

Emily Erickson
Opinion Writing Lesson Plan (Bear vs. Alligator)

Lesson Objective:

- By the end of the lesson, students will apply knowledge of opinion writing by completing an outline that demonstrates their ability to create an opinion statement, support that statement with reasons and facts, and conclude.

Writing Standard:

- W.1.5 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. 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. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using transitional words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented.

Lesson Procedure:

- Have students stay at their desks.
- We are going to be continuing our opinion writing discussion from yesterday!
- What do we remember about opinion writing? What components are needed to make a strong opinion piece?
 - Opinion statement
 - Reasons (We typically start with three).
 - Facts and details to support our reasons
 - Strong conclusion
- We are going to be practicing filling out an opinion writing outline based off the Bear vs. Alligator reading from yesterday.
- This is the outline we are going to use.
 - Show outline and explain the different pieces.
 - We are going to start this outline together, then I'll give you time to work independently. After that, we will come back together to discuss what we did in our outlines.
 - *Hand out the outline*
- Let's review the information we put our T-chart about Bears vs. Alligators
 - Read through the facts we wrote down.
- Let's start at the top. We are basing our opinion off the reading about Bears vs. Alligators.
 - Our guiding question is "Would you rather wrestle an alligator or a black bear?"
 - Based off the guiding question, what should our opinion statement be? There could be two different statements, depending on your opinion.
 - I would rather wrestle an alligator. So, I would write, "If I had to choose to wrestle an alligator or a black bear, I would choose the alligator."
 - Maybe you would rather wrestle the black bear. In that case you could say, "If I had to choose to wrestle an alligator or a black bear, I would choose the black bear."

- Okay, we have our opinion statement. Now we have to back it up with reasons and evidence.
 - What could my first reason be for choosing the alligator?
 - Remember to look at the facts to come up with your reasons.
 - I'm thinking the first reason I'll give is "The animal's size and shape."
 - If you chose the bear, what could your first reason be?
- We have our first reason. Now, we have to back it up with evidence.
 - What evidence or facts from our T-chart could I use to support my reason?
 - Both alligators and black bears are about 600 lbs.
 - Alligators are about 18 feet long.
 - If you chose the bear, what evidence would you use from the T-chart to support your reason?
- We have our reason and the evidence/facts to back it up. Now we need to think of a good transition word or phrase.
 - Remind me, what is a transition?
 - What transition word or phrase could we use to start our opinion writing?
 - To begin with
 - The first reason
- What questions do you have about filling out this opinion outline?
 - Remember, we need to support our reasons with evidence from our T-chart.
- Now that we have filled out this first box together, it is your job to fill out the boxes for Reason 2 and Reason 3. Remember to add your transition words! If you need help thinking of transition words, there are some written on our anchor chart at the front of the room.
 - We will come back together to fill out the "Other interesting Details" box and the conclusion.
 - You have about 10 minutes to finish your Reason 2 and Reason 3. You may begin.
- Bring the class's attention back to the front.
 - Pencils down
- Let's share out some ideas that you had for the last two reasons and the transitions you chose.
 - Share my boxes, too.
- Let's talk about the other interesting details box.
 - Why do you suppose we have this box?
 - Sometimes we have more information that we would like to use that doesn't fit with the reasons we stated.
 - We can use this information to beef up our introduction, if it needs it. Or, we can use this information to help us create a conclusion that leaves our reader even more convinced that they should have the same opinion as we do.
 - What are some facts that I could put in this box that didn't quite fit the other reasons I gave?
- Let's move on to our conclusion.
 - What is the purpose of my conclusion when I am writing an opinion piece?
 - To drive home my opinion and convince readers even more that they should agree with me.

- To start my conclusion, I need to briefly restate my reasons.
 - Before I do this, I need a transition!
 - What is a good transition to use in a conclusion?
 - Demonstrate using transition and restating reasons.
- Here would be a good place to bring in some of those other interesting details. Which one should we use? This should be something we haven't said before.
 - Let students pick.
 - Demonstrate writing the fact.
- Does anyone know what the last sentence of our conclusion should be?
 - Restating our opinion statement!
 - Demonstrate how to do this.
- What clarifying questions or wonderings do you have about opinion writing?
- You all did a great job with our opinion writing today!
 - We will be continuing our opinion writing process on Monday when we start our research for our explorers unit!
- Please put your opinion writing outlines in a safe place. These will be a great resource to refer back to when we start writing about our explorers.
 - Once your outline is put away, you will need a pencil.
 - We are moving into Novel Study!