Lesson 15

Vocabulary in Context

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

**Target Vocabulary**

- obeys
- safety
- attention
- buddy
- station
- speech
- shocked
- enormous

**Vocabulary Reader**

**Context Cards**

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.

**TEKS** 2.5B Use context to determine meaning; **ELPS** 1E Internalize new basic/academic language
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.
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!
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.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**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.
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*.
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.

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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 THUMBTACK where you might SIT on it!”

The audience roared.
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.

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

You and Gloria make a good team.

Your friend,
Claire

PS. I always wear a crash helmet.
(Safety Tip #7)

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.
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!”

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 missed you yesterday!
Your friend,
Claire
PS. Don't worry, I was wearing my helmet! (Safety Tip #7)
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!”
1. How does Officer Buckle feel about having Gloria for a buddy?
   - Happy
   - Worried
   - Sleepy

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)**

**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.

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

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

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

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.
## 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.

<table>
<thead>
<tr>
<th>Proper Nouns</th>
<th>Abbreviations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Mon.</td>
</tr>
<tr>
<td>March</td>
<td>Mar.</td>
</tr>
<tr>
<td>Main Street</td>
<td>Main St.</td>
</tr>
</tbody>
</table>

### Try This!

**Write the proper noun for each abbreviation.**

1. Nov.
2. Tues.
3. Elm Rd.
4. Canton St.
6. Fri.
**Conventions** In your writing, make sure you write abbreviations correctly. Remember to use a period at the end of an abbreviation.

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<table>
<thead>
<tr>
<th>Incorrect</th>
<th>Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>mr Wang says the police officer will visit our class on sept 4.</td>
<td>Mr. Wang says the police officer will visit our class on Sept. 4.</td>
</tr>
</tbody>
</table>

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**Connect Grammar to Writing**

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

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 books. It needs more.

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

Reading as a Writer

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

```
Koko is an amazing gorilla.

She knows more than one thousand signs.  She has made up her own signs.  

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.
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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.

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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
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