

# Creating Surveys

## Overview:

All students love to ask questions. They also love to give their opinion on everything. This activity lets them do both, while learning some great literacy skills.

## Procedure:

- 1) Set up a survey for your students. (*What is your favorite color: Red, blue, orange, or purple?*) Model writing this question and possible options. Take votes from students and discuss the outcomes.
  - a) Repeat with other common surveys (*Favorite subject, favorite food, etc.*).
- 3) Invite students to think of their own survey question and write it down on paper.
- 4) Model listing potential answers below your survey question. Next, have students brainstorm and write down their options. *Helpful hint:* You may want to limit students to six options for time and any math extension activities.
- 5) Invite students to pick an audience to whom they would like to ask this survey question. Model the way in which you would like your students to collect the responses they receive.
- 6) Ensure that each student asks their survey question to their desired audience and receives answers.

**5E--WP 4 b:** The student will use spelling rules when writing by capitalizing the first letter of familiar names.

**Extension Idea:** Teach that a proper noun is a specific person, place, or thing. Give examples and stress the importance of capitalizing specific people, places, and things. Ask students to assist you in capitalizing the first letter of proper nouns in survey examples created by the teacher. Encourage students to use proper nouns in their own survey question.

**5E--WE 1 a:** The student will use simple question words (interrogatives) (e.g., who, what).

**Extension Idea:** Before step 1a, discuss what words we can use to start questions. Reinforce the use of different interrogatives. Have students choose the first word of each question you create in your class examples. Then have students choose the interrogative they would like to use to start their own survey question.

**5E--WE 3 a:** The student will demonstrate capitalization by capitalizing the first word of a sentence when writing.

**Extension Idea:** During step 1a, have students assist the teacher in capitalizing the first word of each question you write when giving examples of surveys. Discuss the importance of capitalizing the first letter in each sentence and emphasize capitalizing the first letter when writing survey questions.

**5E--WE 3b:** The student will use end punctuation, and correct spelling when writing.

**Extension Idea:** During step 1a, have students assist the teacher in adding correct ending punctuation and spelling while writing survey examples. Reinforce the importance of correct spelling and ending punctuation when students are writing their own survey question.

**8E--WP 1d:** The student will use content specific vocabulary when writing about a topic.

**Extension Idea:** Choose topics taught in history, math, or science class. Have each student create a survey question that correlates with the topic and uses vocabulary taught in class. (*Which of these famous Americans had the greatest impact on modern life: Washington, Lincoln, Carver, Roosevelt, or Franklin?*)

**8E--WP 5a:** The student will write an argument to support a claim with one clear reason or piece of evidence.

**Extension Idea:** After students have collected their survey data, model writing statements learned from the activity. (*Most people like the color purple.*) Then have a student disagree with your example, and write an argument including your survey as a piece of evidence. Invite students to write their own statement. If students have differing opinions, encourage each to write an argument for their option.

**8E--WP 5c:** The student will produce writing that is appropriate for the task, purpose, or audience.

**Extension Idea:** Model to students how survey questions can be appropriate and inappropriate for different audiences. (*Is it appropriate to ask an adult, "Who is your favorite Wiggles character?"*) Encourage students to write appropriate survey tasks for their audience.

**8E--WE 1 a:** The student will use standard English rules when writing by using question marks at the end of written questions.

**Extension Idea:** During step 1a, have students assist the teacher in adding correct ending punctuation while writing survey examples. Encourage students to use correct punctuation during their survey writing activity.

**HSE--WP 1 d:** The student will produce writing that is appropriate to a particular task, purpose, and audience.

**Extension Idea:** Model to students how survey questions can be appropriate and inappropriate for different audiences. (*Is it appropriate to ask an adult, "What is your favorite Wiggles character?"*) Encourage students to write appropriate survey tasks for their audience.

**HSE--WP 5 a:** The student will write to express opinion with supporting information about a topic or text and a concluding statement.

**Extension Idea:** Model to students the creation of survey questions based on stories read aloud in class. (*How did you feel about the book? Who was your favorite character? What was your favorite event?*) Have students write their own survey questions about a book read aloud in class. Each student can ask classmates for their votes and collect data.

**HSE--WE 4 a:** The student will edit writing for grammatically correct use of language, spelling, punctuation, capitalization, and sentence/ paragraph structure.

**Extension Idea:** Give students an editing check list. If this is a new task, model and practice editing using a checklist. Have students use the checklist to edit their survey question.

### **Materials Needed:**

- Writing surface such as Chart paper, whiteboard, interactive whiteboard, etc.
- A pre-made survey template may be helpful for many students.

**Instructional Setting:**

Classroom

**Community Connections and/or Peer Interaction:**

- Encourage students to ask community members and peers their survey question.
- Surveys might be about community places/events (*favorite restaurant, best radio station, etc.*).

**Functional Activity/Routine:**

- Students who ask their survey questions to others will have opportunities to practice communication and interpersonal skills.

**Strategies to Collect Evidence:**

- Individual survey questions and opinion writing (extension activity) can be used as a student product.
- Anecdotal evidence can be used to document individual student performance during the group activities and extension activities.

**Specific Options for Differentiating this Activity:**

- Allow students to use their preferred “pencil” to complete this activity. This may include a writing utensil, keyboard, alternative pencil, or dictating to a scribe.
- A student in any of the developmental stages of writing can complete this activity.
  - \*If your student is a scribbler, be sure to reinforce his/her product as authentic writing, and if necessary, help assign meaning.
- When students are brainstorming survey ideas, some students may require a field of choices.