

**LESSON: Journal for a Day****GRADE:****1****OBJECTIVES:****Measurement & Data-  
Represent & Interpret Data**

- **1.MD.4.C** Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

**MATERIALS & RESOURCES:**

- Paper
- Pencils
- Crayons
- Cardboard

Additional materials if using activity for Garden Unit:

- seeds or other garden items to be categorized
- trays to sort items (optional)

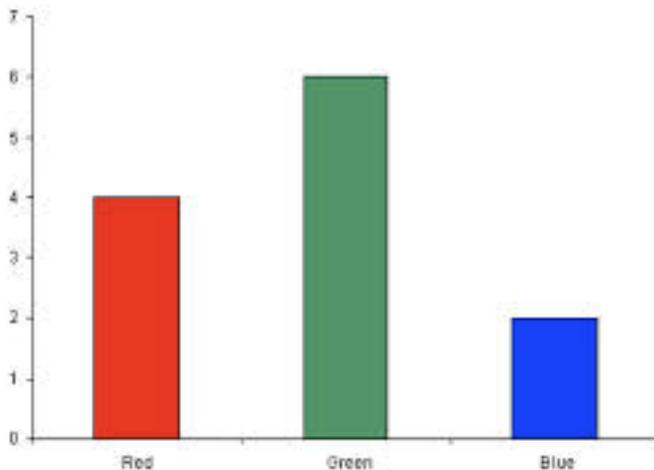
**PRESENTATION:**

Explain what a journal is (a way to keep track of things). Since we're learning about the environment and how to take care of it, we'll be keeping a journal of all the items that we find that are thrown away. We'll take a walk around the school and playground, and as we find something, we'll enter it in our journals, by writing a word or phrase for it and drawing a picture of it. Then, we'll bring our journals home and add to them before bringing them back the next day.

**DIRECTIONS: (see below for Garden Unit Directions)**

1. Show students how to put paper on top of cardboard to have a better writing surface.
2. Instruct students to look for anything thrown away (i.e. bits of paper, pop cans, wrappers, banana peels, etc.), and record it in their journal with a word and picture.
3. Have them take home the journal and collect more data after school, and bring it back the next morning.

4. Have 3 categories written on board or flip chart: paper; metal or plastic; food.
5. Divide the class into small groups, and have kids count how many items from each category.
6. The teacher records the data on the board or flip chart with groups of tally marks of the amounts in each category. Have students interpret the data, by observing how many in each category, and how many more or less are in one category than in another. Show kids how to create a simple graph to illustrate the data.



**TIME:**

**90-120 min**

**DIRECTIONS FOR GARDEN UNIT LESSON:**

1. Use seeds instead of categorizing trash. In summer and fall the seeds could be harvested from plants going to seed. In early spring, seeds from seed packages could be available. Other items related to gardening could be used; vegetables, different apple varieties, leaves from garden plants or weeds depending on the season & what is available to the class.
2. Instruct students to divide seeds (or other items) into categories and record it in their journal with a word and picture. The kids or adult can determine what categories to use for this division. It could be the size, or color of seed, type of garden seed (such as flower or veggie garden) or other categories. The idea is for them to identify differences and categorize.
3. Have the children take home the journal and collect more data after school, and bring it back the next morning. Show them how to use cardboard under

their paper so they can write while they are “out in the field collecting data”.

4. Have 2-3 categories written on board or flip chart. For example with seeds the categories could be: tiny seeds, medium seeds, and large seeds. Or, with apples the categories could be red, green, and apples of red & green.
5. Divide the class into small groups, and have kids count how many items from each category.
7. The teacher records the data on the board with groups of tally marks of the amounts in each category. Have students interpret the data, by observing how many in each category, and how many more or less are in one category than in another. Show kids how to create a simple graph to illustrate the data.

**TIME:**

**90-120 min**

### **PROCESSING THROUGH THE SIX PILLARS:**

#### **WHAT HAPPENED?**

- Did all the trash you recorded fit into the three categories?
- What category had the most trash? Which had the least?

#### **SO WHAT?**

- How did you feel about looking for trash and recording it in your journal?
- How does this activity show Responsibility?

#### **NOW WHAT?**

- Does your school recycle trash? Is trash divided into recycle groups at your school?
- Is there something we could be done differently with trash at school?
- What could be done differently? Who can do it?
- Is there something you can do differently with trash at home? What can you do? Who can do it?