

Wheels on the Bus

Kit contains: Wheels on the Bus book, school bus puzzle, letter rods, switch- activated battery-operated school bus, soft school bus with people, Picture This software, talking photo card, trifold literacy strip, Let's Get Ready for School, Follow Me to School and The Wheels on the Bus interactive story books.

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| <p>Oral Expression: Sing “Wheels on the Bus” song. (Attachment 1 A)</p> | Visual and Gesture Cues (gestures from song/finger play and pictures) | Voice output device programmed with some or all parts of the song(e.g., Big Mack, Cheap Talk) Battery-operated school bus. | Limit number of gestures Simplify by using repetitive pictures for visual cues | Let students choose what verse comes next. | Voice output device (not included in the kit) programmed with “all through the town.” Battery-operated school bus with switch. | Peer would assist the child to activate the device. | Modeling and visual cue |
| <p>Vocabulary: Pocket chart for vocabulary words that go with this story that has a picture to represent each word glued to a sentence strip. Students will match pictures and words.</p> | Visuals (Picture This software) Pocket chart | Real object based pictures (not included in kit) | Duplicate pictures (student can match picture to picture). | Students can choose partner for activity. | Use voice output device (randomizer) to let child help pick groups. Device should be programmed with various classmates’ names. | Use peers to assist those who need help. | Modeling and visual cues |
| <p>Phonological Awareness: Identify rhyming words by singing a rhyming song emphasizing rhyming words and initial</p> | Visual cues placed under written rhyming words. | Voice output device to include a nonverbal child. | Have students identify the type of transportation as its entire name is pronounced | Choice of ocean animal. | Voice output device and tactile/visual cues. | Hand-over- hand. Peer would assist student in activating the device | Multiple repetitions, visuals of rhyming words |

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| <p>sounds in words (Attachment 1 B).</p> <p>Match types of transportation with beginning sounds.</p> | | | (emphasis should still include sounds in the name) | | | if necessary. | |
| <p>Letter Knowledge: Use sponge letter stamps for students to produce the letter(s) that represent an ocean animal of their choice</p> | Choice board Visuals of ocean animal names | Picture cues for words | Extending activity over several days to allow for more instruction | Choose the letter they want to use; choose color of the letter. | Voice output device, choice board and sponge letters. | Work as teams using colors. | Modeling correct sound; assigning manipulatives. |
| <p>Print/Book Awareness: <i>Wheels on the Bus</i> book; address illustrator, author, etc.</p> | <u>Let's Get Ready for School</u> , <u>Follow Me to School</u> and <u>The Wheels on the Bus</u> interactive story books. Battery-operated school bus. | Real object based pictures (not included in kit) | Use a big book version of <i>Wheels on the Bus</i> book. | Child chooses pictures from interactive story book. | Interactive story books. Battery-operated school bus with switch. | Partner activities. Peer would assist student with activating the device if necessary. | Tell story using interactive book and manipulatives; conduct a retelling of the story. |
| <p>Written Expression: Writing our own Song: The wheels on the _____ go round and round. Provide index cards with the</p> | Pocket Chart <u>Let's Get Ready for School</u> , <u>Follow Me to School</u> and <u>The Wheels on the Bus</u> interactive | Real object based pictures (not included in kit) | Limit number of choices. | Students choose index card with a transportation picture of choice. | Literacy strip to be used with duplicate pictures representing each choice of transportation. | Peer assist for students needed help placing picture | Prewrite name for student or provide hand-over-hand assistance. |

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| following words: car, truck, bike, skateboard, wagon, train, van, skates, fire truck, and 4-wheeler with their corresponding picture (Picture This software). Students plug a word into each sentence frame. | story books. Interactive books to be used as example of how you incorporate a picture as a word or thought. | | | | | card in pocket chart as needed. | |
| Number and Number Sense: How many wheels? Students explore different types of transportation and recognize how many wheels they have. | Pictures with numerals that represent different numbers. | Three-dimensional wheels to count rather than pictures. | Tell them how many and they count that amount. | Students choose which type of transportation they want to use for this activity. | Voice output device with numbers on it | Use peers to assist those who need help. | Prompting and hand-over-hand for counting. |
| Computation: Grouping and counting different types of transportation. | Transportation manipulatives and pictures (Picture This software). | Three-dimensional manipulatives. | Use fewer manipulatives and pictures. | Let students choose the animal puppet they want to be. | Voice output device with numbers on it. | Peer would assist student in activating device if necessary. Work in small groups | Modeling and verbal cues |
| Measurement: Sort different buses by | Bus toys and different | Visual, tactile cue on rulers. | Limit to comparison of | Measure their choice of buses. | Voice output device with | Work in small | Model which items |

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| size (big/little) and measure length of different buses. | pictures of buses. | | big/little only. | | big/little response. | groups. Peer assist to those who need help. | are big and little. |
| Geometry: Shape School Bus: Use a bright yellow rectangle and a yellow square for the bus; Add two round black wheels for the tires; Glue on four or five square blue windows for the children. One triangle window for the driver and circles for the children's heads. | Various pictures of buses (Picture This software). | Give students some preassembled parts to the bus. | Limit the number of different shapes used and number of piece to the bus. | Choose additional decorations for their bus. | Voice output device for choices. | Peer assist to students to activate device and participate fully in activity if necessary. | Show examples of completed activity. |
| Data Collection: Bus Graph | Bus pictures with bus number. | Choice board or voice output device | Fewer choices of buses | Child chooses the bus they ride and place on graph. | Voice output device with choices. | Peer assist to students to activate device and place bus on the graph if necessary. | Verbal and Visual prompting. |
| Patterns and Relationships: Make patterns with | Three-dimensional manipulatives | Go Talk button with "Which comes next?" | AB pattern vs. ABCD pattern | Choosing which pattern they want to repeat. | Voice output device | Peer assist to those students | Modeling and presenting |

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| the different types of transportation (i.e. bus, plane, train, etc...) and have students repeat those patterns. | and pictures of different types of transportation. | recorded | | | | who may need it. | sample patterns. |
| Scientific Investigation: Students will use various sizes of buses made out of construction/cardstock to measure and compare lengths. | Various buses of different lengths. Rulers | Use various different sized bus toys for measuring. | Limit the number of buses to measure. | Let students choose which buses to measure. | Voice output device (not included in the kit) programmed with "this one is longer," "this one is shorter." | Peer would assist the child to activate the device. Hand over hand assistance. | Modeling and visual cue |
| Force, Motion, Energy: Have students touch magnets to "bus items" in a container and describe what happened. | Verbal Cues | Use a larger magnet on a stick for easier manipulation. Velcro a magnet on a stick to student's wrist. | Limit the number of items tested. | Let students work in small groups of 2-3. | Use voice output device (not included in the kit) programmed with "this one sticks to the magnet" and "this one doesn't stick to the magnet." | Use peers to assist those who need help | Modeling and visual cues |
| Matter: Using transportation manipulatives students will describe physical properties | <i>Wheels on the Bus</i> book. Easel | Voice output device to include a nonverbal child. | Provide choice board of words (pictures) that can help students with | Students can choose their manipulative to describe. | Voice output device. (program with descriptive words related to | Hand-over-hand. Peer would assist student in | Modeling and providing visuals. |

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| such as their color, shape, texture, size, weight, and position. | Pointer | | the vocabulary to describe their item. | | the activity.) | activating the device if necessary. | |
| Life Processes: Ask students to bring in a baby picture. Compare their baby picture to the child. What has changed? What is the same? | Provide pictures of animal babies and adults. | Provide talking picture frame for student's baby picture. | Carry this over for a few days allowing additional discussion and more opportunities to see various different pictures of baby and adult animal pictures and pictures of their classmates. | Students get to choose which picture they bring to school. | Talking picture frame programmed with comments related to the student's picture. | Peer assist with activating talking picture frame and showing it to the class. | Verbal prompting. |
| Space Systems: Shadow screen Suspend a sheet between two tables. Place a strong light source behind the screen. Create several cardboard cutouts of various items from the story. Cast shadows on the | Manipulatives from the story. | Use larger manipulatives for easier viewing and identification. | Limit number of manipulatives used. | Child identifies which item they see. | Voice output device for the child to identify the items. | Peer would assist student with activating the device if necessary. | Verbal prompting and modeling. |

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| screen by holding the cardboard in front of the light source. Ask children to identify the items from the story. | | | | | | | |
| <p>Earth Patterns, Cycles, and Change: Have a picture/words daily schedule (starting with the bus) posted for children to see. Help them to create a daily schedule for home using cutouts of teeth to indicate brushing, food to indicate eating, bathtub to indicate bathing, etc. Glue the cutouts onto a sheet of paper in the order they are completed.</p> | Pictures that represent various activities throughout the day and for home activities. | Use real object based pictures for schedule. | Limit the number of pictures used. | Students help to choose what pictures they want to use for their daily schedule. | Mini individual picture schedule that can be placed on a key ring and easily accessed at all times throughout the day. | Peer assist with checking the daily schedule. | Modeling and verbal prompting. |
| <p>Resources: Teach students to recycle.</p> | Recycling bin in the classroom. | Pictures of things that can be recycled. | Limit the number of different | Let students choose which recycling bin | Pictures that can be places on the recycling | Use peers to assist those who | Modeling. |

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| | | | recycling bins. | items belong in. | bins indicating which items belong in that bin. | need helping sorting the items in the right bins. | |
| <p>History Similarities and Differences: Have children discuss various types of transportation and their similarities and differences.</p> <p>Students will retell the story using manipulatives.</p> | Pictures of transportation. | Pictures and visual boundaries for students to place manipulatives in similar / different categories for visual representation. | Use fewer manipulatives. | Let students choose manipulative to retell the story. | Voice output device programmed with a specific section (line) from the story so that the student can participate in the retelling. | Peer would assist student in activating device if necessary. | Modeling and verbal cues |
| <p>History Change over Time: Collect and sort sets of baby clothes/ toys and students' current clothes/toys.</p> | Pictures of babies, baby items, and pictures of older kids and their toys and clothes. | Use realistic pictures from magazines, books, etc... | Limit number of pictures for matching. | Child can choose which pictures to sort. | Voice output device programmed with baby/child responses. | Work in small groups. Peer assist to those who need help. | Modeling and verbal prompting. |
| <p>Geography: Involve children in creating simple representations of different types of</p> | Realistic pictures of different types of transportation. | Pictures (cutouts) that can be used to help create drawing. | Allow student to bring in a photograph that represents their choice of a type | Choose their drawing or block construction. | Pictures and voice output device programmed with choices | Students assist those who need support in participatin | Modeling and redirection if needed. |

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| transportation through drawings or block construction. Have the students discuss these and the environment in the story. | from books, magazines, etc... | | of transportation. | | such as "I want to make an airplane." | g in this activity. | |
| Geography Descriptive Words: While reading the story note location, descriptive, direction and attribute words. | Books Easel and pointer. | Choice board or voice output device. | Utilize the pictures in the book and manipulatives for verbal prompting. | Student participates in discussion. | Voice output device with choices of descriptive words. | Student assists with voice output device. | Models and samples |
| Economics: Discuss with students different jobs and workers surrounding transportation. | Pictures and props for workers and worker tools. | Realistic pictures of jobs and workers. | Limit number of jobs discussed. | Students can choose props and pictures to match workers to their job/tools. | Voice output device with pictures of different jobs and how it relates to transportation and the story. Example: "bus drivers drive us to school everyday." | Peer assist to those students who may need it. | Modeling and verbal prompting. |
| Economics Making Choices: Provide choice board for daily center / | Chart board Pictures representing centers and | Choice board and voice output device. | Fewer choices of centers and work time. | Child chooses their center and/or work time. | Voice output device with choices. | Peer assist to those students who may | Modeling. |

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| work time activities. | work time. | | | | | need it. | |
| <p>Civics / Citizenship: Establish class rules and expectations.</p> <p>Start the day with a share time where each child may contribute to the class discussion.</p> | Pictures that represent class rules and expectations. | Provide smaller version of class rules and expectations using pictures for individual student use and reference. | Limit pictures and wording to describe rules and expectations. (Keep it simple) | Students choose whether to follow rules and expectations or not 😊 | Voice output device used during sharing time. Device could be sent home daily for parent to program about the student's weekend, evening, trip, etc... | Peer assist to those students who may need it. | Modeling and verbal prompting. |
| <p>Skilled Movement: Wheels on the Bus song with movements.</p> | Pictures that represent different movements. | Choice board or voice output device. | Fewer choices of movements. | Non-ambulatory child can lead class in movements. | Randomizer to be used to identify the order of movements. | Peer would assist the child to activate the device | Modeling. |
| <p>Movement Principles and Concepts: Sing different transportation songs. (Attachment 1A)</p> | Visual and Gesture Cues (gestures from song/finger play and pictures) | Voice output device programmed with some or all parts of the song(e.g., Big Mack, Cheap Talk) | Limit number of gestures Simplify by using repetitive pictures for visual cues. | Let students choose which number to start with. | Voice output device (not included in the kit) programmed with parts of the song. Example: Big Mack, Cheap Talk, Tech Talk, etc... | Peer would assist the child to activate the device | Modeling and visual cue |
| Personal Fitness: | Adult | Choice board or | Fewer choices | Child chooses | Voice output | Peer assist | Monitoring |

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| Provide opportunities for students to climb, hang, and swing on large appropriately-sized indoor and outdoor recreational equipment. | monitoring and support. | voice output device for choosing outdoor play activities. | of outdoor activities. | their outdoor play activity. | device with choices. | to students with gross motor difficulties. | and support. |
| Responsible Behaviors: Provide opportunities for students to Explain and discuss simple safety rules when on the bus. Students can create drawing to represent those behaviors. | Pictures and Visuals to represent appropriate responsible behaviors when on the bus. | Provide cutouts for students to use in their pictures. | Provide craft materials for creating the mess. | Students choose the color paper they want to use, craft materials, etc... | Visual support and voice output device programmed with various responsible behaviors. | Peer assist to those students who may need it. | Modeling. |
| Physically Active Lifestyle: Encourage students to walk, run, jump, hop or gallop around the outdoor recreational area. During this time children should have access to large open spaces and be able to be active on large appropriate | Adult monitoring and support. | Choice board or voice output device for choosing outdoor activities. | Fewer choices of outdoor activities. | Child chooses their outdoor activity. | Voice output device with choices. | Peer assist to those students with motor difficulties. | Monitoring, support, and modeling of good physical activity. |

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| recreational equipment as well as being able to play with balls and other manipulative objects. | | | | | | | |
| Self Concept: Provide daily opportunities for students to choose an activity, make a plan, and carry out the plan. | Choice board and pictures that represent choices for students. | Provide individualized, smaller choice board. | Limit number of choices for students. | Students choose activities and plans and how to carry out those plans. | Voice output device to identify choices. | Peer assist to those students who may need it. | Modeling and verbal prompting |
| Self Control: Model for children what to do when they finish an activity. Have child-size cleaning materials available and teach children how to use them. Teach students a simple song to sing when it is time to transition from one activity to another. | Child size cleaning materials Visual timer for transitions. | Pictures to represent steps of what to do when students are finished with an activity. Visual timer. | Simple song for transitions. Simple instructions for what to do when students are finished with an activity. | Child chooses to follow the instructions for clean up and transition ☺ | Visual timer. | Peer assist to those students who may need it. | Modeling and verbal prompting. |

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| <p>Approaches to Learning: Students should participate daily in small group planning and discussion.</p> | Structured planning time. | Chart that represents order of students turn for sharing their plans, thoughts, and ideas. | Provide opportunity for smaller group planning and discussion time. | Students choose their plan and discussion. | Pictures and chart for planning time. | Peer assist to those students who may need it. | Modeling. |
| <p>Interaction with Others: Model appropriate styles of communication with children and adults. Demonstrate interaction strategies through role-play. Use photographs of classroom activities as an opportunity for children to share their thoughts and ideas. Make a class record or graph of their thoughts and ideas.</p> | <p>Photographs of classroom activities.</p> <p>Graph of students thoughts and ideas.</p> | <p>Alternative pictures of appropriate interaction strategies.</p> <p>Use solution kit pictures.</p> | Identify through positive reinforcement models of appropriate communication and interaction in addition to role-play identification. | Child chooses appropriate interaction strategies or not ☺ | <p>Voice output device for interaction from a child with limited expressive language skills.</p> <p>Solution kit pictures.</p> | Peer assist with device to those students who may need it. | Modeling and role playing. |

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| Social Problem Solving: Student social story. Provide a social story for students to discuss, read (by pictures) and color. | Different examples of social stories. | Solution kit and additional pictures that represent social problem solving. | Utilize a simple short social story. | Students choose social story. | Voice output device programmed with various phrases representing the social story. | Peer assist to those students who may need it. | Modeling and verbal prompting. Lead discussion about the different social stories. |

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ATTACHMENT 1A

“The Wheels on the Bus” Song:

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!
(pump your arms up and down like a train wheel)

The horn on the bus goes beep, beep, beep;
beep, beep beep;
beep, beep, beep.
The horn on the bus goes beep, beep, beep;
all through the town!
(pretend to beep horn)

The wipers on the bus go swish, swish, swish;
swish, swish, swish;
swish, swish, swish.
The wipers on the bus go swish, swish, swish,
all through the town!
(move your forearm back and forth like a windshield wiper)

The people on the bus go up and down;
up and down;
up and down.
The people on the bus go up and down,
all through the town!
(bob up and down)

The babies on the bus go waa, waa, waa;
waa, waa, waa;
waa, waa, waa.

The babies on the bus go waa, waa, waa,
all through the town!
(pretend to put your fists in your eyes like a crying baby)

The parents on the bus go shh, shh, shh;
shh, shh, shh;
shh, shh, shh.

The parents on the bus go shh, shh, shh,
all through the town!
(put your index finger over your lips)

The signals on the bus go blink, blink, blink;
blink, blink, blink;
blink, blink, blink.

The signals on the bus go blink, blink, blink,
all through the town!
(flick your fingers on both hands like you're flicking water off them)

The motor on the bus goes zoom, zoom, zoom;
zoom, zoom, zoom;
zoom, zoom, zoom.

The motor on the bus goes zoom, zoom, zoom,
all through the town! (pretend to be driving the bus)

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ATTACHMENT 1B

In bright yellow coats
All in a row,
We sleep through the summer
With no place to go.

In September we wake up,
Guzzle our fuel,
And stop at the corner
To take you to school!

WHAT ARE WE???
~ Author Unknown