

# Go to Sleep, Cookie!

PM Level 5

Red

**Text Type** Narrative

**Running Words** 105



## Preparing for Guided Reading

### Prior Knowledge

- Students should understand that a puppy is a young dog.
- Students should also be familiar with the idea that both human and animal babies need extra care.

### Orientation to the Text

- Finn's puppy, Cookie, won't go to sleep. Mum tries to calm him down, but it takes moving him to Finn's room to make Cookie feel safe.

### Key Language Structures

- The story is mainly told through direct speech structures.
- Sentence lengths are increased by using prepositional phrases – *in the morning*; *in my room*.

## Building the Balanced Reader

### Concepts About Print

- Ask students to show you a letter, a word and a sentence as you begin to read.

### Vocabulary

#### Key High-frequency Words

*go, going, looked, not, went*

#### Content Words

*asleep, bed, morning, safe, sleep, Wake*

### Decoding

- As students attempt unfamiliar words, prompt them to think about whether what they've read makes sense.
- Look at the word *Cookie* on the title page. Ask, *Can you find a smaller word at the start of this word?*

### Fluency and Phrasing

- Model reading one sentence from the book with a full stop, an exclamation mark and a question mark at the end. Ask students to explain which one you used and how they know.

### Focusing on the Book – Guided Reading

- Look carefully at the cover illustrations and read the title of the book. Ask students who they think the main characters in the story will be and what they are like.

- Look at pages 2–3 together. Ask, *How do the text and the pictures tell you how Finn is feeling?*
- Ask students to read page 4. Prompt them to go back and re-read any sentences they had difficulty with.
- Look at page 8 together. Ask students to find the exclamation marks and guide them to compare what these are used for on page 8 with page 2.
- Continue to page 10. Ask, *How do you think Cookie is feeling? What do you think will happen next?*
- Look at page 14. Together, practise using the punctuation to help with expression.
- Read to the end of the text. Ask students if they think moving Cookie to Finn's room was a good solution.

### Comprehension

- Who is having trouble sleeping? (*Literal*)
- Why does Mum let Cookie sleep in Finn's room? (*Inferential*)

### Follow-up Activities

- Ask students to talk to a partner about a time when they had trouble sleeping. As a group, share the reasons why and discuss ways to help you sleep.
- Discuss some of the special things you need to do to look after a baby animal, such as a puppy or a kitten. In small groups, have students take on roles and act out looking after a young pet that has just arrived at their house.
- Talk about the character of Finn with students. Ask them to describe what he looks like and draw a picture on a piece of chart paper. Then, invite students to describe what sort of person Finn is and record their ideas around the outside of the picture.
- Brainstorm different words that students might use to describe someone. In pairs, have students choose someone in the class and draw a picture of them in the centre of a piece of paper. Around the picture, have them record some words, phrases or sentences to describe the person. Allow students to share their descriptions and have other class members guess who is being described.

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## Learning Intentions

- We are learning strategies to monitor our reading.
- We are learning to recognise different sentence types.

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## Success Criteria

- I can stop and re-read the sentence when it doesn't make sense.
- I can find exclamations in the text.
- I can change the way I read when I see an exclamation mark.

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## Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up