



COMPREHENSIVE MIXED ABILITY LITERACY INSTRUCTIONAL CYCLE  
*DON'T LET THE PIGEON DRIVE THE BUS* BY MO WILLEMS

**CYCLE # 1**

|   | ROUTINE                        | LESSON   |
|---|--------------------------------|--|
| 1 | Shared Reading                 | <b>Mixed CONVENTIONAL and EMERGENT:</b><br>Follow the CAR with <i>Don't Let the Pigeon Drive the Bus</i>   |
| 2 | Vocabulary                     | <b>CONVENTIONAL:</b><br>Introduce and talk about new words.<br>Share student-friendly definitions.<br>Make connections to available core vocabulary on AAC systems   |
|   |                                | <b>EMERGENT:</b><br>Focus on teaching and using the core vocabulary that is used during the conventional vocabulary lesson   |
| 3 | Predictable Chart Writing      | <b>Mixed CONVENTIONAL and EMERGENT:</b><br>Write the Chart<br><b>Chart Title:</b> <i>Things I Never Do</i><br><b>Sentence Stem:</b> I do not _____.  |
| 4 | Writing                        | <b>CONVENTIONAL:</b><br>Part 1: Mini-Lesson: Choosing a Topic from Photos<br>Part 2: Students write independently  |
|   |                                | <b>EMERGENT:</b><br>Focus on selecting topic, communicating about it, and writing about it using letters and words.  |
| 5 | Working with Letters and Words | <b>CONVENTIONAL:</b><br>Next lesson in <i>Building Bridges Making Words</i> or other systematic phonics program.   |
|   |                                | <b>EMERGENT:</b><br>Next lesson in <i>Building Bridges Alphabet and Phonological Awareness</i> or other systemic alphabet and phonological awareness program.  |
| 6 | Self-Directed Reading          | <b>Mixed CONVENTIONAL and EMERGENT:</b><br>Part 1: Teacher read aloud <a href="https://tarheelreader.org/2022/05/05/things-pigeons-do/">Things Pigeons Do</a><br><a href="https://tarheelreader.org/2022/05/05/things-pigeons-do/">https://tarheelreader.org/2022/05/05/things-pigeons-do/</a><br>Part 2: Students read things they select |

**CYCLE # 2**

|    | ROUTINE                        | LESSON   |
|----|--------------------------------|--|
| 7  | Shared Reading                 | <b>Mixed CONVENTIONAL and EMERGENT:</b><br>Put the CROWD in the CAR with <i>Don't Let the Pigeon Drive the Bus</i>   |
| 8  | Vocabulary                     | <b>CONVENTIONAL:</b><br>Examples/Non-Examples; Word Associations; Word Relationships   |
|    |                                | <b>EMERGENT:</b><br>Focus on teaching and using the core vocabulary that is used during the conventional vocabulary lesson   |
| 9  | Predictable Chart Writing      | <b>Mixed CONVENTIONAL and EMERGENT:</b><br>Reread and Work with the Chart  |
| 10 | Writing                        | <b>CONVENTIONAL:</b><br>Part 1: Mini-Lesson: Spelling with Sounds<br>Part 2: Students write independently  |
|    |                                | <b>EMERGENT:</b><br>Focus on selecting topic, communicating about it, and writing about it using letters and words.  |
| 11 | Working with Letters and Words | <b>CONVENTIONAL:</b><br>Next lesson in <i>Building Bridges Making Words</i> or other systematic phonics program.   |
|    |                                | <b>EMERGENT:</b><br>Next lesson in <i>Building Bridges Alphabet and Phonological Awareness</i> or other systemic alphabet and phonological awareness program.  |
| 12 | Self-Directed Reading          | <b>Mixed CONVENTIONAL and EMERGENT:</b><br>Part 1: Teacher read aloud <i>The Bus for Us</i><br><a href="https://www.youtube.com/watch?v=Yqj1qksOHPw">https://www.youtube.com/watch?v=Yqj1qksOHPw</a><br>Part 2: Students read things they select |

**CYCLE # 3**

|    | ROUTINE                                  | LESSON  |
|----|--|---|
| 13 | Shared Reading/<br>Reading Comprehension | <b>CONVENTIONAL: Reading Comprehension</b><br>Anchor-Read-Apply: Read to identify the pigeon's problem  |
|    |  | <b>EMERGENT: Shared Reading</b><br>Continue with Follow the CAR or Putting the CROWD in the CAR   |
| 14 | Vocabulary                               | <b>CONVENTIONAL:</b><br>Generating Situations; Sentence Generation; Returning to the Story Context  |
|    |  | <b>EMERGENT:</b><br>Focus on teaching and using the core vocabulary that is used during the conventional vocabulary lesson  |
| 15 | Predictable Chart Writing                | <b>Mixed CONVENTIONAL and EMERGENT</b><br>Work with Sentences: Read, Cut, Rebuild   |
| 16 | Writing                                  | <b>CONVENTIONAL:</b><br>Part 1: Mini-Lesson: Give me Five: Things That Make You Mad/Happy<br>Part 2: Students write independently   |
|    |  | <b>EMERGENT:</b><br>Focus on selecting topic, communicating about it, and writing about it using letters and words.   |
| 17 | Working with Letters and Words           | <b>CONVENTIONAL:</b><br>Next lesson in <i>Building Bridges Making Words</i> or other systematic phonics program.  |
|    |  | <b>EMERGENT:</b><br>Next lesson in <i>Alphabet and Phonological Awareness</i> or other systemic alphabet and phonological awareness program.  |
| 18 | Self-Directed Reading                    | <b>Mixed CONVENTIONAL and EMERGENT:</b> <ul style="list-style-type: none"> <li>Part 1: Teacher read aloud <a href="https://tarheelreader.org/2021/05/30/transportation-35/">You Can Travel</a></li> <li>Part 2: Students read things they select</li> </ul> |

**CYCLE # 4**

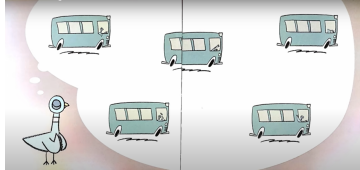
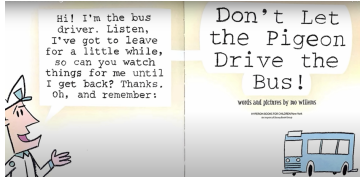



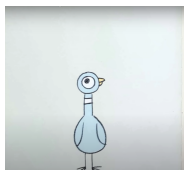
|    | ROUTINE                                  | LESSON   |
|----|--|--|
| 19 | Shared Reading/<br>Reading Comprehension | <p><b>CONVENTIONAL: Reading Comprehension:</b><br/>Anchor-Read-Apply: Identify the events and feelings in <i>Don't Let the Pigeon Drive the Bus</i></p> <p><b>EMERGENT: Shared Reading:</b><br/>Continue with Follow the CAR or Putting the CROWD in the CAR</p>   |
| 20 | Vocabulary                               | <p><b>CONVENTIONAL:</b><br/>Sentence Completion; Descriptive Words</p> <p><b>EMERGENT:</b><br/>Focus on teaching and using the core vocabulary that is used during the conventional vocabulary lesson</p>  |
| 21 | Predictable Chart Writing                | <p><b>Mixed CONVENTIONAL and EMERGENT:</b><br/>Be the Sentence</p>   |
| 22 | Writing                                  | <p><b>CONVENTIONAL:</b><br/>Part 1: Mini-Lesson: Revising by Adding More<br/>Part 2: Students write independently</p> <p><b>EMERGENT:</b><br/>Focus on selecting topic, communicating about it, and writing about it using letters and words.</p>  |
| 23 | Working with Letters and Words           | <p><b>CONVENTIONAL:</b><br/>Next lesson in <i>Building Bridges Making Words</i> or other systematic phonics program.</p> <p><b>EMERGENT:</b><br/>Next lesson in <i>Alphabet and Phonological Awareness</i> or other systemic alphabet and phonological awareness program.</p>  |
| 24 | Self-Directed Reading                    | <p><b>Mixed CONVENTIONAL and EMERGENT:</b><br/>Part 1: Teacher read aloud <a href="https://www.youtube.com/watch?v=HkOhBvsCjxY">Big Feelings</a> by Penfold &amp; Kaufman<br/><a href="https://www.youtube.com/watch?v=HkOhBvsCjxY">https://www.youtube.com/watch?v=HkOhBvsCjxY</a><br/>Part 2: Students read things they select</p> |

**CYCLE # 5**




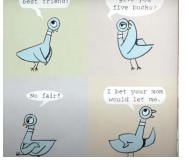
|    | ROUTINE                                     | LESSON   |
|----|---|--|
| 25 | Shared Reading/<br>Reading<br>Comprehension | <b>CONVENTIONAL: Reading Comprehension:</b><br>Sequence Events in <i>Don't Let the Pigeon Drive the Bus</i>  |
|    |   | <b>EMERGENT: Shared Reading:</b><br>Continue with Follow the CAR or Putting the CROWD in the CAR   |
| 26 | Vocabulary                                  | <b>CONVENTIONAL:</b><br>Vocabulary Check-in  |
|    |   | <b>EMERGENT:</b><br>Focus on teaching and using the core vocabulary that is used during the conventional vocabulary lesson   |
| 27 | Predictable Chart<br>Writing                | <b>Mixed CONVENTIONAL and EMERGENT:</b><br>Make and Read the Book  |
| 28 | Writing                                     | <b>CONVENTIONAL:</b><br>Part 1: Mini-Lesson: Mentor Text with <i>Don't let the Pigeon Drive the Bus</i><br>Part 2: Students write independently  |
|    |   | <b>EMERGENT:</b><br>Focus on selecting topic, communicating about it, and writing about it using letters and words.  |
| 29 | Working with<br>Letters<br>and Words        | <b>CONVENTIONAL:</b><br>Next lesson in <i>Building Bridges Making Words</i> or other systematic phonics program.   |
|    |   | <b>EMERGENT:</b><br>Next lesson in <i>Building Bridges Alphabet and Phonological Awareness</i> or other systemic alphabet and phonological awareness program.  |
| 30 | Self-Directed<br>Reading                    | <b>Mixed CONVENTIONAL and EMERGENT:</b><br>Part 1: Teacher read aloud <a href="https://www.youtube.com/watch?v=9yLkoKkUJIs">The Pigeon Has to Go to School!</a><br><a href="https://www.youtube.com/watch?v=9yLkoKkUJIs">https://www.youtube.com/watch?v=9yLkoKkUJIs</a><br>Part 2: Students read things they select |

**LESSON #1—MIXED GROUP: SHARED READING**  
***DON'T LET THE PIGEON DRIVE THE BUS***

Read the book using *Follow the CAR* with meaning-based comments or print referencing comments. (Steps in Follow the CAR: 1-Show the page, pause to give students a chance to comment. 2-Read the page, pause to give students a chance to comment. 3-Make the comment provided, demonstrating with students' AAC systems as possible. 4-Pause to give students a chance to comment. 5-Repeat whatever students communicate and respond by adding more.)

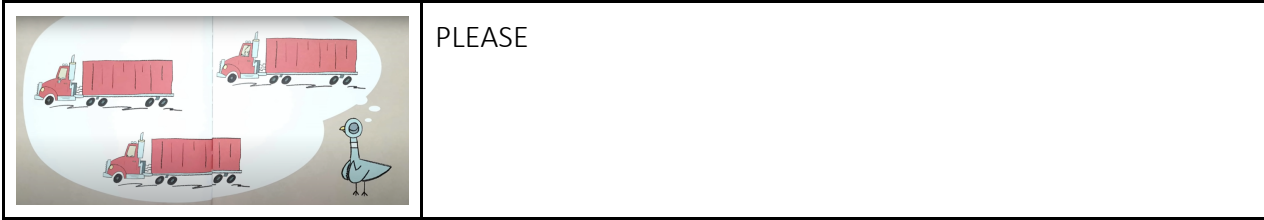
|   | CAR Comments                    |
|---|---------------------------------|
| Cover   |                                 |
|    |                                 |
|   | (inside title page) PLEASE HELP |
|  | HE GO                           |
|  | LOOK                            |
|  | NOT THERE                       |
|  | GOOD!                           |

|   |                  |
|---|------------------|
|  <p>Hey, can I drive the bus?</p>                      | <p>CAN I?</p>    |
|  <p>Please?</p>  | <p>I WANT</p>    |
|  <p>I'll be careful.</p>                               | <p>CAN I?</p>    |
|  <p>I tell you what:<br/>I'll just steer.</p>          | <p>TURN IT</p>   |
|  <p>My cousin Herb drives a bus almost every day!</p> | <p>HE CAN</p>    |
|  <p>True story.</p>                                  | <p>HE DO IT.</p> |
|    | <p>THINK</p>     |
|  <p>VROOM-VROOM<br/>VROOMY<br/>VROOM-VROOM!</p>      | <p>GO</p>        |

|   |                     |
|---|---------------------|
|  <p>PIGEON AT THE WHEEL!</p>   | <p>I DO IT!</p>     |
|  <p>No?</p>  | <p>NOT GOOD.</p>    |
|  <p>I never get to do anything!</p>  | <p>I FEEL BAD.</p>  |
|  <p>Hey, I've got an idea. Let's play "Drive the Bus"!</p>   | <p>PLAY</p>         |
|  <p>I'll go first!</p>   | <p>I GO</p>         |
|    | <p>LOOK</p>         |
|  <p>C'mon! Just once around the block!</p>   | <p>YOU CAN COME</p> |
|  <p>I'll be your best friend!</p> <p>How about I give you five books?</p> <p>no, fair!</p> <p>I bet your arm would let me.</p> | <p>I WANT</p>       |



|  |                            |
|--|----------------------------|
|  | <p>I WANT, WANT</p>        |
|  | <p>I WANT, WANT, WANT!</p> |
|  | <p>NOT RIGHT</p>           |
|  | <p>WE HELP</p>             |
|  | <p>NOT GOOD</p>            |
|  | <p>HE GO</p>               |
|  | <p>FEEL BAD</p>            |
|  | <p>PLEASE, CAN I</p>       |



**LESSON #2--CONVENTIONAL: VOCABULARY**  
***DON'T LET THE PIGEON DRIVE THE BUS***

1. Introduce and talk about new words.
2. Share student-friendly definitions.
3. Make connections to available core vocabulary on students' AAC systems. Demonstrate how to use the related words to talk about the new words.

| New Word    | Example in the Text  | Student-friendly Definition         | Related Core Vocabulary                             |
|-------------|--|-------------------------------------|---|
| 1. remember | Oh, and <b>remember</b> :<br>Don't Let the Pigeons<br>Drive the Bus! | To think about.                     | <i>think; know</i>                                  |
| 2. drive    | Hey, can I <b>drive</b> the<br>bus?                                  | To make something go<br>and turn.   | <i>make go; turn; fast; slow</i>                    |
| 3. while    | Listen, I've got to leave<br>for a little <b>while</b> .             | Time waiting.                       | <i>when; same time</i>                              |
| 4. careful  | I'll be <b>careful</b> .   | To do it so nothing bad<br>happens. | <i>do it good; go slow; do<br/>slow; look to do</i> |
| 5. steer    | I'll just <b>steer</b> .   | Turn to move.                       | <i>turn; make turn; go there</i>                    |
| 6. true     | <b>True</b> story.   | Something that is real.             | <i>yes; it is; it did</i>                           |
| 7. block    | Just once around the<br><b>block</b> !                               | A square of buildings.              | <i>square, around</i>                               |
| 8. never    | We'll <b>never</b> get to drive<br>a bus.                            | At no time.                         | <i>not at all; no way</i>                           |
| 9. idea     | Hey, I've got an <b>idea</b> .<br>Let's play "Drive the<br>Bus!"     | A plan.                             | <i>want to; think it</i>                            |
| 10. dream   | I have <b>dreams</b> , you<br>know!                                  | Things you hope will<br>happen.     | <i>think big; want it; like it;<br/>love</i>        |

## LESSON #3 – MIXED GROUP: PREDICTABLE CHART WRITING

### WRITE THE CHART

#### PREPARATION

- Chart paper
- Markers
- Choices for students if they are unable to generate their own ideas or communicate well enough to contribute ideas using their AAC systems. Choices might include:
  - Objects
  - Picture symbols
  - Photos
  - A list of words

#### STEP 1: INTRODUCE THE CHART TITLE/TOPIC

Start with a blank piece of chart paper and a dark marker,

**SAY and WRITE:** *Our chart this week is about **Things I Never Do**.*

- Write the title at the top of the paper as the students watch.
- Stretch the words and demonstrate spelling in a way that matches the skills and needs of the students in your class.

#### STEP 2: INTRODUCE THE SENTENCE STEM

**SAY and WRITE:** *We are going to write, “I do not...” I will go first. I do not ... Now I have to make a choice. How will I finish my sentence? What are some things I never do? I know. I do not \_\_\_\_\_.*

- Demonstrate an approach to choosing a word to complete the sentence using the approach your students will use. If they are choosing from pictures, objects, or a list of words, do the same thing in choosing your own word to complete the sentence.
- Stretch the words and demonstrate spelling in a way that matches the skills and needs of the students in your class
- Emphasize capitalization and punctuation in a way that matches the skills of your students.

**SAY and WRITE:** *I am going to put my name at the end so we remember who wrote this sentence.*

- Write your name or initials in parentheses at the end of the sentence.

#### STEP 3: COMPLETE THE CHART

**SAY and WRITE:** *Who would like to go next?*

- Work with the first student to make a choice to complete the sentence stem.

- Write the sentence while the students watch:
  - Stretch the words and demonstrate spelling in a way that matches the skills and needs of the students in your class.
  - Emphasize capitalization and punctuation in a way that matches the skills of your students.
- Write the student's name or initials at the end of each sentence.

Continue until all students have a sentence on the chart. Include other adults in the room as needed to get at least 5 or 6 sentences on the final chart.

## LESSON #4--CONVENTIONAL: WRITING MINI-LESSON CHOOSING A TOPIC FROM PHOTOS

### MINI-LESSON

#### Announce the lesson focus:

*SAY: Today, I am going to show you how to choose a topic for writing. I am going to show you how I choose a topic from pictures.*

#### Plan for demonstrating the skill while thinking aloud:

**PREPARE:** Find two pictures – one that you can say a lot about and one that you can't say much about. Consider these two from [Things Pigeons Do](#).



*SAY (Remember, this step is discussion. No writing yet): Here I have a bunch of pictures. I am looking at each picture. I am thinking about the picture. What do I see? What could I write?*

- Think aloud about **both** pictures.
- Intentionally say less about one than the other.

*SAY: I am going to write about this picture. I have lots of ideas I can write.*

- Write some about the picture at a level that matches your students' writing (e.g., single words, phrases, or full sentences).
- Demonstrate spelling in a way that matches your students' skills (e.g., stretching words to hear the sounds).

#### Plan to work with the students to apply the skill:

**PREPARE:** Find two more pictures that might be interesting to the students. Consider these two from [Things Pigeons Do](#).



**SAY (Remember, this step is discussion. No writing yet.):** *Let's try it together. Here I have two more pictures. Tell me about this one.*

- Interact with students encouraging them to tell you about the first picture.
- Interact with the students encouraging them to tell you about the second picture.
- Attribute meaning to all of their communication attempts.
- Repeat and expand upon any words, signs, or symbols they provide.
- Decide together which picture they can say more about.

**SAY:** *You decided we should write about this picture. What should we write?*

- Work with the students to write about the picture writing the words they provide.
- Demonstrate spelling in a way that matches your students' skills (e.g., stretching words to hear the sounds).

#### Plan for setting up independent writing:

**SAY:** *Today when you write, I want you to find a picture to write about. Look at the pictures. Think about what you see. Choose a picture you know about.*

#### To the other adults in the room:

**SAY:** *Remember, we are working hard to avoid prompting or asking questions while students are writing. Talk with them about their topic **before** they write. After they start writing, encourage them, but do not direct them with prompts or questions. Please write notes for me about what they do when writing. It will help me focus my next lesson.*

### SUPPORTING STUDENT TOPIC SELECTION

What special supports will you provide to help students select their writing topics?

### STUDENT WRITING TOOLS

What special writing tools (alternate pencils) do students need?

| Student Name: | Alternate Pencil or Special Writing Tools: |
|---------------|--|
| 1.            | 1.   |
| 2.            | 2.   |
| 3.            | 3.   |

### PLAN FOR SHARING: SHARING SPOTLIGHT

Which students will share today?

What specialized supports are needed for sharing?

**LESSON # 5 – WORKING WITH LETTERS AND WORDS**

**CONVENTIONAL:** Complete the next lesson in the Making Words sequence or in the phonics instructional program you are following.

**EMERGENT:** Next lesson in Alphabet and Phonological Awareness or other systemic alphabet and phonological awareness program.

**LESSON #6 – MIXED GROUP: SELF-DIRECTED READING****Part 1: Teacher read aloud *Things Pigeons Do***

<https://tarheelreader.org/2022/05/05/things-pigeons-do/>

Read this book using the online version or a printed copy – this is a read aloud intended to help students develop the habit of reading and potentially get them interested in this book or others like it.

**Part 2: Students read things they select**

Give students 15-20 minutes to read/interact with books or other texts independently. Provide a collection of books for them to read and avoid having them spend this time searching for something to read/explore. Any text that interests them is acceptable (magazines, online books), but avoid online, animated books that are more like a movie than a book.

## TEACHER SELF-REFLECTION

Have you taken time to reflect on your own practice?

Taking time to reflect can help you identify routines to learn more about.

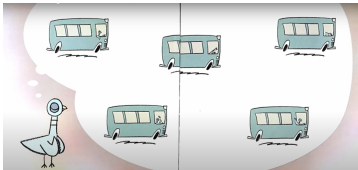
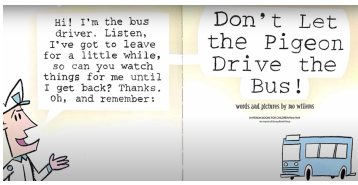



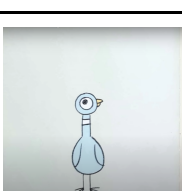
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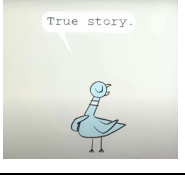
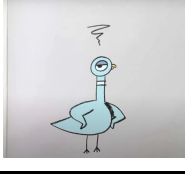







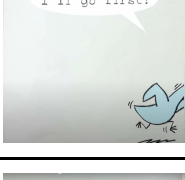
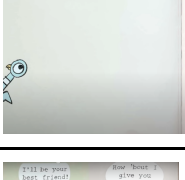
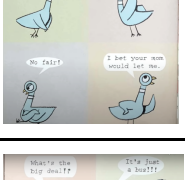




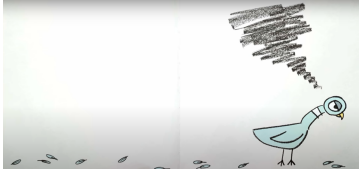
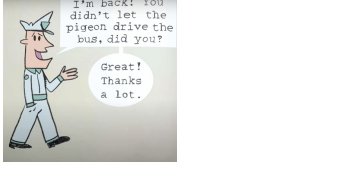
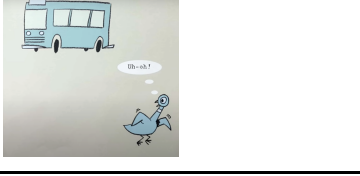


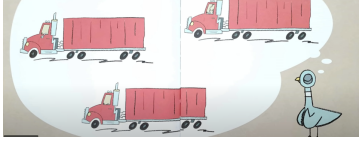
LESSON #7--MIXED GROUP: SHARED READING  
*Don't Let the Pigeon Drive the Bus*

Read the book *Following the CAR* or *Putting the CROWD in the CAR* based on your students' needs.

| Page  | CAR                          | CROWD  |                  |
|---|------------------------------|--|------------------|
| Cover   |                              |  | C R O W D        |
|    | HE THINK                     | Tell ME WHAT HE IS thinking.                 | C R <u>O</u> W D |
|    | (inside title page) WATCH IT | SOME of YOU RIDE a bus.                      | C R O W <u>D</u> |
|   | HE GO                        | WHAT IS HE doing?                            | C <u>R</u> O W D |
|  | GOOD                         | LOOK at the pigeon. Tell ME about him.       | C R <u>O</u> W D |
|  | YES                          | HE WANTED the driver to _____. (Leave or GO) | C <u>R</u> O W D |
|  | HE THINK                     | Tell ME WHAT HE IS thinking.                 | C R <u>O</u> W D |

|   |                      |   |                                |
|---|----------------------|---|--------------------------------|
|    | <p>CAN I?</p>        | <p>HE really WANTs to drive.<br/>HE said _____ (CAN I drive the bus?)</p> | <p><u>C</u> R O W <u>D</u></p> |
|    | <p>PLEASE.</p>       | <p>HE IS asking YOU.<br/>WHAT DO YOU say?</p>                             | <p>C R O <u>W</u> D</p>        |
|    | <p>GO SLOW</p>       | <p>YOU ARE careful WHEN YOU WORK. Tell ME about THAT.</p>                 | <p>C R O W <u>D</u></p>        |
|    | <p>NOT MORE</p>      | <p>WHAT does steer mean?</p>  | <p>C R O <u>W</u> D</p>        |
|  | <p>HE DO THAT</p>    | <p>DO YOU THINK THAT IS true?</p>   | <p>C R <u>O</u> W D</p>        |
|  | <p>HE SAID THAT</p>  | <p>I DO NOT THINK THAT IS RIGHT. Tell ME WHAT YOU THINK.</p>              | <p>C R <u>O</u> W D</p>        |
|  | <p>I THINK I CAN</p> | <p>LOOK, HE IS THINKing. YOU THINK too.</p>                               | <p>C R O W <u>D</u></p>        |
|  | <p>I GO</p>          | <p>HE wants TO GO _____ (FAST)</p>  | <p><u>C</u> R O W <u>D</u></p> |

|  |                    |   |                         |
|--|--------------------|---|-------------------------|
|  <p>PIGEON AT THE WHEEL!</p>  | <p>WATCH ME</p>    | <p>THAT pigeon IS silly. Tell ME WHAT YOU THINK.</p>          | <p>C R <u>O</u> W D</p> |
|  <p>No?</p>   | <p>NOT ME</p>      | <p>HE said ___ (NO)</p>                                       | <p><u>C</u> R O W D</p> |
|  <p>I never get to do anything!</p>   | <p>NOT RIGHT</p>   | <p>Tell ME how HE FEELS.</p>                                  | <p>C R <u>O</u> W D</p> |
|  <p>Hey, I've got an idea. Let's play "Drive the Bus"!</p>   | <p>WE CAN PLAY</p> | <p>The pigeon WANTS TO PLAY. YOU LIKE TO PLAY.</p>            | <p>C R O W <u>D</u></p> |
|  <p>I'll go first!</p>  | <p>MY TURN</p>     | <p>Tell ME WHAT HE WANTS TO DO.</p>                           | <p>C <u>R</u> O W D</p> |
|  <p>C'mon! Just once around the block!</p>  | <p>COME ON</p>     | <p>I THINK THAT pigeon IS sneaky. Tell ME WHAT YOU THINK.</p> | <p>C R <u>O</u> W D</p> |
|  <p>I'll be your best friend!</p> <p>How 'bout I give you five bucks?</p> <p>No fair!</p> <p>I bet your mom would let me.</p> | <p>I WANT TO!</p>  | <p>HE said, I bet your mom would let ___ (ME).</p>            | <p><u>C</u> R O W D</p> |
|  <p>What? It's big and it's...</p> <p>I've dreamt, you know?</p> <p>Fine!</p>   | <p>I NEED TO!!</p> | <p>Tell ME how YOU THINK the pigeon FEELS.</p>                | <p>C R <u>O</u> W D</p> |

|   |                      |  |                         |
|---|----------------------|--|-------------------------|
|    | <p>I HAVE TO!!!</p>  | <p>YOU GET angry sometimes LIKE the pigeon. Tell ME about a TIME YOU WERE angry.</p> | <p>C R O W <u>D</u></p> |
|    | <p>NOT GOOD</p>      | <p>LOOK at the black lines over the pigeon's head. WHAT IS HE FEELing?</p>           | <p>C R <u>O</u> W D</p> |
|    | <p>THERE HE IS</p>   | <p>THERE IS the bus driver. Did WE LET the pigeon drive the bus?</p>                 | <p>C <u>R</u> O W D</p> |
|    | <p>NOT RIGHT</p>     | <p>Tell ME about the pigeon.</p>   | <p>C R <u>O</u> W D</p> |
|  | <p>I FEEL BAD</p>    | <p>Tell ME WHAT YOU see here.</p>  | <p>C R <u>O</u> W D</p> |
|  | <p>DO THAT</p>       | <p>The pigeon has a NEW idea. WHAT IS IT?</p>  | <p>C R O <u>W</u> D</p> |
|  | <p>I CAN DO THAT</p> | <p>TELL ME WHAT HE IS THINKing.</p>  | <p>C R <u>O</u> W D</p> |

**LESSON #8--CONVENTIONAL: VOCABULARY**  
*Don't Let the Pigeon Drive the Bus*

**Example/Non-Example Activity**

| Description and Example  | Target Words and Activity Items  | Response format(s)  |
|--|--|---|
| <p>“I am going to name some things. If I say something that you might drive, give me a thumbs up. If it is not, give me a thumbs down.</p> <ul style="list-style-type: none"> <li>- A car</li> <li>- A dog</li> <li>- A wheelchair</li> </ul> <p>After completing several examples, ask the students to work together to generate examples and non-examples.</p> | <p>Things you might <b>drive</b></p> <ul style="list-style-type: none"> <li>- A car</li> <li>- A dog</li> <li>- A wheelchair</li> </ul> <p>Things that are <b>true</b></p> <ul style="list-style-type: none"> <li>- People drive cars.</li> <li>- Dogs drive cars.</li> <li>- Policemen drive cars.</li> </ul> <p>Things that take a long <b>while</b></p> <ul style="list-style-type: none"> <li>- Eating lunch</li> <li>- Blowing your nose</li> <li>- A seed to become a big tree</li> <li>- A day at school</li> </ul> <p>Things that I have <b>never</b> seen</p> <ul style="list-style-type: none"> <li>- A pig fly</li> <li>- A bird fly</li> <li>- A dog drive a car</li> <li>- A man drive a bus</li> <li>- A blue sun</li> </ul> | <p>Choose a response to replace thumbs up/down that is accessible to the students with the fewest means of responding (e.g., look up/down or left/right, a body movement, a single message voice output device, or another form of low or high tech AAC).</p> |

**Word Association Activity**

| Description and Example  | Target Words and Activity Items   | Response format(s)   |
|--|---|--|
| <p>“I have 3 words up on the board: careful, remember, drive. I will read a sentence. You decide which word goes with the sentence.” Examples:</p> <p>remember - drive - careful<br/>                     - I know his name.</p> | <p><b>block - true - steer</b></p> <ul style="list-style-type: none"> <li>- He turned the wheel of the car.</li> <li>- This really happened!</li> <li>- I walked all the way around it.</li> </ul> <p><b>never - dream - idea</b></p> <ul style="list-style-type: none"> <li>- The family has not been</li> </ul> | <p>After each sentence is read, the teacher points to and reads the three words (e.g., say “remember” and pause). Pause after each word to give students a chance to indicate that the word goes with the sentence. Students indicate “that’s the one” using any</p> |

|  |   |  |
|--|---|--|
| <p>- He started the car and went.<br/>- She gently put the glass down with both hands.</p> | <p>camping.<br/>- What to make for dinner.<br/>- I hope I can go to Disneyland someday!</p> <p><b>careful - while - drive</b><br/>- She held the baby with both hands.<br/>- She sat in the waiting room.<br/>- She took her car.</p> <p><b>remember - true - dream</b><br/>- He said 'Good morning.'<br/>- I know that's right!<br/>- I hope I get a video game for my birthday!</p> <p><b>while - block - never</b><br/>- He lives on the next street.<br/>- That didn't take long!<br/>- Don't hit anyone!</p> | <p>form of communication or action that is available to the student with the fewest means of responding (e.g., look up/down or left/right, a body movement, a single message device, or low or high tech AAC).</p> |
|--|---|--|

**Word Relationships Activity**

| Description and Example   | Target Words and Activity Items  | Response format(s)   |
|---|--|--|
| <p>"Some of the words we're learning are related. Think about this. How are drive and block related?" After pausing to give the students a chance to think, say "Someone might drive a car around a block. A bus drives many blocks."</p> | <p><b>careful - steer</b><br/>- You need to be careful when you steer a bike.</p> <p><b>while - true</b><br/>- It is true that you have to wait a long while for your next birthday.</p> <p><b>block - drive</b><br/>- You can drive a bus or car around the block.</p> <p><b>never - remember</b></p> | <p>Students use related words on their AAC systems to describe how words might be related (e.g., car <i>go</i> to <i>turn</i> around the block; <i>do</i> careful to <i>turn</i> and <i>steer</i>);. As an alternative, the teacher could provide an array of word pairs and sentences with target words missing. Students select the appropriate word pair to complete each sentence using any form of communication or action that</p> |

|  |  |  |
|--|--|--|
|  | <ul style="list-style-type: none"> <li>- I write down things to remember so that I never forget.</li> </ul> <p><b>while - dream</b></p> <ul style="list-style-type: none"> <li>- Sometimes you have to wait a long while for a dream.</li> </ul> | <p>is available to them (e.g., look at the desired choice or use a body movement, a single message device, or low or high tech AAC to indicate choice when presented).</p> |
|--|--|--|

## #9 MIXED GROUP: PREDICTABLE CHART WRITING

### REREAD AND WORK WITH THE CHART

#### PREPARATION

- ✓ Display the chart from Lesson #3

**PREPARE TO DIFFERENTIATE THE LESSON:** During this step, students who are reading and writing at levels much higher than the rest of the students might be generating their own lists of things they like and do not like. Alternatively, they might be writing to explain their sentence. The goal is to keep students engaged and thinking about the topic of the chart, while helping students who are reading and writing at higher levels get more out of the lesson.

#### STEP 1: REREAD THE CHART

**SAY:** *This is our predictable chart from yesterday. We wrote about **Things I Never Do**. (Point to the words in the title as you read them.) Let's read the rest of the chart together.*

- Reread chart while pointing to each word (can clap/chant/rap/sign depending on the needs of your students).
  - Encourage students to take turns pointing to and reading the words while the rest of the group reads along.
- Discuss the difference between reading the words out loud and reading them using an "inner voice."
  - Practice reading some sentences out loud and then reading them "in our head."

#### STEP 2: FOCUS ON PRINT CONCEPTS AND WORDS

**SAY:** *There are many letters, words, and sentences on our chart. Let's count the number of sentences.*

- Tell students about a sentence helping them see that a sentence begins with an uppercase letter and ends with a period (adjust as needed if the stem is a question instead of a sentence).
- Work with students to count the number of sentences on the chart.

**SAY:** *Now, let's see how many words are in each sentence.*

- Tell students about words helping them recognize where one word ends and another begins.
- Work with students to count the number of words in some if not all of the sentences.



**SAY:** *What else do you notice about the chart? I see the word "do." Who would like to come circle the word "do"?*

- Work with students to circle or underline different words that appear repeatedly on the chart.

**Continue with finding specific letters or other print concepts based on your students' skills and learning needs.**

## LESSON #10--MIXED GROUP: WRITING MINI-LESSON

### SPELLING WITH SOUNDS

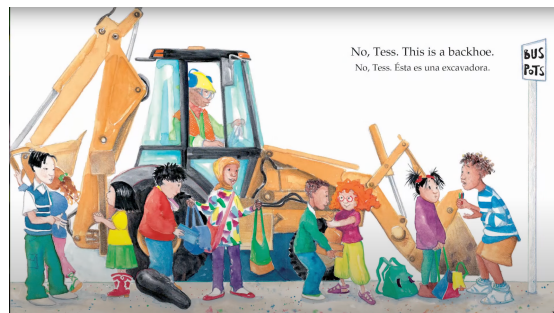
#### MINI-LESSON

#### Announce the lesson focus:

*SAY: Today, I am going to show you how I spell words by thinking about the sounds in words.*

#### Plan for demonstrating the skill while thinking aloud:

**PREPARE:** Select a picture to use as your topic for writing today. Consider this one from [The Bus for Us](#).



**SAY (Remember, this step is discussion. No writing yet):** *First, I have to pick my topic. Today, I am going to write about this picture. I am thinking about the picture. What do I see? What could I write?*

- Think aloud about the picture: *What do I see?*

**SAY:** *Now, I am going to write about this picture. I have lots of ideas I can write. I know how to spell some of the words. I'll start with those.*

- Write one or two words about the picture. Think aloud and spell the words correctly.

**SAY:** *I have other things I want to write about this picture. I am not sure how to spell them, but I can think about the sounds in the words. I can write the letters that represent those sounds to try to write the words.*

- Demonstrate spelling a few words by repeatedly saying the words and stretching the sounds. Take care to keep the sounds together. Avoid segmenting the word into individual sounds.

#### Plan to work with the students to apply the skill:

**PREPARE:** Select a second picture that is likely to be interesting to the students. Consider this one from [The Bus for Us](#).



**SAY (Remember, this step is discussion. No writing yet):** *Let's try it together. Here I have another picture. Tell me about this picture.*

- Interact with students encouraging them to tell you about the picture.
- Attribute meaning to all of their communication attempts.
- Repeat and expand upon any words, signs, or symbols they provide.

**SAY:** *Those are some good ideas. Let's write them now. Help me think about the sounds in the words we should write.*

- Work with students to write a few words. Help them say the words repeatedly. Help them stretch the sounds. Again, take care to keep the sounds together. Avoid segmenting the word into individual sounds.

#### Plan for setting up independent writing:

**SAY:** *Today when you write, I want you to try to write words by thinking about the sounds in those words.*

**To the other adults in the room:**

**SAY:** *Remember, we are working hard to avoid prompting or asking questions while students are writing. Talk with them about their topic **before** they write. After they start writing, encourage them, but do not direct them with prompts or questions. Please write notes for me about what they do when writing. It will help me focus my next lesson.*

### SUPPORTING STUDENT TOPIC SELECTION

What special supports will you provide to help students select their writing topics?

### STUDENT WRITING TOOLS

What special writing tools (alternate pencils) do students need?

| Student Name: | Alternate Pencil or Special Writing Tools: |
|---------------|--|
| 1.            | 1.   |
| 2.            | 2.   |
| 3.            | 3.   |

**PLAN FOR SHARING: SHARING SPOTLIGHT**

Which students will share today?

What specialized supports are needed for sharing?

**LESSON # 11 – WORKING WITH LETTERS AND WORDS**

**CONVENTIONAL:** Complete the next lesson in the Making Words sequence or in the phonics instructional program you are following.

**EMERGENT:** Complete the next lesson in Alphabet and Phonological Awareness or other systemic alphabet and phonological awareness program.

**LESSON #12 – MIXED GROUP: SELF-DIRECTED READING****Part 1: Teacher read aloud *The Bus for Us***

<https://www.youtube.com/watch?v=Yqj1qksOHPw>

The link is to a recording of the book on YouTube, read by the author. Ideally, you should access a copy of the book to read to your students. They will learn more from you reading than the computer. If you can't find this book, look for another that is related to the bus theme in *Don't Let the Pigeon Drive the Bus*. This is a read aloud intended to help students develop the habit of reading and potentially get them interested in this book or others like it.

**Part 2: Students read things they select**

Give students 15-20 minutes to read/interact with books or other texts independently. Provide a collection of books for them to read and avoid having them spend this time searching for something to read/explore. Any text that interests them is acceptable (magazines, online books), but avoid online, animated books that are more like a movie than a book.

## TEACHER SELF-REFLECTION

Have you taken time to reflect on your own practice?

Taking time to reflect can help you identify routines to learn more about.

<https://go.unc.edu/BBreflect>



LESSON #13--CONVENTIONAL: READING COMPREHENSION  
*Don't Let the Pigeon Drive the Bus*

**ANCHOR****Preparation/Materials Needed**

Write a list of problems that students in the group have experienced. For example:

- Can't find something you need.
- Can't open something.
- Don't want to do something they have to do.

Write the following list of 3 possible problems for the pigeon:

- 1) No one trusts the pigeon.
- 2) The pigeon wants to steal the bus.
- 3) The pigeon doesn't know how to drive the bus.

**Activate Background Knowledge**

*SAY: We all have problems sometimes. I wrote this list of problems I remember some of you having. Listen while I read them.*

- Read the list of problems, pointing to each as you read.

*SAY: Do you have any other problems we could add to the list?*

- Write any additional problems students provide.

*SAY: Today we're going to read Don't Let the Pigeon Drive the Bus again. In this book, the pigeon has a problem. I wrote this list of problems the pigeon might have.*

- Read the list of problems, pointing to each as you read.

**Set the Purpose**

*SAY: Today, please read/listen to determine which of these problems is the problem that the pigeon has in this story.*

**READ/LISTEN**

Stop no more than once to remind students that they are reading or listening to remember the pigeon's problem.

**APPLY****Preparation/Materials Needed**

The list you prepared of 3 possible problems pigeon has.

**Apply Activity**

*SAY: You were reading/listening to remember which of these problems was the pigeon's problem. I will read each one. You tell me if it is a problem the pigeon had.*

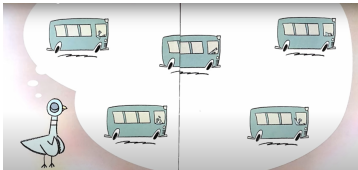
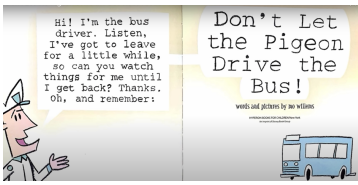



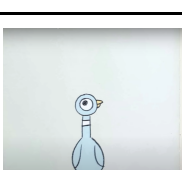
- Read the list of problems, pointing to each as you read.
- Pause with each to give the students a chance to indicate if that is a problem the character had.

**Follow-up and Feedback**






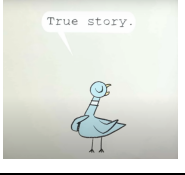
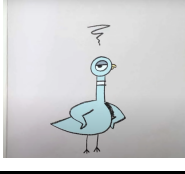

Return to the text to find the problem and confirm that it matches the choice the students made. Make corrections and explain as needed.






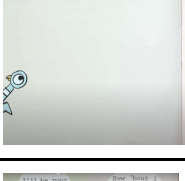

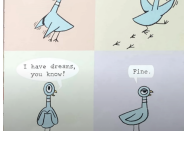
**LESSON #13--EMERGENT: SHARED READING**  
***DON'T LET THE PIGEON DRIVE THE BUS***

Read the book *Following the CAR* or *Putting the CROWD in the CAR* based on your students' needs.

| Page  | CAR              | CROWD  | CROWD            |
|---|------------------|--|------------------|
| Cover   |                  |  | C R O W D        |
|    | HE NOT OPEN      | WHAT IS HE DO-ing?   | C R O <u>W</u> D |
|    | HE WANT LOOK CAN | HE WANTS us to WATCH the bus. WE CAN _____ . (WATCH or HELP) | <u>C</u> R O W D |
|   | WHAT HE DO       | WHAT IS HE DO-ing?   | C <u>R</u> O W D |
|  | I LOOK           | The pigeon WAS hiding. Tell ME about WHEN YOU hide.          | C R O W <u>D</u> |
|  | WHAT DO          | WHAT did the driver say?                                     | C <u>R</u> O W D |
|  | WHO HE LOOK      | WHO IS HE LOOK-ing at?                                       | C R O <u>W</u> D |



|   |                       |   |                         |
|---|-----------------------|---|-------------------------|
|    | <p>HE WANT YOU</p>    | <p>HE would LIKE YOU to let him drive. Tell ME WHAT YOU THINK about THAT.</p>                             | <p>C <u>R</u> O W D</p> |
|    | <p>HE DOWN</p>        | <p>HE IS begging because HE really WANTs to _____. (drive the bus)</p>                                    | <p><u>C</u> R O W D</p> |
|    | <p>NOT GO</p>         | <p>Tell ME about how YOU DO things carefully.</p>   | <p>C R O W <u>D</u></p> |
|    | <p>HE OPEN PUT UP</p> | <p>HE IS OPENING his mouth and PUTting his wing UP. WHY DO YOU THINK HE IS DO-ing THAT?</p>               | <p>C R O <u>W</u> D</p> |
|  | <p>HE DIFFERENT</p>   | <p>I wonder WHY HE IS telling us about a DIFFERENT person. HE SAID his cousin Herb can _____. (drive)</p> | <p><u>C</u> R O W D</p> |
|  | <p>HE NOT OPEN</p>    | <p>HE IS closing his eyes. Tell ME WHAT YOU THINK his closed eyes mean.</p>                               | <p>C R <u>O</u> W D</p> |
|  | <p>LOOK WHAT THAT</p> | <p>LOOK at that black squiggle over his head. WHAT does THAT show?</p>                                    | <p>C R O <u>W</u> D</p> |
|  | <p>HE WANT GO</p>     | <p>HE WANTs to GO FAST. HE WANTs to _____. (drive)</p>  | <p>C <u>R</u> O W D</p> |

|  |                          |   |                         |
|--|--------------------------|---|-------------------------|
|  <p>PIGEON AT THE WHEEL!</p>  | <p>HE CAN GO</p>         | <p>HE's pretending to drive. Tell ME WHAT YOU pretend.</p>                                    | <p>C R <u>O</u> W D</p> |
|  <p>No?</p>   | <p>HE GO</p>             | <p>HE IS surprised. WHAT did HE WANT us to let him DO?</p>                                    | <p>C <u>R</u> O W D</p> |
|  <p>I never get to do anything!</p>   | <p>YOU LOOK NOT UP</p>   | <p>WHEN YOU ARE disappointed, your arms and head might hang DOWN LIKE his.</p>                | <p>C R O W <u>D</u></p> |
|  <p>Hey, I've got an idea. Let's play "Drive the Bus"!</p>   | <p>HE HAVE</p>           | <p>HE has an idea for a game WE could PLAY together. WHERE DO YOU THINK HE WANTS to PLAY?</p> | <p>C R O <u>W</u> D</p> |
|  <p>I'll go first!</p>  | <p>HE WANT IN</p>        | <p>HE WANTs to PLAY IN the _____. (bus)</p>   | <p><u>C</u> R O W D</p> |
|  <p>C'mon! Just once around the block!</p>  | <p>HE MAKE WANT</p>      | <p>I THINK that pigeon IS smart. Tell ME WHAT YOU THINK.</p>                                  | <p>C R <u>O</u> W D</p> |
|  <p>I'll be your best friend!</p> <p>How 'bout I give you five bucks?</p> <p>No fair!</p> <p>I bet your mom would let me.</p> | <p>YOU WANT DO</p>       | <p>Sometimes YOU WANT TO DO things YOU ARE NOT allowed TO DO.</p>                             | <p>C R O W <u>D</u></p> |
|  <p>Wasn't that big deal?</p> <p>I've got a hunch!</p> <p>I have dreams, you know?</p> <p>Fine.</p>                           | <p>HE FINALLY NOT DO</p> | <p>HE finally agrees THAT HE won't drive the bus. How DO YOU THINK HE FEELS now?</p>          | <p>C R <u>O</u> W D</p> |

|  |                       |  |                         |
|--|-----------------------|--|-------------------------|
|  | <p>HE OPEN IN ALL</p> | <p>His eyes and mouth ARE OPEN so wide IN ALL these pictures! How DO YOU THINK his voice sounds?</p> | <p>C R O <u>W</u> D</p> |
|  | <p>HE FINISHED</p>    | <p>HE IS FINISHED yelling. Tell ME WHAT YOU THINK made him calm DOWN.</p>                            | <p>C R <u>O</u> W D</p> |
|  | <p>DO WHAT HE DO</p>  | <p>The bus driver IS back. Did WE DO WHAT HE asked us to DO?</p>                                     | <p>C <u>R</u> O W D</p> |
|  | <p>HE NOT WANT</p>    | <p>The pigeon IS NOT happy HE IS back. HE WANTED to drive the _____.</p>                             | <p><u>C</u> R O W D</p> |
|  | <p>HE GO</p>          | <p>The driver IS leaving. Tell ME WHAT YOU notice about him.</p>                                     | <p>C R <u>O</u> W D</p> |
|  | <p>HAVE SAME THAT</p> | <p>The pigeon seems to HAVE the same idea for this vehicle. WHAT DO YOU THINK HE WANTS to DO?</p>    | <p>C R O <u>W</u> D</p> |
|  | <p>SAME NOT OPEN</p>  | <p>SOME OF YOU close your eyes when YOU ARE imagining something, too. Tell ME WHAT YOU imagine.</p>  | <p>C R <u>O</u> W D</p> |

**LESSON #14--CONVENTIONAL: VOCABULARY**  
***DON'T LET THE PIGEON DRIVE THE BUS***

**Generating Situations Activity**

| Description and Example   | Target Words and Activity Items   | Response Format(s)  |
|---|---|---|
| <p><b>SAY:</b> “Let me tell you some ways I use these words. I’ll start with, <b>never</b>. I never eat dirt.”</p> <p>Write never on the white board or a piece of chart paper. Write, I never eat dirt. Ask students to tell about when they might use the word never.</p> <p>Continue with other words. Write the word. Provide an example. Then ask students to generate examples.</p> | <p><b>careful</b></p> <ul style="list-style-type: none"> <li>- I tell you to be careful with the scissors. “Be careful.”</li> </ul> <p><b>drive</b></p> <ul style="list-style-type: none"> <li>- I ask my friend to drive. “Can you drive?”</li> </ul> <p><b>remember</b></p> <ul style="list-style-type: none"> <li>- I tell you to remember things. “Remember to get your book.”</li> </ul> <p><b>never</b></p> <ul style="list-style-type: none"> <li>- There are some things I will never do! “I will never eat dirt.”</li> </ul> <p><b>block</b></p> <ul style="list-style-type: none"> <li>- You can play with blocks, and a block is a way to describe a square of buildings in a city or town. I might say, “We have to walk one block.”</li> </ul> | <p>Students use the existing vocabulary on their AAC system to tell about ways they use the words. Write the examples students provide. Help them think about how they might use the words to talk to others.</p> |

**Generating New Sentences Activity**

| Description and Example  | Target Words and Activity Items  | Response Format(s)   |
|--|--|--|
| <p><b>SAY:</b> “Let’s practice using the words we’re learning. I’ll start a sentence, and you tell me how to end it.”</p> <p>Write the first example:<br/>- He will <b>drive</b>...</p> <p>Write each of the ideas students provide.</p> | <ul style="list-style-type: none"> <li>- He will <b>drive</b>...</li> <li>- She was <b>careful</b> to...</li> <li>- He had to <b>steer</b> the ...</li> <li>- Go one <b>block</b> to find the ...</li> <li>- It is <b>true</b> that ...</li> </ul> | <p>Students complete the sentences using either (a) existing words on their AAC devices, (b) the keyboard + word prediction in their AAC system; or (c) any form of alternate access to all 26 letters to write completions.</p> |

Returning to a Story Context Activity

| Description and Example   | Target Words As Used in the Story  | Response Format(s)  |
|---|--|---|
| <p><b>SAY:</b> “Think about the ways the author used the words in the book. How did the author use the word <b>careful</b>? [read the paragraph aloud if needed] After finding each word, ask students to think about other words the author may have used.</p> | <p><b>-steer:</b> The pigeon said, “<i>I tell you what: I’ll just <b>steer</b>.</i>” What does the pigeon mean when he says <b>steer</b>? (drive, turn it)</p> <p><b>-true:</b> The pigeon said, “<b>True story.</b>” What does the pigeon mean when he says <b>true</b>? (real, honest)</p> <p><b>-block:</b> The pigeon said, “<i>C’mon! Just once around the <b>block</b>.</i>” What does the pigeon mean when he says <b>block</b>? (square, street)</p> <p><b>-never:</b> The pigeon said, “<i>I <b>never</b> get to do anything!</i>” What does the pigeon mean when he says <b>never</b>? (don’t ever, not ever)</p> <p><b>-drive:</b> The pigeon said, “<i>Hey, can I <b>drive</b> the bus?</i>” What does the pigeon mean when he says <b>drive</b>? (move, turn)</p> | <p>Students use the vocabulary available on their AAC system to indicate and talk about examples of the target words being used in the story.</p> <p>Examples of words students might use are provided in parentheses after each of the example sentences from the story.</p> |

## LESSON #15-- MIXED GROUP: PREDICTABLE CHART WRITING

### WORKING WITH SENTENCES: READ, CUT, AND REBUILD

#### PREPARATION

- MATERIALS:
  - Sentence Strips
  - Markers
  - Scissors for the students to use
  - Write each student's sentence on a separate sentence strip. Make two copies for students who are still working on successfully cutting the sentence into individual words.

#### STEP 1: REREAD THE CHART

**SAY:** *Our chart this week is about **Things I never do** \_\_\_\_\_. Let's read it together.*

- Read the chart taking time to clap, chant, rap and sign as needed.
- Practice reading sentences "in our head" to build students' inner voice.

#### STEP 2: DISTRIBUTE SENTENCES

**SAY:** *I have your sentences here. Who wrote \_\_\_\_\_? (read the first sentence)*

- Work with individual students as needed to help them identify their sentences. This might include reading two and having them select or other strategies to narrow options and attract attention.

**Continue until all of the sentences are distributed.**

#### STEP 3: REREAD AND CUT SENTENCES INTO INDIVIDUAL WORDS

**SAY:** *Practice reading your sentence.*

- Help students point to each word on their sentence strips as you read them together.

**SAY:** *Now cut your sentences into words. Cut between each word.*

- Take care to emphasize that students are cutting between the words where one word ends and another begins. Avoid focusing on the space. The goal is not for students to find the space. Rather, it is to figure out where one word ends and another begins.
- Provide as little support as possible. If students cannot use scissors, ask them to show you where to cut. If they cannot point, move your scissors slowly across the sentence strip and ask the student to tell you when to stop and cut.

Allow all students to try to cut or direct you in cutting the words without guiding them. If they are unsuccessful, work together to cut the second sentence strip into individual words OR tape together the few words they cut incorrectly.

#### STEP 4: REBUILD THE SENTENCES

**SAY:** *Now, use the words to make your sentence.*

- Work with students to arrange the words into the original sentence.

Read the sentence that results each time the student arranges the words.

**SAY:** *Does that sound right? Let's look back at our chart. Your words say, \_\_\_\_\_. Your sentence on the chart says, \_\_\_\_\_. Are they the same? Yes, they sound the same. Your sentence is \_\_\_\_\_. OR No, not quite. Can you make your words say \_\_\_\_\_.*

- Take care to emphasize that students are cutting between the words where one word ends and another begins. Avoid focusing on the space. The goal is not for students to find the space. Rather, it is to figure out where one word ends and another begins.
- If students are not correct after two or three attempts, work with them to put the words in the correct order and read the sentence together.

## LESSON #16—CONVENTIONAL: WRITING LESSON PLAN

### Give Me Five: Things that Make You Mad

#### MINI-LESSON

##### Announce the lesson focus:

*SAY: Today, I am going to show you how I make lists of ideas for writing.*

##### Plan for demonstrating the skill while thinking aloud:

*SAY (Remember, this is all discussion. No writing yet): Sometimes it is hard for me to think of something to write about. I just can't pick a topic. When that happens, it is good to have a list. Today, I am going to make a list of five things that make me mad. First, I have to think. What makes me mad?*

- *Talk about things that make you mad – try to focus on things the students will understand or have experienced.*

*SAY: Okay, I think I have some ideas. First, I'll write, **Things that Make Me Mad**. Then, I think I'll write:*

- Create a numbered list and write at least 3-5 ideas.
- Think aloud as you write a list.
- Demonstrate spelling in a way that matches your students' skills (e.g., stretching words to hear the sounds).

*SAY: This is a list I am going to keep in my writing folder. I can look at it when I need ideas for writing.*

##### Plan to work with the students to apply the skill:

*SAY (Remember, this is all discussion. No writing yet): Okay, let's make another list together. This time, let's make a list of things that make you happy. First, tell me about some things that make you happy.*

- Interact with students encouraging them to tell you some things that make them happy (e.g., jumping on the mini-tramp, pizza for lunch, recess).
- Attribute meaning to all of their communication attempts.
- Repeat and expand upon any words, signs, or symbols they provide.

*SAY: Okay, those are some great ideas. Now, let's write about them. You tell me what I should write.*

- Create a numbered list and write at least 3-5 ideas.
- Work with the students to write a list of the things that make them happy. Think aloud as you write words or short phrases.
- Demonstrate spelling in a way that matches your students' skills (e.g., stretching words to hear the sounds).



**Plan for setting up independent writing:**

*SAY: Today when you write, make a list of things that make you happy or mad. See if you can write five things.*

**To the other adults in the room:**

*SAY: Remember, we are working hard to avoid prompting or asking questions while students are writing. Talk with them about their topic **before** they write. After they start writing, encourage them, but do not direct them with prompts or questions. Please write notes for me about what they do when writing. It will help me focus my next lesson.*

**SUPPORTING STUDENT TOPIC SELECTION**

What special supports will you provide to help students select their writing topics?

**STUDENT WRITING TOOLS**

What special writing tools (alternate pencils) do students need?

| Student Name: | Alternate Pencil or Special Writing Tools: |
|---------------|--|
| 1.            | 1.   |
| 2.            | 2.   |
| 3.            | 3.   |

**PLAN FOR SHARING: SHARING SPOTLIGHT**

Which students will share today?

What specialized supports are needed for sharing?

**LESSON # 17 - WORKING WITH LETTERS AND WORDS**

**CONVENTIONAL:** Complete the next lesson in the Making Words sequence or in the phonics instructional program you are following.

**EMERGENT:** Next lesson in in Alphabet and Phonological Awareness or other systemic alphabet and phonological awareness program.

**LESSON #18 - MIXED GROUP: SELF-DIRECTED READING****Part 1: Teacher read aloud *You Can Travel***

<https://tarheelreader.org/2021/05/30/transportation-35/>

This is a link to the book in Tar Heel Reader. You can either read it online or use a paper copy (downloaded and printed). This book is then used during application and use activities later in the week.

**Part 2: Students read things they select**

Give students 15-20 minutes to read/interact with books or other texts independently. Provide a collection of books for them to read and avoid having them spend this time searching for something to read/explore. Any text that interests them is acceptable (magazines, online books), but avoid online, animated books that are more like a movie than a book.

## TEACHER SELF-REFLECTION

Have you taken time to reflect on your own practice?

Taking time to reflect can help you identify routines to learn more about.

<https://go.unc.edu/BBreflect>



**LESSON #19--CONVENTIONAL: READING COMPREHENSION***DON'T LET THE PIGEON DRIVE THE BUS***ANCHOR****Preparation/Materials Needed**

Make a list of events you know make your students feel happy, sad, scared, etc.

Example events include:

- (1) getting a present
- (2) making a new friend
- (3) getting hurt
- (4) waiting for too long

Make a list of events from the story, *Don't Let the Pigeon Drive the Bus*

- The bus driver says, "Don't let the pigeon drive the bus."
- The bus driver leaves.
- The pigeon yells, "LET ME DRIVE THE BUS!"
- The pigeon sees the red truck.

**Activate Background Knowledge**

*SAY: I have a list of things here. These are all events. They are things that can happen to us.*

- Read the list of events. Point to each while you read.

*SAY: These events make us feel different things. They can make us feel happy, sad, scared, excited. I am going to read each one again. You tell me how it makes you feel.*

- Read each event and ask students to tell you how it makes them feel
- Record student responses

*SAY: Today, we are going to read Don't Let the Pigeon Drive the Bus! Many things happen in this story. Let me read a few of them for you.*

- Read the list of events from the book. Point to each as you read it.

**Set the Purpose**

*SAY: Today, please read/listen to decide how the pigeon feels when these things happen in the story.*

**READ/LISTEN**

Stop no more than once to remind students that they are reading or listening to decide how the pigeon feels when each event happens. Remember, do not stop and talk about each event. Keep reading so the student has to remember the events and feelings.

**APPLY****Preparation/Materials Needed**

The list of story events.

**Apply Activity**

*SAY: Okay, you were reading/listening to decide how the pigeon felt during each event. I am going to read the event. You tell me how the pigeon is feeling.*

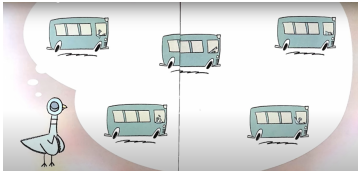
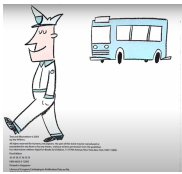

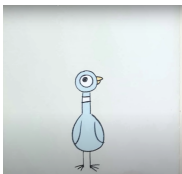
- Read each event and write all student responses.




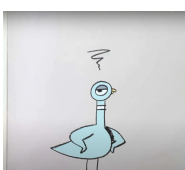
**Follow-up and Feedback**








Return to the text to reread information that tells how the character was feeling. Discuss the relationship with the student responses.



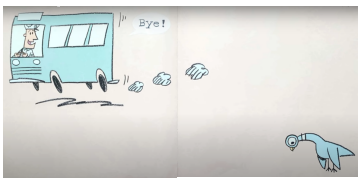

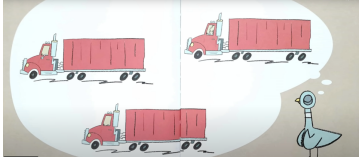
**LESSON #19--EMERGENT: SHARED READING**  
*Don't Let the Pigeon Drive the Bus*

Read the book *Following the CAR* or *Putting the CROWD in the CAR* based on your students' needs.

| Page  | CAR          | CROWD   |                  |
|---|--------------|---|------------------|
| Cover   |              |   | C R O W D        |
|    | HE IN ALL    | HE IS IN ALL the buses. Tell ME about a grown up thing YOU imagine DO-ing.  | C R O W <u>D</u> |
| with and pictures by me witness   | WHY HE HELP  | WHY IS HE asking us to HELP him?  | C R O <u>W</u> D |
|   | WHERE HE GO  | THERE HE GO-es. Tell ME WHERE YOU THINK HE might be GO-ing.   | C R <u>O</u> W D |
| @   | HE HERE      | The pigeon WAS right HERE waiting for the bus driver to leave. Let's remember, the bus driver SAID, "Don't let the pigeon drive the _____." | C <u>R</u> O W D |
|  | WHO HE       | WHO IS HE TALK-ing about?   | C <u>R</u> O W D |
|  | OPEN LOOK UP | His eye IS wide OPEN and LOOK-ing UP. Tell ME WHAT HE might be THINK-ing.   | C R <u>O</u> W D |

| Page   | CAR               | CROWD  |                  |
|--|-------------------|--|------------------|
|  <p>Hey, can I drive the bus?</p>                       | CAN I?            | WHAT could be wrong with THAT request?   | C R O <u>W</u> D |
|  <p>Please?</p>   | HE PUT            | HE's PUT-ting his hands together and leaning over to beg. YOU WANT things enough to beg for them sometimes.                          | C R O W <u>D</u> |
|  <p>I'll be careful.</p>                                | HE CAN            | HE really thinks HE CAN drive the bus. Tell ME about being careful.  | C R <u>O</u> W D |
|  <p>I tell you what: I'll just steer.</p>              | HE DO NOT WANT GO | Maybe HE does NOT WANT to push the gas. How could HE just steer?   | C R O <u>W</u> D |
|  <p>My cousin Herb drives a bus almost every day!</p> | WHO THAT          | WHO IS Herb?   | C <u>R</u> O W D |
|  <p>True story.</p>                                   | NOT DIFFERENT     | HE says IT IS true. Tell ME WHAT YOU THINK of his story.   | C R <u>O</u> W D |
|   | LOOK NOT ALL OPEN | LOOK, his eye IS NOT ALL the way OPEN now and IT IS NOT LOOK-ing UP. Remember before? His eye WAS wide OPEN and LOOK-ing _____. (UP) | <u>C</u> R O W D |

| Page  | CAR                               | CROWD   |                         |
|---|-----------------------------------|---|-------------------------|
|  <p>VROOM-VROOM<br/>VROOMY<br/>VROOM-VROOM!</p>                      | <p>HE DO, YOU<br/>LIKE SAME</p>   | <p>HE IS pretending to drive<br/>the bus. YOU LIKE to<br/>pretend, too.</p>   | <p>C R O W <u>D</u></p> |
|  <p>PIGEON AT<br/>THE WHEEL!</p>                                     | <p>LOOK, HE LIKE</p>              | <p>LOOK. The words ARE ALL<br/>capital letters, and his<br/>mouth IS OPEN wide. I<br/>THINK THAT means HE IS<br/>yelling. WHAT DO YOU<br/>THINK his OPEN mouth<br/>means?</p> | <p>C R <u>O</u> W D</p> |
|  <p>No?</p>  | <p>WHAT MAKE<br/>STOP</p>         | <p>HE STOP-ped with his foot<br/>UP. WHAT made him STOP?</p>  | <p>C R O <u>W</u> D</p> |
|  <p>I never get<br/>to do anything!</p>                             | <p>NOT UP, NOT<br/>UP, NOT UP</p> | <p>LOOK. His head IS hanging<br/>DOWN, his eyes are<br/>TURNed DOWN, his wings<br/>are hanging DOWN. WHAT<br/>WAS HE hoping we would<br/>say?</p>                             | <p>C <u>R</u> O W D</p> |
|  <p>Hey, I've got an<br/>idea. Let's play<br/>"Drive the Bus"!</p> | <p>HE UP MORE!</p>                | <p>HE perked back UP! HE<br/>WANTS us to GO IN the bus<br/>with him. Tell ME WHAT<br/>YOU THINK of THAT.</p>  | <p>C R <u>O</u> W D</p> |
|  <p>I'll go first!</p>   | <p>HE CAN GO</p>                  | <p>HE IS running so THAT HE<br/>CAN GO first. Sometimes<br/>YOU LIKE to GO first!</p>   | <p>C R O W <u>D</u></p> |
|  <p>C'mon! Just once<br/>around the block!</p>                     | <p>HE MORE<br/>WANT</p>           | <p>Now his mouth IS NOT<br/>OPEN. IT IS closed tight. I<br/>THINK THAT means HE IS<br/>NOT talking. WHAT DO YOU<br/>THINK HE WANTS to say?</p>                                | <p>C R O <u>W</u> D</p> |

| Page  | CAR  | CROWD   |
|---|--|---|
|    | <p>HE GO<br/>DIFFERENT</p>                 | <p>HE said IT IS NOT fair. HE FEELs mad. How DO YOU FEEL about how HE IS acting?</p>  |
|    | <p>LOOK OPEN,<br/>OPEN, OPEN,<br/>OPEN</p> | <p>LOOK. Now his mouth IS wide OPEN and the letters are huge! HE IS MAKING a lot of noise! WHAT should we DO?</p>                         |
|    | <p>ON</p>                                  | <p>Feathers ARE ON the ground. How did they get THERE?</p>  |
|   | <p>HE GOOD NOT<br/>GO</p>                  | <p>HE says IT IS GOOD THAT we DID NOT let the pigeon drive the bus. Tell ME HOW HE might feel if we had let the pigeon drive the bus.</p> |
|  | <p>HE IN GO<br/>WHERE YOU<br/>HE GO</p>    | <p>HE IS IN the bus and GO-ing away. WHERE DO YOU THINK HE IS GO-ing?</p>   |
|  | <p>HE LOOK<br/>DIFFERENT</p>               | <p>HE sees a DIFFERENT vehicle. The pigeon IS THINK-ing, "I CAN ____." (drive)</p>  |
|  | <p>HE SAME<br/>MANY</p>                    | <p>HE IS imagining himself driving MANY trucks. WHAT DID HE imagine driving at the beginning of the book?</p>                             |



LESSON #20—CONVENTIONAL: VOCABULARY  
*DON'T LET THE PIGEON DRIVE THE BUS*

Sentence Completion

| Description and Example  | Target Words and Activity Items   | Response format(s)   |
|--|---|--|
| <p>“This sentence says, “I want to ___ the school bus.”</p> <p>What word is missing?</p> <p>true<br/>never<br/>drive</p> | <p>It was a _____ to get a puppy.”</p> <ul style="list-style-type: none"> <li>- <b>dream</b></li> <li>- remember</li> <li>- block</li> </ul> <p>I eat lunch _____ at school.</p> <ul style="list-style-type: none"> <li>- remember</li> <li>- true</li> <li>- <b>while</b></li> </ul> <p>I need to _____ my phone number.</p> <ul style="list-style-type: none"> <li>- drive</li> <li>- <b>remember</b></li> <li>- steer</li> </ul> <p>Be _____ with that box.</p> <ul style="list-style-type: none"> <li>- <b>careful</b></li> <li>- true</li> <li>- never</li> </ul> <p>We live on the same _____ .</p> <ul style="list-style-type: none"> <li>- never</li> <li>- <b>block</b></li> <li>- true</li> </ul> | <p>Use partner assisted scanning with the group. As you read each word, ask them to give you a thumbs up when you read the word that fits the sentence.</p> <p>Choose a response to replace thumbs up that is accessible to the students with the fewest means of responding (e.g., look up/down or left/right, a body movement, a single message voice output device, or another form of low or high tech AAC).</p> |

**Descriptive Words**

| Description and Example   | Target Words and Activity Items   | Response format(s)   |
|---|---|--|
| <p>“Let’s see how many of the words we can use to talk about a car race.”</p> <p>Let me tell you some ways I can use these words.</p> <p>Think about the word, <b>remember</b>. I can say, “They must remember to put gas in the cars.”</p> <p>What does remember mean?</p> | <p><b>Never</b> –<br/>                     Example: I have <b>never</b> been in a car race.<br/>                     How else can you say <b>never</b>?</p> <p><b>Steer</b> –<br/>                     Example: Drivers have to <b>steer</b> around slow cars.<br/>                     How else can you say <b>steer</b>?</p> <p><b>Drive</b> –<br/>                     Example: They <b>drive</b> the fast cars.<br/>                     How else can you say <b>drive</b>?</p> <p><b>Block</b> –<br/>                     Example: They had a race around the <b>block</b>.<br/>                     How else can you say <b>block</b>?</p> <p><b>Careful</b> –<br/>                     Example: Race car drivers have to be <b>careful</b> not to crash.<br/>                     How else can you say <b>careful</b>.</p> | <p>Students use the existing vocabulary on their AAC system to talk about other ways they could communicate the meaning of the new word (e.g., steer = make it turn). Working in small groups, a peer partner or supporting adult writes down the contributions made by the student using their AAC system to then be added to the class bulletin board.</p> |

## LESSON #21-- MIXED GROUP: PREDICTABLE CHART WRITING BE THE SENTENCE

### PREPARATION

- Sentence Strips
- Markers
- Scissors for the students to use

### STEP 1: REREAD THE CHART

**SAY:** *Our chart this week is about **Things I never do**. Let's read it together.*

- Read the chart taking time to clap, chant, rap and sign as needed.
- Practice reading sentences "in our head" to build students' inner voice.

### STEP 2: REWRITE ONE SENTENCE

**SAY:** *Today we are going to work together to Be the Sentence. Which sentence should we use first?*

- Work with students to select two or more sentences you will use to Be the Sentence

**SAY and WRITE:** *The first sentence you chose is \_\_\_\_\_. Let's write it together.*

- Write the sentence on a new sentence strip.
- Stretch the words and demonstrate spelling in a way that matches the skills and needs of the students in your class
- Emphasize capitalization and punctuation in a way that matches the skills of your students.

### STEP 3: CUT AND DISTRIBUTE THE WORDS

**SAY:** *Who can tell me what the first word is in our sentence?*

- Identify one student to point to and then cut off the first word in the sentence.
- Leave that word with the student to use in Be the Sentence.

**SAY:** *Who can tell me what the second word is in our sentence?*

- Identify one student to point to and then cut off the second word in the sentence.
- Leave that word with the student to use in Be the Sentence.

**Continue until the sentence has been cut into individual words that are now distributed among the students.**

**STEP 4: BE THE SENTENCE**

**SAY:** *Now, let's be the sentence! Who has the first word?*

- Work with students to identify the first word and the student who has the first word. Have that student come to the front of the group.
- Continue with the remaining words in the sentence until the students are in the front of the room – in the order they have selected.

**SAY:** *Let's read the sentence.*

- Point to each student and read their word with them. Depending on the students' reading and communication skills this may involve students saying their own words or you might read them aloud for them.
- **ALLOW MISTAKES!!!** Part of the fun is figuring out the right order – not just getting it right the first time.

**Repeat the process of Being the Sentence by swapping out words from other sentences.**

## LESSON #22--CONVENTIONAL: WRITING MINI-LESSON REVISING AND ADDING MORE

### MINI-LESSON

#### Announce the lesson focus:

*SAY: Today, I am going to show you how I make my writing more interesting by adding more.*

#### Plan for demonstrating the skill while thinking aloud:

Select a writing sample from a previous mini-lesson to use in this part of the lesson.

**SAY (Remember, this is all discussion. No writing yet):** *When we write, we usually choose a new topic. Today, I am going to write more about an old topic. Do you remember when I wrote this? Read the text. I was writing about \_\_\_\_\_ . Today, I am going to make it more interesting by adding more.*

- Think aloud as you state some ideas of things you could add.

*SAY: Okay, I think I have some ideas. I am going to add them to the end.*

- Think aloud as you write more about the topic.
- Demonstrate spelling in a way that matches your students' skills (e.g., stretching words to hear the sounds).

#### Plan to work with the students to apply the skill:

Select another writing sample from a previous mini-lesson to use in this part of the lesson.

**SAY (Remember, this is all discussion. No writing yet):** *Okay, let's try it together. Here is something else I wrote. Read the text. What else could I write? What would make it more interesting?*

- Interact with students encouraging them to tell you what you could add.
- Attribute meaning to all of their communication attempts.
- Repeat and expand upon any words, signs, or symbols they provide.

*SAY: Okay, those are some great ideas. Now, let's write about them. You tell me what I should write.*

- Write the things students contribute. Write at a level that matches your students' writing (e.g., single words, phrases, or full sentences).
- Demonstrate spelling in a way that matches your students' skills (e.g., stretching words to hear the sounds).

#### Plan for setting up independent writing:

*SAY: Today when you write, try adding more to something you wrote before. Try adding more to make it more interesting.*

To the other adults in the room:

**SAY:** *Remember, we are working hard to avoid prompting or asking questions while students are writing. Talk with them about their topic **before** they write. After they start writing, encourage them, but do not direct them with prompts or questions. Please write notes for me about what they do when writing. It will help me focus my next lesson.*

### SUPPORTING STUDENT TOPIC SELECTION

What special supports will you provide to help students select their writing topics?

### STUDENT WRITING TOOLS

What special writing tools (alternate pencils) do students need?

Student Name:

- 1.
- 2.
- 3.

Alternate Pencil or Special Writing Tools:

- 1.
- 2.
- 3.

### PLAN FOR SHARING: SHARING SPOTLIGHT

Which students will share today?

What specialized supports are needed for sharing?

**LESSON # 23 - WORKING WITH LETTERS AND WORDS**

**CONVENTIONAL:** Complete the next lesson in the Making Words sequence or in the phonics instructional program you are following.

**EMERGENT:** Next lesson in Alphabet and Phonological Awareness or other systemic alphabet and phonological awareness program.

**LESSON #24 - MIXED GROUP: SELF-DIRECTED READING****Part 1: Teacher read aloud *Big Feelings***

<https://www.youtube.com/watch?v=HkOhBvsCJxY> by Penfold & Kaufman

There are recordings of this book on YouTube, but the students will learn more from you reading than the computer. If you can't find this book, look for another that is related to the *Don't Let the Pigeon Drive the Bus*.

**Part 2: Students Read Things They Select**

Give students 15-20 minutes to read/interact with books or other texts independently. Provide a collection of books for them to read and avoid having them spend this time searching for something to read/explore. Any text that interests them is acceptable (magazines, online books), but avoid online, animated books that are more like a movie than a book.

## TEACHER SELF-REFLECTION

Have you taken time to reflect on your own practice?

Taking time to reflect can help you identify routines to learn more about.

<https://go.unc.edu/BBreflect>



**LESSON #25--CONVENTIONAL: READING COMPREHENSION**  
***DON'T LET THE PIGEON DRIVE THE BUS***

**ANCHOR****Preparation/Materials Needed**

- MATERIALS:
  - Your classroom schedule.
  - Three sentence strips or separate pieces of paper and a marker.
  - Three sentence strips or separate pieces of paper – write one event from the beginning, middle, and end of the story on each. Three possible events:
    - a. The bus driver says, “Don’t let the pigeon drive the bus!”
    - b. The bus driver drives away.
    - c. The pigeon gets very frustrated.

**Activate Background Knowledge**

**SAY:** *We have a schedule in our class. It helps us know what we do each day. Let’s look at a schedule together. What are the things we do?*

- Review the schedule together

**SAY:** *Here are three events from our schedule.*

- Point to each of the events as you read them to the group.

**SAY:** *Let’s work together to decide which of the events happens at the beginning, middle, and end of our school day. Let’s start by deciding what comes first. What happens at the beginning of our school day?*

- Point to each of the events as you read them to the group.
- Pause long enough after each to give students a chance to indicate if the event happens at the beginning of the day.

**SAY:** *Now let’s decide what happens at the beginning and the end. This happens at the beginning (point to and read the event). What happens in the middle of the day?*

- Point to each of the remaining two events as you read them to the group.
- Pause long enough after each to give students a chance to indicate if the event happens in the middle of the day.

**SAY:** *That means this happens at the end of the day. Let’s compare this order to our schedule.*

- Point to event that the group decided happens in the beginning and then look for it on the classroom schedule.
- Repeat with the remaining two events.
- Make corrections as needed, using the classroom schedule as the guide.



**SAY:** *Today we are going to read Don't Let the Pigeon Drive the Bus to sequence the events. That means we are going to decide what happens at the beginning, middle, and end of the story. I wrote down three of the things that happen in this story.*

- Read the three events from the story while pointing each:
  - The bus driver says, “Don’t let the pigeon drive the bus!”
  - The bus driver drives away.
  - The pigeon gets very frustrated.

### Set the Purpose

**SAY:** *Read/listen so that you can decide which of these events (point to the list) happens at the beginning, middle, and end of this story.*

### READ/LISTEN

Stop no more than once to remind students that they are reading or listening to decide what happened at the beginning, middle, and end of the story.

### APPLY

#### Preparation/Materials Needed

Three events from the story used during the anchor activity.

- The bus driver says, “Don’t let the pigeon drive the bus!”
- The bus driver drives away.
- The pigeon gets very frustrated.

### Apply Activity

**SAY:** *You were reading/listening to remember what happened at the beginning, middle, and end of this story. I am going to read the events. Let’s start by finding the one that happened first.*

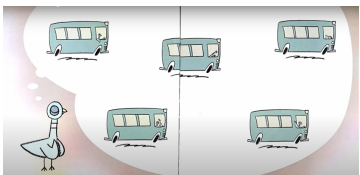

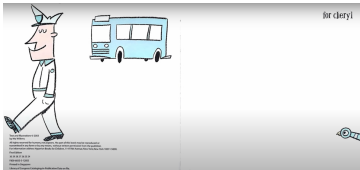

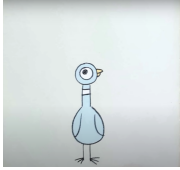

- Read the list of events from the story.
- Pause after each to give students a chance to indicate if they think the event happened first.
- Repeat the process to identify the event from the middle and end of the story.






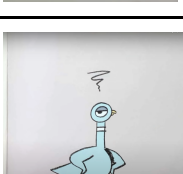


### Follow-up and Feedback

Return to the text to find the events and see if they happen in the order the group remembered.





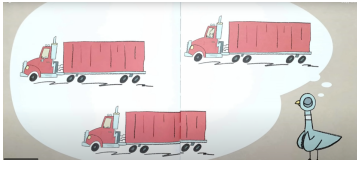
**LESSON #25--EMERGENT: SHARED READING**  
***DON'T LET THE PIGEON DRIVE THE BUS***

Read the book *Following the CAR* or *Putting the CROWD in the CAR* based on your students' needs.

| CAR   |                             | CROWD   |                  |
|---|-----------------------------|---|------------------|
| Cover   |                             |   | C R O W D        |
|    | WHERE HE GO                 | HE IS driving IN his imagination. WHERE DO YOU THINK HE could GO?                     | C R O <u>W</u> D |
|    | (inside title page) IT STOP | HE says, "I'm GO-ing. YOU ARE IN charge. DO NOT let the pigeon drive the ____." (bus) | <u>C</u> R O W D |
|   | WHAT HE DO                  | WHAT IS HE DO-ing?  | C <u>R</u> O W D |
|  | WHO HE WANT GO              | WHO DID HE WANT to leave?   | C <u>R</u> O W D |
|  | HE LOOK YOU                 | HE IS LOOK-ing around. Sometimes YOU LOOK ALL around LIKE HE IS.                      | C R <u>O</u> W D |
|  | HE WANT HE                  | HE really WANTs to drive. HE SAID ____ (CAN I drive the bus?)                         | <u>C</u> R O W D |

| CAR   |               | CROWD   |                  |
|---|---------------|---|------------------|
|    | HE YOU        | HE IS asking YOU.<br>WHAT DO YOU say?   | C R O <u>W</u> D |
|    | GOOD TURN     | Tell ME how HE could convince YOU to let him drive the bus.                   | C R <u>O</u> W D |
|    | TURN IT       | WHEN HE PUTS his hands ON the wheel, HE CAN _____. (steer, TURN IT)           | <u>C</u> R O W D |
|   | GET HELP?     | WHY DID HE tell us about his cousin?  | C R O <u>W</u> D |
|  | IT NOT        | YOU might pretend something IS true WHEN IT IS NOT.                           | C R O W <u>D</u> |
|  | FINISHED HERE | HE LOOKS LIKE HE IS giving UP. How DO YOU THINK HE FEELS?                     | C R <u>O</u> W D |
|  | LIKE SOME GO  | HE LIKES pretending to drive. WHAT DID the bus driver say, though?            | C <u>R</u> O W D |
|  | HE IN         | HE IS pretending HE IS IN the bus. WHERE DO YOU THINK HE could pretend to GO? | C R O <u>W</u> D |

| CAR | CROWD         |  |                  |
|-----|---------------|--|------------------|
|     | HE STOP       | HE STOPPED pretending suddenly. YOU hold really still LIKE THAT SOMETimes.                             | C R O W <u>D</u> |
|     | NOT GOOD      | Tell ME how HE FEELS.  | C R <u>O</u> W D |
|     | YOU I CAN DO  | HE WANTS us ALL to pretend with him. WHAT DO YOU THINK about PLAY-ing 'drive the bus' with him?        | C R O <u>W</u> D |
|     | HE GO DO TURN | HE IS running to be first. How DO YOU usually decide WHO GOES first?                                   | C R <u>O</u> W D |
|     | COME ON       | The driver said, "Don't let the pigeon drive the _____."   | <u>C</u> R O W D |
|     | HE DIFFERENT  | HE IS trying so MANY DIFFERENT strategies to convince us! How DO YOU FEEL about THAT?                  | C R <u>O</u> W D |
|     | MAKING MORE   | HE IS MAKING MORE faces and flapping his wings! THERE ARE SOME things THAT fire YOU UP LIKE THAT, too! | C R O W <u>D</u> |
|     | NOT UP        | WHY IS HE so sad?  | C <u>R</u> O W D |

| CAR   |           | CROWD  |                  |
|---|-----------|--|------------------|
|    | HE HERE   | How would HE react if we had let the pigeon drive the bus?           | C R <u>O</u> W D |
|    | NOT MORE  | The pigeon IS disappointed. Tell ME about WHEN YOU ARE disappointed. | C R O W <u>D</u> |
|    | IT GO     | WHERE IS the bus GO-ing?   | C R O <u>W</u> D |
|   | MORE SAME | Tell ME WHAT YOU SEE HERE.   | C R <u>O</u> W D |
|  | ALL GO    | WHAT WAS HE driving at the beginning of the book?                    | C <u>R</u> O W D |

**Lesson #26--CONVENTIONAL: VOCABULARY**  
***DON'T LET THE PIGEON DRIVE THE BUS***

**Vocabulary Check-in**

| Description and Example  | Target Words and Activity Items  | Response Formats  |
|--|--|---|
| <p>Students describe and use the new words in ways that extend beyond those used in instruction. For example, you may ask students to “Describe something you might remember.”</p> | <ol style="list-style-type: none"> <li>1. Tell me about a <b>dream</b> you have.</li> <li>2. Tell me about a time you need to be <b>careful</b>.</li> <li>3. What is something you can do <b>while</b> you wait?</li> <li>4. Tell me something that is <b>true</b>.</li> <li>5. What is something people can <b>drive</b>?</li> <li>6. What is something people have to <b>steer</b>?</li> <li>7. What will you see if you walk around the <b>block</b>?</li> <li>8. Tell me one good <b>idea</b>. Tell me one bad <b>idea</b>.</li> <li>9. Tell me one thing you should <b>never</b> do.</li> </ol> | <p>Students use all available forms of communication including the existing vocabulary on their AAC system to demonstrate understanding of the words.</p> |

## LESSON #27-- MIXED GROUP: PREDICTABLE CHART WRITING MAKE AND READ THE BOOK

### PREPARATION

- MATERIALS:
  - PowerPoint, Google Slides, or Other Book-making tool (e.g., Tar Heel Reader)
  - A small collection of photos or symbols for each sentence **OR** crayons, markers or pencils/pens for drawing
  - Produce a single piece of paper for each student's sentence. Write the sentence on the bottom of the page.

### STEP 1: REREAD THE CHART

**SAY:** *Our chart this week is about **Things I Never Do**. Let's read it together.*

- Read the chart taking time to clap, chant, rap and sign as needed.
- Practice reading sentences "in our head" to build students' inner voice.

### STEP 2: MAKE BOOK PAGES

**SAY:** *Today we are going to make a book using our sentences. Let me show you how I am going to add a picture to go with my sentence. My sentence is \_\_\_\_\_. Here are some pictures. Which one should I choose?*

- Think aloud while deciding which picture you want to use.
- If students are able to draw, demonstrate drawing a picture at this step.

**SAY:** *Now it is your turn. Who wrote the sentence \_\_\_\_\_.*

- Read and distribute the individual sheets of paper and images you've gathered.
- Work one-on-one with the students to read the sentence, select an image and put it in the book.

**As an alternative, this entire step can be completed as a group using the slides you've created in PowerPoint, Google Slides or some other book making tool. Work with the group to identify the author of each sentence and select an image for each page using the collections of images you've gathered.**

### STEP 3: ASSEMBLE AND READ THE BOOK

- After all of the book pages are completed, staple the pages together, and read the book with the group.
- Make copies of the book for students to read during self-directed reading and/or take home.

LESSON #28--CONVENTIONAL: WRITING MINI-LESSON  
*DON'T LET THE PIGEON DRIVE THE BUS* AS A MENTOR TEXT

MINI-LESSON

Announce the lesson focus:

**SAY:** *Today, I am going to show you how Don't Let the Pigeon Drive the Bus can give you ideas for writing.*

Plan for demonstrating the skill while thinking aloud:

**PREPARE:** Bookmark *Don't Let the Pigeon Drive the Bus* so you can turn right to the page you want to share. This lesson is based on the following 2-page spread in the book.



**SAY (Remember, this step is discussion. No writing yet):** *Do you remember the pigeon that wanted to drive the bus? I like this page. I like the way the author made the pigeon **beg** to drive. Let me read this part to you. **Read the 2-page page spread.** I also like the way you can tell the Pigeon is saying these things. I was thinking I could write some of the things I say to you. What could I write?*

- Think aloud about the times you've tried to get the class to hurry up. For example:
  - Sometimes I say, "Just two more minutes."
  - Sometimes I say, "Finish quickly so we can go outside."
  - Sometimes I say, "Try one more."

**SAY:** *Now, I am going to try it. I am going to remember what the author did and use it to write on my own. First, I am going to draw me (Draw a stick figure of yourself). This is me! Now, what can I write?*

- Write some of the things you said during the prior step. Think aloud while writing at a level that matches your students' writing (e.g., single words, phrases, or full sentences).
- Demonstrate spelling in a way that matches your students' skills (e.g., stretching words to hear the sounds).



**Plan to work with the students to apply the skill:**

**PREPARE:** Select a different page or section of the same book or choose a different book. This part of this lesson is based on this 2-page spread.



**SAY (Remember, this step is discussion. No writing yet):** *Let's try it together. Do you remember this part? The pigeon is soooooo frustrated. He yells, "LET ME DRIVE THE BUS!" I know he is yelling because of the way the author wrote. Look at these words. They are big, bold, and all capital letters. Look at this other page. It doesn't look like this. I was thinking we could write about some things you might yell when you are frustrated. Let's try it.*

- Interact with students encouraging them to share ideas.
- Attribute meaning to all of their communication attempts.
- Repeat and expand upon any words, signs, or symbols they provide.

**SAY:** *Okay, those are some great ideas. Now, let's write some of the things you say when you are frustrated. I AM GOING TO WRITE THEM USING ALL CAPITAL LETTERS just like Mo Willems did for the Pigeon.*

- Work with the students to write the words they provide. Write at a level that matches your students' writing (e.g., single words, phrases, or full sentences).
- Demonstrate spelling in a way that matches your students' skills (e.g., stretching words to hear the sounds).

**Plan for setting up independent writing:**

**SAY:** *Today when you write, you could try this. You could use Don't Let the Pigeon Drive the Bus or another book to give you ideas.*

**To the other adults in the room:**

**SAY:** *The goal here is NOT to copy text in the book. If you notice students are copying, try closing the book and reminding them to write about the things they are thinking. Also, remember, we are working hard to avoid prompting or asking questions while students are writing. Talk with them about their topic **before** they write. After they start writing, encourage them, but do not direct them with prompts or questions. Please write notes for me about what they do when writing. It will help me focus my next lesson.*

**SUPPORTING STUDENT TOPIC SELECTION**

What special supports will you provide to help students select their writing topics?

**STUDENT WRITING TOOLS**

What special writing tools (alternate pencils) do students need?

Student Name:

1.

2.

3.

Alternate Pencil or Special Writing Tools:

1.

2.

3.

**PLAN FOR SHARING: SHARING SPOTLIGHT**

Which students will share today?

What specialized supports are needed for sharing?

**LESSON #29 – WORKING WITH LETTERS AND WORDS**

**CONVENTIONAL:** Complete the next lesson in the Making Words sequence or in the phonics instructional program you are following.

**EMERGENT:** Next lesson in in Alphabet and Phonological Awareness or other systemic alphabet and phonological awareness program.

**LESSON #30 - MIXED GROUP: SELF-DIRECTED READING****Part 1: Teacher read aloud *The Pigeon Has to Go to School!***

<https://www.youtube.com/watch?v=9yLkoKkUJJs>

This is a link to the book on YouTube. Ideally, you should access a copy of the book to read to your students. They will learn more from you reading than the computer. If you can't find this book, look for another that is related to the theme in *Don't Let the Pigeon Drive the Bus*.

**Part 2: Students Read Things They Select**

Give students 15-20 minutes to read/interact with books or other texts independently. Provide a collection of books for them to read and avoid having them spend this time searching for something to read/explore. Any text that interests them is acceptable (magazines, online books), but avoid online, animated books that are more like a movie than a book.

## TEACHER SELF-REFLECTION

Have you taken time to reflect on your own practice?

Before you begin a new cycle, be sure to take time to reflect on your practice. Then access additional professional development to address areas where you want to building confidence and understanding.

<https://go.unc.edu/BBreflect>

