



### About the Book

Text Type: Nonfiction/Informational Page Count: 14 Word Count: 219

### 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 K.

### 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
- Blend phonemes
- Identify short vowel a
- Recognize that commas are used to break a sentence into meaningful units
- 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
- [Main idea and details, commas, compound words worksheets](#)
- [Discussion cards](#)

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

#### Vocabulary

\*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](#).

- High-frequency words: *have, many, some, they, you*
- Content words:
  - Story critical: **protect** (v.), **train** (v.), **uniforms** (n.)
  - Enrichment: *crimes* (n.), *traffic* (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 in which they help others.
- Extend the discussion by inviting students to discuss what someone may need to do to become a police officer, what kinds of gear or uniforms police officers use, how they travel or get places while they are working, and how police officers help people.

**Book Walk**

- 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).
- Show students the table of contents and have them page through the book and look at the pictures. Reinforce how students can use what they already know about police officers to help them read and understand the information in the book.

**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. Tell 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**

- Tell 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 illustrations 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 *spider map*.
- Provide a simple model of identifying the main idea and details. Draw a sample spider map 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 spider map. Review how the details support the main idea of each section and, in turn, the main idea in the center of the map.

### Introduce the Vocabulary

- As you preview the book, ask students to talk about what they see in the pictures and use the vocabulary they will encounter in the text.
- Reinforce new vocabulary by incorporating it into the discussion of the pictures. For example, on page 5, you might say: *It looks as if two cars got into an accident and the people are having a problem with each other. The police officer will probably help them solve the problem or disagreement.*
- Remind students that they can help themselves when they come to a tricky word by checking the pictures, thinking about what they have read, and masking, or covering, parts of an unknown word with their finger.
- Model the masking strategy students can use. For example, point to the word *protect* on page 4. Have students use a finger to cover all of the word except *pro*. Uncover the next part of the word, *tect*. Then read the sentence to students and ask if the word *protect* makes sense and looks right. If the word is unfamiliar, explain that to protect is to defend or guard from attack.

### 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 students 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 book and have them put a sticky note on page 8. Tell 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 also 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. These can be addressed in the discussion that follows.

## 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. (Encourage them to think aloud for other students in the group.) 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](#). Have students use their book to complete the spider map.
- **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

### Phonological Awareness: Blend phonemes

- Tell students you are going to say words out loud and you want them to listen to the word parts and say the word as a whole. For example, say: po/lice and ask, *What's the word? (police)*. Continue with the following examples, breaking the words at syllable breaks: *pro/tect, con/trol, peo/ple, prob/lems, wea/pons*.
- Use the following 3-syllable words for additional oral blending practice: *pro/per/ty, offi/cers, in/juries, uni/form, wa/ter/ways*. Have students say each whole word after you say the word parts.
- Have them work together to locate words in the book. Have them practice breaking the words into their separate word parts and then blending them together again.

### Phonics: Short vowel a

- Write the word *ant* on the board and say it aloud with students. Tell them that the sound they hear at the very beginning of the word is the short /a/ vowel sound.
- Have students say the short /a/ sound aloud. Write the word *hamburger* on the board. Run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letter represents the short /a/ sound.
- Write the following short vowel a words from the book on a board or chart, leaving out the vowel: *and, at, tan, hats, caps, have*. Say each word and have volunteers come to the board to add the missing letter that represents the short /a/ sound.
- For additional practice, write examples such as *apple, fast, blast, man, and transportation* on the board. Have students read the words together and circle the letter that makes the short /a/ vowel sound.

### Grammar and Mechanics: **Commas**

- Review or explain that *commas* are a type of punctuation used to help the reader break up a sentence into meaningful units or add extra information. (Writers use commas to represent the intonation we use when speaking.) Review with students that readers pause slightly when reading commas.
- Have student turn to page 5. Read the pages as if no comma were used and then read as punctuated with a comma. Invite students to verbalize how using (or not using) the comma affects the meaning of the text.
- Continue by reading page 7 with and without the comma, inviting students to comment on the effect.



**Check for understanding:** Have students find and circle the comma on page 10. Ask student volunteers to read the sentence, pausing correctly at the comma. Ask them if the comma is used to break the sentence into more meaningful units. Check their responses.

- **Independent practice:** Introduce, explain, and have students complete the [commas worksheet](#).

### 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. Tell 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](#).

## **Build Fluency**

### Independent Reading

- Allow students to read their book independently. Additionally, allow 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 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.
- Cut apart and use the cards as game cards with a board game.
- 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
- identify main ideas and details during discussion and on a worksheet
- accurately blend phonemes to say words orally
- recognize and read words with short vowel *a* during discussion
- recognize the use of and identify examples of commas in class discussion and on a worksheet
- understand and identify compound words during discussion and on a worksheet

**Comprehension Checks**

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