

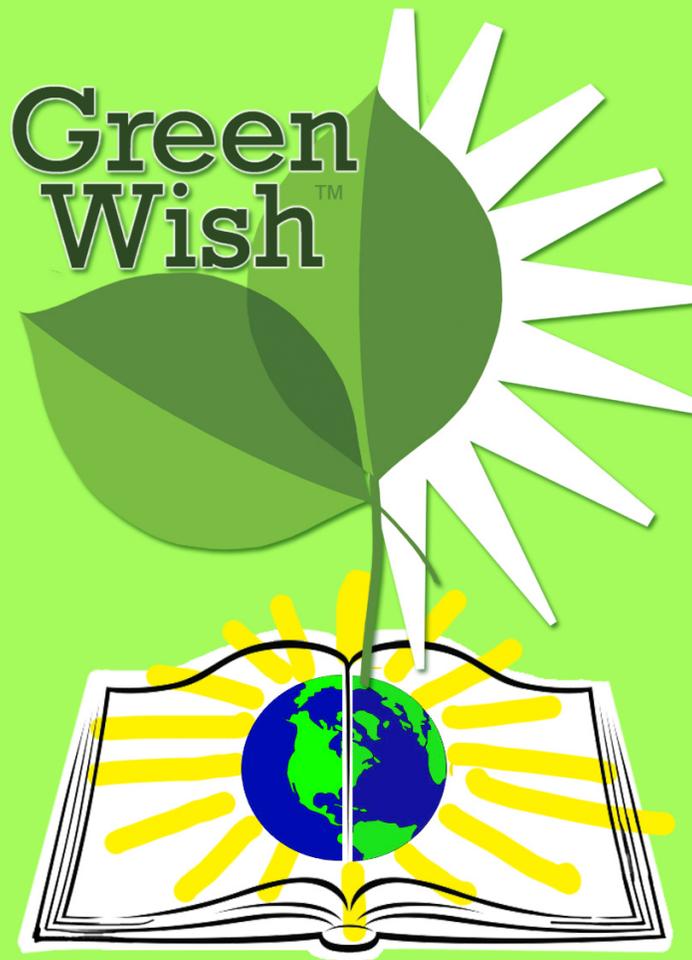
Green Wish's

“My Green Wish is...”

Activities to help students form
opinions about sustainability

Designed for Grades 3-5

Aligns with Common Core Standards



Earth-friendly reading for all



Table of Contents

Overview & Common Core Standards	3
What is a “Green Wish”?.....	3
Common Core Standards for writing opinion pieces	3
Developing Green Topics.....	3
Working with Graphic Organizers	4
Brainstorming.....	4
Essay Writing Worksheet.....	5
Final Drafts and Presentations.....	6
Linking Words/Transition.....	7
Green Opinion Brainstorm: Sheet A.....	8
Green Opinion Brainstorm: Sheet B.....	9
Green Opinion Brainstorm: Sheet C.....	10
Green Opinion Brainstorm: Sheet D	11
Essay Writing Worksheet.....	12

Overview & Common Core Standards

The goal of these activities is to guide students into forming their own opinions about green issues. The resources provided here are intended to support teachers in lesson plan development and to help students engage in the persuasive writing process.

What is a “Green Wish”?

A *green wish* is a goal or aspiration to help the environment. Encouraging students to think about what they want the environment to be or to identify elements that they value and treasure about the Earth is a *green wish*. From appreciating water to the importance of recycling, students can choose countless topics to write about.

Common Core Standards for writing opinion pieces

Grade 3	Grade 4	Grade 5
<p>Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ol style="list-style-type: none">Introduce the topic or text, state an opinion, and create an organizational structure that lists reasons.Provide reasons that support the opinion.Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.Provide a concluding statement or section.	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none">Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.Provide reasons that are supported by facts and details.Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).Provide a concluding statement or section related to the opinion presented.	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none">Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.Provide logically ordered reasons that are supported by facts and details.Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).Provide a concluding statement or section related to the opinion presented.

Developing Green Topics

There are countless green topics to choose from. However, in addition to thinking about topic choice, consider the format in which you engage the whole class around green issues for persuasive writing:

- **Single-topic approach:** Think about using a single-topic approach to help engage the whole class around one issue. This is ideal if you are working around a single-topic unit like water, recycling, pollution, etc. In this case, all students may have the same “green wish,” but they can cite different reasons. This approach is helpful toward scaffolding into multiple topics.
- **Multiple-topic approach:** Consider using a multiple-topic approach to help engage your class in multiple green topics. This approach is ideal if you plan on teaching your class about many green topics or facets of the same green topic. Students may pick their own green wishes, which can cover a multitude of topics (rather than just one).
- **Combination of single and multiple topic approaches:** Use both approaches as a scaffolding technique. Start with the single-topic approach, and then follow with a multiple-topic approach.

Whether you have an existing unit or lesson plan around green issues, there are so many topics from which to choose! Consider the following when deciding a topic for your class or working with students who are choosing their own topics:

- **Personal connection:** Students may be more persuasive when they are personally connected with the topic. To foster this, consider using visual objects and media.
- **Group work:** Grouping students around similar topic areas can help provide the support they need to brainstorm and share ideas. Alternatively, allowing students to work on dissimilar topics may lead to broader conversations about green wishes.

Working with Graphic Organizers

Brainstorming

Wondering where to begin after the topic is selected? Here are some graphic organizers to help your students think through their opinions and reasons to support those opinions. The graphic organizers presented on **pages 8-11** will provide teachers with options to select the most developmentally appropriate brainstorm techniques for students. The following are some tips for using the brainstorm graphic organizers:

- **Model the graphic organizer:** It may be helpful for you to model the graphic organizer for the class using chart paper, a board, or whatever is appropriate for your classroom.
- **Teaching the elements of the graphic organizers:**
 - Topic: Our topic starter is “My Green Wish is...” To help brainstorm topics, students can practice forming sentences. The following are some examples:
 - My Green Wish is*
 - ...to have a recycling program for the school.*
 - ...to save water.*
 - ...to use fewer plastic bags.*
 - Reasons: It is important for students to support their opinions with strong reasons. Mapping is one way to help facilitate ways for students to generate reasons before using the graphic organizer.
 - Linking words/transitions: Reviewing types of linking or transition words may be helpful for students. We have a list of word that can be useful for reviewing with students (**See page 7**). For this particular activity, students can practice using the following linking words to transition from each of the three reasons: *first, second, and last*.
 - Conclusion: An important aspect of persuasive writing is wrapping things up. The following statement may help guide students:
 - Restate your topic, summarize it, and write what you hope for.*

Essay Writing Worksheet

Throughout your students’ drafting process, it may be helpful for students to engage in peer editing and sharing to help develop their ideas. Providing students the chance to “workshop” their ideas at every stage of the writing process can help foster their peer support skills, as well as develop an understanding of sharing and providing constructive

feedback. When students are done with the brainstorming worksheets, you can use the worksheets on **pages 12-13** to help them write their essays by:

- Further developing their main ideas.
- Transitioning from those basic ideas to more substantial paragraphs.

Final Drafts and Presentations

After the essay-writing worksheet, students should be able to compose the final drafts of their opinion pieces or persuasive essays. Many teachers have different requirements for final drafts. Regardless of whatever you decide to use as your final draft format, consider ways for your students to share their work with a broader audience. In alignment with Speaking & Listening Standards from the Common Core, this aspect of the opinion pieces can be a presentation format. The following are some ideas for how students can share their work:

- **Traditional class presentations:** One by one, students can present their work to the whole class.
- **Poster gallery:** Students can develop posters to share aspects of their opinion pieces. If you split your class in half and have the first group present while the second group listens, the students can take turns sharing their work with one another.
- **Team up with another class:** Use the above methods, but work with one or more teacher(s) and their classroom(s) to share what you learn as a school community.
- **Back to School/Parent Night:** Students can share their opinion pieces with their families and friends during these events.

Linking Words/Transition

Addition

additionally
further
too

besides
in addition
similarly

above all
then
finally, last

on top of that
also
moreover

Cause and Effect

because
because of
due to

so
as a result of
that is why

therefore
consequently
since

thus
owing to
hence

Comparison

counter to
similarly
yet

as with
like
still

in the same way
equally
on the other hand

whereas
but
however

Illustrating

for example
in the case of

such as
as shown by

for instance
take

illustrated by
one example

Summary

in conclusion
in general
overall

consequently
in brief
finally

as a result
in short
thus

to sum up
in other words
therefore

Time

about
finally
thereafter

after
next
currently

first, etc.
later
presently

then
meanwhile
eventually

Name: _____

My Green Wish is...	R
----------------------------	----------

Reason #2	Reason #3
------------------	------------------

Conclusion
