

Comprehension Strategy Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for Officer Buckle and Gloria by Peggy Rathmann

Making Connections Lesson Plan

Making Connections

Officer Buckle and Gloria
By: Peggy Rathmann
Grade Level: 2 / Guided Reading Level: L

Get Ready to Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

Learn About Comprehension Strategies

- Think about the text you read

Summary

In *Officer Buckle and Gloria*, we meet a safety expert police officer and his new dog companion. Together they deliver safety tip presentations to schools and the children love them! However, Officer Buckle does not know that Gloria is secretly acting out his safety tips to capture the attention of the audience. One night, Officer Buckle sees his presentation on the news and discovers Gloria's secret. Will this be the end of their partnership, or will Officer Buckle forgive and forget?

Link to What You Know

- Have you ever had an accident? What caused your accident?
- Name three safety rules that you have in school or at home. Why are they important?

Important Words to Know and Understand

Discover – To learn or find out

Expression – A way of doing something such as speaking or singing that shows emotions and feelings

Guided Reading Level

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Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down on your practice page.

Page 1 – Officer Buckle knows a lot of safety tips. In fact, he posts them on his bulletin board to keep track of them. Make a **text-to-self** connection and tell about what you do when you need to remember important things. Does your method for remembering work? Why or why not?

Page 3 – The students are having accidents because they did not listen to Officer Buckle's safety advice. Can you make a **text-to-text** connection by thinking of a character from a different book that also causes trouble because he or she does not listen to the rules? How does making text-to-text connections help you as a reader?

Pages 4 and 5 – The police department has added a police dog named Gloria. Gloria is introduced to the children and Officer Buckle shows them how Gloria obeys commands. What **text-to-self** connections can you make? Have you ever had a dog? How is your dog similar to, and different from, Gloria?

Page 12 – Officer Buckle received a lot of letters. Think about a **text-to-world** connection and name another person that you think receives a lot of letters. Do you think they enjoy receiving the letters? Why or why not?

Page 27 – Officer Buckle and Gloria end the story as a team. Does the friendship between Officer Buckle and Gloria remind you of any other books you have read? Tell about a **text-to-text** connection between Officer Buckle and Gloria and the characters in another book you have read.

Time to Reflect

Think – When readers make connections, they look for the parts in a book that remind them of something they already know a lot about. When you know a lot about something that happened in a book, you're able to understand even more. What did you already know about *Officer Buckle and Gloria*? How did your prior knowledge help you as a reader?

Talk – Tell your reading partner about the type of connection that you made most often while reading? Explain why your connection helped you. Remember to ask your partner to share their thoughts about the book too.

Reflect – Think about the connections that you made while reading *Officer Buckle and Gloria*. Think about the things you and your reading partner discussed. How does making connections help you be a better reader?

Write – Use your Strategy Slip in your Reader's Notebook. Write about the work you did while reading *Officer Buckle and Gloria*. (Remember to include examples from the book.)

Key Vocabulary

Explanation of Strategy

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

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Making Inferences

Time to Read

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Page 1 – Officer Buckle shared his safety tips with the children's safety presentation. Use the text and illustrations to infer what Officer Buckle's presentation was like. How do you know? Write your inference on the line provided.

Page 11 – Officer Buckle was surprised and a bit shocked about the children's reaction to his safety presentation. How do you know? Write your inference on the line provided.

Page 22 and 23 – Officer Buckle and Gloria are watching their presentation on the news. What do you think Officer Buckle is thinking? Write your inference on the line provided.

Page 26 and 27 – The book ends with Officer Buckle and Gloria. How do you think they feel? Write your inference on the line provided.

Making Predictions

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Making Predictions

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down on your practice page.

Page 7 – When Officer Buckle turned around, Gloria was sitting behind him. How do you think Gloria was feeling? Write your prediction on the line provided.

Page 10 – Gloria sat out sitting on a thumbtack and Officer Buckle did not see it. How do you think Gloria was feeling? Write your prediction on the line provided.

Page 20 and 21 – A television crew is reporting Officer Buckle and Gloria. How do you think they are feeling? Write your prediction on the line provided.

Page 30 – Officer Buckle and Gloria did another presentation together. How do you think they are feeling? Write your prediction on the line provided.

Answer Key for Making Connections with Officer Buckle and Gloria

Page 1: Officer Buckle knows a lot of safety tips. In fact, he posts them on his bulletin board to keep track of them. Make a **text-to-self** connection and tell about what you do when you need to remember important things.

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Answer Key for Making Inferences with Officer Buckle and Gloria

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Answer Key for Synthesizing with Officer Buckle and Gloria

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Making Inferences

Making Predictions

Synthesizing

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Grade Level: 2 / Guided Reading Level: L

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Synthesizing

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Identifying the Author's Purpose

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Grade Level: 2 / Guided Reading Level: L

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Identifying the Author's Purpose

Time to Read

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Answer Key for Identifying the Author's Purpose with Officer Buckle and Gloria

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Synthesizing

Author's Purpose

Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

Strategy and Text Based
Reader's Response Prompt

Common Core State Standard

"I Can"
Statement

Common Core
Free Option

Reading Response Prompts for Each
Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Making Connections
Title: _____

Think about the book. What does the book remind you of?

What type of connection did you make?
☐ Text-to-Text ☐ Text-to-World ☐ Text-to-Self

Draw a picture of your connection in the box below.

Directions:
 1. Answer each of the questions.
 2. Carefully cut on the dotted line.
 3. Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making
Connections

Making Inferences
Title: _____

What the Text Says	What I Know	What I Can Infer
Look for clues in the text.	What do you know about the book?	Draw, think, guess, explain.

Directions:
 1. Answer each of the questions.
 2. Carefully cut on the dotted line.
 3. Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making
Inferences

Making Predictions
Title: _____

Predictions at the Beginning	Predictions while Reading	Check Predictions at the End
Write your prediction below.	Write your prediction below.	Did my prediction come true? <input type="checkbox"/> Yes <input type="checkbox"/> No

Directions:
 1. Answer each of the questions.
 2. Carefully cut on the dotted line.
 3. Glue, tape, or staple into your Reader's Notebook.

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Making
Predictions

Identifying the Author's Purpose
Title: _____

Who is the author of your book?

What was the author's purpose for writing this book? How do you know?
☐ To Persuade ☐ To Inform ☐ To Entertain

I know because...

What do you think the audience would you think about while reading this book?

Draw a picture of the most important thing that the author made you think about while reading.

Directions:
 1. Answer each of the questions.
 2. Carefully cut on the dotted line.
 3. Glue, tape, or staple into your Reader's Notebook.

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Author's
Purpose

Synthesizing
Title: _____

At first I was thinking...	My new thinking is...	I used to think... But now I think...
Because...	Because...	Because...

Directions:
 1. Answer each of the questions.
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 3. Glue, tape, or staple into your Reader's Notebook.

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Synthesizing