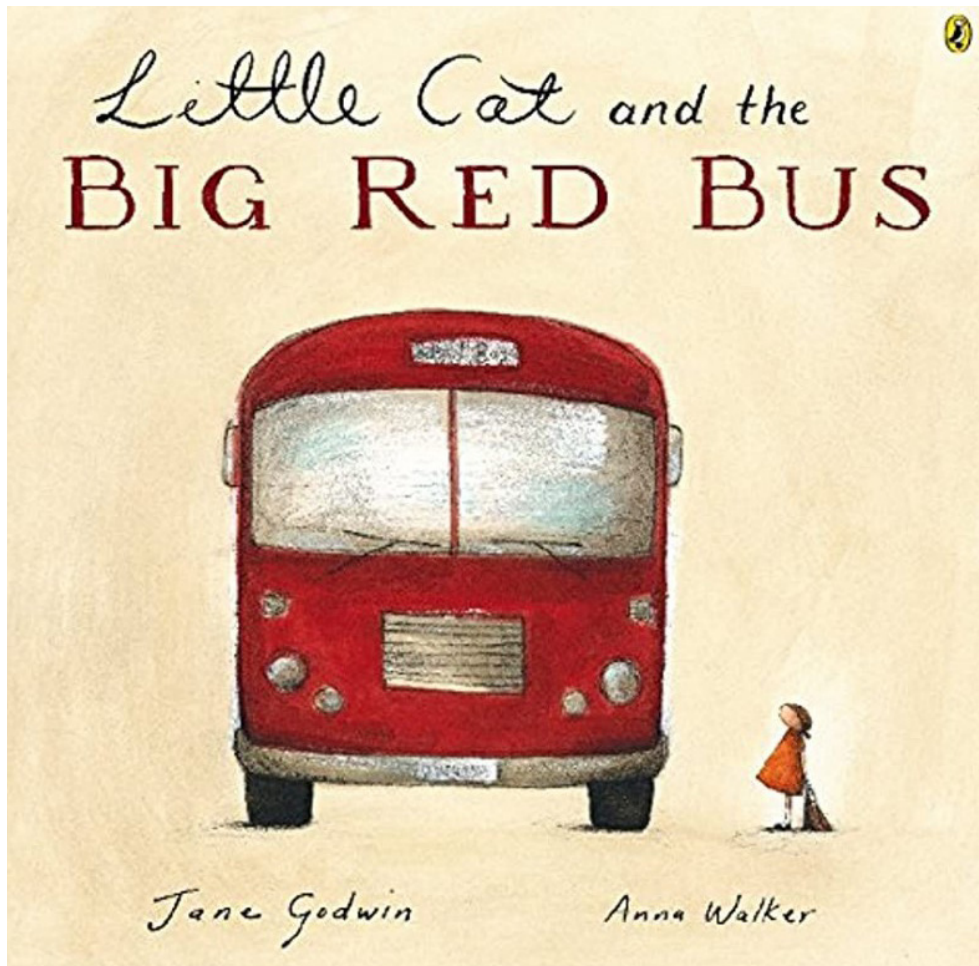


Be Bus Aware!

A teacher resource



Godwin J (2010) *Little Cat and the Big Red Bus*, Penguin Random House, Docklands VIC

This resource has been designed to integrate Transport for NSW bus safety messages with the NSW English K-6 syllabus. Text from Jane Godwin's book, '*Little Cat and the Big Red Bus*' has accompanying bus safety messages to be used in NSW classrooms. The suggested activities can be altered to suit the needs of students in any Kindergarten to Year 5 classroom.

Additional sources, such as websites and images, are included, and can be used to strengthen the messages discussed in the resource.



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Be Bus Aware!

A teacher resource (Stages ES1-2) to use in the classroom to promote bus safety.

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Little Cat is very small.
She is the smallest on the bus.

BUS SAFETY MESSAGES

Show a picture of a local bus.

(See page 7)

What is a bus?

Why are they important?

How do they help us?

Have you ever been on a bus?

Where were you going?

ES1 Segment and encode single-letter VC and CVC words, and apply this knowledge when writing words and creating texts (ENE-PHOKN-01)

Segment words: cat, she, is, on, bus

S1 Use the comparative and superlative suffixes *-er* and *-est* (EN1-SPELL-01)

Look at the difference in the words 'small' and 'smallest'. How does the addition of 'est' change the meaning? What other words have the suffix *est*? Create a word bank.

S2 Use adjectives to develop descriptive features (EN2-CWT-01)

Why did the author use adjectives to provide detail of Little Cat? Why was the word *small* repeated in different forms?



Every day when school is over, Little Cat finds a seat. She would like to sit in the special spot up the front, but someone else always gets there first. The big children push and shove. They rumble and bumble. They laugh and talk up the back. Sometimes they fight, even when they are happy.

BUS SAFETY MESSAGES

How do you stay safe around buses?

Walk safely, wait patiently, be aware of the roads, step back from kerb, find a safe place to cross the road when you get off the bus, follow all signs and signals.

Should you have your earphones in when you are waiting for a bus? Why not?

How should you behave when on a bus? Why?

Show the image of children/carers on the bus.

(See page 7)

ES1 Use a capital letter to start a sentence and a full stop to end a sentence (ENE-CWT-01)

Write each word on a flash card, with punctuation, and jumble. As a class, arrange the words in the correct order, focusing on the capital letters and full stops.

S1 Use action, saying, relating and sensing verbs to add detail and precision to writing (EN1-CWT-01)

Identify the verbs in the text. Can you add/replace to create the same meaning? Are they all action verbs?

S2 Experiment with words, word order and repetition for rhetorical effect or to create atmosphere (EN2-CWT-01)

Identify the verbs on the page. How did the author use these to create atmosphere?



It was always the same.
Every day.

The bus goes up and the bus goes down.

The bus goes over and the bus goes around.

BUS SAFETY MESSAGES

Where do buses go?

Look through a bus route.

Can you identify any local spots you could catch a bus to?

ES1 Use prepositional phrases to indicate time or place (ENE-CWT-01)

Have students use the prepositional language used in the text to compose their own sentences.

S1 Identify, understand and use wordplay and rhyme in a range of texts (EN1-VOCAB-01)

Are there any rhyming words on this page? Down and around? How does it impact on the meaning of the text?

S2 Use simple, compound and complex sentences of varying lengths for variation and readability (EN2-CWT-01)

Identify the different types of sentences on the page.



The bus goes through, and the bus comes out.

The bus stops and starts, and stops and starts again, and at last it is time for Little Cat to get off.

BUS SAFETY MESSAGES

How do you ask the bus driver to stop where you would like to get off?
Role play with peers.

ES1 Understand that punctuation is a feature of written language and how it impacts meaning (ENE-CWT-01)

Read the words without punctuation marks, and have students discuss why it's necessary to make meaning of the text.

S1 Use time connectives to sequence information and events in texts (EN1-CWT-01)

Highlight the phrase 'at last'. What does it mean? What does this mean for sequencing purposes? Can you say some events in order then use the phrase 'at last' for the final event?

S2 Use commas between words in a list or to separate adjectives when more than one is used (EN2-CWT-01)

How does the use of commas engage the readers?



"Come on," says her big sister and they run up the hill to home.

BUS SAFETY MESSAGES

What do we do with our voices on a bus?
Why is it important to use inside voices?

ES1 Identify and use verbs in simple sentences, including in own writing (ENE-CWT-01)

What is a verb? Identify the verbs in the sentence and have students put them in other sentences.

S1 Identify symbols and images in texts, and how they bring deeper meaning (EN1-UARL-01)

Highlight the word home. How do you think Little Cat felt to get home? How do you feel when you get home? Link to the final page of the text.

S2 Select and use precise saying, thinking, acting, and relating verbs and verb groups to align with text purposes (EN2-CWT-01)

Where is the saying verb in this text? What are other saying verbs? Construct sentences which have them.



But one day her big sister was sick, so Little Cat had to go to school all on her own.

It was a long day, and when it was over, Little Cat got on the bus all by herself to come home.

The sun shone on the window and made her feel warm.

BUS SAFETY MESSAGES

Little Cat's dad walked her to the bus stop. How would you walk with your dad?
Hold an adults hand when you cross the road/on the footpath.
What would happen if the bus wasn't there yet?
Wait patiently with your carer or adult.
Stop! Look! Listen! Think! every time you cross the road.
How do you know what time a bus comes?
Look at timetable online or apps available. Also look at image of bus road signage.
(See page 7)

ES1 Identify and discuss how creative language and/or symbols enhance enjoyment in texts (ENE-UARL-01)

Focus on the sentence: The sun shone on the window and made her feel warm. Discuss how this shaped meaning in the text.

S1 Use creative wordplay to affect the reader (EN1-CWT-01)

Focus on the final sentence of the page. Ask; do you think the warm feeling was physical? What was the authors purpose here?

S2 Recognise that words and phrases can have literal or implied meanings according to context (EN2-VOCAB-01)

What was the authors purpose of the final sentence? Do you think it has a literal or implied meaning?



The bus went up and the bus went down.
The bus went over and the bus went around.

The bus went through and the bus came out.
It stopped and started and stopped and started.
Little Cat felt very sleepy...and there was no big sister to tell her when to get off the bus.

BUS SAFETY MESSAGES

How do children in remote/metropolitan areas get to school?

Calculate distance from their home to school and compare with other communities.

ES1 Share feelings and thoughts in response to characters and actions in texts (ENE-UARL-01)

When have you been so sleepy you couldn't stay awake?

S1 Use vocabulary to express cause and effect (EN1-UARL-01)

Focus on the last sentence; why was there mention of Little Cat's sister. What effect did this have on the characters and on you?

S2 Understand that some graphemes are dependent on their position in a word in English and apply this knowledge when spelling (EN2-SPeLL-01)

As the word apply ends with a long /i/ phoneme, it is represented using the letter y, not i.



Little Cat closed her eyes...and the bus rumbled on.

More children got out.
And more children.
Until there was only one child left on the bus.

BUS SAFETY MESSAGES

*Show image of inside a bus.
(See page 7)*

What are some features of the inside of a bus?

*Look at signage, equipment.
What keeps you safe on a bus?
(See page 7)*

ES1 Recognise a simple sentence in own writing (ENE-CWT-01)

What is a simple sentence? Write some about buses. E.g. The bus is red.

S1 Use a combination of simple and compound sentences to engage the reader when creating written texts (EN1-CWT-01)

Identify the simple and compound sentences in the text and explain why.

S2 Describe how characters invite emotional engagement with literature (EN2-UARL-01)

How do you think Little Cat will feel when she wakes up? How would you feel?



And it stopped.
But it did not start again.

BUS SAFETY MESSAGES

Where do buses stop and start their journeys?

*Refer to bus route map of local area.
Have students identify where their local bus stop is.*

ES1 Use connectives such as and, but and because when speaking (ENE-CWT-01)
Identify connectives in the text and use orally in a sentence.

S1 Express personal responses to the real and imagined worlds that are represented in texts (EN1-UARL-01)

Can you identify any simple sentences on this page? Could you add detail? How?

S2 Use temporal, conditional and causal conjunctions within sentences, and as connectives to link ideas across sentences for cohesion (EN2-CWT-01)

Identify the simple conjunction in the text. Can you suggest another?



It was dark when Little Cat woke up. She opened her eyes. She was all alone.

Little Cat's legs wobbled. Poor Little Cat!
Where was she? Where had all the other children gone?
"I want to go home!" cried Little Cat.
How would she ever find her way?

BUS SAFETY MESSAGES

If your bus is running late, what would you do?
What happens if you are late, and you see the bus?

Do not run, walk calmly.

How do you know where a bus stop is?

Show students images of street signage and bus stops and discuss. (See page 7)

Refer to informal bus stops in rural areas – could be front of properties.

ES1 Use background knowledge to support understanding of characters' actions in a text (ENE-UARL-01)

Ask students, have you ever been alone? How did that make you feel? How do you think Little Cat felt?

S1 Use punctuation, including question marks and exclamation marks, accurately and for effect (EN1-CWT-01)

Ask a number of questions to the students. Then write them on the board. Ask students to identify the punctuation at the end. What is its purpose? Are there any on this page?

S2 Understand that dialogue is a common feature of imaginative texts, signalled by quotation marks or speech bubbles to indicate interactions between characters (EN2-RECOM-01)

Identify the quotation marks in text and experiment using them in own texts.



But wait!
Someone was coming.

BUS SAFETY MESSAGES

If you were to interview a bus driver, what would you ask him?

Come up with a bank of questions - if there is a member of the school community who is a bus driver, they could be invited into school.

ES1 Use question marks and exclamation marks (ENE-CWT-01)

Identify the exclamation mark on the page. What does it mean? Provide examples of when it can be used.

S1 Make an inference by connecting the meaning of words across sentences and/or paragraphs (EN1-RECOM-01)

Ask students: Who is the 'someone' the author is referring to? Ask students to connect to previous content.

S2 Use exclamatory sentences to emphasise a point or express a strong emotion (EN2-CWT-01)

What is the purpose of the exclamation mark?



It was the driver of the big red bus.
"I missed my stop" whispered Little Cat.
The driver picked up Little Cat and carried her to the front. He found a warm blanket.
"Off we go," he said.

The driver started the bus. Lights shone. The engine roared.

BUS SAFETY MESSAGES

How does a driver know it is your stop?
Refer specifically to the buttons to alert driver of next stop.

Advise students to only get up when a bus is stopped.

ES1 Identify and discuss how creative language and/or symbols enhance enjoyment in texts (ENE-UARL-01)

Focus on the last sentence: The engine roared. Discuss how this shaped meaning in the text.

S1 Use quotation marks for simple dialogue (EN1-CWT-01)

Have students draw the two characters and use speech bubbles to copy out what they are saying.

S2 Identify and use terminology associated with figurative language encountered in texts (EN2-VOCAB-01)

Have students identify the use of personification in the text. What is its purpose? Ask the students to create their own examples of personification.



The bus swung around the corner and they were off.

The bus went through and the bus came out.
The bus went over and the bus went around.
The bus went up and the bus went down.

BUS SAFETY MESSAGES

When the bus is moving (going up and down, around etc), what should you do?

Sit down, talk quietly, buckle your seatbelt (if applicable), observe where you are.

ES1 Orally blend and segment syllables in words comprising up to 3 syllables (ENE-PHOKN-01)

Group words on the page into syllable number e.g. the, bus, and - 1 syllable.

S1 Use contextually precise prepositional phrases when creating texts (EN1-CWT-01)

Have the students identify the prepositions in the text and use them in other contexts e.g. The bus went around a corner.

S2 Proofread, identify and correct misspellings when creating written texts (EN2-CWT-01)

Re-write the text with some misspellings and have the students identify and change in own writing.



This time, there was no pushing and shoving, no rumbling and bumbling. There was only the night time, the blanket, Little Cat and the bus driver, Little Cat, up the front in the special spot, all the way...

BUS SAFETY MESSAGES

How do you disembark from a bus?

Stop! Look! Listen! Think!

Wait until the bus has left and find a safe place to cross the road.

An adult should meet you on the side of the road that the bus stop is on. Don't cross the road to them.

Wait for your carer to cross the road and collect you.

ES1 Recognise and understand taught Tier 1 and Tier 2 words (ENE-VOCAB-01)

Clarify meaning of; shoving, rumbling, special

S1 Use commas to separate ideas, lists and/or dependent clauses in a sentence (EN1-CWT-01)

Write a list of items on the board. Ask the students to orally create a sentence with them e.g. I travelled on the bus to the shop and bought chips, bananas and apples. Identify the commas and link to the text.

S2 Use adverbial phrases or clauses to add information to the verb or verb group of the main or other clauses, to provide reasons for or circumstances (EN2-CWT-01)

Identify the adverbial phrase in the text. What is its purpose? Can you think of another adverbial phrase which would change the meaning?



Home.

All Understanding and Responding to Literature: Imagery, symbol and connotation.
What is the purpose of this one word on this page?

Other handy road safety resources to use in the classroom:

- [Be Bus Aware and Bus Flashing Lights](#)
- [Safety Town](#)
- [Key Road Safety Messages](#)




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Complementary Material

Image	Purpose
	<p>To show students an image of a NSW bus.</p> <p>A number of examples have been provided to show the range of bus services across Sydney.</p> <p>Students could compare and contrast or simply identify features.</p>
	<p>To identify signage within the bus e.g. disabled seating, emergency exit.</p>
	<p>To discuss how to safely sit on the bus.</p>
	<p>To discuss the purpose of street signage/bus stops</p>

Complementary Material

Image	Purpose
	<p>To identify timetables and bus signage at bus stops.</p>
	<p>To discuss how to safely walk to a bus stop.</p> <p>STOP! one step back from the kerb LOOK! continuously both ways LISTEN! for the sounds of approaching traffic THINK! whether it is safe to cross</p>
	<p>To discuss how to safely board a bus.</p>