

Conducting Surveys for middle/high school

**For
Special
Ed**



Special Needs for Special Kids





This unit was created with this guy in mind. He has autism and an intellectual disability. He is a non-reader and counts to 20, but with some support he is able to do this unit, and enjoys the challenge. He is my tester!!

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This unit contains over 170 pages of material. But, don't worry!! I have included a **12 day lesson plan** to help you make the most of everything packed in this unit.

Conducting Surveys

Lesson Plan

Preparation

- Print out a vocabulary board for each student to use throughout unit
 - Laminate or place in page protector
- Book
 - Print out, laminate, and bind
 - OR your students can listen to the pre-recorded version
- Vocabulary cards
 - Print out a set of cards onto cardstock and laminate
 - Make one set for each student and also one for the teacher to use in I Sp games

Preassessment (do day 1 before starting lesson)

- Choose the form of the assessment that best fits the learning level of your students
- Give the assessment to assess what your students may already know
- I cannot emphasize enough how important this step is. If you want to see significant growth, this preassessment is so important!!

Teaching Tips

1. *Color Coding:* this is a really easy way to add more structure to a matching activity. Outline or color in an empty box or sorting label. Outline or color in the corresponding picture symbols the same colors. Becomes a color matching task.
 - a. For more info, read more here:
<https://specialneedsforspecialkids.org/2015/09/05/using-color-coding-for-differentiation/>
 - b. I also have a blog post on differentiating one activity 3 ways:
<https://specialneedsforspecialkids.org/2018/10/22/differentiating-1-activity-3-ways-easily-and-effectively/>
2. *Make your own copies of the activities:* Every day I review the activity we did yesterday. For that reason:
 - a. I often complete the activity myself and often laminated it for easy review that I could use year after year.
 - b. My copies were also helpful as either a model for students who needed more support or as a way for more advanced students to self-check their

The lesson plans contain:

Overall tips for teaching students with significant needs

Quick Look

| Day | Activity | Day | Activity |
|-----|---|-----|--|
| 1 | <ul style="list-style-type: none"> • Book • Vocabulary activity • Circle map | 8 | <ul style="list-style-type: none"> • Book • Vocabulary activity • Task 5: Engaging Learning Experience • Presenting results worksheets |
| 2 | <ul style="list-style-type: none"> • Book • Vocabulary activity • Task 1: Engaging learning Experience • Sequence steps of a survey | 9 | <ul style="list-style-type: none"> • Book • Vocabulary activity • Task 6: Engaging Learning Experience • Presenting results worksheets |
| 3 | <ul style="list-style-type: none"> • Book • Vocabulary activity • Sorting open and close-ended questions | 10 | <ul style="list-style-type: none"> • Book • Vocabulary cut and paste • Sudoku puzzle |
| 4 | <ul style="list-style-type: none"> • Book • Vocabulary activity • Task 2: Engaging Learning Experience • Id questions that are neutral | 11 | <ul style="list-style-type: none"> • Book • Vocabulary cut and paste • Close worksheets |
| 5 | <ul style="list-style-type: none"> • Book • Vocabulary activity • Task 3: Engaging Learning Experience • Id mean and standard deviation | 12 | <ul style="list-style-type: none"> • Review if needed • Assessment |
| 6 | <ul style="list-style-type: none"> • Book • Vocabulary activity • Task 4: Engaging Learning Experience • Tallying results worksheets | | |
| 7 | <ul style="list-style-type: none"> • Book • Vocabulary activity • Task 4: Engaging Learning Experience • Tallying results worksheets | | |

The lesson plans contain:

A quick look at what you will do each day

Day 8

| Activity | Notes | Materials |
|--|--|---|
| Read or listen to a recording of the book (10 minutes) | <ul style="list-style-type: none">• Read through the story, asking lots of questions• Continue to make connections between book and vocabulary board | <ul style="list-style-type: none">• Book• Vocabulary board |
| Vocabulary cards Puzzle Game (10 minutes) | <ul style="list-style-type: none">• Give each student a pile of pieces• Have them reassemble the pieces into the correct symbols<ul style="list-style-type: none">◦ They may have to ask each other if someone else has the second half to a piece they have. Great for increasing communication and sharing. | <ul style="list-style-type: none">• Vocabulary cards (set where each card is cut in half) |
| Tallying worksheet review (5 minutes) | <ul style="list-style-type: none">• Review the worksheet completed yesterday | <ul style="list-style-type: none">• worksheet yesterday |
| Presenting results (10 minutes) | <ul style="list-style-type: none">• Students will practice looking at surveys results and completing a simple bar graph in order to summarize and present the results.• Complete 1-2 worksheets in the set• Differentiated versions are included | <ul style="list-style-type: none">• Worksheets• Scissors• Glue |
| Engaging Learning Experience: Task 5 (10-15 minutes) | <ul style="list-style-type: none">• Task 5: Students will begin to tally their survey data.• Go back to the tallying worksheet set as a review.• There are templates provided for this task. | <ul style="list-style-type: none">• Task 5 templates |
| Sharing (10 minutes) | <ul style="list-style-type: none">• Each student shares some of their tallied data with the group using the communication method of their choice | <ul style="list-style-type: none">• Tallied data from their surveys• Communication devices |

The lesson plans contain:

Detailed instructions on how that day's lesson should run

The first step is to figure out what questions you need to ask in order to figure out what you want to know.

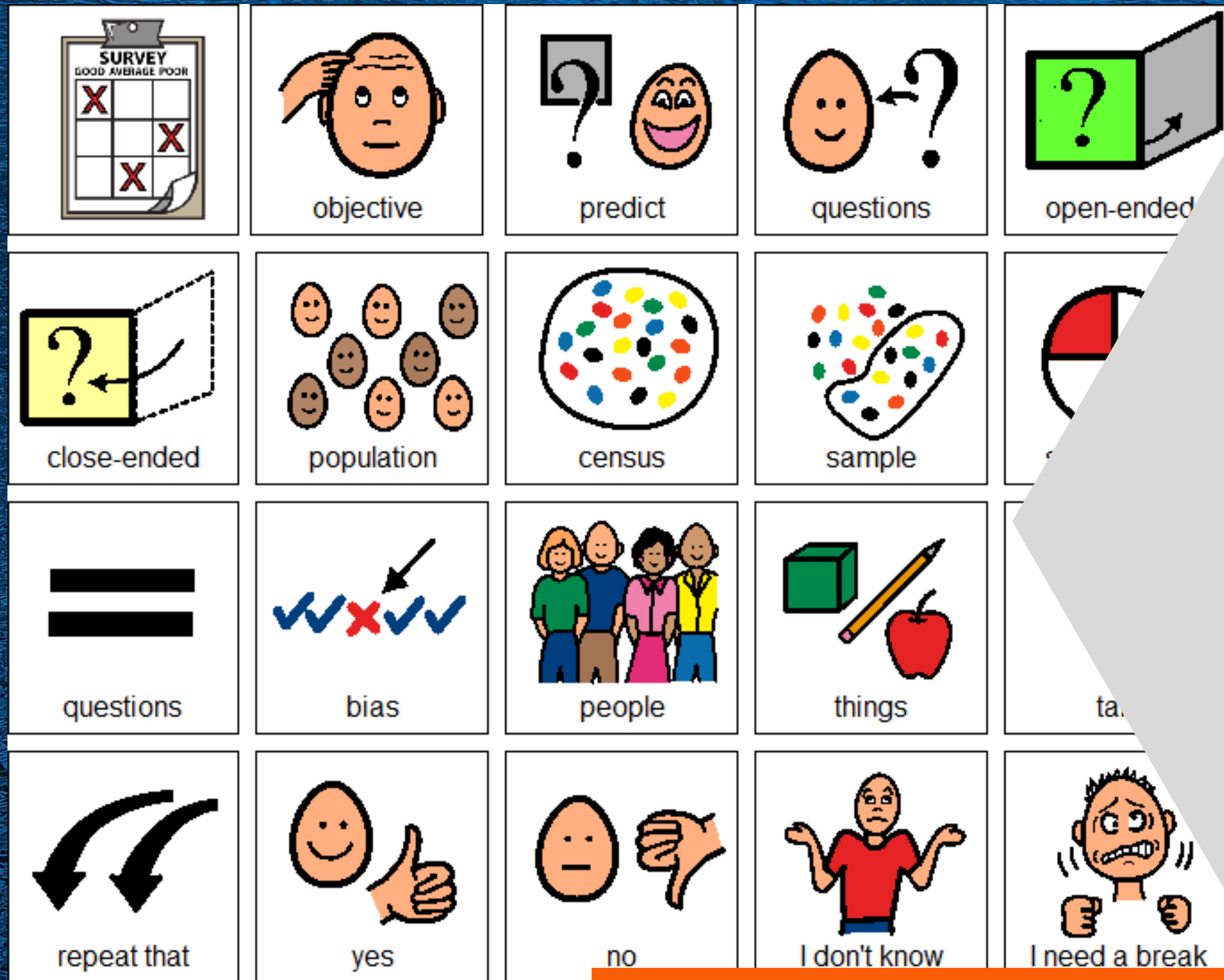


The other thing you can do is to ask a **sample**, or some of the people, your survey questions. This is when you have a really large number of people, and it would take too long to ask every single one.



This unit contains a book that is 38 pages to introduce the topic.

It comes in a pdf version as well as a voice recorded powerpoint (so you don't have to print it out.)



Also in black and white

This unit comes with a vocabulary board.

Vocabulary boards are great for ALL students to assist with participation and engagement in group discussions.

Tips on how to use in the unit!!

survey

An investigation to find where you ask questions and collect data.



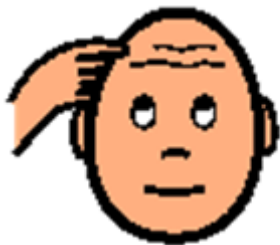
statistician

Someone who studies the trends in data over time.



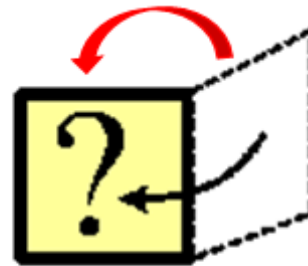
objective

What you want to learn from your survey.



close-ended question

Question that only has a few possible answers.

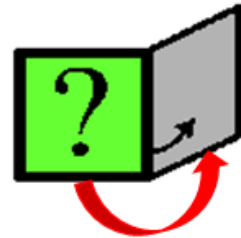


This unit comes with 16 vocabulary cards.

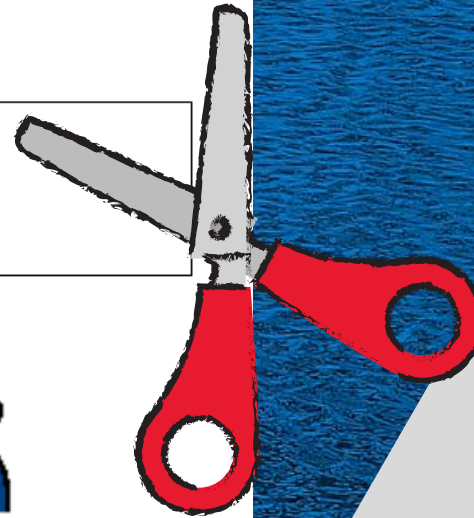
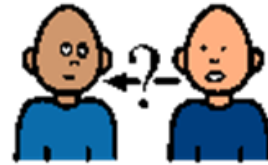
Every day students will do a group activity using these cards to get more familiar with words that are likely new to them.

Also in black and white

open-ended question



neutral



population



census



Question that can have lots of different answers.

How many people/things included in your survey.

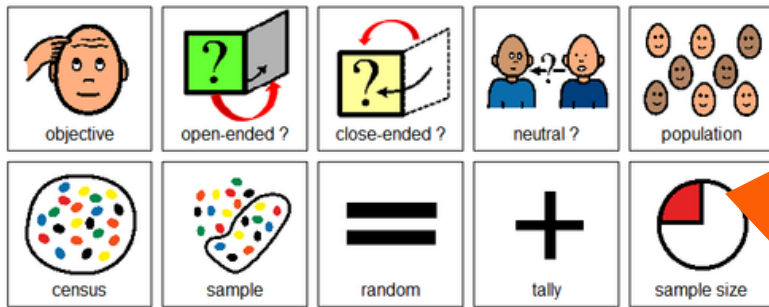
An investigation to find where you ask questions and collect data.

Count up or total your data.

- You have **2 choices**:
1. Students match the picture to the definition (easier).
 2. Students match the definition to the picture (harder).

Also in black and white

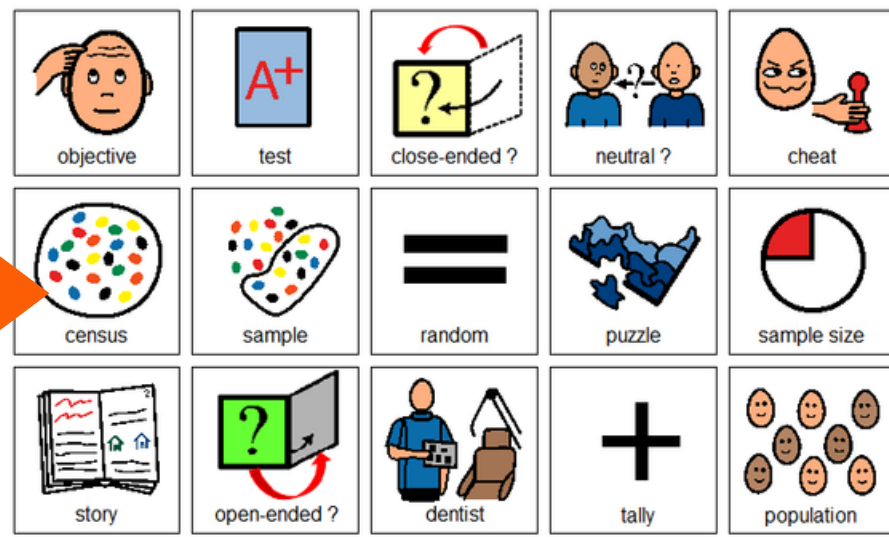
Surveys



Errorless



harder



Circle map

This circle map is a great way for students to see a the concept at a glance.

There are 2 versions:

- One is errorless
- One has wrong answers mixed in students will have to set aside

Place the following steps in the order you would do them to complete a survey.

- 1
- 2
- 3
- 4

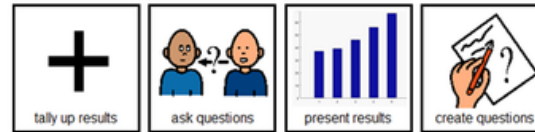
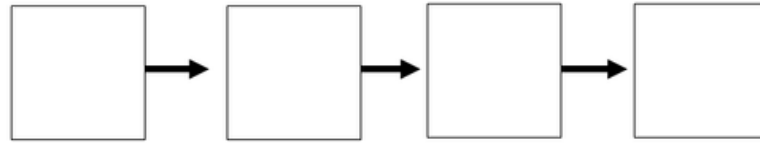
Present your results

Tally up the results

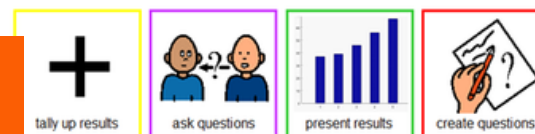
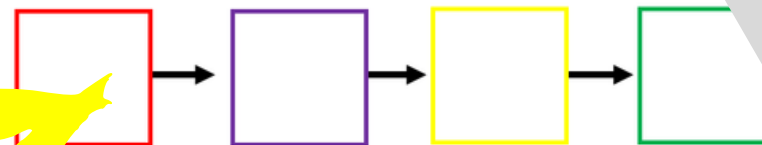
Create your questions

Ask your questions

Place the following steps in the order you would do them to complete a survey.



Place the following steps in the order you would do them to complete a survey.

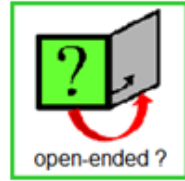


This unit contains **a lot** of worksheets.

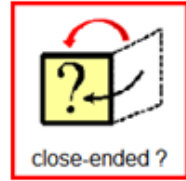
This set has students sequence the steps to a survey. There is a version with words and one with pictures. Differentiated versions included.












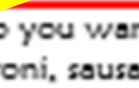


differentiated



open-ended ?



close-ended ?

| | | |
|---|---|---|
| What is your favorite sport?  | Do you like chocolate chip, oatmeal, or sugar cookies best?  | How tall are you?  |
| What do you think of the new movie?  | What are some things that scare you?  | Do you like dogs or cats better?  |
| What month is your birthday?  | What do you find hardest about math class?  | Where do you want to go on vacation?  |
| Do you want pepperoni, sausage, or...?  | Which hand do you write with?  | What do you want to be when you grow up?  |

differentiated

In this activity, students sort open-ended and close-ended questions. You may have to read the questions out loud.

It comes with a color coded option.

Listen to each question. Circle those you think are neutral questions. Remember, neutral questions are those that let you answer however you want without feeling bad.

What do you think of that new disgusting spaghetti sauce?



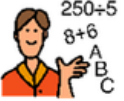
What could the school do to make football safer?



Would you rather have a dog for a pet or a boring old fish?




What do you think of that mean math teacher?



What is your favorite type of ice cream flavor?



What type of books do you like to read?




Would you rather live in the country or the filthy city?



Do you pick your nose?



What is your favorite book?



How many pets do you have?



My mom wants to know if you think she is nice.



What is your favorite movie?



2 worksheets

This set has students identify questions that are and are not neutral.

Differentiated versions have circles for students to trace.

differentiated

Look at the survey results and use it to fill out the table below.

| Person | # hotdogs eaten |
|--------|-----------------|
| Sally | 1 |
| Bill | 2 |
| Joey | 3 |
| Brian | 4 |
| Gary | 5 |

2 worksheets

This set has students identify the mean and standard deviation of survey results.





Average # eaten = 3

| | |
|---------------|--|
| Mean | |
| lowest value | |
| highest value | |

} standard deviation

This does **NOT** involve calculations.

Look at the survey results below. Tally or add up the results and record below. Circle or color in the one with the most.

| How you get to school | Answer |
|--|--------|
|  bus | |
|  car | |
|  bike | |
|  walk | |

Totals:

 bus

 car

 bike

 walk

5 worksheets

Look at the survey results below. Tally or add up the results and record below. Circle or color in the one with the most.

| Ice cream flavor | Favorite |
|-------------------|----------|
| Chocolate | |
| Vanilla | |
| Cookies and Cream | |
| Peanut butter cup | |

Totals:

Chocolate

Vanilla

Cookies and Cream

Peanut butter cup

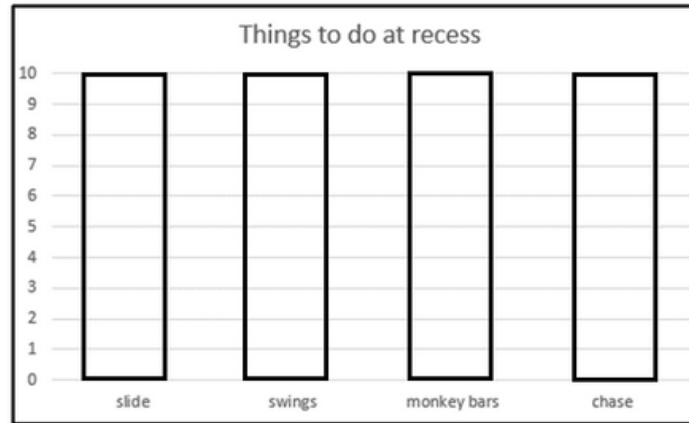
This set has students practice tallying results from a survey.

If your students cannot count tally marks, have them practice using a clicker (golf) counter.



Look at the survey results below. Color in the graph below to show the results. Circle the most popular answer.

| Things to do at recess | Favorite |
|------------------------|----------|
| slide | 8 |
| swings | 9 |
| monkey bars | 2 |
| chase | 6 |



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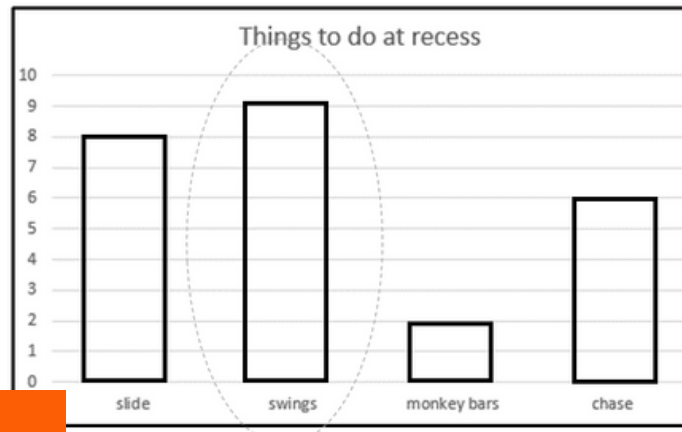
5 worksheets

This set has students practice filling out bar graphs as a way to present their survey results.

Look at the survey results below. Color in the graph below to show the results. Circle the most popular answer.

differentiated

| Things to do at recess | Favorite |
|------------------------|----------|
| slide | 8 |
| swings | 9 |
| monkey bars | 2 |
| chase | 6 |



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differentiated

Each worksheet comes in a differentiated version.

Sample Surveys: Engaging Learning Scenario

In this unit, students are learning about the steps to creating and giving a survey as well as what makes a good survey. This activity will guide students step by step through the process of creating and conducting of their own.

Teachers have the option of either having each individual student complete each of the following tasks independently or working in a team.

Task 1: Defining your objective. First, have students decide if they want to survey people or things. Will they be asking questions or gathering pre-existing data. Once they know that, the question becomes what do you want to know? This will be the objective. Here are some examples:

- People
 - The most popular item to put on a pizza
 - The typical number of pets students have
 - The favorite thing to do on the playground
 - What you want to be when you grow up
- Things
 - How many trays have food that is thrown away
 - How many days it rained last year
 - How long does it take you to finish your math homework
 - How many cars are in the parking lot on each day of the week

Task 2: Come up with 5-10 questions. Students now need to come up with 5-10 questions for their survey. See worksheet sets: [open and close-ended questions](#) and [is it neutral?](#) They should ask themselves the following about each question they develop:

- Is it neutral?
- Will the result help to answer our objective?
- Is it open-ended or close ended?
- Does it make sense?

Task 3: Decide who you will ask. Students now have to decide who they will survey.

- Census or sample

Task 4: Create the survey. Teachers or peer helpers will have to likely assist with this part.

- Are you going to read the questions aloud?
- Will the participant read the question?
- Can you record the questions on a device so students can be more independent.
- How will you record answers?
 - Someone writes down responses.
 - Use colored tokens to denote specific responses if close-ended questions

Task 5: Tally the responses. Use the corresponding worksheet set as a reference for students to look back at. See [tallying results worksheet set](#).

- How many people/data points are in the survey?
- How many people/data points are there for each question?
- With help, create a chart of all the totals.

Task 6: Present results Use the corresponding worksheet set as a reference for students to look back at. See [presenting results worksheet set](#).

- Determine the best type of graph to show the results.
- Create the form of the graph and let students color in the results.

This unit contains an Engaging Learning Experience.

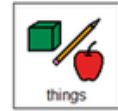
Students will create, conduct and present their own survey over the course of the 12 days.

6 tasks

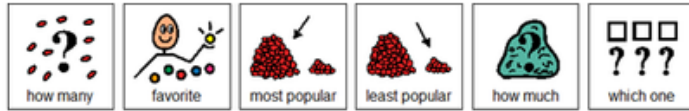
Define your objective

task 1

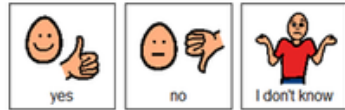
1. Will you survey:



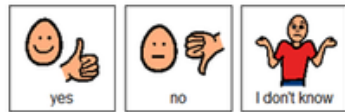
2. Do you want to know:



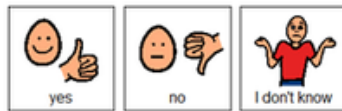
3. Can you actually measure it?



4. Is it okay to ask or measure?



5. Are the people or data easy to get to?



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Task 1

Each task has a specific objective and comes with planning templates.

My Objective

My objective is:

[Empty box for writing the objective]









People on my team:









[Empty box for listing team members]

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Surveys



| | | | |
|--|--|---|--|
|  sample size | |  objective | |
| |  objective | | |
|  objective | |  population |  sample size |
| |  sample size |  survey | |

| | | | |
|--|---|---|--|
|  survey |  survey |  survey |  objective |
|  population |  population |  population |  sample size |

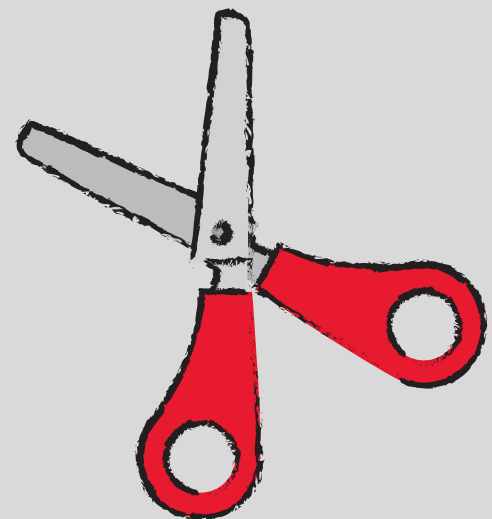
Surveys

| | | | | | |
|---|--|--|--|---|---|
| = random | + tally | |  census |  survey | |
| |  survey | | = random | |  sample |
|  survey |  objective | + tally | | |  census |
| | = random |  census | | | |
| |  sample | |  objective |  census |  survey |
| | |  survey | | | = random |



There is a Sudoku puzzle in this unit as well. This is a great way to work with the new vocabulary!!

There are 2 versions plus answer keys.



Conducting Surveys

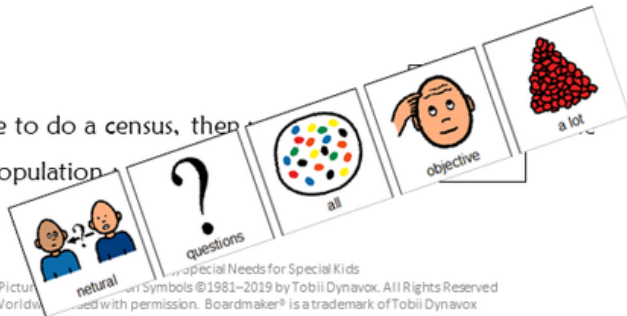
1. What you are trying to learn from a survey is called the

2. You develop to help you answer your objective.

3. Open-ended questions can have of answers.

4. You want to make sure your questions are so people feel ok answering them.

5. If you choose to do a census, then people in the population



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Conducting Surveys

If you only ask some of the people, then it is a .

A random sample means everyone has an of being asked to be in the survey.

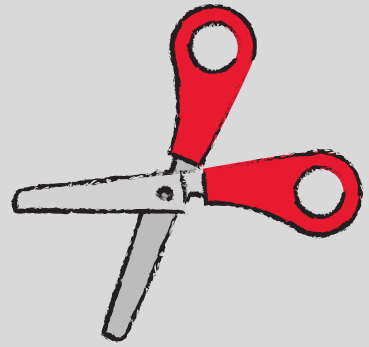
The standard deviation is the range between the and largest results.

9. The is the most likely answer.

10. A good survey will let you answer.



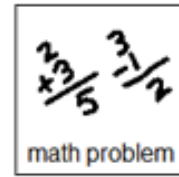
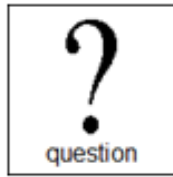
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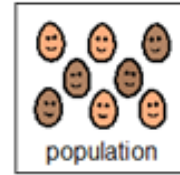
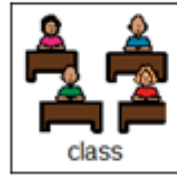
Close worksheets are a great informal assessment. This unit has 2 of them, for a total of 10 fill-in-the-blank questions.

Answer key included.

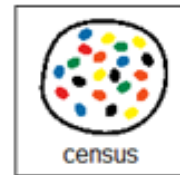
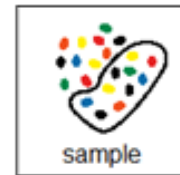
1. A survey is a great way to find the answer to a:



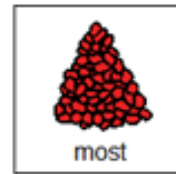
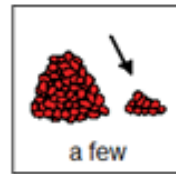
2. The people you ask or things you look at are the:



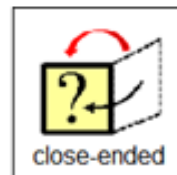
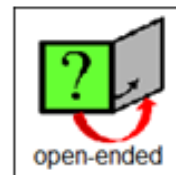
3. If you choose to ask only some of the people, then it is a:



4. A census asks:



5. “Do you like chocolate, vanilla, or rocky road ice cream the best?” is an example of a question that is:



FINALLY the assessment!! There are 3 versions. This version has 10 questions with 3 picture choices for each question.

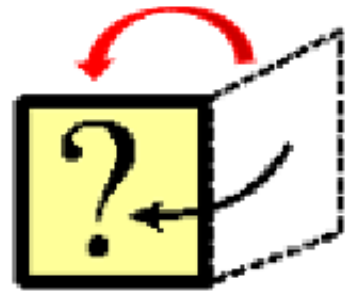
Answer key included.

Print onto cardstock or mount on index cards. Cut pictures apart and show student answer choices for each question.

Q 5



open-ended



close-ended

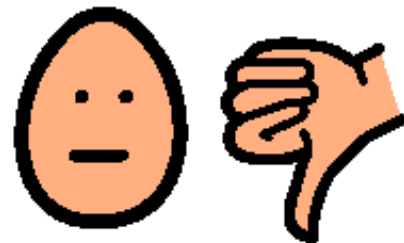


bias

Q 6



yes



no



I don't know

With this version, you cut out the answer choices and glue them on index cards. Ask the student the question, and they point to the correct answer.

1. A survey is a great way to find the answer to a:
 - A. question
 - B. story
 - C. math problem
2. The people you ask or things you look at are the:
 - A. class
 - B. team
 - C. population
3. If you choose to ask only some of the people, then it is a:
 - A. mistake
 - B. sample
 - C. census
4. A census asks:
 - A. everyone
 - B. a few
 - C. most
5. “Do you like chocolate, vanilla, or rocky road ice cream the best?” is an example of a question that is:
 - A. open-ended
 - B. close-ended
 - C. bias
6. Is this a neutral question: Do you like onions even though they make your breath stink?
 - A. yes
 - B. no
 - C. I don't know

This is your traditional multiple choice version. It can also be used as a recording sheet if your students are using the version with index cards.



[Click Here to read more!!](#)

I realize there will be some students out there unable to do cutting activities. I have a blog post with ways to complete activities without a pair of scissors!!

All of the activities (except the book) comes in color and black and white.