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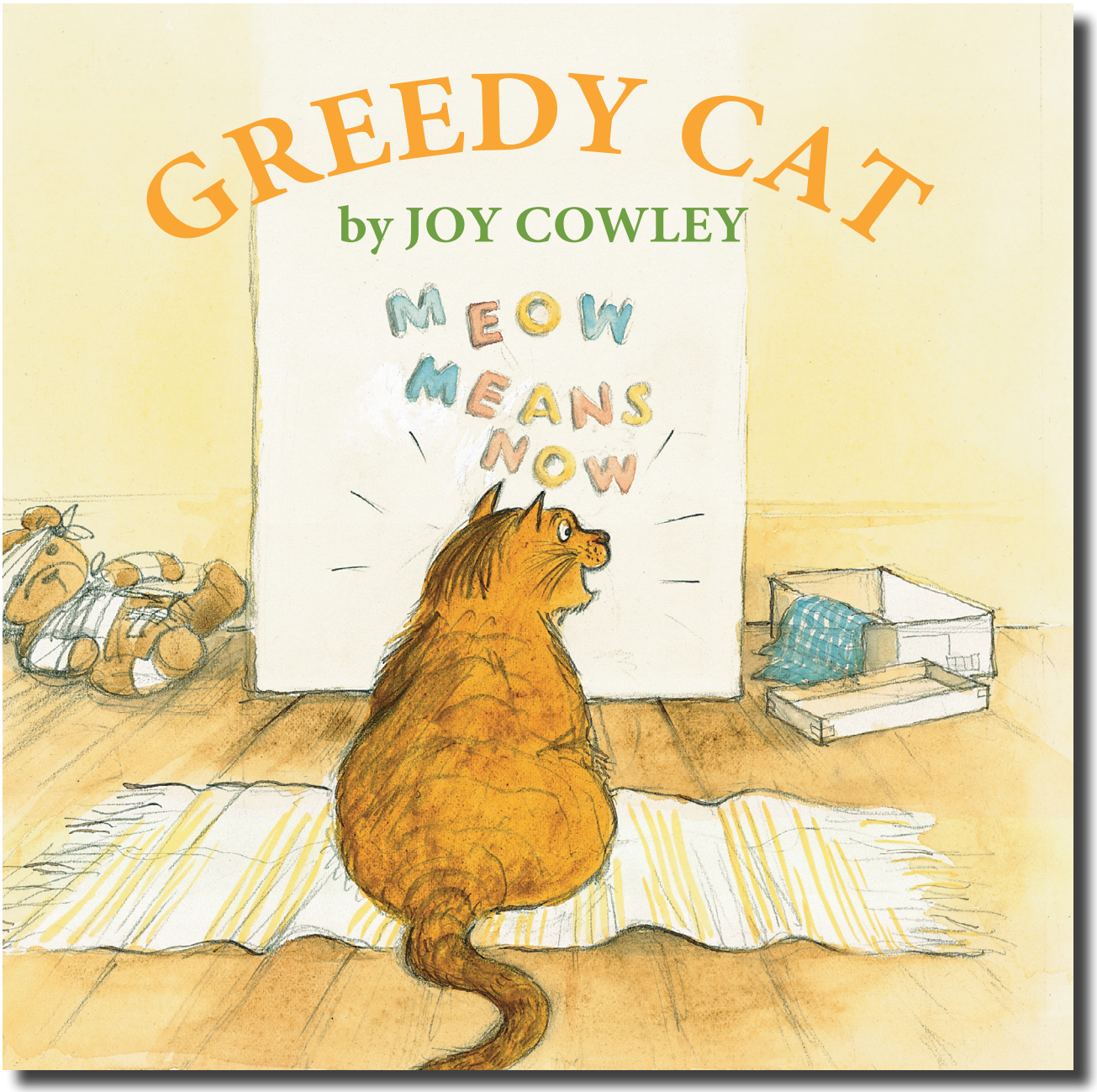
Teachers' Resource Guide (Part 1 & 2)



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

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GETTING KIDS INTO BOOKS

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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 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*.

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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.

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