Assessment for “The Bus For Us”
By – Suzanne Bloom

1. What are the children waiting for?
   (a) Train
   (b) Airplane
   (c) Bus
   (d) Car

2. What is the boy’s name in the book?
   (a) Gus
   (b) Russ
   (c) Bus
   (d) Jess

3. Did the girl and boy both have a backpack?
   (a) Yes
   (b) No

4. What did the sign on the first page say?
   (a) Bus Stop
   (b) Don’t Walk
   (c) Stop
   (d) School

5. What color dog was in the story?
   (a) Brown
   (b) Black
   (c) White
   (d) Yellow

6. How many children got on the bus at the end of the story?
   (a) 4
   (b) 6
   (c) 8
   (d) 10

7. Who was driving the bus?
   (a) Man
   (b) Woman
   (c) Dinosaur
   (d) Cow
Assessment for Froggy Goes To School
By – Jonathan London

1. What is the title of this book?
   (a) Going to School
   (b) Froggy Goes to the Mall
   (c) Froggy Goes to School
   (d) Froggy Learns to Swim

2. When Froggy thought he missed the bus, he was
   (a) Watching television
   (b) In the shower
   (c) Dreaming
   (d) Eating breakfast

3. What was on Froggy’s bedspread?
   (a) Power rangers
   (b) Leaves
   (c) Bugs
   (d) Jungle Animals

4. What was Froggy wearing when he got on the bus the first time?
   (a) A suit
   (b) Jeans and a tee shirt
   (c) His underwear
   (d) A dress

5. How did we know that Froggy was only dreaming?
   (a) He heard his father calling him.
   (b) His teacher woke him up.
   (c) The bus was beeping the horn.
   (d) His mom woke him up.

6. What did Froggy eat for breakfast?
   (a) A bowl of cereal
   (b) A bowl of fruit
   (c) A bowl of flies
   (d) A bowl of honey

7. What color was Froggy’s cap?
   (a) Blue
   (b) Yellow
   (c) Red
   (d) Orange
Schedule of Change Thematic Unit

**Day 1**

*Introduce Splat the Cat book.
*Teacher does a read a-loud (holding the book up for viewing by students).  R
*Students listen and view illustrations while teacher is reading.  L & V
*Students create a list of how they feel or felt on the first day of school.  W  
(Anchor paper)  Expository

**Day 2**

*Students break into groups of five/six.
*Students read and discuss story cooperatively.  R & S 
*Students/teacher share lists from yesterday, making changes or additions.
*Students create a four-page picture book of their first day of school routine.  V.R. & F.A
*Review for test on book.

**Day 3**

*Using Book Handling skills, do a quick review, and take assessment.
*Introduce The Bus For Us book.
*Have the students write down a prediction of what they think the book is going to be about.  W
*Have a guest reader from an upper class read the book to class.  L. V. & R
Guest reader will engage children by holding the pictures up for the students to view and  
ask questions about the pictures or something that relates to a daily routine in their life.
*During reading children are creating a reciprocal reading tool.  V.R.
*Review predictions.
Assessment Splat the Cat
By – Rob Scotton

1. What is the cat’s name?
   (a) Pete
   (b) Splat
   (c) Whiskers
   (d) Wimpydimple

2. What was the mouse’s name?
   (a) Jerry
   (b) Seymour
   (c) Jax
   (d) Sam

3. Why was Splat upset?
   (a) He didn’t want to go to the dentist.
   (b) He didn’t want to go to the doctor.
   (c) He didn’t want to go to school.
   (d) He didn’t want to go to his grandma’s house.

4. What did Splat take to school with him?
   (a) Mouse
   (b) Stuffed Animal
   (c) Picture of Mom
   (d) Favorite Toy

5. Do cats wear socks?
   (a) Yes
   (b) No
   (c) Sometimes
   (d) When it rains

6. What color was Splat’s backpack?
   (a) Blue
   (b) Yellow
   (c) Red
   (d) Brown

7. How did Splat get to school?
   (a) Car
   (b) Bus
   (c) Bike
   (d) Walked
Oh no! I overslept on my first day of school.

I forgot something. I ran right out to catch the bus. I jumped up and ran right out of the house, but oh...
Splat Comb his hair. Splat packs a lunch.

Splat goes to school. Splat wakes up.