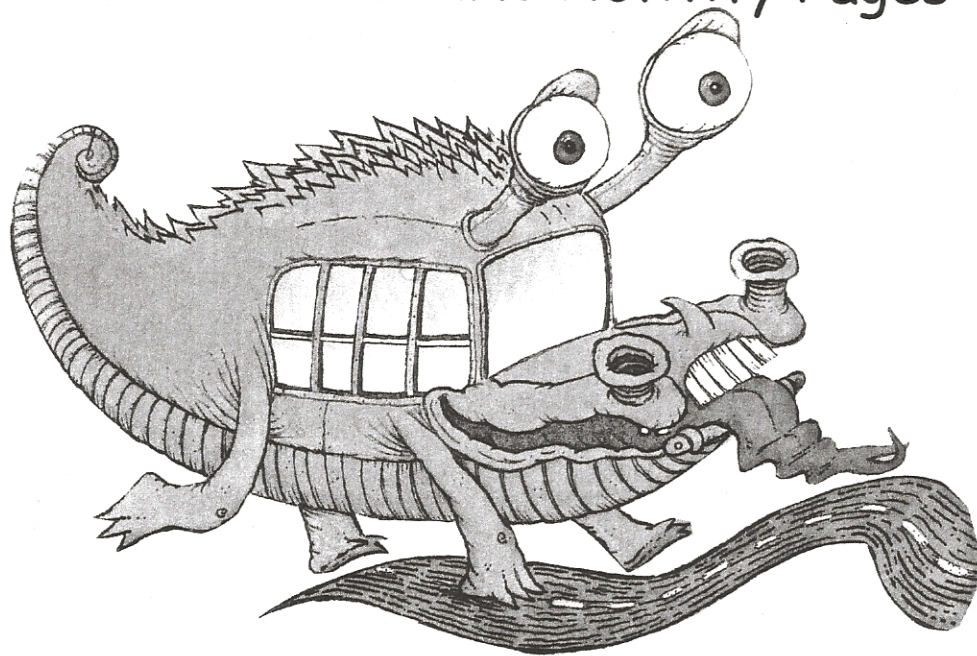


BUS-A-Saurus Bop

Teachers' Guide and Activity Pages



Making Read-alouds Rock!

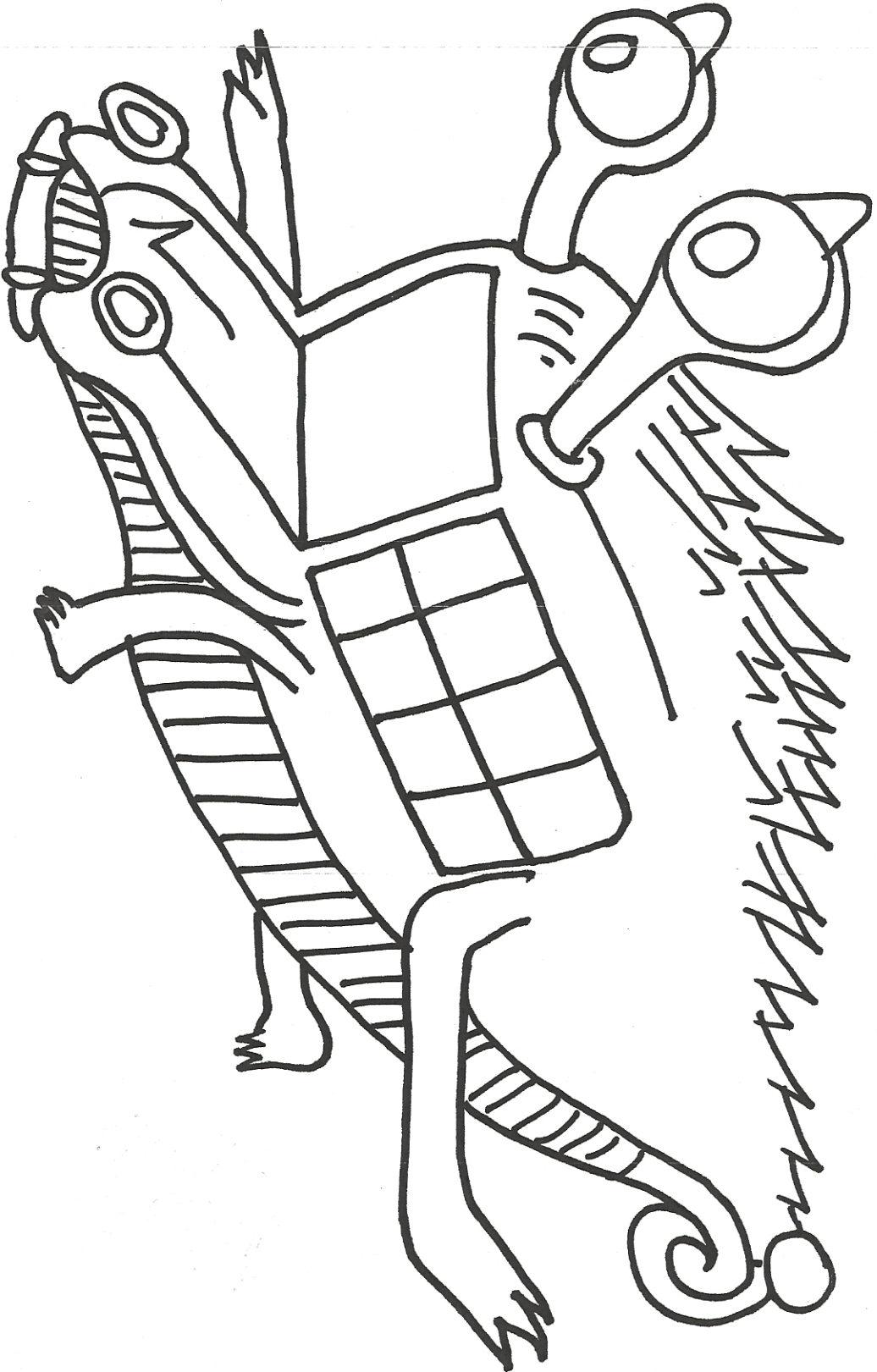
Primary grade children delight in the playful cadence (the rise and fall of your voice) and rhythm of rhyming picture books. The rhythm and rhyme of these fun stories also make picture books easy for beginning readers to remember. After a successful read-aloud, a child will want to pick up the book on his own to explore the pictures and attempt to read the text free of adult supervision. The child may need help with a few words, but that doesn't matter. Making kids WANT to read is what it's all about!

Here are some suggestions to make read-alouds rock in the classroom:

- 1. Show the children the cover and introduce the book in a fun way.** Provide background information if needed. *Who rides the school bus? What do you think this story is going to be about?*
- 2. Read the book first without interruption.** Put a lot of expression into your voice AND body. Get with the beat by bouncing your head back and forth! **NOTE:** Do not read in a sing-song or monotone voice. The power of a read-aloud to evoke a mood is evident as you read. Remember, the more fun you have reading the book, the more the children will want to read it independently.
- 3. Reread the book in order to discuss or ask questions.** Ask both literal and open-ended questions. *In the beginning of the book, at what time of day does the story take place? Who is Miss Hopper? How do the kids get on the bus? What is a cul-de-sac? (Cul-de-sac is French for bottom of the bag) Why did Miss Hopper blow the horn? Who is last to get on the bus? Who is first to get off? Discuss 'reverse order.' Why are they called the Tardee Twins? What is Miss Hopper hugging? (The uvula, which closes off the nasal passage when you speak or eat.) At what time of day does the story take place at the end of the book? What do you think it would be like riding a bus-a-saurus?*
- 4. For subsequent readings, show the children the dedication page and back flap.** Tell them that the back flap this is where they can find information about the author and illustrator. *What is an author? What is an illustrator? Read the author and illustrator information.*

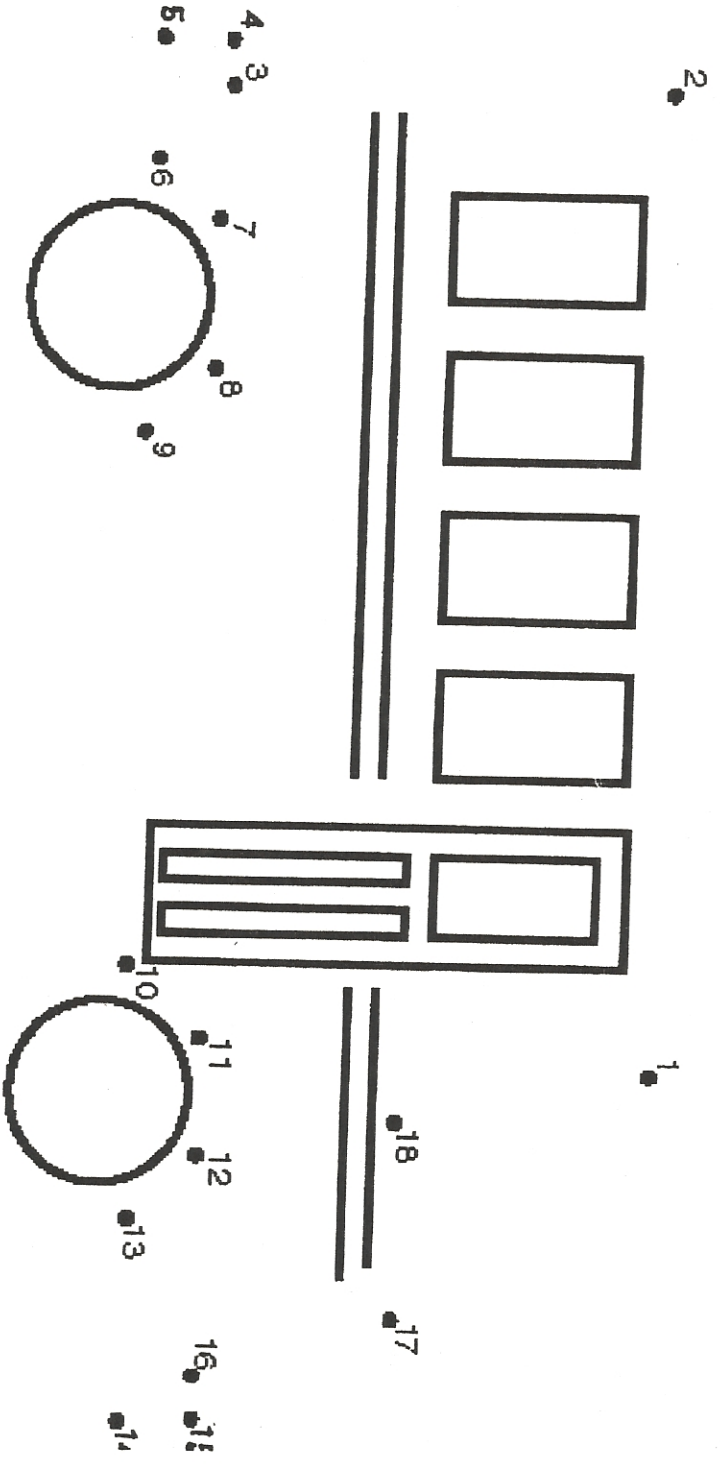
Bus-A-Saurus Bop

Written by Diane Z. Shore



Connect the Dots

Select each number in sequence and connect the dots.



Here Comes The Bus!

A teaching unit for pre-K - 1st grade to be used with **Bus-A-Saurus Bop**.

Bus-A-Saurus Bop can also be used with a unit on School Bus Safety. Once you've gone over the school bus safety rules below, ask the children what rules the children in the book weren't following. (Children always love to point out faults in others!) Ask your students what rules the children in the book were following.

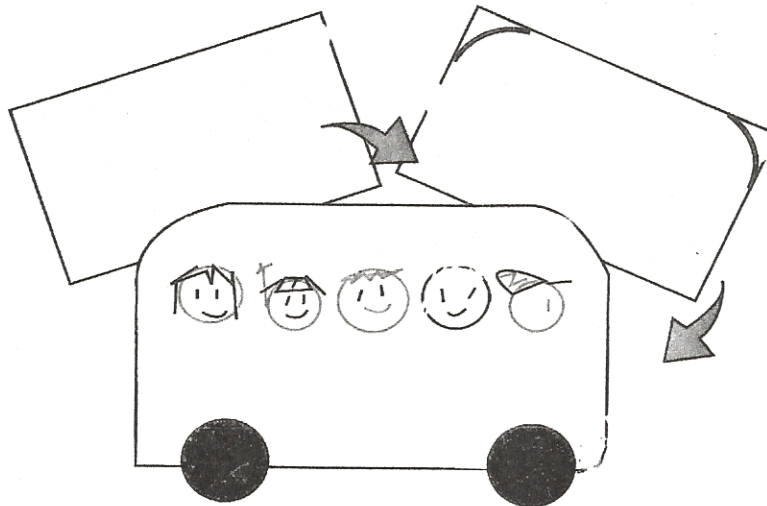
1. I wait for the school bus in a safe place.
2. I get on and off the bus in a single file.
3. I keep the aisle clear of my feet, books, and lunch box.
4. I stay seated when riding the school bus.
5. I never put my head or arms out of the window.
6. I never throw things inside the bus.
7. I cross the street safely in front of the bus.
8. I always obey the school bus patrol or safety assistant.
9. I always try to stay where the bus can see me.
10. I obey the bus driver at all times.

Create a Bus

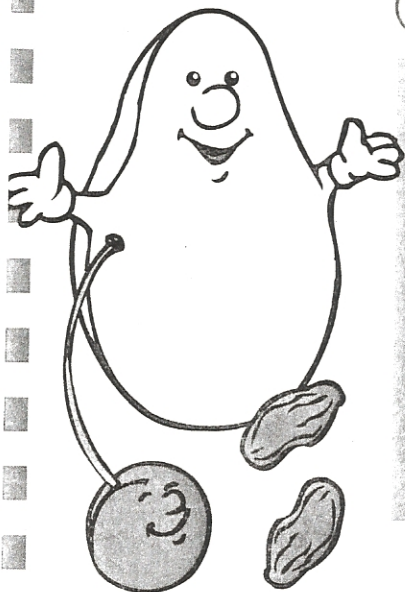
While youngsters are still fascinated by the novelty of a school bus, use this idea to capture some fine-motor practice.

To prepare, cut out a supply of white construction-paper squares and black construction paper circles to resemble bus windows and wheels. Then mix a few drops of orange finger paint into yellow finger paint to achieve a school bus-yellow hue. Invite each youngster to paint a sheet of finger paint paper with the mixture. When the paint dries, use a marker to round the top corners of each paper so that the paper resembles the body of a bus. Have each child cut away the corners, then glue on the window and wheel cutouts. When the glue is dry, encourage each child to draw faces in the window to represent himself and his friends. Follow up this art activity with a rousing round of "The Wheels on the Bus."

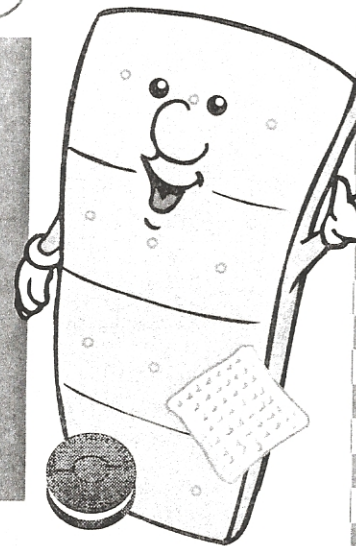
*Dorothy Jewell
Live Oak Elementary*



Kindergarten Café



To prepare for each cooking activity, make a class supply plus one extra of the recipe cards (pages 34–35). Color one copy of the recipe cards; then cut the cards apart. Display the sequenced, colored cards in your cooking center. Arrange the ingredients and utensils near the recipe cards. As a small group of children visits the cooking center, ask each child to color a recipe and cut the cards apart. Have him sequence his cards and staple them together, creating a recipe booklet. After each cooking event, encourage the child to take his recipe home and keep it in a box to make a collection of his very own recipes.



Funny Fruit Face

Ingredients for one:

shredded cheese (hair)
canned pear half (head)
2 raisins (eyes)
maraschino cherry half (nose)

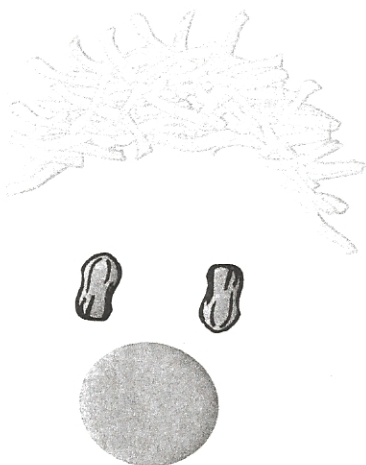
Utensils and supplies:

paper plate for each child
plastic fork for each child

Teacher preparation:

- Drain pears.
- Cut maraschino cherries in half.
- Arrange the ingredients, utensils, and supplies for easy student access.

Allison Pratt—Gr. K
Eagle Bluff Kindergarten
Onalaska, WI



School Bus Snack

Ingredients for one:

graham cracker (4 sections)
yellow-tinted vanilla frosting
4 pieces of Chex cereal
2 Mini Oreo cookies

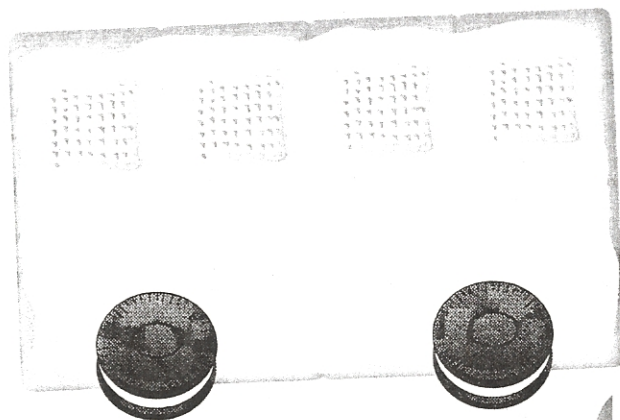
Utensils and supplies:

paper plate for each child
plastic knife for each child

Teacher preparation:

- Tint vanilla frosting with yellow food coloring.
- Arrange the ingredients, utensils, and supplies for easy student access.

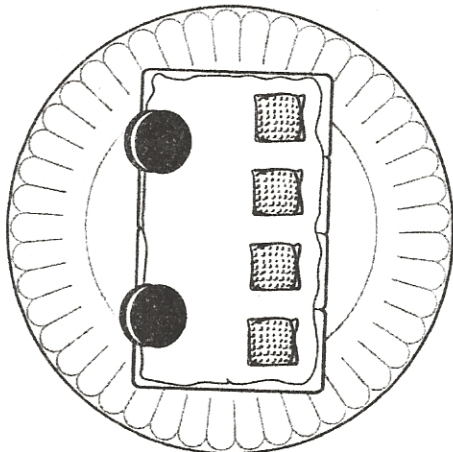
Melissa Hauck—Grs. PreK-1
Pear Tree Point School
Darien, CT



School Bus Snack

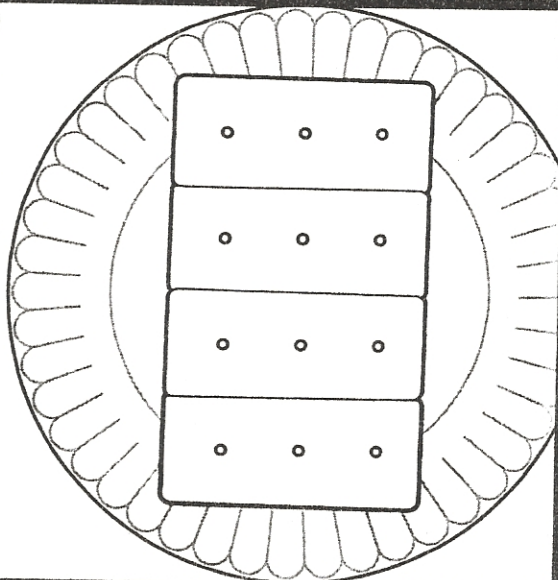
Name _____

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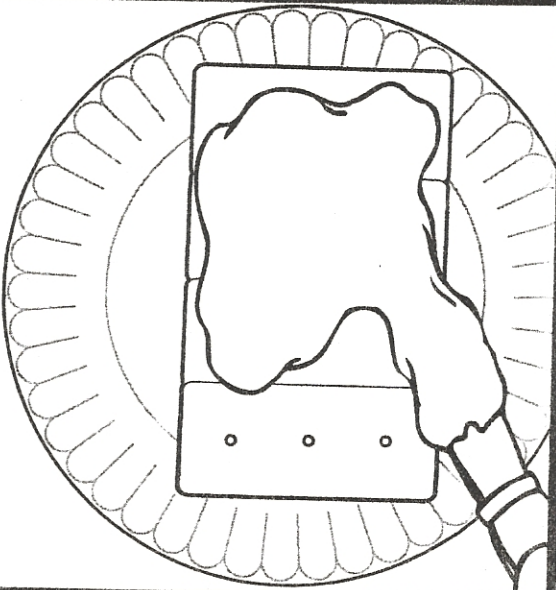
Put a cracker on your plate.

1



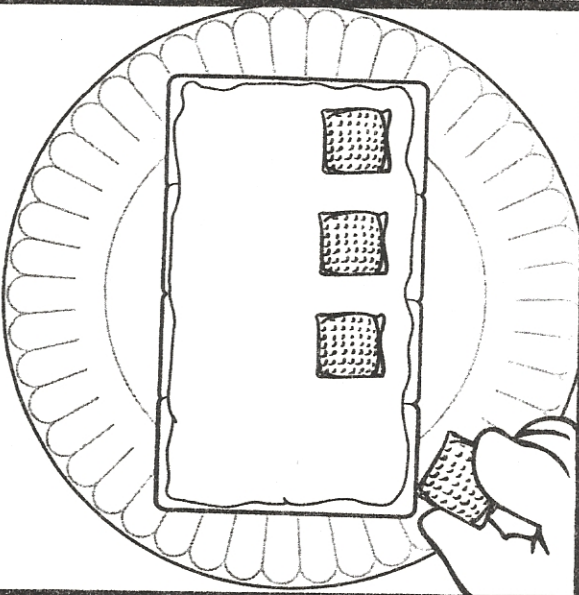
Spread frosting.

2



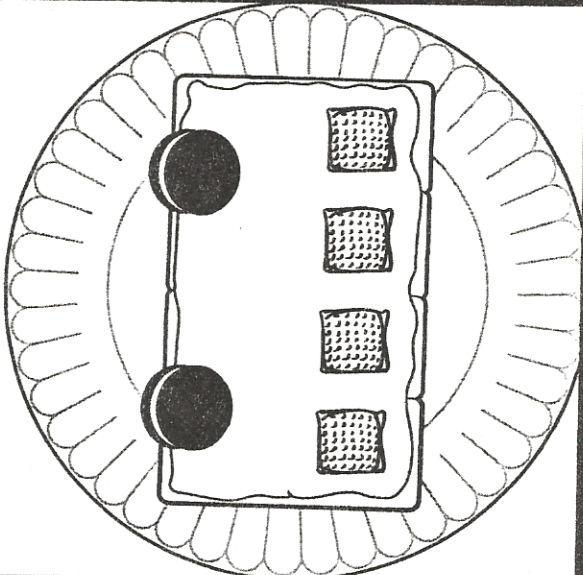
Add 4 windows.

3



Add 2 wheels.

4



Vroom! Eat up!

5

