

# Elkhorn Head Start Pre-K



## A Pictorial Diary The School Bus Project Fall 2010

**Title 1 Pre-Kindergarten  
Elkhorn Head Start  
(McDowell County, WV)**

**The School Bus Project  
Fall 2010**

**Vanessa Hale, Pre-Kindergarten Teacher**



The topic of bus safety emerged this semester. Because our bus driver reported daily the first two weeks of school that the four-year-olds were displaying poor behavior on the bus to and from school. Along with his reports came reports from parents stating that their children were being hit, pushed, shoved, etc. It is from these reports and conversations with the students that we decided to investigate why we need bus safety. Our conversations led to the reading of the book, "I'm Your Bus." In fact, the students wanted the book read over and over and over again. And a couple of the students memorized some of the pages.

After listening to the book, "I'm Your Bus", we decided to make up a list of our rules as to what was "good and bad" to do on the bus. With our parents help, the students were

asked to return with one rule to use on the school bus.  
In our investigation the students were amazed to find  
women, as well as men drive school buses.

The students drew and painted schools buses. They made  
edible buses and created buses using egg cartons.

The children toured two different kinds of school buses.  
They discussed and learned many rules of school bus safety.

**The School Bus Project**  
**Elkhorn Head Start Center**

**Teacher: Vanessa Hale**

**Fall 2010**

**A Project by 4 year-old children**

**Length of Project: 8 weeks**

<p><b>Phase One</b></p>	<p><b>Beginning the Project</b></p> <p>The topic of bus safety emerged this semester because our bus driver reported daily the first two weeks of school that the four-year-olds were displaying poor behavior on the bus to and from school. Along with his reports came reports from parents stating that their children were being hit, pushed, shoved, etc. It is from these reports and conversations with the students that we decided to investigate why we need bus safety. Our conversations led to the reading of the book "I'm Your Bus." In fact, the students wanted the book read over and over and over again. Amazingly, a couple of the students memorized some of the pages.</p>
<p><b>Phase Two</b></p>	<p><b>Developing the Project</b></p> <p>After listening to the book, "I'm Your Bus" we decided to make up a list of our rules of what was "good and bad; to do on the school bus. Also, with their parents' help the students were asked to return with one rule to use on the school bus. It was interesting to find many of our parents lacked knowledge of bus safety as well. It was very interesting to read some of the rules parents felt were appropriate for four year-old on the school bus. The students generated a list of bus safety rules that helped them improve their behavior on the school bus. In their investigation, they were amazed to find women as well as men drive school buses.</p> <p>They really enjoyed creating their own school buses. They drew and painted school buses with their Dads during "Daddy and Me Day." They painted their own buses. They made buses using egg cartons. The digital camera was used to take pictures of classmates and these pictures were used to represent actual people on the school bus. The students also made edible buses (made from Hostess Cakes, yellow frosting, with life savers for wheels and black licorice for windows). Our parents and students enjoyed the edible buses.</p>
<p><b>Phase Three</b></p>	<p><b>Concluding the Project</b></p> <p>To foster their investigation and answer questions, the children were given an opportunity to tour two different types of school buses. They toured a bus used to transport handicapped students (with a male driver) and one used for regular transportation (with a female driver). They were given opportunities to ask questions about the bus. Questions included general bus safety rules, the seats, the number of students allowed to ride, windows, emergency doors, wheel chair ramps and emergency exits (hatch).</p>

## **Project Assessment**

### **The School Bus Project**

#### **A project by 4 year-olds**

**Elkhorn Head Start Center (McDowell County, WV)**

**Fall 2010**

**Length of Project: 8 weeks**

The project assessment is created to help anyone that has an interest in early childhood development understand how our curriculum meets the developmental domains for young children. This plan assesses the student's development and growth throughout this school bus project. I used the West Virginia Early Learning Standards Framework. In each domain I will explain how the children met the standards during the project. The domains covered are:

1. The Arts
2. Language and Literacy
3. Social and Emotional Development
4. Math
5. Physical Health and Development

#### **The Arts**

Children often communicate through many different forms of Art. The children utilized finger paint paper, paint, egg cartons, crayons, construction paper, play-doh, markers, bottle caps. With their father's involvement, they drew school buses and painted them. Then independently, students painted their own buses. The students made different types of art forms for the project. They learned the importance of being safe on the school bus. They sang "Wheels on the Bus" acting out each verse. After about 4 weeks into the project they would proudly come in and tell me different rules they followed on the bus.

#### **Language and Literacy**

Lots and lots of pictures, books, and conversations about the school bus were evident throughout the classroom during the project. For the project we made a KWL Chart. Daily, during the duration of the project, students came in discussing their behavior on the school bus. They discussed the color of the bus (yellow). They compared the color of the bus to other items that were yellow in the classroom. They spelled the words: school bus. At the end of the project, several students could not only spell but they could identify the individual letters in the words: school bus.

### **Social and Emotional Development**

Throughout the duration of our project, the children asked many questions. They interacted with teachers, staff, volunteers, and parents who encouraged their interest in school bus safety. Upon entering each morning the children took pride in telling what happened on the school bus. One particular day, the bus stopped at the train crossing, but there was no train. Our driver explained to them why they had to stop at each crossing, even if there was no train. Another interesting fact the children learned in this project was that a woman can be a bus driver.

### **Math**

The children counted the wheels on the bus. They compared the handicapped and regular school bus in length and size. They were able to determine that one bus carried more students than the other by counting the seats in each bus. They used spatial relationships to draw and paint buses. We counted the letters in the words: school bus.

### **Physical and Health Development**

Physical development was demonstrated through gross and fine motor skills. They used crayons, scissors, markers, paintbrushes, etc. They demonstrated eye-hand coordination in painting and constructing the buses. In making the cakes they were able to determine the consistency of the frosting by spreading it evenly. They demonstrated using hand movements each verse of the song "Wheels on the Bus."