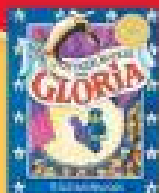




Lesson

15



TARGET VOCABULARY

obeys

safety

attention

buddy

station

speech

shocked

enormous

Vocabulary
Reader



Context
Cards



TEKS 3.5B use context to determine meaning; **ELPS** 1E (intermediate level) academic language



Vocabulary in Context



- Read each **Context Card**.
- Tell a story about two pictures, using the **Vocabulary words**.

1



obeys

A careful driver always **obeys** traffic rules. This driver stops at a stop sign.



2



safety

The firefighter talks about fire **safety**. He teaches about staying out of danger.



3

**attention**

Look both ways and pay **attention** to traffic before crossing the street.



4

**buddy**

Never swim alone. Always swim with a **buddy**, or friend.



5

**station**

A police **station** is a safe place to go if you need help.



6

**speech**

His job is to give a short **speech**. He will talk about airplane safety.



7

**shocked**

She is **shocked** at how hot it is outside. She needs to get out of the sun soon!



8

**enormous**

Only the workers can go inside the fence on this **enormous** work site.



Screen Shot 2018-12-converted.pdf



Background



TARGET VOCABULARY

Police Officers Whether they work in an **enormous** city or a small town, police officers do an important job. They make sure everyone **obeys** the law. Some officers work at a police **station**. Others go on patrol with a **buddy**. Officers may visit a school to give a **speech**. You should pay **attention** to their **safety** tips. Officers are not **shocked** by questions they get asked. They have seen many things on the job!



This is a map of a police station.





Comprehension

TARGET SKILL Cause and Effect

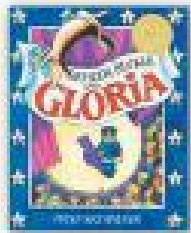
In *Officer Buckle and Gloria*, some events make other things happen. The first event is the cause. The event that is the result of a cause is its effect. Show how the events connect to each other on a chart like this one.

Cause	Effect

TARGET STRATEGY Monitor/Clarify

When you read, monitor your understanding of story events. If you don't understand why something is happening, stop and think. Looking for causes and effects can help you understand the story better.

Main Selection



TARGET VOCABULARY

obeys station
safety speech
attention shocked
buddy enormous

TARGET SKILL

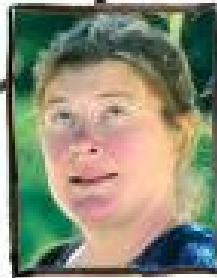
Cause and Effect Tell how one event makes another happen.

TARGET STRATEGY

Monitor/Clarify Find ways to figure out what doesn't make sense.

GENRE

Humorous fiction is a story that is written to make the reader laugh.



MEET THE AUTHOR AND ILLUSTRATOR

PEGGY RATHMANN

Peggy Rathmann's family had a dog named Skippy. One holiday they were gathered for

breakfast. A family member was filming them. It wasn't until later when they were watching the home movie that they caught Skippy in the background, licking the poached eggs on the serving table. No one had seen it happen. Skippy was the model for the dog in *Officer Buckle and Gloria*.



OFFICER BUCKLE
AND

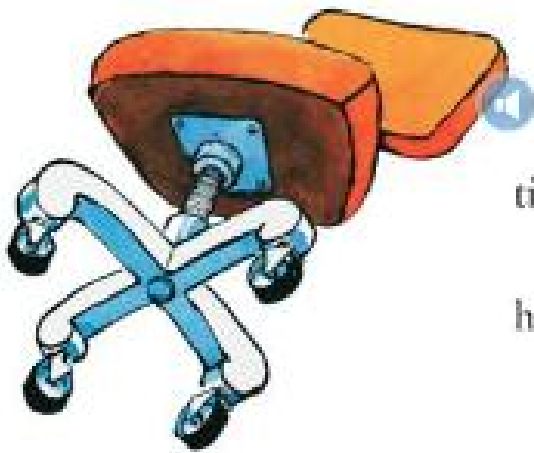
GLORIA

written and illustrated by
PEGGY RATHMANN



Essential Question

What might cause a story character to change?



Officer Buckle knew more safety tips than anyone else in Napville.

Every time he thought of a new one, he thumbtacked it to his bulletin board.

Safety Tip #77
NEVER stand on a SWIVEL CHAIR.



- ▶ Officer Buckle shared his safety tips with the students at Napville School.

Nobody ever listened.

Sometimes, there was snoring.

Afterward, it was business as usual.

- ▶ Mrs. Toppel, the principal, took down the welcome banner.

“NEVER stand on a SWIVEL CHAIR,” said Officer Buckle, but Mrs. Toppel didn’t hear him.

🔊 Then one day, Napville's police department bought a police dog named Gloria.

When it was time for Officer Buckle to give the safety **speech** at the school, Gloria went along.

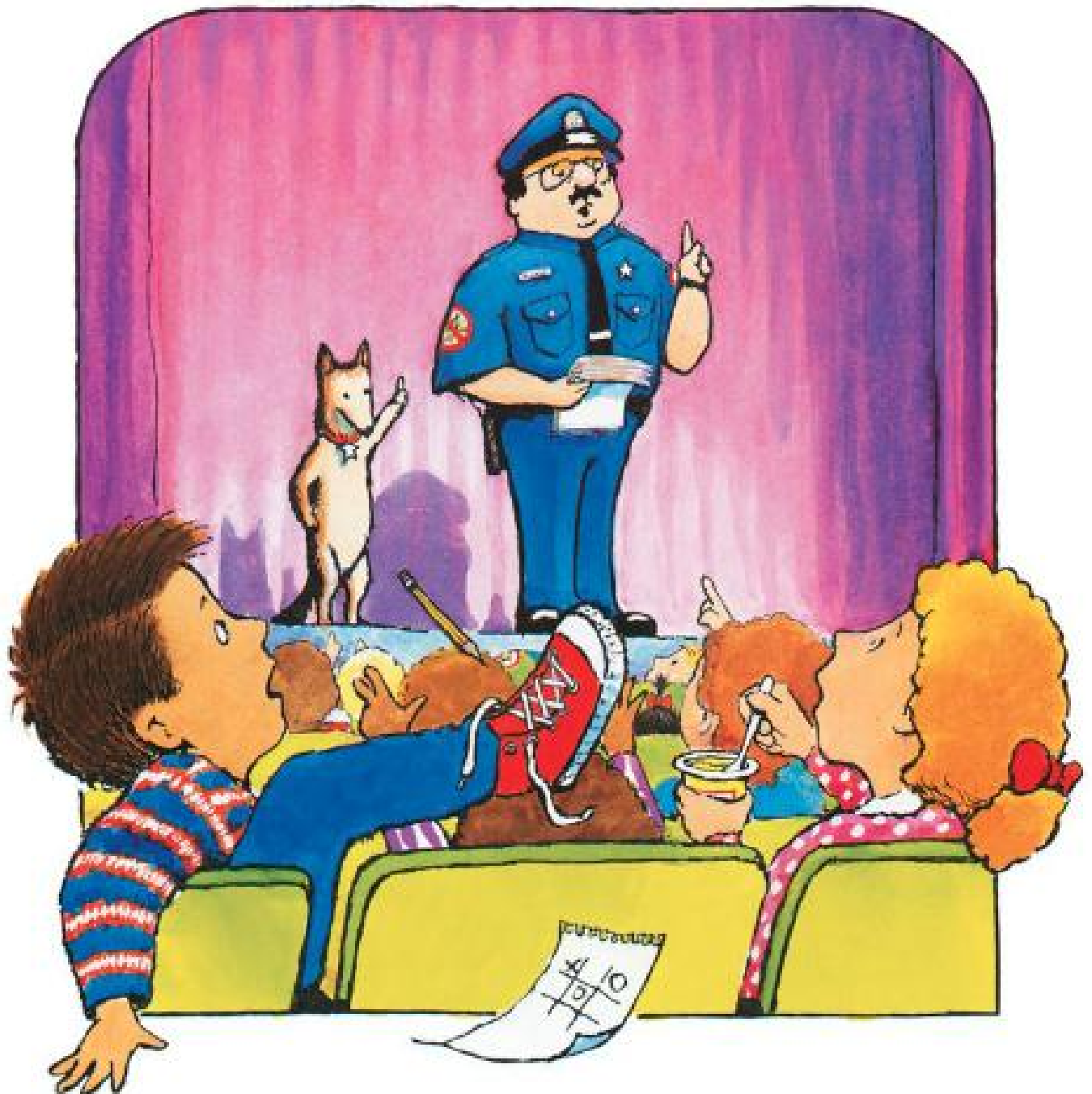
"Children, this is Gloria," announced Officer Buckle. "Gloria **obeys** my commands. Gloria, SIT!" And Gloria sat.





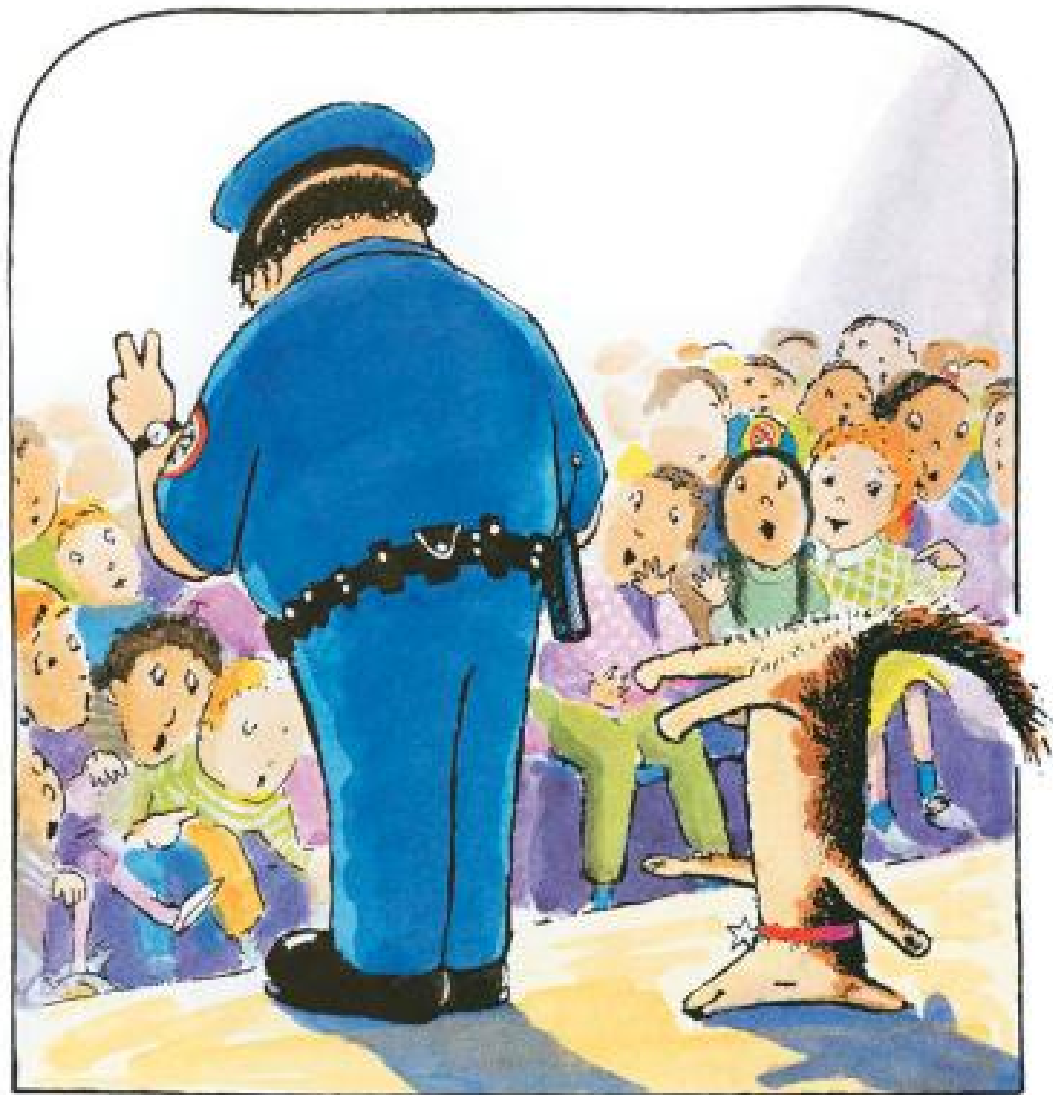
Officer Buckle gave Safety Tip Number One:
“KEEP your SHOELACES tied!”

The children sat up and stared.





🔊 Officer Buckle checked to see if Gloria was sitting at **attention**. She was.

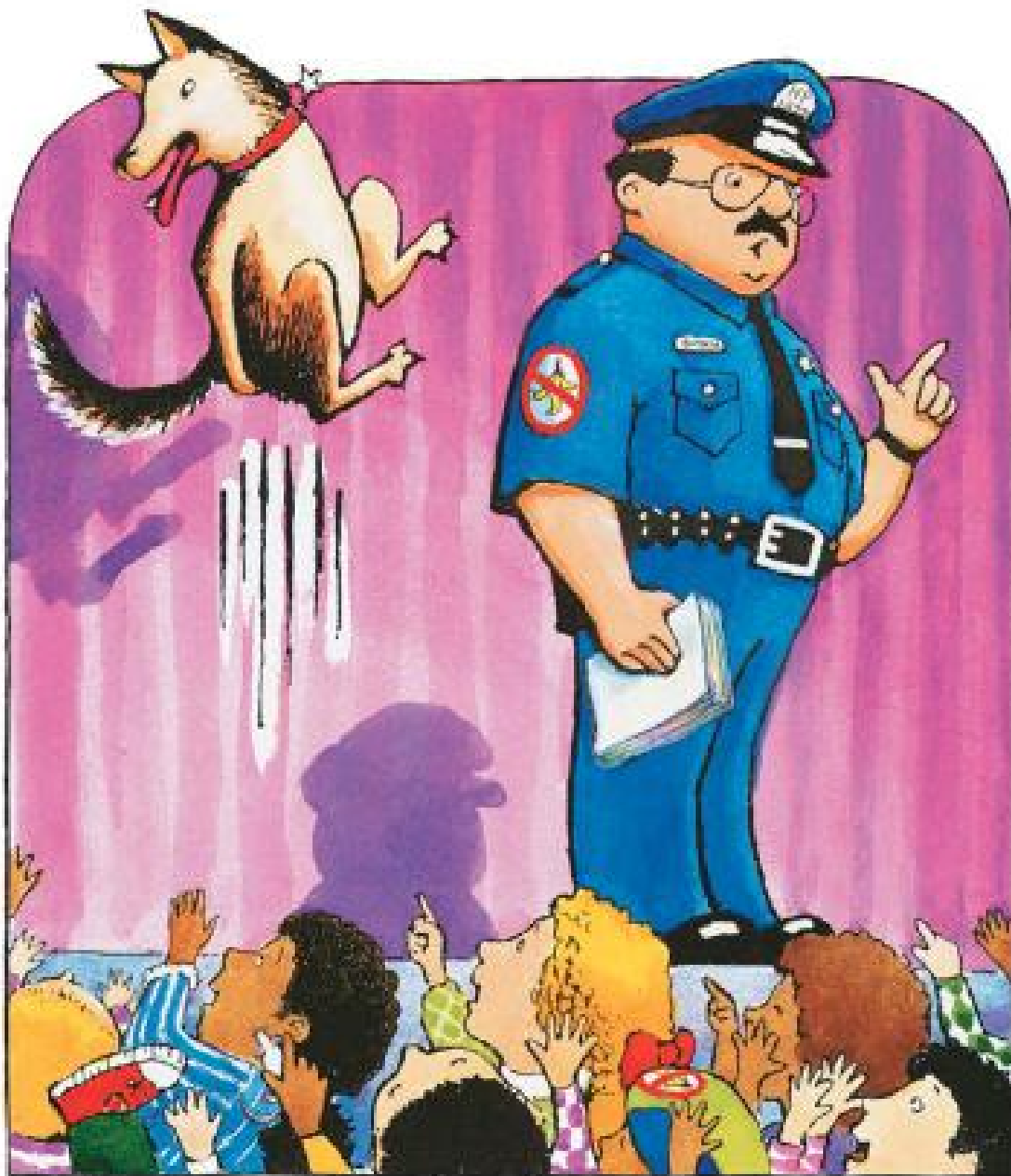


“Safety Tip Number Two,” said Officer Buckle.
“ALWAYS wipe up spills BEFORE someone SLIPS
AND FALLS!”

The children’s eyes popped.

Officer Buckle checked on Gloria again.
“Good dog,” he said.

Officer Buckle thought of a safety tip he had
discovered that morning.



🔊 “NEVER leave a THUMB TACK where you might SIT on it!”

The audience roared.



- 1 Officer Buckle grinned. He said the rest of the tips with *plenty of expression*.

The children clapped their hands and cheered. Some of them laughed until they cried.

- 2 Officer Buckle was surprised. He had never noticed how funny **safety** tips could be.

After *this* safety speech, there wasn't a single accident.



STOP AND THINK

Cause and Effect What do the children do when Gloria acts out Officer Buckle's safety tips?

TEKS 2.18



The next day, an enormous envelope arrived at the police station. It was stuffed with thank-you letters from the students at Napville School.

Every letter had a drawing of Gloria on it.

Officer Buckle thought the drawings showed a lot of imagination.

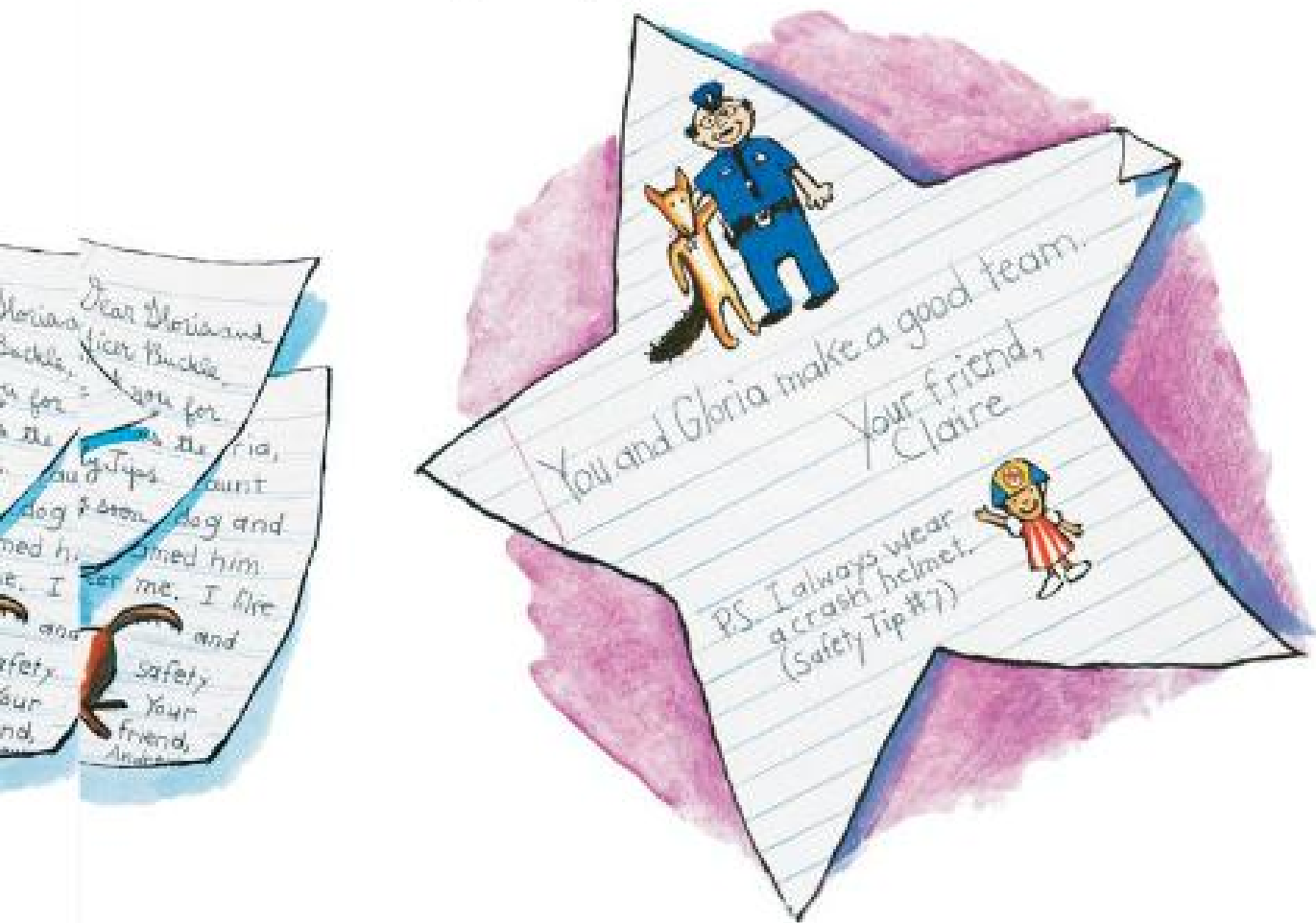


STOP AND THINK

Monitor/Clarify Why does Officer Buckle think the students' drawings show a lot of imagination?

TEKS RC-2(C)

- His favorite letter was written on a star-shaped piece of paper. It said:



- Officer Buckle was thumbtacking Claire's letter to his bulletin board when the phones started ringing. Grade schools, high schools, and day-care centers were calling about the safety speech.

"Officer Buckle," they said, "our students want to hear your safety tips! And please, bring along that police dog."



- 🔊 Officer Buckle told his safety tips to 313 schools. Everywhere he and Gloria went, children sat up and listened.

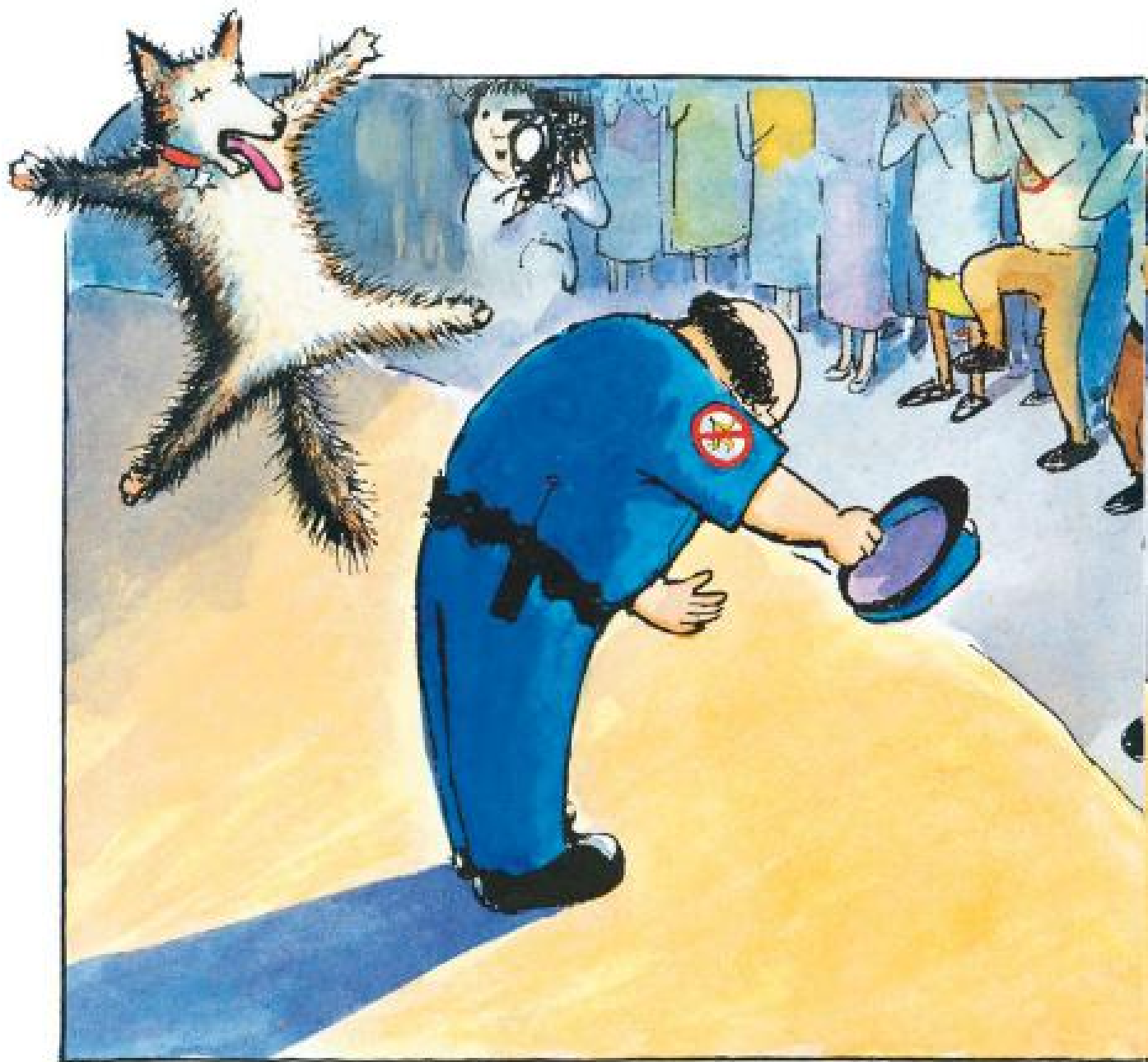




After every speech, Officer Buckle took Gloria out for ice cream.

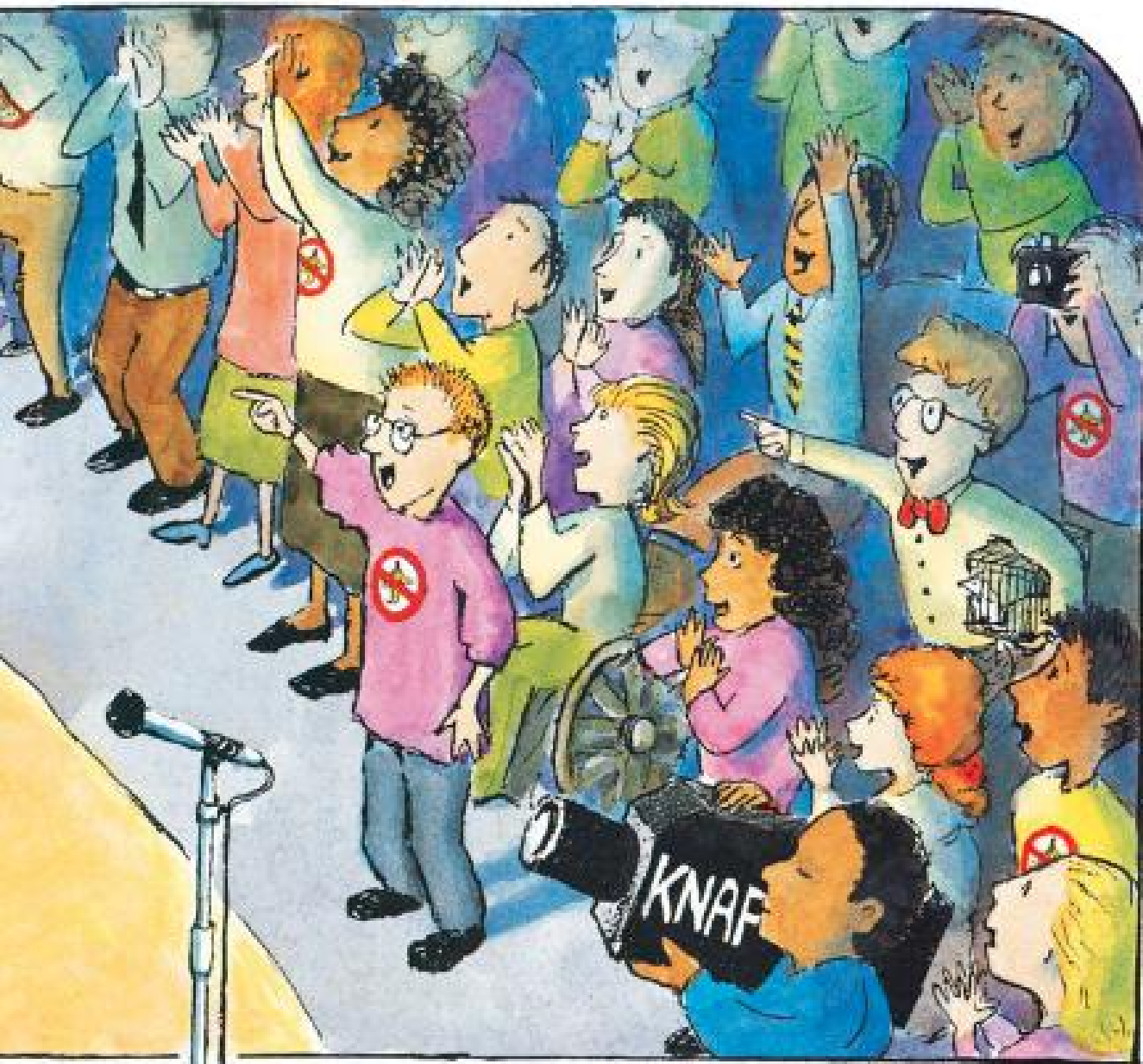
Officer Buckle loved having a **buddy**.





Then one day, a television news team videotaped Officer Buckle in the state-college auditorium.

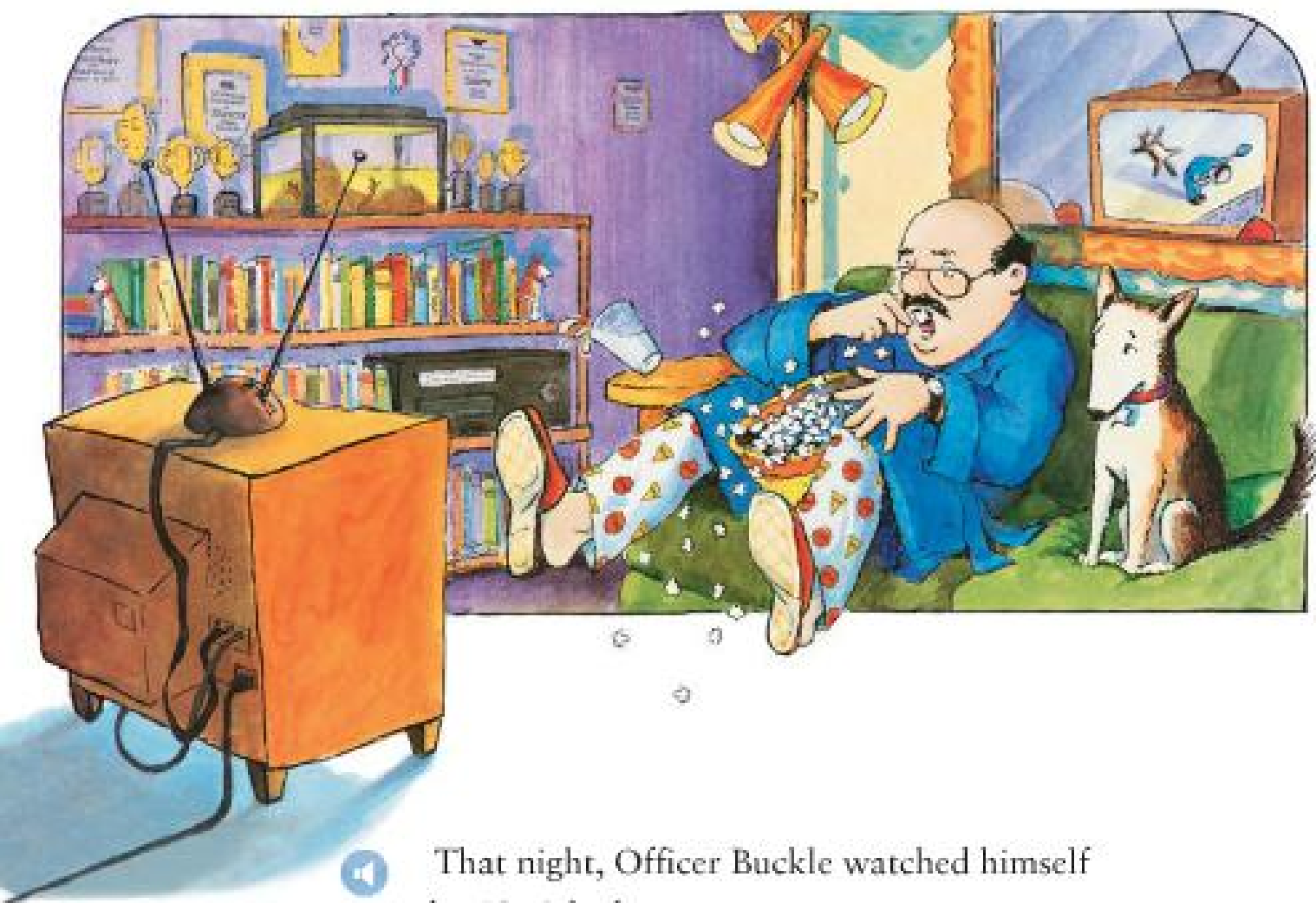
When he finished Safety Tip Number Ninety-nine, **DO NOT GO SWIMMING DURING ELECTRICAL STORMS!**, the students jumped to their feet and applauded.



“Bravo! Bravo!” they cheered. Officer Buckle bowed again and again.

STOP AND THINK

Author’s Craft The author uses capital letters for some words. Why?



▶ That night, Officer Buckle watched himself on the 10 o'clock news.

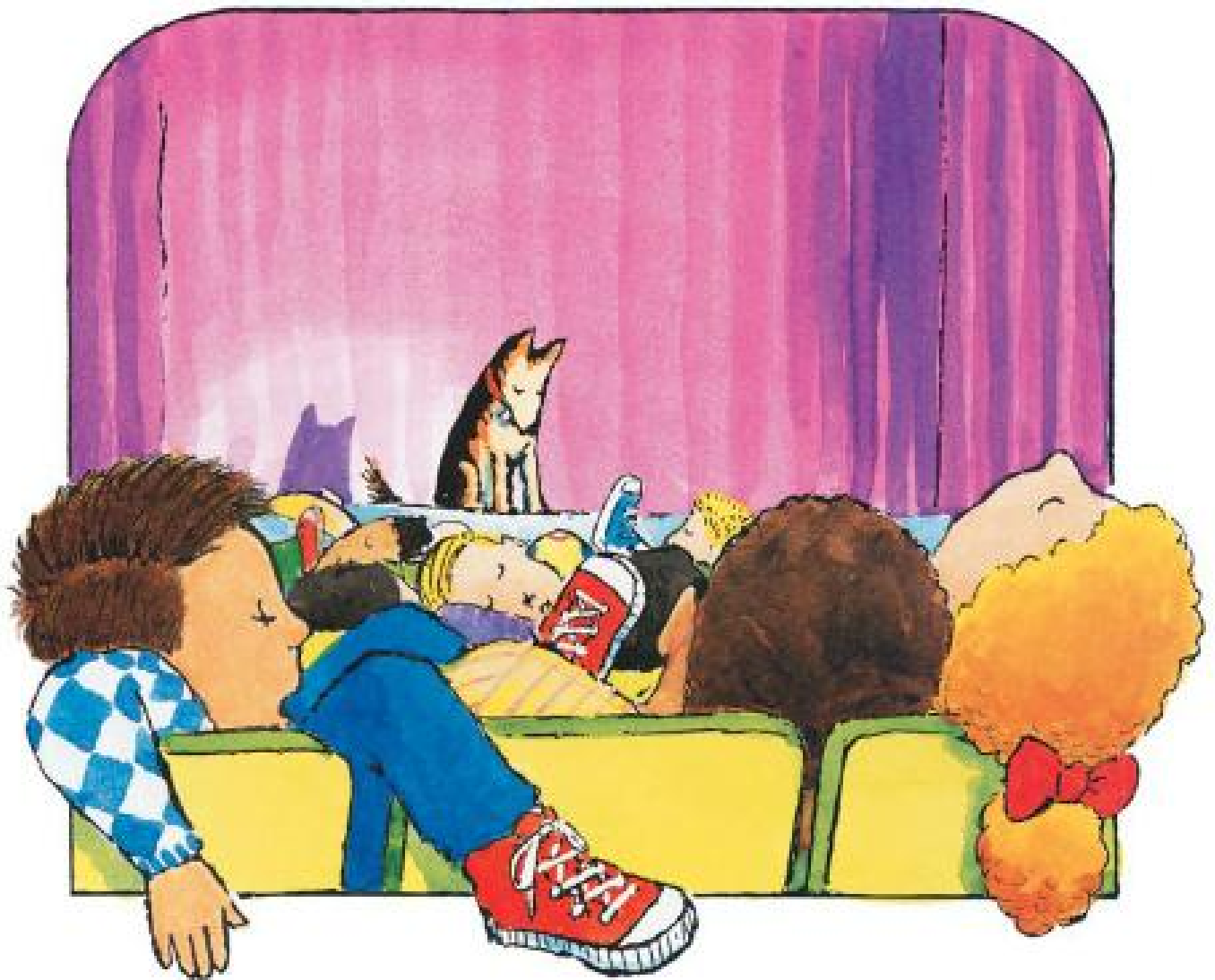
The next day, the principal of Napville School telephoned the police station.

“Good morning, Officer Buckle! It’s time for our safety speech!”

▶ Officer Buckle frowned.

“I’m not giving any more speeches! Nobody looks at me, anyway!”

“Oh,” said Mrs. Toppel. “Well! How about Gloria? Could she come?”



- Someone else from the police station gave Gloria a ride to the school.

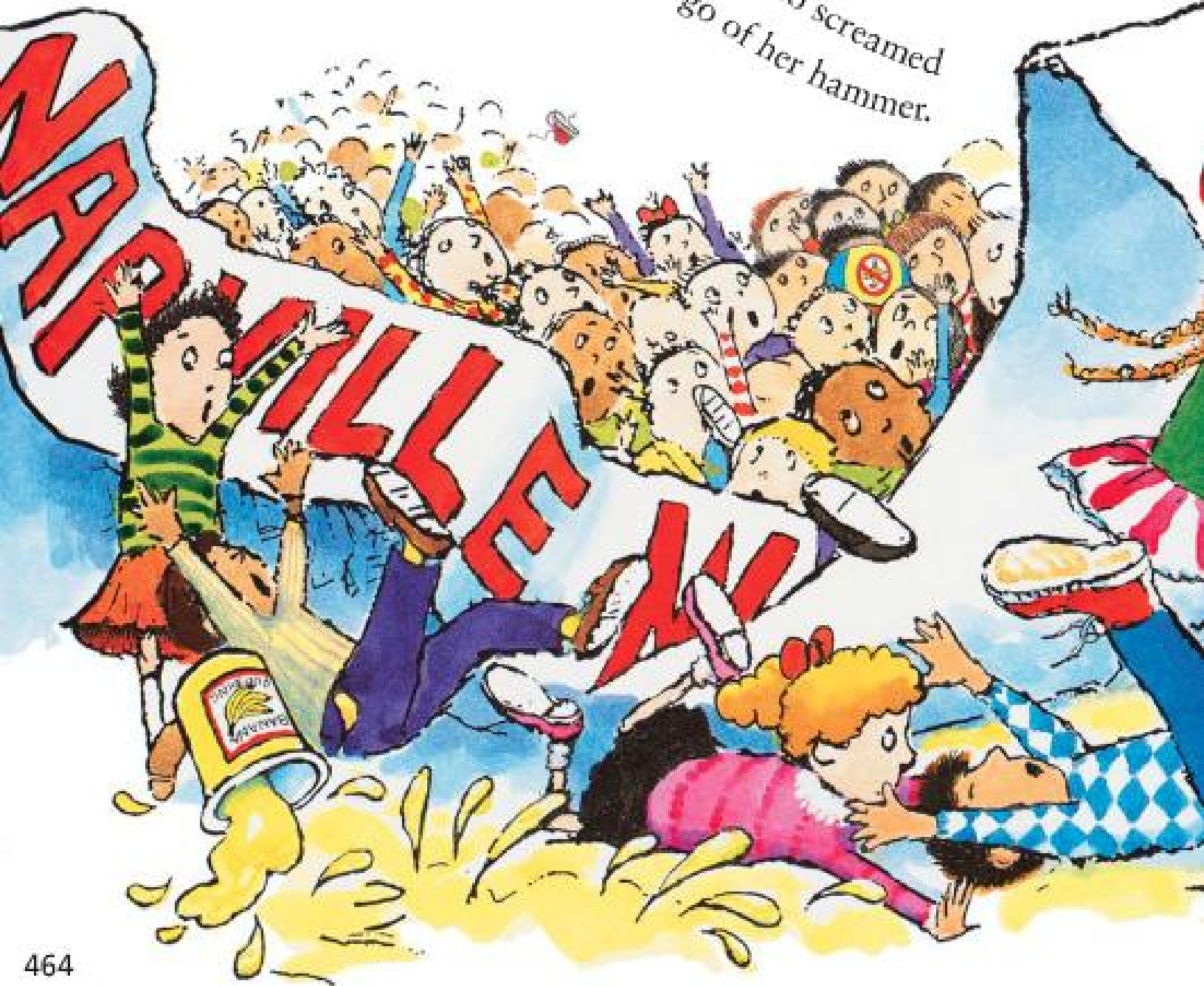
Gloria sat onstage looking lonely. Then she fell asleep. So did the audience.

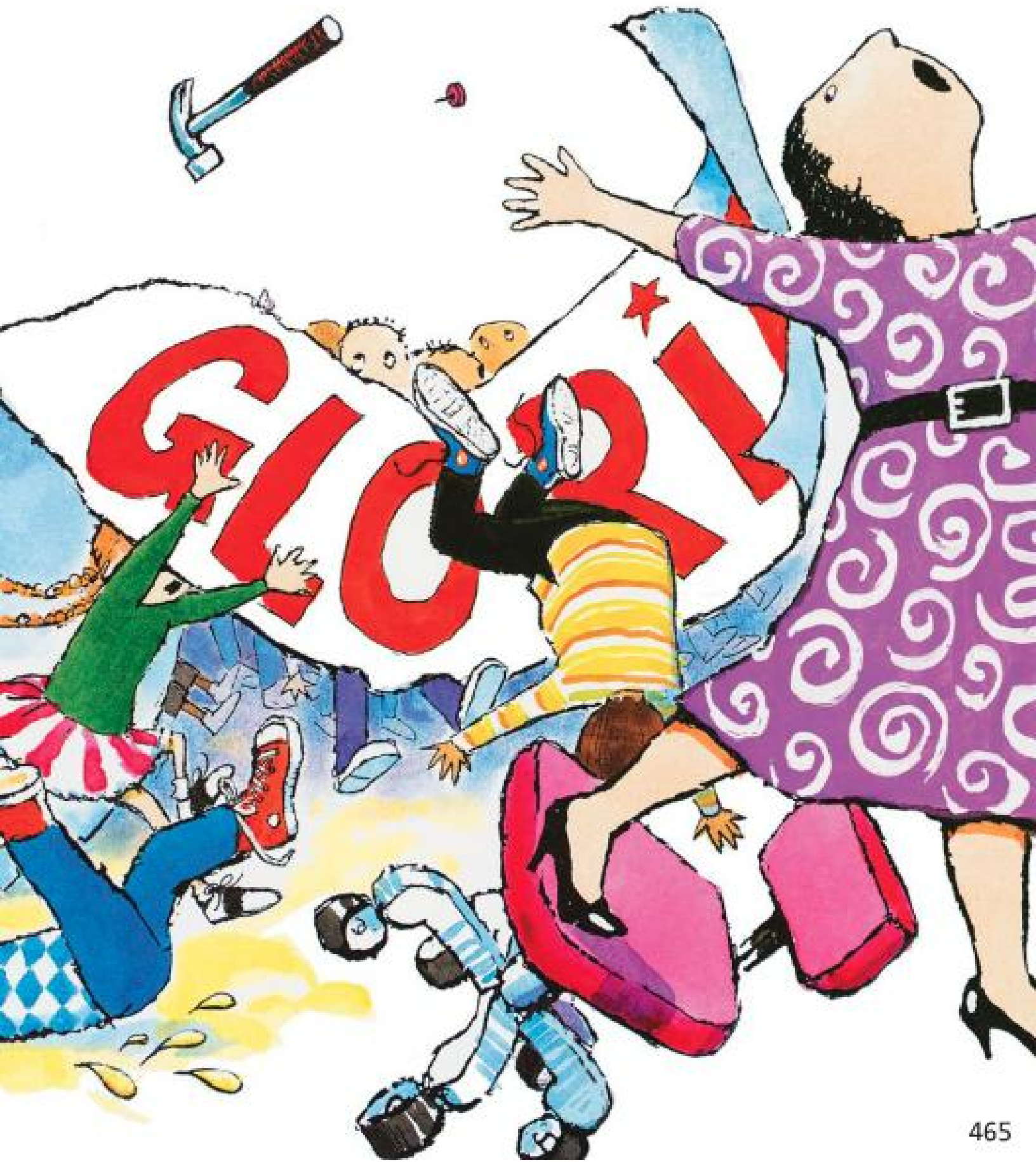
After Gloria left, Napville School had its biggest accident ever . . .



It started with a puddle of banana pudding. . . .
SPLAT! SPLATTER! SPLOOSH!

Everyone slid smack into Mrs. Toppel, who screamed
and let go of her hammer.







- 🔊 The next morning, a pile of letters arrived at the police station.

Every letter had a drawing of the accident.

Officer Buckle was **shocked**.

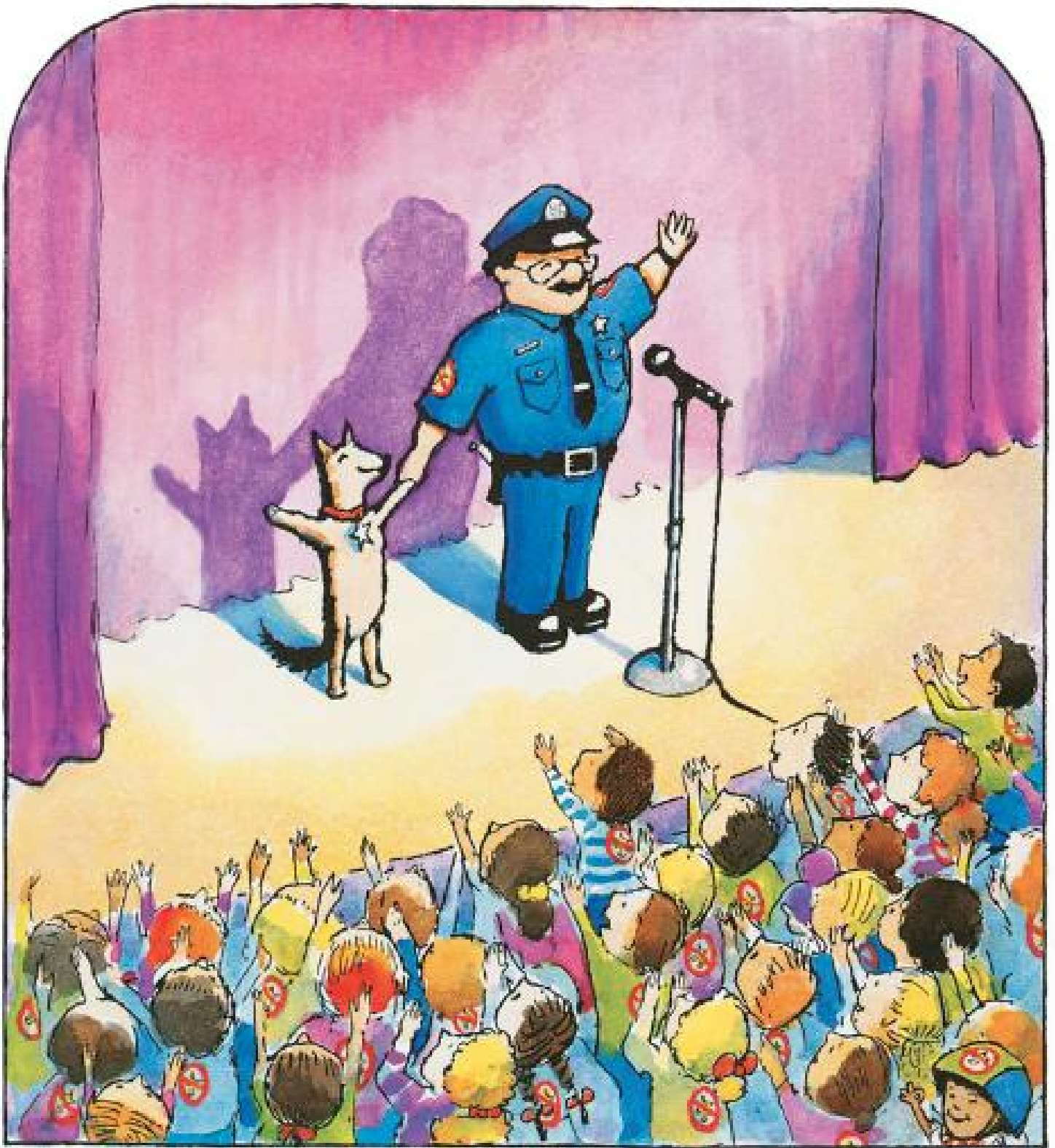
- 🔊 At the bottom of the pile was a note written on a paper star.

Officer Buckle smiled. The note said:





Gloria gave Officer Buckle a big kiss on the nose.
Officer Buckle gave Gloria a nice pat on the back.
Then, Officer Buckle thought of his best safety tip yet . . .



Safety Tip #101

“ALWAYS STICK WITH YOUR BUDDY!”

Your Turn

1. How does Officer Buckle feel about having Gloria for a buddy?

- Happy
- Worried
- Sleepy

TEKS 2.9B

2.  **TARGET SKILL** Cause and Effect

What causes the children to listen to Officer Buckle?

List the causes and effects. TEKS RC-2(E)

3.  **TARGET STRATEGY** Monitor/Clarify

How do the text and art explain why Officer Buckle does not want to give speeches anymore?

TEKS 2.3B, 2.9B, 2.16B, ELPS 4K

4. **Oral Language** Use the Retelling Cards to tell the beginning, middle, and end of the story. TEKS RC-2(E)



Retelling Cards



TEKS 2.3B ask questions/clarify/locate facts/details/support with evidence; 2.9B describe characters' traits/motivations/feelings; 2.16B describe media message techniques; RC-2(E) retell important story events; **ELPS** 4K employ analytical skills to demonstrate comprehension

Connect to
**Social
Studies**



TARGET VOCABULARY

obeys	station
safety	speech
attention	shocked
buddy	enormous

GENRE

Readers' Theater is a text that has been written for readers to read aloud.

TEXT FOCUS

Directions tell how to do something step-by-step. As you read, pay attention to how dialogue is used to give directions. Tell how you can identify who is speaking in the play. When you write your own play, be sure to include the characters' names so the readers will know who is speaking.



TEKS 2.8A identify/use dialogue in plays.

**Readers'
Theater**

Safety at Home

by Margaret Sweeny

**Cast of
Characters**

Dad
Alexa
Jake





Dad: What did you do on your class trip?

Alexa: We visited an enormous fire station.

Jake: The fire chief gave a speech about fire safety.



Dad: I hope you were paying attention.

Alexa: We were. Later, we worked with a buddy to make a safety poster. I worked with Jake.

Jake: Look at our poster.



STOP, DROP, AND ROLL

1. If your clothes catch on fire, don't run.
2. **STOP** where you are.
3. **DROP** to the ground. Cover your face with your hands.
4. **ROLL** over and over to put out the fire.



Dad: I'm shocked! You know more about fire safety than I do.

Alexa: Everyone in our school obeys fire safety rules.

Jake: Guess what get low and go means?

Alexa: If the house is smoky, get low.

Jake: That's because smoke rises. Get low to stay below the smoke.

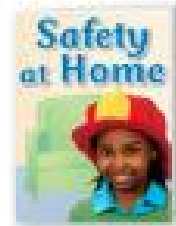
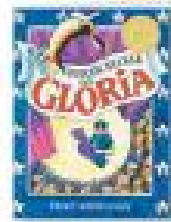
Alexa: Crawl to the nearest way out.

Jake: Then go to a safe meeting place to wait for your family.

Dad: Let's pick a meeting place right now!



Making Connections



Text to Self

TEKS RC-2(F)

Write a Caption Officer Buckle's safety tips are based on his own life. Think of a safety tip you learned. Draw a picture of what Gloria might do to act out that tip. Then write a caption for your picture.



Text to Text

TEKS RC-2(F), ELPS 4K

Compare and Contrast How are Officer Buckle's safety tips like the tips from *Safety at Home*? How are they different? Talk about it with a partner.



Text to World

TEKS 2.15A

Connect to Social Studies Gloria acted out safety tips, and Alexa and Jake made a fire safety poster. Think about some classroom safety tips. Make a poster for your classroom.



TEKS 2.15A follow written directions; **RC-2(F)** make connections to experiences/texts/community; **ELPS** 4K employ analytical skills to demonstrate comprehension



Grammar



Abbreviations The names of days, months, and places are proper nouns that can be shortened. An **abbreviation** is a short way to write a word by taking out some of the letters and writing a period at the end.



Academic Language
abbreviation



Proper Nouns

Abbreviations

Monday

Mon.

March

Mar.

Main Street

Main St.



Try This!

Write the proper noun for each abbreviation.

1 Nov.

4 Canton St.

2 Tues.

5 Jan.

3 Elm Rd.

6 Fri.



Conventions In your writing, make sure you write abbreviations correctly. Remember to use a period at the end of an abbreviation.



Incorrect

mr Wang says the police officer will visit our class on sept 4.

Correct

Mr. Wang says the police officer will visit our class on Sept. 4.



Connect Grammar to Writing

When you edit your persuasive essay, make sure you have used capital letters and end marks correctly.

Reading-Writing Workshop: **Revise**

Write to Persuade

Organization When you write a **persuasive essay**, each reason can start a new paragraph.

Farah wrote a draft of her essay. Later, she moved things around so each reason started a new paragraph.

Writing Process Checklist

Prewrite

Draft

Revise

- Did I tell my goal in a clear way?
- Did I give reasons for my goal?
- Did I include facts and examples for each reason?
- Did I sum up my reasons?

Edit

Publish and Share

Revised Draft

Our town library has a problem.

There are thirty-four people in our town who read Braille. The library has only twenty Braille

It needs more.

books. It needs money for Braille

books. Our school wants to do a community project. Helping the library would be a good one for us.



Final Copy



Help Our Library!

by Farah Jamali

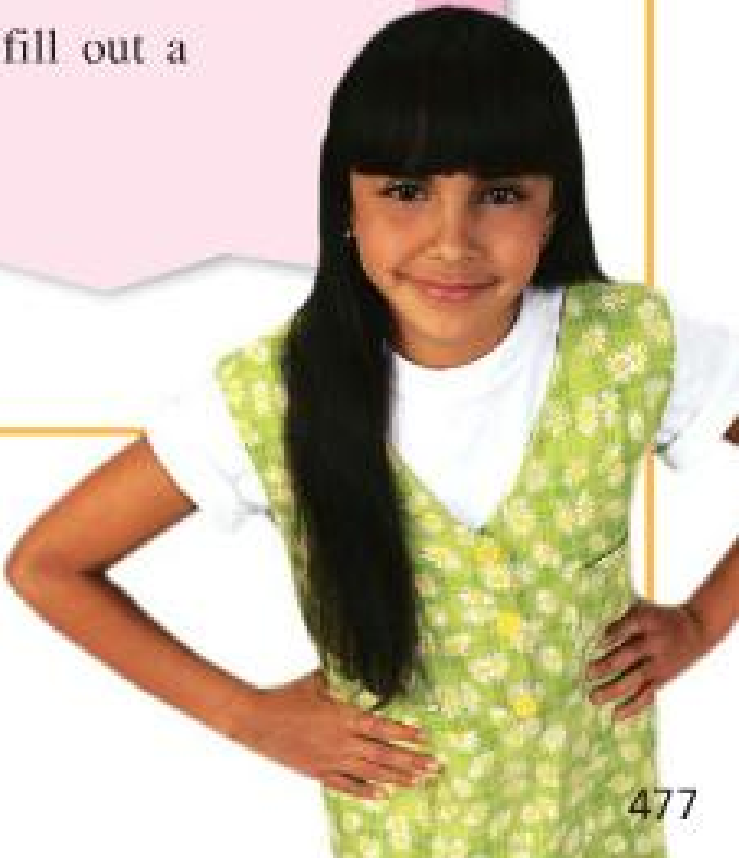
Our town library has a problem. It needs money for Braille books.

There are thirty-four people in our town who read Braille. The library has only twenty Braille books. It needs more.



Our school is looking for a community project. Helping the library would be a good one for us. We could have a Read-a-thon to raise money for Braille books. Each student can fill out a pledge sheet.

I started a new paragraph for each reason.



Reading as a Writer

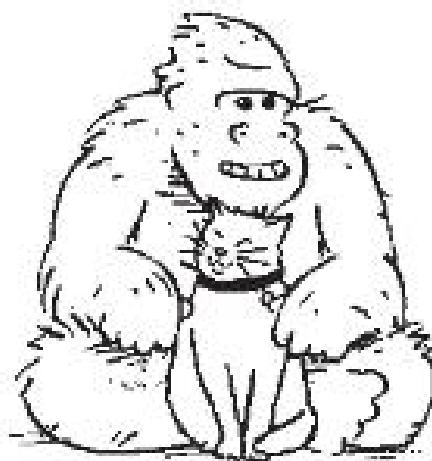
How did Farah organize her essay to make her reasons clearer? How can you organize your reasons and details?

Test POWER

Read the selection. Then read each question.
Choose the best answer for the question.

Koko the Talking Gorilla

- 1 Koko is an amazing gorilla. When she was one year old, she began to learn sign language. Her teachers wanted to see if she could learn to communicate. Today she knows more than one thousand signs! Koko can really talk using signs.
- 2 Koko has learned how to make jokes. She has even made up signs for words she had not been taught yet!
- 3 Once Koko asked if she could have a cat. Her teachers gave her one as a pet. The cat did not have a tail. So Koko named it All Ball. Koko is not only smart but funny, too!





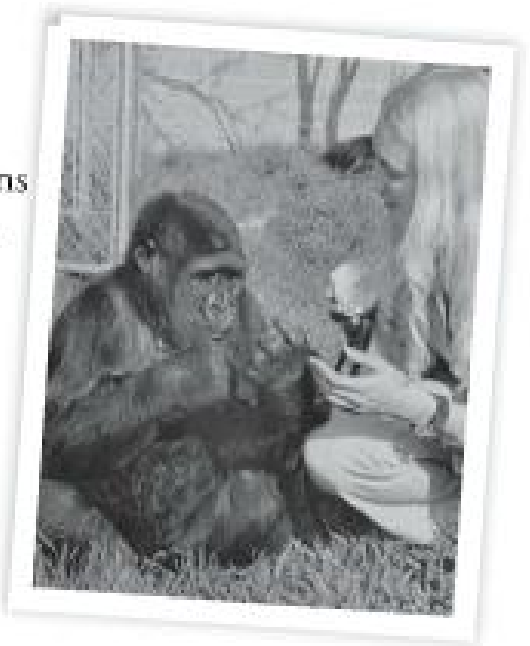
1 Which word from the first paragraph means the same thing as the word communicate?

- talk*
- run*
- play*

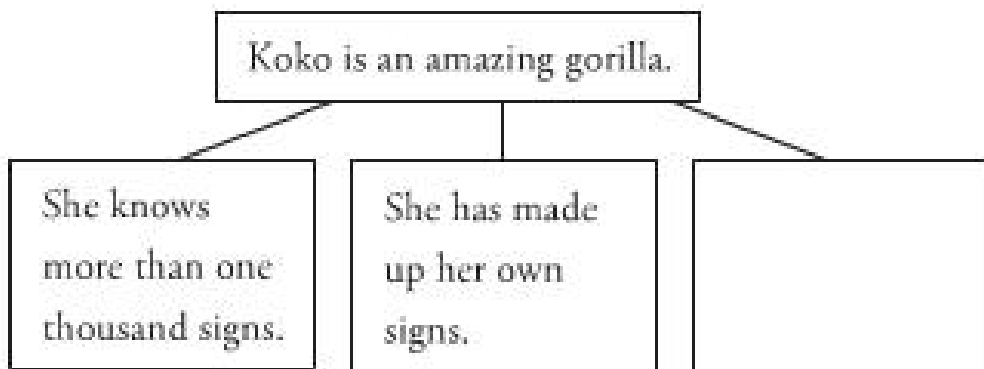


2 The author probably wrote this to—

- teach readers sign language
- persuade people to have cats as pets
- give facts about an interesting animal



3 Look at the following diagram of information from the article.



Which information belongs in the empty box?

- Her cat did not have a tail.
- She knows how to make jokes.
- Her teacher bought a cat.






GO ON

Monkey Business

- 1 Helper monkeys are trained to aid people who cannot move their legs and arms. These small monkeys go to a special school. They learn how to help humans.
- 2 Helper monkeys can turn on lights or flip the pages of a book. They can open a refrigerator, take out a bottle of water, and put a straw in it. They even keep their human friends safe. They know how to get help when there is trouble.



-  1 What does the word aid mean in paragraph 1?
 - Try
 - Help
 - Stop
-  2 Why do helper monkeys go to a special school?
 - They learn how to talk.
 - They learn how to help people.
 - They learn how to write and draw.
-  3 The reader can tell that helper monkeys are—
 - large
 - loud
 - smart



STOP

POWER Practice

Lesson

1	Fluency	484
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Lesson

2	Vocabulary	485
	Listening and Speaking	485

Lesson

3	Fluency	486
	Vocabulary	486

Lesson

4	High-Frequency Words	487
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Lesson

5	High-Frequency Words	488
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