

Officer M.N.O.P. and Me:

How Police Officers Serve the Community on and off Duty

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www.OfficerMNOP.com



Discussion Questions for Kindergarten through Grade 2

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Discussion Questions

Teachers, select from the following discussion questions, based on your students' levels of comprehension, communication, and attention.

*The following meet many Common Core standards for kindergarten through second grade, for **Reading: Literature:***

- ✓ *Key Ideas and Details*
- ✓ *Integration of Knowledge and Ideas*
- ✓ *Craft and Structure*

Key Ideas and Details

Q: Who is this story about?

A: *This story is about Alex.*

Q: What is this story about?

A: *This story is about a boy who learns to trust police officers.*

Q: Where does this story take place?

A: *This story takes place in a home, school, and community (or neighborhood).*

Q: Which character is telling the story?

A: *Alex is telling the story.*

Q: At the beginning of the story, why is Alex afraid of police officers?

A: *Alex is afraid because police officers arrest his mom for using drugs.*

Q: How does Alex discover that police officers help people?

A: *A police officer helps Alex's mom when her car breaks down. The police officer calls a tow truck and stays with Alex and his mom until the tow truck arrives.*

Q: How does a police officer help Alex at a carnival?

A: *A police officer helps Alex find his mom and dad.*

Q: A female police officer and her 9-1-1 mascot, Ready Fox, come to Alex's classroom. What is a mascot?

A: *A mascot is a person, animal, or object that symbolizes an organization or event.*

Q: The female police officer talks to the students about when to call 9-1-1. How do you call 9-1-1?

A: *(Demonstrate using an unplugged/disconnected, spare telephone. Then each child should practice dialing 9-1-1.)*

Q: When should someone call 9-1-1?

A: *You should call 9-1-1 for emergencies. An emergency is when you need the police, fire department, or an ambulance right away.*

Q: Do you know your address and telephone number?

A: *(Have children recite them or learn them.)*

Q: What does the word *fiesta* mean?

A: *Fiesta is the Spanish word for festival or party.*

Q: At the school's fiesta, what does Officer M.N.O.P. do that is funny?

A: *Officer M.N.O.P. eats a lot.*

Q: What is an obstacle course?

A: *An obstacle course is a field or place with objects that you need to go around, whether you're walking, running, crawling, climbing, or on a bicycle.*

Q: In the story, a police officer checks a child's car seat to make sure it is safe. Children's car seats are much safer for small children than regular adult seats. Why do you think that is? (Hint: The answer has to do with the seat belt.)

A: *Car seats are safer for small children than regular seats, because adult seat belts do not fit children properly. This means the car's seat belts can injure children if the car is in an accident.*

Q: (Turn to the first illustration of Alex sitting in the police car, on pages 16 and 17.) What is taking place in this scene?

A: *Alex is sitting in the police car. A teacher (or parent) and a student are looking at objects in the trunk of the police car. The police car's lights are flashing. The police car's siren is on.*

Q: Why do police officers enjoy having people ride in police cars with them when they work?

A: *Police officers enjoy having people ride with them so people can learn more about the work that police officers do.*

Q: (Continue using the illustration of Alex sitting in the police car on pages 16 and 17.) I'm going to reread this page out loud. Listen for words or phrases that suggest how Alex *feels*. (Reread the page aloud, pausing as needed to ask how Alex feels.)

A: *"I really liked his computer and the sharp spike strips. . . ." (Happy.) "I liked getting to check out all of the equipment in the trunk. . . ." (Happy.) "I even got to see the police car's lights and hear the siren. Boy, was that loud!" (Amazed, surprised.) "My favorite part was when I got to sit in the police car." (Excited.)*

Q: What are your five senses?

A: *The five senses are sight, hearing, touch, taste, and smell.*

Q: (Continue using the first illustration of Alex sitting in the police car on pages 16 and 17.) I'm going to reread this page out loud. Listen for words or phrases that suggest one or more of the five senses. (Reread the page aloud.)

A: *"I really liked his computer and the sharp spike strips." (Touch.) "Boy, was that loud!" (Hearing.)*

Q: Listen again to this sentence: "I really liked his computer and the sharp spike strips that are sometimes used to keep bad guys from driving away." What alliteration do you hear in that sentence? How does the alliteration add meaning to the scene? (Hint: Think of the sound that a leaking tire makes.)

A: *The alliteration is sharp spike strips—the "S" sound. The alliteration adds meaning to the sentence, because a car that ran over spike strips would make a "sh/sss" sound of air leaking out of the tiny holes.*

Q: Why do you think the lights on police cars are red and blue?

A: *The blue light means "warning." The red light means "stop." Red is the color of stop signs.*

Q: Why do you think the lights on police cars flash and are bright?

A: *The lights flash and are bright so that other drivers can easily see the police car and pull over to the right side of the road. Then the police officers can quickly and easily get where they need to go to help someone.*

Q: Why do you think police car sirens are loud?

A: *Sirens on police cars are loud so that other drivers can easily hear the police car and pull over to the right side of the road. Then the police officers can quickly and easily get where they need to go to help someone.*

Q: Why are drugs and alcohol bad for our minds and bodies?

A: *They make people very sick, usually for a long time.*

Q: Is there a Police Activities League, or P.A.L., program near your school or home? If you're not sure, how might you find out?

A: *Ask a teacher. Ask at the school office. Do a keyword search online for "Police Activities League" plus the name of your town or city. Ask a police officer. (Teachers, help students to answer this question. Provide the information to students and their parents.)*



Q: (Turn to the illustration of the apartment building emergency on pages 24 and 25.) The text on this page reads, "Police officers help us in many ways. Sometimes, police officers give first aid during car accidents. Other times, they rescue people and pets during a fire, just like fire fighters." Which police officer is helping someone who was hurt?

A: *(Students can point or answer.)*

Q: (Continue using the illustration of the apartment building emergency on pages 24 and 25.) What is taking place in this illustration?

A: *(Answers will vary. Students should describe details of the scene.)*

Q: Have you read another story, or has someone read another story to you, in which a building was on fire? Share with us how that story's characters and events were similar to this story's, and how that story's characters and events were different.

A: *(Answers will vary. Students should compare and contrast characters and events.)*

Q: Like fire fighters, police officers sometimes rescue people and pets, and they also give first aid. What is first aid?

A: *First aid is medical help given to someone who is injured, so they feel a little better until they can get help from a doctor.*

Q: Many police officers help raise money for the Special Olympics. What are the Special Olympics?

A: *The Special Olympics are international sporting events for people with physical and mental disabilities.*

Q: Each year, police officers spread the word about the Special Olympics by participating in a torch run. What is a *torch*? What is a *torch run*?

A: *A torch is a stick with fire on one end; often it is used to provide light, like a flashlight. In a torch run, one or more runners carry a torch to show other people that something important and exciting is going to happen.*

Q: Name some ways that police officers have fun.

A: *(Answers will vary. If needed, turn back to the collage of Polaroid-like photos to assist students (pages 32 and 33).)*

Q: If police officers didn't protect people in your community, who do you think would protect people?

A: *(Answers will vary. It's important for students to understand that only police officers want to live their lives protecting people, helping people, and keeping people safe in their neighborhoods and communities.)*

Q: Has a police officer ever helped you or someone you know? If so, share the story with the class.

A: *(Students should retell brief stories of events.)*

Q: Do you think you might like to be a police officer someday? Why or why not?

A: *(Answers will vary.)*

Q: Why do you think police cars sometimes go fast?

A: *Police cars sometimes go fast so that the police officers can quickly help someone.*

Q: Why do police officers sometimes give tickets to other drivers?

A: *Police officers sometimes give tickets because other drivers speed or drive unsafely. Only police officers are taught how to drive fast safely, though they only drive fast to help someone.*

Q: Why do police officers sometimes work with dogs, usually German Shepherds?

A: *(Answers will vary. They may include the following: Police officers sometimes work with dogs because dogs can see, hear, and smell important things that people can't. Dogs are smaller than people, so dogs can go places police officers can't go. Dogs can be trained to help catch a bad guy or find someone who is lost.)*

Q: Why do police officers help kids?

A: *Police officers help kids because they want kids to be safe, healthy, and happy.*

Q: What is a *community*?

A: A community *is the people who all live in the same area, such as a neighborhood or town.*

Integration of Knowledge and Ideas

Q: What problem does Alex have at the beginning of this story?

A: *At the beginning of this story, Alex is afraid of police officers.*

Q: As the story continues, why does Alex's fear of police officers change? Give a few examples from scenes.

A: *(Answers will vary. They may include the following: A police officer helps Alex and his mom when her car breaks down. At a carnival, a police officer helps Alex when he is lost. A police officer visits Alex's classroom and reads stories to the students. A police officer visits Alex's classroom and teaches the students how and when to call 9-1-1. Police officers visit the school and play with the kids. A police officer teaches students how to be safe while riding their bicycles. A police officer checks children's car seats to make sure each car seat is safe. A police officer teaches students about the dangers of drugs and alcohol and how to avoid drugs and alcohol.)*

Q: At the end of the story, is Alex still afraid of police officers? How do you know that he is or isn't afraid of them? Use a quote from the text as part of your answer.

A: *At the end of the book, Alex is no longer afraid of police officers. This is revealed when Alex, as narrator, says, "The most important thing about police officers is that they are here to help us all!" Also, Alex thinks about becoming a police officer when he grows up.*

Q: How does Alex behave around police officers at the beginning of the story? How does Alex's behavior around police officers change as the story progresses?

A: *At the beginning of the story, Alex avoids or runs from police officers. As the story progresses, Alex goes near and talks comfortably with police officers.*

Q: (Turn to “Why Are Children Special to Police Officers?” on pages 40 and 41, or print out copies of the quotes, which are available for free download at www.OfficerMNOP.com. Have each student read one quote.) What are your thoughts about that quote?

A: *(Students may each read one quote (and the name of its author, if desired), and share thoughts about what they read.)*

Q: (Turn to “Police Oath of Office” and the “Police Code of Ethics,” either the original versions or the simplified versions, on pages 45 to 47, or print out copies of the simplified versions, which are available for free download at www.OfficerMNOP.com. Have one or more students read sentences aloud.) What are your thoughts about that sentence/statement?

A: *(Students may each read one sentence/statement or paragraph. Discuss concepts as needed to deepen understanding.)*

Craft and Structure

Q: Who is the author of this book?

A: *The author of this book is Mr. Mony Nop or Officer Mony Nop or Officer M.N.O.P.*

Q: What does the author of a book do?

A: *The author writes a story or helpful information.*

Q: Who illustrated this book?

A: *Miss Christina Sanchez illustrated this book.*

Q: What does the illustrator of a book do?

A: *The illustrator creates pictures to help the author tell the story and to help readers imagine the story.*

Q: How would this book be different if no one had drawn illustrations?

A: *This book would be different because readers or listeners would need to imagine the story by themselves.*

Q: Some books tell a story. Other books give information to their readers. Does this book tell a story, give information, or both? Provide examples as you explain your answer.

A: *(Answers will vary.)*

Q: The poem *Sergeant Rayomand Sethna* (by Dhananjai Jadhav) begins this way:

Look into the eyes of a police officer

What do you see?

Courage, benevolence, honor

Maybe all three

What do you hear in those four lines that tell you this is a poem?

A: *(Answers will vary. Answers may include: short lines, rhyme, beat, similar line structure, similar sentence structure.)*

Q: (Turn to the students' poems on pages 42 and 43, or print out copies of the poems, which are available for free download at www.OfficerMNOP.com, and read all of the above poem (or one of the other students' poems) aloud.) What is this poem about?

A: *This poem reminds us that police officers keep people safe. (Students may provide additional answers.)*

Q: (Print out copies of the students' poems from pages 42 and 43, available for free download at www.OfficerMNOP.com, and have students read one or more of the poems aloud.)

A: *(Students may each read one line or one stanza.)*



Why Are Children Special to Police Officers?

<p>“Children are special to me because they hold the future. They have innocence in their eyes, goodness in their hearts, and joy in their smiles. The more time we spend with children, the more their energy, imagination, and laughter spread to all of us.”</p> <p style="text-align: right;">—Chief Michael Harris Chief of Police, Livermore, California</p>	<p>“Today’s children are our future, and in that vein, they are the human capital for the change we wish to see. Early childhood development is a key time to invest in laying the foundation for a successful journey into adulthood.”</p> <p style="text-align: right;">—Chief Jennifer Tejada Chief of Police, Emeryville, California</p>
<p>“Children are very special to me because they are our future. As a community, it is imperative that we nurture our youth. Their future depends on their cultivation from childhood.”</p> <p style="text-align: right;">—Chief Kenton Buckner Chief of Police, Little Rock, Arkansas</p> <hr/> <p>“Children are the heart of society. Filled with boundless energy, they bring joy, love, and hope to our world. Children are not only the center of our present, but they also represent our sole hope of our future.”</p> <p style="text-align: right;">—Chief William Bones Chief of Police, Boise, Idaho</p>	<p>“Children are the most precious and special people in our society. Each child has their own identity, talents, and skills that need to be discovered, so that each opportunity in life is available for their future. As a law-enforcement professional, my job is to do my best to protect them from evil and keep them safe each and every day. My hope is that every child is properly cared for and has the opportunity to obtain a great education. The success of our children is important for a bright future for our world.”</p> <p style="text-align: right;">—Sheriff Gregory Ahern Sheriff of Alameda County, California</p>

Why Are Police Officers Special to Children?

True Heroes

Every town, city, and state,
We need the police.
They fight badness,
They risk everything,
They help and save.
No matter what,
They will be there for us.
They are fearless,
They are strong.
Strong and willing to make things right.
They have families and friends.
They need love and support.
They are just real people,
But truly the greatest superheroes.

—Mia, age 11

A Police Officer, Who Is He?

He drives people to jail.
He drives me to school.
He helps solve family conflicts.
He helps me solve math problems.
He referees conflict.
He referees my soccer games.
He reads people their rights.
He reads me bedtime stories.
He dances with bullets.
He dances with me.
He hunts for criminals.
He hunts for snails in the garden.
He fixes people's cars.
He fixes my bike.
He teaches safe driving.
He teaches me to read.
He plays counselor.
He plays volleyball with me.
He gives people tickets.
He gives me hugs.
He misses thrown bottles at a protest.
He misses holidays and school functions.
He runs operations.
He runs with me.
He is a police officer.
He is my dad.

—Megan, age 11

The Awesome Police

Police officers are kind,
And save people from danger.
They give speeches from time to time,
About staying safe and away from
strangers.
They arrest the bad guys,
And put them in jail.
Their dogs help to guard,
While wagging their tails.
They protect citizens in cities and towns,
And they make me feel safe all of the
time.
Police officers are awesome,
And they help you to solve any crime.

—Odelle, age 10

Sergeant Rayomand Sethna

Look into the eyes of a police officer
What do you see?
Courage, benevolence, honor
Maybe all three
Look into the eyes of my father
What do I see?
Love, compassion, strength
Maybe a reflection of a future me
My father is an officer
The protector of my mom, brother, and me
A patriot protecting the law
And what it truly means to be free

—Dhananjai Jadhav, age 20