

Close the Loop

Lesson 2: Buy Recycled Friendly Letters

Grade Level:

3-5

Concepts Taught:

Letter-writing, sentence structure

Activity Time(s):

20 minutes (lesson), 50 minutes (follow-up)

Essential Questions:

- What does “buy recycled” mean?
- What is the friendly letter format?
- How do I know something was made from a recycled material?

NC CORE/Essential Standards:

Grade 3: Writing Std 1-6, 8; Speaking/Listening Std 1, 2, 4; Soc Std 3.G.1.3, 3.C&G2.2; Computer/Technology 3.TT.1– 3.TT.3;

Grade 4: Writing Std 1-8; Speaking/Listening Std 1, 4, 5; Soc Std 4.G.1.3; Computer/Technology 4.TT.1– 4.TT.3;

Grade 5: Writing Std 1-6; Speaking/Listening 1-6;

Materials:

Friendly letter sample transparencies

Friendly Letter template (included)

Reusable stationery

Grading rubric (included)

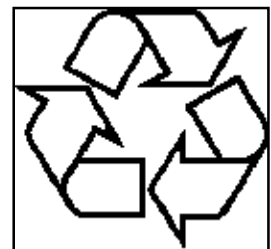
Examples of packaging

Objectives:

- Students will understand the phrase “Buy Recycled” and realize its importance.
- Students will write a friendly letter to persuade another person to buy recycled.
- Students will utilize proofreading and editing skills in preparation of a final draft letter.

Procedure:

1. Review or teach the friendly letter format of writing. Remind students what the three-arrow recycling symbol means and why it is important to close the loop and buy recycled.
 1. Show students examples of the three-arrow recycling symbol on packaging (cereal boxes, cracker boxes, and similar boxes are usually good examples).
 2. Ask students what they think a “pen pal” is and if they have ever had a pen pal. Explain to students that they will write a letter to a friend telling them why buying recycled is important. Remind students that they should ask questions in the letter so that the person receiving it will have something to respond to.
 3. Brainstorm ideas to write about and write them on the board. Ideas could include reasons why buying recycled is important, explaining the phrase “close the loop,” and giving examples of recycled content products. Brainstorm and record questions that might be included in the letter.
 4. Review the format of a friendly letter using the friendly letter template included in this kit. A sample letter is also provided.
 5. Have students write a rough draft of their letter. Students should then exchange letters with a partner and proofread each other’s work. Instruct students to write their revised letters on final stationery.



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Friendly letter template

__ **Date** _____

__ **Greeting** _____,

Body _____

Body _____

__ **Closing** _____,

__ **Signature** _____

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Tuesday, April 12, 2010

Dear Susan,

I hope you are doing well! I learned some really cool information at school today! Do you know how important it is to buy recycled products? Well, let me tell you, it's really important! When you buy recycled products it saves natural resources like trees and land. You can tell if the product is made with recycled material by looking for the three-arrow symbol and reading words that say the product is made with recycled materials. Buying recycled products also saves energy because it takes less energy to make something using recycled materials than it does to use new materials to make it.

I was amazed at how many products can be made from recycled materials. Some of these products are notebook paper, pencils, toys and even t-shirts. I think we should plan to go shopping this summer and buy some recycled products. What do you think? I will be out of school on June 1. Write back soon.

Your friend,

Charlie

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Grading Rubric

CATEGORY	4	3	2	1
Layout/Design	The letter is creatively designed with easily read text. Grammar, style, and purpose are excellent for a friendly letter.	The letter is eye-catching and attractive. Text is easy to read. Grammar, style, and punctuation is indicative of a friendly letter.	Letter appears messy. Text may be difficult to read. May have some grammar and/or punctuation that indicates it is a friendly letter.	Letter is inappropriate. Text is difficult to read. It does not have proper grammar or punctuation for a friendly letter.
Use of Time	Used time well during each class period (as shown by observation by teacher) with no adult reminders.	Used time well during most class periods (as shown by observation by teacher) with no adult reminders.	Used time well (as shown by observation by teacher), but required adult reminders on one or more occasions.	Used time poorly (as shown by observation by teacher) in spite of several adult reminders.
Spelling & Grammar	No spelling or grammatical mistakes within the letter.	Few spelling or grammatical mistakes within the letter.	Several spelling or grammatical errors within the letter.	Many spelling and/or grammatical errors within the letter.
Content	All content is in the student's own words and is accurate and creative.	Most content is in the student's own words and is accurate and interesting to read.	At least half of the content is in the student's own words, but information is limited.	Less than half the content is in the student's own words and/or is poorly written or incomplete.
Required Elements	Letter is complete with all required elements.	One friendly letter element is missing.	Two friendly letter elements are missing.	Three or more friendly letter elements are missing.
Cooperation	Worked cooperatively with partner all the time with no need for adult intervention.	Worked cooperatively with partner most of time but had a few problems that the team resolved themselves.	Worked cooperatively with partner most of the time, but needed limited adult intervention.	Worked cooperatively with partners some of the time, but needed frequent adult intervention.