

Cookie's Fortune

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RedRover Readers Program Objective 5: Lesson 5C

Goals and Objectives: Identify and evaluate problems by weighing factors such as safety, responsibility and impact on others while developing self-motivation and self-reflection skills and applying these skills to various situations.

Time: 45 minutes (25 reading and discussion, 20 writing activity)

Materials: Anchor text (“Cookie’s Fortune”)

1. Before Reading: As a class, discuss the following topics:

- What do the words “fortune” and “shelter” mean?
- Ask for predictions about what will happen in this story. What decisions do you think the characters will have to make in this story?

2. During Reading: Read the book to the class. Pause on different pages and discuss the story.

- On the page with the green dumpster ask, “Where does Cookie go when she is hungry? Why?”
- What does Cookie do when she heard the word Cookie? What do you notice?
- What do you think the man who feeds Cookie a trail of treats is thinking about Cookie? What decision(s) has the man made about Cookie? What has he decided to do?
- How do you think Cookie felt sleeping alone in the car? (possible answers: unsafe, lonely, cold) Have you ever felt this way?

3. After Reading: Review the story’s illustrations with students and ask to reinforce and extend their understanding of the text:

- What would you do if, like the main at the restaurant, you found an animal like Cookie? Why?
- What clues did the man have that let him know Cookie needed help?

4. Create a fortune cookie. Ask students to create two short, positive fortune cookie messages – one to give a friend in class and one to give to an animal in their life. You may wish to use the fortune cookies on the first few pages of the book as examples. Divide up into pairs and share what they wrote for their fortune cookie messages and who they are choosing to give that positive message to.

5. Think. Pair. Share. While still in pairs, ask each student to take turns sharing what they would do if they found an animal on the street like Cookie. What are two safe ways they could react? What should they consider when deciding what action would be both safe for them and helpful to the animal?



6. At the End of the Lesson: Ask students to reflect on these questions. Try this with the whole group, in a sharing circle or ask students to fill out index cards.

- How did you feel about today's book and discussion?
- Did today's book and discussion change how you think about anything in your life?
- What did you learn from today's book and discussion that you didn't know before?

7. Report about your reading: Please share your students' response in your online report by going to RedRover.org/teach, and click on the link near top of the page that reads [\[Report about your reading\]](#)

