

## Be Careful, Lulu Lesson Plan (3-5)

### Learning Objectives: Students will

1. Understand the importance of safety rules.
2. Listen critically to interpret and evaluate.
3. Participate in class discussion.

**TEKS:** SS: 3.11C, 3.12B, 3.17ACE, 3.18AB, 3.19AB; 4.21BCD, 4.22ABCDE, 4.23AB; 5.24BCD, 5.25ABCDE, 5.26AB  
**ELAR:** 3.2ABC, 3.5AB, 3.8AB, 3.10A, 3.13ABC, 3.19, 3.23ABCD, 3.26C, 3.31; 4.3A, 4.6B, 4.7, 4.11A, 4.13B, 4.17, 4.18C, 4.24C, 4.27AB, 4.28; 5.6C, 5.17, 5.23AB, 5.28, 5.29  
**Health:** 3.2A, 3.8B, 3.9A, 3.11ACDE; 4.4F, 4.11E; 5.5EFG, 5.8BC, 5.9C

### Materials Needed:

Be Careful, Lulu book or Be Careful, Lulu PowerPoint  
LRE Blueprint (p. 15, 66, & 67)

### Resources:

DRSR Children's Books website  
DRSR Education Publications and Lessons website

**Vocabulary:** safety

### Teaching Strategy:

#### Teaching Tips:

- You can order the DRSR books and the Our Town Community map in color on the [DRSR website](#) for **FREE**.
  - This would be a great story to use for shared and modeled reading. You can project the book on the screen.
  - You might consider having students reread the story during station time. Provide questions for students to find text evidence at the station. Students can also write/draw cause and effect statements about safety tips for Lulu.
  - Other [DRSR Children's Books](#) would make great read alouds.
1. Ask students, "Has your mom, dad, or teacher ever told you to 'be careful'?" Share some examples with the class.
  2. Share with your shoulder partner - Why is it important to "be careful?" Discuss ideas shared with the whole class.
  3. Share with students that you are going to read a book titled [Be Careful, Lulu](#). You can use the [Be Careful, Lulu](#) PowerPoint if you don't have the book. Show the cover. Have students predict

what it might be about. Have them explain their predictions. As we read this book, we will see Lulu having fun outside and we will pay attention to the ways she stays safe while she plays. Have students call out ways Lulu stays safe as you read.

- When you get to pages 18-20, talk about each jingle. Have students share examples for each and even a text to self connection they may have with the safety jingle.
- When you have finished the book, create poems using the Concept Poem in the [LRE Blueprint](#). The concept poem is a poetry form that provides students the opportunity to synthesize information on important concepts, in this case it will be **SAFETY**. Students will first answer questions that require them to personify characteristics of the concept and then transfer those answers into a poetic structure. See the [LRE Blueprint](#) (p. 15, 66, & 67) for copies of the handouts below.

**LRE BLUEPRINT**

**CONCEPT POETRY**

Step One: Answer the following questions on a separate sheet of paper.

Concept: \_\_\_\_\_

- What color is it?
- What does it taste like?
- What does it smell like?
- What does it do for fun?
- What makes it angry?
- What makes it sad?
- What makes it happy?
- What is it smaller than?
- What is it bigger than?
- What is its worst enemy?
- What is its best friend?
- What does it keep in a secret place?
- What is its favorite place?
- Where does it hate to be?
- What is its greatest accomplishment?
- What is its greatest failure?
- How does it make you feel?

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**LRE BLUEPRINT**

Step Two: Match your answers to the corresponding blanks.

Complete the poem by filling in the blanks and copying the lines on paper.

(Concept) \_\_\_\_\_

(Concept) \_\_\_\_\_ is \_\_\_\_\_ (#1) \_\_\_\_\_

It tastes like \_\_\_\_\_ (#2) \_\_\_\_\_

It smells like \_\_\_\_\_ (#3) \_\_\_\_\_

For fun it likes to \_\_\_\_\_ (#4) \_\_\_\_\_

While \_\_\_\_\_ (#5) \_\_\_\_\_ makes it angry

\_\_\_\_\_ (#6) \_\_\_\_\_ makes it sad

But \_\_\_\_\_ (#7) \_\_\_\_\_ makes it happy

\_\_\_\_\_ (Concept) \_\_\_\_\_ is smaller than \_\_\_\_\_ (#8) \_\_\_\_\_

But bigger than \_\_\_\_\_ (#9) \_\_\_\_\_

\_\_\_\_\_ (#10) \_\_\_\_\_ is its enemy

But \_\_\_\_\_ (#11) \_\_\_\_\_ is its friend

\_\_\_\_\_ (Concept) \_\_\_\_\_ keeps \_\_\_\_\_ (#12) \_\_\_\_\_ in a secret place

Its favorite place is \_\_\_\_\_ (#13) \_\_\_\_\_

But it hates to be \_\_\_\_\_ (#14) \_\_\_\_\_

\_\_\_\_\_ (#15) \_\_\_\_\_ is its greatest success

\_\_\_\_\_ (#16) \_\_\_\_\_ is its greatest failure

\_\_\_\_\_ (Concept) \_\_\_\_\_ makes me \_\_\_\_\_ (#17) \_\_\_\_\_

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- After students have created their Concept Poem on SAFETY, have them share with partners or read aloud to the class. Discuss some of their favorite lines from the poem and discuss the importance of safety at home and school.
- As an extension, or if time allows, students can create a short skit/rap for each safety jingle on pages 18-20. Students would get into 4 different groups to work on their short skit/rap and then share with the class. Any props would have to be created from items readily available in the classroom.

