

## From Tree to Paper

### Rubric

A rubric is a scoring tool that helps you understand how your work will be evaluated. This rubric is provided to show you the expectations for your performance and engagement during the lesson based on specific tasks.

Name \_\_\_\_\_ Date \_\_\_\_\_

Task	4	3	2	1
<b>Papermaking Experiment</b> (Individual or Group)	Student meets the expectations for collaboration by taking turns and staying on topic. Student demonstrates leadership by helping others and solving problems. Student follows directions successfully and creates recycled paper.	Student meets most of the expectations for collaboration, such as taking turns and staying on topic. Student may have some difficulty creating recycled paper.	Student participates in the experiment, but has trouble taking turns or staying on topic. Student does not successfully create recycled paper.	Student does not participate in the experiment.
<b>From Tree to Paper Worksheet</b> (Individual)	Responses are thorough and correct. Directions thoughtfully explain all of the steps to make recycled paper. Facts from discussion and experiment are integrated as supporting evidence.	Responses are correct, though may lack some detail. Directions correctly sequence all of the steps to make recycled paper. Some facts from discussion and experiment are integrated as supporting evidence.	Some responses are incorrect. Directions correctly sequence some of the steps to make recycled paper. Few facts from discussion and experiment are integrated as supporting evidence.	Responses are incomplete. Directions incorrectly or superficially sequence the steps to make recycled paper. Does not contain facts or evidence from class discussions or experiment.
<b>Listen and Respond Worksheet</b> (Individual)	Notes are thorough, neat, and accurate. Student correctly identifies the expert's statement and supporting details in the audio clip.	Notes are mostly correct, though may lack some detail. Student correctly identifies the expert's statement and supporting details in the audio clip.	Notes lack detail or are difficult to read, and may contain some errors. Student can locate some expert statements in the audio clip, but does not accurately identify evidence or reasoning.	Notes and responses are superficial and incomplete.

## From Tree to Paper

### From Tree to Paper Worksheet

Name \_\_\_\_\_ Date \_\_\_\_\_

#### Day One:

1. Write your **prediction** of what will happen to newspaper that is torn up and placed in a bucket of water overnight.

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2. Write a testable question based on your prediction above about what will happen to newspaper when it is placed in water.

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#### Day Two:

3. Observe, record, and sketch what happened to the newspaper in the bucket. ....

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SKETCH

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4. Was your prediction correct? Based on your observations, answer your testable question above.

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5. Write instructions for a friend describing how to make recycled paper from newspaper using the same steps you followed in the classroom. ....

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## From Tree to Paper

### Listen and Respond Worksheet (Page 1)

Audio clips, such as stories or reports heard on the radio, can be an effective way to learn information on a topic. Read the questions on this worksheet thoroughly BEFORE the audio begins, so you know what to listen for, then pay close attention to the information shared in the clip and take notes on what you hear.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Name of audio clip:** Everything you ever wanted to know about recycling

**Reporter:** Sabri Ben-Achour, Marketplace

**Experts:** Thomas Attridge, General Manager of Sims Municipal Recycling

Kathryn Garcia, New York City Sanitation Commissioner

Ron White, Chief Process Improvement Officer at Owens-Illinois Glass Company

Sharon Kneiss, President and CEO of National Waste & Recycling Association

**Does it hurt for us to toss contaminated or non-recyclable items in the recycling bin?**

Thomas Attridge says .....

.....

He supports his point with the following reason or evidence: .....

.....

.....

**How do recycling facilities separate all the various types of materials in single stream recycling?**

Thomas Attridge says .....

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He supports his point with the following reason or evidence: .....

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.....

**Has recycling reduced the need for landfills?**

Sharon Kneiss says .....

.....

She supports her point with the following reason or evidence: .....

.....

.....

From Tree to Paper

Listen and Respond Worksheet (Page 2)

Name \_\_\_\_\_ Date \_\_\_\_\_

Does recycling make economic sense?

Kathryn Garcia says \_\_\_\_\_  
\_\_\_\_\_

She supports her point with the following reason or evidence: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

After you’ve finished listening to the audio for the second time and completed the worksheet, go back to the website and read the [text that accompanies the story](#). You can use the text to check or improve your answers to the questions above, and then answer the following questions.

Why is Styrofoam not accepted in our recycling bins? Is it not possible to recycle Styrofoam, or is there another reason?

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\_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_

The text mentions that shredded paper is a problem for recycling facilities, but here in the Napa Valley shredded paper is acceptable IF it’s in a clear bag. Why do you think it’s important to put shredded paper in a clear bag?

\_\_\_\_\_  
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