

Comprehension Strategy Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for *Don't Let the Pigeon Drive the Bus* by Mo Willems

Making Connections Lesson Plan

Making Connections

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

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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 this 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 the 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?

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 - Glue 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

Making Inferences

Don't Let the Pigeon Drive the Bus
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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 Make Inferences While Reading
✓ Look for clues that tell you there is a character right before the text you are reading
✓ Study the pictures. What do you notice about the characters, setting, and events?

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 about the pigeon's feelings? How do you think the pigeon is feeling? How do you know?

Page 20 - What can you infer about the pigeon's feelings? How do you think the pigeon is feeling? How do you know?

Page 30 - What can you infer about the pigeon's feelings? How do you think the pigeon is feeling? 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 you use the clues to understand the story? Do you have any questions about the story? What do you think the pigeon is feeling? How do you know?

Talk - Tell your reading partner about the clues you used to make inferences. Explain why your inferences were helpful to you. Remember to ask your partner to share their thoughts about the book too.

Write - Glue 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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Identifying the Author's Purpose

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

3 Identify the Author's Purpose While Reading
✓ Think about what the author wants you to know about the book
✓ Think about what the author wants you to feel about the book
✓ Think about what the author wants you to do about the book

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? To entertain, persuade, or inform? Why do you think so?

Page 20 - Why do you think the author wrote this book? To entertain, persuade, or inform? Why do you think so?

Page 30 - Why do you think the author wrote this book? To entertain, persuade, or inform? Why do you think so?

Time to Reflect
Think - What types of inferences did you make while reading **Don't Let the Pigeon Drive the Bus**? How did you use the clues to understand the story? Do you have any questions about the story? What do you think the pigeon is feeling? How do you know?

Talk - Tell your reading partner about the clues you used to make inferences. Explain why your inferences were helpful to you. Remember to ask your partner to share their thoughts about the book too.

Write - Glue 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

Visualizing

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

3 Visualizing While Reading
✓ Notice the words on either side of the text you are reading
✓ Look at the pictures. Do you see anything that matches the pictures in the text?

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 - 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?

Page 30 - 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 inferences did you make while reading **Don't Let the Pigeon Drive the Bus**? How did you use the clues to understand the story? Do you have any questions about the story? What do you think the pigeon is feeling? How do you know?

Talk - Tell your reading partner about the clues you used to make inferences. Explain why your inferences were helpful to you. Remember to ask your partner to share their thoughts about the book too.

Write - Glue 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

Asking Questions

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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 Asking Questions While Reading
✓ Think about what you don't know about the book
✓ Think about what you want to know about the book
✓ Think about what you think about the book

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.

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Page 30 - What do you think the author wants you to know about the book? To entertain, persuade, or inform? Why do you think so?

Time to Reflect
Think - What types of inferences did you make while reading **Don't Let the Pigeon Drive the Bus**? How did you use the clues to understand the story? Do you have any questions about the story? What do you think the pigeon is feeling? How do you know?

Talk - Tell your reading partner about the clues you used to make inferences. Explain why your inferences were helpful to you. Remember to ask your partner to share their thoughts about the book too.

Write - Glue 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?

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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 about the pigeon's feelings? How do you think the pigeon is feeling? How do you know?

Page 20 - What can you infer about the pigeon's feelings? How do you think the pigeon is feeling? How do you know?

Page 30 - What can you infer about the pigeon's feelings? How do you think the pigeon is feeling? 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? To entertain, persuade, or inform? Why do you think so?

Page 20 - Why do you think the author wrote this book? To entertain, persuade, or inform? Why do you think so?

Page 30 - Why do you think the author wrote this book? To entertain, persuade, or inform? Why do you think so?

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 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?

Page 30 - 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 10 - What do you think the author wants you to know about the book? To entertain, persuade, or inform? Why do you think so?

Page 20 - What do you think the author wants you to know about the book? To entertain, persuade, or inform? Why do you think so?

Page 30 - What do you think the author wants you to know about the book? To entertain, persuade, or inform? Why do you think so?

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

→

Reader's Notebook: Comprehension Strategy Slips | ©BookPagez.com

Common Core Free Option

→

Reader's Notebook: Comprehension Strategy Slips | ©BookPagez.com

5 Comprehension Strategy Graphic Organizers

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Making Connections

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Making Inferences

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Author's Purpose

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Visualizing

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Asking Questions