



## Bridge Understanding from Reading to Writing!

In this file you'll find text dependent questions designed specifically for this text and the resources you'll need for the bridge chart described in the episode. Don't forget to try out the matching writing task to complete the lesson.

*Don't Let the Pigeon Drive the Bus* by Mo Willems is a highly engaging call-and-response text that students can't help but respond to.

Join National Board Certified Teacher, Reading Specialist, and Literacy Coach Julie Webb as she demonstrates how to teach for comprehension when reading and writing with this treasured mentor text.

[Buy the Book!](#)

*Thanks for listening and have a great day at school!!*

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Load with 3x5 sticky notes and place this sheet into printer.

## Why does the driver ask us to guard his bus?

He knows the pigeon wants to drive it.

title page

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## How does the pigeon try to convince us to let him drive?

He whines, pleads, tries to connect to us, makes claims, asks questions, demonstrates.

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## How do the pigeon's feelings change in the book?

He's hopeful, he's desperate, he's frustrated, he's angry, he's hopeless, he's hopeful again.

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## How does the story conclude?

He gets a new idea to drive a truck instead.

p. 30-31

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## Why does the author give information through the bus driver?

The story is told through dialogue and the bus driver character helps explain the plot.

title page

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## Why does the author include text on only some pages?

He wants readers to infer additional information.

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**Is dialogue an effective tool for persuasion?  
Why/why not?**

Answers will vary. Encourage students to explain their thinking.

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**What evidence do you have to back up your claim?**

Answers will vary.

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**Why does the author offer a wordless conclusion?**

Answers will vary. Encourage students to explain their thinking.

p. 30-31

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# Make Personal Connections

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# Make Claims

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# Whine

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# Ask Questions

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# Show Evidence

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# Plead

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**I thought he'd  
never leave.**

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**Hey, I've got an  
idea. Let's play  
"Drive the Bus"!  
I'll go first!**

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**Hey, can I drive  
the bus?**

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**Please?**

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**I have  
dreams you  
know!**

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**My cousin  
Herb drives a  
bus almost  
every day!**

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**What's the big  
deal?**

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**I'll be your  
best friend!**

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**I never get to  
do anything!**

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**I bet your  
mom would  
let me.**

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**vroom-vroom  
vroomy  
vroom-vroom**

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**C'mon! Just  
once around  
the block!**

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# Don't Let the Pigeon Drive the Bus!



## *persuasion strategies*

### Make Personal Connections

Hey, I've got an idea. Let's play "Drive the Bus"! I'll go first!

I thought he'd never leave.

### Show Evidence

vroom-vroom  
vroomy  
vroom-vroom

My cousin Herb drives a bus almost every day!

### Ask Questions

What's the big deal?

Hey, can I drive the bus?

### Make Claims

I bet your mom would let me.

I'll be your best friend!

### Whine

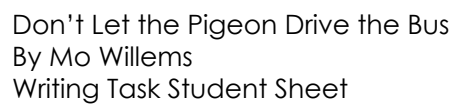
I have dreams you know!

I never get to do anything!

### Plead

Please?

C'mon! Just once around the block!



Date: \_\_\_\_\_

Choose an activity you are not allowed to do on your own, such as baking a cake or flying an airplane. Persuade your reader to let you take part in the activity. Provide strong, logical reasons and try some emotional appeals as well. Use the examples on the chart to help you.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Blank lined paper template with 20 horizontal lines.