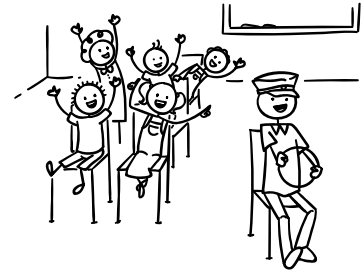


Lesson 27

## Wheels on the bus



### General:

Level:	2 – KOALAS (ages 5-7)
Time:	50 mins - 1 hour 10 mins
Objectives:	Talking about travelling on the bus.
Structures:	".. go/goes ...", "All around the town".
New vocab:	bus, wheels, go round, town, wipers, go swish, horn, goes beep, doors, open, shut, babies, go boo-hoo, driver, sit down.
Review vocab:	left, right, forward, back, jump, turn around, touch the ground, turn, sit down, stand up, clap your hands.

### You will need to download:

Printables:	<ul style="list-style-type: none"> <li>• Bob's bus reader worksheet</li> <li>• Bus draw worksheet</li> </ul>
Songs:	<ul style="list-style-type: none"> <li>• Hello Song</li> <li>• Goodbye Song</li> <li>• The weather song</li> <li>• The directions song</li> <li>• The wheels on the bus song</li> </ul>
Readers:	<ul style="list-style-type: none"> <li>• Bob's bus</li> </ul>

These can be downloaded at <https://www.eslkidstuff.com/esl-kids-lesson-plans.html>

### You will also need:

- name tags and name cards for each student
- a glove puppet
- a large cloth bag
- weather board
- bus driver's cap
- cushions (1 per student)
- CD / Tape player or something to play the song on

### Notes:

This lesson is based around the popular children's song "The wheels on the bus". Students talk about travelling on a bus, sing the song, read a funny story and role play being on a bus.

## Lesson overview:

### Warm up and maintenance:

1. Greetings
2. Name tags
3. Glove puppet greetings
4. Sing "The Hello Song"
5. Homework check
6. Do "Exercise routine" activity
7. Do the "What's in the bag?" activity
8. Sing "The weather song"
9. Talk about the weather outside
10. Use the "Weather board"
11. Review directions and actions – copy the teacher
12. Sing "The directions song"

### New learning and practice:

1. Introduce the vocab in the song with a drawing
2. Play "I say, you do"
3. Sing "The wheels on the bus"
4. Read and write time
5. Read classroom reader "The Wheels on the Bus"
6. Do a "Take the bus" role-play

### Wrap up:

1. Assign homework: "Bus draw"
2. Say goodbye to glove puppet
3. Sing "The Goodbye Song"
4. Do "Quick check" and say goodbye

## Lesson procedure:

### Warm up and maintenance:

#### 1. Greetings

Greet the students by name as they enter the classroom and gesture for them to sit down (on cushions if you have them) in a fan-shape around you.



#### 2. Name tags

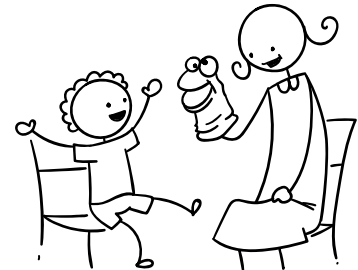
Before class, prepare some blank name tags (stickers or pin-on tags) and some cards, each with a student's name written on clearly – students will use them to copy their names onto their name tags. Sit down with your students and lay out the name cards in front of you. Pick up each card and encourage the student to recognize his/her name. Do this for everyone.



Finally, have everyone take out a crayon or pencil and copy their name on their tags and stick them on.

#### 3. Glove puppet greetings

Bring out your glove puppet bag and have everyone shout "Hello!" into the bag until he wakes up and jumps out of the bag. Then model chatting with the glove puppet ...



*Puppet: "Hello", What's your name?"*

*Teacher: "My name is..."*

*Puppet: "How are you?"*

*Teacher: "I'm fine, thank you".*

*Puppet: "How old are you?"*

*Teacher: "I'm ...".*

... and then have the puppet say hello to each student and ask them the same questions, including their age.

Finally, go around saying "Goodbye" and "See you" before going back into the bag and back to sleep.

#### 4. Sing "The Hello Song"

Sit in a circle and sing the song (clap along or pat knees).

## Lyrics for "The Hello Song"

Hello, hello,  
How are you today?  
Hello, hello,  
How are you today?

I'm fine, thank you,  
I'm fine, thank you,  
I'm fine, thank you,  
And how about you?

Hello, hello,  
How are you today?  
I'm fine, thank you,  
And how about you?

## Gestures for "The Hello Song"

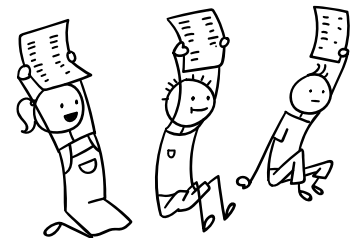
Sit in a circle and listen to the song (clap along or pat knees).

- Wave as you sing the "Hello, hello" parts.
- Gesture to others as you sing "How are you today?"
- Point to yourself as you sing "I'm fine, thank you"
- Hand gesture towards another student as you sing "And how about you?".



## 5. Homework check

Check each student's homework that you set in the last lesson. Ask each student some questions about the emotions on their homework worksheet (e.g. "Is this left/right?"). Give lots of praise, and then put some kind of mark on the homework sheet (e.g. a sticker, a stamp or draw a smiley face).

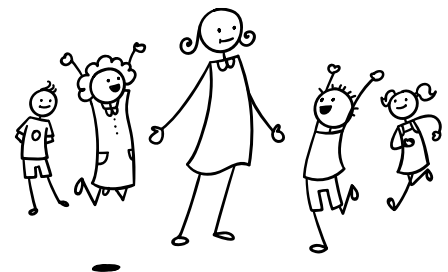


Finally, tell your students to put their homework back into their bags.

## 6. Do "Exercise routine" activity

Say the following and have the students follow your lead:

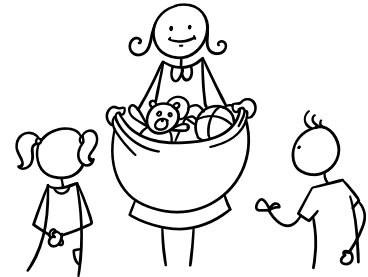
"Stand up (T stands and so does everyone else)  
"Hands up / hands down" (up to 10 times)  
"Jump" (up to 10 times)  
"Kick (up to 10 times)  
"Run! / Stop!" (up to 10 times)  
"Turn around! / Stop!" (up to 10 times)  
"Wiggle!" (a few seconds)  
finally "Sit down".



## 7. Do the "What's in the bag?" activity

Before class, put a couple of new objects (e.g. a crayon, a plastic bottle, a sock, a paper cup, a leaf, a ball, a teddy, etc. - anything lying around (and safe!)) into the bag.

Show the bag to your students, shake it to rattle the objects inside, and ask, "What's in the bag?"




Randomly pull out different objects and teach/ elicit the words – in each case, have students hold and pass the objects around. You can even have students pull the objects out of the bag instead of you taking them out – with eyes closed to make it fun!

Finally, place/throw the objects around the classroom and have each student retrieve an object as you call out its name and put it back in the bag.

## 8. Sing "The weather song"

Time for the weather section of the lesson! Put the weather flashcards on the board in the order of the song (or use our Weather song poster). Have all the students stand up and watch you as you sing along and use the gestures. Encourage them to join in and sing along.

Lyrics for "The Weather Song"	Gestures for "The Weather Song"
<p><b>Verse 1:</b>            How's the weather? How's the weather?            Look outside.            How's the weather? How's the weather?            Look outside.</p> <p>It's sunny, it's rainy, it's windy, it's cloudy.            It's snowy, it's foggy, it's hot, it's cold.</p> <p><b>Verse 2:</b>            How's the weather? How's the weather?            Look outside.            How's the weather? How's the weather?            Look outside.</p> <p>It's sunny, it's rainy, it's windy, it's cloudy.            It's snowy, it's foggy, it's hot, it's cold.</p>	<p>There are some easy gestures you can do as you sing along to the song:</p> <ol style="list-style-type: none"> <li>For the question part "How's the weather?", sing along and do the 'palms of the hands up' question gesture.</li> <li>For the "Look outside" part, face the window and put your hand over your eyes (like a salute), as if you were looking into the distance.</li> <li>Use hand gestures for the weather words:               <ul style="list-style-type: none"> <li>sunny: slowly spread your arms out</li> <li>rainy: wiggle your fingers downwards like rain</li> <li>windy: gesture wind blowing out of your mouth</li> <li>cloudy: make cloudy shapes with your hands</li> <li>snowy: wiggle your fingers downwards like snow and shiver</li> <li>foggy: close your eyes and put your hand</li> </ul> </li> </ol>



"It's sunny"

out in front like you are trying to feel for something you can't see

- hot: fan your face
- cold: shiver and wrap your arms around your body

## 9. Talk about the weather outside

Motion for your students to come over to the window (or even outside). Say, "How's the weather? Look outside". Elicit the weather from the words they learned in the last lessons (It's sunny / cloudy / windy / rainy / snowy / foggy / hot / cold).

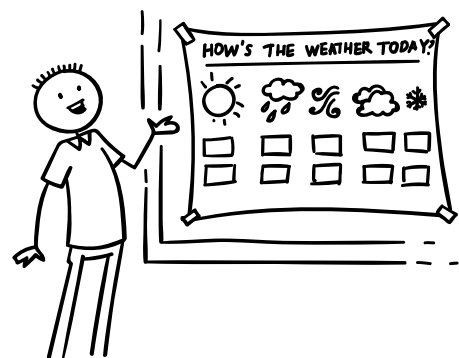


Depending on weather conditions, you can introduce more weather words, such as:

- |           |            |          |           |
|-----------|------------|----------|-----------|
| • stormy  | • warm     | • humid  | • drizzly |
| • misty   | • cool     | • frosty |           |
| • showery | • freezing | • icy    |           |

## 10. Use the "Weather board"

Use the weather board that you created in the previous class. Invite some students to come up and put weather pictures for today's weather on the board. Make sure they say the word as they put the card on the board.



If you introduced any new weather words as you were talking about the weather just now, add these pictures to your board – you can either draw them there and then or prepare the pictures before class.

## 11. Review directions and actions – copy the teacher

Let's review the vocabulary from last class.

Have everyone stand up and say, "Copy me!". Jump to the left and shout, "Jump to the left!" and have everyone copy




you. Do multiple times for the following directions and actions:

- jump (to the left/right / forward / back)
- turn around
- touch the ground
- turn (to the left / right)
- sit down
- stand up
- jump up and down
- clap your hands

Play a second round, this time only shout out the actions but don't do them – can everyone remember them without copying the teacher?

## 12. Sing "The directions song"

This is such a fun song, so let's sing it again!

Lyrics for "The directions song"	Gestures for "The directions song"
<p><i>Are you ready?</i></p> <p><b>Chorus:</b>            Jump to the left,            Jump to the right,            Jump forward,            And jump back.</p> <p>Jump to the left,            Jump to the right,            Jump forward,            And jump back.</p> <p><b>Verse 1:</b>            Turn around and touch the ground,            Turn to the left and turn to the right.            Turn around and touch the ground,            Turn to the left and turn to the right.</p> <p><b>Chorus</b></p> <p><b>Verse 2:</b>            Sit down and stand up,            Jump up and down and clap your hands.            Sit down and stand up,            Jump up and down and clap your hands.</p>	<p>The actions are very simple: as you sing along do the actions of the song.</p>  <p><i>"Jump up and down"</i></p>

## New learning and practice:

### 1. Introduce the vocab in the song with a drawing exercise

For this lesson you are going to use your artistic drawing skills.

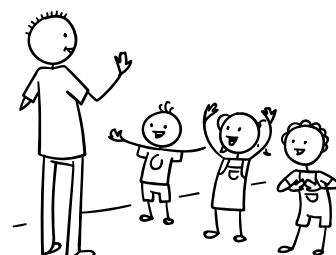
- Start by drawing a large picture of a bus on the board – make it as large as you can, filling the whole board. Elicit / teach / chorus the word "bus".
- Next, shade in the wheels and again elicit / teach / chorus the word "wheels". Now teach the action word "go round and round" and get everybody making round and round movements with their arms as you say, "The wheels on the bus go round and round".



- Now draw wipers onto the picture and teach "wipers" and "swish" and get everyone to do the swishing action with their arms.
- Then draw a steering wheel (through the window) and motion driving and honking the horn. Teach and practice "horn" and "beep".
- Draw the doors on the bus and teach "doors", "open and shut" and practice - do opening and shutting actions with your arms.
- Now for the tough bit – drawing babies on the bus! Draw the windows and draw babies looking out. You can show flashcard pictures if your drawing is not up to scratch! Teach and practice "babies", "boo-hoo".
- Finally, draw the driver sitting on the bus holding the steering wheel. Teach / practice "driver", "Please sit down". When teaching "Please sit down" get everyone standing up and have fun telling everyone to sit down and stand up, so they all get the meaning.

### 2. Play "I say, you do"

Now to practice the vocab. Get everyone to stand up facing the teacher. Start by saying a random sentence from the song (e.g. "The doors on the bus go open and shut") and get everyone to do the action. At first go slowly, saying different sentences and






having everyone do the action from the gestures section below. Then go faster and faster until it is impossible to keep up.

### 3. Sing "The wheels on the bus"

First play the song and get everyone to follow you with the actions. Then play the song again and encourage everyone to sing along.

Lyrics for "The wheels on the bus"		Gestures for "The wheels on the bus"
<p><b>Lyrics for "The wheels on the bus"</b></p> <p><b>Verse 1:</b> 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 around the town.</p> <p><b>Verse 2:</b> 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 around the town.</p> <p><b>Verse 3:</b> 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 around the town.</p> <p><b>Verse 4:</b> The doors on the bus Go open and shut Open and shut Open and shut. The doors on the bus Go open and shut All around the town.</p>	<p><b>Verse 5:</b> The babies on the bus Go "Boo-hoo-hoo! Boo-hoo-hoo! Boo-hoo-hoo!" The babies on the bus Go "Boo-hoo-hoo!" All around the town.</p> <p><b>Verse 6:</b> The driver of the bus Says "Please sit down! Please sit down! Please sit down!" The driver of the bus Says "Please sit down!" All around the town.</p> <p><b>Verse 7:</b> 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 around the town.</p>	<p><b>Gestures for "The wheels on the bus"</b></p> <p>The actions of the song are really easy and mimic what is happening in the song.</p> <ul style="list-style-type: none"> <li>• For verse 1, whirl your arms around in the air for "The wheels on the bus go round and round ..." part.</li> <li>• For verse 2, swish your arms lefts and right for "The wipers on the bus go swish, swish, swish ..." part.</li> <li>• For verse 3, beep an imaginary horn for "The horn on the bus goes beep, beep, beep ..." part.</li> <li>• For verse 4, swish your arms back and forth for "The doors on the bus go open and shut ..." part.</li> <li>• For verse 5, put your fists to your eyes and mimic crying for "The babies on the bus go boo-hoo-hoo ..." part.</li> <li>• For verse 6, look angry and wave your finger for "The driver on the bus says "Please sit down ..." part.</li> <li>• Verse 7 is the same as verse 1</li> </ul>  <p><i>"The wheels on the bus Go round and round"</i></p>

## 4. Read and write time

This segment can be part of all your lessons. Spend 10 to 15 minutes building up your students' writing and reading skills. You'll need to assess your students' reading/writing level and then choose to start at one of the following stages:



### 1. **Beginners: students cannot read or write the alphabet.**

Each lesson introduce 3 lower-case letters of the alphabet (first lesson will be a, b, c). Use flashcards to do this. Play alphabet games and do printing worksheets. **See our 'Alphabet a-z (lowercase)' mini-lesson plan for full details.**

### 2. **Early starters: students have experience with the alphabet but need phonics practice.**

Each lesson introduce 5 lower-case letters of the alphabet (first lesson will be a, b, c, d, e). Use flashcards to do this. Start by working on the sounds of the letters and then move onto letter clusters (e.g. sh, ee, etc). **See our 'Alphabet' and 'Letter clusters' mini-lesson plan for full details.**

### 3. **Early readers.**

Work on reading and writing simple sentences with lots of practice activities. **See our 'Early reading' mini-lesson plan for full details.**

### 4. **Elementary readers: students can read and write simple sentences well.**

Work on reading and writing short texts and stories. **See our 'Reading short texts' mini-lessons for full details.**

## 5. Read classroom reader "Bob's bus"

This reader follows on perfectly from the Wheels on the bus song and helps to reinforce the new vocab with a fun story. Before class, download and print off the reader "Bob's bus" from our website. As you go through each page, point to the different features and elicit what they are, for example:

*Teacher: (on page 3) Look, what are these? (pointing at the wheels)*

*Students: Wheels!*

*Teacher: Yes, that's right. And the wheels go ...?*

*Students: Round and round! (everyone does the gesture from the song)*

*Teacher: Yes, very good! (reading from page 3) "Look at the wheels go round and round".*

*Teacher: (reading from page 4) "Oh no, it's raining!". Oh but that's ok because ... what are these? (pointing at the wipers)*

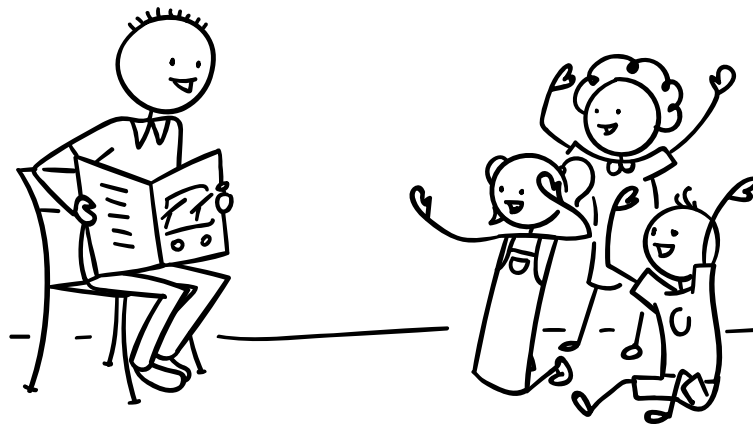
*Students: Wipers!*

*Teacher: Yes, good job! And the wipers go ...?*

*Students: Swish, swish! (everyone does the gesture from the song)*

*Teacher: Yes, very good! (reading from page 4) "The wipers go swish, swish".*

*etc.*



Continue through the story, eliciting the key vocab. Get the students really involved in the story by asking lots of questions (e.g. about the colours of the uniform, bus and people's clothes, the clothing vocab for the driver's uniform, etc.).

After reading the story, give out a reader worksheet to each student and read through the story one more time (without stopping for questions, etc.) as students number the pictures in the order of the story. Then go through the answers as a class.

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Alternatively, watch our video version of the reader on our website.

## 6. Do a "Take the Bus" role-play

This is the show stopper which your students will love. Arrange all the chairs so that they are facing forwards in rows, just like on a bus. The teacher can be the driver (if you can find a driver's cap to wear, all the better!). Get everyone to line up outside the bus (at the bus stop) and 'drive' the bus to the bus stop. Everyone can enter the bus, pay for their ticket (prepare tickets before class and ever use toy money) and then sit down. Then start driving the bus and as you go, shout out "lean left!" and "lean right" as you go around corners and get everyone to lean with you. Do lots of other fun things, such as:

- beep the horn (everyone does together)
- stand up and sit down to help go up and down hills (Don't forget to say "Please sit down")
- stop!!! (everyone lurches forward)
- speed up!!! (everyone is pushed back in their seats)
- jump up and down (when the bus gets stuck in mud)

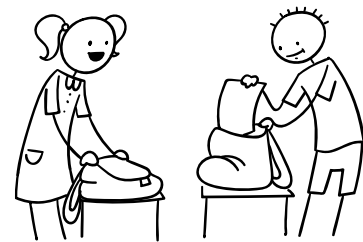
At the end, pull up to the stop and shout "Everybody, get off the bus!" You can even invite other students to take on the role of bus driver.



## Wrap up:

### 1. Assign homework: "Bus draw"

Hold up the homework worksheet – this is a fun drawing activity. Model by drawing wheels, windows, etc. onto the bus. Also demonstrate colouring in the picture.



Give out the worksheets and say, "Put your homework in your bags" and help them to do so - this is important as they will probably want to start working on them right away.

### 2. Say goodbye to glove puppet

Take out the bag again and get everyone to wake up the glove puppet by shouting its name into the bag (e.g. "Cookie Monster!"). Bring out the puppet and go through the same routine - go to each student and say hello, ask their name and the say goodbye / see you. Then put the puppet back in the bag (back to sleep).



### 3. Sing "The Goodbye Song"

Sit together in a circle and sing and clap along.

#### Lyrics for "The Goodbye Song"

Goodbye, goodbye,  
See you again.  
Goodbye, goodbye,  
See you again.  
  
It's time to go,



#### Gestures for "The Goodbye Song"

Have everyone do the gestures with you.

- Wave as you sing the "Goodbye, goodbye" parts.
- Hold your hand above your eyes (as you would when you are looking into the distance and keeping the sun out of

It's time to go,  
It's time to go,  
See you next time.

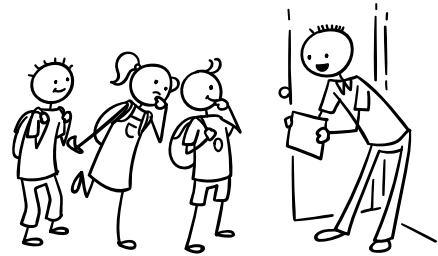
Goodbye, goodbye,  
See you again.  
It's time to go,  
See you next time.

your eyes) and look at another student as you sing "See you again".

- Tap watch (or imaginary watch) and then point to the door as you sing "It's time to go".
- Point towards another student as you sing "See you next time".

#### 4. Do "Quick check" and say goodbye

Time to leave the class. Make sure everything is put away and the students have gathered their belongings. Have them line up at the door and place yourself between the door and the students.



For each student elicit parts from the song, such as, "The horn on the bus goes ...?", and elicit "Beep-beep!" as well as the action for beeping the horn. When each student responds correctly let them leave. If they make a mistake, have them go back to the end of the line - they will have to try again once they reach the front!

- All flashcards, worksheets, craft sheets, readers and songs used in this lesson plan can be downloaded at [eslkidstuff.com/esl-kids-lesson-plans.html](http://eslkidstuff.com/esl-kids-lesson-plans.html)
- More free Lesson Plans are available at [eslkidstuff.com/esl-kids-lesson-plans.html](http://eslkidstuff.com/esl-kids-lesson-plans.html)

Can you suggest any additions to this lesson plan? If you know of any great games, activities, teaching points, links to other sites or any other ideas that can be added to this lesson plan, please email us: <https://www.eslkidstuff.com/contact.htm>

Please report any mistakes at <https://www.eslkidstuff.com/contact.htm>

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