



GETTING TO SCHOOL - TODAY
For students in 3rd grade

Overview:

Student will depict himself/herself using a variety of modern modes of transportation. After exploring various modes of transportation, ask students: "How did you get to school today?" Explore the class' answers as fractions of the whole. Record results on bar graph, analyze the graph and draw conclusions.

Objectives:

- Math 1.05 - Use fractions to explore part-whole relationships.
- Math 4.01 - Collect, organize, analyze, and display data to solve problems.
- Social Studies 6.01 - Describe and assess ways in which technology is used in a community's economy.
- Visual Arts 2.01 Expands control and manipulation of media and tools including drawing (chalk, fine and broad markers, colored pencils), cut paper, glue, sharp-edged scissors, scoring and stapling, cutting a variety of single and multiple shapes.
- Visual Arts 2.07 - Depict self and others in a variety of real and imaginary situations with increasing detail.

Vocabulary: transportation, graph, fractions

Materials:

- Crayons, non-toxic markers, scissors
- Construction paper for drawing
- Bar graph on whiteboard, paper, overhead projector
- Symbols of various modes of transportation for x-axis of bar graph
- Bar graph worksheet
- Stickers to represent students on the graph

Teacher Input:

- Introduce concept of transportation. Divide students into small groups or ask students to work independently. Direct students to draw themselves using three different modes of transportation. Discuss & compare pictures, modes of transportation when complete. Discuss what students know about each mode of transportation (history, fuel used, pollution, individual vs. community transport)
- Ask students what modes of transportation they used to travel to school today. Show all modes of transportation used by the students, as well as some modes not used.
- Physically group students by mode of transportation used. Ask each group to count its members. Ask each group to report size and record on the bar chart, using stickers. Stress the importance of aligning stickers across the page to facilitate later comparisons. Students should recognize relative sizes of their groups, both literally and symbolically.
- Discuss what fractions of the whole are represented by each group. Re-group by those modes that involve wheels vs. no-wheels.

Assessment:

Display artwork & bar graph in classroom.