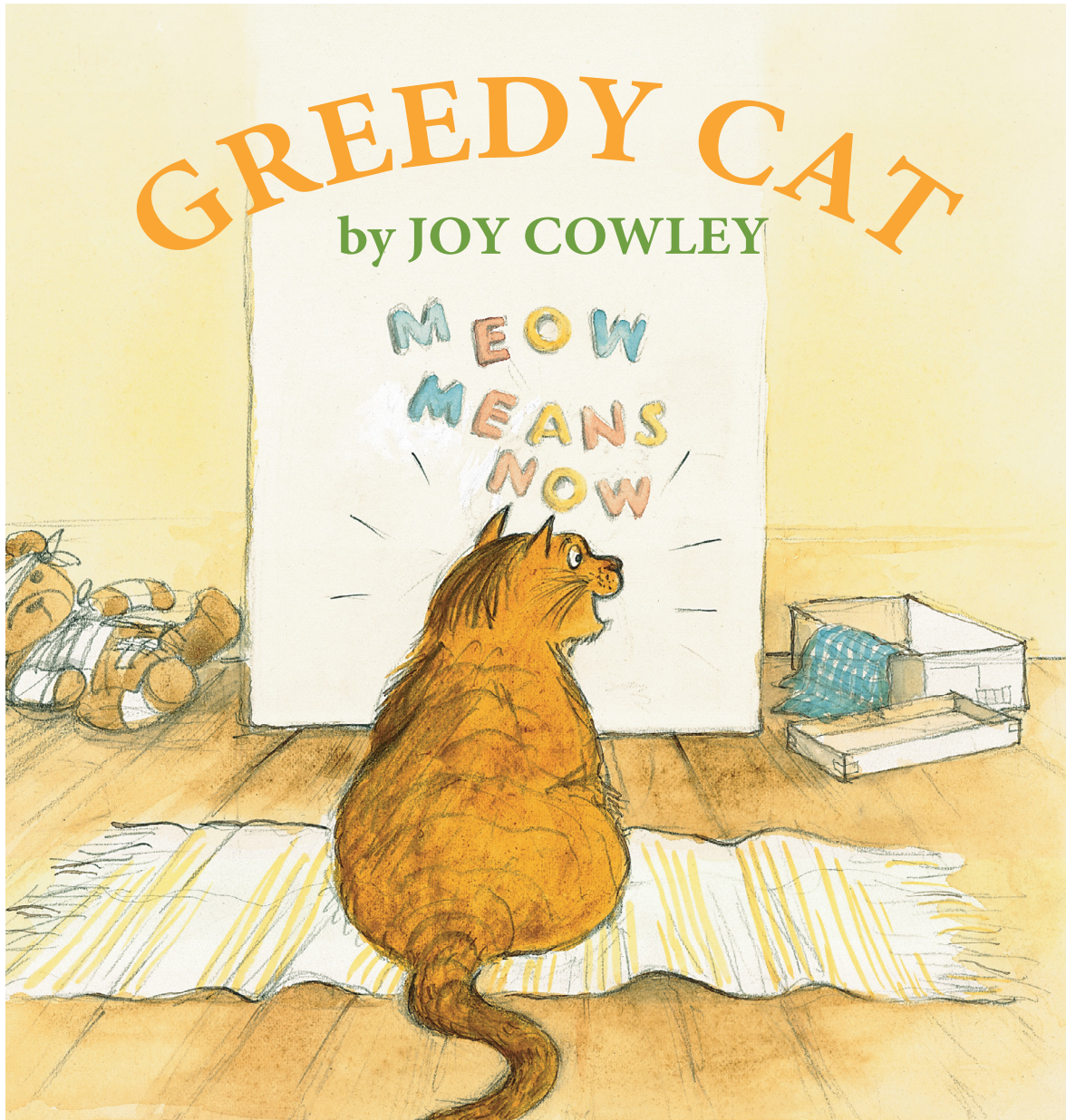
P 09 486 2261

E info@timbray.org.nz

W www.timbray.org.nz

EARLY CHILDHOOD TEACHERS' RESOURCE GUIDE

Making connections with Te Whāriki (Part 1 & 2)



Prepared by Celeste Harrington

"I teach at AUT across the Bachelor of Education and the Bachelor of Arts specialising in teaching Children's Literature in both programmes. I have been involved in a wide variety of aspects on the values of reading for children for all of my working life. My MEd in Children's Literature focussed on what motivates children to read for pleasure. I have been involved in a nationwide research project on what children aged 11 and under are reading for pleasure. I am currently working with colleagues from AUT on a Communities of Readers project commissioned by National Library."



TEACHERS' RESOURCE GUIDE (PT 1)

Making connections with Te Whāriki

Greedy Cat / Te Ngeru Pukunui

by Joy Cowley & illustrated by Robyn Belton

Adapted for the stage by Tim Bray

This Teachers' Resource Guide offers suggestions for a variety of possible experiences for children in relation to reading *Greedy Cat* by Joy Cowley, illustrated by Robyn Belton. This will also serve to enhance and to enhance the experience of viewing *Greedy Cat - Online* by Tim Bray Theatre Company.

The questions and ideas should be selected or adapted for the ages of the children at your centre. They will spark more of your own – this guide is certainly not definitive.

Part One of the Guide could be used in order to prepare the children before the children view *Greedy Cat - Online* and encourage some ideas and possible thinking.

Part Two of the Guide, containing suggestions for follow-up experiences and possible directions to go in (depending on the children's interests) after you have seen *Greedy Cat - Online*.

Before you read the story

Consider how this story and the viewing/experience of the Show will encourage children's thinking and engagement with language, emerging literacy and the visual arts.

Strong connections to Te Whāriki (Ministry of Education, 2017) will support the planning you do and encourage holistic engagement for all ages of children.

Strand	Goals	Learning outcomes
Communication Children are strong and effective communicators		
	They develop verbal communication skills for a range of purposes They experience the stories and symbols of their own and other cultures	Understanding oral language ³ and using it for a range of purposes he kōrero ā-waha Enjoying hearing ⁴ stories and retelling and creating them he kōrero paki

		Recognising print symbols and concepts and using them with enjoyment, meaning and purpose he kōrero tuhituhi
	They discover different ways to be creative and expressive	Expressing their feelings and ideas using a wide range of materials and modes he kōrero auaha

Te Whāriki, (MoE, 2017, p.42)

ALSO, but not limited to:

Strand	Goals	Learning Outcomes
Exploration Children are critical thinkers, problem solvers and explorers Mana aotūroa Children see themselves as explorers, able to connect with and care for their own and wider worlds	Their play is valued as meaningful learning and the importance of spontaneous play is recognised	Playing, imagining, inventing and experimenting te whakaaro me te tūhura i te pūtaiao
	They gain confidence in and control of their bodies	Moving confidently and challenging themselves physically te wero ā-tinana

Te Whāriki, (MoE, 2017, p. 49)

To begin:

Make sure you have read the story (and include other Greedy Cat Stories if you have them in the centre) to the children over a period of time – repetition is exciting and comforting for children and creates a sense of certainty. They will continue to grow in their knowledge of the text and associated illustrations. Do this in large groups or small depending on the age of the children. Try out different places to read stories and not necessarily at mat time.

1. Ask questions about cats – do children have them as pets?