# Grade 2: Unit 3, Lesson 15

**Title:** *Officer Buckle and Gloria*

**Essential Question:** How do Officer Buckle and Gloria demonstrate that “sticking with a buddy” worked out better than working alone?

**Week 1 Comprehension**

**Knowledge Journal**

1. Read aloud the selection for the week.
2. After you read, stop and think about what you learned and the questions. What did you learn that was new *and important* about the topic from *this* resource? Use large public notes (chart paper) or individual note catchers to capture student learning. Use the optional questions to prompt reflection; sample answers provided for teacher reference.

**Sample Chart Responses**

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| **Title: *Officer Buckle and Gloria*** |
| Write, Draw, or List |
| **Questions (optional)**  | **New and important learning about the topic or evidence** |
| Why does Officer Buckle create safety tip number 77? | *He stood on his swivel chair and fell off. It can be inferred that he made a safety tip so that others don’t do the same.* |
| What problem does Officer Buckle have in the story? Use evidence from the text to prove your answer.  | *Nobody listens to his tips. The text says that nobody ever listened and sometimes there was snoring.*  |
| How can you tell that Officer Buckle doesn’t know Gloria is acting out the safety tips? What does Officer Buckle think is making the children laugh? | *Every time he looks at Gloria, she is sitting quietly. He thinks the children are laughing at him because they think the safety tips are funny.* |
| What do the children do when Gloria acts out OB’s safety tips? | *The audience claps, cheers and laughs. The audience roared. Some of the children laughed until they cried.*  |
| Why does Officer Buckle think the drawings show imagination? | *Officer Buckle think that Gloria sits still while he talks, so he thinks the children are showing imagination in the pictures.* |
| What does Officer Buckle see while watching the news? How does this make him feel?  | *Officer Buckle sees Gloria acting out the safety tips behind his back. He realizes that the audience is cheering for Gloria and not him.* |
| Look at the picture on pg. 523, how do you think Gloria feels? | *Gloria looks remorseful and sad.*  |
| What happens because OB decides not to go to school? | *Without Officer Buckle on stage there are no safety tips for Gloria to act out. Because of this, she and the audience fall asleep and forget about safety so they have the biggest accident ever.*  |
| After reading:There are things in the story that the reader knows that OB does not know. What are they? How does this make the story funny?  | *Gloria is acting out what Officer Buckle is saying. Officer Buckle has no idea this is happening. The reader can laugh at Gloria’s silliness and Officer Buckle’s reaction.* |

**Written Response #1**

What caused Officer Buckle to make safety tip #101? Is this always a good rule? Explain your reasons.

**Sample Student Response**

Officer Buckle made Safety Tip 101 because he realized that he and Gloria worked better as a team. The students listened whenever Gloria came along with him. This rule is typically a good rule because working with someone is better than working alone.

**Written Response #2**

Would this story still be funny if the author left out the pictures? Give reasons for your answers.

**Sample Student Response**

This story would not be as funny without the pictures. For example, when Officer Buckle talks about swimming during an electrical storm, seeing the picture of Gloria acting like she was being shocked was funny. It helped the readers understand what being shocked looked like.

**Written Response #3**

How do Officer Buckle’s feelings about his safety presentations change from the beginning of the story to the end?

**Sample Student Response**

In the beginning of the story, Officer Buckle felt appreciated by the students because he thought the students were listening to him. Officer Buckle thought that he made the audience laugh. At the end of the story Officer Buckle realized that the students were laughing at Gloria, and they were not listening to him. He did realize that he needed Gloria because they worked better as a team, even though he wasn’t the one that made the students laugh.

**Written Response #4**

When Officer Buckle and Gloria started giving presentations together, kids started listening and accidents stopped happening. Why did Officer Buckle decide to stop giving presentations with Gloria?

**Sample Student Response**

He probably felt like Gloria was getting all of the credit. He probably felt like they were laughing at him. He was not feeling like the students liked him as much as they liked Gloria.

**Week 2, Building Knowledge: Extending the Topic**

**Essential Question:** What kind of jobs can dogs have?

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| **Cumulative Activities** – The following activities could be completed and updated after reading each resource this week. The purpose of these activities is to capture knowledge building from one resource to the next and to provide a holistic snapshot of central ideas of the content covered in response to the essential question. *It is recommended that the class and/or students complete one of the Cumulative Activities (Rolling Knowledge Journal or Rolling Vocabulary) for Week 2.* |

**Rolling Vocabulary: “Fabulous Four” Sample**

* Read each resource then, with students, pick 4 important words. The Rolling Vocabulary may be kept as a large public interactive chart with words and pictures or drawings.
* Collaboratively use the 4 words to write about the most important ideas of the text. You should have as many sentences as you do words.
* Continue this activity with EACH selection in the text set.
* After reading all the selections on the topic, go back and review your words.
* Now select the “Fabulous Four” words from ALL the word lists.
* Use the “Fabulous Four” words to write an interesting sentence or sentences about the topic.

**Sample Student Response**

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| **Title** | **Four Vocabulary Words & Sentences**  |
| *Working Dogs* (YouTube video) | **Words: indigenous, hauling, endurance, contribute**1. **Indigenous** people often use working dogs.
2. The dogs were **hauling** the sled.
3. Dogs can build up **endurance** over time.
4. Working dogs **contribute** to their communities.
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| *Sled Dogs* (Epic!) | **Words: musher, Iditarod, command, obedience**1. The **musher** gave directions to the dogs.
2. The dog sled race on the **Iditarod** happens every year.
3. The handler taught the dog a new **command.**
4. It is important for working dogs to learn **obedience**.
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| *Police Dogs* (Epic!) | **Words: crime, handler, command, patrol**1. Police dogs helps prevent **crime.**
2. The **handler** gives the dogs directions.
3. The handler taught the dogs a new **command.**
4. The dog goes with the officer on **patrol.**
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| *Therapy Dogs*(Epic!) | **Words: therapy, germs, scarves, nursing home**1. The dog helps provide **therapy** for injured people.
2. **Germs** can make you very sick.
3. Working dogs often wear **scarves** to show that they’re doing a job.
4. Older people sometimes have to live in a **nursing home**.
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| *Lifeguard Dogs* (Epic!) | **Words: partner, rescue, headlines, harness**1. The police woman’s **partner** is a dog.
2. The dog can help **rescue** lost hikers.
3. The **headlines** read that the dog rescued the hiker.
4. Some working dogs wear a **harness**.
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| *Dogs at Work* (Highlights article) | **Words: ancient, avalanche, herder, search and rescue**1. **Ancien**t drawings show working dogs.
2. Rescue dogs can often find people trapped after an **avalanche**.
3. The dog worked as a sheep **herder**.
4. The **search and rescue** team used a dog to help find people in the collapsed building.
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| *Goooooood Booooooy!* (Newsela article) | **Words: soldier, blind, canine, companion**1. The **soldier** took his dog to search for bombs.
2. **Blind** people often have a seeing-eye dog to help them find their way.
3. A dog is part of the **canine** family.
4. Working dogs can also serve as **companions** to people.
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| **Fabulous Four: obedience, handler, command, train** |
| **Summary :**Working dogs have to **train** to learn **obedience** and important **commands**. Their handler gives the **commands** and the dog follows them to help.  |

**Rolling Knowledge**

1. Read each selection in the set, one at a time.
2. After you read *each* resource, stop and think what the big learning was. What did you already know about this from your other reading? Write or draw in the first box. This can be done collaboratively in small groups or individually depending on your students.
3. What did you learn that was new *and important* about the topic from *this* resource? Write, draw, or list what you learned from the text about (topic).

**Sample Student Response (most likely these would be drawings!)**

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| **Write, Draw, or List** |
| **Title** | **What I already knew from my other reading…** | **What I learned from reading this…** |
| 1. *Sled Dogs*
 | Dogs can help people do many jobs. | The sled dogs are guided by a musher through the snow. The sleds carry people and goods. There are commands that tell the dogs which way to go. The dogs at the front of the team are called lead dogs.  |
| 1. *Police Dogs*
 | Police dogs can help officers do many things. They can help catch criminals.  | Police dogs fight crime and help keep people safe. The human is called a handler. They can run faster than humans. They use their noses to find criminals and bombs. They smell better than humans. Police dogs go to a special school to be trained.  |
| 1. *Therapy Dogs*
 | Dogs can help make people not feel sad. | The dogs cheer up and relax people who are sick or sad. They give them wet kisses. Therapy dogs get baths before visiting hospitals and nursing homes so they don't share germs. They wear a scarf to let people know that they are a working dog. |
| 1. *Lifeguard Dogs*
 | Dogs can help save people who are drowning. | Wind can push people away from shore, but the lifeguard dog can help save them. Dogs go to school when they are puppies to learn how to save people. They have to learn how to be obedient first. The dogs have to spend a lot of time in the water to be comfortable. They go to an advanced school where they learn life-saving skills and how to use equipment. |
| 1. *Dogs at Work*
 | Dogs can learn how to work with humans and not just be pets. | People have been using working dogs for a long time. There are many kinds of working dogs. There are search and rescue dogs, avalanche dogs, sheepherding dogs, agriculture dogs, sled dogs, and service dogs.  |
| 1. *Goooooooood Boooooooooy!*
 | Dogs like to be praised by their owners. | Dogs help blind people by guiding them and doing things for them. They protect their owners from falls and can pull wheelchairs. A working dog costs $50,000 to train and learn more than 40 commands. Only 2 out of 5 dogs will finish the program. |

**Written Response Week 2**

What do the dogs we have read about have in common? What is different about them? Write to explain.

**Sample Student Response**
The dogs we read about are similar in many ways. They have to be trained for many years before they can work. They all help humans by doing jobs for them. All of the dogs we learned about love to help and are companions for their humans. All of the dogs need a handler to give commands. The dogs are different in many ways, too. They are trained to do different jobs and have different skills. They can be different types of dogs and different sizes. Not all dogs can be working dogs.

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**Title:** *Officer Buckle and Gloria*

**Essential Question:** How do Officer Buckle and Gloria demonstrate that “sticking with a buddy” worked out better than working alone?

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| **Title:**  |
| Write, Draw, or List |
| **Questions**  | **New and important learning about the topic or evidence** |
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**Writing Prompt #1**

What caused Officer Buckle to make safety tip #101? Is this always a good rule? Explain your reasons.

**Student Response**

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**Writing Prompt #2**

Would this story still be funny if the author left out the pictures? Give reasons for your answers.

**Student Response**

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**Writing Prompt #3**

How do Officer Buckle’s feelings about his safety presentations change from the beginning of the story to the end?

**Student Response**

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**Writing Prompt #4**

When Officer Buckle and Gloria started giving presentations together, kids started listening and accidents stopped happening. Why did Officer Buckle decide to stop giving presentations with Gloria?

**Student Response**

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**Building Knowledge: Extending the Topic**

**Essential Question:** What kinds of jobs can dogs have?

**Rolling Vocabulary**

As you read each book, keep track of the new words you are learning. Collect the most important words from each book, website or video as you read and learn. Think about the words and write or draw a picture to help you remember them.

|  |  |
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| **Title** | **Vocabulary Words & Sentences** |
| 1. *Working Dogs*
 | Words: |
| 1. *Sled Dogs*
 | Words:  |
| 1. *Police Dogs*
 | Words:  |
| 1. *Therapy Dogs*
 | Words:  |
| 1. *Lifeguard Dogs*
 | Words:  |
| 1. *Dogs at Work*
 | Words:  |
| 1. *Goooooooood Boooooooooy!*
 | Words:  |
| **Fabulous Four:** |
| **Summary:** |

**Rolling Knowledge**

As you read each book, keep track of what you are learning. Write and draw what you already knew in the box on the left. In the box on the right, write and draw about what you learned from this book.

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| **Write, Draw, or List** |
| **Title** | **What I already knew from my other reading…** | **What I learned from reading this…** |
| 1. *Sled Dogs*
 |  |  |
| 1. *Police Dogs*
 |  |  |
| 1. *Therapy Dogs*
 |  |  |
| 1. *Lifeguard Dogs*
 |  |  |
| 1. *Dogs at Work*
 |  |  |
| 1. *Goooooooood Boooooooooy!* (article)
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**Written Response Week 2**

What do the dogs we have read about have in common? What is different about them?

**Student Response**

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