



QUESTIONS FOR TODAY/PICTURE TOMORROW

★★ Grades 3-4

Skills and Objectives:

- Students will understand what a “plan” is and how it helps to achieve goals.
- Students will understand that filling in the census form helps the government plan for the country’s needs.

QUESTIONS FOR TODAY

Suggested Groupings:

Whole class, individuals

Getting Started:

● Write the word “plan” on the board and ask your students what a plan means to them. Introduce the concept of different kinds of plans. Draw an analogy between a plan a family member might make to prepare a meal and one a teacher makes to prepare for class. In each case, the family member or teacher first needs to account for or “count” what is needed.

● Explain to students that the questions on the census help communities “plan” for the future. By counting and tabulating the information on census forms, the government can find out what people need and work to provide it for them.

Using the Activity Worksheet:

● Distribute copies of the Lesson 4A Activity Worksheet (page 13) to your students.

● Go through each question as a class or review the answers after students have filled in the questionnaire.

● Ask students: **If every student in your school filled out the questionnaire, what plans could your class or school make using the information that is collected?** (*Possible answers: student birthday parties; number of bus monitors to assign to each grade.*) **What questions would students ask if they were taking their own census? What plans could they make using the information gathered from their census?**

Wrapping Up:

● Check that students understand that their

Chalkboard Definitions

plan: an idea about how you are going to do something.

community can provide services, such as roads, public transportation, schools, and hospitals, when they know how many people there are and where they live.

● **What kinds of services do you think you and your family might need in the future?** (*Possible answers: hospitals, fire department, etc.*)

PICTURE TOMORROW

Suggested Groupings: Individuals

Getting Started:

● Start a class discussion about how students see themselves in the future. Ask them to use their imaginations for ideas about where they will live, the kind of work they will do, and the families they might have.

● Ask students: **Why is it important to think about and plan for the future?** (*Possible answer: so they can prepare for what they will be when they are grown up.*)

Using the Activity Worksheet:

● Photocopy and distribute copies of the Lesson 4B Activity Worksheet (page 14).

● Distribute art supplies (crayons, colored pencils, markers), and encourage students to imagine and then draw a picture of one of the things they plan to be or do in the future.

● Remind students that they should try to use their picture to convey information (such as career, education, family size, etc.)

Wrapping Up:

● Display students’ drawings in the classroom on a wall or bulletin board.



Name: _____

Questions for **Today**

● Here are questions like those on a census form. Answer these questions about yourself.

Student Form



▶ **1.** You are: Male Female

▶ **2.** What is your age? _____

▶ **3.** What is your date of birth? _____

▶ **4.** How do you usually get to school?

Car, truck, or van City bus School bus

Subway or elevated train Skateboard Ferryboat

Taxicab Bicycle Walk

Other



Name: _____

Picture Tomorrow

● What do you think your future will be like when you are grown up? Draw a picture of a plan you have for yourself in the future, at home or at work.

