

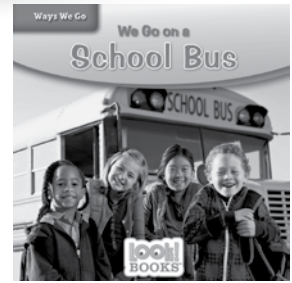


# Teaching with Ways We Go

# We Go on a School Bus

**ELL Tips** Encourage students to use the Index and Table of Contents to help during all steps of their reading. A detailed Table of Contents, such as in this book, helps students focus on small bits of information, guiding their reading.

**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: 480 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. Other students may walk or car pool. If you live in an urban area, some may come on a city bus too. If students take a school bus, have them describe what it is like to ride in a school bus. If you have read the *We Go on a City Bus*, tell the students that this book will have some likenesses and differences with that book.
- If no students ride a school bus, continue to the prereading section or brainstorm what it might be like to ride a school bus.

## Look Ahead! (Prereading)

- Review the cover, title page, and the table of contents.
- Do a picture walk through the book. Tell the students that they are to look for something that is the same in all of the bus pictures. After they have identified the fact that all the school buses are the same color, yellow, return to page 7. Read the side bar regarding why buses are yellow.
- Next, read the sidebar on page 20 that states that the law says that buses must be the same color. This focus on safety leads to the next section, During Reading.

## **Look for Big Ideas! (During Reading)**

Write the following assignment on the board to guide the reading. Explain that safety is used a lot in this book. But they will see one example where kids are not being safe too!

- Write down five safety helps from the books.
  1. Page 8
  2. Page 10
  3. Page 14
  4. Page 18
  5. Page 20
- What page shows kids not being safe on the bus?

## **Look Back! (After Reading)**

- How can students be a better passenger on a school bus? Discuss the last question on the During Reading assignment, returning to the picture on page 16. It shows the children standing and goofing around. This may be fine when the bus is parked. Brainstorm the dangers of this behavior when the bus is moving.
- Have students make a list of good bus behaviors.
- Many buses do not have seat belts. Many buses do, but students do not wear them. Discuss the pros and cons of wearing seatbelts in a bus, emphasizing the importance of having a seatbelt on in a car.
- If the buses do not have seatbelts, consider a campaign to the school district to have them added.
- Consider a school-wide campaign to improve bus behavior if this is a problem.
- In some instances, bullying occurs on buses. If this is a problem, there are programs to tackle this issue.
- Some districts do not have funds for bus monitors. This puts the burden on the bus driver to maintain control of a demanding vehicle while managing the safety and lives of many students. Brainstorm ways to keep the focus on the comfort and safety of the students during bus trips.

## **Look Around! (Rereading)**

Use the guide to conduct a Scavenger Hunt on the school bus book.

- **What page tells you about**
  - Where to wait for a bus? (8)
  - Who helps students? (14)
  - What to do at your stop? (20)
  - What color the flashing lights are? (10)
  - Why buses are yellow? (6)

## **Word Work**

A bus monitor is someone who rides a bus. The word *monitor* is a noun in this use. However, the monitor *monitors* the riders, and the word *monitor* serves as a verb as well. Note that students may be familiar with the use of *monitor* in relation to a computer or a television. Students may also become familiar with the notion of being asked to monitor their own behavior, a useful skill. Discuss how a word can be both a noun and a verb, depending on its use.

## **Vocabulary Building**

Some words go together and seem like they must be used in the right order, such as *bus stop*. List some of these pairs and discuss how our ears just get used to them in a certain order and how they sound “funny” when reversed: back and forth, bacon and eggs, cream and sugar, cup and saucer, ham and eggs, in and out, lost and found, pen and pencil, rain or shine, read and write, salt and pepper, shoes and socks, slip and slide, soap and water, sweet and sour. Try saying them the other way around. Can the students think of other irreversible word pairs? Ask your ELL students to contribute similar pairs from their native language.

Name \_\_\_\_\_

## Riding the Bus

Read about these things that some kids do on buses.

Write about something better to do.

1. Jack gets on the bus. He doesn't say hello to the driver.

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2. Sam eats his breakfast on the bus. He leaves a banana peel on the seat.

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3. Sue talks loudly on the bus. She stands up a lot.

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4. Mandy forgets to get off at her stop. She yells at the driver to stop.

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