

Don't Let the Pigeon Drive the Bus

Kindergarten **Oral Language**, Reading, Writing and Social Responsibility Sequence

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Resource: Don't Let the Pigeon Drive the Bus

Tasks:

1. Speak, draw and write to send an image of what happened to the pigeon and how he feels.
2. Draw, write and speak to send an image of a time when you felt like the pigeon using a Beginning, Middle and End frame (retell/write story with a beginning, middle, and end with some description and detail).

Goals:

1. Listen respectfully (make connections, get new ideas, and ask questions)
2. Speak powerfully (speak like the pigeon)
3. Make and send images of what is happening and the feelings in the story

Reflect on listening and speaking goals and notice Connections, Questions and New Ideas throughout the sequence.

Accessing Prior Knowledge:

THINK OF A TIME

Think of a time when you wanted (to do) something and you were not allowed (to have it).

What happened?

How did you feel?

What did you say?

A/B partner share to send an image of this time

Draw, speak and write to send an image of this time (going to paper to draw and write is optional)

Predictions/Questions:

Look at the cover of the book and read the title.

Ask the students what they wonder about this book.

A/B partner sharing and listening.

Show the pictures and read the title page and stop on the dedication page ("for Cheryl").

Ask the students what they predict the pigeon will do and why.

Processing the book:

As the students process the book, invite them to stop and draw, speak and write to send an image of what's happening and the feelings at the beginning (before the pigeon loses control), the middle (when the pigeon loses control), and the end (after the pigeon loses control).

As you read each chunk, invite the children to role play each page as the pigeon.
Students could stand up and mimic the body language of the pigeon and echo the pigeon's words.

Chunk 1:

❖ Read, image, talk and listen:

1. When the pigeon becomes annoyed on (the page immediately following the page where he says "True story", the children sit down and share with their a/b partner how they are feeling right now and what has happened to make them feel this way.
2. After the children role play the pigeon saying "I never get to do anything" the children sit down and share with their a/b partner how they are feeling right now and what has happened to make them feel this way.
3. After the children role play the pigeon saying "Fine" the children sit down and share with their a/b partner how they are feeling right now and what has happened to make them feel this way.

❖ Stop, sketch, talk, and 'write':

1. The children sketch their image of what is happening to the pigeon and how the pigeon feels.
2. The children share their image with their partner.
3. The children add speaking, thinking and feeling bubbles to their image, or write to send an image of what has happened to the pigeon and how he feels.

❖ Reflect:

1. Reflect on the images made and sent (did the students include what happened to the pigeon and how he was feeling?)
2. Reflect on listening and speaking behaviours in relation to the criteria

Chunk 2:

❖ Read, image, talk and listen:

After the children role play the pigeon saying "LET ME DRIVE THE BUS" the children sit down and share with their a/b partner how they are feeling right now and what has happened to make them feel this way.

❖ Stop, sketch, talk, and 'write':

1. Use a directed drawing lesson to help the children sketch the angry pigeon.
2. The children share their image with their partner.
3. The children add speaking, thinking and feeling bubbles to their image, or write to send an image of what has happened to the pigeon and how he feels.

❖ Reflect:

1. Reflect on the images made and sent (did the students include what happened to the pigeon and how he was feeling?)
2. Reflect on listening and speaking behaviours in relation to the criteria

Chunk 3:

❖ Read, image, talk and listen:

1. Show the next page when the pigeon is mad/sad on, ask the children to stand up and role play this page (mimic the pigeon's body language and image how he is feeling and what he is thinking). Task the children to then sit down and share with their a/b partner how they are feeling right now and what has happened to make them feel this way.
2. Read to the page when the bus driver says "Bye" and ask the children to stand up and role play this page (mimic the pigeon's body language and image how he is feeling and what he is thinking). Task the children to then sit down and share with their a/b partner how they are feeling right now and what has happened to make them feel this way.
3. Read to the end and invite the children to share with their a/b partner what they are thinking and how they are feeling right now and what has happened to make them feel this way.

❖ Stop, sketch, talk, and 'write':

1. The children sketch their image of what has happened to the pigeon and how the pigeon feels.
2. The children share their image with their partner.
3. The children add speaking, thinking and feeling bubbles to their image, or write to send an image of what has happened to the pigeon and how he feels.

❖ Reflect:

1. Reflect on the images made and sent (did the students include what happened to the pigeon and how he was feeling?)
2. Reflect on listening and speaking behaviours in relation to the criteria

Transform:

Tasks:

1. Speak, draw and write to send an image of what happened to the pigeon and how he feels (the students revisit images sketched from the story and use these to retell the pigeon's story in role to their partners and then with the whole class)
2. Draw, write and speak to send an image of a time when you felt like the pigeon using a Beginning, Middle and End frame (retell/write story with a beginning, middle, and end with some description and detail).

Transforming instructions for students:

1. Set a goal to draw, speak and 'write' to send an image.
2. Think of a time when you felt as frustrated as the pigeon.

3. Use words to put an image in your partner's mind about how you felt and what made you feel that way (use coaching card details)
4. Draw what you looked like when you felt this way, draw details of what was happening in the **MIDDLE** box of a beginning, middle, end frame.
5. Share the story in the picture with your partner
6. Emergent writing to show the story in your picture (how you feel and what is happening)
7. Share orally with your partner what happened to make you feel this way.
8. Draw what happened in the **BEGINNING** box.
9. Share the story in the picture with your partner
10. Emergent writing to show the story in your picture (how you feel and what is happening)
11. Share orally with your partner what you did/what happened help you calm down and feel better (you might need to prompt and brainstorm about calming down strategies as a group).
12. Draw what happened and how you felt in the **END** box.
13. Share the story in the picture with your partner
14. Emergent writing to show the story in your picture (how you feel and what is happening)
15. Share your story from beginning to end with your partner/whole group.
16. Cluster and brainstorm the calming down strategies.
17. Reflect on images sent in relation to goals set.

Possible Extension Task: Give the pigeon advice about how he can/should calm down when he gets upset.

Reflect on listening and speaking goals and notice Connections, Questions and New Ideas throughout the sequence and again at the end of the sequence.

Planning with more Sophisticated Thinking and Learning in Mind

<p>Prompts for Planning</p> <p>A Context for New Learning</p> <ul style="list-style-type: none"> • What guides the design for the new learning sequence? • Why am I teaching this? • What resources will I use? 	<p>Curriculum Organizers/Outcomes</p> <p>use oral language, to interact, present and listen use oral language, reading/viewing and writing/representing to improve and extend thinking Reflect on, self-assess, and set goals for improvement in oral language, reading/viewing, and writing/representing</p> <p>* see outcomes</p>	<p>Resources</p> <p><u>Don't Let the Pigeon Drive the Bus</u> - Mo Willems</p>		
<p>Skill Focus</p> <ul style="list-style-type: none"> • What particular skills will this sequence develop? • What specific performance standards' descriptor(s) are you targeting? E.g., <i>synthesis or analysis shows complexity (gr. 3-5).</i> 	<p>Skill Focus</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <input type="checkbox"/> A/B Talk <input type="checkbox"/> goal-setting <input type="checkbox"/> accessing prior knowledge <input type="checkbox"/> predicting/hypothesizing <input type="checkbox"/> making connections <input type="checkbox"/> questioning <input type="checkbox"/> imagery </td> <td style="width: 50%; border: none;"> <input type="checkbox"/> inference <input type="checkbox"/> determining what's important <input type="checkbox"/> justification <input type="checkbox"/> synthesis <input type="checkbox"/> monitoring understanding <input type="checkbox"/> reflection <input type="checkbox"/> self-assessment <input type="checkbox"/> writing focus <input type="checkbox"/> _____ </td> </tr> </table>	<input type="checkbox"/> A/B Talk <input type="checkbox"/> goal-setting <input type="checkbox"/> accessing prior knowledge <input type="checkbox"/> predicting/hypothesizing <input type="checkbox"/> making connections <input type="checkbox"/> questioning <input type="checkbox"/> imagery	<input type="checkbox"/> inference <input type="checkbox"/> determining what's important <input type="checkbox"/> justification <input type="checkbox"/> synthesis <input type="checkbox"/> monitoring understanding <input type="checkbox"/> reflection <input type="checkbox"/> self-assessment <input type="checkbox"/> writing focus <input type="checkbox"/> _____	<p>Specific Oral Language Continuum aspects to focus instruction:</p> <ul style="list-style-type: none"> - listens during activities - speaks clearly and fluently using appropriate voice and body language - takes turns as a thoughtful listener and speaker in conversation - stays on topic in conversations, responds and extends ideas - understands and actively participates in classroom language activities - understands an extensive vocabulary - expresses thoughts and ideas in some detail using a variety of sentences - asks thoughtful questions, responds on topic and extends ideas - shares personal experiences and feelings with clarity - retells a story, recounts experiences or gives information
<input type="checkbox"/> A/B Talk <input type="checkbox"/> goal-setting <input type="checkbox"/> accessing prior knowledge <input type="checkbox"/> predicting/hypothesizing <input type="checkbox"/> making connections <input type="checkbox"/> questioning <input type="checkbox"/> imagery	<input type="checkbox"/> inference <input type="checkbox"/> determining what's important <input type="checkbox"/> justification <input type="checkbox"/> synthesis <input type="checkbox"/> monitoring understanding <input type="checkbox"/> reflection <input type="checkbox"/> self-assessment <input type="checkbox"/> writing focus <input type="checkbox"/> _____			
<p>End Tasks</p> <ul style="list-style-type: none"> • How will the students demonstrate understanding? • What open-ended or high inference task will they respond to? • How and when will I set, and prioritize criteria, with the students? (This should happen prior to any important task, e.g., A/B talk, writing a prediction, goal-setting ...) • How will I guide the students to use criteria for goal-setting? E.g., T-Square. 	<p>Demonstration Task(s)</p> <p>Speak, draw and write to show what happened to the pigeon and how he feels.</p> <p>Draw, write and speak to send an image of a time when you felt like the pigeon using a 'Beginning, Middle and End' frame (retell/write story with a beginning, middle, and end with some description and detail).</p>	<p>Key Concepts, Enduring Understandings or Essential Questions that Frame or Guide the Sequence</p> <ul style="list-style-type: none"> - Imagery - Finding, making, noticing connections (personal, natural) - Empathy - Understanding of self and others <p>* Provide opportunities for personal and intellectual growth through speaking, listening, reading, viewing, writing and representing to make meaning of the world and to prepare them to participate effectively in all aspects of society.</p>		
<p>Assessment</p> <ul style="list-style-type: none"> • What evidence will I gather and reflect on? • How will I guide the self-assessment, goal-setting and reflection? 	<p>Assessment</p> <p>Specific aspects to focus on:</p> <p>Criteria for Respectful Listening Criteria for Powerful Speaking Criteria for imagery</p>			