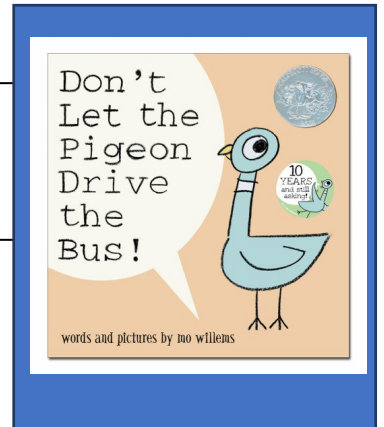


## *Don't Let the Pigeon Drive the Bus!* by Mo Willems

When a bus driver takes a break, he asks the reader to make sure the pigeon doesn't drive the bus. The pigeon begs and pleads and tries to persuade the reader to allow him to drive the bus.



### **Possible strategy instruction:**

#### **Comprehension**

- **Determine and analyze author's purpose; support with text:**
  - When we determine the author's purpose, it helps us figure out the meaning of the text and how to read it. When we use evidence from the text, it helps us decide if the author wrote the book to entertain, inform, or persuade.
- **Recognize literary elements (genre, plot, character, setting problem/resolution, theme):**
  - Identify elements of the story (character, genre, problem/solution) through reading and thinking aloud.

#### **Accuracy**

- **Flip the Sound:**
  - Teach students to decode words using the different sounds a letter can make by "flipping the sounds." Use a kinesthetic hand motion to teach this strategy. (When you flip the sound, listen for a word that you recognize.)
    - Words to use in the book: *drive, fine, five, careful, steer, true.*

#### **Fluency**

- **Read text as the author would say it, conveying meaning or feeling:**
  - "We know Mo Willems writes to entertain his reader. As I read this story, I am going to read it as the author would say it, to convey meaning or feeling." Compare how reading the book in a regular voice sounds with how it sounds reading the text as the author would.
    - Page 14: VROOM-VROOM VROOMY VROOM-VROOM!
    - Page 17: "I never get to do *anything!*" (How do you think the character is feeling?)

- Pages 24–25: “LET ME DRIVE THE BUS!!!!” (Look at the pigeon’s facial expressions. What do the pigeon’s facial expressions tell us about how the pigeon is feeling?)
- **Use punctuation to enhance phrasing and prosody (end marks, commas, etc.):**
  - “Using punctuation can help our reading sound like real talking.”
    - “There are question marks after the words *please* and *no*. Listen to how my voice changes when I read these words.”
      - Page 8: “Please?”
      - Page 16: “No?”
    - “Look at the exclamation point after the word *wheel*. Authors use exclamation points to show excitement and our reading should match.”
      - Page 15: “PIGEON AT THE WHEEL!”
      - Page 18: “Hey, I’ve got an idea. Let’s play ‘Drive the Bus!’”
    - “Let’s look at the three dots on page 32 after the word *hey*. The three dots are known as an ellipsis. Writers sometimes use an ellipsis to create suspense for readers. In this book, the author wants us to guess what the pigeon wants to drive next, so he uses an ellipsis to give us time to make a prediction.”
      - Page 32: “Hey . . .”

### Expand Vocabulary

- **Voracious reading:**
  - “I love reading Mo Willems books. I am interested in his stories because they keep me entertained! The Pigeon books especially entertain me. The pigeon says so many silly things. I can’t wait to read more books with the pigeon!”
  - Provide nonfiction texts for children with the characters from Mo Willems books for students who are interested in informational stories (such as those about pigeons, pigs, elephants, and ducklings).

*This text can be used with nearly any strategy on the CAFE Menu. The above strategies are a highlighted collection to use as a springboard for further instruction.*