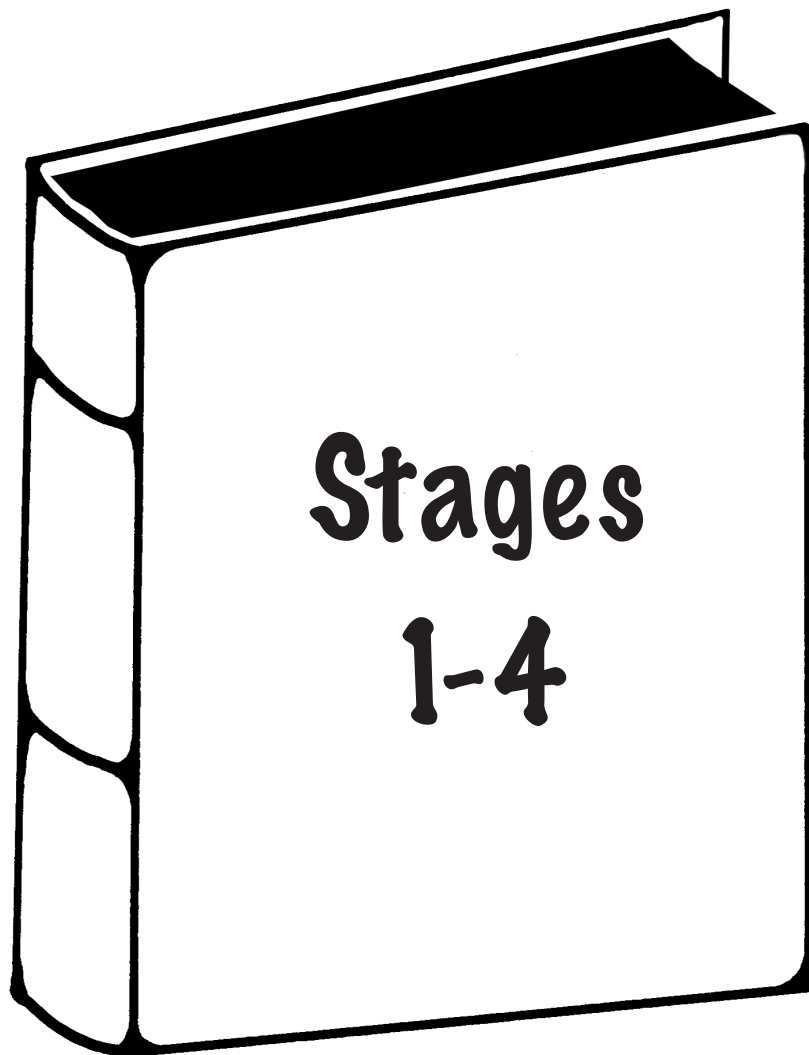


K-1

Opinion Writing about a Topic



Nancy Fetzer's Literacy Connections











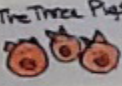





Phone (866) 698-9556

Fax (951) 698-7616

www.nancyfetzer.com

Opinion Writing: Brainstorming for Ideas

Purpose: Construct an "My Opinion" brainstorm chart to display a variety of student generated ideas for opinion writing.

|  book |  place |  animal |  toy |  food |  movie |
|---|--|---|--|--|--|
|  The Gingerbread Man |  ocean |  cat |  remote control car |  pizza |  Toy Story |
|  The Three Pigs |  woods |  elephant |  doll |  orange |  Little Nemo |
| | | |  football |  chicken | |

Stage One: Opinion Writing about a Topic

Purpose: Students not only verbalize their opinions, but can write them as well utilizing the “I like” book pages.

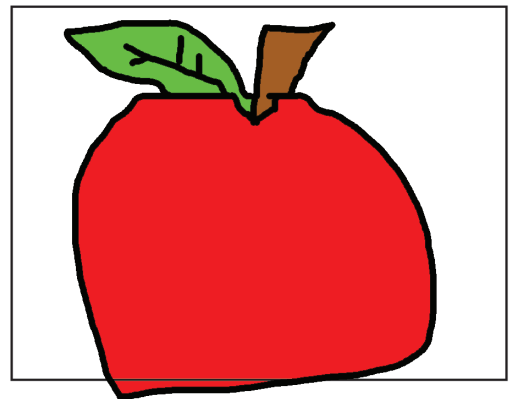
Directions: Duplicate ten-fifteen copies of the “I like” blackline master. Cut along the dotted lined to make three student “I like” books. Repeat this process to make a book for each student.

Activity: Each day, the teacher selects a topic for opinion writing. The teacher and students brainstorm ideas and post on the “I like” brainstorm chart. Next, the teacher models writing an “I like” opinion sentence. Finally, students go to their seats to write their “I like” opinion sentences (student sample below).

My Opinions

Name Mikey

I like



My Opinions

Name _____

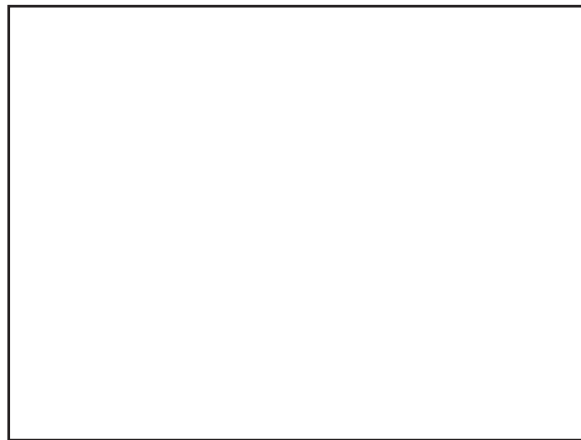
My Opinions

Name _____

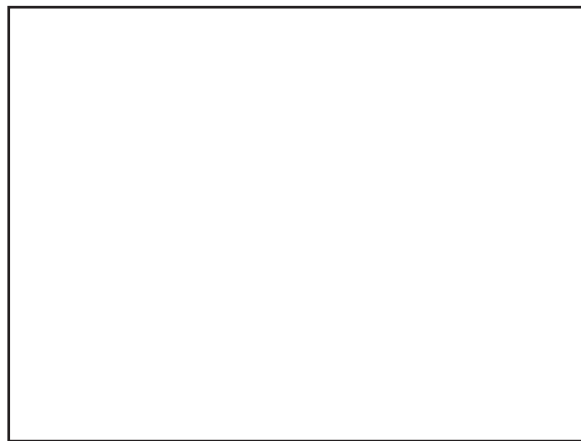
My Opinions

Name _____

I like



I like



I like



Stage Two: Opinion Writing about a Topic

Purpose: Students independently identify topics for their opinions. They then draw pictures of their topics, say their opinions, then write them down.

Directions: Make each student an opinion writing booklet. Duplicate 10 copies of the writing paper (blackline master on next page), cut them in half (on dotted line), then staple together.



I like jce

ornjs.

Blank writing area for the first section.

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

Blank writing area for the second section.

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

Stage Three: Opinion Writing about a Topic








Purpose: Students expand their opinion statements to include a reason.

Directions: Post the sliding sentence strip (see below), and pocket holder of reason charts for students to utilize when forming their opinions with reasons that are packed with flair and personality (voice).

Please note: There are seven reason cards (one for each sense, an emotion card, and an action card). The following page displays the cards with banks of interesting phrases students can use to write in their opinions.



Stage Three: Opinion Writing about a Topic

| | | | | | | |
|---|---|--|---|--|---|---|
|  <p>lip-smacking good make my taste buds dance salty savory flavor succulent and juicy moist and tender zesty, snappy kick rich and decadent tart and sour mouth-watering fruity flavor makes your lips pucker leaves your taste buds tingling crumbly and crunchy</p> |  <p>colorful like a rainbow big and shiny looks magical makes my eyes sparkle make my eyes pop</p> |  <p>fresh scently fragrance sweet aroma fragrant smell surrounds you buttery flavor floating to my nostrils</p> |  <p>upbeat, cheery tune soft purring sound harmonious soothing sound loud, booming noise sizzling, crackling sounds gentle soft sounds</p> |  <p>gooey sticky mess bumpy and rippled scaly and smooth spiky and prickly fluffy and warm furry and soft</p> |  <p>so scary your knees shake packed with wild and crazy fun fill your heart with happiness in an adventure escape to a new world feels like a close friend filled with hours of fun warm and cozy laugh your head off</p> |  <p>bobbly and wobbly action-packed fun can spin and twirl can't sit still</p> |
|---|---|--|---|--|---|---|

Stage Three: Opinion Writing about a Topic

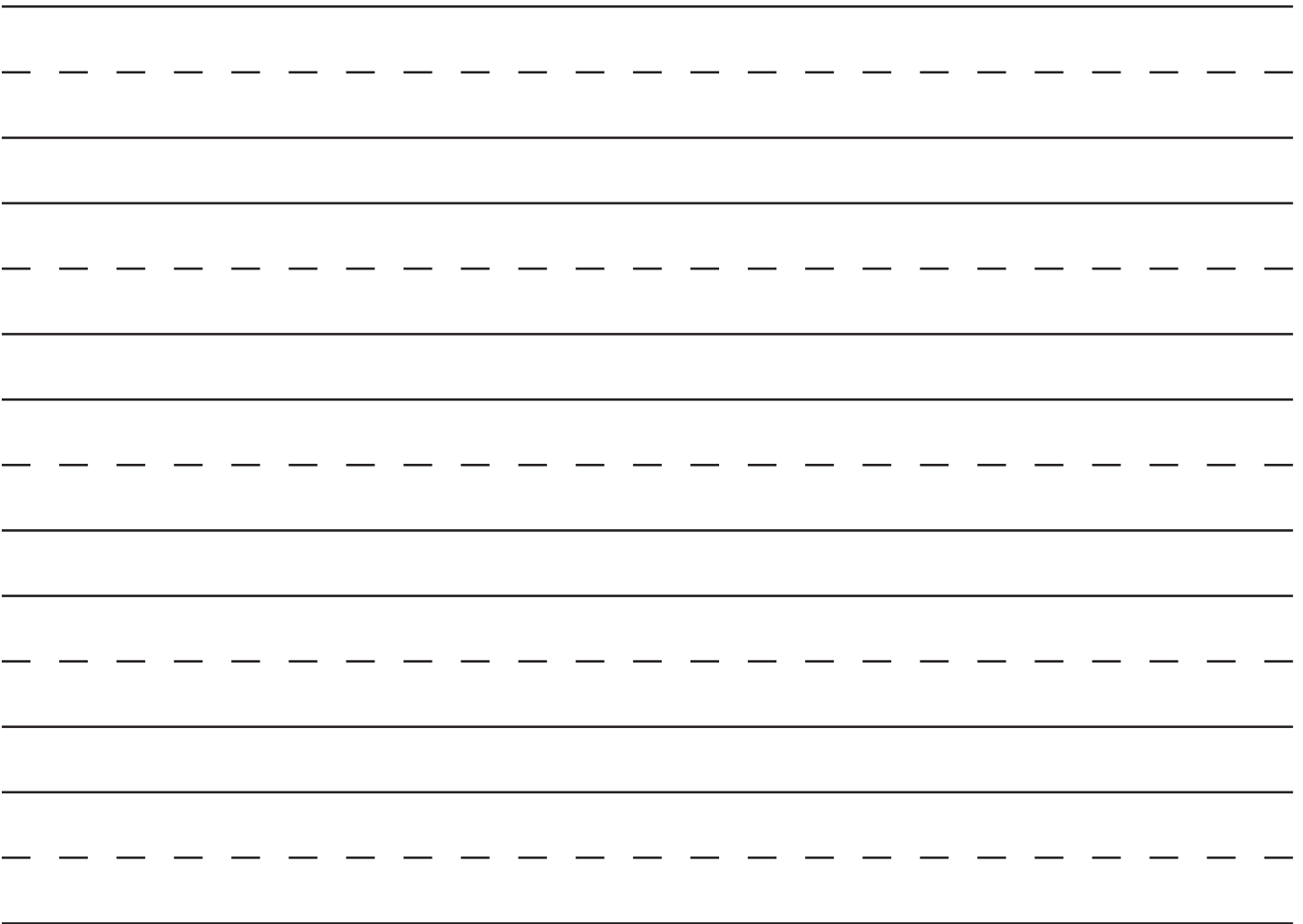
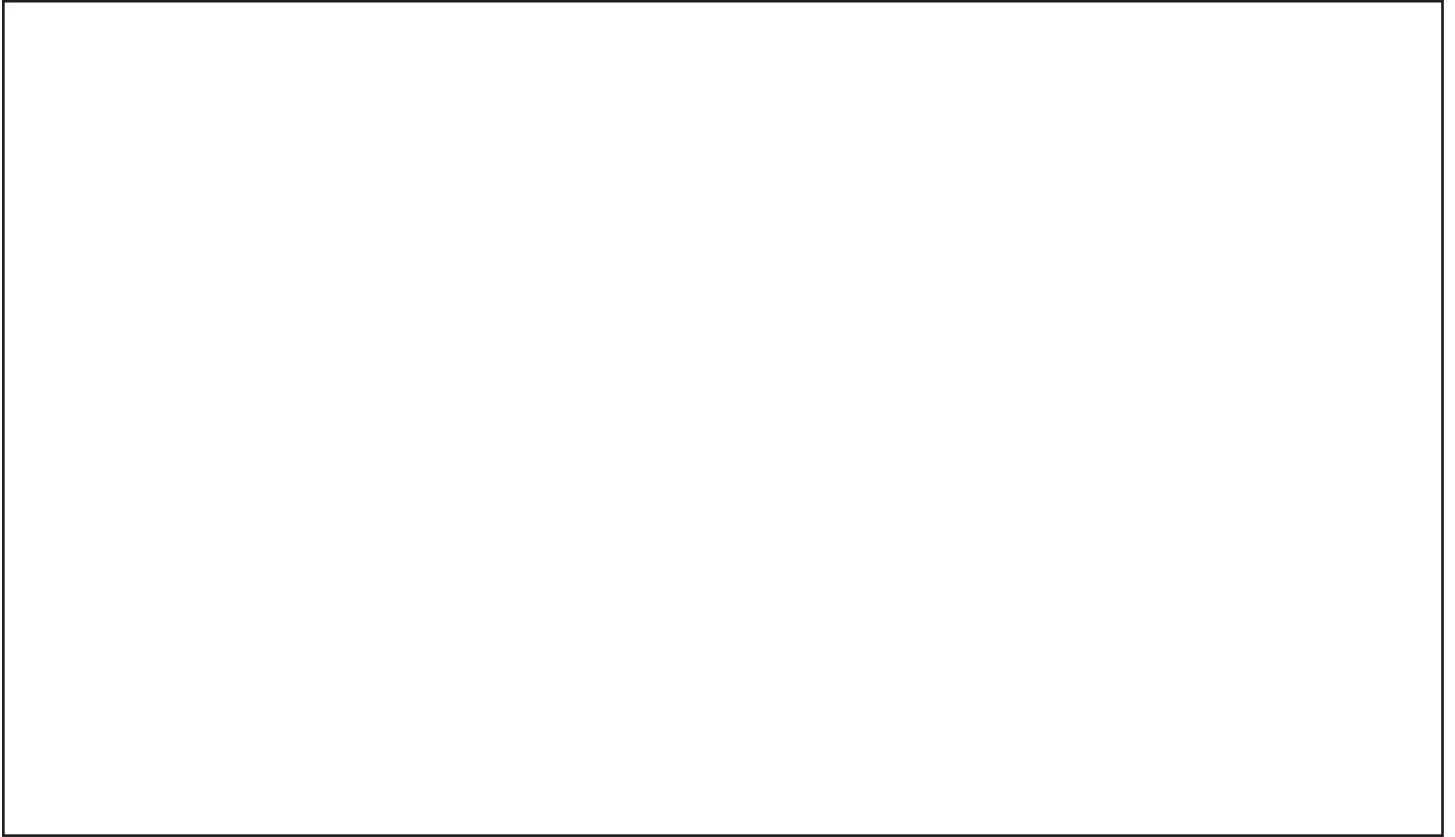


I like dance
because it felz like
u r a sprstr.

Purpose: Students independently write opinions that include reasons.




Directions: Make each student an opinion writing booklet. Duplicate 10 copies of the writing paper (blackline master on next page), then staple together.

Name: _____ Date: _____



Stage Four: Opinion Writing about a Topic

Purpose: Students independently fill-in their stage four organizers that include a topic sentence (opinion statement), two details (reasons that support their opinion), and a closing sentence (repeat opinion using different words).

| |
|--|
| In my opinion,  <u>best pets</u> . |
| <small>Tell what you think of the topic.</small> |
| To start , <u>Soft</u>  <u>blanket</u> . |
| <small>Choose: To start, To begin, First,</small> |
| Next ,  . |
| <small>Choose: Next, Also, Then,</small> |
| I think <u>dogs are osom</u> ! |
| <small>Repeat your opinion, but use different words.</small> |

| |
|--|
|  |
| <u>In my opinion, dogs are</u> <u>the best pets. To start, thay fel</u> <u>soft like a blanket. Next, thay</u> <u>ticl you wen thay lie yor fas.</u> <u>I think dogs are osom!</u> |

Name: _____ Date: _____

In my opinion, _____.

Tell what you think of the topic.

,

Choose:
To start,
To begin,
First,

.


,

Choose:
Next,
Also,
Then,

.

I think _____.

Repeat your opinion, but use different words.

[illegible]