



GETTING THERE

★★ Grades 3-4

Skills and Objectives:

- Students will use whole-number addition to interpret a pictograph.
- Students will collect data and present it in their own pictograph.

Chalkboard Definition

pictograph: a graph that uses pictures to stand for a number of people or things.

Suggested Groupings:

Individuals, partners

Getting Started:

● Introduce the lesson by telling students that the Census Bureau counts the number of people in this country, then tallies the information and displays it in charts and graphs. If possible, show them the actual census form to demonstrate the kind of information that is gathered.

● Explain that, in this lesson, students will practice reading a certain kind of graph, a pictograph. They will then gather information and create their own pictograph.

Ask your students:

● **What kind of information does the census gather?** (*Possible answers: data on families, homes, jobs, ethnicity, etc.*)

Using the Activity Worksheet:

1. Distribute copies of the Lesson 6A Activity Worksheet (page 19) to your class.

● If necessary, go over the pictograph to make sure students understand it. Then have students work by themselves or with a partner to answer the questions.

2. Explain that students will be taking a survey to discover how students travel to school. You may wish to write the survey totals on the chalkboard. Use the most popular answers to help students select three travel symbols to draw for their graphs, such as “subway,” “bus,” and “bicycle.” The fourth label should be “other.” Ask student volunteers to name some kinds of transportation that belong under the label “other.” Explain that the kinds of transportation that are practical and available can vary greatly depending on the region, town, or city in which students live.

3. Distribute the Lesson 6B Activity Worksheet (page 20) to individual students or partners.

● Direct students to illustrate their rows in a way that is similar to the pictograph on page 19. Encourage them to come up with creative symbols to represent a student in their class.

Wrapping Up:

● Have students compare their pictographs. **What is the same or different about everyone’s pictograph?**

● **How does a pictograph make it easy to compare numbers?** (*Instead of totaling numbers, you can just look to see which row has the most pictures.*)

Extension Activities:

1. Have students find examples of pictographs in books, newspapers, and magazines and present them to the class.

2. Invite students to gather other types of information and display them in pictographs. Suggestions include class birthday months, sports students play, or the type of pets students have.

3. Have students send a survey to students in another part of the country. After they tally the results, they will be able to compare methods of traveling to school in different parts of the country.

Answers:

Pages 19:

1. Two students in Ms. Rivera’s class.
2. Most students traveled to school on foot.
3. 27.

Page 20:

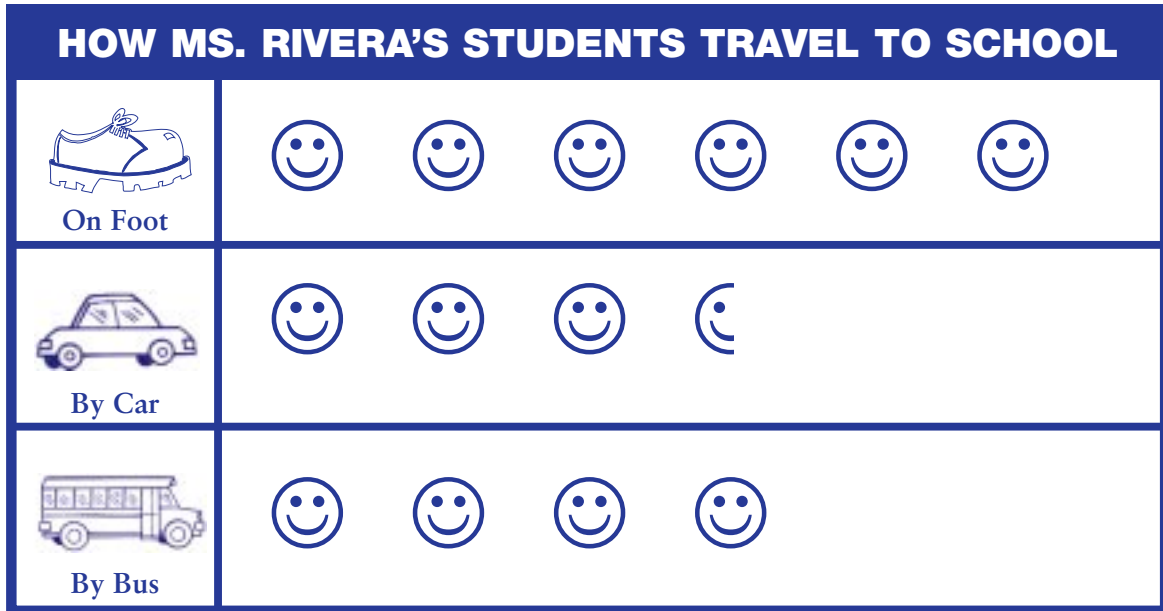
Graphs will vary.



Name: _____

Getting There

● How do students get to school? The pictograph below shows how the students in Ms. Rivera's class travel to school. In a pictograph, pictures stand for a certain number of things or people.



PICTOGRAPH KEY

 = 2 students in Ms. Rivera's class

Use the pictograph to answer the questions.

1. What does a 😊 stand for on the pictograph? _____

2. How do most of Ms. Rivera's students get to school?

3. How many students are there in Ms. Rivera's class? _____



Name: _____

Getting **There** (continued)

- How do you and your classmates travel to school? Your teacher will help you find out. Then use that information to make a pictograph.

Create your pictograph below. First label the left column with pictures of the different kinds of transportation. Next draw a picture to represent one student from your class. Put it in the key. Then fill in each row by drawing in the correct number of pictures.

HOW MY CLASS TRAVELS TO SCHOOL	

KEY