

GRADE LEVEL EXPECTATION: 1-3
WAYS WE GET TO SCHOOL
CONTENT AREAS: SOCIAL STUDIES, MATHEMATICS

LESSON TIME:
1 class period

MATERIALS:
1. This is the Way We Go to School
by Edith Baer

2. Poster size paper

3. Graph paper or photocopies of the chart

4. Pencils or markers

OBJECTIVE:

1. To introduce students to the concept that people in different environments use different modes of transportation.

2. To give students experience in collecting data and displaying data in graph form.

1ST GRADE STANDARDS:

CONTENT AREA: Math

1: Number Sense, Properties and Operations

2. Number relationships can be used to solve addition and subtraction problems

3: Data Analysis, Statistics and Probability

1. Visual displays of information can be used to answer questions:

2ND GRADE STANDARDS:

CONTENT AREA: Math

1: Number Sense, Properties and Operations

2. Formulate, represent, and use strategies to add and subtract within 100 with flexibility, accuracy, and efficiency

3RD GRADE STANDARDS:

CONTENT AREA: Social Studies

2: Geography

1. Use various types of geographic tools to develop spatial thinking

PROCEDURES/ ACTIVITIES

1. Explain that people in different places use different methods of transportation.

2. Read the book This is the Way We Go to School.

3. Ask students, "How do you get to school?"

4. Instruct students to place a block on the poster sized chart under the heading that tells how they get to school. (Labeled "Walk," "Bike," "Car", "Bus," and "Other")

5. Count and write the total for each category.

(This can be done as a group or by calling on individual students for each category.) You may wish to ask any student who indicated "Other" to identify the mode of transportation used.

6. Ask students questions such as-

- How do the greatest number of children get to school?

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- What way do the least number of children get to school?
- How many more children ride the bus than ride a bicycle?
- Why do you think some people take the bus and some people ride in a car?
- Why would someone prefer riding a bicycle to walking?
- When would you choose to ride or walk?

7. Pass out blank graphs. Have students transfer information from poster sized block graph to their individual blank graphs.

EXTENSIONS:

How do you think we/our school would change if these numbers were different?

Discuss pollution, health, grumpy parents in cars, etc.

***This lesson can be modified to meet the Standards and to accommodate the skills of students in lower or higher grade levels. For example, students in higher grade levels may conduct surveys of how people get to work. They could then represent this information as a bar graph or pie chart.

Example chart:

Walk	Bike	Car	Bus	Other

Consider using icons in pictographs- shoes, bikes, cars, bus, etc.