

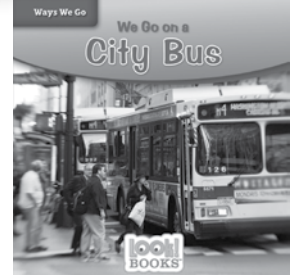


Teaching with Ways We Go

We Go on a City Bus

ELL Tips Reading a schedule is a lifelong skill. Bring in schedules for students to practice reading. Teach ELL students to focus on the important words they need for navigation purposes. Encourage them to use symbols on maps and schedules.

Standards CCSS: ELA-Literacy RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.7, RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.7, RI.1.10



Lexile: 540 GRL: TBD

Take a Look! (Building Background)

- Ask students how they came to school that day. Write all the ways on the board.
- Depending on your community, some students may take a school bus. Some may come on a city bus. If students take a city bus, have them describe what it is like to use a city bus. If you already have read *We Go on a School Bus*, tell the students that this book will have some likenesses and differences.
- If they have, predict how this book will be different from *School Bus*.
- If no students ride a city bus, continue to the prereading section.

Look Ahead! (Prereading)

- Write the following assignment on the board to guide the reading. Explain that each topic has something special. They should write about it.
- Brainstorm the pros and cons of airplane travel versus car travel for a long trip.
- Be sure to include the fact that some people are afraid of air travel, in part because they are unfamiliar with that type of travel. Discuss how learning about the steps to take on this journey will help travelers feel more comfortable.
- Save the Pro and Con list for review after reading the book.
- Review the cover, title page, and the table of contents. Then share the book and pictures.

Look for Big Ideas! (During Reading)

Write the following assignment on the board to guide the reading. Explain that there are lots of things to remember on a trip. The students' job is to write down five of those big things.

- Look at these pages. Answer the questions.
- What is special about the
bus on page 4?
schedule on page 8?
ways to pay on page 12?
ways to ride on page 14?
way to get off a bus on page 18?

Look Back! (After Reading)

Brainstorm a list of all the advantages of using public transportation. Here are a few ideas to get started.

- There are fewer cars on the road.
- Less gas is used.
- It reduces pollution.
- You have time to talk with your friends.
- You save money.
- You will walk more getting to and from the bus stop, getting exercise.
- You'll have time to read, do your homework, and check social media.

Consider what you can do as individuals and a group to use more public transportation.

Look Around! (Rereading)

It is important to stay safe on a city bus. Have students read through the book again and make a list of all the ways to have a safe ride. Use this page-by-page guide if you wish.

- What can you do to be safe when riding a bus?
Page 6: (Wait at the bus stop.)
Page 10: (Get on or off at the crosswalk.)
Page 14: (Find a seat right away; hold on.)
Page 20: (Get off carefully; walk slowly down the stairs.)

Word Work

Schedule is a difficult word to learn due to its spelling. Students may find it interesting to know that the word is from the 14th century and originally meant a slip of paper with writing on it. It came from the Old French word, *cedule*. Some people, primarily British, pronounce it *shed-yul*, influenced by the French pronunciation. The American pronunciation is influenced by Greek. One way to help memorize a word is to look at the configuration. The word *schedule* has an interesting configuration. Write it on the board and outline it, showing the short and tall letters. Note that the 'ch' makes a hard sound.

Vocabulary Building

Homophones are words that sound the same, but are spelled differently, such as *fare* (found in the book) and *fair*. See how many rhyming homophones to fare that the students can think of: *bare, bear; flair, flare; hair, hare, heir, air; pair, pear, pare; stare, stair; there, they're, there; and where, wear, ware*. Discuss their meanings.

Name _____

Oak Street Bus Station Schedule

Here is a bus schedule for the Oak Street Station.

Read it.

Answer the questions.

BUS	TIME	BUS STOP	TIME	BUS STOP
A	8:00	Oak Street	8:15	Ash Street
B	8:00	Oak Street	8:20	Cherry Street
C	8:00	Oak Street	8:25	Elm Street
D	8:00	Oak Street	8:26	Pine Street

1. All the buses start at what street? _____
2. What time do the buses leave the bus stop? _____
3. Which bus goes to Ash Street?
Bus A, B, C, or D? _____
4. What time does Bus C get to Elm Street? _____
5. Which bus takes the longest to get to the first stop?
Bus A, B, C, or D? _____
6. If you live near Cherry street, which bus should you take?
Bus A, B, C, or D? _____