Lesson 26: Writing Strong Opinions

Essential Question
How can writers make their opinion statement strong?

Materials
strong opinion anchor chart from lesson 7

Mini Lesson
"Today I want you to start by taking a moment to read through all of the different topic ideas that you have brainstormed. Look at the ones you thought of a few weeks ago- favorites and wants. Also, look at the issues that you came up with yesterday. Which topic do you want to write your next masterpiece about?"

"Turn and tell your partner what topic you have chosen."

"Now that you have a topic, it is time to write a strong opinion statement for that topic."

Review the strong opinion anchor chart from lesson 7.

Work Time
Students will work on writing a strong opinion statement for the topic that they have chosen to write about. It is helpful to have students try to write three different statements for their topic and then choose the one that is the strongest.

Closing
Students will share with a partner the opinion statement that they have written. If time permits, you may want to have some students share their opinion statement with the class.

Intervention
Have a small group of students work with you at a table. Make a list of strong words before they start writing. (Examples: must, need, best, greatest, everyone)

Extension
Encourage these students to choose an issue for their topic.

Lesson 27: Research

Essential Question
How do authors find facts to support their opinion?

Materials
articles about topics students have chosen
technology

Mini Lesson
"Turn and remind your partner what topic you have chosen for your opinion essay."

"Now that we have chosen topics and decided on our opinion, we can start learning more about our topic. When you are taking a stand on an issue, you often need to do a little research on the issue. Finding facts about your issue can help you to support your opinion. For example, if I want to write about why people shouldn't use disposable water bottles- I should research facts about how many water bottles are thrown away each day. I might be able to find information about how they are made and how they effect the environment. I am going to look for facts that help to prove my opinion."

"Today you are going to be researching facts about your topic."

Give students directions about how you want them to research.

*Note: You can have students use technology to research their topic online. If you don't have technology available, you might want to have students do research at home or you can print some articles ahead of time for them to use.

Work Time
Students will skim and/or read through articles or websites about the topic that they have chosen for their essay. They can use a page from their notebook to write down facts that they might use later. (If you have already completed the informational writing unit, remind students about paraphrasing.)

Closing
Students will share with a partner some new and interesting facts that they learned about their topic that they can use to support their opinion.

Intervention
If students are writing about an issue it is helpful if you can find websites or articles about the topics that they have chosen. Look for resources that are on the students' reading levels.

Extension

Lesson 28: Supporting Your Opinion

Essential Question
How can writers support their opinion?

Materials
reasons anchor chart from lesson 8
reasons student printable

Mini Lesson
"Now that you have had a chance to do a little research about your topic, it is time to come up with a list of reasons to support the opinion statement that you have written. Tell your partner again what your opinion statement is."

Review the anchor chart from lesson 8.

You can just review the example that you used in lesson 8 or write a new example. I have included a second example below.

My Opinion: People should not use disposable water bottles.
Reason #1: Disposable water bottles create more trash that is not good for our environment.
Reason #2: Making disposable water bottles wastes water.
Reason #3: Disposable water bottles are more expensive over time than reusable water bottles.

Work Time
Students will fill out their printable with at least two reasons to support the opinion statement that they have chosen. Encourage them to use resources from their research.

Closing
Students will share with a partner the reasons that they have written.

Intervention
Have students focus on just writing two reasons.

Extension
Challenge students to write 3-4 reasons.

Lesson 29: Rehearsal & Drafting

Essential Question

Explain how rehearsal can be used to help a writer.

Materials

Mini Lesson

"We have already chosen topics, written strong opinion statements and brainstormed reasons to support our opinions. Today we are going to draft our opinion essay. Remember that before a writer starts writing, it is helpful to rehearse, or practice. Saying it out loud helps you to remember the details and prepares you for writing. When you are sharing, be sure you are sitting in front of your partner and looking right at each other. When you are talking, speak clearly. When you are the listener, be sure to really hear what your partner is saying."

Give each partner a few minutes to share and rehearse.

"Now it is time to write your first draft! When you are writing the draft, just focus on getting your opinion and reasons down on the paper. Do not worry about spelling or anything else that slows you down."

Remind students to skip lines.

Work Time

Students will work on the first draft of their masterpiece opinion essay in the masterpiece section of their notebook.

Closing

Students will share with a partner the draft that they have so far.

Intervention

Have a small group of students sit at a table near you. They should be writing independently, but sitting near you will help with focus and you can offer encouragement.

Extension

Lesson 30: Rehearsal & Drafting

Essential Question
Explain how rehearsal can be used to help a writer.

Materials

Mini Lesson
"Yesterday you rehearsed your essay with a partner and then began writing. Today we are going to rehearse one more time. It might help you to remember more details or reasons."

Give each partner a few minutes to share and rehearse.

"When you work on your draft today, make sure that you are writing your opinion essay just like you rehearsed it with your partner."

Work Time
Students will finish their first draft of their masterpiece. If they finish early, they can plan and/or draft another essay in the last section of their notebook.

Closing
Students will share with a partner their favorite part of their essay.

Intervention
Have a small group of students sit at a table near you. They should be writing independently, but sitting near you will help with focus and you can offer encouragement.

Extension