

# Lesson 6: Survey the Class, Survey the School

## Standards Alignments

Building Towards 3.MD.B.3

### Teacher-facing Learning Goals

- Collect categorical data to create a data set with several categories.

### Student-facing Learning Goals

- Let's survey a large group.

## Lesson Purpose

The purpose of this lesson is for students to use a survey to collect a data set with several categories.

Earlier in the course, students used scaled picture graphs and bar graphs to represent data sets with several categories. In this lesson, they collect a large data set by surveying others at the school. In the next lesson, they represent the data on scaled picture graphs and bar graphs.

Students should survey at least several classes, as many as time and circumstances permit. The lesson may take 2 or 3 days depending on the survey size.

If students need additional support with the concepts in this lesson, refer back to Unit 1, Section A in the curriculum materials.

### Access for:

#### Students with Disabilities

- Engagement (Activity 2)

#### English Learners

- MLR8 (Activity 2)

## Instructional Routines

Notice and Wonder (Warm-up)

## Materials to Copy

- Survey a Large Group (groups of 4): Activity 2

## Lesson Timeline

Warm-up

10 min

## Teacher Reflection Question

What was one thing that surprised you about your students' understanding as they collected

Activity 1	10 min	data today?
Activity 2	25 min	
Lesson Synthesis	10 min	
Cool-down	5 min	

---

## Cool-down (to be completed at the end of the lesson)

 5 min

### Reflect on Collecting Data

#### Standards Alignments

Building Towards 3.MD.B.3

#### Student-facing Task Statement

Reflect on your experience surveying others and collecting data.

1. What went well? Why do you think it went well?
2. What was challenging or didn't go as well? What might be the reason?

#### Student Responses

Sample responses:

1. We were able to collect our data quickly and there was no confusion. I think it went well because we showed people the question and choices instead of just reading them aloud and we used a recording sheet.
2. We missed some people in the class and couldn't easily tell who we missed. I think it was because we didn't think about a way to make sure everyone had a turn.