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# Lesson Plan: Junie B. Jones's Great Bus Adventure!

**Subject:** Language Arts, Reading Comprehension, Creative Expression

**Grade Level:** Kindergarten / 1st Grade (Age 6)

**Book:** *Junie B. Jones and the Stupid Smelly Bus* by Barbara Park

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## Materials Needed

- A copy of the book *Junie B. Jones and the Stupid Smelly Bus* (or access to an audiobook version).
  - Crayons, markers, or colored pencils.
  - Plain paper or a notebook for drawing and writing.
  - Pre-printed coloring pages for each chapter (easily found with an online search for "Junie B. Jones coloring pages" or you can draw simple scenes together!).
  - Optional: "My Top-Secret Personal Beeswax Journal" (a simple decorated notebook) for thoughts and drawings.
  - Optional: Fun snacks for "Chat and Chew" time.
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## Learning Objectives

By the end of this book study, your student will be able to:

- **Retell Key Events:** Accurately recall and describe the main things that happen in each chapter.
  - **Connect with Characters:** Discuss Junie B.'s feelings (like being scared, excited, or silly) and connect them to their own experiences.
  - **Think Creatively:** Imagine and describe solutions to Junie B.'s problems, such as how she could have gotten home from school.
  - **Express Understanding Visually:** Create drawings and color scenes that show understanding of the story's characters and setting.
  - **Make Predictions:** Use clues from the story to guess what might happen next.
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## Lesson Procedure (Pacing: 1-2 Chapters Per Session)

### Part 1: Getting Ready for the Ride! (Before Reading)

1. **Cover Exploration:** Look at the front cover of the book together. Ask questions like:
    - "Who do you think this girl is? What is her name?"
    - "How does she look like she's feeling?"
    - "What do you think the story will be about based on the title and the picture?"
  2. **Personal Connection:** Talk about buses or the first day of school. Ask, "Have you ever been on a big bus? What was it like? What do you think is fun or scary about riding a bus for the first time?" This helps connect the story to your student's life right away.
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## Part 2: The Chapter-by-Chapter Journey (During Reading)

For each chapter, follow this simple and fun "Read, Chat, Create" routine.

### Step 1: Read the Chapter

Read one chapter aloud with lots of expression! Use funny voices for the characters. If your student is an emerging reader, let them read simple, familiar words or sentences they recognize.

### Step 2: "Chat and Chew" Time (Review Questions)

After the chapter, have a relaxed chat. This isn't a test! The goal is to talk about the story and share ideas. Here are some sample questions you can adapt for each chapter:

- **Comprehension Check:** "What was the funniest thing that happened in this chapter?" or "What was the big problem Junie B. had to solve?"
- **Feeling Finder:** "How was Junie B. feeling when [mention a specific event]? Have you ever felt that way?"
- **Problem Solver:** "Oh no! Junie B. [describe her problem]. What do you think she should have done instead?"
- **Prediction Power:** "What do you think is going to happen in the very next chapter?"

### Step 3: Create a Scene (Coloring & Drawing)

Give your student the coloring page for that chapter. As they color, talk about the scene.

- "Tell me what's happening in this picture."
- "Can you add something to the picture that was in the story but isn't here? Maybe you can draw her dog, Tickle!"
- For a more advanced activity, ask them to flip the paper over and draw their **favorite** moment from the chapter from memory.

## Part 3: The Adventure Ends! (After Finishing the Book)

Celebrate finishing the book with a fun culminating project that focuses on creativity and application.

### Project Idea: Design a SUPER School Bus!

Junie B. thought the bus was "stupid" and "smelly." Your student's mission is to design the coolest school bus ever!

1. **Brainstorm:** Ask, "What would make a school bus super fun and NOT smelly?" (e.g., a slide to get off, a snack bar, comfy beanbag chairs, a spot for pets).
2. **Design:** On a large piece of paper, have the student draw their bus. They can draw the outside and then draw a "cutaway" view to show all the cool things inside.
3. **Show and Tell:** Let your student present their Super Bus design to you or other family members, explaining all the special features they included. This is a fantastic way for them to practice speaking and sequencing their ideas.

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## Differentiation & Adaptation (Making it a Perfect Fit)

- **For the Eager Reader:** Encourage your student to read sections of the book aloud to you. They can be the narrator, and you can be the character voices.
- **For the Reluctant Talker:** Use puppets or stuffed animals to act out the scenes. Your student

can use a puppet to answer the "Chat and Chew" questions, which sometimes feels less direct and more like play.

- **For the Creative Artist:** Instead of just coloring, suggest they build a scene from the book with blocks or clay. Or, they could create a 3-panel comic strip summarizing a chapter.

## Assessment (How to Know They're Learning)

You can see learning happening without a formal test:

- **Through Conversation:** Are their answers to the "Chat and Chew" questions becoming more detailed as you read more of the book?
- **Through Creativity:** Do their drawings and coloring pages include details that show they were listening closely to the story?
- **Through Retelling:** Can they tell another family member what the book was about in their own words? The final project presentation is a great, fun way to assess their overall comprehension.

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