



## Read to Be Ready plans for: Officer Buckle and Gloria - (Rules/Manners Week 2) 1<sup>st</sup> Grade

### ELA Standards:

- 1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. e) Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. f) Write many common, frequently used words and some irregular words. g) Print all upper and lowercase letters.
- 1.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. k) End sentences with correct punctuation.
- 1.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
- 1.FL.VA.7b With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. iii) Identify real-life connections between words and their use.
- 1.RL.KID.1 Ask and answer questions about key details in a text.
- 1.RL.KID.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- 1.RL.IKI.7 Either orally or in writing when appropriate, use illustrations and words in a text to describe its characters, setting, or events.
- 1.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1<sup>st</sup> grade topics and texts.
- 1.SL.CC.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- 1.SL.PKI.6 With prompting and support, speak in complete sentences when appropriate to task and situation.
- 1.W.RBPK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- 1.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.

**Government and Civics:** 1.17 Distinguish the differences between rules and laws, and give examples of each.

1.18 Define citizenship, and recognize traits of good citizens, such as respecting the rights of others, voting, following laws, etc.

**Comprehension skill:** Review of K Skills

**Phonics:** Review of K Skills

**Grammar/Writing:** Review of K Skills

**Unit Focus:** Rules

**Culminating Task:** Students will create a class book of school rules and why they are important

ARTS INTEGRATION: What makes you say that? What do you see? Or What else can we find? For any pictures. <https://emprobstvts.weebly.com/vts-the-three-simple-questions.html>

### R2BR-Officer Buckle and Gloria, SW17 Rules and Laws, SW20 Honor and Respect

	Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Small Group/Centers/Res.
MONDAY	<p>1<sup>st</sup> reading of <u>Officer Buckle and Gloria</u></p> <p>Read through this first time for enjoyment of the story, with few interruptions.</p> <p>Reminder: **During discussions use think-pair-share routines for student engagement &amp; thinking.</p> <p>**Establish strong routines during these first weeks for whole group behavior during read alouds such as:</p> <ul style="list-style-type: none"> <li>• hands to self</li> <li>• listen quietly &amp; politely</li> <li>• tap sides of head with finger to indicate you are thinking</li> <li>• tap chin with finger to indicate that you have an answer to share</li> <li>• wait for your turn to talk</li> <li>• accountable talk</li> </ul>	<p>Tier 2 words to be explicitly taught this week:</p> <ul style="list-style-type: none"> <li>• Safety</li> <li>• speech</li> <li>• Rules</li> <li>• Obey</li> <li>• Audience</li> <li>• Accident</li> <li>• Expression</li> <li>• Buddy</li> </ul> <p><b>*Keep these word cards posted for student viewing and use throughout the unit on rules</b></p>	<p><i>Who are the two main characters of the story?</i></p> <p><i>What is the setting of the story?</i></p> <p><i>Is this story fiction or non-fiction?</i></p> <p><i>Look at the accidents that happened in the story. Cause &amp; effect – Because he stood in a swivel chair what happened? Because the children slipped in the puddle of banana pudding what happened?</i></p> <p><i>Why do you think the author wrote this story? (an entertaining way to look at the importance of rules)</i></p>	<p>Today we read <u>Officer Buckle and Gloria</u>. It was a funny book because.....</p> <p>Student responses will vary according to ability level – complete sentences, or fill in the blank, or illustrations.</p> <p>Some will be able to complete the starter sentence of I learned... and some will not.</p>	<p>Reminder: Lots of modeling of classroom rules and procedures. ☺</p> <p>How do you want students to respond when asked a question during whole group? Raise hands? Point to chin? Etc.</p> <p>How can you help your students respect think time? Point to temple on head; etc.</p> <p>How do you want students to be accountable for how they speak to others? Polite conversation; acceptance of others ideas; etc.</p>

TUESDAY	<p>2<sup>nd</sup> reading of <u>Officer Buckle and Gloria</u></p> <p>Today's reading will focus upon the value of teamwork as exemplified by the characters of Officer Buckle and Gloria.</p>	<ul style="list-style-type: none"> <li>• Safety</li> <li>• speech</li> <li>• Rules</li> <li>• Obey</li> <li>• Audience</li> <li>• Accident</li> <li>• Expression</li> <li>• Buddy</li> </ul> <p>Show the vocabulary cards – have students repeat the words with you – have students define the word with your guidance – repeat the word again.</p>	<p><i>When and why did the students begin to listen to Officer Buckle's safety speech?</i> (after Gloria joined him on stage and helped make it entertaining)</p> <p><i>Why were there fewer accidents after that time?</i></p> <p><i>Give some examples from the story that prove that Officer Buckle and Gloria make a good team. (As students give examples, find that page in the book to display)</i></p> <p><i>On the page with only Gloria on the stage why do you think Gloria and the audience fell asleep?</i></p> <p><i>Why is teamwork important?</i></p>	<p>Officer Buckle and Gloria made a good team because.....</p>	<p>Use the written response prompts to informally assess students' skills in comprehension, reading, writing, etc.</p>
WEDNESDAY	<p><u>Officer Buckle and Gloria</u>, read by an actor with super sound effects: <a href="http://tinyurl.com/ya8bf3t">http://tinyurl.com/ya8bf3t</a></p>	<ul style="list-style-type: none"> <li>• Safety</li> <li>• speech</li> <li>• Rules</li> <li>• Obey</li> <li>• Audience</li> <li>• Accident</li> <li>• Expression</li> <li>• Buddy</li> </ul>	<p><i>Today we watched the video of the same story we have been reading. What was different about the way today's story sounded?</i> (sound effects; different voice)</p> <p><i>Did you learn anything new or different in today's video?</i> (responses will vary – some may have paid more attention to the video and will have more to discuss)</p> <p>Let's create a list of real rules that we need for our classroom this year. *Teacher will make a chart of rules. These will be used during the cumulative task Friday. <b>Before Friday, write each rule on a card. You will need 1 card for every 2 students.</b></p>	<p>My favorite rule from the story of Officer Buckle and Gloria was.....</p>	<p>**Teacher – model accountable talk – not criticizing others – saying “That’s an interesting idea. My idea is a little different. It is.....”, Etc.</p>
THURSDAY	<p>Teacher will display the readworks.org passage, “Why Do We Need Rules”, by way of document camera, etc.</p> <p>Highlight the words, <i>rule, safe, fair</i> as you read. Practice echo reading during portions of the passage, such as having the students repeat the sentence- <i>Rules keep us safe.</i></p>	<ul style="list-style-type: none"> <li>• Rule</li> <li>• Safe</li> <li>• Fair</li> </ul> <p>Readworks.org supplies a detailed definition page on each of these words.</p>	<p><b>Model how to find text evidence:</b></p> <p><i>According to the passage we just read, where do we need rules?</i> (home, school, park)</p> <p><i>Where else do we need rules?</i> (streets, public library, stores, etc.)</p> <p><i>According to the passage, why do we need rules?</i> (Rules keep us safe.)</p> <p><i>Rules not only keep us safe but they keep things fair. What does it mean to be fair?</i></p>	<p>Why do we need rules?</p> <p>The expectation for student responses will vary according to ability – For advanced learners a drawing and two complete sentences. For average learners a drawing and one complete or incomplete sentence. For struggling learners a drawing and a dictated sentence.</p>	

FRIDAY	<p>Take a picture walk review of <u>Do Unto Otters &amp; Officer Buckle and Gloria</u></p>	<p>Refer students to the vocabulary cards posted throughout the week prior to independent work on today's culminating task.</p>	<p><i>What main idea do both books have in common? (being kind; obeying rules)</i></p> <p><i>We made a list of classroom rules. Why are those important?</i></p> <p><i>If we don't follow rules, then..... (review of cause and effect)</i></p> <p><i>We are going to make a classroom book of those rules to read and look at all year long. Why will it be a good idea to create that book for our classroom?</i></p> <p><i>We will work in teams. Why is teamwork important? (refer back to the discussion and writing prompt from Tuesday)</i></p> <p><b>**Please remember to use lots of think-pair-share time for discussion.</b></p> <p>Provide a piece of copy paper or construction paper for students to draw and write on for the culminating activity described in the next column.</p>	<p>Pair students with a partner – teamwork. Each pair will illustrate and explain the importance of one of the class rules written on cards decided upon by the whole group.</p> <p>Combine these to make a class book. Place in reading center or elsewhere in the classroom for student reference throughout the school year.</p>	<p>Allow time for each team to present their drawing and written response.</p>
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