

OPINION WRITING

WEEK ONE

Day	Big Idea	Mini Lesson Focus	Standards	Mentor Texts:
1	I CAN WRITE OPINION PIECES ON TOPICS OR TEXTS.	Brainstorm and Organize: I can brainstorm ideas. I can state my opinion.	TEKS: 2.17A, 2.20 3.17A, 3.21 CC: W2.1, W2.8 W3.1, W3.1A, W3.4	Hey Little Ant by Phillip and Hannah Hoose
2		Write: I can write opinion pieces.	TEKS: 2.17B, 2.20, 3.17B, 3.21 CC: W2.1 W3.1A, W3.1B, W3.4	
3		Revise: I can provide a concluding statement.	TEKS: 2.17C, 2.20, 3.17C, 3.21 CC: W3.1D, W3.5	
4		Edit: I can use linking words to connect opinions and reasons.	TEKS: 2.17D, 2.20, 3.17D, 3.21 CC: W3.1C, W3.5	
5		Publish: I can publish a final copy of my story.	TEKS: 2.17E, 2.20, 3.17E, 3.21 CC: W2.6, W3.6	

OPINION WRITING

WEEK TWO

Day	Big Idea	Mini Lesson Focus	Standards	Mentor Texts:
6	I CAN WRITE OPINION PIECES.	Brainstorm and Organize: I can brainstorm ideas. I can state my opinion.	TEKS: 2.17A, 2.20 3.17A, 3.21 CC: W2.1, W2.8 W3.1, W3.1A, W3.4	The Perfect Pet by Margie Palatini
7		Write: I can write opinion pieces.	TEKS: 2.17B, 2.20, 3.17B, 3.21 CC: W2.1 W3.1A, W3.1B, W3.4	Red is Best by Kathy Stinson I Wanna Iguana by Karent Orloff
8		Revise: I can provide a concluding statement.	TEKS: 2.17C, 2.20, 3.17C, 3.21 CC: W3.1D, W3.5	Have I Got a Book For You! by Melanie Watt
9		Edit: I can use linking words to connect opinions and reasons.	TEKS: 2.17D, 2.20, 3.17D, 3.21 CC: W3.1C, W3.5	I Don't Want to Be a Frog by Dev Petty
10		Publish: I can publish a final copy of my story.	TEKS: 2.17E, 2.20, 3.17E, 3.21 CC: W2.6, W3.6	

OPINION WRITING

WEEK THREE & FOUR

Day	Big Idea	Mini Lesson Focus	Standards	Mentor Texts:
11	I CAN WRITE OPINION PIECES ON TOPICS OR TEXTS.	Write: I can support my reasons with evidence from the text.	TEKS: 2.17A, 2.20 3.17A, 3.21 CC: W.2.1, W.2.8 W.3.1, W.3.1A, W.3.4 Letter Writing TEKS: 2.19B, 3.20B Literary Writing TEKS: 2.19C, 3.20C	Any current classroom texts.
12		Write: I can add strong textual evidence to support an opinion about a text.	TEKS: 2.17B, 2.20, 3.17B, 3.21 CC: W.2.1 W.3.1A, W.3.1B, W.3.4	
13-17		Write: I can respond to literature by creating opinions about a text.	TEKS: 2.17C, 2.20, 3.17C, 3.21 CC: W.3.1D, W.3.5	
18		Write: I can use a letter format to write book recommendations.	TEKS: 2.17D, 2.20, 3.17D, 3.21 CC: W.3.1C, W.3.5	
19-20		Write: I can write book recommendations.	TEKS: 2.17E, 2.20, 3.17E, 3.21 CC: W.2.6, W.3.6	

Week 1: Hey Little Ant

Hey, Little ANT

Close Editing for this week:

FIRST READ	The story's main character. I predicted where and why he/she was going.
BLUE	Capital Letters
PINK	Punctuation Marks
YELLOW	
ORANGE	

In my opinion, the kid should not step on the ant. The ant deserves to live another day!

FEED THE ANTS!

Handwritten notes on sticky notes:

- In my opinion, the kid should not step on the ant. The ant deserves to live another day!
- The kid is not being respectful with bugs.
- The kid is not being kind.
- The kid is not being polite at the party.
- Walk a good way.



FORMING AN OPINION

TEAM ANT

TEAM KID

Handwritten notes on sticky notes:

- Why is the kid? It can bite you!
- I don't like ants. They are gross. I don't want to be squished like you!
- I wish the boy would step on it because the ant is so gross!
- I wish the boy would step on it because the ant is so gross!

TEAM: kid

I believe the kid should step on the ant.

To start, ants bite! Have you ever been bit? It hurts so bad!

In addition, ants get in your house and eat your food. GROSS!

Finally, if the kid doesn't step on it more will come! Do you want even more bugs around?!

To sum it up, the boy should squish it because ants are mean!



TEAM: ANT

In my opinion, the kid should not step on the ant. The ant deserves to live another day!

First of all, the ant was not bothering that boy! The ant was minding his own business, and he wasn't even on the kid!

Also, the ant has a job in his community! Therefore, he has other ants counting on him!

Most importantly, the ant is alive and breathing! The boy should respect the ant's life because he is so much different from the ant!

As you can see, I believe the boy should walk away and let the ant be!



Save the Bugs!

In each book, I believe that... I believe that... I believe that...

most delicious drink. That is why I think everyone should drink it!

I like playing with bats.

Sweet It!

Introduction Tell your reader why you feel about the topic.

REASON #1 Tell your reader why you feel that way.

REASON #2 Tell your reader why you feel that way.

REASON #3 Tell your reader why you feel that way.

CONCLUSION Tell your readers one more time about your opinion.

Handwritten notes on sticky notes:

- In my opinion, I think, I feel, I believe
- First, To start, To begin, First of all
- Second, Also, In addition, Next
- Finally, Lastly, Most important, One last reason

Week 1: Hey Little Ant

20 DAYS OF LESSON PLANS AND ACTIVITIES

Grade 2-3

WRITE On

Week 1:
Opinions with *Hey Little Ant*

By Amy Lemonski & Joyce Kilmer

OPINION WRITING

WEEK ONE

Day	Big Task	Mini-Lesson Topics	Activities	Mentor Texts:
1		Brainstorm, Organize, Write, Revise, and Publish	Read: <i>Hey Little Ant</i> (pp. 1-10)	
2	I CAN WRITE OPINION PIECES ON TOPICS OR TEXTS	Write: Introduction (topic)	Read: <i>Hey Little Ant</i> (pp. 11-15)	Hey Little Ant by Phillip and Hannah Lee
3		Write: Topic (provide a supporting statement)	Read: <i>Hey Little Ant</i> (pp. 16-20)	
4		Write: Conclusion (write a supporting statement and restate)	Read: <i>Hey Little Ant</i> (pp. 21-25)	
5		Write: I can publish and read my story	Read: <i>Hey Little Ant</i> (pp. 26-30)	

Brainstorming

FORMING AN OPINION

TEAM ANT TEAM KID

Teacher reads the book, students form opinions in favor of both characters using the chart. Students use their T-Chart to record brainstorming information.

Brainstorming

INTRODUCTION REASON #1 REASON #2

REASON #2 CONCLUSION

Writing

HEY, Little Ant

OR NOT

#1 #2 #3

In my opinion, the kid should not step on the ant. The ant deserves to be another day.

Students begin making their rough draft layered flipbooks. Students focus on the opening and reasons today.

Revising

Save the Bug!

Squish It! OR NOT!

Squish it! OR NOT! Use a fly swatter to squish weak conclusions.

Editing

FEED THE ANTS!

THE ANTS!

Feed the Ants! Students collect food for ants by matching opinions with their reasons.

Publishing

TEAM ANT

TEAM KID

Team Ant

Publishing

TEAM KID

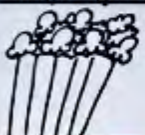
TEAM KID

Team Kid

Week 2: Salty or Sweet?

Also, if you ask your parents for a snack, will they hand you ice cream or crackers? Of course they will!

In conclusion, I believe everyone should choose salty over sweet! After all, don't you want to save your teeth and still get a yummy snack?



TOPIC: Chocolate vs Vanilla

CONCLUSION: As you can see, I believe chocolate is much more tasty than vanilla. Give me all the chocolate and I'm a happy girl!


TOPIC: The Best Sport

CONCLUSION: As you can see, I feel that soccer is the best sport ever played. If you the crowd and you'll feel the excitement!

TEAM

Imagine a table full of candy, ice cream, cake, pie, pudding, and other sweet treats! Doesn't it sound delicious?

In addition to being delicious, they are the perfect snack for a meal. You can enjoy them anytime, anywhere, and they will never get bored of them!



REASON #1: I would prefer to dip my fries in ketchup because it would give them a nice sour taste!

REASON #2: I would rather it rain chocolate or snow cotton candy!

because this therefore for example and



A food so good you'll put it right in your tummy because the taste is so very...

YUMMY!

Introduction: Imagine a table full of candy, ice cream, cake, pie, pudding, and other sweet treats! Doesn't it sound delicious?

Reason #1: the

TEAM OR SWEET?

Introduction: Imagine a table full of candy, ice cream, cake, pie, pudding, and other sweet treats! Doesn't it sound delicious?

Reason #1: In my opinion, sweet treats are the most tasty foods. They are just deli...

Close E

FIRST READ	reasons and why
BLUE	Capital Letters
PINK	Punctuation Marks
YELLOW	Spelling



SALTY snacks

smooth	chewy	delicious	milky
decadent	silky	soft	delightful
crunchy	cheesy	tasty	addicting
mouth-watering	crispy	loud	yummy



Week 2: Salty or Sweet?

20 DAYS OF LESSON PLANS AND ACTIVITIES

Grade 2-3

WRITE ON!

Week 2: Salty or Sweet?

By Amy Lemons & Robyn

OPINION WRITING

Week One

Day	Big Question	New Lesson Focus	Activities	Monitor Targets
6	I CAN WRITE OPINION PIECES	Brainstorm and organize 4 sort fragments ideas. I use note my opinion.	THE PERFECT PEANUT BUTTER SANDWICH I LOVE TO EAT PEANUT BUTTER SANDWICHES.	The Perfect Peanut Butter Sandwich
7		write 1 opinion with reasons.	THE PERFECT PEANUT BUTTER SANDWICH I LOVE TO EAT PEANUT BUTTER SANDWICHES.	Red is Red by Audrey Diamond
8		write 1 opinion provide a concluding statement	THE PERFECT PEANUT BUTTER SANDWICH I LOVE TO EAT PEANUT BUTTER SANDWICHES.	I Wanna Learn by Aileen Craft
9		add 1 opinion using detail to support opinion statements	THE PERFECT PEANUT BUTTER SANDWICH I LOVE TO EAT PEANUT BUTTER SANDWICHES.	Who I Got a Book For by Myra Cohn Liech
10		write 1 opinion with 2 reasons	THE PERFECT PEANUT BUTTER SANDWICH I LOVE TO EAT PEANUT BUTTER SANDWICHES.	I Don't Want to Be a Frog by Greg Palfy

Brainstorm

Sweet snacks

SALTY snacks

Taste Testing and Describing

Write

YUMMY!

Imagine a taste. Pick all kinds of candy, ice cream, chips, fruit, pudding, and other snack foods. Based on what you think, write an opinion. Write with the words "I think..."

To make snack bar- fold and glue edges together except for one side so there is an opening

Revise

TOPIC

CONCLUSION

TOPIC

CONCLUSION

TOPIC

CONCLUSION

Match the topic to the strong conclusion

Edit

Would You Rather? Students respond to the question with an opinion, linking word, and reason.

COULD YOU EAT 100 FRIES IN FIVE MINUTES OR BUTTER?

I would rather eat...

IT RAIN CHOCOLATE OR SNOW COTTON CANDY?

I would rather it can be...

Close Editing

Imagine a taste. Pick all kinds of candy, ice cream, chips, fruit, pudding, and other snack foods. Based on what you think, write an opinion. Write with the words "I think..."

TEAM OR SALT?

Team

OR

Salt

In my opinion, which team is the most salty foods. They are not dead!

FIRST READ

BLUE	Needs more
PINK	Published Plans
YELLOW	Needs

Students edit their writing so that it can be published tomorrow

Publish

TEAM SWEET

TEAM SALTY

Students either use the folded paper option or regular paper option to publish their writing

Publish

TEAM

Imagine a taste. Pick all kinds of candy, ice cream, chips, fruit, pudding, and other snack foods. Based on what you think, write an opinion. Write with the words "I think..."

Team

OR

Salt

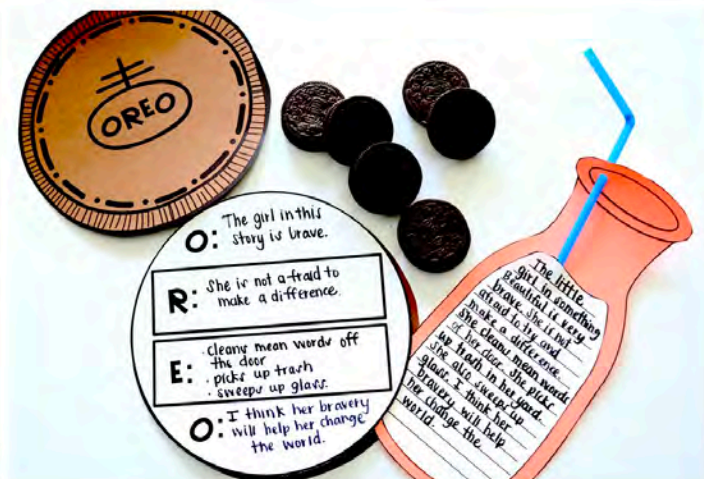
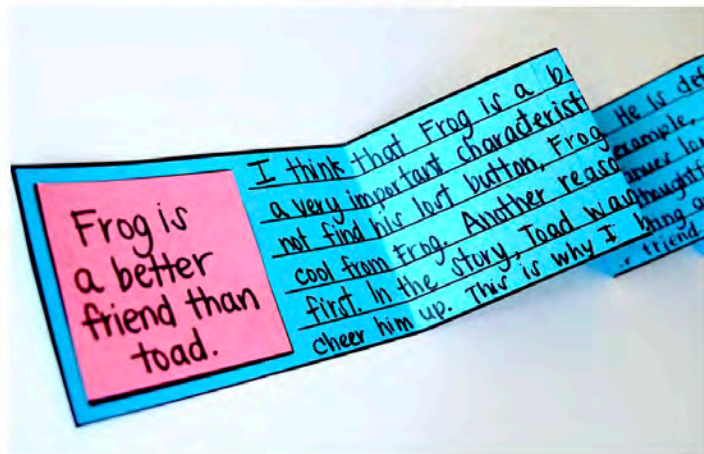
In my opinion, which team is the most salty foods. They are not dead!

FIRST READ

BLUE	Needs more
PINK	Published Plans
YELLOW	Needs

Students edit their writing so that it can be published tomorrow

Week 3 & 4: Response to Literature



Week 3 & 4: Response to Literature

20 DAYS OF LESSON PLANS AND ACTIVITIES

Grade 2-3

WRITE On

Week 3-4: PERSUASIVE WRITING WITH RESPONSE TO LITERATURE

By Amy Lemons & Hope King

OPINION WRITING

WEEK THREE & FOUR				
Day	Big Idea	Mini Lesson Focus	Standards	Mentor Texts:
11		Write: I can support my response with evidence from the text.	TEAO: 2.14, 2.17, 3.14, 3.21 CC: W.1, W.2, W.3, W.4, W.5 LAFS: W.1, W.2, W.3, W.4, W.5 LAFS: W.1, W.2, W.3, W.4, W.5	
12	I CAN WRITE OPINION PIECES ON TOPICS OR TEXTS.	Write: I can add strong verbal evidence to support an opinion about a text.	TEAO: 2.14, 2.17, 3.14, 3.21 CC: W.1, W.2, W.3, W.4, W.5	Any current classroom texts
13-17		Write: I can respond to literature by creating opinions about a text.	TEAO: 2.14, 2.17, 3.14, 3.21 CC: W.1, W.2, W.3, W.4, W.5	
18		Write: I can use a letter format to write book recommendations.	TEAO: 2.14, 2.17, 3.14, 3.21 CC: W.1, W.2, W.3, W.4, W.5	
19-20		Write: I can write book recommendations.	TEAO: 2.14, 2.17, 3.14, 3.21 CC: W.1, W.2, W.3, W.4, W.5	

Day One

OREO Strategy: The students use the OREO strategy to support their opinions about texts.

Day Two

Use this chart to write an example on chart paper. Use the color marker to match the step.

Day Two

The students write an opinion on a sticky note. Then they use the steps learned during today's lesson to expand their opinion.

Day 3-7

Write! The students respond to literature in their notebooks. To create: Cut out pages and staple together.

Day Eight

LETTER WRITING

date

GREETING

Body

CLOSING

Signature

ANCHOR CHART: MODEL WRITING A BOOK RECOMMENDATION TO A FRIEND IN A LETTER FORMAT. INTRODUCE AND LABEL EACH PART.

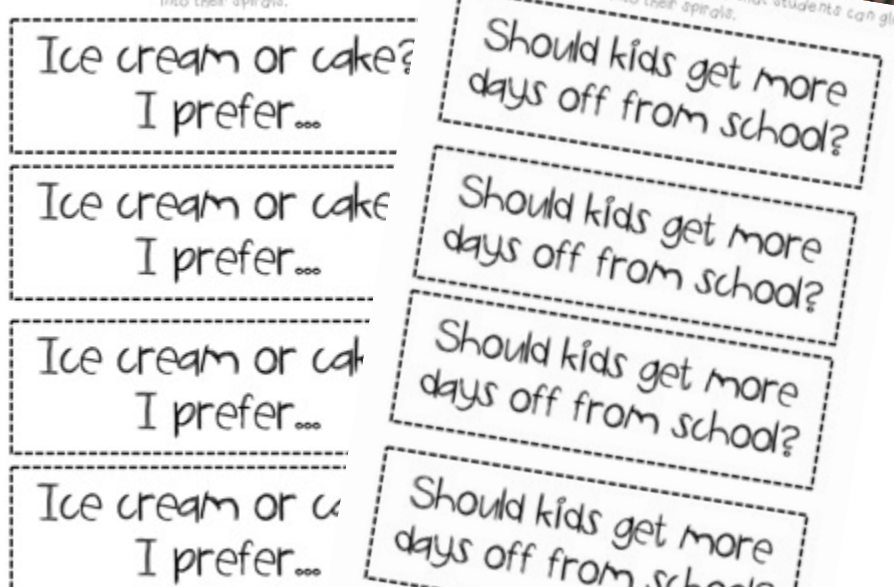
Day 9-10

The students will put their use of persuasive writing (using textual evidence as support) to work as they try and persuade classmates and teachers throughout your school to read specific books. They will also be practicing the parts of a friendly letter.

JOURNAL PROMPTS



18 prompts to display with 18 journal strips that match



Copy on white paper and cut apart so that students can glue into their spirals.

Copy on white paper and cut apart so that students can glue into their spirals.

