Unit 1/ Week 1

Title: Officer Buckle and Gloria

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.7; RF.3.3, RF.3.4; W.3.2, W.3.4; SL.3.1, SL.3.2, SL.3.6; L.3.1, L.3.2, L.3.3, L.3.4, L.3.5.

Teacher Instructions

*Refer to the Introduction for further details.*

**Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

Officer Buckle and Gloria need each other to do their jobs well.

Synopsis

Police Officer Buckle gives safety speeches that no one listens to until a police dog, Gloria, joins him. Because Gloria acts out the safety tips in an amusing way behind Officer Buckle’s back, his audiences start to pay attention and follow his safety tips. But when Officer Buckle discovers that people are entertained by Gloria, not by him, he gets upset and stops giving speeches; when Gloria speaks by herself, no one pays attention and then there is a big accident in town. Officer Buckle realizes that he and Gloria need to work together in order to give good speeches and help the town.

1. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along.

(Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)

1. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (e.g., whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

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| **Text Dependent Questions** | **Answers** |
| What is Officer Buckle’s job? (pgs. 18-20) | He is a police officer; he helps people stay safe by telling them safety tips. |
| What is happening in the illustration on page 19? What does it tell you about how Officer Buckle might come up with his safety tips? | Officer Buckle is falling off a chair. Because the safety tip on page 18 is “NEVER stand on a SWIVEL CHAIR,” we can tell that he probably comes up with these rules by breaking them himself, first.  |
| At the beginning of the story, what is Officer Buckle’s problem? (pg. 20) | “Nobody ever listened”; people fall asleep during his talks, “snore”  |
| Page 21 starts with the phrase, “Afterwards, it was business as usual.” What does this tell us about how people responded to Officer Buckle’s talks?  | Because no one listens to Officer Buckle’s talks, they continue to do unsafe things; their habits never change (e.g., Mrs. Toppel stands on swivel chair in the illustration on page21). |
| How are Officer Buckle’s speeches on page 20 and 22 different? Use clues from the text *and* the illustrations to support your answer. | Gloria is onstage on page 22. On page 20, the students are asleep or not paying attention and look bored; on page 22, they look interested—they “sat up and stared.”  |
| Re-read paragraphs 2 and 3 on page 21. What do you think the word “speech” means? Use the words and sentences around the word to help you.  | In these paragraphs, Officer Buckle is speaking to a group of children—a speech is a talk given to a group of people. |
| On page 22, what does Gloria do when Officer Buckle is speaking? What does she do when he “checks” on her? Could you answer this question without the illustrations? Why or why not?  | Gloria imitates Officer Buckle when he is not looking at her, but is “at attention” when he looks on her. The information is not in the text, only the pictures.  |
| Why did “the children’s eyes [pop]” on page 22? What does this mean? | Gloria acts out the safety tip “ALWAYS wipe up spills BEFORE someone SLIPS and FALLS,” which the students think is funny and amazing. Their eyes get wider (but don’t pop out of their heads!) |
| Why wasn’t there “a single accident” after Officer Buckle’s first safety speech with Gloria? (pg. 24) | Because people listened to his safety tips this time and then followed them.  |
| How was Officer Buckle’s life different after this first speech, starting “the next day”? (pgs. 25-28) | He was popular: He received thank you letters, people asked him and Gloria to give more speeches, he had Gloria to keep him company, there were no accidents in town, and a television news team wanted to videotape him. |
| How did Officer Buckle feel after watching himself on the 10 o’clock news? What does he learn? How do you know? Use evidence from the illustrations and text on pages 30-31 to support your answer. | He is shocked (drops his popcorn, looks surprised); he is sad (“frowned”); he is angry (“Nobody looks at me anyway”). He learns that Gloria is doing funny acts behind him and that is what the children are laughing at.  |
| What happens after Gloria speaks by herself?  | There is an accident the next day because no one heard Officer Buckle’s safety tips.  |
| Look at the picture on pages 32-33. What safety tips weren’t the people following? (Hint: Look at the first few pages of the story again.) | “NEVER stand on a SWIVEL CHAIR” (pg. 18); “ALWAYS wipe up spills BEFORE someone SLIPS AND FALLS” (pg. 23).  |
| Look at the letter from Claire on page 34. Why did it make Officer Buckle smile? How did he react to the letter?  | He smiles because he realized that people like him, too, not just Gloria. He and Gloria make up (kiss on nose, pat on back) and Officer Buckle makes up the new safety tip, “ALWAYS STICK WITH YOUR BUDDY.” (See the culminating task.) |

Vocabulary

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|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING**Words addressed with a question or task | **WORDS WORTH KNOWING** General teaching suggestions are provided in the Introduction |
| **TEACHER PROVIDES DEFINITION** not enough contextual clues provided in the text | Page 21 – Department  | Page 21 - Obeys, commands (The problem here is that both words are in the same sentence.)Page 24 - ExpressionPage 29 - Bravo |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | Pg. 18 - safetyPage 22 – checked, “at attention”Pg. 24 - speech, audience, noticed, accidentPg. 28 - applaudedPage 30 – frownedPage 31 - onstage | Page 18 – swivelPg. 21-afterward, announcedPg. 24-discovered, grinned, roaredPage 25 – enormousPage 28 – auditoriumPg. 29 - bowed (notice picture on 28) |

Possible Culminating Task

* Re-Read, Think, Discuss, Write

*Officer Buckle’s final safety tip is “ALWAYS STICK WITH YOUR BUDDY.” How did he and Gloria each learn this lesson for themselves throughout the story?*

Answer: Responses to this question should include the following points:

* + When Officer Buckle and Gloria “stuck together,” they were much happier (they got ice cream together, audiences cheered for them, they received nice letters) and they were much better at their jobs (people listened to their safety tips, and thus there were fewer accidents in town.)
	+ When each character gave speeches alone, they did not do as well—no one listened to Officer Buckle, everyone fell asleep during Gloria’s speech (including herself!), and people had more accidents.

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**“Officer Buckle and Gloria”**

1. What is Officer Buckle’s job? (Pgs. 18-20)
2. What is happening in the illustration on page 19? What does it tell you about how Officer Buckle might come up with his safety tips? (Pg. 19)
3. At the beginning of the story, what is Officer Buckle’s problem? (Pg. 20)
4. Page 21 starts with the phrase, “Afterwards, it was business as usual.” What does this tell us about how people responded to Officer Buckle’s talks? (Pg. 21)
5. How are Officer Buckle’s speeches on page 20 and 22 different? Use clues from the text *and* the illustrations to support your answer. (Pgs. 20 and 22)
6. Re-read paragraphs 2 and 3 on page 21. What do you think the word “speech” means? Use the words and sentences around the word to help you. (Pg. 21)
7. On page 22, what does Gloria do when Officer Buckle is speaking? What does she do when he “checks” on her? Could you answer this question without the illustrations? Why or why not? (Pg. 22)
8. Why did “the children’s eyes [pop]” on page 22? What does this mean? (Pg. 22)
9. Why wasn’t there “a single accident” after Officer Buckle’s first safety speech with Gloria? (Pg. 24)
10. How was Officer Buckle’s life different after this first speech, starting “the next day”? (Pgs. 25-28)
11. How did Officer Buckle feel after watching himself on the 10 o’clock news? What does he learn? How do you know? Use evidence from the illustrations and text on pages 30-31 to support your answer. (Pgs. 30-31)
12. What happens after Gloria speaks by herself? (Pg. 32)
13. Look at the picture on pages 32-33. What safety tips weren’t the people following? (Hint: Look at the first few pages of the story again.) (Pgs. 32-33)
14. Look at the letter from Claire on page 34. Why did it make Officer Buckle smile? How did he react to the letter? (Pg. 34)

Supports for English Language Learners (ELLs) to use with Basal Alignment Project Lessons

When teaching any lesson, it is important to make sure you are including supports to help all students. We have prepared some examples of different types of supports that you can use in conjunction with our Basal Alignment Project Lessons to help support your ELLs. They are grouped by when they would best fit in a lesson. While these supports reflect research in how to support ELLs, these activities can help ALL students engage more deeply with these lessons. Note that some strategies should be used at multiple points within a lesson; we’ll point these out. It is also important to understand that these scaffolds represent options for teachers to select based on students’ needs; it is not the intention that teachers should do *all* of these things at every lesson.

**Before the reading:**

* Read passages, sing songs, watch videos, view photographs, discuss topics (e.g., using the [four corners strategy](http://www.theteachertoolkit.com/index.php/tool/four-corners)), or research topics that help provide context for what your students will be reading. This is especially true if the setting (e.g., 18th Century England) or topic (e.g., boats) is one that is unfamiliar to the students.
* Provide instruction, using multiple modalities, on selected vocabulary words that are *central to understanding the text*. When looking at the lesson plan, you should note the Tier 2 words, particularly those words with high conceptual complexity (i.e., they are difficult to visualize, learn from context clues, or are abstract), and consider introducing them ahead of reading. For more information on selecting such words, go [here](https://achievethecore.org/page/3167/selecting-and-using-academic-vocabulary-in-instruction). **You should plan to continue to reinforce these words, and additional vocabulary, in the context of reading and working with the text. (See additional activities in the During Reading and After Reading sections.)**

**Examples of Activities:**

* Provide students with the definition of the words and then have students work together to create [Frayer models](http://www.theteachertoolkit.com/index.php/tool/frayer-model) or other kinds of word maps for the words.
* When a word contains a prefix or suffix that has been introduced before, highlight how the word part can be used to help determine word meaning.
* Keep a word wall or word bank where these new words can be added and that students can access later.
* Have students create visual glossaries for whenever they encounter new words. Then have your students add these words to their visual glossaries.
* Create pictures using the word. These can even be added to your word wall!
* Create lists of synonyms and antonyms for the word.
* Have students practice using the words in conversation. For newcomers, consider providing them with [sentence frames](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion) to ensure they can participate in the conversation.
	+ Practice spelling the words using different spelling practice strategies and decoding strategies. Students could take turns spelling with a partner.
* Use graphic organizers to help introduce content.

**Examples of Activities:**

* Have students fill in a [KWL chart](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html) about what they will be reading about.
* Have students research setting or topic using a pre-approved website and fill in a chart about it. You could even have students work in groups where each group is assigned part of the topic.
* Have students fill in a bubble map where they write down anything that they find interesting about the topic while watching a video or reading a short passage about the topic. Then students can discuss why they picked the information.

**During reading:**

* Read the text aloud first so that ELLs can hear the passage read by a fluent reader before working with the text themselves.
* Allow ELLs to collaborate in their home languages to process content before participating in whole class discussions in English. Consider giving them the discussion questions to look over in advance (perhaps during the first read) and having them work with a partner to prepare.
* Encourage students to create sketch-notes or to storyboard the passage when they are reading it individually or with a partner. This will help show if they understand what they are reading as they are reading it.
* Ask questions related to the who, what, when, why, and how of the passage. For students that may need a little more help, provide them with [sentence stems](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion).
* Continue to draw attention to and discuss the words that you introduced before the reading.

**Examples of Activities:**

* Have students include the example from the text in their glossary that they created.
* Create or find pictures that represent how the word was used in the passage.
* Practice creating sentences using the word in the way it was using in the passage.
* Have students discuss the author’s word choice.
* Use graphic organizers to help organize content and thinking.

**Examples of Activities:**

* Have students fill in a chart to keep track of their 5ws while they read to help them summarize later and figure out the central idea of a passage.
* It may again be beneficial to have somewhere for students to store new words that they encounter while reading the text. Students could use a chart to keep track of these new words and their meanings as they read.
* If you had students fill in a KWL, have them fill in the “L” section as they read the passage.
* Utilize any illustrations or text features that come with the story or passage to better understand the reading.
* Compare/contrast the passage with what the illustrations convey about the passage. Have students consider if the illustrations look the way they visualized the passage in their own minds or if the passage matches their predictions based on the illustrations.
* Identify any text features such as captions and discuss how they contribute to meaning.

**After reading:**

* Present directions for any post-reading assignments orally and visually; repeat often; and ask English Language Learners to rephrase.
* Allow ELLs to use English language that is still under development. Students should not be scored lower because of incorrect spelling or grammar (unless the goal of the assignment is to assess spelling or grammar skills specifically). When grading, be sure to focus on scoring your students only for the objective(s) that were shared with students.
* Scaffold questions for discussions so that questioning sequences include a mix of factual and inferential questions and a mix of shorter and more extended responses. Questions should build on each other and toward inferential and higher-order-thinking questions. There are not many factual questions already listed in the lesson instructions, so you will need to build some in as you see fit. More information on this strategy can be found [here](https://achievethecore.org/aligned/creating-sequencing-text-dependent-questions-support-english-language-learners/).
* Reinforce new vocabulary using multiple modalities

**Examples of activities:**

* Using the words that you had students work with before reading, have students write sentences in reference to the passage that you just finished reading.
* Require students to include the words introduced before reading in the culminating writing task.
* For newcomers, print out pictures that represent the words that you focused on and have students match the words to the pictures.
* Based on different features of the words, have the students sort them into different categories and explain their choices. For example, the students could sort the words by prefixes, suffixes, connotation, etc.
* After reading the passage, continue to examine important sentences (1–2) in the text that contribute to the overall meaning of the text. Guide students to break apart these sentences, analyze different elements, and determine meaning. More information on how to do this, including models of sentence deconstruction, can be found [here](https://achievethecore.org/page/3160/juicy-sentence-protocol).
* Provide differentiated scaffolds for writing assignments based on students’ English language proficiency levels.

**Examples of Activities:**

* For all students, go over the prompt in detail, making sure to break down what the prompt means before having the students get to work. Then have the students explain the directions back to you.
* Have students create an evidence tracking chart during reading, then direct them to look back over their evidence chart and work with a group to see if their evidence matches what the rest of the class wrote down. If some of the chart does not match, students should have a discussion about why.
* For students who need more support, model the proper writing format for your students and provide them with a properly formatted example for reference.
* For newcomers, you may consider creating sentence or paragraph frames to help them to write out their ideas.
* To further discussion about the passage, have students create their own who, what, when, where, why, and how questions related to the passage to ask each other and have students pair up and practice asking each other the questions. If available, pair students of the same home language to support the use of language still under development.