

About the Book

Text Type: Nonfiction/Informational Page Count: 14 Word Count: 310

Book Summary

A police officer has many different jobs. Readers learn about what it takes to become a police officer, what police officers wear, how they get around, and how they help people.

Book and lesson also available at Levels E and H.

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge

Objectives

- Connect to prior knowledge to understand nonfiction text
- Identify main idea and details in the text
- Identify *r*-controlled vowel *er*
- Recognize and use nouns
- Understand and identify compound words

Materials

Green text indicates resources available on the website

- Book—*Police Officers* (copy for each student)
- Chalkboard or dry-erase board
- Dictionaries
- Main idea and details, nouns, compound words worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

Content words:

Story critical: *academies* (n.), *enforce* (v.), *injuries* (n.), *patrol* (v.), *training* (n.), *uniform* (n.),

Enrichment: *crimes* (n.), *property* (n.), *situations* (n.), *weapons* (n.), *waterways* (n.)

Before Reading

Build Background

- Ask students if they have ever met a police officer. Ask them to tell about places where they have seen police officers.
- Have students think about what it would be like to be a police officer. Discuss the important qualities that lead people to professions where they help others.
- Extend the discussion by inviting students to discuss what someone may need to do to become a police officer, what kind of gear police officers use, the kinds of uniforms they wear, how they travel or get places while they are working, and how police officers help people.

Preview the Book

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, fiction or nonfiction, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of what the book is about. Ask students what they expect to read about in the book based on what they see in the table of contents. (Accept any answers students can justify.)

Introduce the Reading Strategy: **Connect to prior knowledge**

- Explain to students that good readers make connections between what they already know and new information as they read. Remind them that they are more likely to understand what they are reading if they already know something about the topic. Encourage students that as they read, they should think about their experience with the topic to make connections to the new information in the book.
- Model how to connect to prior knowledge.
Think-aloud: When I read a new book, I try to think about what I already know about the topic. When I look at the title of this book and the front and back covers, I think about police officers who help people in our community and who sometimes visit our school. Recently I saw a group of police officers riding on mountain bikes. I wonder if they were in some kind of training. I even saw a police officer on a horse! In this book, I may read about different vehicles or kinds of transportation police officers use. If I do, that part will be easy for me because I already know a little bit about how police officers get around.
- Ask volunteers to share what they thought about when looking at the covers of the book.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Main idea and details**

- Explain to students that books they read have a main idea. The main idea tells what the book is about. Many times, the title of the book and the pictures give clues to identify the main idea. In this nonfiction book, the author divides the information into key sections to help organize the details. Each section contains a main idea. (1. Becoming a Police Officer; 2. Police Uniforms; 3. How Police Officers Get Around; 4. How Police Officers Help People)
- Explain to students that when reading a book or story, readers can do things to help them understand what they read. One way to remember new information is to think or take notes about the details in each section. Remind students that details tell specific information about the main idea. Explain that one way to keep track of and organize the main idea and details is to use a graphic organizer called a *word web*.
- **Introduce and model the skill:** Provide a simple model of identifying the main idea and details. Draw a sample word web on the board. Have students tell how the items are the same and how they are different. Provide the following example using a familiar fairy tale, *Goldilocks and the Three Bears*: *In the tale Goldilocks and the Three Bears, Goldilocks goes into the bears' house while they are away. She tries out their things. This is the main idea, so I will write it in the center circle. There are three main sections of the house that she visits: the kitchen, the sitting room, and the bedroom. I will write these in each of three circles connected to the center "main idea" circle. Next to each of these, I will write details about what Goldilocks did in each area of the house.*
- As a group, retell the tale aloud and complete the sample word web. Review how the details support the main idea of each section and, in turn, the main idea in the center of the web.

Introduce the Vocabulary


- Write the following words from the content vocabulary on the board: *patrol*, *training*, *uniform*, and *injuries*.
- Point out that these four words can be found in the book and that they relate to various aspects of a police officer's job. Give student groups pieces of blank paper. For each word, have them write or draw what they know about the word. Create a definition for each word using students' prior knowledge.
- Point out the glossary at the back of the book. Review or explain that a glossary and a dictionary contain lists of words and their definitions.
- Model how students can use the dictionary to find a word's meaning. Have them locate the word *patrol* in the dictionary. Invite a volunteer to read the definition for *patrol*. Have students compare the dictionary definition with the glossary definition. Have them compare these with their prior knowledge of the word.
- Have students follow along on page 4 as you read the sentence in which the word *patrol* is found to confirm the meaning of the word. Repeat the exercise with the remaining vocabulary words.

Set the Purpose

- Have students read the book to find out more about what it takes to become a police officer, what police officers do, what they wear, and how they get around. Remind them to stop after every couple of pages to think about what they already know about police officers to help them understand what they are reading.

During Reading

Student Reading

- **Guide the reading:** Give students their books and have them put a finger on the bottom of page 8. Encourage them to read to the end of this page. Have students reread the pages if they finish before everyone else.
 - When they have finished reading, ask students what words they had trouble with. Invite them to point out parts of the book that contained information they already knew about police officers. Have them tell how this helped them understand what they read.
 - Model connecting to prior knowledge.
Think-aloud: *When I read about police uniforms, I thought about my Aunt Becky. She is a policewoman. When I was little and visited her, she allowed me to put on her police coat. Hers was dark blue, and there was a tag on it with her name. Thinking of this helped me understand what police uniforms look like. It also helped me to picture some of the things Aunt Becky told me about doing when she was on the job. If I hadn't connected that part to my memories of Aunt Becky, it might have been harder for me to know what the book was explaining.*
 - **Check for understanding:** Have students share some of the things they thought about as they read information on the pages up to this point. Select volunteers to share connections they made between prior knowledge and the text.
 - Have students read the remainder of the book. Encourage them to connect new information to their prior knowledge as they read. Remind them to look for details relating to the main idea of the book. Explain that noting the details will help them to remember and better understand what they read.
-  Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Ask students to share any examples of how connecting with their prior knowledge helped them. Reinforce that stopping to think about what they already know and what they are reading helps them read unfamiliar words and understand new information.
- **Think-aloud:** *When I came to the section about how police officers get around, I thought about the policeman I saw on a horse. It was at the beach. He let us pet his horse and told us how he was guarding the beach to keep us safe. Already knowing about the way he traveled for work made that section quite easy for me. I could concentrate on reading about things I did not know about police officers.*


Reflect on the Comprehension Skill


- **Discussion:** Remind students that one way to better understand and remember new information is to think or take notes about the details related to the main idea or main ideas of a book.
- **Check for understanding:** Have students turn to page 10 and reread the page. Have them state the main idea of this section (how police officers get around). Then have them state the details related to this topic (some walk, some ride in cars, some ride motorcycles).
- **Independent practice:** Introduce and explain how to complete the [main-idea-and-details worksheet](#). If time allows, discuss their responses.
- **Enduring understanding:** In this book, you read about the different things police officers do as part of their jobs. A large part of what they do involves helping and protecting people. It takes people with special skills to do these things. What physical qualities and kind of personality do you think police officers should have? Would you like to be a police officer someday?

Build Skills

Phonics: R-controlled vowel *er*

- Write the words *officer* and *her* on the board. Underline the *er* letter combination at the end of each word. Explain that when a vowel is combined with the letter *r*, the vowel sound is different from the long or short vowel sound they would expect. In the examples of *officer* and *her*, the *er* at the end makes the same sound that they hear in *bird* and *fur*. (Note: Say *bird* and *fur* out loud, but do not complicate the lesson by adding the various spelling patterns for the *r*-controlled /*er*/ sound).
- Have students brainstorm other words that follow the same pattern. Examples may include: *brother*, *longer*, *mother*, *player*, *reader*, and *shower*. Write the examples on the board next to *officer* and *her*. If students brainstorm words that have the same sound but a different spelling pattern, create a column of examples called *other r-controlled vowel er spellings*.

 **Check for understanding:** Have students turn to pages 7 and 8 to locate examples of *r*-controlled vowels with the *er* pattern (*officers*, *different*, *troopers*, *rangers*, *others*). Have them circle the *r*-controlled vowel *er* in each example. Check their responses.


 **Independent practice:** Have students continue circling examples of words with *r*-controlled vowel *er* on the remaining pages of the book. Review examples when students are finished to assess understanding.

Grammar and Mechanics: Nouns

- Write the word *officer* on the board. Review or explain that this word names a person. Invite students to identify other words that name people. Write these words on the board.

Lesson Plan *(continued)*

Police Officers

- Explain that words that name a *person*, *place*, or *thing* are called *nouns*. Write the name of a thing and a place on the board. Ask students to identify which word names the thing and which names the place.
- Invite students to identify other words that name people, places, and things. Write these words on the board.
-  **Check for understanding:** Have students circle nouns in the book. When they have finished, discuss the words they circled. Have students identify whether the word names a person, place, or thing.
- **Independent practice:** Introduce, explain, and have students complete the [nouns worksheet](#). If time allows, discuss their responses.

Word Work: **Compound words**

- Review or explain that when a word is made up of two other words, it is called a *compound word*. Provide an example by writing the word *classroom* on the board. Run your finger under the first part of the word as you say *class*, and continue by saying *room* as you say the last part of the word aloud. Explain that a *classroom* is a *room* where a *class* meets. Then repeat the entire word aloud.
- Have students turn to page 10. Ask them to find an example of a compound word on the page (*motorcycles*). Discuss the meaning of the word (a cycle that is motorized).
- **Check for understanding:** Have students turn to page 8. Encourage them to search the page for a compound word (*baseball*). Select a volunteer to say the two words making up the compound word and to explain the word's meaning.
- **Independent practice:** Introduce, explain, and have students complete the [compound words worksheet](#). If time allows, discuss their responses.

Build Fluency

Independent Reading

- Invite students to read their book independently. Additionally, invite partners to take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have students review the main idea and details as they read.

Extend the Reading

Informational Report Writing Connection

Have students select a profession to research. Have them write a paper about that profession using the following as main ideas: education, training, and other qualifications necessary for the job. Students should include at least one supporting detail for each main idea. Allow time for students to share their writing with the class.

Visit [Writing A-Z](#) for a lesson and leveled materials on expository writing.

Art Connection

Have students create a picture of their favorite detail about police officers from the book. Encourage them to add a caption to their drawing describing the scene.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently connect new information to prior knowledge
- accurately identify main idea and details during discussion and on a worksheet
- correctly identify *r*-controlled vowel *er* during discussion
- accurately identify and use nouns during discussion and on a worksheet
- consistently identify compound words during discussion and on a worksheet

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**