

Here's What You'll Get in the Officer Buckle and Gloria Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Making Connections Lesson Plan

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

1
Get Ready To Read

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

2
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

Why Readers Make Connections While Reading

Readers make connections to better understand a text. There are three types of connections that readers make.

The first type of connection is a **text-to-self** connection. When readers make a **text-to-self** connection, they compare the characters or events in the book to their own lives.

The second type of connection readers make is a **text-to-text** connection. When readers make a **text-to-text** connection, they compare the characters and events in a book to another book that they have read.

The third type of connection readers make is a **text-to-world** connection. When readers make a **text-to-world** connection, they compare the characters and events in the book to something that has happened in the real world.

Guided Reading Level

Guided Reading Level

Making Connections Lesson Plan

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3
Make Connections While Reading

- Does this book remind you of your own life?
- Does this book remind you of other books you've read?
- Does this book remind you of things you've heard about in the world?

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 it 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 into your Reader's Notebook. Write about the work you did while reading *Officer Buckle and Gloria*. (Remember to include examples from the book!)

Turn, Talk, and Reflect

Key Vocabulary

Explanation of Strategy

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

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Make Inferences While Reading

- Use clues from the text to figure out what a character is feeling or thinking
- Use clues from the text to figure out what a character is feeling or thinking

4
Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

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 shared his safety tips with the children at a school presentation. Use the text and illustrations to infer what Officer Buckle was feeling or thinking about the presentation. What clues from the text and illustrations help you make your inference? Explain why you think so.

Page 11 – The children, after this safety speech, there are no more accidents. What evidence do you have from the text and illustrations to support your inference? Explain why you think so.

Page 22 and 23 – Officer Buckle and Gloria are expecting their new puppy. What clues from the text and illustrations help you make your inference? Explain why you think so.

Page 26 and 27 – The book, "Officer Buckle and Gloria" is a picture book. What clues from the text and illustrations help you make your inference? Explain why you think so.

Time to Reflect

Think – When readers make inferences, they use clues from the text and illustrations to figure out what a character is feeling or thinking. When you know a lot about something that happened in a book, you're able to understand it even more. What did you already know about *Officer Buckle and Gloria*? How did your prior knowledge help you as a reader?

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Time to Reflect

Think – When readers make predictions, they use clues from the text and illustrations to figure out what a character is feeling or thinking. When you know a lot about something that happened in a book, you're able to understand it even more. What did you already know about *Officer Buckle and Gloria*? How did your prior knowledge help you as a reader?

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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 into your Reader's Notebook. Write about the work you did while reading *Officer Buckle and Gloria*. (Remember to include examples from the book!)

Answer Key for Making Connections 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

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

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- Use clues from the text to figure out what a character is feeling or thinking

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Think – When readers make inferences, they use clues from the text and illustrations to figure out what a character is feeling or thinking. When you know a lot about something that happened in a book, you're able to understand it 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.

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2
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- Think about the text you read

3
Identifying the Author's Purpose While Reading

- Use clues from the text to figure out what a character is feeling or thinking
- Use clues from the text to figure out what a character is feeling or thinking

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

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Answer Key for Synthesizing 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-Self ☐ Text-to-Text ☐ Text-to-World

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 author wanted you to 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.
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Comprehension Strategy Graphic Organizer | ©BookPagez.com

Author's
Purpose

Synthesizing
Title: _____


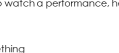
At first I was thinking...	My new thinking is...	I used to think... But now I think...
Because...	Because...	Because...

Directions:
 1. Answer each of the questions.
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Comprehension Strategy Graphic Organizer | ©BookPagez.com

Synthesizing

Vocabulary Connections Resources

Vocabulary Connections	
<p>Officer Buckle and Gloria By: Fiebel Mann Grade Level: 2 / Guided Reading Level: L</p>	
<p>Important Words to Know and Understand in Officer Buckle and Gloria</p>	
<p>Announced To make (something) known in a public or formal way</p>	
<p>Applaud To strike the hands together over and over to show approval or praise</p>	
<p>Attention In a position that shows careful listening or attention</p>	
<p>Audience A group of people who gather together to listen to something or watch something; the people who attend a performance</p>	
<p>Auditorium A large room or building where groups gather to watch a performance, hear a speech, etc.</p>	
<p>Commands An order given to a person or animal to do something</p>	
<p>Department One of the major parts of a company, organization, government, or school</p>	
<p>Discover To learn or find out</p>	
<p>Enormous Very great in size or amount</p>	
<p>Expression A way of doing something (such as speaking or singing) that shows emotions and feelings</p>	

Important Words to Know and Understand in *Officer Buckle and Gloria* Word List

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

Vocabulary Connections

Officer Buckle and Gloria By: Peggy Rathmann Grade Level: 2 / Guided Reading Level: L		
Announced	Applaud	Attention
		
Audience	Auditorium	Commands
		

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Word and Picture Sorting Cards

Vocabulary Connections		
Officer Buckle and Gloria By: Peggy Rathmann Grade Level: 2 / Guided Reading Level: L		
Announced	Applaud	Attention
To make (something) known in a public or formal way	To strike the hands together over and over to show approval or praise	In a position that shows careful listening or attention
Audience	Auditorium	Commands
A group of people who gather together to listen to something or watch something; the people who attend a performance	A large room or building where people gather to watch a performance, hear a speech, etc.	An order given to a person or animal to do something

Word and Definition Sorting Cards

[illegible]

Interactive Vocabulary Notebook Cards

Word Games

with Words from **Officer Buckle and Gloria**

Directions: Use each clue to decide where each vocabulary word goes in the crossword puzzle below.

Across

1. A large building or hall for public gatherings

Down

1. Another word for awareness/attentiveness
2. A word that means very large
3. To find out

Directions: Fill in the missing letters of the vocabulary words below.

1. ____ pplaud
2. ____ udience
3. ____ uditorium
4. ____ xpression

Name: _____

Key

Buckle and Gloria

vocabulary word goes in the

building or hall for public

g

word for

entis/attentiveness

nd

that means very large

ocabulary words below.

4. _E_xpression


[Answer Key](#) | [@BookPages.com](#)

Word Games and Answer Key

Vocabulary Connections

Officer Buckle and Gloria


By Peggy Rathmann



A new word I learned in this book is:

it means...

it tells...



Name: _____

Step by Step Directions:

1. Read the story in the book.
2. Find a new word in the story.
3. Write the word in the box.
4. Write the word's meaning in the box.
5. Write the word's function in the box.
6. Write the word's context in the box.
7. Write the word's definition in the box.
8. Write the word's pronunciation in the box.
9. Write the word's part of speech in the box.
10. Write the word's synonym in the box.
11. Write the word's antonym in the box.
12. Write the word's root word in the box.
13. Write the word's prefix in the box.
14. Write the word's suffix in the box.
15. Write the word's base word in the box.
16. Write the word's family in the box.
17. Write the word's category in the box.
18. Write the word's example in the box.
19. Write the word's opposite in the box.
20. Write the word's synonym in the box.

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | 800Page.com

Personalized Vocabulary Bookmark

[illegible]

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

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

Instructional Focus:
R-Controlled Vowels (-er)

Background:
When the -er letter combination is found in a word, it says the /r/ sound.

Examples:
officer
afterward
after

Materials and Preparation

- A Copy of *Officer Buckle and Gloria*
- Chart Paper
- Markers
- Scissors
- R-Controlled Vowels (-er) Word Sort Cards
- Picture Sort Cards
- Word Sort Cards
- er Word Work Ph
- Optional – Extension Activity
- Optional – Word Detective

Word Work
Officer Buckle and Gloria
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Grade Level: 2 / Guided Reading Level: L

Step 1: Introduce the Focus of Word Work
Sample Anchor Chart
When e and a are next to each other, the e is silent and they say /r/ sound. This is called an r-controlled word.
her other
fern later
Other -er Words

Introduce R-Controlled Vowels (-er)

- Tell students that when -er are together they say the /r/ sound. Ask students to repeat the /r/ sound together.
- Draw students' attention to the chart paper.
- Share example words her, fern, other, later. Have students repeat the words after reading them.
- Ask the students to think of other words that follow the pattern. Allow students to turn and talk with a partner about the words they came up with or share with the class. Discuss any misconceptions if students share words that do not follow the consonant blend pattern. Record words that follow the pattern on the chart paper.

Step 2: Connect Word Work to Reading
Extend Engagement

- Use the list of -er words from the text to make word cards.
- Place the cards around the classroom.
- Have students go around and hunt for the words. When they find a word, have them write the word in a sentence on a piece of paper.

R-Controlled Vowels (-er) in the Text

- Explain to students that the book *Officer Buckle and Gloria* has examples of R-controlled words with -er.
- Tell students to listen for the /r/ sound and look for the -er spelling as you read. Ask students to respectfully put their hands on their head when they hear the /r/ sound in the words that are spelled with the -er letter combination. Remind students that they have to do so quietly because you will continue reading and they should not interrupt.
- Read *Officer Buckle and Gloria*.
- After reading, ask students to turn to their neighbor to tell them what word they heard that had the /r/ sound spelled with -er.
- Call on students and have them share with the class the -er word they heard during the story. Identify any misconceptions or words that did not follow the rule.

Examples of R-Controlled Vowels (-er) Found in the Text:

- officer
- ever
- letters
- her
- every
- afterward
- centers
- splatter
- never
- cheered
- other
- hammer

Word Work Lesson Plan | ©BookPagez.com

Step by Step Lesson Plan

Optional Activity to Extend Engagement

List of words in the book that match the instructional focus

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

Step 3: Guided Word Work Practice
Interactive Exploration

- Provide each pair of students with a set of word cards and picture cards (allow students to cut apart the cards or provide them with pre-cut cards).
- Explain that the words on their cards belong to the "-er Family" and the picture cards are matches to the words.
- Model how to play the matching Memory Game.
 - Place all cards face down on a table, spread out.
 - Take turns picking up two cards to see if they match (word and corresponding picture).
- Allow the pairs of students to play Memory Game.
- Monitor students while they work and assist when needed.

Step 4: Independent Word Work Practice
Practice Page

- Give each student a copy of *-er Word Work Practice Page*.
- Read the directions with the class.
- Tell the students to complete the practice page independently.
- Monitor students while they work and assist when needed.

Step 5: Reconnect and Reflect on Word Work
Group Discussion

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

Step 6: Extend Word Work (optional)
Extension Activity

- Ask students to be on the lookout for *r-controlled vowels (-er)* in their own reading. Tell them to write their words on a sticky note and add them to the anchor chart. (Review the added sticky notes with the class later in the day or before moving on to the next word work lesson.)
- Alternatively, students can keep track of the words using their personal reading notebooks.

Word Work Lesson Plan | ©BookPagez.com

Interactive Activity

-er Word Cards Interactive Activity

Directions:
Cut out the word cards below. Use the cards to play the interactive activity.

father	mother	weather
paper	cracker	over
water	water	cover
master	germ	hammer
butter	dinner	fern
tiger	tower	winner

Guided Word Work Practice | ©BookPagez.com

Independent Practice Page

-er Word Work Word Work Practice Page

Directions: Complete each sentence with the appropriate -er word.

tiger	father	hammer	energy	danger
answer	flower	letter	water	paper
offer	serve	lower	power	perfume

- My mom sprays on her _____ every morning before going to work.
- My _____ and mother take us on fun adventures.
- I saw a _____ at the zoo today.
- The family was in _____ when their house caught on fire.
- Please write your name on the top of your _____.
- The daisy is my favorite type of _____.
- _____ school, I will do my homework and then eat dinner.
- Does anyone know the _____ to the teacher's question?
- The tennis player will _____ the ball to the other player.
- The princess was stuck in the tall _____.
- The man used the _____ to push the nails into the wood.
- The puppy was thirsty, so the girl gave him a clean bowl of _____.
- Lisa wrote a _____ to her friend and put it in the mailbox.
- When I am tired, I do not have any _____ left.
- We had no _____ or lights when the lightning struck our home.

Name: _____ Independent Word Work Practice | ©BookPagez.com

Extension Activity

Word Detective: R-Controlled Vowels (-er) Extension Activity

Directions:
Be a word detective!
Be on the lookout for *r-controlled vowels (-er)* while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

Name: _____ Word Work Extension Activity | ©BookPagez.com

Assessments

Running Record					
Title: Officer Buckle and Gloria		Guided Reading Text Level: L		Word Count: 100	
Name: _____		Date: _____			
Accuracy Rate: (# of words correct/100 words) _____					
Error Rate: (# of incorrect words/100 words) _____					
Self-Correction Rate: (# of words self-corrected/100 words) _____					
Time: (in seconds) _____		Words Per Minute: (100/seconds read x 60) _____			
Easy 95% - 100% Accuracy		Instructional 90% - 94% Accuracy		Hard 50% - 89% Accuracy	
E = Errors SC = Self-Correction M = Meaning S = Structure/Syntax V = Visual				COUNT	INFORMATION USED
Page		E	SC	E MSV	SC MSV
1	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				
2	with the students at Napville School. Nobody ever listened. Sometimes, there was snoring.				
Tested By: _____ ©BookPagez.com					

Running Record Assessment

Officer Buckle and Gloria CCSS Assessment		Name: _____
		Score: / 9
Directions: Use what you know about <i>Officer Buckle and Gloria</i> to answer each of the following questions.		
1. Why was Officer Buckle upset when he saw his presentation on the news? <input type="radio"/> A He was upset because they canceled the show. <input type="radio"/> B He was upset because he finally saw Gloria doing the tricks behind his back. <input type="radio"/> C He was upset because he did not like how he looked like on TV. <input type="radio"/> D He was upset because everyone was bored during his show.		
2. What does the author want you to learn from Officer Buckle and Gloria? <input type="radio"/> A Pets do not belong in a presentation. <input type="radio"/> B Officers know all of the safety tips. <input type="radio"/> C Safety is not important. <input type="radio"/> D Sometimes working together is better.		
3. Which important event caused students to learn? <input type="radio"/> A Gloria joined Officer Buckle's presentation. <input type="radio"/> B Gloria sat at attention. <input type="radio"/> C Officer Buckle yelled at the students. <input type="radio"/> D Officer Buckle wrote letters to the students.		
4. Which of these groups of words rhyme? <input type="radio"/> A hammer, slammer, patter <input type="radio"/> B splatter, chatter, patter <input type="radio"/> C mother, father, cracker <input type="radio"/> D dinner, winner, master		
5. What is Officer Buckle's main problem in the story? (RL.2.5) <input type="radio"/> A Officer Buckle gives safety tips and students fall asleep during his presentation. <input type="radio"/> B Gloria gets lost and Officer Buckle can't find her. <input checked="" type="radio"/> C Officer Buckle discovers that Gloria is the reason the students paid attention to the presentation and is upset. <input type="radio"/> D Officer Buckle forgets all of the safety tips.		
6. How is Gloria different from Officer Buckle? (RL.2.6) <input checked="" type="radio"/> A Gloria is silly and acts out the tips. <input type="radio"/> B Gloria is too shy to present the safety tips. <input type="radio"/> C Gloria barks and interrupts during the presentations. <input type="radio"/> D Gloria is grumpy and does not like to do the presentations.		
7. What important information do the illustrations tell us about Gloria? (RL.2.7) <input type="radio"/> A The illustrations show us that Gloria is Officer Buckle's partner. <input type="radio"/> B The illustrations show us that Gloria is a dog. <input checked="" type="radio"/> C The illustrations show us that Gloria acts out Officer Buckle's safety tips when he isn't looking. <input type="radio"/> D The illustrations show us that Gloria is sleeping.		
8. How is Officer Buckle different before watching the 10 o'clock news compared to after he sees the news? (RL.2.9) <input checked="" type="radio"/> A Before watching the news, Officer Buckle is excited to do safety presentations with Gloria, and after he is no longer wants to give presentations. <input type="radio"/> B Officer Buckle is angry before watching the news, and he is happy after. <input type="radio"/> C Before watching the news, Officer Buckle would rather do the safety presentations alone, and after he wants Gloria to join him. <input type="radio"/> D Officer Buckle thinks the safety presentations are a waste of time before watching the news, and he thinks they are useful after.		
9. Based on Officer Buckle's final and most important safety tip, what will most likely happen next? (RL.2.10) <input type="radio"/> A Officer Buckle will play with Gloria. <input checked="" type="radio"/> B Officer Buckle and Gloria will continue doing safety tip presentations together. <input type="radio"/> C Officer Buckle and Gloria will stop doing safety tip presentations together. <input type="radio"/> D Officer Buckle and Gloria will go get some ice cream.		
CCSS Assessment 2nd Grade Reading Standards for Literature BookPagez.com		

Common Core Assessment:
One question for each Reading
Informational OR Reading Literature
standard (1-9)

Answer Key

Extension Activity

Name: _____ Date: _____

Directions: Gloria and Officer Buckle are the main characters in the book **Officer Buckle and Gloria**. Complete the Venn diagram by listing ways that they are alike and different.

Comparing Characters

Officer Buckle

Gloria

Both

Extension Activity | ©BookPage.com

Bonus Extension Activity

Complete Common Core Alignment

<div><div>Common Core State Standards Correlation</div><div>Officer Buckle and Gloria Lesson Plans, Resources, and Activities</div><div>The lesson plans, resources, and activities for use with <i>Officer Buckle and Gloria</i> correlate with the following English Language Arts Common Core State Standards for second grade.</div><div><div>Making Connections Lesson Plan and Resources</div><div>Reading: Literature RI.2.2 - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RI.2.3 - Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. RI.2.10 - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</div><div>Reading: Foundational Skills RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</div><div>Writing W.2.2 - Recall information from experiences or gather information from provided sources to answer a question.</div><div>Speaking & Listening SL.2.1b - Build on others' talk in conversations by linking their comments to the remarks of others. SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</div><div>Language L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</div></div><div>Officer Buckle and Gloria CCSS Alignment ©BookPage.com</div></div>	<div><div>Common Core State Standards Correlation</div><div>Officer Buckle and Gloria Lesson Plans, Resources, and Activities</div><div>The lesson plans, resources, and activities for use with <i>Officer Buckle and Gloria</i> correlate with the following English Language Arts Common Core State Standards for second grade.</div><div><div>Making Predictions Lesson Plan and Resources</div><div>Reading: Literature RI.2.1 - Ask and answer such questions such as who, what, where, when, why, and how to demonstrate understanding of key details in text. RI.2.3 - Describe how characters in a story respond to major events and challenges. RI.2.7 - Use information gathered from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. RI.2.10 - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</div><div>Reading: Foundational Skills RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</div><div>Writing W.2.2 - Recall information from experiences or gather information from provided sources to answer a question.</div><div>Speaking & Listening SL.2.1b - Build on others' talk in conversations by linking their comments to the remarks of others. 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RI.2.3 - Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. RI.2.7 - Use information gathered from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. RI.2.10 - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</div><div>Reading: Foundational Skills RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</div><div>Writing W.2.2 - Recall information from experiences or gather information from provided sources to answer a question.</div><div>Speaking & Listening SL.2.1b - Build on others' talk in conversations by linking their comments to the remarks of others. 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RI.2.4 - Describe how words and phrases (e.g., regular beats, alliteration/rhyme, repeated lines) supply rhythm and meaning in a story, poem, or song. RI.2.5 - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. RI.2.4 - Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. RI.2.7 - Use information gathered from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. RI.2.10 - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</div><div>Reading: Foundational Skills RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words. 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Comprehension Strategy Lesson Plan and Resource Common Core Alignment

<div><div>Common Core State Standards Correlation</div><div>Officer Buckle and Gloria Lesson Plans, Resources, and Activities</div><div>The lesson plans, resources, and activities for use with <i>Officer Buckle and Gloria</i> correlate with the following English Language Arts Common Core State Standards for second grade.</div><div><div>Vocabulary Lesson Plan and Resources</div><div>Language L.2.4a - Use sentence-level context as a clue to the meaning of a word or phrase. L.2.4b - Identify readable connections between words and their use (e.g., describe foods that are soft or juicy). L.2.4 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</div></div><div>Officer Buckle and Gloria CCSS Alignment ©BookPage.com</div></div>	<div><div>Common Core State Standards Correlation</div><div>Officer Buckle and Gloria Lesson Plans, Resources, and Activities</div><div>The lesson plans, resources, and activities for use with <i>Officer Buckle and Gloria</i> correlate with the following English Language Arts Common Core State Standards for second grade.</div><div><div>Word Work Lesson Plan and Resources</div><div>Reading: Foundational Skills RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</div></div><div>Officer Buckle and Gloria CCSS Alignment ©BookPage.com</div></div>
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Vocabulary Connections
Common Core Alignment

Word Work
Common Core Alignment

Student Facing Resources in Spanish for Officer Buckle and Gloria Super Pack

5 Comprehension Strategy Practice Pages

Making Predictions Practice Page

Tu turno para Hacer predicciones
con Officer Buckle and Gloria (Oficial Buckle y Gloria)

Página 7:
Cuando la oficial Buckle se dio la vuelta, Gloria estaba sentada ante la atención. Durante su próximo consejo de seguridad, ¿qué predice que sucederá?


¿Por qué su predicción tiene sentido?

Página 10:
Gloria actuó sentada en una chincheta y el oficial Buckle no vio. Haz una predicción sobre si el oficial Buckle notará las acciones de Gloria.

¿Cómo crees que se sentiría si se diera cuenta de lo que ella está haciendo?

Páginas 20 y 21:
Un equipo de televisión está grabando al oficial Buckle y Gloria. ¿Qué predices que pasará después?

Nombre: _____

 ©BookPages.com

Page by Page Guided Questions

Sample answers written in Spanish

Answer Key

Hacer predicciones
con Officer Buckle and Gloria (Oficial Buckle y Gloria)

¿Cómo te ayuda esta lectura como lector?

Las respuestas varían. Podrían incluir: Hacer esta predicción me ayuda como lector porque me hace pensar en lo que podría suceder a continuación en la historia.

Página 25:
Gloria hace una presentación de seguridad por sí misma. Usa la ilustración para hacer una predicción sobre lo que podría suceder después.

Las respuestas varían. Podrían incluir: Predigo que habrá más accidentes en la escuela.


¿Por qué su predicción tiene sentido?

Las respuestas varían. Podrían incluir: Mi predicción tiene sentido porque los estudiantes no escuchan a Gloria, y cuando no prestaban atención a la Oficial Buckle, ocurrieron muchos accidentes.

Página 30:
El oficial Buckle y Gloria hicieron otra presentación juntos. ¿Predices que continuarán haciendo presentaciones juntos? ¿Cómo lo sabes?

Las respuestas varían. Podrían incluir: Predigo que continuarán haciendo presentaciones juntos. Creo que esto se debe a que la audiencia está emocionada, el oficial Buckle y Gloria se dan la mano y hacen una presentación juntos, y el nuevo consejo de seguridad del oficial Buckle es "¡Siempre quédate con tu amigo!".

Nombre: _____

 Answer Key | ©BookPages.com

Hacer conexiones

con Officer Buckle and Gloria (Oficial Buckle y Gloria)

Página 1:
El oficial Buckle escribió un tablero de anuncios con texto a tu mente importante.

Las respuestas varían. Podrían incluir: Las respuestas que necesito leer.

¿Funciona tu método para recordar?

Las respuestas varían. Podrían incluir: Puedo encontrarlos.

Página 3:
Los estudiantes de seguridad en un punto de la escuela.

Las respuestas varían. Podrían incluir: Las reglas no siguen la presentación.

¿De qué manera las conexiones?

Las respuestas varían. Podrían incluir: A través de la presentación.

Nombre: _____

Tu turno para Hacer conexiones

con Officer Buckle and Gloria (Oficial Buckle y Gloria)

Página 1:
El oficial Buckle sabe muchos consejos de seguridad para recordarlos.

Las respuestas varían. Podrían incluir: Los consejos de seguridad.

¿Funciona tu método para recordar?

Las respuestas varían. Podrían incluir: Puedo encontrarlos.

Página 3:
Los estudiantes de seguridad en un punto de la escuela.

Las respuestas varían. Podrían incluir: Las reglas no siguen la presentación.

¿De qué manera las conexiones?

Las respuestas varían. Podrían incluir: A través de la presentación.

Nombre: _____

Hacer inferencias

con Officer Buckle and Gloria (Oficial Buckle y Gloria)

Página 11:
El autor nos dice que los estudiantes se sorprendieron y todos comienzan a prestar atención.

Las respuestas varían. Podrían incluir: Los estudiantes se sorprendieron y todos comienzan a prestar atención.

Página 22:
El oficial Buckle escribió un tablero de anuncios con texto a tu mente importante.

Las respuestas varían. Podrían incluir: Las respuestas que necesito leer.

¿Funciona tu método para recordar?

Las respuestas varían. Podrían incluir: Puedo encontrarlos.

Página 3:
Los estudiantes de seguridad en un punto de la escuela.

Las respuestas varían. Podrían incluir: Las reglas no siguen la presentación.

¿De qué manera las conexiones?

Las respuestas varían. Podrían incluir: A través de la presentación.

Nombre: _____

Tu turno para Hacer inferencias

con Officer Buckle and Gloria (Oficial Buckle y Gloria)

Página 11:
El autor nos dice que los estudiantes se sorprendieron y todos comienzan a prestar atención.

Las respuestas varían. Podrían incluir: Los estudiantes se sorprendieron y todos comienzan a prestar atención.

Página 22:
El oficial Buckle escribió un tablero de anuncios con texto a tu mente importante.

Las respuestas varían. Podrían incluir: Las respuestas que necesito leer.

¿Funciona tu método para recordar?

Las respuestas varían. Podrían incluir: Puedo encontrarlos.

Página 3:
Los estudiantes de seguridad en un punto de la escuela.

Las respuestas varían. Podrían incluir: Las reglas no siguen la presentación.

¿De qué manera las conexiones?

Las respuestas varían. Podrían incluir: A través de la presentación.

Nombre: _____

Identificar el propósito del autor

con Officer Buckle and Gloria (Oficial Buckle y Gloria)

Página 3:
La ilustración de los oficiales Buckle y Gloria.

Las respuestas varían. Podrían incluir: Los oficiales Buckle y Gloria.

¿Qué intención tiene el autor?

Las respuestas varían. Podrían incluir: El autor quiere que los estudiantes se sorprendan.

Página 11:
El oficial Buckle estaba enojado después de verse a sí mismo. Incluso dijo que no daría más discursos. ¿Por qué crees que esto sucedió en la historia?

Las respuestas varían. Podrían incluir: El oficial Buckle estaba enojado después de verse a sí mismo.

¿Cómo te ayuda tu respuesta como lector?

Las respuestas varían. Podrían incluir: Me ayuda a entender la historia.

Página 30:
Clare le escribió una carta al oficial Buckle diciéndole que se quedara siempre con su amigo.

Las respuestas varían. Podrían incluir: Clare le escribió una carta al oficial Buckle diciéndole que se quedara siempre con su amigo.

Nombre: _____

Tu turno para Identificar el propósito del autor

con Officer Buckle and Gloria (Oficial Buckle y Gloria)

Página 3:
La ilustración de los oficiales Buckle y Gloria.

Las respuestas varían. Podrían incluir: Los oficiales Buckle y Gloria.

¿Qué intención tiene el autor?

Las respuestas varían. Podrían incluir: El autor quiere que los estudiantes se sorprendan.

Página 11:
El oficial Buckle estaba enojado después de verse a sí mismo. Incluso dijo que no daría más discursos. ¿Por qué crees que esto sucedió en la historia?

Las respuestas varían. Podrían incluir: El oficial Buckle estaba enojado después de verse a sí mismo.

¿Cómo te ayuda tu respuesta como lector?

Las respuestas varían. Podrían incluir: Me ayuda a entender la historia.

Página 30:
Clare le escribió una carta al oficial Buckle diciéndole que se quedara siempre con su amigo.

Las respuestas varían. Podrían incluir: Clare le escribió una carta al oficial Buckle diciéndole que se quedara siempre con su amigo.

Nombre: _____

Sintetizar

con Officer Buckle and Gloria (Oficial Buckle y Gloria)

Tu turno para Sintetizar
con Officer Buckle and Gloria (Oficial Buckle y Gloria)

¿Cómo lo sabes?

Las respuestas varían. Podrían incluir: Los oficiales Buckle y Gloria.

Página 28:
Después de la presentación de seguridad, el oficial Buckle y Gloria volvieron a la escuela.

Las respuestas varían. Podrían incluir: Después de la presentación de seguridad, el oficial Buckle y Gloria volvieron a la escuela.

Página 11:
Al final de esta presentación de seguridad, no hubo más accidentes en la Escuela Napville. ¿Por qué crees que este cambio ocurrió?

Las respuestas varían. Podrían incluir: Al final de esta presentación de seguridad, no hubo más accidentes en la Escuela Napville.

¿Cuál es la verdadera razón por la que no hubo más accidentes?

Las respuestas varían. Podrían incluir: La verdadera razón por la que no hubo más accidentes.

¿Por qué piensas eso?

Las respuestas varían. Podrían incluir: Porque los estudiantes se sorprendieron.

Nombre: _____

Making Connections

Making Inferences

Author's Purpose

Synthesizing

Writing About Reading with Optional CCSS Alignment

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement written in Spanish

Officer Buckle and Gloria (Oficial Buckle y Gloria): Hacer conexiones

Piense en otra historia o película que sepa sobre la amistad. Enumere una forma en que la historia o la película es similar a *Officer Buckle y Gloria* y una manera en que las dos son diferentes.

☐ Puedo decir cómo dos o más narraciones de una historia pueden ser iguales y diferentes.

CCSS: RL.2.9

Officer Buckle and Gloria (Oficial Buckle y Gloria): Hacer conexiones

Piense en otra historia o película que sepa sobre la amistad. Enumere una forma en que la historia o la película es similar a *Officer Buckle y Gloria* y una manera en que las dos son diferentes.

☐ Puedo decir cómo dos o más narraciones de una historia pueden ser iguales y diferentes.

CCSS: RL.2.9

Officer Buckle and Gloria (Oficial Buckle y Gloria): Hacer conexiones

Piense en otra historia o película que sepa sobre la amistad. Enumere una forma en que la historia o la película es similar a *Officer Buckle y Gloria* y una manera en que las dos son diferentes.

☐ Puedo decir cómo dos o más narraciones de una historia pueden ser iguales y diferentes.

CCSS: RL.2.9

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Common Core Free Option

Officer Buckle and Gloria (Oficial Buckle y Gloria): Hacer conexiones

Piense en otra historia o película que sepa sobre la amistad. Enumere una forma en que la historia o la película es similar a *Officer Buckle y Gloria* y una manera en que las dos son diferentes.

Officer Buckle and Gloria (Oficial Buckle y Gloria): Hacer conexiones

Piense en otra historia o película que sepa sobre la amistad. Enumere una forma en que la historia o la película es similar a *Officer Buckle y Gloria* y una manera en que las dos son diferentes.

Officer Buckle and Gloria (Oficial Buckle y Gloria): Hacer conexiones

Piense en otra historia o película que sepa sobre la amistad. Enumere una forma en que la historia o la película es similar a *Officer Buckle y Gloria* y una manera en que las dos son diferentes.

Officer Buckle and Gloria (Oficial Buckle y Gloria): Hacer conexiones

Piense en otra historia o película que sepa sobre la amistad. Enumere una forma en que la historia o la película es similar a *Officer Buckle y Gloria* y una manera en que las dos son diferentes.

Reader's Notebook: Comprehension Strategy Slips | @BookPagez.com

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Hacer conexiones
Título: _____

Piense en el libro. ¿En qué te hace pensar el libro?

¿Qué tipo de conexión hiciste?

☐ Text a mi mismo
☐ Texto a texto
☐ Texto al mundo

Haz un dibujo de tu conexión abajo.

Instrucciones:
1. Contesta la pregunta.
2. Copia cuidadosamente en las líneas de puntos.
3. Pega y engancha tu cuaderno del lector.

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Making Connections

Hacer inferencias
Título: _____

Lo que dice el texto

Lo que sé

Lo que puedo inferir

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Making Inferences

Hacer predicciones
Título: _____

Predicciones al principio

Predicciones mientras leo

Verifico las predicciones

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Making Predictions

Identificar el propósito del autor
Título: _____

¿Quién es el autor de tu libro?

¿Cuál fue el propósito del autor al escribir este libro? ¿Cómo lo sabes?

☐ Para persuadir
☐ Para informar
☐ Para entretener

Yo sé porque...

¿Qué piensas que el autor quería que pensamos mientras estábamos leyendo este libro?

Dibuja la cosa más importante en que el autor te hizo pensar mientras estábamos leyendo.

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Author's Purpose

Sintetizar
Título: _____

Al principio yo estaba pensando...

Ahora pienso...

Antes yo pensaba...

Porque...

Porque...

Porque...

Al nueva forma de pensar es...

Ahora entiendo...

Después de pensar sobre...

Porque...

Porque...

Porque...

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Synthesizing

Extension Activity

Nombre: _____ La fecha: _____

Instrucciones: Gloria y Officer Buckle son los personajes principales en el libro **Oficial Buckle y Gloria**. Complete el diagrama de Venn enumerando las formas en que son iguales y diferentes.

