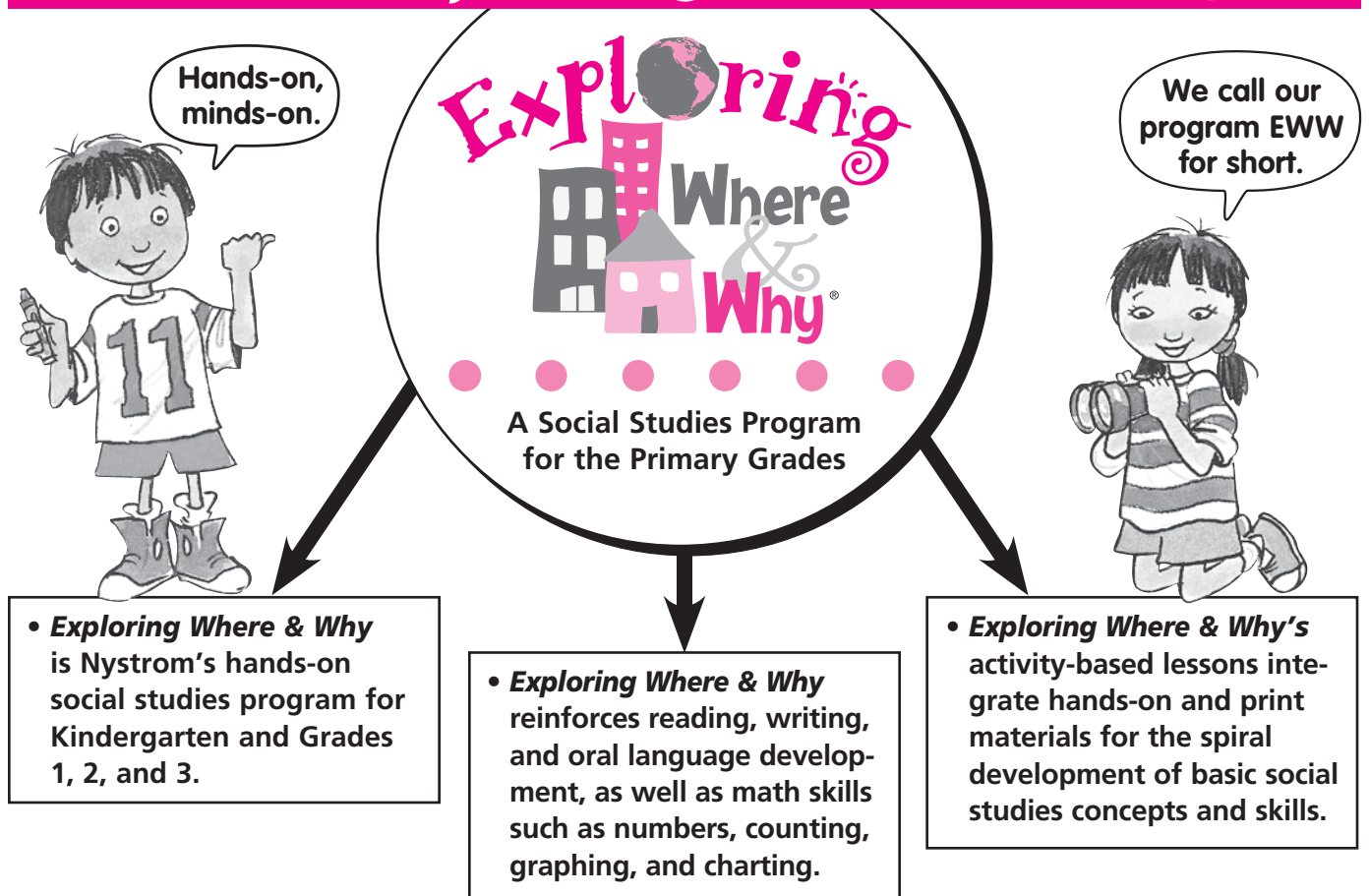


# What is *Exploring Where & Why*?



Samples are provided for evaluation purposes. Copying of the product or its parts for resale is prohibited. Additional restrictions may be set by the publisher.

## What does *Exploring Where & Why* do?

Builds a solid foundation of essential **social studies** skills and concepts.

Develops **responsible citizens**—in the community, country, and world.

Develops **multicultural** awareness and sensitivity.

Reinforces **reading, writing, math, and science**.

Develops **critical thinking** skills.

Integrates frequent **assessment** and **evaluation**.

Stimulates a variety of **intelligences**.

Provides learning opportunities for **diverse student populations**.

Ensures **success** for all students.

**We love EWW—you will too.**





## GRADE 1

# Neighborhoods Near & Far

What is Exploring Where & Why?	iii
EWW Components	vi
Classroom Management Tips	xii
Using Literature	xv
Celebrating Holidays	xvi
Standards and Themes	xviii
Scope and Sequence	xix

## Getting Started

### LESSONS

<b>1 What Is Social Studies?</b>	
A Defining Social Studies	1
B Working Together	3
<b>2 Looking at the Atlas, Maps, and Globes</b>	
A Using the Atlas	7
B Introducing Maps and Globes	10

## UNIT 1

### Looking at Our Neighborhood

### LESSONS

<b>1 Our Class</b>	
A Comparing Classmates	15
B Classroom Citizens	17
<b>2 Our School</b>	
A School Workers	22
B School Citizens	25
<b>3 Our Families</b>	
A Comparing Families	28
B Family Rules	30
<b>4 Our Neighborhood</b>	
A Places in a Neighborhood	34
B Routes to School	36
C Transportation to School	37
<b>5 Kinds of Neighborhoods</b>	
A Neighborhood Maps	41
B Comparing Neighborhoods	43
C Planning a Neighborhood	46

### ASSESSMENT & EVALUATION

Unit 1 Test	49
-------------	----

## UNIT 2

### Identifying Neighborhood Needs

### LESSONS

<b>1 Homes</b>	
A Identifying Homes	51
B Comparing Homes	52
C Our Homes	54
<b>2 Needs</b>	
A Basic Needs	58
B Places That Meet Our Needs	60
C Other Places That Meet Our Needs	62
<b>3 Wants</b>	
A Needs vs. Wants	66
B Places That Satisfy Wants	69
<b>4 Workers</b>	
A Identifying Jobs	72
B Making and Selling Goods	74
C Providing Services	76
D Places People Work	78
<b>5 Rules</b>	
A Neighborhood Rules	81
B Street Safety Rules	84
C Neighborhood Leaders	86
<b>6 A Neighborhood History</b>	
A Neighborhoods Change	90
B Mapping Changes	93
C Future Changes	95

### ASSESSMENT & EVALUATION

Unit 2 Test	99
-------------	----

## UNIT 3

### Exploring Neighborhood Maps

#### LESSONS

- 1 Views**
  - A Different Views ..... 101
  - B Map Views ..... 104
- 2 Map Symbols**
  - A Colors on Maps ..... 108
  - B Identifying Symbols ..... 110
  - C Map Keys ..... 111
- 3 Distance**
  - A Near and Far ..... 116
  - B Measuring Distance ..... 118
- 4 Location**
  - A Behind and Next To ..... 120
  - B Above and Below ..... 122
  - C Left and Right ..... 123

#### ASSESSMENT & EVALUATION

Unit 3 Test ..... 127

## UNIT 4

### Exploring Globes

#### LESSONS

- 1 Models**
  - A Identifying Models ..... 129
  - B Finding Models ..... 131
  - C Models and Globes ..... 132
- 2 Maps and Globes**
  - A Land and Water ..... 136
  - B Comparing Maps and Globes ..... 138
- 3 Time**
  - A Day and Night ..... 142
  - B Day and Night Timeline ..... 144
  - C Days, Weeks, Months ..... 146
- 4 North and South**
  - A Up and Down ..... 151
  - B North and South on a Globe ..... 153
  - C North and South on Maps ..... 154
  - D North and South in the Classroom ..... 156
- 5 East and West**
  - A East and West in the World ..... 159
  - B East and West in a Neighborhood ..... 162
  - C All Four Directions ..... 163

#### ASSESSMENT & EVALUATION

Unit 4 Test ..... 166

## UNIT 5

### Looking at Our Country

#### LESSONS

- 1 Locating Our Country**
  - A Locating the United States ..... 169
  - B Locating States ..... 171
- 2 Using a U.S. Map**
  - A Symbols of Real Places ..... 174
  - B Places in the United States ..... 176
  - C Labeling a U.S. Map ..... 179
- 3 Our Country's Government**
  - A Symbols of Our Country ..... 183
  - B Our Flag ..... 186
  - C Our Presidents ..... 189
- 4 Our Country's History**
  - A History and Holidays ..... 194
  - B Children in History ..... 197
- 5 Our Country's Weather**
  - A Seasons and Weather ..... 202
  - B Months and Seasons ..... 204
  - C Comparing Seasons ..... 206

#### ASSESSMENT & EVALUATION

Unit 5 Test ..... 211

## UNIT 6

### Looking at Our World

#### LESSONS

- 1 Continents and Oceans**
  - A Identifying Continents ..... 213
  - B Identifying Oceans ..... 216
  - C Completing a World Map ..... 219
- 2 Our World Address**
  - A Our Planet and Continent ..... 222
  - B Our Country ..... 224
  - C Our State ..... 226
  - D Our Town ..... 229
  - E Our Street Address ..... 231
- 3 Exploring North America**
  - A Locating North America ..... 238
  - B Labeling North America ..... 241
  - C Children of North America ..... 243
- 4 Exploring Other Continents**
  - A Locating the Continent ..... 248
  - B Labeling the Continent ..... 251
  - C Children of the Continent ..... 254

#### ASSESSMENT & EVALUATION

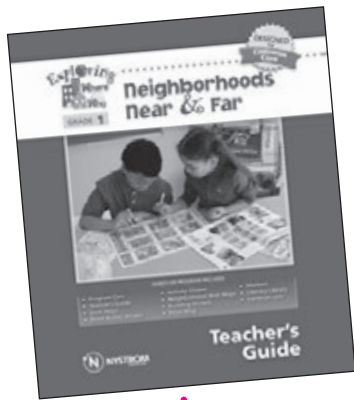
Unit 6 Test ..... 265

**Common Core Lessons**

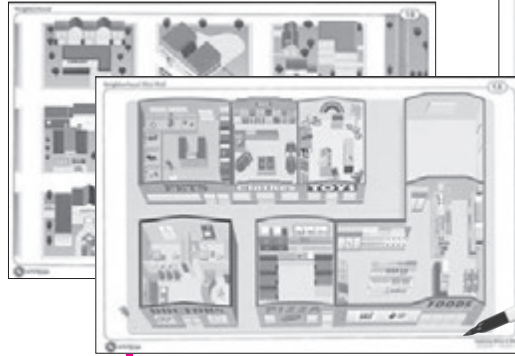
*See Last Tab*

# Exploring Where & Why®

## EWW Components...



Teacher's  
Guide



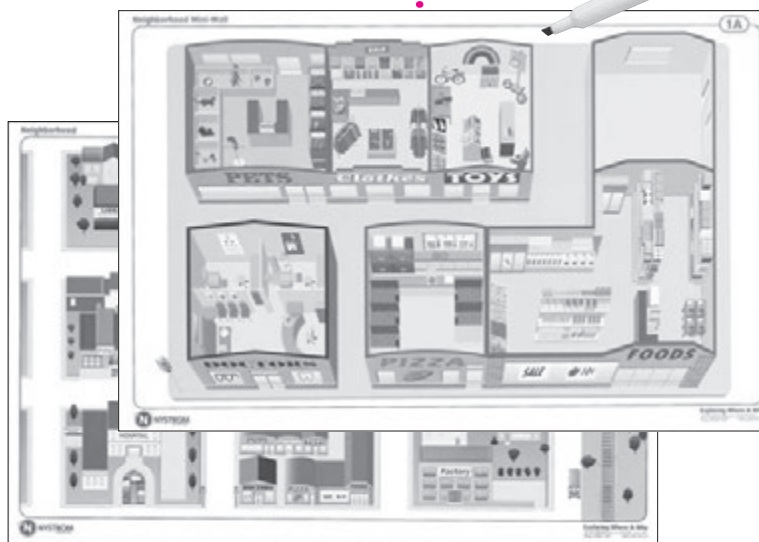
Desk  
Maps

Wall  
Maps

Markers

Activity  
Globes

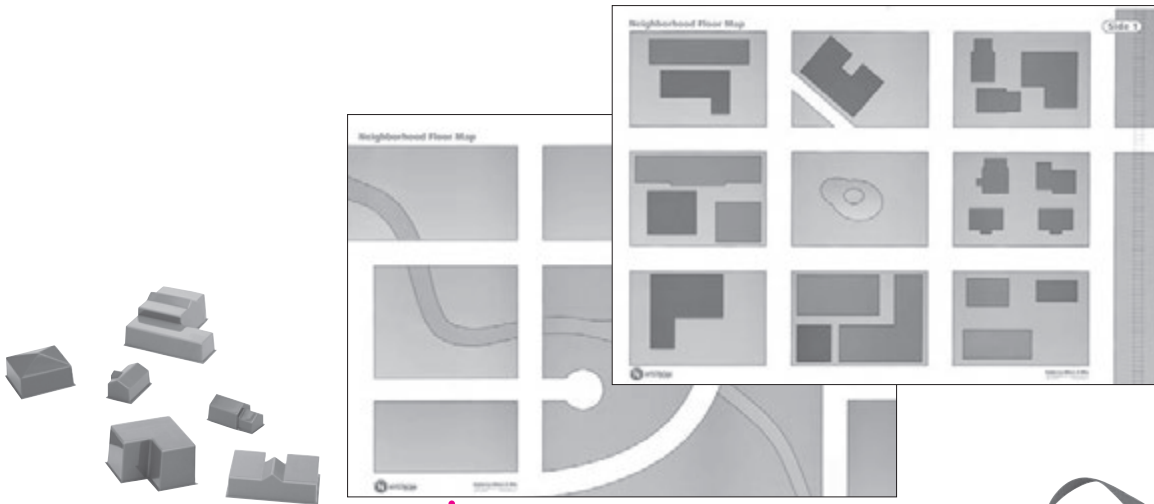
These are  
your classroom  
materials for  
Grade 1.



### TWO THEMES...NEAR AND FAR

- ✓ Focus moves from the world students know best—their neighborhood—to the larger, less familiar world—the United States and the World.
- ✓ Lessons integrate the social sciences...civics, culture, economics, geography, and history—in age-appropriate contexts.
- ✓ EWW builds a framework for studying people and places near and far—now, long ago, and even in the future.

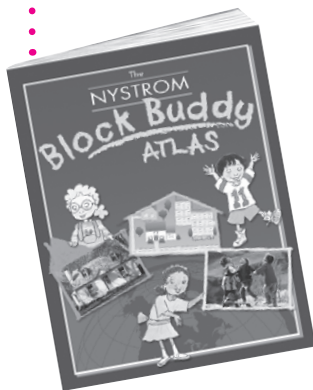
# An Overview



Block Buddy Atlases

Floor Map & Models

Literacy Library



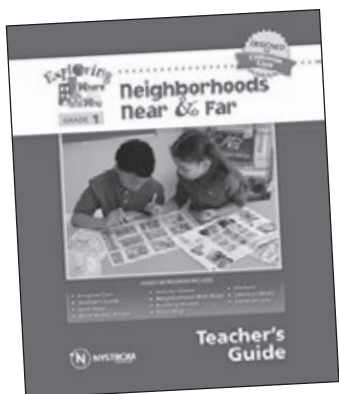
Hands-on teaching means minds-on learning!

## HANDS-ON APPROACH...PROMOTES ACTIVE LEARNING

- ✓ Lessons are completely activity-based. That's why there are no textbooks.
- ✓ Activities and methods target a range of learning styles, "intelligences," abilities, and experiences.
- ✓ Hands-on materials focus students' attention on their own learning.
- ✓ Students work individually, with a partner, in small groups, and as a whole class.
- ✓ Activities stimulate critical thinking skills.
- ✓ Cooperative and collaborative learning improve communication skills.
- ✓ Variety of materials keeps students interested.



# Teacher's Guide...A Closer Look



**6 Units**

**Lessons for a full curriculum**

**Step-By-Step Lesson Plans**

**Lessons**

- ✓ 2-5 activities
- ✓ 15-20 minutes each

**Icons**

- ✓ Highlight technology and portfolio features
- ✓ Identify key topics

**For Each Activity**

- ✓ Objectives
- ✓ Vocabulary
- ✓ Materials

## Identifying Neighborhood Needs

**TIME FRAME**  
6  
**WEEKS**

As students identify places in the neighborhood, they also get a simple introduction to economics. They learn differences between needs and wants. Next, students discover that there are different types of workers. Finally, they realize that neighborhoods have rules and laws and that neighborhoods change over time.

**UNIT 2**

Lessons	Page
1 Homes.....	51
2 Needs.....	58
3 Wants.....	66
4 Workers.....	72
5 Rules.....	81
6 A Neighborhood History.....	90
<b>Assessment &amp; Evaluation</b>	
Unit 2 Test.....	99

**Literature Links**

Your students might enjoy books such as these about homes, needs and wants, workers, rules, and neighborhood changes.

- *Henry Builds a Cabin* by D.B. Johnson
- *Axle Annie* by Robin Pulver
- *Boxes for Katje* by Candace Fleming
- *Night City* by Monica Wellington and Andrew Kupfer
- *The Red Racer* by Audrey Wood
- *Officer Buckle and Gloria* by Peggy Rathmann
- *Supermarket* by Kathleen Krull
- *When I Was Built* by Jennifer Thermes
- *To Market, To Market* by Anne Miranda
- *Homeplace* by Anne Shelby
- *Grandpa's Corner Store* by DyAnne DiSalvo-Ryan

Unit 2 Identifying neighborhood needs

- Tabbed Divider**
- ✓ Summary
  - ✓ Lessons
  - ✓ Time Frame
  - ✓ Literature Links
  - ✓ Family Update

**Lesson at a glance**

**Focuses students on the activity**

- ✓ Reinforces previous learning

**Strategy ties directly to objectives**

- ✓ Easy to follow
- ✓ Variety of methods

### LESSON 4 Workers

**OVERVIEW**

Students learn about people's jobs. They also learn about goods and services and about some places where people work.

**ACTIVITIES AND MAIN GOALS**

**A Identifying Jobs** Explain jobs and work.

**B Making and Selling Goods** Define goods and recognize two different kinds of jobs—making goods and selling goods.

**C Providing Services** Define services and recognize different kinds of service workers.

**D Places People Work** Identify buildings in which people work.

**ACTIVITY A Identifying Jobs**

**OBJECTIVES**  
Students will be able to:

- 1 Identify jobs.
- 2 Name reasons why people work.

**NEW VOCABULARY**  
job

**REVIEW VOCABULARY**  
needs wants

**MATERIALS**

- The Nystrom Block Buddy Atlases
- hats, tools, or pictures related to a variety of occupations (such as a firefighter's hat, hard hat, toy stethoscope)
- butcher paper
- black marker
- Activity Sheet 11, Neighborhood Workers

**Getting Started**

Write **Jobs** in the middle of the butcher paper. Hold up several hats, tools, or pictures and ask students to identify the job associated with each. Let them know that today they're going to learn about all kinds of jobs.

**Teaching**

1 Identify jobs.

a. Begin a Jobs Web by going around the room and asking students what jobs they would like to have when they grow up. Add their responses on the paper, creating a web.

72 UNIT 2 Identifying Neighborhood Needs

Exploring Where & Why GRADE 1

Everything you need for the whole year!



### Activity Sheets

- ✓ Pull lesson together
- ✓ Graphic organizers
- ✓ Use critical thinking skills

d. Help students identify similarities, asking:

- ◆ How are this map and this globe alike?
- ◆ Do they both show the yellow land? (yes)
- ◆ The other land? (yes) The water? (yes)
- ◆ Do they both show the world? (yes)

Record their responses in the *Both* section of the diagram.

**Summarizing and Assessing**

Display Desk Map 1D on one side of the room and a globe on the other. Read the following questions. Have students point to the appropriate object(s).

- ◆ Which shows us the world? (map, globe)
- ◆ Which is round like a ball? (globe)
- ◆ Which is flat? (map)
- ◆ Which shows us the earth's land? (map, globe)
- ◆ Which shows us the earth's water? (map, globe)
- ◆ Which is harder to carry? (globe)

Collect materials using your own procedure or one suggested on pages xii–xiii.

**Extending**

**LANGUAGE ARTS** *Describe and Compare*—In this lesson, a globe is described as *round as a ball*; a map is *flat as a rug*. Have students compare maps and globes to other objects in the same way. For example, they might describe a globe as *round as a marble* or *colorful as a rainbow*.

---

**LESSON 2 CLOSURE**

**ASSESSING LESSON 2**

Working with six students at a time, give each a globe. Have them do the following:

- ◆ Hold up a model of the earth. Then set it down.
- ◆ Show me with your hands the shape of the earth.
- ◆ Point to land on the globe.
- ◆ Point to water on the globe.

**REVIEW, REINFORCE, REFLECT**

Review the lesson by playing *Land or Water?* (See pages xii–xiii for ideas on using *Review, Reinforce, Reflect*.)

Ask a student to close his or her eyes as you turn or spin the globe. Have the student put a finger on the globe and open his or her eyes. Then ask:

- ◆ Are you pointing to land or water?

Let students play the game in groups.

### Questioning Strategy

- ✓ Clearly marked

### Summarizing and Assessing

- ✓ For every activity
- ✓ Checks student progress

### Cross Curricular Activities

- ✓ Marked by icons

### Lesson Closure

- ✓ Wrapping up
- ✓ Reviews, reinforces, and reflects on lesson

### Unit Closure

- ✓ Assessment & Evaluation
- ✓ Formal pre- and post-test
- ✓ Informal testing options

**UNIT 5 ASSESSMENT EVALUATION**

**UNIT 5 TEST**

**Unit Assessment**

1. Distribute the *Unit 5 Test*. Tell students:
  - ◆ Look at one row of pictures at a time.
  - ◆ For each row, I will tell you the kind of picture, number, or words to find.
  - ◆ Then fill in the circle below the correct one or ones.
- a. For each numbered row, have students mark the box or boxes that show:
  1. a map with your country colored (1)
  2. a symbol of our country (2)
  3. the number of states in the United States (1)
  4. the first president of the United States (1)
  5. the coldest season (1)

The number of correct responses is shown in parentheses. There is a total of 10 correct responses in this step and the next two.
- b. Direct students' attention to item 6. Have them write in the name of their country.
- c. For items 7, 8, and 9, read the three items to the class. Then have students draw a line to connect each one with the correct symbol.
- d. Bonus point: on the back of the page, have students write the name of their state.

2. Collect papers and check responses.

**Additional Assessment Options**

1. Distribute Desk Maps 1C/1D and map markers. Have students turn to 1C. Ask them to:
  - ◆ Outline the state we live in.
  - ◆ Outline a lake.
  - ◆ Trace a river.
  - ◆ Underline the name of our country's capital.
2. Write the following holidays on the board. Have students explain what each one celebrates:
  - ◆ Thanksgiving
  - ◆ Martin Luther King Jr. Day
  - ◆ Independence Day
  - ◆ Presidents' Day
  - ◆ Memorial Day



### Common Core Lessons

See Last Tab

These 15 lessons:

- ✓ Complement other lessons in this program.
- ✓ Correlate directly with grade 1 Common Core Standards.
- ✓ Utilize additional resources from the *Block Buddy Atlas* e-book.

# Student Materials...A Closer Look

## 60 Desk Maps



30

17" x 11"  
two-sided  
markable



30

17" x 11"  
two-sided  
markable



Desk Maps reflect two themes, Near and Far.

### NEAR 1A NEIGHBORHOOD MINI-MALL 1B NEIGHBORHOOD

Use sides 1A and 1B to:

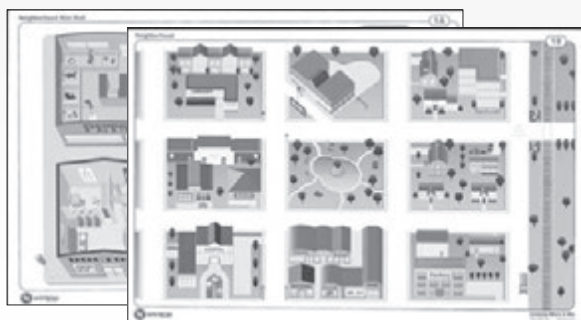
- introduce economic concepts  
needs and wants  
goods and services
- compare neighborhoods  
places to live and to work  
places to buy things and to get help  
places to learn and to play
- introduce map skills and concepts

### FAR 1C UNITED STATES 1D WORLD

Use sides 1C and 1D to:

- develop map skills and concepts
- locate where we live
- name states
- locate where other people live
- name continents and oceans

## 2 Wall Maps



50" x 33"  
markable

Wall Maps match Desk Maps 1A Neighborhood Mini-Mall and 1B Neighborhood.

Use Wall Maps to:

- model activities
- demonstrate skills and concepts
- engage students in whole-class activities
- assess comprehension

## 6 Activity Globes



9" diameter  
markable

Globes correlate with World Desk Map and Atlas.

Use Activity Globes to:

- show that a globe is a model of the earth
- compare a globe with a world map
- learn locations of land and water
- demonstrate day and night



## 1 Floor Map & 20 Building Models



38" x 26"  
two-sided  
markable

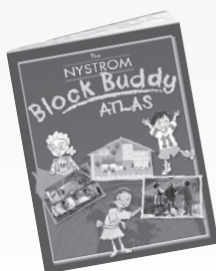
Map of 1B Neighborhood on Side 1.  
20 Building Models match the map.

Activity Map of another neighborhood on Side 2.

Use the Floor Map and Models to:

- demonstrate how maps represent three-dimensional places
- involve students in hands-on activities
- engage students in critical thinking activities

## 15 Block Buddy Atlases



8½" x 11"  
48 pages  
full color

The Nystrom Block Buddy Atlas is integrated with the lessons.

Use Block Buddy Atlases to:

- compare neighborhoods, including your own
- expand concepts and themes: similarities and differences, needs and wants, diversity, change
- link "near" and "far" through photos and maps
- introduce map skills and geography concepts
- teach beginning reference skills
- add a rich multicultural dimension

## Literacy Library



12 age-appropriate books to support Grade 1 content.

Use the Literacy Library to:

- support reading through social studies
- extend the learning with cross-curricular activities
- read engaging stories to the class or have students read them

[EWWnet.com](http://EWWnet.com)

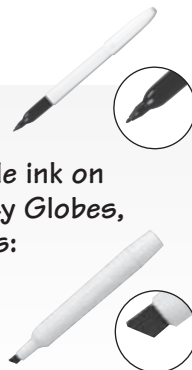
Extra ideas and activities to extend and reinforce concepts and skills.

- interdisciplinary activity ideas
- literature links
- social studies links
- supplemental classroom resources

## 34 Markers

Use markers with water-soluble ink on Wall Maps, Desk Maps, Activity Globes, Floor Map and Building Models:

- easy to clean with a damp paper towel



# LESSON 4

## Our Neighborhood

### OVERVIEW

This lesson introduces students to the concept of a neighborhood. They draw routes on a neighborhood map and make a bar graph of ways they get to school.

### ACTIVITIES AND MAIN GOALS

- A Places in a Neighborhood** Introduce the term neighborhood.
- B Routes to School** Show routes on a map.
- C Transportation to School** Discuss how students get to school and compile a bar graph.

### ACTIVITY A

## Places in a Neighborhood



#### OBJECTIVES

Students will be able to:

- 1 Name places in a neighborhood.
- 2 Explain what makes up a neighborhood.

#### NEW VOCABULARY

neighborhood

#### MATERIALS

- Desk Maps 1A/1B
- Wall Map 1B
- map markers
- paper towels for cleanup

### Getting Started

Tell students the following riddle.

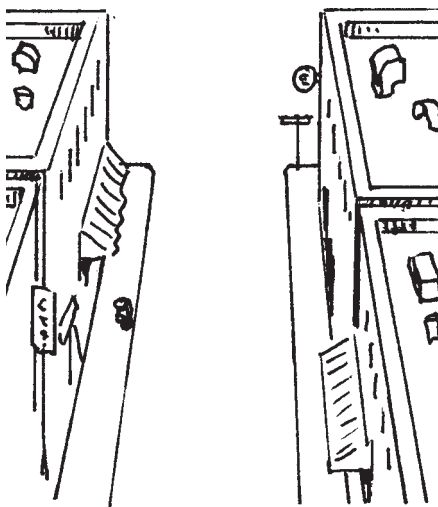
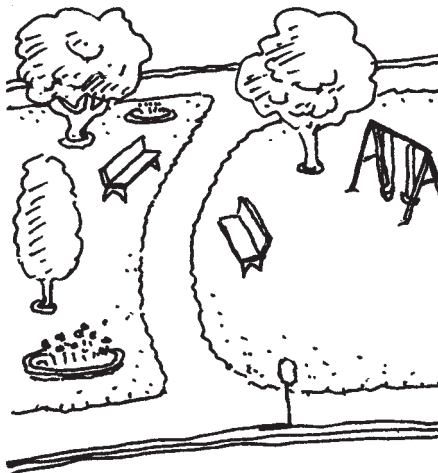
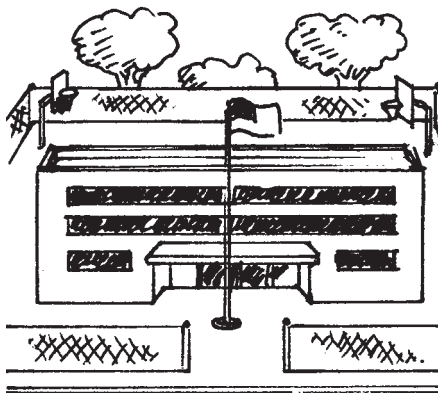
- ◆ I have homes and stores.
- ◆ I have lots of families.
- ◆ I might even have a school or two.
- ◆ I rhyme with the word *wood*.
- ◆ What am I? (a neighborhood)

Have students try to solve the riddle. If necessary, provide more clues, like names of neighborhoods your students know, until they solve the riddle. Write **neighborhood** on the board.

### Teaching

#### 1 Name places in a neighborhood.

- a. To distribute desk maps and map markers, follow your own procedure or one suggested on pages xii–xiii.
- b. Display Wall Map 1B. Use it to model the following steps:
  - 1) Have students turn their desk map to side 1B. Tell them that this map shows a neighborhood. Say:
    - ◆ **Your neighborhood is the area around your home.**



- 2) To help students name places they see, point out a house on the wall map and mark it with an **H**. Ask students to do the same on their desk maps.
- 3) Ask the following, having a student mark the wall map while other students mark their desk maps.
  - ◆ Can you find a park? Mark it **P**.
  - ◆ Can you find a store? Mark it **S**.
  - ◆ What else can you find in the picture?

## 2 Explain what makes up a neighborhood.

a. Write **neighborhood** on the board and ask:

◆ What places make a neighborhood?

List students' responses.

b. Point out that neighborhoods include homes. They can also include parks, schools, and stores.

c. Have several students describe their neighborhoods. Point out that everyone has a neighborhood. However, not everyone has the same neighborhood.

d. Ask students:

- ◆ Does the picture map show any homes?
- ◆ Does the map show a park?
- ◆ Does it show a school?
- ◆ Does it show stores?
- ◆ Is this a picture of a neighborhood?


## Summarizing and Assessing

Ask students what a neighborhood is. (the area around your home) For each of the following, have students mark their desk maps and hold them up.

- ◆ Circle a house.
- ◆ Put a box around the school.
- ◆ Put an **X** on the park.

Clean and collect materials using your own procedure or one suggested on pages xii–xiii.

## Extending

 **READING** Review Vocabulary—Work with ESL students on the pronunciation of the word *neighborhood*. Also identify and translate other neighborhood words—like *home*, *school*, *park*, and *store*.

## ACTIVITY B

# Routes to School



### OBJECTIVES

Students will be able to:

- 1 *Find a home and a school on a map.*
- 2 *Draw a route from home to school.*

### NEW VOCABULARY

route

### REVIEW VOCABULARY

neighborhood

### MATERIALS

- Desk Maps 1A/1B
- Wall Map 1B
- map markers
- paper towels for cleanup

### Getting Started

Before heading to the lunchroom, washrooms, or playground, ask:

- ◆ **How do we get to the \_\_\_\_\_?**
- ◆ **Are there any other ways to get there?**

Take one of the routes suggested to get there. Take a different route back. Let students know that today they'll be trying to find the best way to get to a school.

### Teaching

#### 1 *Find a home and a school on a map.*

- a. Distribute desk maps and map markers. Display Wall Map 1B.
- b. Have students turn to side 1B of their desk maps. Have a student point to a home on Wall Map 1B. Have the rest of the class point to the same building on their desk maps. Label this building with an **H** on the wall map as students do the same on their desk maps.
- c. Next, ask students to find the school on the desk map. When they find it, have them stand up. Have one student point it out on the wall map. Then ask:
  - ◆ **How do you know this is a school?**
- d. On the wall map, put an **S** on the school as students do the same on their desk maps.

#### 2 *Draw a route from home to school.*

- a. Write **route** on the board. Have students say it, spell it, and say it again. Explain that a route is a path from one place to another.
- b. Tell students that they are going to find a route between the home and the school. On the wall map, point out the *H* (home) and *S* (school).
- c. On the wall map, describe and draw a very round-about route between the home and school—stopping to climb a tree and look at toys in the store window. Ask:
  - ◆ **Is this the best way to get to school?**
  - ◆ **What's wrong with it?**

d. Next, draw a route that takes you over the top of buildings and through other people's yards. Again ask:

- ◆ **Is this the best way to get to school?**
- ◆ **What's wrong with it?**

Help students understand that they should draw their route along sidewalks and across streets at corners.

- e. Ask students to draw the shortest route from the home to the school on their desk maps. Have them hold up their maps when they're finished.
- f. Have several students draw their routes on the wall map. For each route, ask if this is the shortest and safest way to get to school.
- g. Lead students to conclude that there are often several different ways to get from one place to another. However, some of the ways are shorter and safer than others.

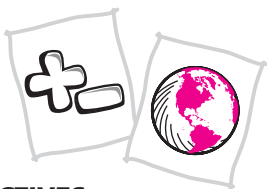
### Summarizing and Assessing

Have students use their desk maps to do the following. Then have them hold up their maps so you can check their work.

- ◆ **Put an H on another home.**
- ◆ **Draw a route from there to school.**

Clean and collect materials.

## ACTIVITY C



### OBJECTIVES

Students will be able to:

- 1 *Identify how they get to school.*
- 2 *Contribute to a bar graph showing how students get to school.*

### NEW VOCABULARY

graph

# Transportation to School

### Getting Started

Begin by telling students how you get to school—by walking, by car, by bus. Then ask:

- ◆ **How did you get to school today?**

Then tell them that today they'll learn about how the students in this class get to school.

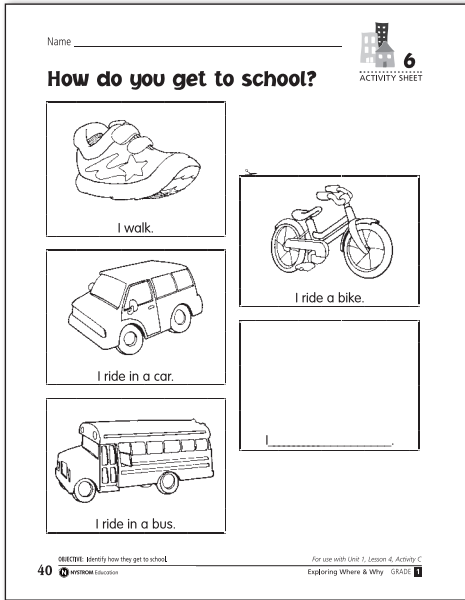
### Teaching

- 1 *Identify how they get to school.*

a. Hand out Activity Sheet 6, *How do you get to school?* Help students read the title. Then have them read the sentences

**MATERIALS**

- Activity Sheet 6, *How do you get to school?*
- crayons or markers
- scissors
- butcher paper
- tape



**ACTIVITY SHEET 6**

on the activity sheet, using the illustrations as clues.

Point out that the last box is empty, in case someone has a different way to get to school.

**b.** Model how to complete the activity sheet.

- 1) Remind students how you got to school this morning.
- 2) Point out the appropriate picture on the activity sheet.
- 3) Color that picture.
- 4) Cut out the square.

**c.** Have students follow the same steps to complete their activity sheets. If any students have a different way to get to school, help them complete the sentence. Also have them draw a picture of their method.

**2** *Contribute to a bar graph showing how students get to school.*

**a.** As students are working, draw a blank **graph** like this one on the butcher paper.

Ways We Get to School	
walk	
car	
bike	
bus	
other	

**b.** Help students read the labels on the graph. Tell them that this graph will help them compare numbers of students who get to school in different ways.

**c.** Call students up, table by table or row by row. Have each student read the appropriate sentence under his or her picture. Ask the student to locate the appropriate row on the graph. Help the student tape the picture in place.

**d.** Continue until all the pictures are on the graph.

**e.** For each way of getting to school, point to the correct row. Have students count aloud the pictures in that row. Ask:

◆ **How many students get to school in this way?**

**f.** To conclude, ask:

◆ **Which way do the most students get to school?**

◆ **Which way do the fewest students get to school?**

## Summarizing and Assessing

Point to the chart and ask questions like the ones below. Have students answer by holding up the correct number of fingers.

- ◆ How many students in this class walk to school?
- ◆ How many take the bus?
- ◆ How many ride a bike?

## Extending



**CULTURE** *Link to Literature*—Read Edith Baer’s *This Is the Way We Go to School* to your class. Discuss how people around the world get to school. Then, as a class, write and illustrate your own version of the story.

## LESSON 4 CLOSURE

### ASSESSING LESSON 4

Read the following questions. Have students raise their hands if the answer is yes.

- ◆ Is a neighborhood the area around your home? (yes)
- ◆ Is the best way to get to school through buildings and yards? (no)
- ◆ Is it safest to walk on sidewalks and cross streets at corners? (yes)
- ◆ Do most students in our class walk to school?

### REVIEW, REINFORCE, REFLECT

Reinforce the lesson by playing the following game with your students. (See pages xii–xiii for ideas on using Review, Reinforce, Reflect.)

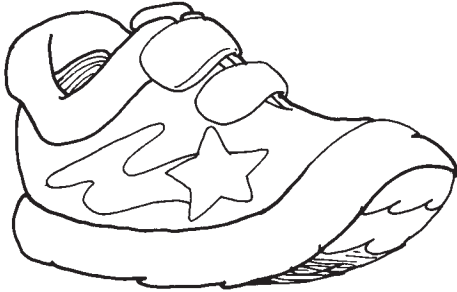
Have students sit in a circle. Ask each student to tell the class something that he or she saw on the route to school that day. Challenge students not to repeat what someone else said. Model by saying:

- ◆ On my route to school today, I saw a \_\_\_\_\_.

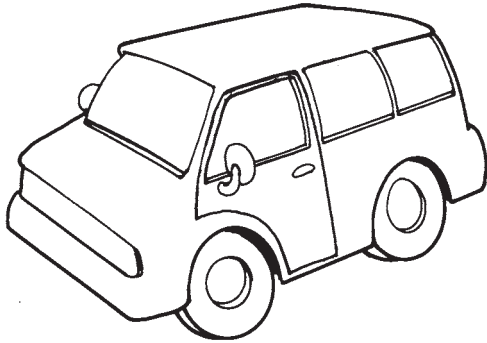
Name \_\_\_\_\_



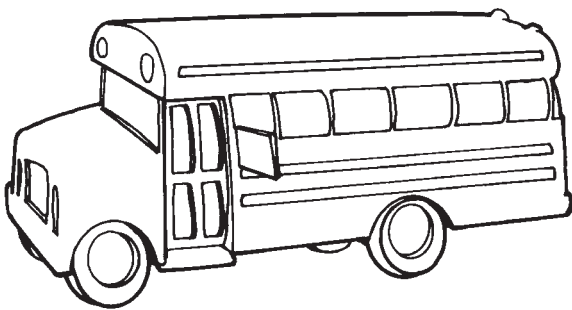
# How do you get to school?



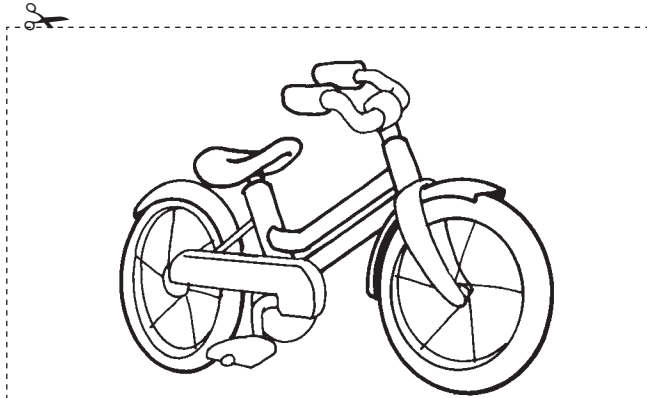
I walk.



I ride in a car.



I ride in a bus.



I ride a bike.



Permission granted to reproduce for classroom use only. ©2015 Nystrom Education. (800) 421-4246. [www.nystromeducation.com](http://www.nystromeducation.com)

OBJECTIVE: Identify how they get to school.