

THIS IS THE WAY WE GO TO SCHOOL

An Integrated
Literature, Geography & Math Lesson



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Connect & Extend Learning

Our free website is a great resource for exploring the world all year!



www.globetrottinkids.com

Our country profile pages include

- an infographic
- detailed map
- national symbols
- photo gallery
- informational video
- cultural investigations
- book suggestions

"If we are to reach real peace in this world...we shall have to begin with the children." -Mahatma Gandhi

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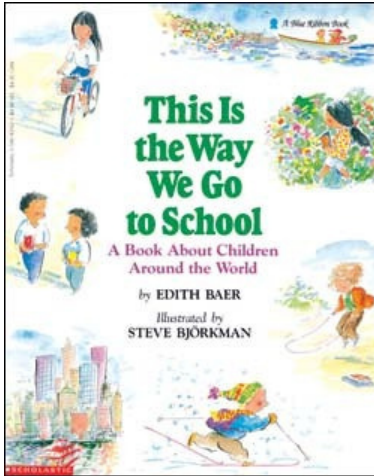


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TEACHING NOTES

Using the companion text *This is the Way We Go to School* by Edith Baer, students discover some of the different ways children get to school in countries all over the world.



Preparation

- 2 copies of the transportation icons -page 6
- 2 sheets of chart paper

For each student:

- a world map - page 7 (color) OR page 8 (b/w)
- Where & How chart - page 9
- bar graph - page 10 OR page 11
- bar graph questions - page 12
- creative writing prompt - page 13

Sharing the Book

Before Reading

- Ask students to share how they got to school this morning.
- Explain that you are going to read a book that tells about the different ways kids around the world go to school.
- Introduce the world map and the Where & How chart as tools for recording information from the book.

During Reading

- Locate each country on the world map.
- Record the place (where) and type of transportation (how) on the chart.

After Reading

- Explain that these are just examples and do not represent how every child in that country gets to school.
- Review the map and chart.
- Discuss observations such as why a certain place might use a particular type of transportation, similarities, differences, favorites, etc.

TEACHING NOTES CONTINUED

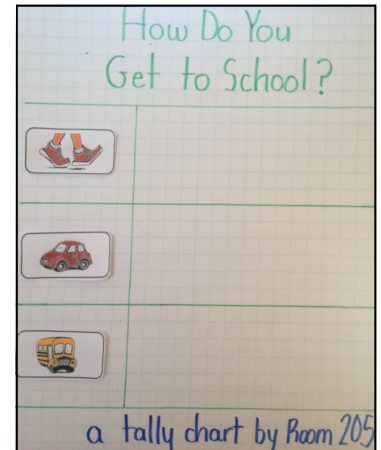


Class Graphing Activity

Make a class **bar graph** showing how the students in the classroom go to school. Explain that for this graph they will need to choose which one they *most usually* use to get to school: feet (includes walking, riding a bike, scooter, etc.), car, or bus.

Introduce the class **tally chart**, and explain that you will be using it as a tool to collect the class **data** (responses). As you call on each student, model/review how to record the data as tallies on the chart pad.

Explain that the data from the tally chart is going to be used to create a bar graph to display the results. Introduce/review bar graphs as needed.

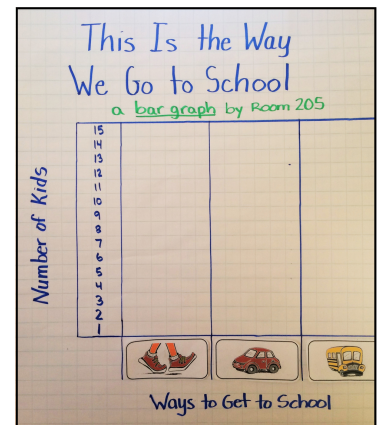


Model/review how to transfer the data from the tally chart to the bar graph.

Students complete their own bar graph worksheet.

NOTE: *There are two versions to choose from: with, and without, labels and numbers.*

Analyze the graph, and answer the questions on the worksheet as a class, in small groups, with a partner or independently.



Independent Creative Writing

- Students create new ways to get to school.
- Share in small groups.
- Make a class book using the student pages.

Name: _____

Create a new way to get to school.
Draw a picture, and write a brief description.

TRANSPORTATION



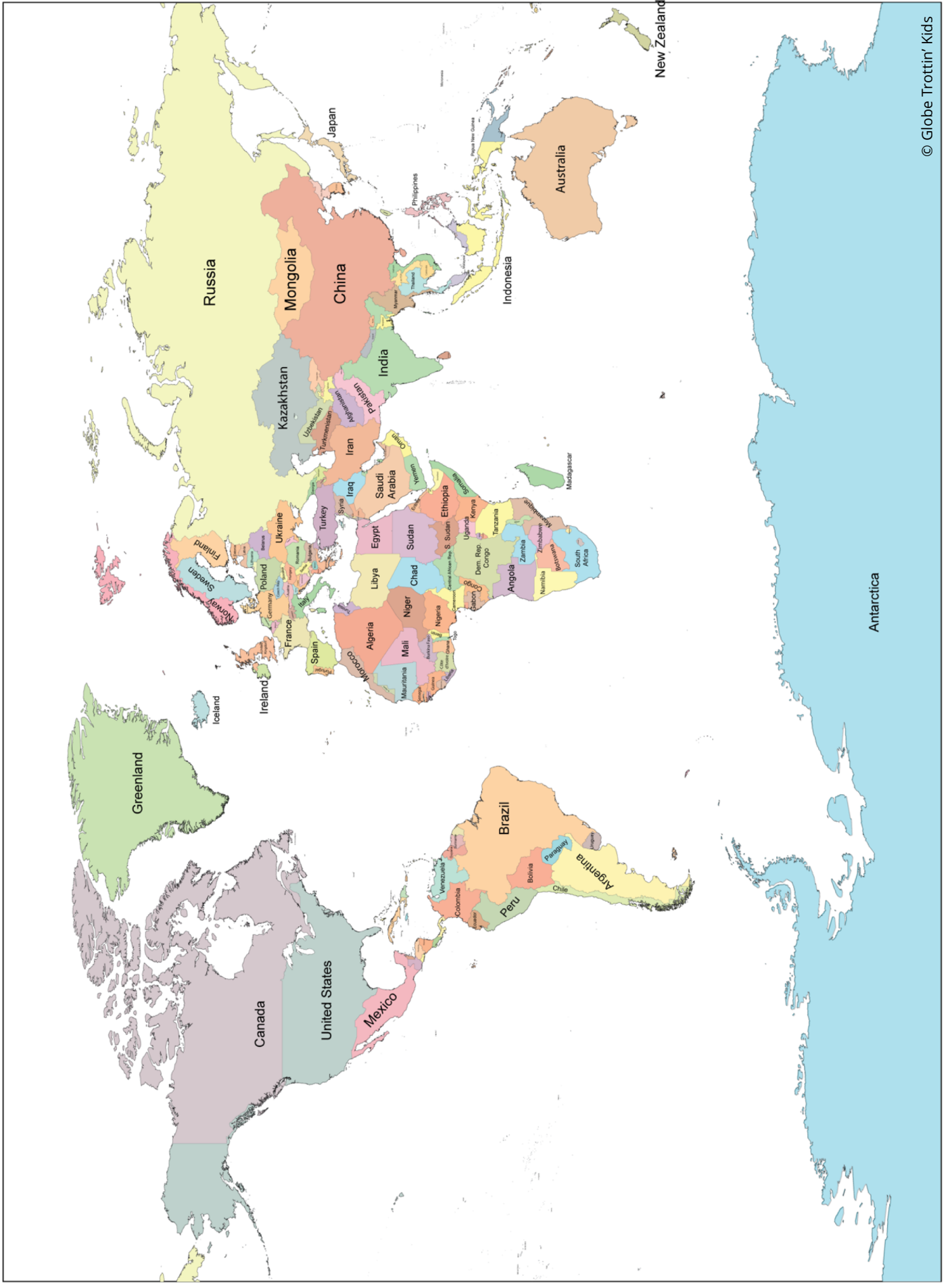
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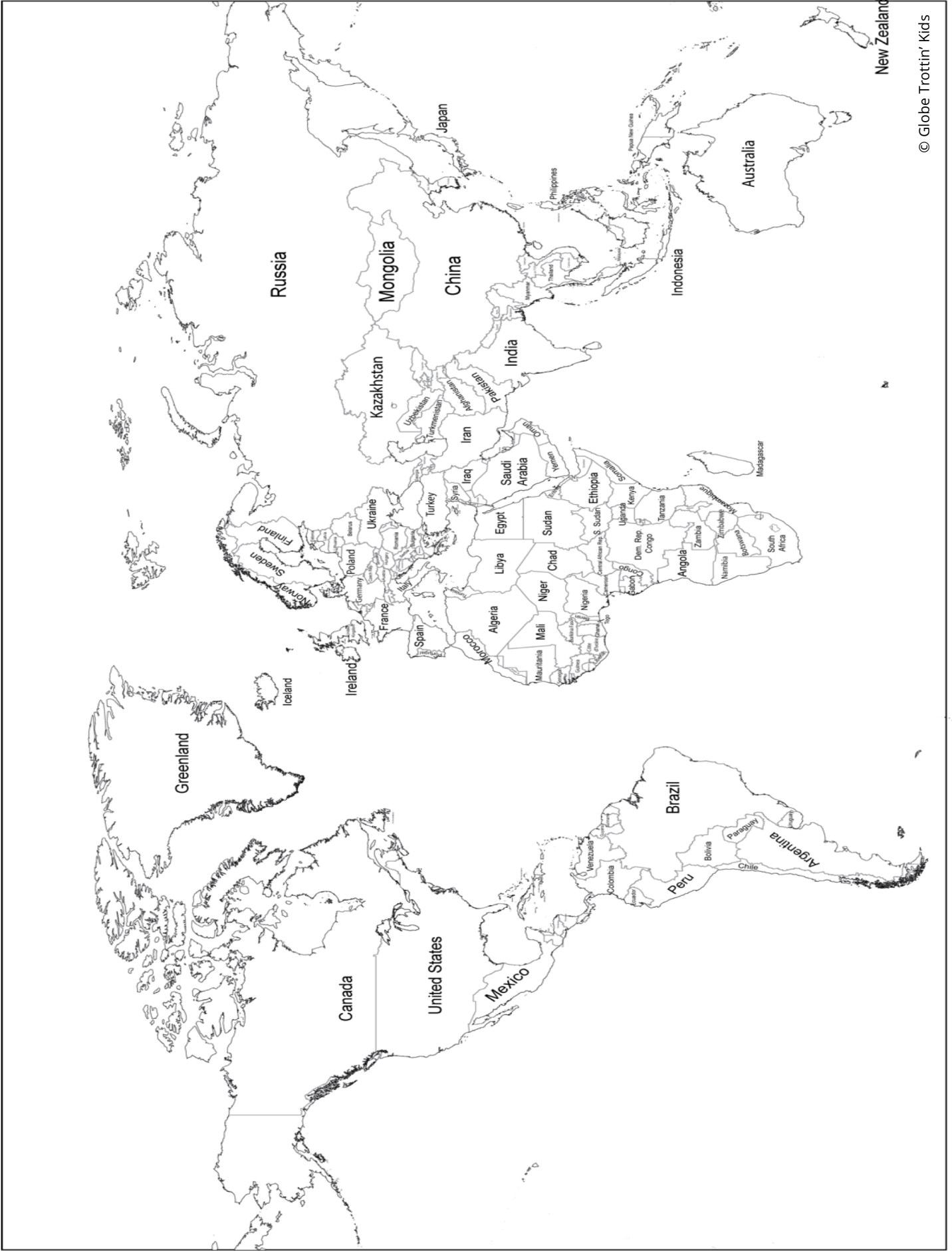


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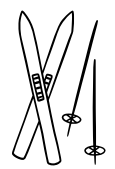
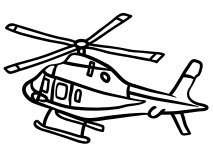


Name: _____

This Is the Way We Go to School
by Edith Baer

Where

How



This Is the Way We Go to School

NUMBER OF KIDS

15			
14			
13			
12			
11			
10			
9			
8			
7			
6			
5			
4			
3			
2			
1			



TYPE OF TRANSPORTATION

Name: _____



Use the bar graph you made to answer the questions.

How many students are in your class? _____

What is the way **most** of the students go to school? _____

What is the way the **least** number of students go to school? _____

What is the *difference* between the number of students that walk and take the bus?

What is the *difference* between the number of students that ride in a car and walk?

What is the *difference* between the number of students that take the bus and ride in a car?

If you had your choice, how would you go to school? _____



work space



Name: _____

**Create a new way to get to school.
Draw a picture, and write a brief description.**

