

# Opinion Writing

## Seasons

### Objectives & Common Core Connections

- \* Introduce the topic.
- \* Focus on the purpose of opinion writing.
- \* State an opinion about the topic.
- \* Write a sentence that includes a reason for the opinion.
- \* Provide a concluding statement.
- \* Write a simple paragraph that expresses an opinion.

**Introduction** Provide each student with a copy of the writing frame (page 24). Read the title and first line. Then, draw attention to the illustrations and ask students which of these seasons they like best. Explain that they will be writing to persuade others to agree with their opinion.

**Model** Tell students that when you write an opinion, you first introduce the topic. For example:

- Winter and summer are two of the seasons.

Invite a volunteer to tell what his or her opinion about one of the seasons is. For example:

- I think winter is a super season.

Remind students that they want to persuade others to agree with their opinion. Help students understand that they should give a reason to support an opinion. For example:

- lots of holidays

Guide students in developing a sentence using the reason. Review that a sentence is a group of words that tells what someone or something thinks or does. Remind students also that a sentence begins with a capital letter and usually ends with a period. For example:

- Winter has lots of good holidays.

Tell students that an opinion piece often has an ending sentence. For example:

- That's why I like winter best.

**Guided Practice** Work with students to complete the writing frame. Read aloud each direction and help students complete the page. Depending on levels of ability, students can dictate or write their responses. If students wish to write about summer, help them express an opinion and develop a reason and sentences to support it. Suggest students draw pictures of themselves enjoying the season they write about.

**Review** Invite volunteers to read their finished pages to the class. Have listeners use items 1–7 on the assessment checklist (page 62) to evaluate the effectiveness of other students' work.

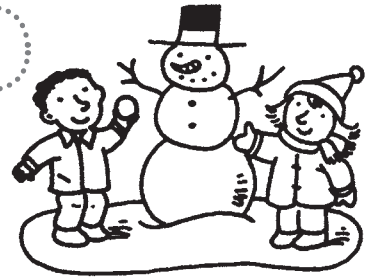
**Independent Practice** Use the On Your Own activity (page 25) as review. Help students use what they learned in the lesson to complete it. Explain that they can choose a season from the Idea Box or pick a different season. Depending on levels of ability, students can dictate or write their responses. Suggest that they draw a picture of how they enjoy the season they write about on another sheet of paper.

# Seasons

Summer



Winter



★ What is the best season?

- Tell what the topic and writing purpose are.
- Give your opinion.
- Write a sentence with a reason for your opinion.
- Write an ending sentence.
- Copy your work onto another sheet of paper.

Topic \_\_\_\_\_

\_\_\_\_\_

Writing Purpose \_\_\_\_\_

\_\_\_\_\_

Opinion \_\_\_\_\_

\_\_\_\_\_

Sentence With a Reason \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Ending Sentence \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

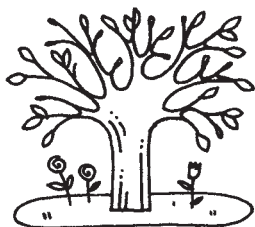
# On Your Own

Choose a season from the Idea Box.  
 Or think of another season.  
 Complete the page.  
 Get others to agree with you.  
 Copy your work onto another sheet of paper.



Idea Box

Spring



Fall



My Idea:

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Topic \_\_\_\_\_

Writing Purpose \_\_\_\_\_

Opinion \_\_\_\_\_

Sentence With a Reason \_\_\_\_\_

Ending Sentence \_\_\_\_\_

# Student Assessment Checklist

## Opinion Writing

1. Told what the topic is. ....
2. Understood the writing purpose. ....
3. Wrote an opinion sentence. ....
4. Gave a reason for the opinion. ....
5. Wrote sentences with reasons. ....
6. Added an ending sentence. ....
7. Wrote a paragraph that gives an opinion. ....

**More Things  
to Check**

- Capital Letters
- Periods
- Spelling