

Strand: Government/Authority

Theme: Services

Purpose for Reading: To develop understandings of the role of police officers.

Comprehension Strategies: Extracting information, making inferences, setting a purpose for reading.

Vocabulary

Dictionary Words: accidents, arrests, divers, dog handlers

Vocabulary Words: forest, hand signals, highway, leash, radio, special clothes, training manual, wetsuit

High-Frequency Words: all, an, be, did, do, get, have, help, his, if, one, out, people, some, their, they, very, what, when, who, with

Before Reading

- Ask students to think of all the things police officers do. List responses on a word web on the board.
- Read the title and invite students to talk about what is happening in the cover photo. *What is this police officer doing? What is she wearing?* Discuss the uniform of police officers in the local area.
- Read the title page and invite discussion about the photo. *What might this police officer be doing? Who is helping the police officer? Why do dogs help police officers?*
- Ask students why someone would read a book like this. *Who might be interested in reading a book about police officers?*

Introduce the Picture Dictionary

- Ask students to turn to the picture dictionary.

Read and discuss the photos and labels. Ask students to describe what is happening in each photo. Ask questions such as, *What do police officers do at accidents? What do you think these police divers are going to do? What is a dog handler? What does it mean to arrest someone?*

Take a Photo Walk

- Pages 4–5: Read the heading and invite students to talk about what is happening in this photo. Read the caption and ask students what it means to arrest someone. *When might a person be arrested? What is this police officer putting on the man's wrists? Why?*
- Pages 6–7: Read the heading and have students discuss what this police officer is doing. Read the label and caption. *What might she need a radio for? What are hand signals?* Show students the stop and go hand signals and ask them what they mean. *When might a police officer need to direct traffic?*
- Pages 8–9: Read the heading and have students describe what has happened in the photo. Read the caption and ask students what the police might do to help. *Who else can you see helping? What do tow truck drivers and paramedics do?*
- Pages 10–11: Read the heading and ask students what a dog handler is. Read the label and caption and ask students why this dog is on a leash. *What sorts of clues might the police officer look for in the forest? How could a dog help?*
- Pages 12–13: Read the heading and ask students what they think the police officers are going to do in the photo. Read the label and discuss why

the officers are wearing wetsuits. Read the caption and discuss the other special clothes the divers are wearing. *What sorts of clues might be in the water?*

- Pages 14–15: Invite students to look at the word web. Read the title and ask students to name the ways police officers get around.

Read the Book

- Ask students to turn to the cover and read the title independently.
- Turn to pages 2–3. Read the dictionary words and the sentences on page 3.
- Turn to pages 4–5. Ask students to read these pages independently. *Remember to use your eyes, and point if you need help to check.*
- Ask students to continue reading the book independently. Provide support as needed.

After Reading

Comprehension

- Revisit the word web and ask students what else they have learned about the role of police officers. Add any new information to the word web. After adding the new information lead students to discuss what they have learned from the book. Have them turn to page 4. Prompt with questions such as, *What are clues? What sorts of questions do you think police officers might ask? Why do police officers put handcuffs on people who have done crimes?*
- Ask students to turn to pages 10–11. *What might this police officer and his dog be looking for in the forest?*

Vocabulary and Word Recognition

- Ask students to turn to page 4 and find the word *they*. Have students locate the word each time it appears on this page, pointing to the word as they

say it aloud. Ask students to think of sentences where *they* appears as the first word in the sentence. Then ask them to think of sentences where *they* is a word within the sentence. Tell students to look at the word *they* in the book again. *What is tricky about this word?* Tell students to look carefully at the word and then close their eyes and make a picture of the word in their head. Ask them to write the word and then check to see if they are correct. Have students write this word five times, saying it as they write it.

Oral Language

- Have students work in pairs, using the photos in the book to ask each other questions that require careful examination to answer. For example, *What clothes is the man who is being arrested wearing?*

Writing

- Have students write four sentences about things police officers do. Two sentences must begin with the word *they*. Two sentences must contain the word *they* within the sentence.

Creative Extension Activities

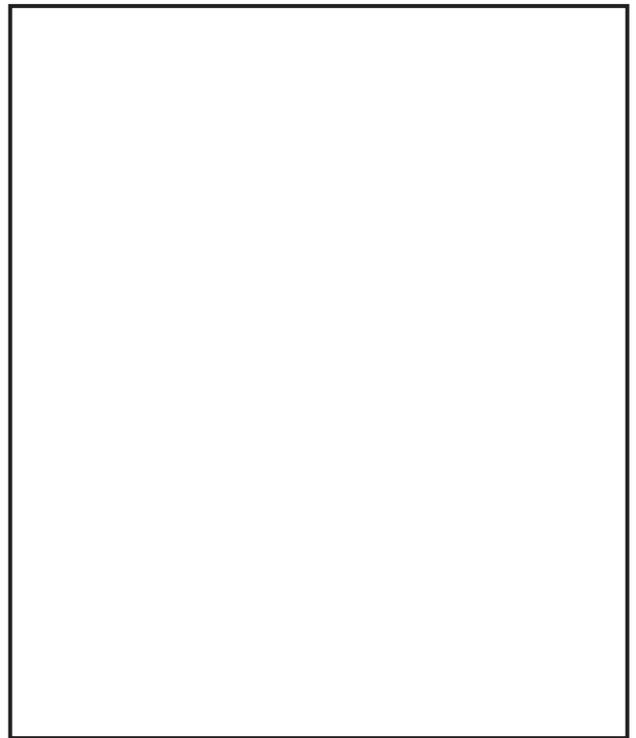
- Invite a police officer to visit the classroom to discuss what he or she does. Have the students make cards to thank the police officer for talking to the class.
- Have the students make a police officer's hat out of cardboard.

Independent Follow-Up Activities

- Reread the book to a partner to build fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

Name: _____

Think of two crimes. Think of ways police officers can solve them. Draw and write about the crimes.



Name: _____

What do police officers do?

Think of one interesting fact. Write and draw in each box. Use the book to help you.

Accidents	Arrests
Divers	Dog handlers