

Here's What You'll Get in the Don't Let the Pigeon Drive the Bus Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Making Connections Lesson Plan

Don't Let the Pigeon Drive the Bus
By: Mo Willems
Grade Level: 2 / Guided Reading Level: J

1
Get Ready to Read
✓ Learn about the book
✓ Get your brain ready to read
✓ Understand the meaning of important words found in the book

Summary
Don't Let the Pigeon Drive the Bus is the story of a very determined pigeon with a dream, the dream of driving a bus. The pigeon only has one obstacle standing in between him and his dream: You. You have been left in charge by the bus driver who has left you with only one direction to follow: Don't Let the Pigeon Drive the Bus. All of his life, the pigeon has wanted nothing more than to drive a bus and he will stop at nothing as he tries to convince you to let him drive the bus.

Link to What You Know
• Think of a time when you wanted to do something really, really badly but your parents wouldn't let you. What did you want to do?
• What do you know about driving?

Important Words to Know and Understand
Dream - A goal or something that you want to do

2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ Know what to do

Why Readers Make Connections While Reading
Readers make connections to better understand a text. There are three types of connections that readers make.

The first type of connection is a **text to self** connection. When a reader makes a **text to self** connection, they compare the characters and events in a book to another book that they have read.

The second type of connection readers make is a **text to text** connection. When a reader makes a **text to text** connection, they compare the characters and events in a book to another book that they have read.

The third type of connection readers make is a **text to world** connection. When a reader makes a **text to world** connection, they compare the characters and events in the book to something that has happened in the real world.

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Guided Reading Level

Making Connections Lesson Plan

Don't Let the Pigeon Drive the Bus
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3
Make Connections While Reading
✓ Does this book remind you of your own life?
✓ Does this book remind you of other books you've read?
✓ Does the book remind you of things you've heard about in the world?

Time to Read
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down on your practice page.

Title page - The bus driver is talking to us. He has told us not to let the pigeon drive the bus. Why do you suppose he doesn't want the pigeon to drive the bus?

Page 10 - The pigeon is frustrated because he can't drive the bus. Make a **text to self** connection. Tell about a time when you felt frustrated because you couldn't do something. How does your connection help you understand what the pigeon is feeling?

Page 20 - The pigeon is trying his best to convince us to let him drive the bus. Think about the other books you've read that have persuasive characters. How is this pigeon similar to those characters? Make a **text to text** connection.

Page 30 - The pigeon has a new goal. What do you know about people who have goals? What are some common goals that people have? Tell about your **text to world** connection. How does thinking about goals help you to better understand the pigeon?

4
Notice the Work You Did While Reading
✓ Think
✓ Reflect
✓ Write

Time to Reflect
Think - When readers make connections, they look for the parts in a book that remind them of something they already know a lot about. When you know a lot about something that happened in a book, you'll be able to understand even more. What did you already know about **Don't Let the Pigeon Drive the Bus**? How did your prior knowledge help you as a reader?
Talk - Tell your reading partner about the type of connection that you made most often while reading? Explain why your connection helped you. Remember to ask your partner to share their thoughts about the book too.
Write - Use your Strategy Slip into your reader's notebook. Write about the work you did while reading **Don't Let the Pigeon Drive the Bus**. (Remember to include examples from the book!)

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Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Key Vocabulary

Explanation of Strategy

1
Get Ready to Read
✓ Learn about the book
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✓ Understand the meaning of important words found in the book

3
Make Inferences While Reading
✓ Think about the text you read
✓ Know what to do

2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ Know what to do

4
Notice the Work You Did While Reading
✓ Think
✓ Reflect
✓ Write

Time to Read
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down on your notebook.

Page 10 - Look at the picture of the pigeon. What can you infer from this picture? How do you think the pigeon is feeling? How do you know?

Page 15 - What can you infer about where the pigeon is going? How do you know?

Page 20 - What can you infer about the pigeon on this page? What is the pigeon thinking? How do you think the pigeon is feeling? How do you know?

Page 30 - What can you infer about the pigeon now? What do you think he has done without you? How do you know?

Time to Reflect
Think - What types of inferences did you make while reading **Don't Let the Pigeon Drive the Bus**? How did your prior knowledge help you understand a new event? Do you infer to understand how a character feels or what? What do you infer to understand about people, places, or events that helped you make inferences?
Talk - Tell your reading partner about the type of inference you made while reading the book. Explain why your inference was helpful to you. Remember to ask your partner to share their thoughts about the book too.
Write - Think about the words **Don't Let the Pigeon Drive the Bus**. What words do you think are important? How do you think they are important? Write about the work you did while reading **Don't Let the Pigeon Drive the Bus**. (Remember to include examples from the book!)

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1
Get Ready to Read
✓ Learn about the book
✓ Get your brain ready to read
✓ Understand the meaning of important words found in the book

3
Identify the Author's Purpose
✓ Think about the text you read
✓ Know what to do

2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ Know what to do

4
Notice the Work You Did While Reading
✓ Think
✓ Reflect
✓ Write

Time to Read
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down on your notebook.

Page 10 - Why do you think the author wrote this book? Do you think he wants to entertain, persuade, or inform? How do you know?

Page 20 - What message did the author want to share with you? How do you think the author wants you to feel about the pigeon?

Page 30 - What is the author's main message? How do you think the author wants you to feel about the pigeon?

Time to Reflect
Think - Mo Willems is the author of **Don't Let the Pigeon Drive the Bus**. What do you think he wants to share with you? How do you think he wants you to feel about the pigeon?
Talk - Tell your reading partner about the type of connection that you made most often while reading? Explain why your connection helped you. Remember to ask your partner to share their thoughts about the book too.
Write - Use your Strategy Slip into your reader's notebook. Write about the work you did while reading **Don't Let the Pigeon Drive the Bus**. (Remember to include examples from the book!)

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Making Inferences

Author's Purpose

1
Get Ready to Read
✓ Learn about the book
✓ Get your brain ready to read
✓ Understand the meaning of important words found in the book

3
Visualizing While Reading
✓ Think about the text you read
✓ Know what to do

2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ Know what to do

4
Notice the Work You Did While Reading
✓ Think
✓ Reflect
✓ Write

Time to Read
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down on your notebook.

Page 8 - Try to visualize Cousin Cousin holding the bus. How do you think the bus driver is feeling? How do you know?

Page 10 - Try to visualize what it might look like if the pigeon drove a semi-truck. What do you see in your mind?

Page 20 - Try to visualize what it might look like if the pigeon drove a semi-truck. What do you see in your mind?

Time to Reflect
Think - What types of work helped you visualize while reading **Don't Let the Pigeon Drive the Bus**? How did your prior knowledge help you understand a new event? Do you visualize to understand how a character feels or what? What do you visualize to understand about people, places, or events that helped you make inferences?
Talk - Tell your reading partner about the type of visualization you made while reading the book. Explain why your visualization was helpful to you. Remember to ask your partner to share their thoughts about the book too.
Write - Use your Strategy Slip into your reader's notebook. Write about the work you did while reading **Don't Let the Pigeon Drive the Bus**. (Remember to include examples from the book!)

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Visualizing

1
Get Ready to Read
✓ Learn about the book
✓ Get your brain ready to read
✓ Understand the meaning of important words found in the book

3
Asking Questions While Reading
✓ Think about the text you read
✓ Know what to do

2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ Know what to do

4
Notice the Work You Did While Reading
✓ Think
✓ Reflect
✓ Write

Time to Read
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down on your notebook.

Page 8 - Try to visualize Cousin Cousin holding the bus. How do you think it would look if a pigeon was driving a bus? How do you think it would look if a pigeon was driving a bus?

Page 10 - Try to visualize what it might look like if the pigeon drove the bus around the block. What do you see in your mind?

Page 20 - Try to visualize what it might look like if the pigeon drove a semi-truck. What do you see in your mind?

Time to Reflect
Think - What types of work helped you ask questions while reading **Don't Let the Pigeon Drive the Bus**? How did your prior knowledge help you understand a new event? Do you ask questions to understand how a character feels or what? What do you ask questions to understand about people, places, or events that helped you make inferences?
Talk - Tell your reading partner about the type of question that you asked most often while reading? Explain why your question helped you. Remember to ask your partner to share their thoughts about the book too.
Write - Use your Strategy Slip into your reader's notebook. Write about the work you did while reading **Don't Let the Pigeon Drive the Bus**. (Remember to include examples from the book!)

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Asking Questions

Answer Key for Making Connections with Don't Let the Pigeon Drive the Bus

Your Turn to Practice Making Connections with Don't Let the Pigeon Drive the Bus

Title Page: The bus driver is talking to us. He has told us not to let the pigeon drive the bus. Why do you suppose he doesn't want the pigeon to drive the bus?

Page 10: The pigeon is frustrated because he can't drive the bus. Make a **text to self** connection. Tell about a time when you felt frustrated because you couldn't do something. How does your connection help you understand what the pigeon is feeling?

Page 20: The pigeon is trying his best to convince us to let him drive the bus. Think about the other books you've read that have persuasive characters. How is this pigeon similar to those characters? Make a **text to text** connection.

Page 30: The pigeon has a new goal. What do you know about people who have goals? What are some common goals that people have? Tell about your **text to world** connection. How does thinking about goals help you to better understand the pigeon?

Answer Key for Making Inferences with Don't Let the Pigeon Drive the Bus

Your Turn to Practice Making Inferences with Don't Let the Pigeon Drive the Bus

Page 10: Look at the picture of the pigeon. What can you infer from this picture? How do you think the pigeon is feeling? How do you know?

Page 15: What can you infer about where the pigeon is going? How do you know?

Page 20: What can you infer about the pigeon on this page? What is the pigeon thinking? How do you think the pigeon is feeling? How do you know?

Page 30: What can you infer about the pigeon now? What do you think he has done without you? How do you know?

Answer Key for Identifying the Author's Purpose with Don't Let the Pigeon Drive the Bus

Your Turn to Practice Identifying the Author's Purpose with Don't Let the Pigeon Drive the Bus

Page 10: Why do you think the author wrote this book? Do you think he wants to entertain, persuade, or inform? How do you know?

Page 20: What message did the author want to share with you? How do you think the author wants you to feel about the pigeon?

Page 30: What is the author's main message? How do you think the author wants you to feel about the pigeon?

Answer Key for Visualizing with Don't Let the Pigeon Drive the Bus

Your Turn to Practice Visualizing with Don't Let the Pigeon Drive the Bus

Page 8: Try to visualize Cousin Cousin holding the bus. How do you think it would look if a pigeon was driving a bus? How do you think it would look if a pigeon was driving a bus?

Page 10: Try to visualize what it might look like if the pigeon drove the bus around the block. What do you see in your mind?

Page 20: Try to visualize what it might look like if the pigeon drove a semi-truck. What do you see in your mind?

Answer Key for Asking Questions with Don't Let the Pigeon Drive the Bus

Your Turn to Practice Asking Questions with Don't Let the Pigeon Drive the Bus

Page 8: Try to visualize Cousin Cousin holding the bus. How do you think it would look if a pigeon was driving a bus? How do you think it would look if a pigeon was driving a bus?

Page 10: Try to visualize what it might look like if the pigeon drove the bus around the block. What do you see in your mind?

Page 20: Try to visualize what it might look like if the pigeon drove a semi-truck. What do you see in your mind?

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Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

"I Can" Statement →

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Making Connections
Title: _____

Think about the book. What does the book remind you of?

What type of connection did you make?
 Text to Self Text to Text Text to World

Draw a picture of your connection in the box below.

Directions:
 1. Answer each of the questions.
 2. Carefully cut on the dotted line.
 3. Glue, tape, or staple into your reader's notebook.

Making Connections

Making Inferences
Title: _____

What the Text Says	What I Know	What I Can Infer
Look for clues in the text or pictures.	What do you know about the book?	Brackets, thoughts, clues, setting.

Directions:
 1. Answer each of the questions.
 2. Carefully cut on the dotted line.
 3. Glue, tape, or staple into your reader's notebook.

Making Inferences

Identifying the Author's Purpose
Title: _____

Who is the author of your book?
 What was the author's purpose for writing this book? How do you know?
 To Persuade To Inform To Entertain
 I know because...

What do you think author wanted you to think about while reading this book?
 Draw a picture of the most important thing the author made you think about while reading.

Directions:
 1. Answer each of the questions.
 2. Carefully cut on the dotted line.
 3. Glue, tape, or staple into your reader's notebook.

Author's Purpose

Visualizing
Title: _____

What page did you use to practice visualizing?
 Draw a picture of your mental image in the space below.

Write down some of the words that the author used to help you make this picture in your mind.

Show your picture to someone. Make sure that you drew all of the words that helped you visualize.

Directions:
 1. Answer each of the questions.
 2. Carefully cut on the dotted line.
 3. Glue, tape, or staple into your reader's notebook.

Visualizing

Asking Questions
Title: _____

Question Sentence Starters
 I wonder... Why don't I... How does...
 I am confused about... I am not sure about... I am not sure why...

Question	Answer

Directions:
 1. Answer each of the questions.
 2. Carefully cut on the dotted line.
 3. Glue, tape, or staple into your reader's notebook.

Asking Questions

Vocabulary Connections Resources

Vocabulary Connections Don't Let the Pigeon Drive the Bus
By: Mo Willems
Grade Level: 2 / Guided Reading Level: J

Important Words to Know and Understand in "Don't Let the Pigeon Drive the Bus"

Block
A rectangular section of a city or town

Dream
A goal or something that you want to do

Bucks
Another way of saying dollars

Pigeon
A type of bird with a plump body, small head and short legs

Steer
To guide using a wheel

Vocabulary Word List | ©BookPages.com

Important Words to Know and Understand in Don't Let the Pigeon Drive the Bus Word List

Vocabulary Connections Don't Let the Pigeon Drive the Bus
By: Mo Willems
Grade Level: 2 / Guided Reading Level: J

Block	Dream	Bucks
Pigeon	Steer	

Picture Vocabulary Sorting Cards | ©BookPages.com

Word and Picture Sorting Cards

Vocabulary Connections Don't Let the Pigeon Drive the Bus
By: Mo Willems
Grade Level: 2 / Guided Reading Level: J

Block	Dream	Bucks
A rectangular section of a city or town	A goal or something that you want to do	Another way of saying dollars
Pigeon	Steer	
A type of bird with a plump body, small head and short legs	To guide using a wheel	

Definition Vocabulary Sorting Cards | ©BookPages.com

Word and Definition Sorting Cards

Vocabulary Connections Don't Let the Pigeon Drive the Bus
By: Mo Willems
Grade Level: 2 / Guided Reading Level: J

Block is a/an noun verb adverb adjective Definition of Block:	Dream is a/an noun verb adverb adjective Definition of Dream:	Bucks is a/an noun verb adverb adjective Definition of Bucks:
Block looks like this:	Dream looks like this:	Bucks look like this:
Block reminds me of:	Dream reminds me of:	Bucks remind me of:
I saw this word in	I saw this word in	I saw this word in

Interactive Vocabulary Notebook Cards | ©BookPages.com

Interactive Vocabulary Notebook Cards

Word Games with Words from Don't Let the Pigeon Drive the Bus

Word Bank
BLOCK
DREAM
FIVE BUCKS
PIGEON
STEER

Unscramble each of the words. Take the letters that appear in and unscramble them to discover a secret word.

NOIGPE
TESRE
BCSKU
AMERD
BKOLC
SECRET WORD: ○○○○○

Directions: Read the word below each pigeon. Then use the code to color the pigeons.

Nouns = pink
Verbs = orange

BLOCK DREAM STEER PIGEON BUCKS

Name: _____ ©BookPages.com

Word Games and Answer Key

Vocabulary Connections Name: _____

Directions: Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect the new word to words you already know.

New Word

Visualize
Draw a picture to illustrate the meaning of the word.

Connect to Your Life
When or where have you seen it, heard it, felt it, smelled it, or tasted it?

Vocabulary Word Extension Activities

Vocabulary Connections Name: _____

Directions:

- Write a word from your reading that is new to you in the first column.
- Read the sentence before and after the sentence where the word appears. Write what you think the word means in the second column.
- Explain why you think your definition makes sense based on the context clues in the text.
- Write the dictionary definition.
- Place a check mark in the last column if the dictionary definition matches what you thought the word meant.

Word	What I Think the Word Means	Context Clues	Real Definition	✓

Independent Word Exploration | ©BookPages.com

Personalized Vocabulary Bookmark

Vocabulary Connections Don't Let the Pigeon Drive the Bus
By: Mo Willems
Grade Level: 2 / Guided Reading Level: J

Don't Let the Pigeon Drive the Bus
By Mo Willems

A new word that I learned in this book is: _____

Name: _____

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | ©BookPages.com

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work
Don't Let the Pigeon Drive the Bus
 By: Mo Willems
 Grade Level: 2 / Guided Reading Level: J

Instructional Focus:
 Contractions

Background:
 Contractions are words that are formed when two words are combined to form a new word. In order to form a contraction, one letter is dropped and replaced with an apostrophe. For example, "I am" combine, they form "I am". "am" is replaced with an apostrophe and "m".

Examples:

not	are
aren't	they're
can't	we're
couldn't	you're
doesn't	what're

Materials and Preparation:

- A Copy of *Don't Let the Pigeon Drive the Bus*
- Sorting Cards (1 set per student)
- Match Up Student Directions
- Contractions Word Work
- Optional - Word Detective Worksheet
- Optional - 3 Colors of Ink

Step 1: Introduce the Focus of Word Work

Introduce Contractions

- Draw the students' attention to the chart paper.
- Explain that contractions are words that are formed when two words are joined together to make a new word.
- Write the word "don't" on the chart paper. You may want to use a different colored marker to write the apostrophe.
- Explain that when the words "do" and "not" combine, they form the contraction "don't." In this word the letter "o" in "not" is replaced with an apostrophe.
- Draw the students' attention to the table of contractions on the chart paper.
- Ask the students to think of other contractions. Allow students to turn and talk with a partner about the words they came up with or share with the class. Discuss any misconceptions if students share words that do not follow the consonant blend pattern. Record words that do follow the pattern on the chart paper.

Sample Anchor Chart

Word	Base Word 1	Base Word 2	Contraction
aren't	are	not	aren't
can't	can	not	can't
couldn't	could	not	couldn't
doesn't	do	not	doesn't
isn't	is	not	isn't
isn't	has	not	hasn't
isn't	had	not	hasn't
isn't	he	will	isn't
isn't	it	is	isn't

Step 2: Connect Word Work to Reading

Extend Engagement

Use the list of contractions found in the text to prepare reading engagement cards.

- Divide the number of students into thirds.
- Write a contraction on a third of the index cards.
- Write the base words that can be combined to form each contraction on the remaining cards.
- Distribute the cards to your students.
- Ask students to find their base word and contraction partners.
- Once all contractions have been paired, challenge students to use their contraction in a sentence.

Examples of Contractions Found in the Text:

- I'm
- I've
- do not
- he would
- I'll
- come on
- what's
- it's
- let us
- I'm
- I've
- don't
- he'd
- I'll
- c'mon
- what's
- it's
- let's

Word Work Lesson Plan | @BookPagez.com

Step by Step Lesson Plan

List of words in the book that match the instructional focus

Optional Activity to Extend Engagement

Word Work
Don't Let the Pigeon Drive the Bus
 By: Mo Willems
 Grade Level: 2 / Guided Reading Level: J

Step 3: Guided Word Work Practice

Interactive Exploration

- Provide each student with a set of sorting cards (allow students to cut apart the cards or provide them with pre-cut cards).
- Explain that the words on their cards are the base words used to form the contractions in *Don't Let the Pigeon Drive the Bus*. Review each of the words whole group, discussing any unknown words.
- Model how to play **Match Up**.
- Divide students into pairs and allow them to play **Match Up** using the attached resources for directions.
- Monitor students and assess students' understanding while playing **Match Up**.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of **Contractions Word Work**.
- Read the directions with the class.
- Tell the students to complete the practice page.
- Monitor students while they work.

Step 5: Reconnect and Reflect on Word Work

Group Discussion

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

Step 6: Extend Word Work (optional)

Extension Activity

- Ask students to be on the lookout for contractions in their own reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the added sticky notes with the class later in the day or before moving on to the next word work lesson).
- Alternatively, students can keep track of the words using the **Word Detective worksheet**.

Word Work Lesson Plan | @BookPagez.com

Interactive Activities

Independent Practice Page

Match Up Student Directions

Materials:
 Sorting Cards

Players:
 2 or more

Directions:

1. Write your name or initials on each of your sorting cards.
2. Combine all of the players sorting cards to make one deck of cards.
3. Place each card face down in front of all players.
4. The first player turns over two cards so that the cards are face up. If the cards match, the player keeps the cards, writes the word on the score sheet, and takes another turn. If the cards do not match, the player turns the cards back face down.
5. The second player turns over two cards so that the cards are face up. If the cards match, the player keeps the cards, writes the word on the score sheet, and takes another turn. If the cards do not match, the player turns the cards back over so that they are face down.
6. Continue taking turns. Whoever has the most matches at the end of the game wins.

Tip:
 Place your sorting cards in even rows. Even rows make it easier to remember where the cards are.

Independent Word Work Practice | @BookPagez.com

Extension Activity

Word Detective: Contractions Extension Activity

Directions:
 Be a word detective!
 Be on the lookout for contractions while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

Name: _____ Word Work Extension Activity | @BookPagez.com

Contractions Word Work Practice Page

Directions:
 Fill in the contraction for each sentence.

1. _____ leaving soon. (They are)
2. _____ going out. (We are)
3. _____ be here. (She will)
4. He _____ like to eat. (does not)
5. _____ come tonight. (They will)
6. _____ and play with us. (Come on)
7. _____ visit my grandmother today. (I will)
8. _____ informed her. (I have)
9. _____ your mother? (Who is)
10. _____ looking great. (You are)
11. _____ a rainy day. (It is)
12. _____ going to see your dog. (I am)

Name: _____ Independent Word Work Practice | @BookPagez.com

