



Running words: 226

## Book Summary

This book looks at how Tiger the cat is going to be fed when Oliver and Dad go away for the weekend. Dad buys a new feeder, but Oliver thinks that Tiger will be greedy and eat all the food at once. Oliver sets about inventing a customised cat feeder and teaches Tiger to tap his paw against the feeder whenever he is hungry.

## Themes

Invention, Problem solving, Family, Pets, Food, Animals, birds and insects

## Features of the Book

- The information contained in illustrations
- Content words for discussion: *feeder, paw, greedy, hungry*
- Phonics and phonemic awareness: *aw (/aw/ sound)*

## Strategies

*Feeding Tiger* introduces and reinforces the following strategies:

- making connections
- making predictions

## Materials

- copies of the Sentence Strips reproducible for this book, cut and ready for use
- copies of the BM, pencils

# Feeding Tiger

by Feana Tu'akoi

## Introducing the Text

Begin by asking the students about a time when they have gone away for a weekend.

- *Did you have to leave any pets alone?*
- *How did you make sure that they were fed and looked after well?*

## Reading the Text

Ensure each student has a copy of the text. Ensure that the content words (feeder, paw, greedy, hungry) are integrated naturally into the discussion. An understanding of these terms will help the students appreciate the author's purpose and the decisions the characters make in the story. Encourage the students to use the information in the illustrations and text to determine the strategies of making connections and making predictions as you work through the book.

## Cover

Together, read the book's title and the name of the author. Point out the illustration.

- *Who is on the cover?* (a boy and a cat)
- *What is the boy doing?* (calling his cat)
- *What might he be calling his cat for?* (mealtime)

Talk about how when you read a book you can make connections to your own experiences and your own life. Say, *Let's read the book together and see what other connections you can make.*

## Title Page

Read the title aloud. Discuss the illustration and how the cat is eating from a cat bowl. Talk about what the clear container might be for.

## Page 2

- *What is Dad doing in this illustration?* (He is marking a day on the calendar.)
- *What expression does the boy*

*have?* (He looks worried.)

- *Why might he be worried?* (He is worried about who is going to feed Tiger.)
- Read the text together. Confirm that Oliver is concerned that Tiger might not get fed while they are away for the weekend. Brainstorm solutions to Oliver's concerns. Have the students think about their own lives to draw on their experiences to predict what Oliver and Dad will do. For instance, they might ask a neighbour to feed Tiger or they could put Tiger in a cattery.

## Page 3

Discuss the illustration. What is Dad holding? (a cat bowl with an extra part) What might Dad's solution be? (leave enough food out for Tiger).

Read the text together. Confirm that Dad bought a special cat feeder that he can fill up with food and leave out for Tiger. Have the students draw on personal experience and encourage them to predict why this might be a good idea or bad idea.

## Page 4

- *What is happening in the illustration?* (Dad is pouring all the cat biscuits into the cat feeder.)
- *Does this make Tiger happy?* (Yes, cats like to eat!)

Read the text together. Talk about how Oliver thinks that Tiger is greedy and he'll eat all the food at once. Discuss how when you read a book that you can make connections between other books, too. Explain how when you read this page, you might think of Joy Cowley's famous Greedy Cat character and books and how Greedy Cat also liked to eat too much. Explain to the students that if you are greedy, you want more of something than you need.

## Page 5

- *How does Tiger look?* (happy to be eating so much)
- *What problem does Oliver need to*

# Feeding Tiger

---

*solve?* (He needs to work out a way for the food to be given to Tiger slowly.)

Read the text together. Ask the students if they have any ideas about how Oliver could solve his problem. (Answers will vary.) Write the students' predictions on the board or on chart paper.

## Pages 6 to 7

- Look at the illustration on page 6. What is Oliver doing? (making something)
- What do you think the holes in the container are for? (for the cat biscuits to go through)

Read the text together. Discuss Oliver's invention. Ask the students if they think it is a good idea and why. Remind them that you can make connections to the community or the world around you as you read a book. Say, *I can make connections to the need to invent something because I once tried to invent a cat door so that I didn't have to get up and down to let my cat inside!*

## Pages 8 to 9

- Look at Oliver's expression on page 8. What does it tell you? (He is happy with his invention.)
- What is happening to the cat biscuits in the illustration? (They are falling into the bowl slowly.)

Read the text with the students and confirm that Oliver is happy and thinks that his invention is perfect.

Turn to page 9. Discuss with the students how Tiger is running and leaping towards Oliver in the illustration and how he is probably hungry. Together, read the text.

## Pages 10 to 11

- Look at the three illustrations on pages 10 to 11. What is Oliver doing? (He is holding Tiger's paw and teaching him to get food when he is hungry.)

Read the text together. Remind the students that when you draw on things you already know it helps

you to make sense of what you read. Encourage the students to share their own experiences of teaching a pet a new trick.

## Page 12

- What do Dad and Oliver's expressions tell you? (They are both happy.)
- Who else is happy? (Tiger) Why? (He can get food whenever he is hungry.)

Read the text together and enjoy the ending.

## Revisiting the Text

- Revisit the students' responses and predictions that you wrote on the board or on chart paper during the page 5 discussion. Have the students compare the ideas and predictions they had with the author's ideas. Talk about how they were different and how they were the same. Encourage the students to make connections to the world. Ask if they know of any children who have invented things, such as Frank Epperson who invented the Popsicle, George Nissen who invented the trampoline or Cassidy Goldstein who invented special crayon holders.
- Write the letters "paw" on the board or on chart paper. Explain that the letters *-aw* make the /aw/ sound. Say the sound and word aloud together. Ask the students to suggest other words with the letters *aw* that make the /aw/ sound (*law, claw, saw, straw, draw, jaw, flaw, raw*, etc.).

## Following Up

- Encourage the students to think about inventing a new cat door for Tiger, one that opens and closes only for Tiger and not other cats in the neighbourhood. Make a list of possible features, such as it could open and close only for Tiger's meow, the cat door could be electronically linked to the cat's collar or it could have a timer and

opens only at dinnertime.

- Give the students copies of the BM for this title. They can make connections between a text and themselves, other text and the world.