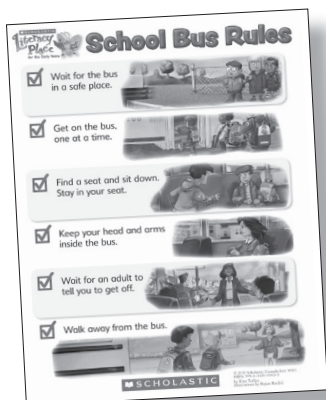


# School Bus Rules



**Word Count:** 49

**High-Frequency Words:**

*a, an, and, at, away, down, find, for, from, get, in, not, off, one, or, the, time, to, you, your*

**Text Type:** Non-fiction: Procedure — Flyer

**Guided Reading Level:** E

**Summary:** This flyer lists and illustrates the rules for riding on the school bus.

## Text Supports

- ▶ illustrations provide support for rules
- ▶ consistent placement of text on left-hand side

## Possible Text Challenges

- ▶ checklist format of flyer may be unfamiliar
- ▶ changing and new vocabulary
- ▶ some readers may be unfamiliar with riding a bus

## Reading Strategies

### Comprehension

- ▶ evaluating

### Working with Words

- ▶ using picture cues and beginning sounds to support word recognition
- ▶ recognizing high-frequency words
- ▶ generating rhyming patterns

## Assessment Opportunities

Note each student's ability to:

- ▶ form an opinion and evaluate to gain meaning from text
- ▶ understand the purpose and audience for a flyer
- ▶ track print from left to right
- ▶ recognize high-frequency words
- ▶ use picture cues to identify unfamiliar words

For Assessment Tools, see Monitoring Progress for Guided Reading in the Toolkit at [www.lpey.ca](http://www.lpey.ca) and in the Grade One Reading Guide.



# BEFORE READING

Making connections

## Activating and Building Background Knowledge

- ▶ Ask students if they have ever been on a school bus and have a few students share their experiences.

*When I was your age, we used to ride a school bus to go on a school trip. Has anyone here been on a school bus? What was it like? What colour was the bus?*

### ELL Note:

Ask students to raise their hands if they travel to school on a school bus. Ask questions about the bus such as, "Do you sit on the bus or walk around? Do you eat on the bus? Are you quiet on the bus?"

Predicting/infering

Analyzing

Making connections

Evaluating

Synthesizing

Word solving and building

## Discussing Supports and Challenges

- ▶ Show a copy of the flyer and explain that it was created to display the rules for riding the school bus.
- ▶ Hand out a copy of the flyer to each student.
- ▶ Read the title of the flyer out loud and use prompts to discuss the flyer's content, purpose and features:
  - What rules do you think will be listed on this flyer? Why?
  - How does the flyer illustrate the rules?
  - Does the flyer catch your eye? Would you notice it?
  - Would the flyer convince you to follow the rules?
  - Where should the flyer be placed so everyone will see the rules? Why?
- ▶ Invite students to look for clues in the pictures that will help them recognize unfamiliar words in the text, such as 'wait,' 'safe,' and 'place.' Introduce any key vocabulary that students may not know. Begin by looking at the first picture.

*Someone made a flyer listing the rules for riding the school bus. Who do you think made up the rules? Where do you think you would see the rules?*

*What are the children doing? Are they near the road? No, they are in a safe place. Look for the word 'safe' in Rule 1. How did you know it said 'safe?' Let's find the word 'wait.' How did you know it said 'wait?'*

### ELL Note:

Help ELLs to understand key vocabulary by reading the first rule and having a student perform the action and say, "I am waiting for the bus in a safe place." Invite the ELL to assume the acting role with support.

Evaluating

## Setting a Purpose

- ▶ Focus the readers on a comprehension purpose.

*Why is it important to follow the school bus rules?*

**Teaching Tip:** You may decide to change the comprehension focus for this text. For information on how to modify a Guided Reading lesson to match a new comprehension strategy, see the Guided Reading Teaching Plan Outline in the Toolkit at [www.lpey.ca](http://www.lpey.ca).



## DURING READING

- Analyzing**
  - Evaluating**
  - Self-monitoring**
  - Synthesizing**
- ▶ Ask each student to read the flyer independently, keeping in mind the question or purpose for reading.
  - ▶ Observe and listen to students read, assisting them with navigating the flyer’s features, word solving, vocabulary, and punctuation. Respond to comprehension queries and offer occasional comprehension prompts to help them to problem solve. Possible prompts:
    - What are the rules?
    - Do you think the rules are in any particular order? Why or Why not?
    - Are there any rules that are more important than others? Why?
    - Did that make sense? Reread that part again and ask yourself what would make sense and sound right.
  - ▶ If any students finish early, have them reread the flyer independently or with a partner. Ask them to discuss what other ways the same information could have been provided.
  - ▶ Note successful reading strategies and any remaining reading challenges.



## AFTER READING

- Evaluating**
  - Evaluating**
  - Inferring**
  - Predicting/evaluating**
  - Evaluating**
  - Self-monitoring**
- ▶ Revisit the purpose for reading: Why is it important to follow the school bus rules?
 

*Why are these rules important? Do you think they forgot any rules?*
  - ▶ Extend comprehension by offering prompts to enhance discussion:
    - Why do you think this flyer was made?
    - Who do you think made up these rules?
    - Do you think the flyer will encourage children to follow the rules? Why?
    - How would you make sure the rules were followed? If you were making this flyer would you change or add anything?

*Why do you think we have rules? Why do you think these rules for the school bus were created?*
  - ▶ Comment on any effective reading strategies you observed.
 

*Enzo did not recognize the word ‘walk,’ but then he looked at the picture for clues. He sounded out the letters and was able to figure out the word.*

## Rereadings

- ▶ Provide opportunities for each student to reread the text independently or with a partner.

## Focused Follow-Up

The following activities are optional. Choose those that best meet your students' needs.

### ***Dramatize***

- ▶ Have students work together to act out the rules. They can perform this skit for other group members.

### ***Interview***

- ▶ If students have access to a school bus driver, have them interview the driver to compare the flyer's rules with those of the driver's. They can focus on the purpose for reading, asking the driver why it is important to have rules for riding the school bus.

### ***Sand Centre***

- ▶ Have students create a town in the sand centre and use a toy school bus for students to drive around the town thinking about the rules the bus should follow.

### ***Classroom rules***

- ▶ Have students work with a partner to design a flyer listing rules for an activity in school. This could include such things as: computer use rules, hallway rules, lunchtime rules, and rules for playing soccer. Encourage students to create their own list of rules for the activities.

### ***Word Building***

- ▶ Provide students with paper or plastic letters and ask them to build some of the high-frequency words from the flyer.
- ▶ Ask students to build words that rhyme with 'away.' Have students look for another rhyming word in the flyer ('stay').

High-Frequency words

Word solving and building