
OPINION WRITING WRITING LESSONS

- 14 daily, detailed lessons
- Slides to display
- Anchor chart examples
- Bonus lesson ideas



INTRODUCTION:

- In this unit, students are being introduced to opinion writing. They will learn how to distinguish an opinion from a fact and practice sharing their opinions while providing reasons to support them.
- Please note: we won't talk about persuading anyone in this unit. We will spend time later in the year focusing on writing persuasive pieces. Instead, this unit will produce opinion booklets where students simply state their opinions with sound reasons to support it.
- We will also spend an entire unit focused on writing reviews later in the year, where we come back to what we've learned about opinion writing. Don't worry if your students don't fully get it just yet!

The core lessons included in the opinion writing unit are:

1. What's an opinion?
2. Fact vs. Opinion identification
3. Writing Facts & Opinions
4. Writing Facts & Opinions
5. Brainstorming our own opinions
6. We need a reason
7. Choose a side and explain
8. Planning our writing
9. Stretching our reasons
10. Adding linking words
11. A catchy opening
12. Add a conclusion
13. Let's revise
14. Editing & publishing

All anchor chart examples and printables are linked and included within this document.

I've also included the following **bonus mini-lesson ideas** in case your students need more explicit lessons on any of these:

- Opinions and reasons (the difference)
- Classroom favorites book



A vertical image of a yellow pencil with a sharpened lead tip, pointing upwards. The pencil is centered against a white background.

- Examples of slides from this unit are below:



We can write
OPINIONS

LESSON 5

The writing process:

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graph TD; A[THINK] --> B[SHARE!]; A --> C[PLAN & SAY]; B --> D[EDIT & REVISE]; C --> D;
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THINK
I can think of an idea to share.

SHARE!
I can share my story with you all!

PLAN & SAY
I can take my ideas and plan what I want to share.

EDIT & REVISE
I can re-read my story to fix and add things!

DRAW & WRITE
I can write and draw my ideas on paper.

LESSON 3

OPINION WRITING:

we will share how we feel about something

FACT

something that actually happened and can be proven true.

You cannot change a fact.



OPINION

a personal belief about something that cannot be proven true.

You can change an opinion.



vs.

We have been learning about facts and opinions. Today we are going to be writing our own facts and opinions about a topic:

LESSON 4

I CAN WRITE **FACTS & OPINIONS!** 

FACT:

.....

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OPINION:

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.....

.....

Name: _____

Yesterday we watched a video together to help us with our opinion writing.

We used this sheet to write a fact and opinion sentence. Today we will read a new passage and write more facts and opinions.

LESSON 2

Let's read this story where lots of opinions will be shared:



What opinions are shared in this story?

Read this story aloud, as you read, stop and discuss some of the opinions on pets being shared (you can also discuss the reasons the characters give for their opinions on certain pets). You can delete this slide and use the next one to add a different text, if you don't have this time to read the story.

LESSON 10

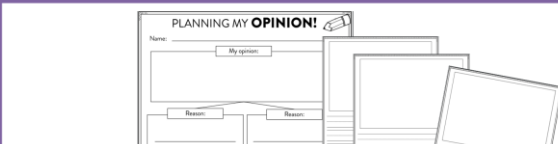
Sharing:

Share one of your pages with a partner.



Your Turn:

LESSON 10



Students will take out their planning sheet and grab writing paper for each of their reasons. They will stretch out their reasons into complete sentences and add an illustration to match.

WHAT'S AN OPINION?

PREVIEW:

- Today, students will be introduced to opinion writing as a way to share our thoughts. Students will learn what an opinion is and how it differs from a fact. When introducing a new type of writing genre, we spend more time on the minilesson than independent writing. Prepare for that today.

MINI LESSON:

We will understand what an opinion is.

When students gather on the rug, remind them that they've just finished writing tons of personal narratives (or whatever your last unit was). Beginning today, we will start writing in a different genre. We will write our opinions! Explain that when we wrote personal narratives, we shared stories about our lives. With opinion writing, we will be sharing our thoughts and giving our reader reasons to support our opinions. To do this, we must first understand what an opinion is and how it differs from a fact.

Use the [“Opinion vs. fact” anchor chart](#) to help introduce and clarify what an opinion is.

Walk students through a [fact vs. opinion sort](#) with the group so students can see and listen to more examples of facts and opinions. Clarify as needed. You can do this by cutting out the cards and placing them on the rug, or you can exit slideshow mode in the slides and move the facts and opinions.

Let students know you will be playing a stand up, sit down game where students will need to identify if they are hearing a fact or an opinion. Read the slides one by one and if students hear a fact they will stand up. If they hear an opinion, they will sit down. If you aren't using the slides, some examples to use are:

- Elephants have tusks. Elephants are scary.
- Frogs are amphibians. Frogs are gross.
- Ice cream is made with cream. Ice cream is the best dessert.

INDEPENDENT WRITING:

When students go back to their seats, have them take out a yellow and a red crayon. If your students are able to read [the fact and opinion sort](#) on their own, they can complete this independently. I typically complete this type of day 1 activity by reading each part aloud and then discussing if it should be colored red or yellow.

CLOSING:

Ask students to pair up with a partner and share 1 fact of their own choosing and 1 opinion they have. Circulate and re-teach as needed.

OPINION

WRITING:

we will share how we feel
about something

FACT

something that
actually
happened and
can be proven
true.

You cannot change a fact.



OPINION

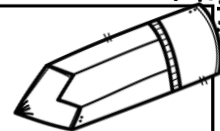
something that
cannot be
proven true.

You can change an opinion.



vs.

PLANNING MY **OPINION!**



Name: _____

My opinion:

Reason:

Reason:

Reason:

 I HAVE MANY **OPINIONS!** 

The best <u>book</u> is: <u>Mercy Watson</u>	I think <u>chocolate</u> is better than: <u>vanilla</u>
I love: <u>going to Maine</u>	I don't like: <u>the winter</u>

I have many opinions:

Day 1:

When completing this brainstorming sheet, the purpose is just to express that we have many different opinions and to think about ones we may want to write about.

This shows students a few different ways to express their opinions as well (the best, comparing things, I love, things I don't like). Have students try to come up with one for each box

Day 2:

When listing reasons for each, don't have students worry about using complete sentences. They are just brainstorming their ideas here as well!

 I HAVE MANY **OPINIONS!** 

The best <u>book</u> is: <u>Mercy Watson</u>	I think <u>chocolate</u> is better than: <u>vanilla</u>
"Mercy is funny" "it's a chapter book so it's long"	"Chocolate ice cream is my favorite" "There are more chocolate candies"
I love: <u>going to Maine</u>	I don't like: <u>the winter</u>
"the beautiful trees and hikes" "we go with my family"	"way too cold" "I don't like to shovel"

MATCH MY OPINION!

Read each of the sentences below. Paste the opinions in one column and match the reasons to support each one in the other column.

Opinion:	Reason to support it:

That movie is funny.

They are too sour.

We shouldn't have homework.

It always makes me laugh.

Pickles are gross!

I am responsible.

I should have a pet dog.

There is too much to do after
school.