

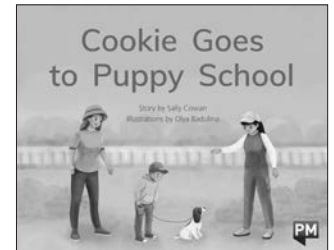
# Cookie Goes to Puppy School

PM Level 9

Blue

**Text Type** Narrative

**Running Words** 184



## Preparing for Guided Reading

### Prior Knowledge

- Students should understand that puppies need to be trained and can go to puppy school to learn how to behave.
- Students should be familiar with basic expectations for dogs, such as sitting and not jumping up on people.

### Orientation to the Text

- Cookie the puppy has been naughty, running away from her owners and jumping up on people. Finn decides to take her to puppy school to learn how to behave.

### Key Language Structures

- Temporal phrases are introduced to add detail to sentences – *One day; On the way home; On Saturday.*
- Bold type is used for emphasis throughout the text.

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*again, But, fast, from, jumped, made, saw, very*

#### Content Words

*lead, naughty, puppy, teacher, Tiger*

### Decoding

- Talk about the sound that 'oo' makes in words such as *Cookie, school* and *too*.
- Look at the word *lead* on page 8. Discuss the two ways that the word can be pronounced, and ask students to use the context to work out which meaning applies to the text.

### Fluency and Phrasing

- Practise words that students find difficult, then have them re-read the sentence with fluency.

### Focusing on the Book – Guided Reading

- Look carefully at the cover illustrations and read the title of the book. Ask students why they think Cookie might be at puppy school and what she will learn there.

- Read page 2 together. Discuss the exclamation mark and why it is there. Practise reading the sentence the way that people would say it in real life.
- Continue to page 4. Invite students to tell you in one sentence what has happened in the story so far.
- Read page 8. Ask, *Who is the 'her' that Finn refers to? What would he have said instead if Cookie was a boy?*
- Read to page 12. Find the exclamation marks and question marks on page 12. Ask, *How do you change your voice when you are reading questions or exclamations?*
- Look at pages 14–15. Ask, *What does the illustration tell you that is not in the text?*
- Read to the end of the story. Ask, *What happened after the teacher got Cookie to sit?*

### Comprehension

- What is the name of Dan's dog? (*Literal*)
- How might the boys and girls that Cookie jumped on have felt? (*Inferential*)
- How do you think Tiger behaved before going to puppy school? (*Inferential*)

### Follow-up Activities

- Ask students whether or not they liked the text, encouraging them to explain why. Model writing a short book review that includes a brief summary of the story, incorporating students' opinions.
- Read another short text together and discuss whether or not students enjoyed it. Brainstorm and list words that students might need for a review of the book, then have students write their own review. Encourage students to share their reviews with each other.
- With students, watch a video or read a text about puppy training. Alternatively, if possible, invite a parent or community member to come in with a dog and talk about how it was trained. Discuss with students how puppy school is similar to and different from their school.
- Discuss with students what Cookie might have said to Tiger if she could talk. In pairs, have students create a dialogue between the two dogs. Make a video or audio recording of each pair's conversation to watch back.

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## Learning Intentions

- We are learning to summarise what we have read.
- We are learning to read with expression.

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## Success Criteria

- I can retell the main events from the story in order.
- I can change my voice when I read questions or exclamations.

• \_\_\_\_\_

## Guided Reading Notes

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