**Sugar Overload**

**Standards**

* By the end of the year, students will read and comprehend informational texts, including

history/social studies, science, and technical texts, at the high end of the grades 2-3 text

complexity band independently and proficiently. (RI.3.10)

* Students will write opinion pieces on topics or texts, supporting a point of view with

reasons. (W.3.1)

**Task**

Students will write an opinion piece in the form of an article, supporting a point of view

(whether or not Michael Bloomberg was right to ban super-size sodas) with reasons and

information.

**Assessment**

* Make copies of student reading response sheet
* Have loose leaf paper available for article writing.
* Make copies for students of “Sugar Overload”:

Take a few minutes to introduce the whole of the assessment to the kids. It might sound

something like:

“You’re going to have a chance over two class periods to show off your powers as researchers

and persuasive writers. Here’s how it’s going to go – you are going to have the opportunity to

study the issue of the soda ban in New York City. Recently, Mayor Bloomberg decided that

super-size, or extra-large, sodas have too much sugar in them and cannot

You will decide, based on your reading, whether or not you agree with Mayor Bloomberg’s

decision to ban extra-large sodas in New York City.

When you write, you’ll want to use what you know about opinion writing: you’ll state an

opinion, give reasons to support that opinion, and use some of the evidence you gathered from

the article – you’ll be able to use your graphic organizer and look back at the article to help you

give specific evidence.”

**Introduction: Video: “Soda Ban Explained”**

You may have the questions “What is a main idea in this video?” and “What is the important

information that supports this idea?” charted. You may also want to pre-teach the word “ban”

to give everyone access to what that word means.

“We’re going to watch a short video called “Soda Ban Explained.” We are interested in

gathering information to help us write an editorial about whether or not we agree with Mayor

Bloomberg’s decision to ban large sodas.”

Watch Video “Soda Ban Explained”

<http://www.nytimes.com/2012/09/10/opinion/soda-ban-explained.html?_r=0>

Show EXCERPT from the video.

\*\*NOTE: Only show from 1:00 in until 2:10 minutes in\*\* DO NOT SHOW ENTIRE VIDEO.

After video, you may choose to have either a turn-and-talk or a whole class discussion to process

the information from the video. This will build some background knowledge on the topic before

the grade-level reading experience.

**Task 1: Independent reading and response to “Sugar Overload”**

“Now you’re going to read an article that teaches us more about sugar and soda. As you read,

you will want to ask yourself key questions that help to think through informational texts. [point

to chart with questions] After reading, you will answer some of these key questions in a box and

bullets outline to show that you understood ideas in the text and some of the key details that the

author used to support those ideas.”

**Task 2: Opinion writing: Editorial Article**

“Readers, you’ve done some research now by watching a video and reading and studying this

article. With this information, do you think that the mayor was right or wrong to ban super-size

sodas in New York City? Imagine that your local newspaper is publishing editorial or opinion

articles about the soda ban. Write an editorial article arguing whether the mayor was right or

wrong, using evidence from your reading and watching to support your opinion. Remember that

as opinion writers, you’ll want to be sure to:

* Quickly plan how the article will go: how it will be organized
* (you may do this below in a box and bullets outline)
* Introduce the topic and state an opinion
* Include reasons for the opinion
* Include information or details from the readings as evidence
* Use words that help the reader follow your thinking, such as for example,
* because, therefore)
* Provide a conclusion

**Plan for Editorial Article:**

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