

# Transportation Pictograph

Grades K-4. 20-50 minutes. Classroom setting.

## Task

Students **collect** data related to transportation choices, **record** data in a class pictograph, and **analyze** data to describe their transportation habits.

## Big Ideas

- ! There are many types of **transportation**.
- ! The type of transportation we choose is usually determined by factors such as distance, availability and safety.
- ! Our transportation choices impact the health of our bodies and the environment.

## Lesson Outline

### Materials

chart paper  
roll of craft paper  
marker  
glue  
'Getting to School'  
activity sheets  
optional: transportation  
cards

### Kindergarten Option

Photocopy the transportation cards provided. Use one set (or your own big, colourful pictures) to make a BIG list of types of transportation.

Have students choose which type of transportation they use to get to school. They can pick the appropriate card from a pile and add it to the BIG graph of transportation choices.

### Minds On

Ask students how they get to different places around their community (e.g. How do you get to your friend's house? To school? To the grocery store? To the pool? To your soccer game?). Make a big list of the types of transportation used by your students. Have fun including things like skateboarding, scooters and roller blading.

Ask students to name other types of transportation. They might add planes, trains, subways, motorcycles, boats, etc. Ask students whether they would ever take a plane to school, or a boat to get to their friends house. Let this spark a chat about factors that affect the transportation choices we make.

### Main Lesson

Have each student complete the Getting to School activity sheet. This may be completed at school, or at home to give students a chance to discuss the activity with their families. If students use more than one type of transportation, have them draw the way they usually get to school.

Students cut out their square and meet at the carpet. Roll out the craft paper and create an axis with your students. What types of transportation will you include on your **axis**? (Walk, bus, car, etc.) What can be grouped together? Will biking stand-alone or be grouped with walking or skateboarding? Will you include transportation types that no one uses?

Students lay their pictures, one at a time, next to the type of transportation they use. The final result is a large graph displaying how your students get to school.

### Consolidation

Analyze the graph with your students. What does the graph tell us? (e.g. Lots of students walk to school, so we should take some time to review pedestrian safety) What doesn't it tell us? (e.g. Why some students get a drive to school – could be weather, convenience, habit) Create a hall bulletin board display to share your research and analysis with your school.

### Extensions for Grades 3 and 4

1. Have students use the information from the pictograph to create a bar graph.
2. Have pairs choose a second destination (e.g. friend's house, mall, pool, park, etc.) and survey their classmates. Then, have each pair display this information in a bar graph. Have the class compare the bar graphs and ask questions about the data.



Name: \_\_\_\_\_



# Getting to School

Make a drawing of the way you travel to school each day.

\_\_\_\_\_ gets to school by \_\_\_\_\_.

\_\_\_\_\_

# Transportation Cards

Larger images can be found at: [www.peterboroughmoves.com](http://www.peterboroughmoves.com)

