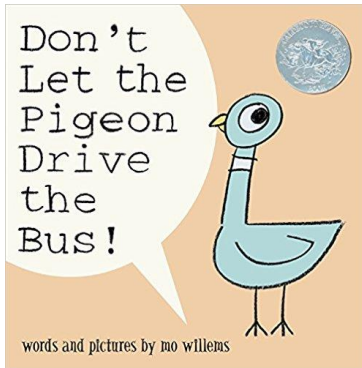




# SEEDS for Story Time

## Promoting Social Emotional Development Through Books



### *Don't Let the Pigeon Drive the Bus*

By Mo Willems

**W**hen a bus driver takes a break from his route, a very unlikely volunteer springs up to take his place—a pigeon! But you've never met one like this before. As he pleads, wheedles, and begs his way through the book, children will love being able to answer back and decide his fate. (Ages 3-6)

### Introducing this book to young children:



CLL2.4a

Before reading the story, guide a discussion about the pictures before reading the story. Introduce new vocabulary as appropriate. Show a few selected pages and ask, “What do you see here?” or “What do you think is happening here?” Introduce new vocabulary using the pictures as support. For example, “Here’s the pigeon trying to convince someone to let him drive the bus. Look at his face. He looks anxious and upset. He is “frustrated!”



CLL9.4c

Before reading the story, create a simple chart to graph their answers to “Would you let the Pigeon drive the bus?”. Have children place their picture or other marker on the corresponding side of the chart, ‘yes’ or ‘no’. You could also have children draw and/or color a bus to use on the chart. After reading the story, ask if any children would change their answer. Talk with them about why they would or wouldn’t let the pigeon drive.



CLL2.4a

As you introduce the book and title, ask children what they think would happen if they let the pigeon drive the bus. Tell them you are going to read a story about a pigeon that really wants to drive a bus. As you read the story, pause to allow the children time to respond to the story. Discuss how the pigeon feels. Show pictures of the pigeon and label them with words such as frustrated or perplexed.



SED4.3b

As you read the story, point out the different facial expressions of Pigeon and encourage the children to imitate the pigeon as he pleads and begs to be allowed to drive the bus. Young children are learning to use facial expressions to determine to decide how to respond.

# SEEDS for Story Time

Repeated readings of the same book provides opportunities for preschoolers to develop a sense of competence and confidence. Children learn to point at and label pictures, turn pages, discuss the story, and make predictions of what will happen next, while learning new words and relating the story to their own experiences. Read *Don't Let the Pigeon Drive the Bus* for several days in a row and use some of the ideas, activities, and teaching opportunities listed below to enhance social and emotional skills.



## GELDS Activity Spotlight

### Art

Make your own pigeons out of play dough. The children can help you make a light blue playdough. After it is made, provide them with small pieces of black pipe cleaner, large wiggly eyes, and white and yellow pieces of felt for the beak and stripe on his neck. As the children create their pigeons, have them imitate the pigeon as he begs and pleads to drive the bus. **SED4.3b**

### Outside

Play a pigeon inspired version of "Duck, Duck, Goose" using the characters in the book. "Driver, Driver, Pigeon." **CLL5.4c**

### Library

Create a class book based on the Pigeon stories. After reading a few of the books in the Pigeon series, provide children with the writing prompt "Don't let the Pigeon \_\_\_\_\_ the \_\_\_\_\_". Write their answers and have them draw a picture to illustrate their idea. You can laminate the pages for durability and punch holes in them to create a book. **CLL5.4d**

## Focus on Family

Families can sing "The Wheels on the Bus" adding verse to the end about the pigeon. **CD-CR3.4a**

*The wheels on the bus go round and round,  
round and round,  
round and round.*

*The wheels on the bus go round and round,  
all through the town.*

*(Roll hands around each other)*

*The wipers on the bus go "swish, swish, swish"*

*("Swish" hands in front of you like windshield wipers)*

*The horn on the bus goes "beep, beep, beep"*

*(Slap palm in front of you like honking a horn)*

*The doors on the bus go "open and shut"*

*(Push hands back and forth in front of you)*

*The Driver on the bus says "Move on back!"*

*(Point thumb over your shoulder)*

*The babies on the bus say "wah, wah, wah"*

*(Rub fists in front of eyes)*

*The mommies on the bus say "shh, shh, shh"*

*(Hold index finger in front of mouth as if saying shhh)*

*The Pigeon on the bus says "Drive, drive, drive"*

*(Hold hands like your using a steering wheel)*

