Lunch Options

Participant Name:	**Amanda Charleson**
District:	**Clifton-Fine**
Grade Level:	**4th**
Subject/Course:	**Math, ELA, Digital Literacy**
Cross-curricular Link:	
Approximate Time (IN MINUTES):	**120-180**

CONTENT AND SKILLS
Learning Objectives: ● Students will create a digital survey. ● Students will send a digital survey. ● Students will collect and analyze data. ● Students will then create a diagram of data. ● Students will write a persuasive writing piece to persuade administration to get rid of schools least favorite food option.
Essential Questions (optional):
Students' I can statements . . . ● I can create a digital survey. ● I can collect and analyze data to create a diagram. ● I can construct a persuasive writing piece.
How will you meet the needs of SWD and ELL/MLL students?
NYS COMPUTER SCIENCE AND DIGITAL FLUENCY STANDARDS List all standards that authentically align (e.g., K-1.CT.4)
● 4-6.CT.2 Collect digital data related to a real-life question or need. ● 4-6.CT.3 Present the same data in multiple visual formats in order to tell a story about the data.
OTHER SPECIFIC STANDARDS (e.g., Content, SEL Benchmarks) List all standards that authentically align https://www.p12.nysed.gov/sss/documents/SELBenchmarks2022.pdf
● 3C.2a. Identify ways they can take action to support their school community.

INSTRUCTIONAL PLAN

List the steps of the lesson, including instructions for the students.
Add and highlight Standard Indicator next to activity that aligns

Introduce the idea of the lesson, ask students to think about their favorite and least favorite food from the cafeteria.

Create a class chart together based on information collected on favorite and least favorite menu items. Discuss with students which menu items were the most recognized favorites or least favorites.

Tell the students today they will be creating a survey to send out to their school to collect everyone's data on their favorite and least favorite menu items.

Instruct the students that in order to do this they will need to create a way to digitally collect their data from everyone in the school.

Discuss how using technology would expedite and simplify the process for them to distribute and collect the data.

Tell the students they will be creating a Google Form in order to collect and manage the information collected.

Project the video on a SMART Board, and watch the introduction video on how to make a Google Form. How to Create a Google Form

Ask for questions following the video. Discuss and answer questions.

Then work together as a class to create a Google Form to send to the entire school. Each student will make their own copy.

Decide as a class which one to send to the entire school. Then send it with a timeline of 24-48 hours. (4-6.CT.2)

Look at how Google Forms collected and displays the data that has been collected.

Discuss as a class what the findings were across the entire school of favorite and least favorite menu items.

Analyze and graph the data collected into pie charts or bar graphs. Use the link provided to make varying charts of the information collected. Choose one or two of the most compelling charts to use as a visual for their persuasive writing piece that they will be writing. (4-6.CT.3)

Create a claim statement to use to create persuasive writing pieces. Which menu items should be included more frequently into the menu rotation and/or which menu items should be eliminated from the menu rotation?(4W1a)

Using the evidence collected and the claim statement each student will write a persuasive writing piece. (4W1)

Students will use the writing process, to draft, edit, revise and publish their persuasive writing piece. (4W1)

Students will then choose their strongest written pieces to present to the BOE, on their findings. (3C.2a)

SPECIFIC NEEDS: MATERIALS / RESOURCES / TECHNOLOGY

Add additional resources needed for this lesson such as instructional technology templates, images, videos, etc.

- *How to Create a Google Form*
- https://nces.ed.gov/nceskids/createagraph/Default.aspx (to create data charts in various forms)