



T A L E N T
M A K E R C I T Y

THE BUS PROJECT

TODAY'S EXPLORATION: Identifying Problems People Might Have

Grade Level : K

Overview: Living in a space can be challenging. Students will ask questions to find out what people might need while living in a converted bus.

NGSS: K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved by developing a new or improved object or tool.

CCSS.MATH.CONTENT.K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

CCSS.MATH.CONTENT.K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals.

Practices

- Asking Questions and Defining Problems
- Reason Abstractly and Quantitatively

Crosscutting Concepts

- N/A

Materials:

- Video - [Living on a Converted Bus](#)
- [Example Email](#)
- [Example Data Table](#)
- Poster Paper
- Markers

Investigation:

1. Have students start by watching [Living on a Converted Bus](#)

2. After watching the video, ask students what things the people living on the bus needed. Record the responses onto poster paper for the class. Give wait time and maybe let them watch the video again if needed. In the video, they mention a place to store things, a place for food, a place for homework, sleeping, taking a bath, etc. Don't guide them to more answers at this time. It is COMPLETELY ok if the students still don't know. Suggest writing an email to the other teachers or adults in the students' lives asking them to respond with 2-3 things they would need if they lived on a converted bus.
3. Draft a brief email with the students to send to fellow teachers and students' adults. Send it out and wait a few days for responses. [Example Email](#) is linked.
4. After getting the responses, compile them to see the data; see this [Example Data Table - Things I Need to Live on a Converted Bus](#). A bar graph is recommended so that students can compare relative data.
5. Ask students to consider which response has the most, the least and if any are the same. Have them turn and talk to a neighbor and share their thoughts.
6. At the conclusion, revisit the original poster you were making with the students and add any new ideas to it.

Product or Artifact Possibilities:

- Class Poster of ideas about what people need to live on a converted bus.
- Class email to teachers and/or adults
- Collected information and data compiled by the teacher for students to compare.

Guiding Questions:

1. What things do people need to live on a converted bus?
2. How can we find out information we do not know?
3. How can we understand the information people give us?
4. Can we identify numbers 1 -10 and values that are more, less and/or equal to?

What Are We Discovering?

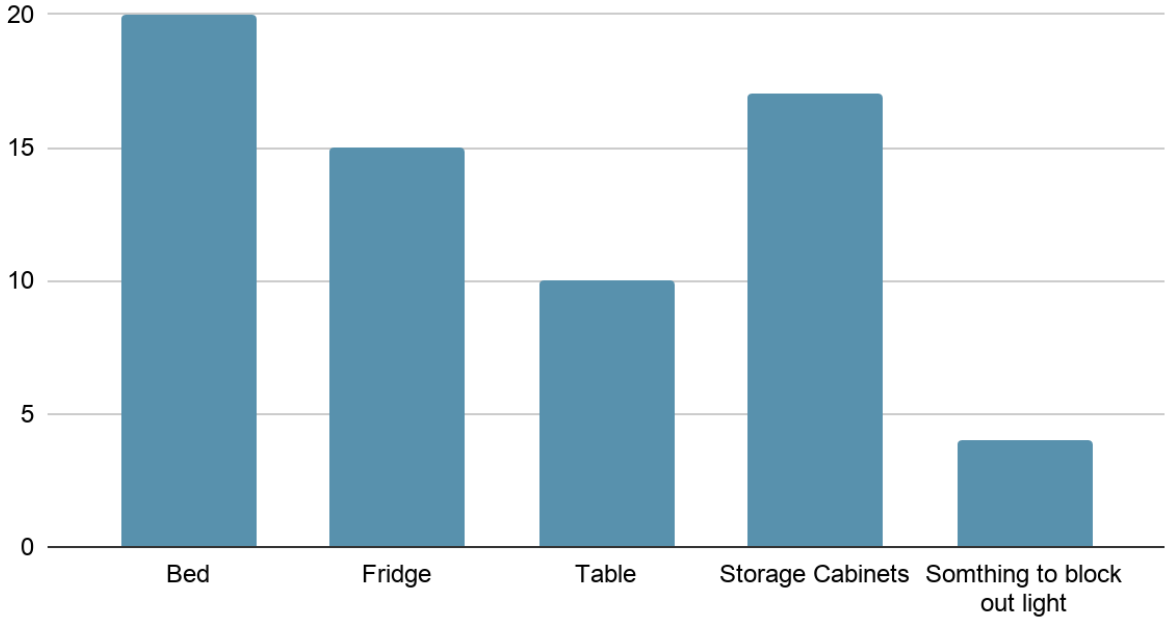
Students are learning that needs should be addressed when living in a space. There are many ways to gather information when you do not have all the answers. Data can be collected and organized in a way that we can understand it better. The data can tell us what people want more, less, or equal amounts.

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Things That Are Needed	Number of Responses
A bed	20
A fridge	15
A table	10
Storage cabinets	17
Something to block light out	4

What People Need to Live on a Converted Bus



Copy of Example Email:

Dear Teachers and Adults,

In our class we are trying to find out what people might need to live in a converted bus. We watched a video and learned that people need... (example - a bed, a table, etc). What else do you think people might need?

Can you please respond with 3-4 things you think people might need to live in a converted bus?

Thank you,
From Mrs. Teachers' Class

