

General Information

Lesson Parts & Duration

Total Duration: 1 to 1 ½ hours

- Creating a Survey, Taking a Survey & Organizing Data

Subject(s)

- Measurement & Data: Organize Data, Analyze Data, Create Surveys (K.MD.3)

Objective

- Students will organize and analyze data from their classmates on their favorite thing to play at recess.
- Students will create and analyze their own survey about playing at recess.

Materials

- **Required:** copy of The Recess Queen, by Alexis O’Neill for teacher
- blank paper
- pencil & crayons
- document camera or whiteboard
- **Optional:** printable “Break Up Your Day” brain/movement break ideas (page 7)

Instructional Setting

- Students should be sitting on carpet or meeting area in front of teacher.

Throughout this lesson, you will find:

- ☀ **Scripted Text** indicates things that need to be said directly. Bullets starting with a “T” followed by *italicized* type indicate scripted text
- ☀ **Clarifiers** within scripted text are in orange
- ☀ **Teacher Directions** indicate things you should be doing
- ☀ **Side notes** provide helpful hints, ELL strategies, differentiation and information
- ☀ **Break Up Your Day** (Brain/Movement Breaks) are in green boxes (at the end)

Remember!

Quality over quantity. All components do not have to be accomplished; lessons may be ended at any time and resumed later.

Instructional Plan: 60-90 minutes

Subject

- Creating a Survey, Taking a Survey & Organizing Data

Objective

- Students will organize and analyze data from their classmates on their favorite thing to play at recess.
- Students will create and analyze their own survey about playing at recess.

Materials

- **Required:** copy of The Recess Queen, by Alexis O'Neill for teacher
- document camera, whiteboard, or chart paper

Make sure that students are seated in a way that they can enjoy the story and see the pictures.

Introduction

T We are going to read the story The Recess Queen by Alexis O'Neill.

Read Aloud

Read story aloud for students. See notes for read aloud tips!

T We just read a story about Mean Jean the Recess Queen.

T What was your favorite part of this story?

T We are going to find a partner to share our favorite part of the story with.

T When I say the magic word, which is sort, you will stand up and find someone to be your partner.

T I will be counting backwards from 10, and by the time I get to zero, you need to be sitting respectfully next to your partner.

T Please remember to respectfully ASK your friends if they would like to be your partner.

T By saying, "Would you please be my partner?" vs "You are my partner!"

T Ok, SORT!

Note:

When reading a picture book, the pictures are an integral part of the understanding. Show the students each page while reading. Let them take time to enjoy the pictures and synthesize the information.

Note:

Be sure to read with expression and "voices" for each character to make the book come alive for the students!

Begin counting slowly backwards from 10. You may also need to circulate and help students find a partner and sit together nicely once they have done so.

T Fantastic! Thank you for finding a partner so quickly and respectfully!

T I would like whoever has longer hair to share first.

T Then switch and the partner with shorter hair will share their favorite part of the story.

Call students back to attention by counting backwards from 5

T Eyes on me in 5...4...3...2...1...0. Thank you!

T Boys and girls, I want you to think about some of the things that the children in this story play while they are out at recess.

T Raise your hand if you can think of something from the story. **Call on a few students to share some of the activities that are played in the story. Find the page that is referenced by each student to show the illustration to the class.**

T Great job!

T Are any of the things these children play the same as what you play during your recess?

- T* Think about some of the activities you do during recess, maybe they are the same, maybe they are different than the story. Give students about 1 minute to think of their ideas.
- T* Think of as many as you can to share with you partner.
- T* We need a partner for this.
- T* When I say the magic word, which is RECESS, you will stand up and find someone to be your partner.
- T* I will be counting backwards from 10, and by the time I get to zero, you need to be sitting respectfully next to your partner.
- T* Please remember to ASK your friends if they would like to be your partner.
- T* Would you please be my partner? vs. You are my partner!
- T* Ok, RECESS!
- T* Fantastic! Thank you for finding a partner so quickly and respectfully!
- T* I want you to turn to a partner and tell them the things that you can play on our playground.
- T* Make sure you take turns so you can hear what your partner thought of as well.
- T* This time I would like whoever has the shortest hair to go first.

Call students back to attention by counting backwards from 5

- T* Eyes on me in 5...4...3...2...1...0. Thank you!



Now is a great time to take a break and get students re-energized.
See our list of engaging movement and brain break ideas to get your students moving and ready to refocus! (see page 7)

- T* We are going to use this data of what we can play at recess to take a survey.
- T* A survey is when we ask people their opinion or a question and we record their answers.
- T* Then we will look at the data and analyze, or think about it, and what we can know from looking at our data.
- T* I am going to give you two choices about what you might like to play at recess.

I Like to...	
Play Tag	Play on The Slides

Choose two activities that the students at your school could play or have access to at recess: swings or slide; monkey bars or climbing wall, playing tag or riding bikes; etc.

Record those two choices on a white board, chart paper, or under a document camera. This will need to be big enough for you to record students' answers to the question. Example chart on right.

- T* At recess which would you prefer to play, insert your two choices here (play tag or play on the slides)?
- T* I would like you to think about which one you would rather do.
- T* Now that I have given you two choices we will take our survey.
- T* I am going to ask each of you to tell me which activity you like better.
- T* I will write you name under the activity you prefer.
- T* I will give you 30 more seconds to think of your choice, then we will start recording our data.

After you have given the kids some time to think, quickly ask each student what activity they prefer and record it on your chart.

- T* Now that we have all our data recorded, let's analyze it together.

- T* Let's count together how many children preferred (insert name of activity number 1). Count and record the number of students who preferred activity number 1.
- T* Now let's count how many children preferred (insert name of activity number 2). Count and record.
- T* Let's look at the data we collected and see if we can answer some questions about what activities our class likes to do.
- T* Raise your hand if you can tell me which activity more children in our class preferred. Call on a student to share which activity had more; ask them to explain how they know that. An explanation might sound like 'because 12 is more than 9,' they should use their knowledge of comparing numbers to explain their thinking, circle or star the activity with more.
- T* Raise your hand if you can tell me which activity was preferred least in our class. Call on a student to share which activity had less; ask them to explain how they know that. An explanation might sound like 'because 9 is less than 12,' they should use their knowledge of comparing numbers to explain their thinking, circle or star the activity with less.
- T* Everyone did such a great job helping to collect data and then analyze data!
- T* Let's take a break!



Make sure to "Break Up Your Day!"



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Creating a Survey

- T* Now it is your turn to create and take your own survey of your friends.
- T* You will choose two activities, just like I did, and ask your friends which one they prefer.
- T* You will also record your information and analyze it just like we did together.
- T* First, we will create our recording sheets together, then I will give you directions for how to take your survey.
- T* Then we will analyze them together.
- T* I will pass out a piece of paper to each of you. Pass out papers.
- T* Please take it back to your desk and write your name on one side, then flip it over.
- T* Hold your pencil up in the air to show me that you are ready to listen for directions.

Once most students are holding up their pencil begin a directed draw to make the t-chart on the paper

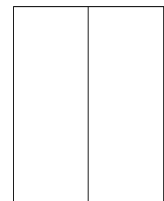
Setting up the Paper

- T* When I say the magic word, which is DRAW, then you can begin, but please do not start until you hear the magic word!

Step #1:

- T* Turn your paper VERTICALLY (show students what this means) and put a line down the middle of the paper. Demonstrate
- T* ...DRAW!
- T* Hold your pencil back up when you have finished this step.

Step #1



Step #2:

- T* Remember to wait for the magic word “Draw” before you start.
- T* Put another line across the paper a few inches from the top. **Demonstrate**
- T* ...DRAW!
- T* Hold your pencil back up when you have finished this step.

Step #2

Step #3:

- T* Chose one activity that you like to do at recess (give some examples of what they might draw) and draw a picture of it on the left side. **Demonstrate**
- T* ...DRAW!
- T* Hold your pencil back up when you have finished this step.

Step #3

Idea #1 Jumping Rope	

Step #4:

- T* Choose another activity that you like to do at recess (give some examples of what they might draw) and draw a picture of it on the right side. **Demonstrate**
- T* ...DRAW!
- T* Hold your pencil back up when you have finished this step.

Step #4

Idea #1 Jumping Rope	Idea #2 Monkey Bars

As students are creating their chart, be sure to walk around and monitor student progress and help where necessary.

- T* Please put your pencils down and put both hands on your head and your eyes on me when you have finished your t-chart.
- T* Please leave your paper and pencil at your desk and come back over to the carpet/meeting area to listen for directions on giving your survey.

Once all students are back on the meeting area explain the directions for taking the survey

- T* Now that we have created our recording sheet we are going to give our survey.
- T* You will need to take your paper and pencil with you while you walk around and ask your friends which activity from your survey they prefer.
- T* After your friend gives you their answer, have them write their name under the activity they prefer.
- T* This way you can use precision and make sure that you don't ask the same person your question more than one time.
- T* It is ok if you don't get to ask all your friends your question.
- T* Just try to ask as many as you can.
- T* I will let you know when time is up.
- T* When I indicate this, please take your paper and pencil back to your desk and we will analyze our data together.
- T* Before I dismiss you to get your papers and pencils, I would like to practice what you will be doing with a few of you.

Demonstrate how to ask friends what they prefer and have them write their name. Use your example paper and ask a few students to show how to record the information.

Dismiss students by rows or groups to go get their paper and pencil and begin taking their survey.

Give students 8-10 minutes to work on giving their survey. After time is up, indicate to students to move back to their desk with their survey and pencils.

- T* Eyes on me in 5...4...3...2...1...0. Thank you!

- T* If everyone would please quietly bring their survey and pencil back to their desk/seat.
- T* Before we analyze our data, let's take a quick break.

 **Make sure to “Break Up Your Day!”** 

Now is a great time to take a break and get students re-energized.
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- T* Now we will analyze the data we collected from our friends.
- T* Look at each activity on your survey.
- T* Count the number of students under each category and write down the number of names for that category at the bottom of the column.
- T* Let me show you what I mean on mine. **Model this using an example so students understand what they are supposed to do.**
- T* Ok now it is your turn to count and write your data, just like I just did.

Give time for students to count their data. Circulate and provide assistance as needed.

- T* Circle the number that is more.
- T* Put a star next to the number that is less.
- T* Turn to a friend sitting next to you to share your results from your survey.
- T* Tell them which activity your friends like more and which they liked less.
- T* Be sure to take turns so you can hear your partner's results as well.

Collect the student surveys and leave them on the desk for the classroom teacher

 **Make sure to “Break Up Your Day!”** 

Now is a great time to take a break and get students re-energized.
See our list of engaging movement and brain break ideas to get your students moving and ready to refocus! (see page 7)

Make sure to “Break Up Your Day!”

These can be used in the middle of a lesson or at the end of your lesson. Here are a few engaging movement and brain break ideas to get your students moving and ready to refocus!



Break Up Your Day: The Wiggles!



- Let's get our wiggles out before we continue!
- Stand up and shake out your arms (4-5 seconds to shake) Remember! No one should get hurt! ...now FREEZE!
- Now shake the wiggles out of your right leg...FREEZE!
- Now shake the wiggles out of your left leg...FREEZE!
- Now shake all the wiggles out of your whole body....FREEZE!



Break Up Your Day: Body Spell!



- We are going to use our bodies to practice making some letters of the alphabet. Please stand up quietly.
- When I say a letter, you use your arms, legs, head, and body to see if you can make that letter!"
- Choose 5-6 letters to have students make with their body. You could even try some simple words or letters that their names start with to change it up! Have them sit down quietly when they are finished.



Break Up Your Day: Guess My Number!



- Begin by showing an example:
- “I am thinking of a number between 1 and 10. Who would like to guess my number?” Call on a student.
- When they take a guess, let them know if your number is bigger or smaller than what they guessed (ex: Student guesses 5, your number is 7, so you would say “My number is bigger than 5.” Then call on another student to guess).
- Keep giving clues until students guess the number.
- You could play again with the teacher picking the number if students need reinforcement, or you could have a student come up and pick the number (have them tell you what the number is so you can help them).