

Ages 3–6 • 978-0-8234-3442-8 • E-book available

LESSON PLAN ACTIVITY GUIDE



¡Vámonos! Let's Go!

by René Colato Laínez

illustrated by Joe Cepeda

"The Wheels on the Bus" takes on a new, bilingual identity as children sing in both English and Spanish about the exciting sounds made by all sorts of vehicles—motorcycles, fire trucks, airplanes and more!

INSIDE THIS GUIDE!

- Four activities with correlations to the Common Core State Standards
- A two-page lesson plan for use with children in preschool through grade three
- Plus sheet music for "The Wheels on the Bus" with text in both English and Spanish

COMMON CORE CONNECTIONS

1. What is an "adaptation" of a story? Discuss different versions of books that you have read. (Ex., *Cinderella*; *Gingerbread Man*; *City Mouse, Country Mouse*; *Baa, Baa, Black Sheep*.) **SL.K-1.1,4**
2. Sing the traditional "The Wheels on the Bus" song. Write down each verse. (Wheels on the bus, horn on the bus, wipers on the bus, door, children, mother) Compare and contrast the traditional version with the adaptation, *¡Vámonos! Let's Go!* **RL.K-1.1,3**
3. Have students write the sound for each part of the story: wheels on the bus, engine on the train, horn on the truck, motor on the motorcycle, siren on the ambulance, alarm on the fire truck, horn on the tricycle and the airplane in the sky. **RL.K-1.4 / L.K-1.5**
4. Write your own part of the song using a mode of transportation. The _____ on the _____ goes _____, _____, _____. Create a class book. **W.K-1.5,7,8**



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LESSON PLAN

¡Vámonos! Let's Go!

by René Colato Laínez

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In this fun adaptation of "The Wheels on the Bus," students will read and sing about their favorite vehicles in both English and Spanish.

Objectives: Compare and contrast versions of the same book written by different authors; sequence events; learn literary devices, including figurative language, onomatopoeia and vocabulary; recognize English/Spanish translations; make connections between the words and illustrations as they appear; identify changes from the beginning to the end of the story.

Guided Reading Level: J

Grade Level: 1

Interest level: Pre-K–2

Common Core Strands in This Guide:

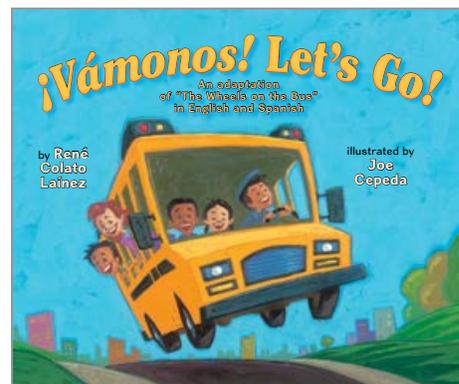
Reading Literature: RL.K.1, 2, 3, 4, 5, 6, 7, 9, 10/RL.1.1, 2, 3, 4, 5, 6, 7, 9

Reading Foundational Skills: RF.K.1, 2, 3, 4/RF.1.2, 3, 4

Writing: W.K–1.2, 3, 5, 7, 8

Speaking and Listening: SL.K–1.1, 2, 3, 4, 5, 6

Language: L.K–1.1, 2, 4, 5, 6



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BEFORE READING

1. Discuss what the cover illustration and title tell us about what we are going to read.
2. Ask students to look at the cover illustration and predict what the story is going to be about.
3. Read the title to the group. Discuss the words in Spanish (*¡Vámonos!*) and English (Let's Go!). What is an adaptation?
4. Read the names of the author and illustrator. Discuss the role of each.
5. Show the students two versions of a story they are familiar with: Cinderella; Baa, Baa, Black Sheep; City Mouse, Country Mouse; etc. Explain that the main idea of the story is the same, but details have been changed. Discuss examples.
6. Have students guess the song/story that this book is adapted from.
7. Discuss the stanzas in the "Wheels on the Bus" song. Write responses on the board in sequence. Ex.) wheels on the bus, wipers on the bus, doors on the bus, horn on the bus, children on the bus, mom on the bus . . . Answers may vary.
8. Sing "The Wheels on the Bus" with the class.
9. Ask students to identify the sound words from the song. Chart the words. (*Beep, honk, swoosh, etc.*)
10. Ask students why these words are important in the song. Tell the students that this literary device is called *onomatopoeia*.
11. Take a picture walk through the book. Have students identify the vehicles in the story. Create a vocabulary list. (Ex., bus, train, truck, motorcycle, ambulance, fire truck, tricycle, airplane) Have students identify the beginning sound of each word in the list. Write *tr* on the board. Discuss the sound and find the words that begin with *tr*. How do we tell these words apart if they have the same beginning sound? Discuss strategies.



12. As you look through the book, discuss the English and Spanish text. Find the vocabulary words above in English and Spanish. Write the Spanish word for each on the chart.
13. Read/sing to compare and contrast two versions of "The Wheels on the Bus."

DURING READING

1. Read/sing the book together with the class as you point to the words (English text).
2. Ask the students to reread the book (English text) silently as they point to the words.
3. As you reread the book together, have students find the matching English and Spanish words.
4. Chart the words.
5. Find the repeated lines in the story.
6. How do the illustrations contribute to the meaning of the story? How do the pictures help you understand what is happening in the story?
7. Discuss the point of view of the story. The children are in the bus watching the vehicles go by as they ride to school.
8. Discuss the connections between the words and the illustrations. (Ex., The boy and girl are waving "hello"; the "railroad crossing" is a detail that lets me know there is a train.)
9. Identify how the setting changes at the end of the story. (They are in the park.)
10. Record the students singing the song on the last page of the book.

AFTER READING

1. Compare and contrast two versions of "The Wheels on the Bus" based on:
 - Point of view
 - Characters
 - Setting
 - Structure
 - Events
2. How did the book change from the beginning to the end of the story? (In the beginning the children were riding on the bus, and at the end they were on a ride at the park.)
3. If the bus was driving down a different road in a different place, how would the story change? Create another version of "The Wheels on the Bus" as a class.
4. Check the English/Spanish words you found as a class with the glossary in the back of the book. Add words as needed. Create an English/Spanish dictionary with the words from the story. Draw pictures to represent each word and put them in alphabetical order.
5. Describe words in the story that appeal to the senses. Find the words that you can hear. (Ex., *Choo choo, honk honk, vroom vroom, nee naw nee naw, woo-ooo-ooo woo-ooo-ooo, toot toot, zoom zoom, bruum bruum, creak*) In small groups, think of more sound words. Write down the sounds you hear and draw a picture for each. Share with the class. (Ex., The telephone goes *ring, ring*. The water goes *drip, drip*.)
6. Retell the story in your own words.
7. Use the book to find the correct noun from the story.
 - The motorcycle has a _____.
 - The bus has _____.
 - The train has an _____.
 - The truck and the tricycle both have a _____.
 - The ambulance has a _____.
 - The fire truck has an _____.

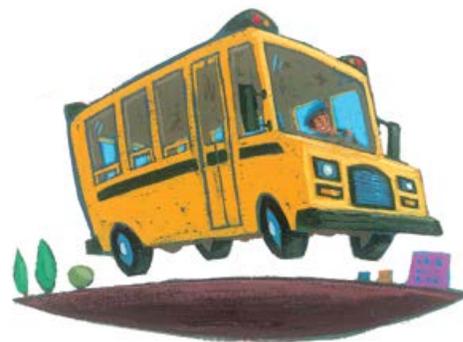
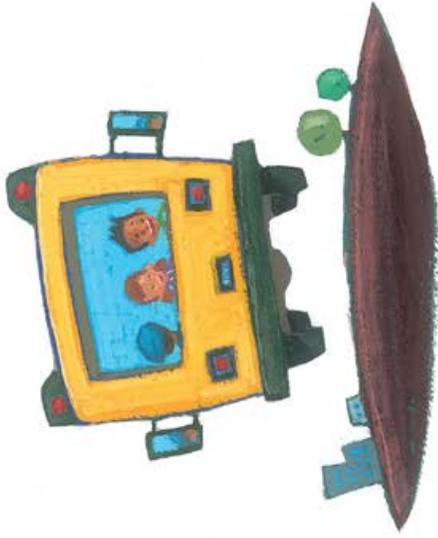


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¡Vámonos! Let's Go!



Jaunty D

The wheels on the bus go round and round,
 Las rue - das del bus rue - dan y rue - dan, ___ rue -

A7

round and round, round and round. The
 dan y rue - dan, ___ rue - dan y rue - dan. Las

D

wheels on the bus go round and round ___ por
 rue - das del bus rue - dan y rue - dan

A7

all through the town. (The)
 to - da ___ la ci - u - dad. (Las)

