



# Knowledge Organiser

## Don't Let the Pigeon Drive the Bus! By Mo Willems

Can discuss a book that has been read, taking turns and listening to what others have to say. Can ask questions to improve understanding of the text.

Can infer characters' feelings, thoughts and motives from their actions and justify these inferences with evidence from the text. Can identify a main idea from an extract of text.

Be able to justify their views drawing evidence from the text and explain their understanding through presentation and debate.

### Star vocabulary

**Thought:** an idea or opinion produced by thinking

**Leave:** go away from.

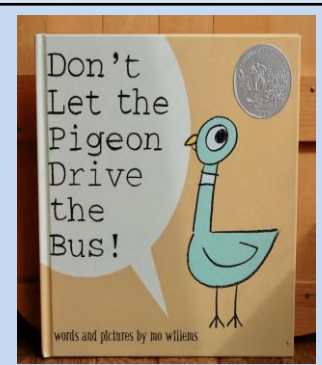
**Careful:** making sure of avoiding potential danger.

**Steer:** Control the movement of a vehicle.

**Almost:** not quite; very nearly.

**Cousin:** a child of one's uncle or aunt

**Determined:** does not give up.



### Context

In *Don't Let the Pigeon Drive the Bus*, a bus driver begins the story by expressing to readers the importance of not letting the pigeon drive the bus while he is gone. However, the persuasive pigeon spends the entirety of the book trying to talk us into letting him drive the bus.

The book explores the themes of trust and persuasion.

### Author – Mo Willems

Mo Willems (born February 11, 1968) is an American writer, animator, voice actor, and children's book author.



### Characters

**The Bus Driver**

**The Pigeon:** A determined and plump little pigeon.



### Persuasive Features

#### Alliteration

**Definition:**

**Alliteration** is repeating the sounds at the beginning of words to make them stand out in the reader's mind.

**Example:** Buy this *absolutely amazing* toy car. It will give you *hundreds of happy hours* of fun!



#### Repetition

**Definition:**

**Repetition** is when words or phrases are repeated so that they stick in the reader's mind.

**Example:** Remember what is was like to be at school? Remember how much work you had?



#### Groups of Three

**Definition:**

**Groups of three** are 3 adjectives or phrases used together to emphasise a point and make them stand out.

**Example:** The other day I went for an eye test and it was *alarming, frightening and scary*.



#### Emotive Language

**Definition:**

**Emotive language** is when words are used to make the reader feel a certain emotion, like sadness or anger.

**Example:** I am so *helpless and sad!* If I don't finish all of my homework my mum tells the teacher.

