

A Common Core State Standards-Aligned
Discussion/Activity Guide for Grades PK - 3

IT'S YOUR FIRST DAY OF SCHOOL, BUSY BUS!

ISBN-10: 1481494678
ISBN-13: 978-1481494670

Written by Jody Jensen Shaffer

Illustrated by Claire Messer

Published by Beach Lane Books

It's the first day of school! But is Busy Bus ready? Find out in this darling picture book that showcases the excitement and worries little ones experience as they prepare for their first day.

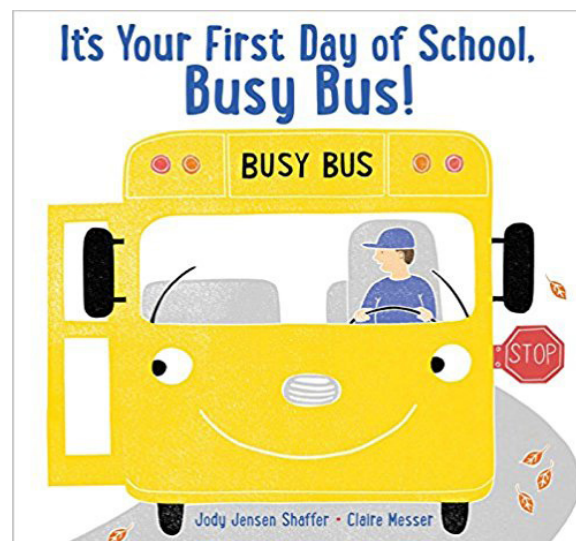
Today is the very first day of school! Busy Bus is excited, but he also has some first-day jitters. Will the children like him? Will he be homesick? What if he gets lost?! Luckily, bus driver Ben knows just what to do to make sure that the school year gets off to a great start.

Guide created by
Debbie Gonzales, MFA



Table of Contents

Pre-Reading Discussion Questions	3
Post-Reading Discussion Questions	4-5
The Parts of a Bus Folder Game	6-8
The Parts of a Bus Cover Sheet.....	7
The Parts of a Bus Labels.....	7
The Parts of a Bus Patterns	8
Story Sequencing.....	9-13
<i>It's Your First Day of School, Busy Bus!</i> Story Template - Procedure 1	10
<i>It's Your First Day of School, Busy Bus!</i> Story Template - Procedure 2	11
<i>It's Your First Day of School, Busy Bus!</i> Story Sequence Cards.....	12
<i>It's Your First Day of School, Busy Bus!</i> Story Template Answer Guide.....	13
The Busy Bus Adjective Poem	14-16
The Adjective List – Describing Words Template.....	15
The Busy Bus Adjective Poem Template.....	16
Common Core State Standards Alignment:	
English Language Arts Standards » Reading: Literature	17
English Language Arts Standards » Foundational Skills.....	17-18
English Language Arts Standards » Writing.....	18
English Language Arts Standards » Speaking & Listening.....	18



Pre-Reading Discussion Questions

Discuss the front cover of the book:

- Identify the type of vehicle featured on the cover.
- Predict where the bus is going. How do you know?
- Explain why the door is open. Who do you think will be entering the bus?
- Tell what the red sign on the right says. Explain what this sign signals for cars and pedestrians to do.
- The title of the book is *It's Your First Day of School, Busy Bus!* An author carefully chooses letters, words, and punctuation to communicate messages and emotions. Notice that the author chose to place an exclamation point at the end of the title. Determine why adding this particular punctuation mark might be important to the story.
- Study the illustration. Describe the bus's feelings about driving to school for the very first time. How do you know?
- Describe your feelings about going to school for the first time.
- Predict what *It's Your First Day of School, Busy Bus!* is going to be about.



Meet the Author – Jody Jensen Shaffer:

- Both of Jody's parents are teachers. Determine how having teachers as parents might have inspired Jody to become an author.
- Jody says that she remembers the exact moment that she learned to read. How about you? Talk about your experiences with learning how to read.
- Jody says that she loves to laugh and she loves funny things. Discuss how enjoying happy things might influence Jody's writing.
- To find out more about Jody and her other interesting writing projects, access her website at jodyjensenshaffer.com.



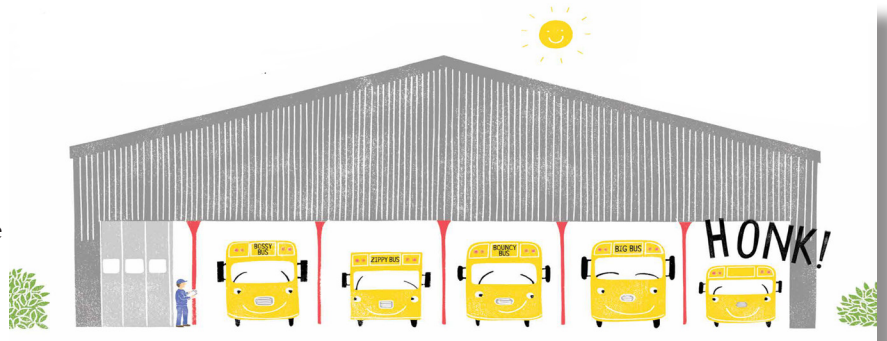
Meet the Illustrator – Claire Messer:

- Claire is both an author and an illustrator. This means that she tells stories with words and with pictures. Consider the illustration on the front cover. Describe the story Claire's illustration is telling.
- One of the books that Claire has written and illustrated is titled *Lazybones*, which is a story about a shy black dog. After studying the photo to the right, why do you think she decided to craft a book about a black dog?
- Predict how Claire feels about the smiling dog beside her. How do you know?
- In addition to writing and illustrating books, Claire creates special cards and invitations for her stationery company called Ten and Sixpence. To find out more about Claire and her art, access her website at clairemesser.com



Post-Reading Discussion Questions

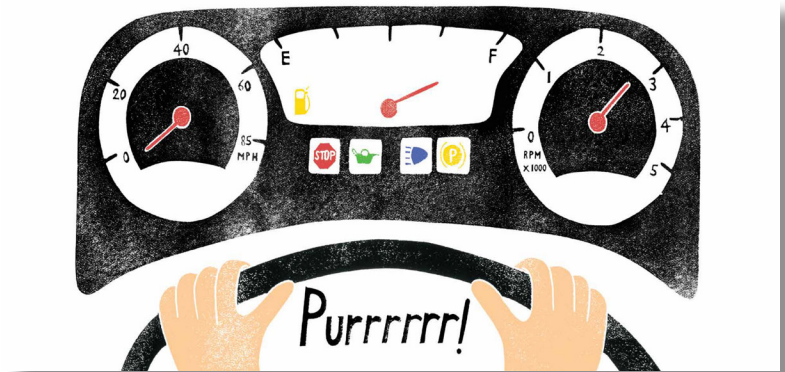
**Busy Bus is wide awake.
He can't wait to meet the children.
He hopes they will like him.**



- Observe the five buses parked in the bus barn. Identify ways that they are the same. Discover ways that they are different.
- How do the buses feel about driving children to school? How do you know?
- Determine what makes this particular school day a special one. Tell why this is so.
- Consider Busy Bus's thoughts about meeting the children. He is both eager to meet them and yet is concerned whether they will like him. How about you? Have you ever felt eager and a little worried at the same time? If so, when and why?

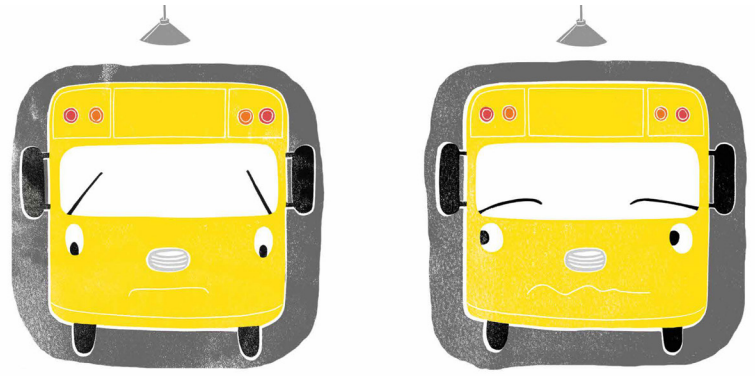
**Busy Bus hopes the children will know
that they are safe.**

- The word *diligent* means busy and careful. Explain why Ben the bus driver is busy and careful about checking each of the following parts of the bus before inviting children to ride Busy Bus to school:
 - Explain why Ben the bus driver checked the air pressure in the tires.
 - Discuss the reasons why he cleaned and adjusted the mirrors.
 - Determine why he made sure the stop arm was working properly.
 - Why would checking the blinkers and lights be important to do?
 - Consider the importance of checking that the emergency door is functioning properly.
 - Tell why having a fire extinguisher and an emergency kit on the bus might help to keep passengers safe.
 - Explore reasons why Ben the bus driver checks the engine, the buttons and gauges of the dashboard, the horn, the windshield wipers, steering wheel, and brakes before leaving for school.
- Describe what the word *safe* means to you. Explain why checking all of the parts of the bus assures that the children riding Busy Bus will be safe.



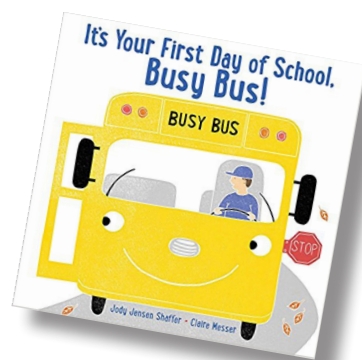
**What if I get homesick? he worries.
What if I don't make any friends?**

- The word *homesick* means to feel unhappy because a person is away from home. Busy Bus is leaving the bus barn and his bus family to drive to the school for the very first time. Determine why he might be worried about becoming homesick.
- There are many unknown aspects regarding the first day of school. List those that come to mind.
- When people are *worried*, they feel anxious, uneasy, and fearful. Explain why Busy Bus feels worried about making friends at school. Have you ever felt this way? Explain your answer.



**He is safe.
He is clean.
He is loved.**

- List the ways that Busy Bus is safe. Explain why being safe is important to Busy Bus and his passengers.
- Discuss why being clean makes Busy Bus and his passengers feel confident and cared for.
- Determine how Ben the bus driver demonstrated that he loved Busy Bus.
- Identify ways that Busy Bus extends love and care for his passengers.
- Does Busy Bus need to worry about safety, becoming homesick, or making friends any longer? Why or why not?
- How about you? Talk about overcoming worries about the first day of school.



jodyjensenshaffer.com

It's Your First Day of School, Busy Bus!

ISBN-10: 1481494678

ISBN-13: 978-1481494670

debbiegonzales.com



The Parts of a Bus Folder Game

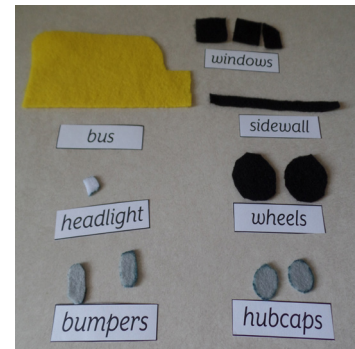
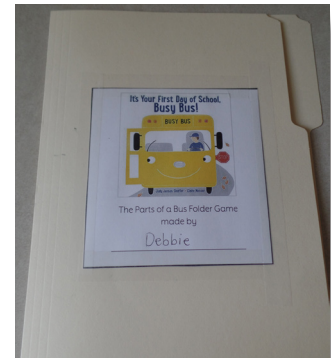
Objective: To use letter-sound relationships to decode words.

Materials:

- The Parts of a Bus Cover Sheet (Guide, pg. 7)
- The Parts of a Bus Word Labels (Guide, pg. 7)
- The Parts of a Bus Patterns (Guide, pg. 8)
- A variety of colored felt pieces (yellow, black, grey & white)
- Scissors
- A manila folder
- Glue stick
- Velcro dots
- Sheet of paper
- Tape
- Markers

Procedure:

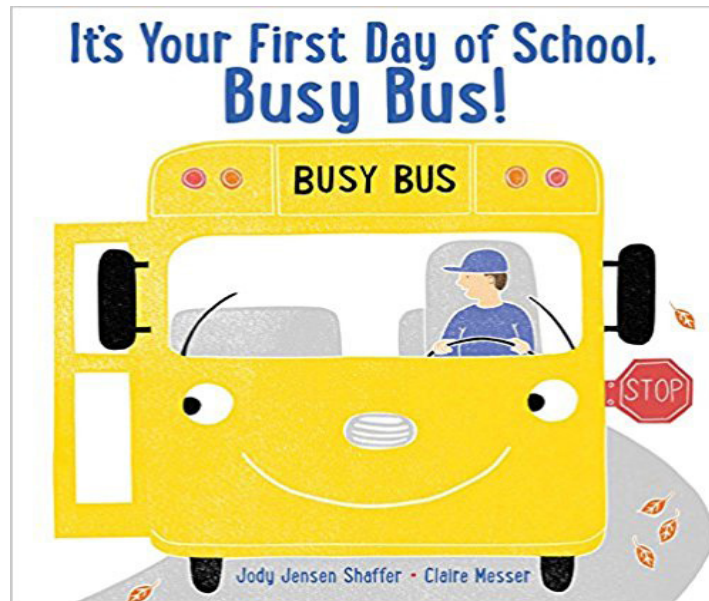
- Print **The Parts of a Bus Cover Sheet**, **The Parts of a Bus Patterns**, and **The Parts of a Bus Word Labels**. Use scissors to trim around the borders of the cover sheet and the word labels.
- Using the glue stick, affix the cover sheet to the front of the manila folder. Instruct students to use a marker to write their name in the space provided on the cover sheet.
- Use **The Parts of the Bus Patterns** as pattern to cut out the various parts of the bus. Yellow – bus, white – headlights, black – tires, sidewall & windows, grey – bumpers & hubcaps.
- Create a pocket by taping only three sides of the paper to the inside cover of the manila folder.
- Place two velcro dots on the left, inside section of the manila folder. These dots will be used to secure the felt pieces to the folder game.
- Instruct students to lay out their felt pieces on a flat surface. Encourage them to match the word labels to the correct part of the bus.
- Instruct students to build a bus by arranging the felt pieces on the left inside section of the manila folder. Encourage them to practice using the vocabulary involved in the bus creating process.
- Students may desire to use markers to illustrate a background on the right inside portion of the manila folder.
- Tell students to store their word labels and felt bus pieces in the pocket they created with paper and tape.
- Instruct students to write and illustrate a short story describing all that they know about a school bus.
- Share their work with the class.



Reference: R, Pete, et al. "FREE Printable School Bus Craft Template." *Keeping Life Creative*, 29 Mar. 2016, keepinglifecreative.com/creative-projects/how-to-make-your-own-school-bus-feltie-tutorial.



The Parts of a Bus Cover Sheet



The Parts of a Bus Folder Game
made by

The Parts of a Bus Word Labels

bus

wheels

bumpers

windows

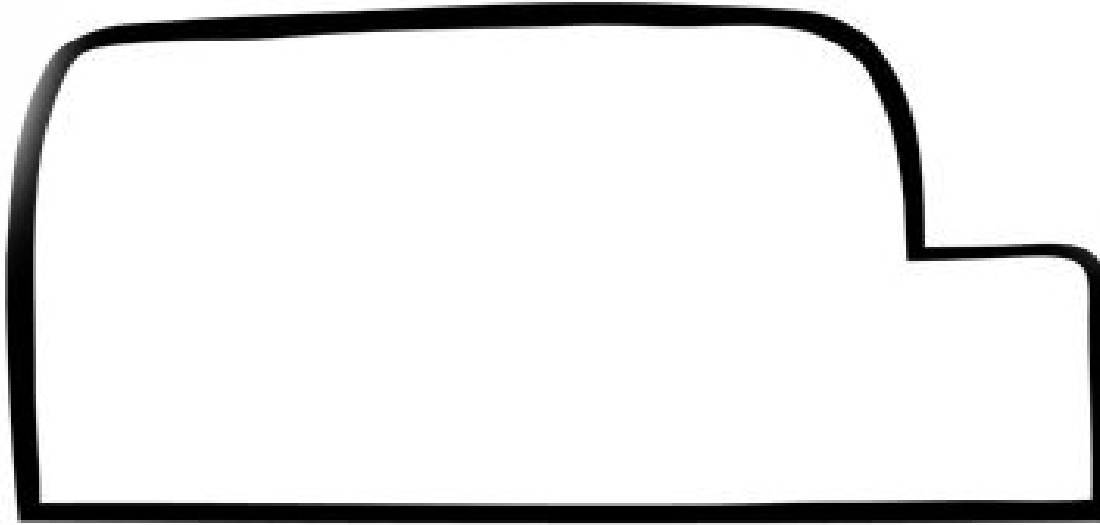
headlight

hubcaps

sidewall



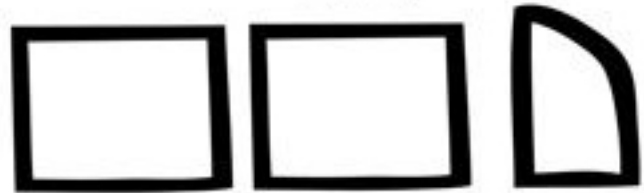
The Parts of a Bus Patterns



Bus



Bumpers



Windows



Tires



Hubcaps



Sidewall



Headlight



Story Sequencing

Objective: To explore elements of story structure such as plot development, the problem, and resolution in a sequential, hands-on manner.

Materials:

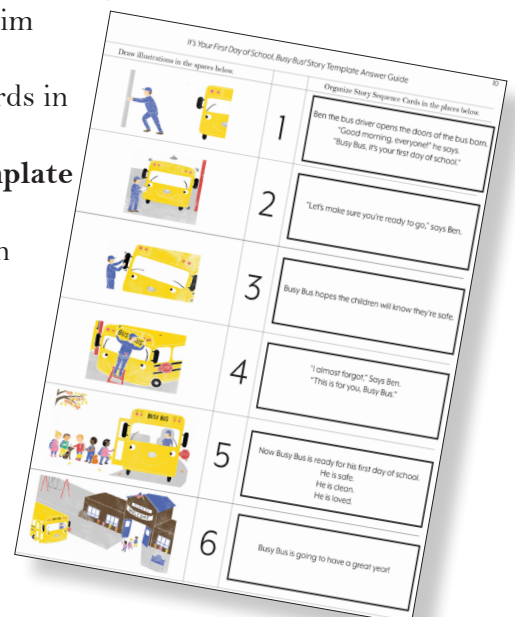
- *It's Your First Day of School, Busy Bus!*
- *It's Your First Day of School, Busy Bus!* Story Template – Procedure 1 (pg. 10)
- *It's Your First Day of School, Busy Bus!* Story Template – Procedure 2 (pg. 11)
- Story Sequencing Cards (pg. 12)
- *It's Your First Day of School, Busy Bus!* Story Template Answer Guide (pg. 13)
- Scissors
- Cardstock
- Markers

Procedure 1:

- Print **Story Sequence Cards** and *It's Your First Day of School, Busy Bus!* **Story Template – Procedure 1** on cardstock. Use scissors to trim around the borders of the Story Sequence Cards.
- Using the book and illustrations as reference, place the Story Sequence Cards in the order which they occur in the story.
- Use the *It's Your First Day of School, Busy Bus!* **Story Template Answer Guide** to check students work.
- Copy the text featured on the Story Sequence Cards in the correct space on the *It's Your First Day of School, Busy Bus!* **Story Template**.
- Share work with the class.

Procedure 2:

- Print **Story Sequence Cards** and *It's Your First Day of School, Busy Bus!* **Story Template – Procedure 2** on cardstock. Use scissors to trim around the borders of the Story Sequence Cards.
- Using the book as reference, place the Story Sequence Cards in the order which they occur in the story.
- Use the *It's Your First Day of School, Busy Bus!* **Story Template Answer Guide** to check students work.
- Use markers to create an illustration correlating with each Story Sequence Card.
- Share work with the class.



It's Your First Day of School, Busy Bus! Story Template – Procedure 1

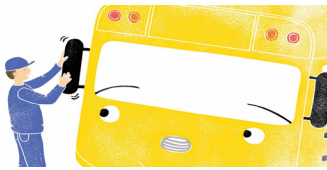
Organize Story Sequence Cards in the places below.



1



2



3



4



5



6



It's Your First Day of School, Busy Bus! Story Template – Procedure 2

Draw illustrations in the spaces below.		Organize Story Sequence Cards in the places below.
	1	
	2	
	3	
	4	
	5	
	6	



Story Sequencing Cards

Now Busy Bus is ready for his first day of school.
 He is safe.
 He is clean.
 He is loved.

“Let’s make sure you’re ready to go,” says Ben.

“I almost forgot, “ says Ben.
 “This is for you, Busy Bus.”







Ben the bus driver opens the doors of the bus barn.
 “Good morning, everyone!” he says.
 “Busy Bus, it’s your first day of school.”

Busy Bus is going to have a great year!

Busy Bus hopes the children will know they’re safe.



It's Your First Day of School, Busy Bus! Story Template Answer Guide

Draw illustrations in the spaces below.		Organize Story Sequence Cards in the places below.
	1	<p>Ben the bus driver opens the doors of the bus barn. "Good morning, everyone!" he says. "Busy Bus, it's your first day of school."</p>
	2	<p>"Let's make sure you're ready to go," says Ben.</p>
	3	<p>Busy Bus hopes the children will know they're safe.</p>
	4	<p>"I almost forgot," Says Ben. "This is for you, Busy Bus."</p>
	5	<p>Now Busy Bus is ready for his first day of school. He is safe. He is clean. He is loved.</p>
	6	<p>Busy Bus is going to have a great year!</p>



The Busy Bus Adjective Poem

Objective: To make observations and connections with key aspects of the story.

Materials:

- *It's Your First Day of School, Busy Bus!*
- The Adjective List - Describing Words Template (Guide, pg. 15)
- An Adjective Poem Template (Guide, pg. 16)
- Pencil
- Markers

Procedure:

- Instruct students to reread *It's Your First Day of School, Busy Bus!* Direct students to identify the sounds, colors, and shapes featured in the story. Consider the range of emotions Busy Bus feels as the story progresses.
- Using **The Adjective List - Describing Words Template** and a pencil, encourage students to list at least ten adjectives in each column that best describe the sounds, colors, shapes, and emotions explored in the text.
- Instruct students to choose six adjectives that they feel best describe Busy Bus's character. Write their words in the spaces provided on the **An Adjective Poem Template**.
- Tell the students to illustrate their poems in the framed provided on the poem template.
- Encourage the students to share their work with the class.



Busy Bus

yellow

black

excited

honking

smiling

happy

He is loved.



Adjective List - Describing Words

Study the illustrations featured in IT'S YOUR FIRST DAY OF SCHOOL, BUSY BUS! Use the template below to create a list of adjectives to describe the story. Notice the sounds that occurred as Ben the bus driver cared for Busy Bus. Identify the colors and shapes of the bus and in the bus barn shop. Consider how Busy Bus feels at different times in the story. Write all of these adjectives in the spaces provided in the template.

<i>Sounds</i>	<i>Colors & Shapes</i>	<i>Feelings</i>



An Adjective Poem

Busy Bus

He is loved.



Common Core State Standards Alignment

		Discussion Questions	Folder Game	Story Sequencing	Adjective Poem
English Language Arts Standards » Reading: Literature					
CCSS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.	✓	✓	✓	✓
CCSS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	✓	✓	✓	✓
CCSS.ELA-Literacy.RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	✓			
CCSS.ELA-Literacy.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	✓		✓	
CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.	✓	✓	✓	✓
CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.	✓		✓	✓
CCSS.ELA-Literacy.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	✓			
CCSS.ELA-Literacy.RL.1.3	Describe characters, settings, and major events in a story, using key details.	✓	✓	✓	✓
CCSS.ELA-Literacy.RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	✓	✓		✓
CCSS.ELA-Literacy.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	✓		✓	
CCSS.ELA-Literacy.RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	✓	✓	✓	✓
CCSS.ELA-Literacy.RL.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	✓			
CCSS.ELA-Literacy.RL.2.3	Describe how characters in a story respond to major events and challenges.	✓		✓	
CCSS.ELA-Literacy.RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	✓		✓	
CCSS.ELA-Literacy.RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events	✓			✓
CCSS.ELA-Literacy.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)	✓		✓	✓
English Language Arts Standards » Foundational Skills					
CCSS.ELA-Literacy.RF.K.1	Demonstrate understanding of the organization and basic features of print.	✓	✓	✓	✓
CCSS.ELA-Literacy.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	✓	✓	✓	✓
CCSS.ELA-Literacy.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.	✓	✓	✓	✓
CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.	✓	✓	✓	✓
CCSS.ELA-Literacy.RF.1.1	Demonstrate understanding of the organization and basic features of print.	✓	✓	✓	✓
CCSS.ELA-Literacy.RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	✓	✓	✓	✓



		Discussion Questions	Folder Game	Story Sequencing	Adjective Poem
English Language Arts Standards » Foundational Skills (cont.)					
CCSS.ELA-Literacy.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.	✓	✓	✓	✓
CCSS.ELA-Literacy.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.	✓	✓	✓	✓
CCSS.ELA-Literacy.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.	✓	✓	✓	✓
CCSS.ELA-Literacy.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.	✓	✓	✓	✓
CCSS.ELA-Literacy.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.	✓	✓	✓	✓
CCSS.ELA-Literacy.RF.3.4	Read with sufficient accuracy and fluency to support comprehension.	✓	✓	✓	✓
English Language Arts Standards » Writing					
CCSS.ELA-Literacy.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.		✓	✓	✓
CCSS.ELA-Literacy.W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.		✓	✓	✓
CCSS.ELA-Literacy.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.		✓		✓
CCSS.ELA-Literacy.W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.		✓	✓	✓
CCSS.ELA-Literacy.W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.		✓		✓
CCSS.ELA-Literacy.W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		✓		✓
English Language Arts Standards » Speaking & Listening					
CCSS.ELA-Literacy.SL.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	✓	✓	✓	✓
CCSS.ELA-Literacy.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	✓		✓	✓
CCSS.ELA-Literacy.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.			✓	✓
CCSS.ELA-Literacy.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	✓	✓	✓	✓
CCSS.ELA-Literacy.SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	✓	✓	✓	✓
CCSS.ELA-Literacy.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	✓		✓	✓
CCSS.ELA-Literacy.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.			✓	✓
CCSS.ELA-Literacy.SL.2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	✓	✓	✓	✓
CCSS.ELA-Literacy.SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	✓		✓	✓

