

Wheels on the Bus

Grade Level: K - 2

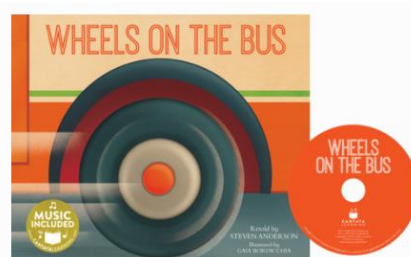
Content Areas: Art, Music, Technology and Language Arts

Time Frame: 30 minutes

MATERIALS

Wheels on the Bus Book

Graph paper with different kinds of transportation



PROCEDURES/ACTIVITIES

Preparation:

Make a class graph of how your students get to school. The graph for example could have a car, bus, bike, or walking.

Ask students if they have heard of the Wheels on the Bus song before or any other songs about vehicles.

Read the title, author, and illustrator. Explain that this book is a traditional song and that the real author is unknown. Read [Wheels on the Bus](#).

Lesson Procedure:

1. Discuss with the children that songs can also be stories. If you have already read other books together that are also songs, ask the children if they can remember any of them.
2. Ask the children to read with you.
3. Ask questions about the story:
 - Which was your favorite picture in the book? Why?
 - Why do you think the baby on the bus was crying?
 - Do you think the bus driver likes his job? Why?
4. Tell students the class is going to come up with new verses for the song. Write the verses down on the board and have the class sing the new verses.
5. Add hand/body movement to the song. Have the children pretend that they are doing the things on the bus.
 - Act Out the Song: Line up the chairs in your classroom so that they resemble the inside of a bus, with rows and an aisle. Sing the song with your students while sitting in the imaginary "bus". You can even let a child be the driver and let them sit at the front with a "steering wheel" .
6. With the class graph you made of how your students get to school ask students how they get to school. Write down the results and discuss the different types of transportation.

OBJECTIVES

Students will:

- Learn about traditional songs
- Learn to write versus
- Learn about vehicles

VOCABULARY:

Key vocabulary

Before reading, focus on vocabulary. Read the glossary words and their definitions.

Motor -The part of the bus or car that makes it go

Wiper - A part on the outside of a car or bus that wipes water away so the driver can see

FREE SONG

[Click here](#) to download or stream the Wheels on the Bus song.

Find other Cantata Learning songs and books at <http://www.cantatalearning.com>.

Technology Extension:

Practice transportation vocabulary with this [ESL memory game](#). This memory game has audio, images and text which makes it possible to practice spelling, reading, listening and word recognition. It is great for beginner and elementary ESL Lesson Plans.

Music and Art Extension:

Have students draw a picture or write about what you see or would see out of a bus window. Or draw a picture or write about what color your bus would be if you had one. Then have students create a song to go with their picture. Have students share with the class

Language Extension:

Make a class book with the following sentence frame:

"The _____ on the bus go _____, _____, _____." or "The _____ on the _____ go _____, _____, _____."

Brainstorm things on the bus or other types of transportation to fill in the blanks. Here are some examples:

- The people on the bus go up and down.
- The dogs on the bus go woof, woof, woof.
- The engine on the car goes vroom, vroom, vroom

Standards:

CCSS.ELA-LITERACY.SL. K.5-Add drawings or other visual displays to descriptions as desired to provide additional detail.

CCSS.ELA-LITERACY.SL. K.6-Speak audibly and express thoughts, feelings, and ideas clearly.

CCSS.ELA-LITERACY.SL.1.5-Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

CCSS.ELA-LITERACY.SL.1.6-Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)

CCSS.ELA-LITERACY.SL.2.5-Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

CCSS.ELA-LITERACY.SL.2.6-Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)

