Opinion— (Lesson 1) What is an Opinion?

Minilesson Teaching Point:
Students will understand that an opinion is the way you think or feel about something.

Standard(s):
W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).
L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Materials:
NOTE: Teacher should read the story to the class prior to the lesson.
• Visual aid, “What is an Opinion?”
• Red is Best, by Kathy Stinson, or another book in which the author or characters state an opinion with a reason.

Connection:
“Writers, we have now written stories about ourselves and learned how to use graphic organizers for informational writing. Today we will begin learning about opinion writing.”

Teach (modeling):
Refer to the visual aid, “What is an Opinion?” “An opinion is the way you think or feel about something. When you say what you like or don’t like, you are expressing an opinion. For example, I’ve heard many of you talk about what foods you like for lunch, or what you like to play at recess. These are opinions.” “At the beginning of Red is Best, the little girl states her opinion by saying she likes her red stockings the best because she can jump higher in them.”

Active Engagement (guided practice):
Help the students recall the story by doing a quick picture walk. “Let’s think about some other opinions the little girl expresses. What are some of her other opinions about red things?” Refer back to the pages of the story as students discuss the character’s opinions.

“We can express our opinions just like the girl in the story. Think about something you like best. Make a picture or a movie in your head of what you like. Turn and tell your partner something you like best.”

Bridge to Independent Practice:
“Writers, today we learned that an opinion is the way you think or feel about something. When you are working today, try to include your opinion about something in your writing.”

Closure:
“Today we learned that an opinion is the way you think or feel about something. If you included your opinion in your writing today, stand up.” If time and attention allows, you can have a few students share the opinions they wrote today.
TIP: Post the visual aid in your writing area.

Reflection:

Resources & References: (adapted from, acknowledgments)
Portland Public Schools
What is an Opinion?
An opinion is the way you think or feel about something.

I like the slide the best!
I like the swings the best!
Opinion—(Lesson 2) How to State Your Opinion

Minilesson Teaching Point:
Students will express their opinion about a favorite item or activity.

Standard(s):
W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).

Materials:
• Visual aid, “What is an Opinion?” (from Lesson 1)
• Sentence strips with the sentence frames, “I like _____” and “My favorite is _____________.”

Connection:
“Yesterday we learned that an opinion is the way you think or feel about something.” Refer to the visual aid, “What is an Opinion?” “Writers, today we will learn some ways to state our opinion.”

Teach (modeling):
“First, I want to think of a topic that I can share an opinion about with you. I enjoy being outside, and I am thinking about some of my favorite things to do outside. I enjoy gardening, taking walks, and riding my bike. Now, I’m ready to share my opinion with you. I’m making a picture in my head of which one of these I like best. My favorite thing to do outside is gardening.”

Active Engagement (guided practice):
“Think about something you like to do. Now think of another thing. Now think of one more. Then, make a picture or a movie in your head of what you like to do best. Turn and tell your partner your opinion about something you like.”

Provide an additional opportunity to turn and talk if you feel students need additional practice expressing opinions.

Bridge to Independent Practice:
“Today, writers, you will use one of these sentence frames to express your opinion. Make sure your pictures match your words and that you use the resources around the room to help you write.”

Closure:
“Writers, today we used the sentence frames, ‘I like _____.’ and ‘My favorite is ____.’ to write our opinions.” Select a few students to share their opinion writing with the class.

TIP: Post the sentence strips with the visual aid, “What is an Opinion?” in your writing area.

Reflection:

Resources & References: (adapted from, acknowledgements)
Portland Public Schools
Opinion—(Lesson 3) Stretching Words

Minilesson Teaching Point:
Writers will learn how to separate the many sounds they hear in words and write down the letters that correspond to those sounds.

Standard(s):
L.K.2.c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
L.K.2.d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Materials:
• A drawing that illustrates an opinion sentence. Write, “I like to _____ my ____,” with magic lines for the blanks so the lesson focuses on stretching words to replace the magic line, not on illustrating.
• Writing/sound cards
• White board and dry erase markers

Connection:
“Writers we have been sharing our opinions about what we like and we want people to read them. We need to write words in ways so that people can read our writing. I have also noticed that you have such wonderful ideas that you do not want to get stuck and not write an idea just because you are not comfortable with spelling a word. When writers need to spell a word they say the word slowly, stretching the word out, and write all the sounds that they hear in that word. I’ll teach you how to do this, and then you can write all of your wonderful ideas so that people can read them.”

Teach (modeling):
Show your pre-drawn opinion writing and read the sentence. Example: “I like to pet my cat.” “I want to write ‘pet.’ Watch how I do it. I’m going to listen to the sound at the beginning of pet. Pet. Pp-et. /p/. Now I am going to say it slowly again and write the letter that makes the sound I hear. P-e-t. Oh! I hear a ‘p’ at the beginning. Let’s reread what I wrote. /p/ p (et). Let’s say the word slowly again. I want to hear the last sound. P-e-t. Pet. Oh! I hear /e/ at the end of the word. That’s a ‘t.’ Now I think I wrote the word ‘pet.’ Let me reread it with my finger under the word.” Read “pet.” “Wow! It really helped me to say the word slowly and write the sounds I hear.” Repeat with the word cat.

You can also model segmenting the words in the same manner as during phonemic awareness lessons so that a connection is made between writing and phonemic awareness (why we work on phonemic awareness).

Active Engagement (guided practice):
Distribute markers and white boards.

“Writers, I want to write another sentence but I need your help to write it. I want to write, ‘It is soft.’ The first word is ‘it.’ See if you can help me write the word ‘it’ for my next sentence. Write ‘it’ on your white board. First we say the word slowly, i-t. What sound do you hear at the beginning of ‘it’? Listen, and turn and talk to the person next to you about the first sound that you hear. /i/ Write the letter that makes the /i/ sound. Put your finger under what you have written and let’s read it together /i/. We wrote ‘i.’ Say the next sound and write what you hear. Put your finger under the letters and let’s reread it: ‘it.’” As students finish the word, add it to the teacher example.

Write ‘is,’ then repeat above with the word “soft.” Note: “Is” is a word wall word at this point in the year so keep the focus on stretching sounds for this lesson.

Bridge to Independent Practice:
“As you are writing your opinion today, remember the strategy that we just practiced. Say the word, then stretch the word out by saying it slowly, and then write one letter for each sound. Reread the word you have written so far and then say the rest of the word slowly, listening for the next sound that you hear and then write down the letter of that sound. If you do not know a sound you can use a magic line. Make sure that you write down all the sounds you hear that you do know in each word.”

Note: It is important to use your professional judgment about the use of magic lines as the school year progresses so that students are actually writing the letters for the sounds they know and not just relying on magic lines because it is easier.
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<tr>
<td>Bring students together and have them share a word that they stretched out in their writing.</td>
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<tr>
<td>“Writers, when you are writing your opinion, try to use this strategy of stretching words so that you can keep writing and people can read your words.”</td>
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<th>Reflection:</th>
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<td>Resources &amp; References: (adapted from, acknowledgments)</td>
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<td>Portland Public Schools</td>
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Opinion—(Lesson 4) Expressing Likes and Dislikes

Minilesson Teaching Point:
Students will learn that they can express opinions about things they like and things they do not like.

Standard(s):
W.K.1  Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).

Materials:
• Sentence strips with the sentence frames, “I like_____” and “My favorite is ______________.” (from Lesson 2)
• Sentence strip with the sentence frame, “I like ______, but I do not like ______.”
• Eating the Alphabet: Fruits and Vegetables from A to Z, by Lois Ehlert (or some other visual representations of food)

Connection:
“Writers, we have written opinions about things we like to do using the sentence frames, “I like____” and “My favorite is ______________.” Today we will express our opinions about things we like and things we do not like.”

Teach (modeling):
“Opinions are the way we think or feel about something, and sometimes, we want to say that we do not like something. I thought about this last night, when I was at my friend’s house for dinner. We had so many different foods to choose from. There were mashed potatoes, broccoli, corn, and baked chicken. Broccoli is one of my favorites, so I took a big spoonful. I don't like mashed potatoes as much, so I only took a little.”

“Today in my writing, I’m going to write about the foods I like and don’t like. In my opinion, I like broccoli, but I don’t like mashed potatoes.”

Model using the sentence strip, “I like ______, but I do not like ______.” first verbally, then in your writing notebook.

Active Engagement (guided practice):
“Now it’s your turn to think about what foods you like and don’t like and express your opinion. I’ll name a food. If it’s something you like, stand up. If it’s something you do not like, stay seated.” Name a variety of foods so students can practice expressing their opinions. Use Eating the Alphabet or other visuals of food as a reference.

Writers, we were just expressing our opinions about foods we like and foods we do not like. Remember how I wrote, ‘I like broccoli, but I do not like mashed potatoes.’ Now it’s time for you to write about what foods you like and don’t like. First, make a picture in your head of what you like to eat. Now, make a picture in your head of a food you do not like very much.” Have students turn and talk, using the sentence frame.

Bridge to Independent Practice:
“Today when you write, you’ll use the sentence frame to help you write your opinions about foods you like and do not like. When we come back together, you will be able to share your opinions with each other.”

Closure:
Have students return to the carpet with their writing and sit in a circle. Provide each student with an opportunity to read their opinions about food aloud.
TIP: Post today’s sentence strip with the others from the previous lesson.

Reflection:

Resources & References: (adapted from, acknowledgments)
Portland Public Schools
Opinion—(Lesson 5) Spaces Between Words: Meatballs

Minilesson Teaching Point:
Students will practice putting spaces between words.
NOTE: This is another way to teach spaces between words. Using some kind of spacing tool (“spacemen” or “meatballs”) other than fingers is helpful for left-handed students.

Standard(s):
RFK1

Materials:
• Chart paper with the sentence squished together: “I like apples but I do not like grapes.”
• A piece of dry spaghetti or yellow yarn
• Marker
• Wooden sticks (tongue depressor or popsicle stick) with brown circles drawn on the top to represent a meatball – class set

Connection:
“Writers, I am noticing that many of you are so busy writing, and concentrating so hard on what you are writing about, that you are squishing all the letters together.”

Teach (modeling):
“I wrote my opinion about apples and grapes.” Read squished sample to the students and have “trouble” reading it. “This is difficult to read. I could make it easier to read if I split apart the words and showed each individual word. When I have one word, the letters are only a spaghetti space apart (demonstrate). When I am ready to start a new word, I need a bigger space—a meatball space—to show that I’m finished with one word and starting the next word. Here I have a meatball spacer (show stick) that will help me make spaces between my words.” Rewrite sentence and model using the meatball space stick. Reread sentence. “That is much easier to read.”

Active Engagement (guided practice):
Pass out set of space tools. “Writers, these space tools (meatball spacers) will now be available during writing time for you to use if you have a hard time putting spaces between your words. We are going to practice using them. I am going to add to my story. Each time we need a space I want you to hold up your stick and ‘put’ the space in before the next word starts.”
Write: “Apples are crunchy.” The students use their space tools in the air between each word.

Bridge to Independent Practice:
“Writers, today you will make sure you put spaces between your words so that you and others can read your opinions. Please use the new tools to make putting spaces in easier and more fun.”

Closure:
Bring students together and show writing samples that have used spaces between the words, especially of those you saw using the new writing tool.

Reflection:

Resources & References: (adapted from, acknowledgments)
Portland Public Schools
Opinion—(Lesson 6) Class Opinion Book

Minilesson Teaching Point:
Students will name a book and express an opinion about it.

Standard(s):
W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is ...).
W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Materials:
• Two books that the students are familiar with, to use for modeling. Plaidypus Lost, by Janet Stevens and Susan Stevens Crummel, and Bear Snores On, by Karma Wilson are used in this example.
• A small collection of books. Eric Carle is used in the example, but any set of books the students are familiar with will work.
• Sentence strips from previous Opinion lessons (for reference)
• Writing paper, at least one page per student (choose any template from the Teacher Resources section of this binder)

Connection:
“Writers, we have learned that an opinion is the way you think or feel about something. We have shared our opinions about our favorite things to do, and about what foods we like and do not like. Today we will express our opinions about books we have read this year.”

Teach (modeling):
“Writers, we have been talking about all kinds of favorites. That has me thinking about all the books we’ve been reading this year.” Hold up Plaidypus Lost and Bear Snores On. “I’m thinking about Plaidypus Lost and Bear Snores On. In Plaidypus Lost, I like how the little girl keeps losing Plaidypus and finding him again. In Bear Snores On, I like how Bear keeps sleeping while his friends have a party. I like them both, but I think I like Bear Snores On best.”

“Today I’m going to use some special paper to write my opinion about the book. I’ll write, “I like Bear Snores On.” Model copying “I like” from the sentence strip and copying the title from the book. “I could draw a picture of the cover but I think I will draw a picture of my favorite page.” Sketch out the picture. “I will go back and finish my illustration later.”

Note: Different books are used for modeling than for Active Engagement so that students come up with their own opinions about their favorite book rather than copying the teacher.

Active Engagement (guided practice):
“Now, writers, we are going to look at these books by Eric Carle that we have read this year. As I show you each book I want you to recall what happened in the story, something you liked or something you remember.” Hold up each book one at a time, and call on a few individuals to share what they remember.

“Tell yourself which book, in your opinion, is your favorite. Then, make a picture in your head of what you will draw from the story.” Have kids turn and tell their partner which book they like best, referring to the sentence frames.

Bridge to Independent Practice:
“Writers, today we will be making a class book about our favorite Eric Carle books. You will make a page for the book by writing your opinion on this special writing paper. Make sure you use spaces between your words and copy the title from the book so that your writing is readable to others.”

Closure:
“Writers, before you clean up today, please share your writing with a partner.” As they finish, collect student writing to publish as a class book, remembering to celebrate the new work with a read aloud or other publishing celebration when it is finished.
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Opinion (Lesson 7) Word Boundaries: Appropriate Spacing Between Letters and Words

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<tr>
<th>Minilesson Teaching Point:</th>
<th>Leaving appropriate space between letters and words when writing.</th>
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<tbody>
<tr>
<td>Standard(s):</td>
<td>W K.2.2 Write by moving from left to right and from top to bottom.</td>
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| Materials:                | • Chart paper (or whiteboard, document camera, overhead) |
|                          | • Copies of selected Student Writing Sample |
|                          | • Copies of Teacher Writing Sample (i.e. sentence from morning message or create your own) |
|                          | • Pencils |
|                          | • Writers’ Folders or Notebooks |
|                          | • Highlighters (optional) |

| Connection:              | “As writers, it’s important to leave spaces between words to let the reader know where a word begins or ends. This makes it easier for the reader to read your writing. Today, we’re going to look for space between words using a classmate’s piece of writing.” |

| Teach (modeling):        | Select Student Writing Sample to share using the document camera. Have the author read the sample to the class. Based on selected sample, have students notice spacing between words. |

| Active Engagement (guided practice): | “Writers, talk about what you noticed about your classmate’s writing. Are the letters in the words close together? Is there space between words? Does the spacing help you read the work?” Students turn and talk. |

| Bridge to Independent Practice: | Today, writers, look at your own writing and check the spacing. Make sure the letters in each word are close together and there is space between words (highlighters optional). |

| Closure:                   | “Writers, we need spaces between each word so we can tell where one word stops and another begins. This makes it easier for the reader to read your writing.” Choose several students to show their writing who are using appropriate spacing. |

| Reflection:                | |

| Resources & References: | (adapted from, acknowledgments) Portland Public Schools |
## End of Unit Checklist: Opinion

**Marking Key:**
- X = Independently
- / = With Support
- — = Not Yet

**Demonstrating:**

### STUDENTS

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