

# Wheels on the Bus

## VOCABULARY

### ■ Sound Words

### Wheels on the Bus

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.

### Additional Verses:

|         |                        |  |
|---------|------------------------|--|
| wipers  | swish, swish, swish    | (Bend arms, move from right to left.)              |
| horn    | beep, beep, beep       | (Press palm of hand on imaginary horn.)            |
| seats   | squeak, squeak, squeak | (Move hips from right to left.)                    |
| babies  | waa, waa, waa          | (Move fists in front of face, as if rubbing eyes.) |
| parents | sh, sh, sh             | (Put finger to lips in a whisper.)                 |

## Develop Oral Language

### Introduce the Song

Teach children the motions for each verse of the song. Show them how to do each motion quickly as they sing the repeated sound words. Then sing the song together with everyone moving to the rhythm.

### Sing It Again

- Make several copies of the picture cards (page 26) and give one to each student. Explain that students should listen for their word in the song. When they hear it, they should hold their card high in the air. Let children trade cards and repeat the activity.
- Arrange chairs in rows of four with an “aisle” between each pair of chairs to resemble a school bus. Choose one child to be the driver and sit in a chair in the front. Have the rest of the children find seats on the “bus.” Instruct the driver to lead the group in singing the song as he or she pretends to drive the bus.
- Invite children to create additional verses about other objects or people found on the bus—for example, “The brakes on the bus go screech, screech, screech.” Sing the new verses together.

### Build Phonemic Awareness

- **Alliteration** Choose a letter sound such as /k/. Say, “I’m going on a bus trip and I’m going to bring a carrot.” Ask the next child to repeat your sentence and add another word that begins with the same sound. Continue until everyone has had a turn. Repeat with other sounds.
- **Oral Segmentation** On a sheet of 8½- by 11-inch paper, draw a large simple outline of a bus and draw lines to divide it into three equal sections. Give each

student a photocopy of the sheet and three markers (such as beans or chips). Say the word *bus*. Ask students where they hear the /b/ sound—at the beginning, middle, or end of the word. Show them how to place a counter in the front of the bus to show that they hear the sound at the beginning of the word. Repeat with other /b/ words.

## Attend to Print

### Preparing the Pocket Chart

Create a sentence strip for each verse of the song following this pattern: “The wheels on the bus go round and round,” “The wipers on the bus go swish, swish, swish,” and so on. Cut the strips into individual word cards. Place the text in the pocket chart. Copy, color, and cut apart the picture cards (page 26).

### Read Together

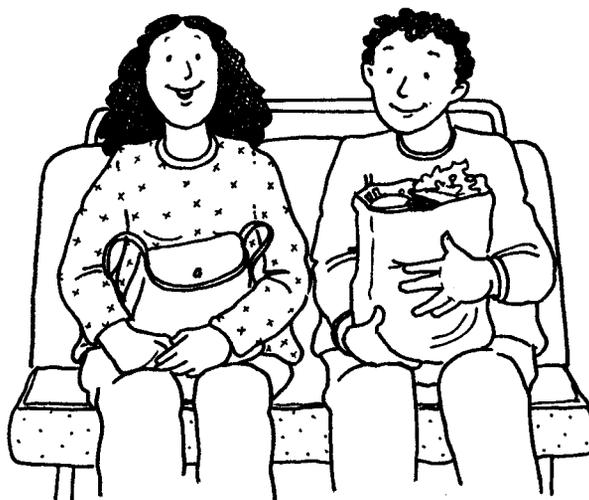
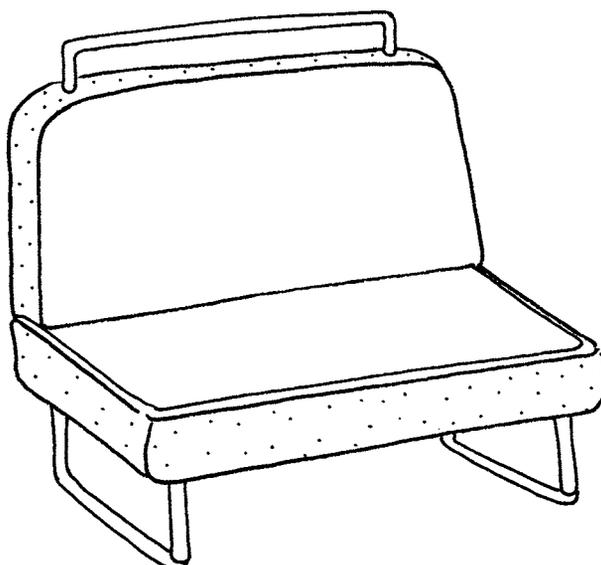
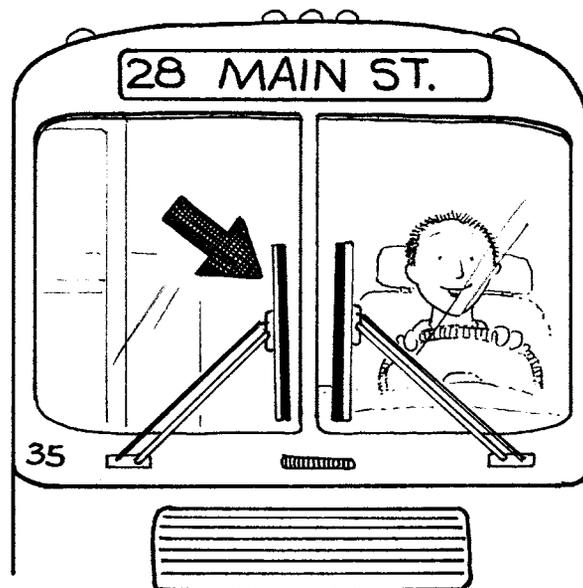
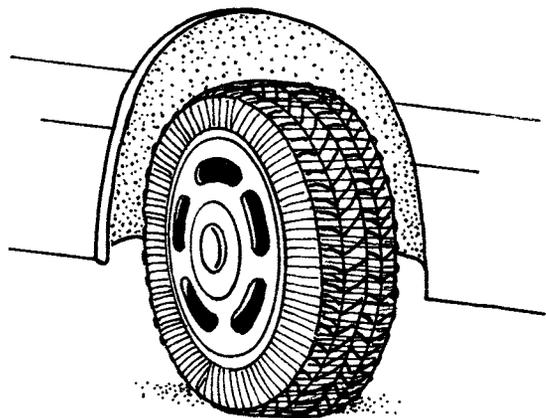
- Hold up a picture card. Ask a volunteer to point to the word in the text that matches the picture. Repeat with other pictures.
- Point to one set of sound words in the song, such as *swish, swish, swish*. Ask children to do the motion that matches the words (see page 24). Repeat with other sound words. Reverse the activity by doing the motion and having students point to the matching words in the text.
- Write *bus* on the chalkboard. Ask children to change one letter to create another word. (You might give them the word to create, such as *bun*.) Repeat with other words. For example:

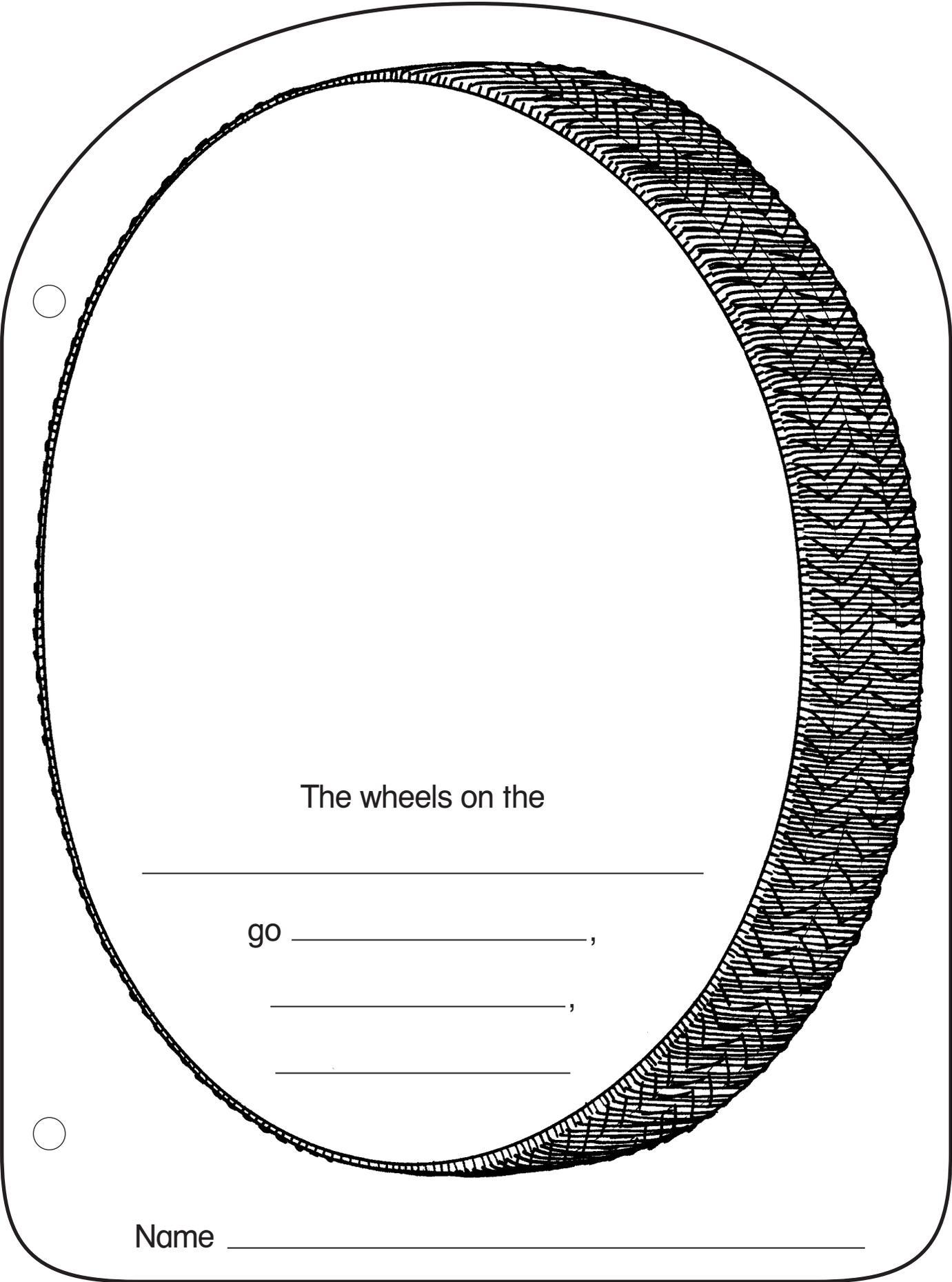
go—add one letter to spell *got*

horn—change one letter to spell *horn*

### Write Together

- **Class Book** Give each child a copy of the class book (page 27). Have students choose an object with wheels, such as a bike, skateboard, or tractor. Then challenge them to think of the sound it might make. Show them how to write the object in the first two blanks (*bike*) and the sound word in the next three (*whir, whir, whir*). Invite children to illustrate the page to match the text. Add a cover with the title “Wheels All Around” and staple the pages together to form a class book.
- **Poetry** On two separate sentence strips, write, “Listen, listen, listen” and “A classroom full of sounds!” Place the first strip at the top of the pocket chart and the second at the bottom. Give each child a sentence strip with the following frame: The \_\_\_\_ go \_\_\_\_\_. Have students choose an object from the classroom and think of the sound that it makes. Show children how to write the name of the object in the first blank and the sound it makes in the second. (If the object is singular, have them add *es* to the word *go*.) Have a few children at a time place their sentence strips in the pocket chart between the sentences. Invite children to read the poem aloud with you. Then remove students’ strips and add other students’ sentence.
- **Mini-Book** Give each child a copy of the mini-book (pages 28–29). Have students write their name on the cover. Read the text with them and help them fill in the blanks with the missing words.





The wheels on the

\_\_\_\_\_

go \_\_\_\_\_,

\_\_\_\_\_,

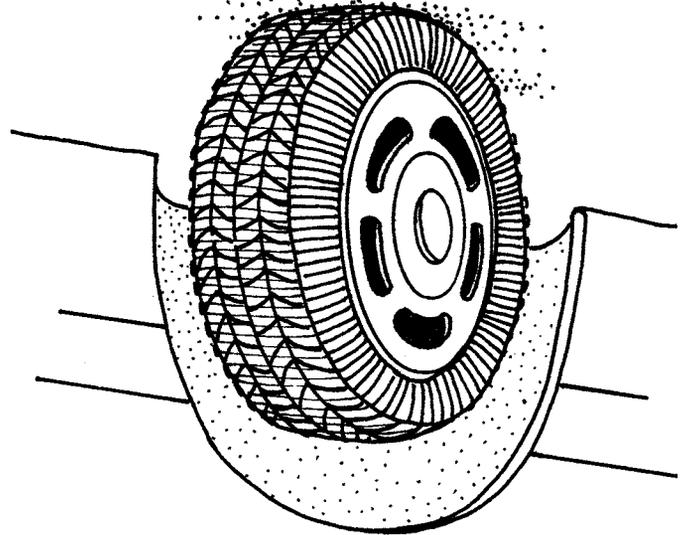
\_\_\_\_\_

Name \_\_\_\_\_

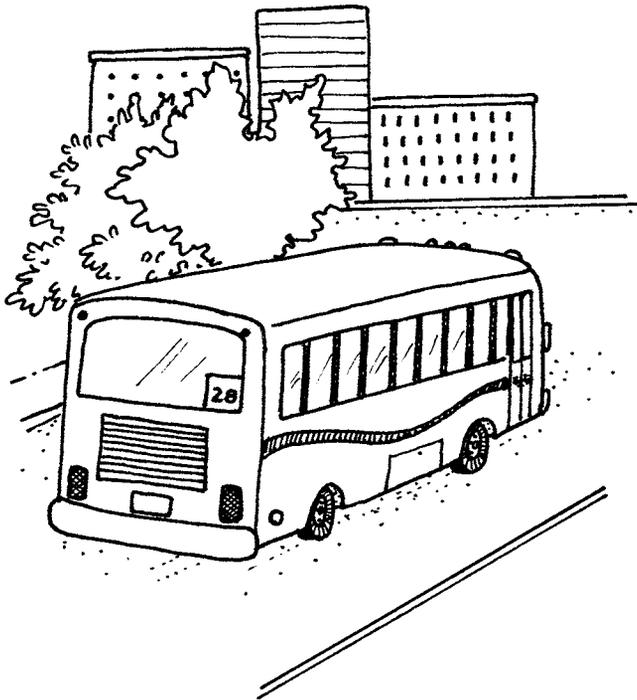
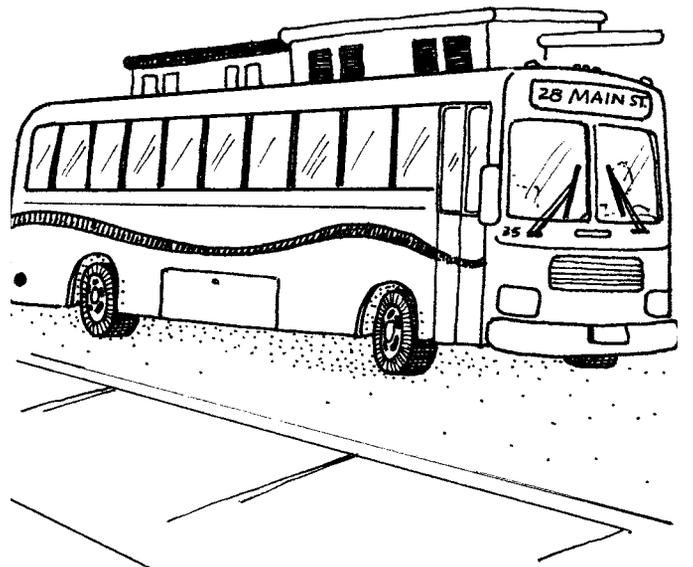
The \_\_\_\_\_  
on the bus  
go sh, sh, sh.



The \_\_\_\_\_  
on the bus  
go round and round.



# Wheels on the Bus



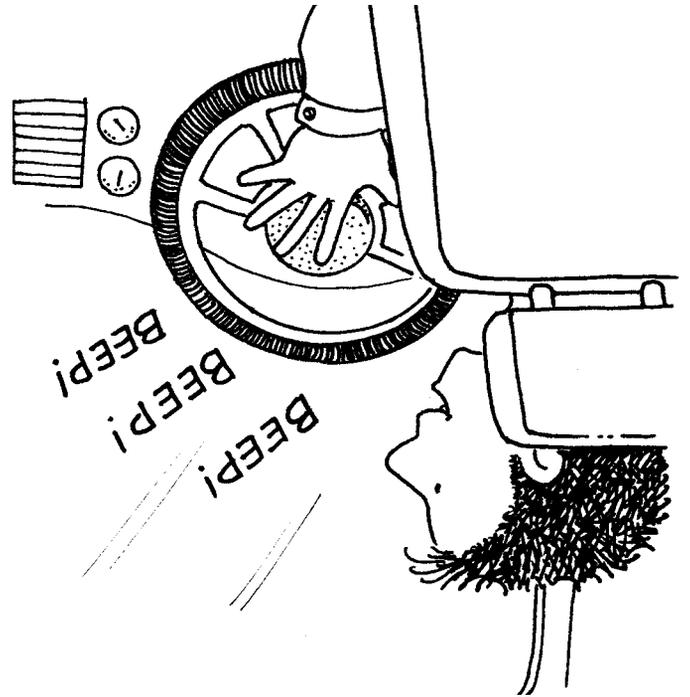
... all through the town.

Name \_\_\_\_\_

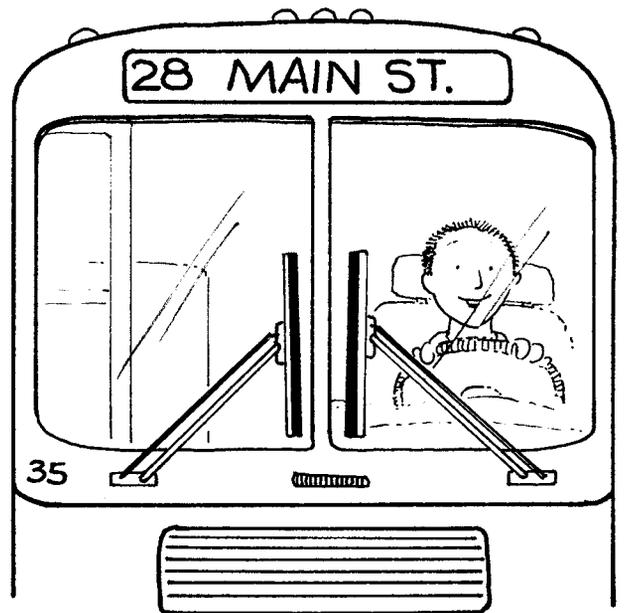
The \_\_\_\_\_  
on the bus  
go squeak, squeak, squeak.



The \_\_\_\_\_  
on the bus  
goes beep, beep, beep.



The \_\_\_\_\_  
on the bus  
go waa, waa, waa.



The \_\_\_\_\_  
on the bus  
go swish, swish, swish.