



# Gold Seal Lesson

|                                    |           |      |   |   |   |         |
|------------------------------------|-----------|------|---|---|---|---------|
| <b>Author(s):</b><br>Marsha Kucker |           |      | <b>Lesson Title:</b><br>A School Survey |   |   |         |
| <b>Grade Span</b>                  |           |      | <b>ICLE Application Model</b>           |   |   |         |
| K-4                                | 5-8<br>XX | 9-12 | A                                       | B | C | D<br>XX |

### Instructional Focus:

#### Speaking –

Students speak for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

#### Listening –

Students listen for a variety of purposes appropriate to the grade level.

#### Writing –

Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

#### Reading –

Students read a variety of grade level materials, applying strategies appropriate to various situations.

#### Number Operations and Concepts –

Students use number, number sense, and number relationships in a problem-solving situation. Students communicate the reasoning used in solving these problems.

#### Statistics and Probability –

Students use statistics and probability to analyze given situations and the results of experiments. Students communicate the reasoning used in arriving at a conclusion.

#### Tools and Technology –

Students use appropriate tools and technologies to model, measure, and apply the results in a problem-solving situation. Students communicate the reasoning used in solving these problems.

#### Algebraic Concepts and Relationships –

Students use algebraic methods to investigate, model, and interpret patterns and functions involving numbers, shapes, data, and graphs in a problem-solving situation. Students evaluate and communicate the reasoning used in solving these problems.

### Performance Task

This lesson provides students with experience in developing a survey, conducting the survey, tabulating and displaying the results.

1. Tell the students that their assignment is to conduct a school survey. They must decide the content of the survey, how large a sample to survey, timelines, and how to report results.
2. As a class, have students brainstorm a list of possible questions and topics. (favorite cafeteria foods, etc.)
3. Once the final survey form is agreed upon, the class should develop a plan to complete the rest of the project.
4. The students should divide into groups with designated duties: Keyboarding and photocopying the survey, conducting the survey, promotion, etc.
5. All students should assist with tabulation of results.
6. Divide students into groups of 3 or 4. Ask them to take the survey results and prepare a graph that communicates the results. Groups should be encouraged to use different types of graphs – horizontal bar, vertical bar, etc. The groups should also write summary/conclusion statements.
7. Survey results should be released to the survey respondents through the school newsletter, announcements, etc.

## ICLE Essential Skills

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| Apply in writing the rules and conventions of grammar, usage, punctuation, paragraphing and spelling. (ela 1)   |
| Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report. (ela 3)  |
| Follow oral or written directions. (ela 4)  |
| Identify, collect and/or select pertinent information while reading. (ela 5)  |
| Present information in well-organized fashion that will be clear to the target audience. (ela 11)   |
| Draft a report that engages an audience and is concise, clear, well organized, accurate, and informative. (ela 12)  |
| Express opinions clearly and forcefully without interrupting or insulting others. (ela 16)  |
| Use brainstorming, role playing, and standard problem solving strategies to define a problem and suggest solutions. (ela 19)  |
| Participate, sometimes leading, in group meetings by contributing, taking turns speaking, and working toward a common goal. (ela 20)  |
| Summarize, synthesize and organize information while reading. (ela 24)  |
| Understand and use graphs, charts, and visuals to enhance informational writing and oral presentations. (ela 29)  |
| Understand the nature and purpose of and be able to word process a variety of formats including essays, business letters, memos, instructions, policy statements, technical proposals, user manuals, lab reports, etc. (ela 30) |
| Understand the importance of accuracy in final drafts. (ela 33)   |
| Understand and use a variety of organizational formats such as compare/contrast, cause/effect, inductive/deductive, most important to least important, and least important to most important. (ela 50)                          |
| Gather information such as data, facts, ideas, concepts, and generalizations from oral sources. (ela 51)  |
| Organize supporting detail in logical and convincing patterns. (ela 54)   |
| Participate in a one-on-one conference by relating essential information, asking questions on the topic, and using language to clarify information. (ela 69)  |
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## Scoring Guide:

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| <p>4. The students organize and collect data in a logical and easy to read format. The students develop a graph and demonstrate understanding of that graph by preparing summary statements. The students organize information into a report written in paragraph style and that is free from spelling and grammatical errors.</p> <p>3. Students organize and collect data with a little assistance. The graph is developed properly and summary statements are accurate. Report is complete, written and organized well, but has a couple of spelling and grammatical errors.</p> <p>2. Students organize and collect data properly with assistance from others. The graph is developed with assistance, however, the summary statements are correct. The report is complete but not organized well. The report has many spelling and grammatical errors.</p> <p>1. Students turn in partially completed work. The work is sloppy and shows no concern for proper language usage, or the students do not attempt the experiment at all.</p> |
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**Keywords**

| <b>English Language Arts</b>  | <b>Mathematics</b>   | <b>Science</b>       |
|---|--|----------------------|
| <b>Reading<br/>Comprehension</b>  | <b>Algebra<br/>Algebraic operations<br/>Computation<br/>Graphs<br/>Math in daily life</b>  | <b>Earth Science</b> |
| <b>Writing<br/>Survey<br/>Organization<br/>Grammar<br/>Word Processing<br/>Vocabulary</b> | <b>Geometry</b>  | <b>Life Science</b>  |
| <b>Communications<br/>Listening<br/>Discussion</b>  | <b>Statistics<br/>Data Collection<br/>Data display<br/>Data organization<br/>Surveys<br/>Statistics in daily life<br/>Sampling</b> | <b>Chemistry</b>     |
| <b>Literature</b>   | <b>Calculus</b>  | <b>Physics</b>       |
| <b>Other</b>  | <b>Trigonometry</b>  | <b>Other</b>         |
|   | <b>Other</b>   |                      |