

Lesson 3

Reduce - Where Do You Stand?

v. 1.0.0



Topic(s)

Reduce
Waste Prevention

Duration

Lesson Steps—45-60 minutes
Researching and Writing an Opinion Piece—ongoing
Extension Ideas—varies

21st Century Learning Skills

- Collaboration
- Communication
- Creativity
- Critical Thinking

Grade Level

Fourth and Fifth

Materials

Students

1. *Reduce: Where Do You Stand?* rubric (one per student) **Page 5**
2. *Value Statements and Fast Facts* (one per student) **Pages 6-10**
3. *I Need More Information* worksheets (one per student) **Pages 11-13**
4. Informational text: [Reduce Waste](http://goo.gl/qymuU5) (one per student) **goo.gl/qymuU5**

Teachers

1. *Expectations for Collaborative Discussions* **Page 14**
2. *Academic Language Frames for Accountable Talk* **Page 15**
3. *10 Value Statements for Further Research* **Page 16**
4. *Planning an Opinion Piece* (example) **Page 17**
5. Interactive whiteboard, document camera, or overhead projector (photocopy transparencies of visuals if needed)

SUMMARY

In this lesson, students will practice critical thinking skills while examining their own values related to reducing waste and the consumption of resources. Students will have the opportunity to express their own values and opinions about different waste reduction statements. Then they'll share their opinions about the waste reduction statements with other students in small groups, and explore how their values may differ from others.

CORRELATION WITH STANDARDS

NEXT GENERATION SCIENCE STANDARDS

Fourth Grade

Fifth Grade

Standard and Performance Expectation

4-ESS3-1: Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

5-ESS3-1: Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

Disciplinary Core Ideas

ESS3.A Natural Resources: Energy and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways. Some resources are renewable over time, and others are not. (4-ESS3-1)

ESS3.C Human Impacts on Earth Systems: Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments. (5-ESS3-1)

COMMON CORE STATE STANDARDS

Fourth Grade

Fifth Grade

Lesson Focus Standards

Reading: Informational Text

RI.4.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Writing

W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Speaking and Listening

SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 or 5 topics and texts, building on others' ideas and expressing their own clearly.

SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 or 5 topics and texts, building on others' ideas and expressing their own clearly.

Supporting Standards

Reading: Informational Text
RI.4.1

Writing
W.4.4, W.4.8, W.4.9

Speaking and Listening
SL.4.6

Reading: Informational Text
RI.5.1

Writing
W.5.4, W.5.8, W.5.9

Speaking and Listening
SL.5.6

Vocabulary

California Redemption Value (CRV): A deposit paid on sales of certain types of recyclable beverage containers in California, and refunded to whoever returns the container for recycling; its purpose is to encourage recycling.

Consumption: The act of consuming, as by use, decay, or destruction.

Dispose: To get rid of by throwing away, recycling, or giving or selling something to someone else.

Evidence: Facts that indicate whether something is true.

Litter: Materials that are carelessly discarded or put in the wrong place.

Opinion: A person's thoughts or beliefs about something that may or may not be based on facts.

Reduce: To use less "stuff" and produce less waste.

Value: The quality of an object that makes it desired or wanted; the beliefs of a person or social group; the fundamental beliefs or guiding principles that guide behavior and decision making.

Waste prevention: Not making so much waste in the first place.

Additional Resources

<http://www.newsela.com> A website containing current news articles at upper elementary and middle school reading levels. Sign-up required.

<http://www.rewordify.com> A website for translating difficult text into easier reading levels.

<http://www.cde.ca.gov/be/st/ss/index.asp> California Department of Education, Content Standards Page

LEARNING OBJECTIVES

Students will...

1. Express their values about reducing waste
2. Describe whether their values about reducing waste changed because of discussions with other students
3. Understand and apply the term *evidence*
4. Research to find additional evidence to help them agree or disagree with a value statement
5. *Plan and write an opinion piece*

TEACHER BACKGROUND

People express a wide variety of opinions, values and behaviors related to the environment. Values represent how a person rates the usefulness or importance of a principle or ideal. Values provide the foundation for beliefs that drive decision-making and behavior.

People can also value material objects for their worth. Producing these objects requires the use of natural resources, which can be classified as renewable or nonrenewable. Consumption of some of these resources may eventually lead to their depletion or loss within the current century.

Students can develop the ability to think critically and carefully about their values, can develop their own opinions, and can learn to convey and justify their thoughts in order to make decisions based on their values. During the decision-making process, students may attempt to locate additional evidence that may support their opinions on topics such as reducing waste. Through this process, students can discuss their values with others and be exposed to values and opinions that differ from their own. By looking at both sides of an issue, students can learn the importance of respecting the values and opinions of others.

LESSON STEPS

Activating Prior Knowledge

1. Ask students to think about different ways that people get rid of things they don't want or need anymore; some ways may help reduce waste, while others may not. For example, some people are very careful—before they send something to the landfill they consider whether it can be reused, recycled, or composted. They use recycling and compost bins appropriately and produce minimal waste. At the other end of the spectrum, other people do not reuse, recycle or compost anything, and throw everything in the landfill.
2. Provide students with a few scenarios of different ways that people get rid of things they don't want or need anymore.
 - a) A person keeps their empty soda can until they can find a recycling bin, rather than throwing it in the nearest trash can.
 - b) After working in their garden, a person collects all of their plant and lawn trimmings in a plastic bag and throws it in the trash can.

For each scenario, students collaborate with a partner to make an inference about the fictional person's thoughts or feelings about waste reduction. Remind students that an inference is when we use the clues provided to draw

a reasonable conclusion. Provide partners with a sentence frame to scaffold as needed. (For example, “When a person keeps their empty soda can until they can find a recycling bin, I can infer that the person thinks/feels/values _____.”) Partner A and Partner B each make an inference for each scenario. Continue cooperative learning with a strategy such as [Three-Step Interview](http://goo.gl/Crvf5U) (see <http://goo.gl/Crvf5U> for more info on this and other strategies), in which two partners share what they have discussed with another team of two.

3. Discuss students’ inferences as a class. Point out that not everyone drew the same inference from each scenario, and that it’s alright to disagree.

Building Background

4. Ask students to share with a partner what they think the word *value* means. (“I predict/think the word *value* means _____.”) Solicit responses from several students using a strategy that encourages active participation, such as selecting all students wearing red, or requiring all students to write their answer on an individual white board. To encourage metacognition, ask students how they came up with their answer, or what made them think that.
5. Define the word *value*: “the quality of an object that makes it desired or wanted.” If we value something like a material object, we will sometimes pay or do much to get it. A value may also be defined as “the beliefs of an individual or social group that guide how decisions are made.” For example, a school may have a recycling club made up of students who believe that recycling is important. The students participating have the common goal of reducing waste at school through recycling.
6. Ask students to name something that they value. Explain that this can be an object, belief, or principle. Share some examples as needed to start the discussion. (Note: You may want to specifically discuss examples of principles or beliefs that people value so that students understand the difference between valuing material things and beliefs or principles. For example, Cesar Chavez fought for the rights of migrant farm workers who experienced unsafe working conditions and low wages, and Dr. Martin Luther King, Jr. sought equal protection for citizens of all races during the Civil Rights Movement.)
7. Explain that people base their values on various things. In the earlier scenarios, some students likely concluded that the person who saved their aluminum can until they could recycle it probably wanted to

recycle because he or she values the environment. Point out the possibility that the person values money and wanted to recycle to collect the refund (CRV). In the case of the person who collects all of their plant and lawn trimmings in a plastic bag and throws it in the trash can, students may have concluded that the person did not value the environment, or did not care about keeping compostable materials out of landfills. Point out to students that this does not necessarily mean the person values putting compostable materials in the landfill, but rather, our actions often reveal what we truly value, or think is important.

8. Explain that some people may base their values on factual information or evidence; e.g., some people choose to bring a cloth bag to the store when shopping instead of using a paper bag. They may have read research showing that paper makes up 17% of the waste in California that ends up in the landfill. The practice of using a cloth bag shows that they value the resources needed to make a paper bag.
9. Inform students that in this lesson, they will practice explaining, justifying, and answering questions about their values based on factual evidence.

Check for Understanding

10. Students will write down three “items” of value to them—one material item, one person, and one principle or ideal, along with factual information or evidence to support each statement. Then, students will communicate their values and supporting evidence with a partner. Provide a sentence frame to scaffold as needed. (Examples: I value my grandmother’s ring because she gave it to me before she passed away. I value my brother because he is passionate and considerate. I value honesty because it is nice to take people at their word.)

Activities

11. Show the lesson rubric and review the expectations for this lesson.
12. Organize the students into five groups.
13. Pass out a *Value Statements/Fast Facts* sheet for each student in the group. There are five versions of the value statement sheets so each group will have different statements. For example, all students in Group One will have a sheet titled *Value Statements - Group One*.
14. Display an example of one of the value statements, and model for the students how to fill it out. For each statement, students circle a number. “10”

signifies that you strongly agree with the statement. “1” signifies that you strongly disagree with the statement. Students will answer the questions below each statement that ask them to cite factual evidence to support their opinions. Factual information (*Fast Facts*) for each group is located below their value statements.

15. When the students are done filling out the sheets, they will take turns sharing their opinions about the value statements, citing evidence to support their opinions. (Note: If students have not yet practiced having collaborative discussions, you may consider taking extra time to set up *Expectations for Collaborative Discussions* and model how to use *Academic Language Frames for Accountable Talk*.)
16. As a whole class, each group will share one or two value statements they discussed, citing examples of how their opinions were similar or different.

Wrap-Up

17. Ask students to raise their hands if any of their values changed after talking with a partner who had a different value. Ask for students to share what evidence persuaded or influenced them to change their values.
18. Display *10 Value Statements for Further Research*, which combines statements from all five groups' sheets. Ask all students to choose a value statement they have difficulty agreeing or disagreeing with. Point out that they may require additional evidence or factual information to help them better understand the waste reduction value statement.

19. Distribute the *I Need More Information* worksheet and *Reduce Waste* article to students. Go over the expectations for how students will read informational text in order to seek additional facts or evidence to help them agree or disagree with the value statement they chose.

20. Note: The *I Need More Information* worksheet requires students to take notes on and look for evidence within informational text, conduct additional research, cite sources, and plan and write an opinion piece. You may choose to give the assignment in stages, stopping at various points to provide additional scaffolding and direct instruction on isolated skills.

Extension Ideas

- As students learned in this lesson, not everyone places high value on waste reduction. Students can create an advertisement or Public Service Announcement based around a specific value statement. This ad or PSA should provide convincing evidence as to why a particular aspect of waste reduction is valuable.
- Have the students create several new value statements about reducing waste. Then, students will conduct a survey of others' ratings (1-10) of the value statements (classmates, students from another class, family members, etc.) Students can graph their results, or report their results as a percentage of students or family members that chose or rated the value statement the same as them.

REFERENCES

Alameda County Waste Management Authority and Recycling Board. *Doing the 4Rs – A Classroom Activity Guide to Teach Reduce, Reuse, Recycle and Rot*. 2010. Web. 18 November 2014. <<http://www.stopwaste.org/recycling/schools/curriculum-and-videos>>.

The National Institute of Environmental Health Sciences. “Reduce Waste.” Web. Accessed 19 May 2014. <http://kids.niehs.nih.gov/explore/reduce/reduce_waste.htm>.

City of Napa, County of Napa, and Napa Recycling & Waste Services. *Reduce, Reuse, Recycle Guide for Napa County*. 2016. Web. 19 July 2016. <<http://schools.naparecycles.org/wp-content/uploads/2016/09/Napa-Recycle-Guide-2016.pdf>>.

Reduce: Where Do You Stand?

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
<p>Collaborative Small Group Discussion about Value Statements (Individual)</p>	<p>Student meets the expectations for collaborative discussions by taking turns, staying on topic, and using academic language frames to add to the discussion; claims are supported with facts or evidence.</p>	<p>Student meets most of the expectations for collaborative discussions, such as taking turns, staying on topic, and using academic language frames to add to the discussion; most claims are supported with facts or evidence.</p>	<p>Student participates in the collaborative discussion. Few claims are supported with facts or evidence.</p>	<p>Student does not participate effectively in the collaborative discussion.</p>
<p>I Need More Information Student Worksheet (Individual)</p>	<p>Student highlights and takes thoughtful notes on “Kids Can Reduce” article; all expository text is cited, quoted, and analyzed in detail; opinion piece planned neatly and thoroughly.</p>	<p>Student highlights and takes notes on “Kids Can Reduce” article; expository text is cited, quoted, and analyzed; opinion piece planned.</p>	<p>Student highlights and takes some notes on “Kids Can Reduce” article; most expository text cited, quoted, and analyze; some parts of opinion piece planned.</p>	<p>Student does not highlight and/or takes minimal notes on “Kids Can Reduce” article; expository text may not be cited or analyzed; opinion piece requires additional planning.</p>
<p>Opinion Piece (Individual)</p>	<p>Introduces the topic clearly and states an opinion; provides reasons for opinion that are supported by facts and details; includes a relevant concluding statement.</p>	<p>Introduces the topic and states an opinion; provides reasons for opinion that are supported by some facts and details; includes a concluding statement.</p>	<p>Introduces the topic and states an opinion; provides reasons for opinion that are supported by some facts and details; may stray from topic or lack organization.</p>	<p>Does not clearly introduce the topic or state an opinion; reasons for opinion are not supported by facts and details; strays from topic and/or lacks organization.</p>

Reduce: Where Do You Stand?

Value Statements — Group One

Directions: Read each statement and the fast facts about the statement and circle the number that reflects your thoughts or opinion about the statement.

Name _____ Date _____

1) *It is better to ask for a plastic bag than a paper bag when I'm shopping at the store.*

strongly disagree 1 2 3 4 5 6 7 8 9 10 strongly agree

Explain why you agree or disagree with the statement by citing evidence to support your opinion.

.....

.....

2) *It is my responsibility to put litter in a garbage can.*

strongly disagree 1 2 3 4 5 6 7 8 9 10 strongly agree

Explain why you agree or disagree with the statement by citing evidence to support your opinion.

.....

.....

Fast Facts — Group One

Directions: Use the fast facts below to cite evidence that supports your opinion about each value statement.

1) FAST FACTS

Plastic bags are mistaken by many marine animals, especially sea turtles, for food.

- Paper bags hold five to six times the amount that plastic bags hold.
- Californians use more than 19 billion plastic bags each year (about 552 bags per person).
- Discarded plastic bags create 147,000 tons of waste that end up in the state's landfills each year and are enough to circle the Earth more than 250 times.
- Using a reusable canvas bag decreases the amount of bags used, which in turn shrinks the amount of waste going to our landfills.

2) FAST FACTS

- Almost 80% of marine debris comes from litter left on the ground. Most of the litter gets to the ocean when it is washed down storm drains, into streams, and empties into the ocean.
- Based on research conducted from 2003-2005 at 26 different sites in the Bay Area, an average of 2.93 pieces of trash were found for every square foot of stream.
- California spends more than \$300 million every year just on litter cleanup.

Reduce: Where Do You Stand?

Value Statements — Group Two

Directions: Read each statement and the fast facts about the statement and circle the number that reflects your thoughts or opinion about the statement.

Name _____ Date _____

1) *Using less stuff is important because things are made from natural resources.*

strongly disagree 1 2 3 4 5 6 7 8 9 10 strongly agree

Explain why you agree or disagree with the statement by citing evidence to support your opinion.

.....

.....

2) *Many things we buy come with too much packaging.*

strongly disagree 1 2 3 4 5 6 7 8 9 10 strongly agree

Explain why you agree or disagree with the statement by citing evidence to support your opinion.

.....

.....

Fast Facts — Group Two

Directions: Use the fast facts below to cite evidence that supports your opinion about each value statement.

1) FAST FACTS

- It takes over one ton of natural resources to make one ton of glass. This includes 1,300 pounds of sand, 410 pounds of soda ash, 380 pounds of limestone, and 160 pounds of feldspar.
- In the state of California alone we use more than 19 billion plastic bags a year. It takes more than one million barrels of oil, or 4,000 barrels a day, to make these bags. Oil is a nonrenewable resource.
- Every ton of steel that is recycled prevents 2,500 pounds of iron ore, 1,400 pounds of coal, and 120 pounds of limestone from being used.
- For every aluminum can that is recycled instead of being created from bauxite, enough energy is saved to watch three hours of television.

2) FAST FACTS

- On average 60% to 80% of total marine debris is plastic garbage. Single-use disposable products, packaging, and bags make up a large part of the plastic marine pollution.
- Californians throw away 66 million tons of solid waste and about one third of that comes from packaging.
- Ten percent of the average grocery bill pays for packaging.

Reduce: Where Do You Stand?

Value Statements — Group Three

Directions: Read each statement and the fast facts about the statement and circle the number that reflects your thoughts or opinion about the statement.

Name _____ Date _____

1) *The commercials I see influence me to buy certain products.*

strongly disagree 1 2 3 4 5 6 7 8 9 10 strongly agree

Explain why you agree or disagree with the statement by citing evidence to support your opinion.

.....

.....

2) *It is okay to throw things away that could be reused, recycled or composted because they will go to a landfill.*

strongly disagree 1 2 3 4 5 6 7 8 9 10 strongly agree

Explain why you agree or disagree with the statement by citing evidence to support your opinion.

.....

.....

Fast Facts — Group Three

Directions: Use the fast facts below to cite evidence that supports your opinion about each value statement.

1) FAST FACTS

- The average American receives 41 pounds of junk mail, or advertisements through the mail each year.
- Half of parents believe that the food they buy and the restaurants they go to are strongly influenced by their children's desires.

2) FAST FACTS

- Over 90,000 pounds of food is thrown away in Napa County every single day.
- In California, during 2008, food was the number-one thing thrown away by residents, making up 15.5% of waste disposed in landfills.
- When paper is made from used paper instead of timber, it uses half the energy and produces 75% less air pollution.
- Making new aluminum products out of old aluminum cans uses 95% less energy than it takes to make new aluminum out of bauxite.

Reduce: Where Do You Stand?

Value Statements — Group Four

Directions: Read each statement and the fast facts about the statement and circle the number that reflects your thoughts or opinion about the statement.

Name _____ Date _____

1) *It is cool to fix up things like bikes and skateboards instead of always buying new stuff.*

strongly disagree 1 2 3 4 5 6 7 8 9 10 strongly agree

Explain why you agree or disagree with the statement by citing evidence to support your opinion.

.....

.....

2) *I should use the backside of a piece of paper to do my math calculations.*

strongly disagree 1 2 3 4 5 6 7 8 9 10 strongly agree

Explain why you agree or disagree with the statement by citing evidence to support your opinion.

.....

.....

Fast Facts — Group Four

Directions: Use the fast facts below to cite evidence that supports your opinion about each value statement.

1) FAST FACTS

- Wood is the most common material used to make skateboard decks, the part skaters stand on.
- Skateboard trucks, which hold the deck to the wheels, are usually made of aluminum or other metals (steel, brass, or another alloy). Skateboard wheels are made of polyurethane (a synthetic rubber polymer). All of the parts come from natural resources.

2) FAST FACTS

- California school districts create approximately 763,817 tons of waste per year.
- It takes 17 trees to make one ton of paper.
- The average American uses 718 pounds of paper and paper products each year.

Reduce: Where Do You Stand?

Value Statements — Group Five

Directions: Read each statement and the fast facts about the statement and circle the number that reflects your thoughts or opinion about the statement.

Name _____ Date _____

1) *Students should buy several sets of school supplies at the beginning of the year, so they always have what they need.*

strongly disagree 1 2 3 4 5 6 7 8 9 10 strongly agree

Explain why you agree or disagree with the statement by citing evidence to support your opinion.

.....

.....

2) *It is okay to buy a new bottle of water each day because the bottles can be recycled.*

strongly disagree 1 2 3 4 5 6 7 8 9 10 strongly agree

Explain why you agree or disagree with the statement by citing evidence to support your opinion.

.....

.....

Fast Facts — Group Five

Directions: Use the fast facts below to cite evidence that supports your opinion about each value statement.

1) FAST FACTS

- The main reason students need new pens and pencils is because they lose them, not because the ink has run out or the pencil has been sharpened away. Using a cloth pencil bag helps students keep track of their supplies, causing them to need less.
- Frequently students have leftover school supplies that can be used for the following year, such as binders, notebooks, and folders.

2) FAST FACTS

- In 2002, 93 billion plastic water bottles went into landfills in the US. That is enough plastic bottles to reach the moon and back 38 times.
- One third of water consumed in the United States comes out of a container. This adds up to 45 million new plastic bottles of water consumed daily, with less than 10% of this total being recycled.
- Fourteen recycled plastic bottles create enough fiber to make an extra-large T-shirt.
- On average, each household in California throws away 34 pounds of plastic water and soda bottles each year.

Reduce: Where Do You Stand?

Value Statements for Further Research

I Need More Information! — Part One

Our values are based on many factors, including culture, family, advertising, and belief systems. Our values are also influenced by factual information and evidence. If we don't have enough evidence or factual information to understand something, we may need to acquire more information through further research.

Name _____ Date _____

Task Description

1. Below are all 10 Value Statements from the lesson. Choose one value statement you have difficulty agreeing or disagreeing with, and need more information about in order to make an informed decision.
2. Read the article "Reduce Waste" for additional evidence to help you agree or disagree with your chosen value statement. Write down facts from the article that can help you agree or disagree with the value statement.
3. Conduct additional research to help you determine where you stand. Cite your resources.
4. Write a short opinion piece, in which you introduce the topic, state your opinion, and support your opinion with facts and evidence.

Choose a Value Statement for Further Research

- 1. It is better to ask for a plastic bag than a paper bag when I'm shopping at the store.
- 2. It is my responsibility to put litter in a garbage can.
- 3. Using less stuff is important because things are made from natural resources.
- 4. Many things we buy come with too much packaging.
- 5. The commercials I see influence me to buy certain products.
- 6. It is okay to throw things away that could be reused, recycled or composted because they will go to a landfill.
- 7. It is cool to fix up things like bikes and skateboards instead of always buying new stuff.
- 8. I should use the backside of a piece of paper to do my math calculations.
- 9. Students should buy several sets of school supplies at the beginning of the year, so they always have what they need.
- 10. It is okay to buy a new bottle of water each day because the bottles can be recycled.

Reduce: Where Do You Stand?

Value Statements for Further Research Facts or Evidence From “Kids Can Reduce!” — Part Two

Name _____ Date _____

Quote From Text	My Analysis (Example: This quote from the text leads me to agree or disagree with the value statement because...)
1.	
2.	

Value Statements for Further Research Facts or Evidence From “Kids Can Reduce!” — Part Three

Reference (Example: Jones, A., & Smith, B. (2005). Kids Can Recycle. Retrieved from http://www.sciencekids.com)	Quote from Text	My Analysis (Example: This quote from the text leads me to agree or disagree with the value statement because...)
1.		
2.		
3.		

Reduce: Where Do You Stand?

Value Statements for Further Research Planning an Opinion Piece — Part Four

Name _____ Date _____

1. Introduce the topic

Hint: Provide the reader with an interesting fact or statement about reducing waste

Topic Sentence:

.....

2. State your opinion

Hint: Restate the value statement in a way that expresses your opinion. Example: "It is important to reduce waste by..."

Opinion:

.....

.....

.....

3. Provide several (2–3) reasons that support your opinion

Hint: Use the facts or evidence found in the articles you researched. Begin each reason with a linking word or phrase (e.g., for instance, for example, in addition to, in order to)

Reason / Evidence:

.....

Reason / Evidence:

.....

Reason / Evidence:

.....

4. Write a concluding statement

Hint: Remind the reader of both the topic and your opinion

Concluding Statement:

.....

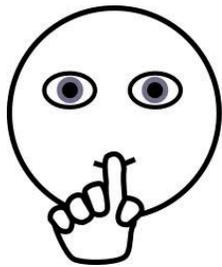
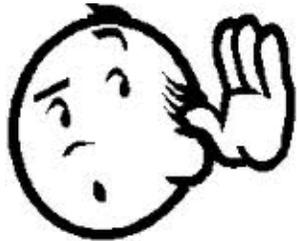
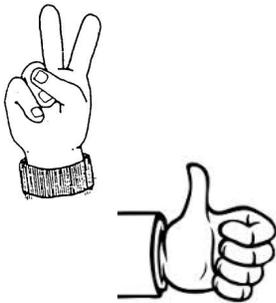
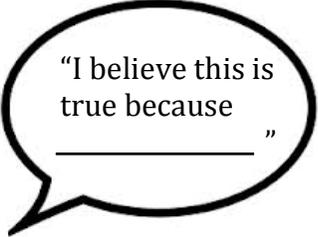
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Draft, revise, and publish your opinion piece according to your teacher's directions.

Reduce: Where Do You Stand?

Expectations for Collaborative Discussions

<p>1.</p> <p>One person speaks at a time.</p>	
<p>2.</p> <p>Pay attention to the teacher's "Zero Noise Signal"</p>	
<p>3.</p> <p>Demonstrate careful listening:</p> <ul style="list-style-type: none"> • Look at the speaker • Nod when appropriate • Ask follow-up questions 	
<p>4.</p> <p>Follow hand-signals:</p> <ul style="list-style-type: none"> • 2 fingers up to add to someone else's idea • Thumb up to contribute a new idea 	
<p>5.</p> <p>Use Academic Language Frames when speaking.</p>	

Reduce: Where Do You Stand?

Academic Language Frames for Accountable Talk

<p>Ask questions when you don't understand a topic.</p>	<p>“Can you tell me more?”</p> <p>“Would you say that again?”</p> <p>“Can you give me another example so I can understand?”</p>
<p>Give a reason why your idea is a good one.</p>	<p>“I agree/disagree with this statement because _____. This is important because _____.”</p> <p>“I believe this is true because _____.”</p>
<p>Ask for evidence when Something sounds incorrect.</p>	<p>“I'm not sure that's right. Can you tell me why you think it is true?”</p> <p>“Can you repeat the fact or evidence that supports that idea?”</p>
<p>Give evidence to support your statements.</p>	<p>“One piece of evidence that supports my claim is _____.”</p> <p>“On page ____ of _____, the text shows _____. This tells me _____.”</p>
<p>Use ideas from others to add to your own.</p>	<p>“I agree with because _____.”</p> <p>“_____’s idea reminds me of _____.”</p>

Reduce: Where Do You Stand?

Value Statements for Further Research

- 1. It is better to ask for a plastic bag than a paper bag when I'm shopping at the store.**
- 2. It is my responsibility to put litter in a garbage can.**
- 3. Using less stuff is important because things are made from natural resources.**
- 4. Many things we buy come with too much packaging.**
- 5. The commercials I see influence me to buy certain products.**
- 6. It is okay to throw things away that could be reused, recycled or composted because they will go to a landfill.**
- 7. It is cool to fix up things like bikes and skateboards instead of always buying new stuff.**
- 8. I should use the backside of a piece of paper to do my math calculations.**
- 9. Students should buy several sets of school supplies at the beginning of the year, so they always have what they need.**
- 10. It is okay to buy a new bottle of water each day because the bottles can be recycled.**

Reduce: Where Do You Stand?

Planning an Opinion Piece Example

Planning an Opinion Piece

(Student *"I Need More Information"* part 4)

1. Introduce the topic

Hint: Provide the reader with an interesting fact or statement about reducing waste

TOPIC SENTENCE: There are many ways to reduce the amount of waste we produce as an individual and a community.

2. State your opinion

Hint: Restate the value statement in a way that expresses your opinion. Example: "It is important to reduce waste by..."

OPINION: One important way to reduce our waste is to think about how the products we buy are packaged. Many of the things we buy come with too much packaging.

3. Provide several (2–3) reasons that support your opinion

Hint: Use the facts or evidence found in the articles you researched. Begin each reason with a linking word or phrase (e.g., for instance, for example, in addition to, in order to)

REASON/EVIDENCE: Many packages are colorful and eye-catching to convince the consumer to buy them, even though they add little value to the product itself. In fact, this extra packaging causes great harm to our environment by creating excess waste and waste disposal difficulties.

REASON/EVIDENCE: In addition, single-serve containers of items such as applesauce, chips, and juice boxes are popular because they are seen as convenient. However, they create extra waste. It is better to buy these items in larger, bulk containers.

REASON/EVIDENCE: In fact, all of this extra packaging actually costs more money to manufacture and ship to stores. By choosing products that contain less packaging, you are actually helping lower the cost of these products.

4. Write a concluding statement

Hint: Remind the reader of both the topic and your opinion

CONCLUDING STATEMENT: Choosing products that are packaged efficiently saves the environment and saves money!

Sample Paragraph:

There are many ways to reduce the amount of waste we produce as an individual and a community. One important way to reduce our waste is to think about how the products we buy are packaged. Many of the things we buy come with too much packaging. Many packages are colorful and eye-catching to convince the consumer to buy them, even though they add little value to the product itself. In fact, this extra packaging causes great harm to our environment by creating excess waste and waste disposal difficulties. In addition, single-serve containers of items such as applesauce, chips, and juice boxes are popular because they are seen as convenient. However, they create extra waste. It is better to buy these items in larger, bulk containers. In fact, all of this extra packaging actually costs more money to manufacture and ship to stores. By choosing products that contain less packaging, you are actually helping.