

OPINION WRITING: Opinions are Everywhere



Students Will Be Able To:



Core Standard W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

Core Standard W.3.1a: Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

Core Standard W.3.1b: Provide reasons that support the opinion.

Core Standard L.3.1a: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

Media



Materials/Preparation



- One copy to display of “Fact vs. Opinion Advertisements”
- “Fact/Opinion T-Chart” to display
- “Fact/Opinion T-Chart – Sample Answers” to display
- One index card per student
- Whiteboard or other large area to display

Lesson Steps



- Anticipatory Set (Day 3: 10 minutes)
- Input (Day 3: 5 minutes)
- Guided Practice (Day 3: 20 minutes)
- Independent Practice (Day 3: 15 minutes)

Anticipatory Set (Day 3: 10 minutes)

1. Display copies of "Fact vs. Opinion Advertisements".
2. Ask students to tell you where they have seen, or read advertisements. Students should share that advertisements are everywhere: in newspapers, magazines, on billboards, on T.V., on the sides of transportation busses, etc.
3. Ask students to look at the first advertisement and think about the following questions:
 - What is this company trying to persuade me to buy?
 - What facts have they given me about their product?
 - What opinions have they given me about their product?
 - What is my opinion on the product?
4. Have 3-4 students share their answers for above questions with the whole class.

Input (Day 3: 5 minutes)

1. Display the "Fact/Opinion T Chart".
2. Review with students that a fact is a statement that can be proven true. (e.g., The Empire State Building is 1,250 feet tall. Michael Jordan was born on February 17, 1963).
3. Review with students that an opinion expresses someone's belief, feeling, view, or idea about someone or something. (e.g., Poodle puppies are the cutest, it is wrong to eat animals, apple pie is the best dessert on the planet, teachers should have a higher salary for such an important job, etc.).
4. Explain to students that in Opinion Writing, just like in advertising, writers are trying to convince their audience (readers) to believe or think the same way they do. They do this by supporting their ideas with facts and opinions.

Guided Practice (Day 3: 20 minutes)

1. Direct students to look at advertisement #2 on the "Fact vs. Opinion Advertisements".
2. Tell students that they're going to help you find both facts and opinion statements in the advertisement. Providing reasons to support opinions is a New Focus Skill.
3. Using student suggestions, write down all the fact statements on the Fact Column on the T-Chart, and the opinion statements, on the Opinion Column.

Note: See the example for set-up on page 2 of "Fact and Opinion T-Chart". When writing facts and opinions on the T-Chart, leave a space directly across, on the opposite column. Once all the facts and opinions are written, you have room to turn the fact statements into opinions, and vice versa.

4. Using 2 of the fact statements from advertisement #2, with the student's input turn them into opinion statements. Help students understand that opinions usually have adjectives that help the reader identify that the statement is an opinion (e.g., best, pretty, cute, smart).

5. Repeat having students help turn 2 opinion statements into to fact statements, while writing it on the T-Chart.

Note: See the sample answers provided for help with this activity.

Independent Practice (Day 3: 20 minutes)

Today is Focus Skill Writing using the New Focus Skills: providing reasons to support the opinion.

Having students look at advertisement #2, they will fill out the rest of the T-Chart, as modeled in the Guided Practice above.