

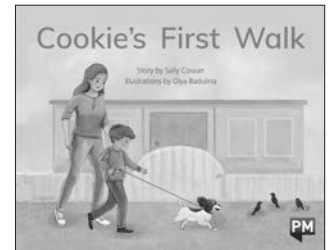
# Cookie's First Walk

PM Level 6

Yellow

**Text Type** Narrative

**Running Words** 131



## 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 babies, both human and animal, need extra care.

### Orientation to the Text

- Cookie the puppy runs ahead of Finn to chase birds and a cat on her first walk. But when she sees a big dog, she's suddenly not so brave.

### Key Language Structures

- Simple sentences are extended with prepositional phrases, e.g. *up to some birds on the path*.
- Bold type is used for emphasis: *a big dog*.

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*after, back, likes, She, some, This, walk*

#### Content Words

*birds, first, path, safe, tail*

### Decoding

- Support students to use contextual cues and look at the initial sounds to confirm they have read more difficult words correctly.
- Look at the word *going* on page 2. Ask, *What is the base word? What has been added to the base word to make going?*

### Fluency and Phrasing

- Model reading direct speech and then have students practise reading speech as if the words were being spoken in real life.

### Focusing on the Book – Guided Reading

- Look carefully at the cover illustrations and read the title of the book. Ask students to describe what they see and explain why the author chose to give the book that title.
- Read page 2 with students. Ask, *Have you ever taken a dog for a walk? What happened?*
- Look at pages 4–5 together. Point to the word *Cookie*. Ask, *Can you find another word on these pages where the double 'o' makes the same sound?*

- Read to page 9. Ask students what they think might happen next and why.
- Continue to page 13. Ask, *Have you ever been scared of someone or something bigger than you?*
- Look at page 16. Point out the word *brave*. Ask, *What is the two-letter blend at the start of brave? Can you think of other 'br' words?*
- Re-read the text together, focusing on using the speech marks to help with expression.

### Comprehension

- Which animals was Cookie not afraid of? (*Literal*)
- Why did Cookie's tail go down? (*Inferential*)
- What might have happened if Cookie was not on a lead? (*Inferential*)

### Follow-up Activities

- Ask students to think about what it would be like to be Cookie through the story. Talk together about what the main events in the story were, then have students retell the story to a partner from Cookie's point of view.
- Talk about the importance of making sure that dogs get exercise. Ask students why it is also important that humans exercise regularly. Discuss students' favourite ways to exercise. Then have them draw a picture and write a sentence about one form of exercise that they will engage in over the coming week.
- Invite students to share other texts they have read that remind them of this story. Together, read another book about Cookie or a picture storybook with a dog as the main character, such as *Harry the Dirty Dog* by Gene Zion. Fill in a Venn diagram together to record how the characters are similar to or different from each other.
- Together, find words in the text that are opposites e.g. *little* and *big*, *up* and *down*. Prompt students by giving them one of the words if they need extra support. Make a list of other pairs of opposites that students can think of, and then allocate these words to students in pairs. Have them write and illustrate the words, and then together make an opposites word wall that students can add to as they find more opposite words in their reading.

# Cookie's First Walk

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## Learning Intentions

- We are learning to recognise and read blends.
- We are learning to connect with what we read.

• \_\_\_\_\_

## Success Criteria

- I can find and read words that start with two-letter blends.
- I can explain how what I have read connects with my life or other texts.

• \_\_\_\_\_

## Guided Reading Notes

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