

Classroom Guide – Cookie’s Fortune

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This classroom guide provides language arts activities that will involve other learning areas such as science. The purpose of this guide is to extend the themes of this story into learning activities that help to reinforce the main ideas of the book and to deepen understanding.

Story Summary

Cookie is a dog who lost her home and must learn how to survive on the streets with the help of a kind stranger. Her fortune changes for the better when she is rescued and brought to an animal shelter. There, a loving family finds her and brings her home.

Lesson One: Read for Their Lives

Grade 5

Objective: Improve reading and math skills while learning how to help homeless pets

Students will be able to:

1. Understand the role of their local animal shelter
2. Learn about the importance of spaying and neutering and proper pet care through independent reading and service-learning
3. Summarize the main points of a book
4. Apply grade-level mathematical principles

Common Core Standards Addressed

Reading: Literature

RL.5.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

Reading: Foundation Skills

RF.5.3 - Phonics and Word Recognition - Know and apply grade-level phonics and word analysis skills in decoding words.

RF.5.4 - Fluency – Read with sufficient accuracy and fluency to support comprehension.

Math

5.NBT: Numbers and Operations in Base 10 - Perform operations with multi-digit whole numbers and with decimals to hundredths.

5.NBT.5 - Fluently multiply multi-digit whole numbers using the standard algorithm.

5.NBT.6 - Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Materials Needed

- *Cookie's Fortune* by Lynda Graham-Barber and Nancy Lane
- A bulletin board with the tagline "Read for Their Lives" (See example at end of lesson.)
- A paper building that represents an animal shelter
- Dog and cat cut-outs (50 to 100 total) that can fit inside the paper building (depending on the number of students using the board and the duration of the activity)
- An "Adopted" box (may look like a house or be a large box on half of the bulletin board)
- Five pockets or folders labeled: *Spay and Neuter*, *Animal Shelter Brochure*, *Book Reports*, and *Worksheets* as well optional folder *More Information*
- Brochures from the local shelter about their organization and services and brochures about the importance of spay/neuter and where to find low-cost clinics. Locate your local shelter at shelterpetproject.org.
- Copies of each of the included hand-outs: "Book Report" and "Shelter Pets by the Numbers"
- Additional text for the bulletin board as follows: "There are many homeless pets in our community. Animal shelters provide temporary homes for these cats and dogs until they get adopted. You can help, too! For every book you read, _____ (name of sponsor), will donate \$1.00 to our local animal shelter!"
- Logo or name of the sponsors
- Poster or construction paper
- Markers, crayons, or colored pencils

- (Optional) A separate shelf or selection of animal-themed books from which the students can choose.

Preparation

1. Arrange for a local business (such as a pet supply store or local restaurant) to sponsor your project. You can set a cap on the donation by limiting the number of books each child can read so sponsors know their maximum financial commitment. Alternatively, an individual donor or foundation, or even your parent-teacher organization may be willing to support this project.
2. Prepare the bulletin board and make copies as outlined above and cover it so students can't see it.
3. The bulletin board can be displayed in conjunction with literature related to homeless pets, or during any relevant animal commemorative days or events such as *Adopt a Shelter Dog Month* (month of October).

Lesson Procedure

Opening Activity

1. Read aloud *Cookie's Fortune* by Lynda Graham-Barber and Nancy Lane.

Body

1. At the end of the book, ask students to list some of the reasons companion animals may become homeless. Answers may include, but are not limited to: loss of job, allergies, a move, an animal is found stray with no ID, lack of training or socialization, or unwanted puppies or kittens.
2. Uncover the bulletin board.
3. Tell students the class is going to help a local shelter by reading. Inform students that for every book they read and review during the month, \$1.00 will be donated to their local animal shelter to help care for homeless pets. Show students the sponsor who is making the project possible and hang the business logo or name in the corner of the bulletin board.
4. Describe the book review process to the students:

Directions: In order to get the donation for the shelter, students must read a book and complete a book review. (Show the students the book report form and the Book Report folder.) After reading the book and completing the review form, the form must be given

to the teacher who will read it and sign if it has been properly completed. Upon approval of the book report, the student may remove one animal from the animal shelter on the bulletin board and place the animal in the “adopted” section of the bulletin board. (The review forms will be turned into the financial sponsor as proof of each book read.)

5. Introduce students to the “Worksheets” folder. Describe to the students that along with the book reports done for each book, each student is responsible for completing the “Shelter Pets by the Numbers” worksheet sometime during the month while the bulletin board is in the classroom. Each student is responsible for answering the math questions correctly and turning the worksheet into the teacher.
6. Also introduce the students to the folders titled “Spay and Neuter” and “Animal Shelter.” Invite students to review the pamphlets in the folders and take one or more home to share with their family and friends.
7. Allow students to work on their reading, math worksheet, and book reports throughout the allotted time.

Closure

1. At the end of the month, return all “Shelter Pets by the Number” worksheets to the students and review the answers. Allow students to make revisions if necessary so they have the correct answers on their worksheets.
 2. Ask each student to share one thing they learned about animal shelters and the animals who reside there during the project. Create a list of their answers and place it at the front of the room upon completion.
 3. Repeat step two using the topic of spaying and neutering.
 4. Ask students to use the ideas on the lists to make posters and fliers to advertise the homeless animals available for adoption at their local shelter or the need for spaying and neutering. Posters or fliers should include the following information:
 - a) The name of the local shelter
 - b) One or more reasons why the shelter is a great place to find a companion animal
 - c) A photo of a pet who is currently at the shelter
- OR
- a) A title that shows the topic of spaying and neutering

- b) One or more reasons why spay and neuter is needed in the community
 - c) A place to have a companion animal spayed or neutered
 - d) Photo of a companion animal
5. Hang the finished posters throughout the school or at local businesses to help promote the shelter and adoption as well as spaying and neutering.
 6. Celebrate the completion of the project by presenting the donation check to the animal shelter. Be sure to invite the sponsor and media to your event.

Extensions

1. Consider doing this project on a school-wide basis, creating the bulletin board in a community space or hallway. If this is an option, have a competition among classes to see who can read the most books to help animals.
2. Visit the animal shelter or ask an animal sheltering professional to visit with your class. Discover what shelters do and find out about what goes on “behind the scenes.” Learn about needs that the shelter may have and assist them with any projects they may need completed. (Examples: do a paper towel collection or a food drive.)
3. Have students read *It’s Raining Cats and Cats* by Jeanne Prevost and Amelia Hansen.

Note: Depending on the age and maturity of the students, the educator may wish to share that up to 4 million homeless dogs and cats in the United States are euthanized (humanely killed) every year because there is not enough space or money to care for all the animals.

Read for their Lives: Book Report

Name _____ Date _____

Book Title _____

Author _____ Genre _____ Number of Pages _____

A new word I learned from this book is

or a word I found interesting in the book is
_____.

This word means
_____.

A synonym for this word is
_____.

My favorite part of the book was

_____.

Teacher Approval: _____

Congratulations! You helped care for a shelter pet today!

Read for Their Lives: Shelter Pets by the Numbers

Name _____ Date _____

1. How many of each type of animal is currently in our “classroom animal shelter”?

Dogs: _____

Cats: _____

2. How many total dogs are in our “classroom animal shelter”?

3. What percent of the total number of animals are dogs?

4. What percent of the total number of animals are cats?

5. If one cat has 6 kittens in one year, and she can have 3 litters per year, how many kittens could she have in that year? _____

6. If half of those kittens are female, how many more kittens could be born to them in that next generation, assuming the same reproduction rate as above (3 litters with 6 kittens each year per cat)? _____

7. How could spaying cats help an animal shelter?

8. If it costs \$17 per day to house and feed a dog in our animal shelter, how much money does the shelter need to spend on dogs today?

9. How much would they need to spend in a year assuming the same number of dogs?

READ FOR THEIR LIVES!



There are many homeless pets in our community. Animal Shelters provide temporary homes for these cats and dogs until they get adopted. You can help, too! For every book you read, _____ (name of sponsor), will donate \$1.00 to our local animal shelter!

Spay
and
Neuter

Animal
Shelter
Brochure

Book
Reports

Worksheets

More
Information

Read for Their Lives: Bulletin Board Sample

Lesson Two: Tune into the Power of Microchips

Grade: 3-5

Objectives: To comprehend a fictional story and understand how radio waves and electric circuits can be used to help save real animal lives

Students will be able to:

1. Use text and illustrations to comprehend a fictional story
2. Verbally share their thoughts and opinions about a text
3. Apply scientific principles related to radio waves, electromagnetism and electricity

Common Core Standards Addressed

CCSS.ELA-LITERACY.RL.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CCSS.ELA-LITERACY.SL.3.1.B

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.3.1.C

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

CCSS.ELA-LITERACY.SL.3.1.D

Explain their own ideas and understanding in light of the discussion.

Next Generation Science Standards Addressed

3-PS2-3. Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other. [Clarification Statement: Examples of an electric force could include the force on hair from an electrically charged balloon and the electrical forces between a charged rod and pieces of paper; examples of a magnetic force could include the force between two permanent magnets, the force between an electromagnet and steel paperclips, and the force exerted by one magnet versus the force exerted by two magnets. Examples of cause and effect relationships could include how the distance between objects affects strength of the force and how the orientation of magnets affects the direction of the magnetic force.] [Assessment Boundary: Assessment is limited to forces produced by objects that can be manipulated by students, and electrical interactions are limited to static electricity.]

HS-PS4-5. Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter.

Materials Needed

- Copy of *Cookie's Fortune* by Lynda Graham-Barber and Nancy Lane
- Hard copies or electronic access to [How Pet Microchipping Works](#)
- Access to [What Is RFID and How Does It Work?](#)
- Microchip and microchip reader (Consider partnering with a vet or animal shelter)
- Microchipped dog (optional)

Lesson Procedure

Opening

Tell the students you are going to read a story about a lost pet. Ask them to be thinking about how to prevent pets from getting lost and what can be done to reunite lost pets with their people.

Body

Read aloud *Cookie's Fortune* to the class.

Activity

1. Have a class discussion about the book using the following ideas & questions:
 - What parts of the text make you think Cookie might have previously had a home? (Nothing smelled or tasted like home and a voice reminded her of home—literal text references. She knew how to sit for a cookie--inferential.)
 - How do you think Cookie may have become separated from her family? (Accept any reasonable answer and be sure to include that she somehow escaped her home or, sadly, her family may have abandoned her.)
 - What can we do to protect our pet if he or she were to get lost? (Accept all reasonable answers and be sure answers include a collar with ID tags and microchips.)
2. Explain that microchips use RFID technology and show the video [What Is RFID and How Does It Work?](#) Have a discussion about the video, including the following:
 - What does RFID stand for? (Radio Frequency Identification)
 - How does RFID work? (It uses radio waves to communicate with a reader of some sort.)
 - How was it used in WW II (To distinguish Allied planes from the planes of “foes.”)
 - What other devices use RFID? (tollway transponders, mobile phones with wireless netbooks, Bluetooth devices, car FOBs, etc.)
 - Pet microchips are passive RFID tags. According to the video, what does that mean? (They do not have their own source of power, so they can only send signals when they are activated by a reader.)
 - The video mentioned using microchips as spy devices. What do you think about this? (Accept all answers and point out that some people have privacy concerns.)

3. Read aloud the article [How Pet Microchipping Works](#) as a class.
4. Allow students to practice using the sample microchip reader and a microchip. If you have a friendly pet dog, you could consider allowing students to scan the dog,
5. Ask students to create a short video, PowerPoint or Prezi on how microchips work.

Closure

Invite students to post their presentations online and share with others.

Extension

1. Share the [Lost Dogs website](#) with students and ask them to consider sharing missing dogs in their area on their social media platforms.
2. Ask students to research how RFID technology could be used for other applications.

Lesson Three: Fortune Cookies

Grades 3-5

Objectives: To write properly constructed sentences and use mathematical principles to follow and convert a recipe

Students will:

1. Write a grammatically correct message
2. Follow a recipe
3. Use measuring instruments properly
4. Solve one-step word problems using measurements

CCSS.ELA-LITERACY.L.3.1.I

Produce simple, compound, and complex sentences.

CCSS.MATH.CONTENT.3.MD.A.2

Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).¹ Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.

Materials Needed

- Copy of *Cookie's Fortune* by Lynda Graham-Barber and Nancy Lane
- [Fortune cookie recipe](#) (includes a cute video tutorial of baker feeding her dogs and cat pieces of a fortune cookie) and all the ingredients.
- Access to an oven (if you do not have access to an oven or find the process too tedious for the classroom, you can make [origami fortune cookies](#))
- Small pieces of paper for the fortunes
- Colored pencils or markers

Preparations

- Practice making the cookies in advance of making them in class.
- Recruit a few parent volunteers to assist with making the cookies.
- Determine if any students have allergies to any of the ingredients in the cookies. If so, have them craft an [origami fortune cookie](#).

Lesson Procedure

Opening

Remind students that in *Cookie's Fortune*, they read about a dog who was named after a fortune cookie.

Ask students what a fortune is? (a force like fate that is not controlled by humans).

Body

Verbally share a [brief history of the fortune cookie](#) in the U.S. (Hint: It has its origin in California!).

Ask students if they think people believe the fortunes in the cookies. Why do people like to read fortunes or horoscopes? (usually for fun, though may take them seriously)

Tell students that you will be making fortune cookies in class.

Activity

1. Have students craft two messages for two fortune cookies. For inspiration, share these [ideas for sayings](#) with them.
2. Make sure you approve all messages for grammar and spelling before they are used.
3. Provide the students with the recipe for fortune cookies.
4. With parent volunteers supervising small groups of 2-4, have students measure and mix the ingredients.
5. While cookies are baking, have students complete the math worksheet "That's the Way the Cookie Crumbles."
6. When cookies are done baking, parent volunteers should immediately put the messages in the cookies while they are still malleable, making sure to keep track of which cookies belong to each student.

Closure

Have students eat their fortune cookies while you re-read [Cookie's Fortune](#). (If you made origami cookies, bring in store-bought cookies for the students to enjoy while you read.)

Extension

- Have students research Fortuna, the Roman goddess of fortune.
- Ask students to write an opinion piece about whether they believe in fate/fortune.

That's the Way the Cookie Crumbles

Name _____

As your fortune cookies bake, please complete these cookie-related math problems!

The cookie recipe called for $\frac{1}{2}$ cup of flour. Write and solve an equation that shows how you would triple the amount of flour in the recipe.

Now write and solve an equation that shows how you would triple the amount of corn starch.

The recipe calls for $\frac{1}{4}$ of a teaspoon salt and $1\frac{1}{2}$ teaspoons of cornstarch. What is the total amount of salt and cornstarch? Draw a picture to show how many $\frac{1}{4}$ teaspoons you have altogether.

If each recipe makes 12 cookies, how many batches of batter would you have to make to serve 30 students if they each got at least one cookie? Would there be any left over? Show your work.