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| **Title and Author:****Officer Buckle and Gloria, Peggy Rathman** |
| **Grade: entering 8th grade** |
| **Reading Level: 2.5** | **Lexile Level 510** |
| **Key Understanding**: Officer Buckle realizes just how much he needs his partner. |
| **Suggested number of days: 2 Common Core ELA Standards:**[CCSS.ELA-LITERACY.RL.8.2](http://www.corestandards.org/ELA-Literacy/RL/8/2/)Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.[CCSS.ELA-LITERACY.RL.8.4](http://www.corestandards.org/ELA-Literacy/RL/8/4/)Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. |
| **IEP Goals lesson addresses:** Reading comprehensionVerbal language |

 **Baselines:** *If scores are not available to you create a sample score that a student might have.*

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| **Student**  | **Vocabulary** | **Story Grammar/Comprehension** | **Written Language** |
| **JR** | **SS 70 ON PPVT** | **Can list characters** **Can recall major story events** | **SS 65 below grade level** |
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**Materials:**

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| **-***Officer Buckle and Gloria: book*-colored pencils-paperPictures for vocabularyFriendship bracelet materials |

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| **Before Reading** |
| **Cultural Supports, Building Background**Discussion about what is setting, characters and plot.Setting: where a story takes placeCharacters: who the story is aboutPlot: What happens in the story?Make Friendship bracelets and talk about what a friend is and how important they are  |
| **Connecting Activity: (Questions, Conversation about topic):**Lead a quick pre-read looking at the pictures explaining this book is about a police officer and his police dog.  |
| **Genre Set-Up, Bridging Conversation, Think-Aloud, Setting Purpose** **(What strategy are you highlighting in your lesson)**-What is the setting of a story?-What are the characters in the story?-What is the plot of a story?What do the think will happen in the story? |

**Vocabulary**

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| **Word** | **Contextualize Word*****In the story…..*** | **Definition** **( kid friendly)** | **Example beyond story** | **Bridge to story***Picture* |
| attention | “Officer Buckle checked to see if Gloria was sitting at attention”  | careful listening or watching | The soldiers sat at attention. |  |
| discovered | “Officer Buckle thought of a safety tip he had discovered that morning” | [find out](https://kids.britannica.com/kids/search/dictionary?query=find%20out) | The astronaut discovered a new planet. |  |
| enormous | “The next day, an enormous envelope arrived at the police station” | extraordinarily great in size | The sandwich Ben ordered was so enormous, he didn’t know if he could fit it in his mouth. |  |
| applauded | “When he finished Safety Tip Number Ninety-nine, DO NOT GO SWIMMING DURING ELECTRICAL STORMS!, the students jumped to their feet and applauded. | to show approval especially by clapping the hands | The crowd applauded after the concert was over. |  |

**Comprehension Strategy**

 **Before Reading :** *What is the strategy that you are using to help the child understand the text? These are some examples.*

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| Make a connection | Make inferences | Prediction |
| Self Monitor | Prior Knowledge | Questioning |
| Identify Important Information | Visualize | Synthesis |

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| Comprehension Strategy | Language ( What you say to support, teach the comprehension strategy) |
| Identify important information | -What is the setting of a story? Where are the characters?-What are the characters in the story? Who is the story about?-What is the plot of a story? What are the big events in the story? |

 **During Reading :** *What is the strategy that you are using to help the child understand the text? These are some examples*

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| Make a connection | Make inferences | Prediction |
| Self Monitor | Prior Knowledge | Questioning |
| Identify Important Information | Visualize | Synthesis |

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| **Page #** | **Comprehension or Vocabulary** | **Language you will use to teach, focus or probe for understanding** |
| Inside cover | ComprehensionMake a connection | What do you see?What is on them?What do you notice that is on the top of them?Where do you think they came from? |
| 1 | Identifying important information | Who do you think he is?What just happened |
| 2 | Make inferenceConnection | What are the students doing?What should they be doing?Do you like assemblies |
| 3-4 | Identification  | Do you know what k-9 means?What happened here?What is he trying to teach him? |
| 6-7 | Comprehension | Now how the children acting?Why do you think that they are acting this way?Vocabulary: attention |
| 7-8 | Comprehension | Why are the kids excited? |
| 8-9 | Comprehension | Why is Officer Buckle so excited?What is the dog doing that is making the children look at him?Vocabulary: discovered ( found) |
| 9-10 | Identifying important informationVocabulary | Who are the letters from?Who is drawn on them?Here is word ‘ enormous’ this word means very big. |
| 10-11 | Inference | Why are all the schools wanting him to come present to them. |
| 11-12 | Making connection | Officer Buckle is liking having a buddy. What does he give him after each speech |
| 13 | Making connections | What is Gloria doing? |
| 15 | Comprehension/making inferences | Why does Officer Buckle look so surprised and why does Gloria look so nervous? |
| 17 | Comprehension/making inferences | Why does Officer Buckle look so angry?Why is Gloria looking sad? |
| 20  | Vocabulary | What does the word applauded mean? |
| 22 | Making connections | What is going on here. |
| 23 | Making connections | What do you see in the pictureHow do the character feel |
| 24 | Making connections | What was the lesson of the story “ Always stick with your buddy”. |

**After Reading**

**Comprehension Questions**

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| **Bloom Taxonomy** **Question Type** | **Question:** *Have a mix of questions* |
| **Knowledge** | Who were the characters in this story?How would you describe Gloria? |
| **Comprehension** | Can you give me a short summary of the story?Can you compare how Office Buckle is feeling at the beginning, middle and end of story |
| **Application** | Think of how Officer Buckle could have react differently when he knew the children were paying more attention to Gloria than to him. |
| **Analysis** | Do you think that Officer Buckle knows what Gloria is doing?What was the funniest part of this story? |
| **Synthesis** | If Office Buckle came to your school how would the children react? What would draw as a thank you to him? |
| **Evaluation** | Make a safety poster that Office Buckle might make |

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| **Culminating Writing Task**  |
| Teacher directions and activities to prepare students for writing-Draw a picture summarizing what happened in the story. |
| Prompt: Draw a picture showing what happened in the story. |
| Scoring notes or Sample response:Student response attached |

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| **Differentiation Options (modify by content, process, and/or final product)**  |
|  English Language Learners (ELL) | Read book in both Spanish and English. Have student draw a summary scene of the story instead of a written summary.Post the word in the classroom with illustrationsHave them act out the word |
|  Language learner disabilities | Have student draw a summary scene of the story instead of a written summary. (used with this student)Have student draw a summary scene of the story instead of a written summary.Post the word in the classroom with illustrationsHave them act out the wordBook on tape |

 **Any visuals or other supporting documents that you feel support this lesson.**