

|  |  |
| --- | --- |
| **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 comprehension  Verbal language | |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **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** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Materials:**

|  |
| --- |
| **-***Officer Buckle and Gloria: book*  -colored pencils  -paper  Pictures for vocabulary  Friendship bracelet materials |

|  |
| --- |
| **Before Reading** |
| **Cultural Supports, Building Background**  Discussion about what is setting, characters and plot.  Setting: where a story takes place  Characters: who the story is about  Plot: 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**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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.*

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

|  |  |
| --- | --- |
| 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*

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

|  |  |  |
| --- | --- | --- |
| **Page #** | **Comprehension or Vocabulary** | **Language you will use to teach, focus or probe for understanding** |
| Inside cover | Comprehension  Make 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 inference  Connection | 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 information  Vocabulary | 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 picture  How do the character feel |
| 24 | Making connections | What was the lesson of the story “ Always stick with your buddy”. |

**After Reading**

**Comprehension Questions**

|  |  |
| --- | --- |
| **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 |

|  |
| --- |
| **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 |

|  |  |
| --- | --- |
| **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 illustrations  Have 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 illustrations  Have them act out the word  Book on tape |

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