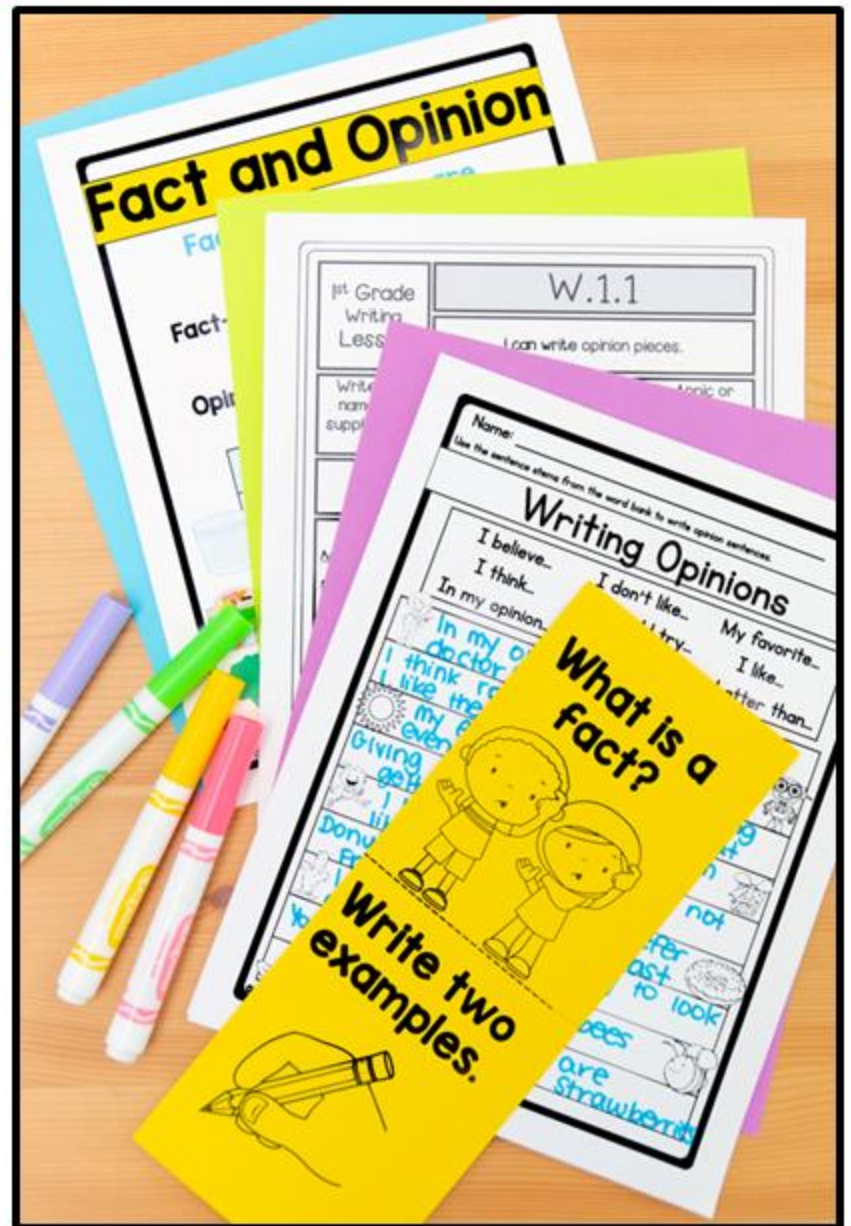


# 1st Grade Opinion Writing



# Common Core Aligned

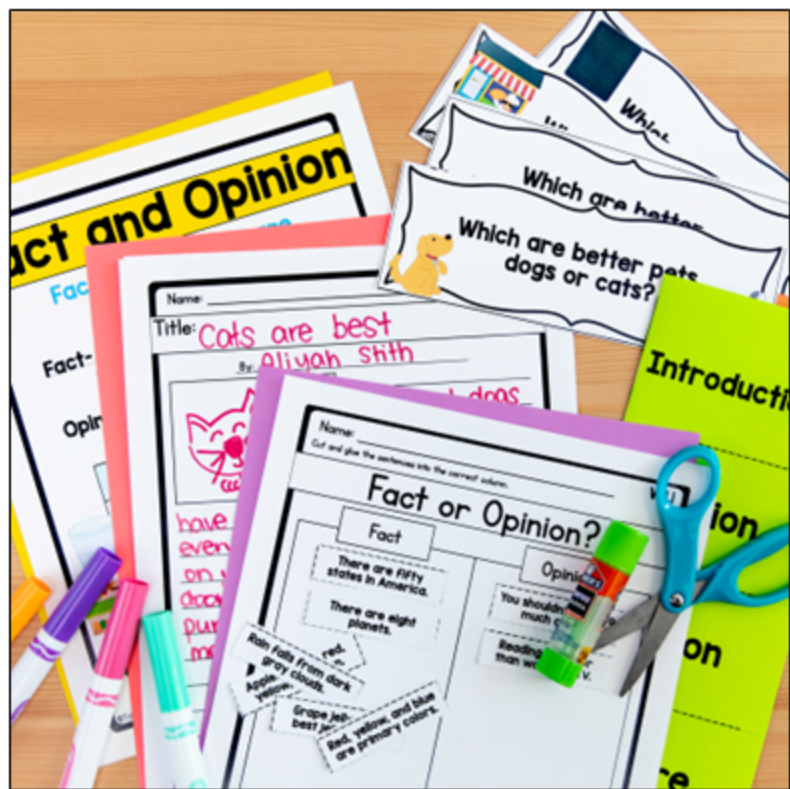
**W.1.1:** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

The image displays several educational tools for writing an opinion piece. On the left, a graphic organizer titled "Fact and Opinion" is partially visible, with sections for "Fact- Info pro" and "Opinion: Fe". In the center, another graphic organizer titled "Favorite Part" is shown, with a "W.1.1" label and a drawing of an open book. Below it, a completed opinion piece is shown, titled "Cats are best" by Aliyah Stith. The piece includes a drawing of a cat and the following text: "Cats and dogs are great pets, but cats are better. You don't have to take a cat out to walk every day and they don't jump on you when you come in the door. They make soothing purring sounds. Cats are the most delightful pets." To the right, a vertical stack of four yellow sticky notes is labeled "Introduction", "Opinion", "Reason", and "Closure". Several colorful markers (yellow, pink, green, purple) are scattered on the right side of the collage.

# How It's Structured

<b>Lessons</b>	<p>There are 10 lessons in this unit. These lessons will likely take more than one day to complete, so you can break them up over the course of one to three days. It all depends on how much time you have for writing. I suggest at least 10-15 minutes for your daily lesson, then 15-20 minutes+ for practice time.</p>
<b>Writing Prompts</b>	<p>These can be used throughout the unit as you see fit. They can be incorporated into daily writing, morning work, or used throughout the school year as cyclical practice.</p>
<b>Graphic Organizers</b>	<p>These can be used throughout the unit as you see fit, too. You can use them with your lessons if you need more or use them within your independent practice time.</p>
<b>Writing Papers</b>	<p>There are primary lined and regular lined paper. You can choose the paper you like best. Each one has THREE options: one with a large picture, one with a small picture, and one with no picture option.</p>
<b>Assessments</b>	<p>There is a student self-assessment included as well as a teacher rubric to use. Have the student complete the self-assessment before conferring about their pieces.</p>

# What Teachers Say...



**"Best resources on TPT! These are challenging, engaging, and fun! I love the simplicity of the plans and ease of implementation. I purchase every set I can, and my students are learning and growing so much!"**

**"This was perfect for me as I was new to teaching the grade level and not 100% sure of the standards. Great lessons, materials, and practice for students."**

**"This is a comprehensive resource that was PERFECT to use with my first graders. I loved that it started with reviewing/teaching fact and opinion before getting into the craft of writing an opinion piece."**

# Lesson #1: Fact or Opinion?

W.1.1 lesson 1 Continued

Materials: Opinions cards

Step 1: Group students together in groups of three. Give them each a set of fact cards. They must each write...

W.1.1

I can write opinion pieces.

Write opinion pieces in which they introduce the topic or name the book they are writing about, state their opinion, and supply a reason for the opinion.

Names: \_\_\_\_\_

Topic: \_\_\_\_\_

FACTS	OPINIONS

Opinions

Giving gifts is a great way to show people you care.

Some people call these prams, while others call them strollers.

Facts

Fact or Opinion?

Fact	Opinion
Blue skies are better than cloudy skies.	Rain falls from dark gray clouds.
Apples can be red, yellow, or green.	Reading is better than watching TV.
There are eight planets.	You shouldn't eat too much candy.
	Red, yellow, and blue are primary colors.
	Grape jelly is the best jelly to eat.
	There are fifty states in America.

What is a fact?

Write two examples.

breakfast

new friends

# Lesson #2: Structure

**Opinion Writing**

There are 4 pieces to an opinion writing piece.

<b>Introduction to Topic</b>	Author tells the reader why topic or book they will be discussing. Introduction should catch the reader's attention.
<b>Opinion</b>	Author gives his or her opinion on the topic that was introduced.
<b>Reason(s)</b>	Author repeats opinion to support the reason. Given reason to the reader.
<b>Closure</b>	Author repeats opinion to close the piece.

**Sense of Closure**

**Supplying Reason**

**Introduction**

**Opinion**

**Reason**

**Closure**

**Stand Up- Hand Up- Pair Up Question 1:**  
Why are introductions important in an opinion piece?

**Stand Up- Hand Up- Pair Up Question 2:**  
Why do you need to state your opinion?

**Watermelon is the best fruit because it is sweet and juicy. You should go try watermelon.**

**This is why I think the swans are the best thing at the park.**

**In my opinion, I think I only have ten minutes to do my homework a night.**

**Now, I hope you will all wear mittens from now on.**

**Lesson 2 Continued**

**W.1.1**

**1st Grade Writing Lesson**

**W.1.1**

I can write opinion pieces.

Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

**Suggested Mentor Texts?**

**FOCUS: OPINION WRITING**

Don't Let Pigeon Drive the Bus! By: Mo Willems	I Wanna Iguana By: Karen Kaufman Orloff
My Teacher for President By: Kay Winters	The Perfect Pet By: Margie Palatini
I Wanna New Room By: Karen Kaufman Orloff	Click, Clack, Moo By: Doreen Cronin
The True Story of the Three Little Pigs By: Jon Scieszka	The Day the Crayons Quit By: Drew Daywalt

**Materials:**

**Stand Up- Hand Up- Pair Up**

# Lesson #3: Stating Opinions

**Opinion Stems**  
Ways to start an opinion statement

- I think...
- I feel that...
- I believe...
- ...my opinion,
- I don't like...
- You should read...
- My favorite...
- I prefer...
- You should try...
- ...best thing about...
- ...than ...

**Writing Opinions**

Name: \_\_\_\_\_

Use the sentence stems from the word bank to write opinion sentences.

I believe... I don't like... My favorite...  
I think... You should try... I like...  
In my opinion... I prefer... ...is better

**1st Grade Writing Lesson**

**W.1.1**

I can write opinion pieces.

Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

**Focus:**  
Stating an Opinion

**LESSON 3**

**Activities to Teach:**

**Step 1:** Teacher will introduce opinion writing stems. These can be made with a class-made anchor chart on butcher or anchor chart paper. Or you can display the mini poster given below with sample sentence stems.

**Step 2:** Students will stand up around the room and focus on the teacher. Teacher will show one picture at a time on the board or under the document camera. They will Mix-Pair-Share around the room to share their opinion on each picture. They must use one of the sentence stems from the poster.

**Sample Sentences:**

- The best part of my day is when the bus shows up.
- Taking a bath is better than taking a shower.

**Other materials visible:**

- Lesson 3 Continued
- Materials:
- 1st Grade Writing Lesson
- W.1.1
- I can write opinion pieces.
- Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- Focus: Stating an Opinion
- LESSON 3
- Activities to Teach:
- Step 1: Teacher will introduce opinion writing stems. These can be made with a class-made anchor chart on butcher or anchor chart paper. Or you can display the mini poster given below with sample sentence stems.
- Step 2: Students will stand up around the room and focus on the teacher. Teacher will show one picture at a time on the board or under the document camera. They will Mix-Pair-Share around the room to share their opinion on each picture. They must use one of the sentence stems from the poster.

# Lesson #4: Reasons

**Supplying a Reason**

Always support your opinion with at least one reason. Think of the word **because** when trying to support your opinion.

**because**

You can use the word **because** or you can leave it out. Whether it is written or not, your reasons should always support your opinion.

I like the winter. This is **because** I can play in the snow.

I think basketball is the best sport. One reason is **because** I'm really good at it.

Pizza is my favorite food. It tastes **because** it's delicious.

The best fruit to eat is **because** it's healthy.

I would rather fly than drive.

Flying in a plane is faster than driving a car.

...this is **because** he lets us have extra recess.

**My favorite restaurant is McDonald's.**

**The best type of cake is chocolate cake.**

**I believe that all kids should be able to go to Disney World for free.**

**Supplying Reasons**

Name: \_\_\_\_\_

Write an opinion in the middle, then write as many reasons as you can surrounding it.

Opinion: \_\_\_\_\_

**W.1.1** Lesson 4 Continue

pair up with partner, then share. They will share one possible reason to support the opinion given.

Step 4: Students will work with reasons.

**W.1.1**

I can write opinion pieces.

Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

Focus: Supplying a Reason

**LESSON 4**

Activities to Teach

Step 1: Introduce reasons to students. Remind them of the opinions they just learned about and ask them how they can convince someone of these opinions. Create an anchor chart with your class about supplying reasons OR display mini poster given and discuss.

Step 2: Teacher will read about a strong mentor text from the list given in Lesson 2. During the story, stop and ask the students to identify the character's opinion at the beginning. Then, throughout the story, ask them to discuss with a partner any reasons they can find that support that opinion.

Materials:

Materials:

# Lesson #5: Introductions

**W.1.1 Lesson 5 Continued**

Students will mix up around the room, pair up with a partner, and share their answers. They must create introduction sentences and share with their partner. Example: the first could be "Many families have pet their house". Don't forget to model and show the students how to simply introduce their topic.

**Step 4: Students**

**W.1.1**  
I can write opinion pieces.

Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

**Focus:**  
Strong Introductions

**LESSON 5**

**Wishes to Teach:**

Step 1: Now that students have worked on stating opinions and making sure that they can give a reason to support their opinion, we will work backwards and work on introductions. First, you will create an anchor chart with four students about strong introductions, or display the anchor poster given and discuss.

Step 2: Students will work with partners to read sentences and decide if they are opinion statements or introductions to topics. They will draw one sentence card at a time and read them aloud to their partners. Then, they will set the cards under the correct category of opinion statements or topic introduction.

Step 3: Start by modeling topic introduction sentences. Students will stand up and spread around the room to start a game of Mix-Pair-Share. The teacher will give one topic at a time by showing a picture card on the board under a camera. After the topic is given, the

**Introducing Topics**

In opinion writing, introduction are very important.

They can:

- introduce reader to topic
- introduce reader to text
- state the topic you're about to share an opinion about

**Tonic**

**Opinion Statement**

**Statement**

**I do not feel that kids should have homework at night.**

**Homework is work that kids take home to do at home.**

**This sentence comes before opinion.**

**There are four seasons. Fall is my favorite season.**

**Kids can be responsible by doing chores.**

**My least favorite chore, the...**

**There are many things to do at the park.**

**In my opinion, the best thing to do is swing on the swings.**

**Writing Introduction**

Name: \_\_\_\_\_

Write a topic introduction for each picture shown.

**Illustrations:**

- A girl with a dog
- Grapes
- A girl at a desk
- A trash can
- A swing set

# Lesson #6: Closures

**Reasons Topic Conclusion**

**Strong Conclusion**

**Strong Conclusion**

**Writing Conclusion**

**Strong Conclusion**

**That's why I would like to be the president.**

**As you can see, pizza should be served during Thanksgiving.**

**The conclusion comes at the end.**

**To wrap it all up... Now you know why...**

**W.1.1** Lesson 6 Continuation

**W.1.1** I can write opinion pieces.

**W.1.1** Write opinion pieces in which they introduce the topic or name the book they are writing about, state their opinion, and supply a reason for the opinion, and use a closing.

**Focus: Strong Closure**

**LESSON 6**

**Activities to Teach:**

**Step 1:** Students have worked on stating an opinion, giving a reason to support it, and worked on introductions. Now it's time for conclusions. First, you will create an anchor chart for students about strong conclusions, or display a poster given and discuss.

**Step 2:** Gather a collection of Opinion pieces from the local library or your classroom library. Read the final three pages from each of the pieces in the class. Students will turn and talk to the partner about how the author or narrator concludes what they've talked about (needs to be done before). Teacher will facilitate the discussion as the topic is concluded to the reader.

**Step 3:** Students will work with partners to read and decide if they are reasons or conclusions.

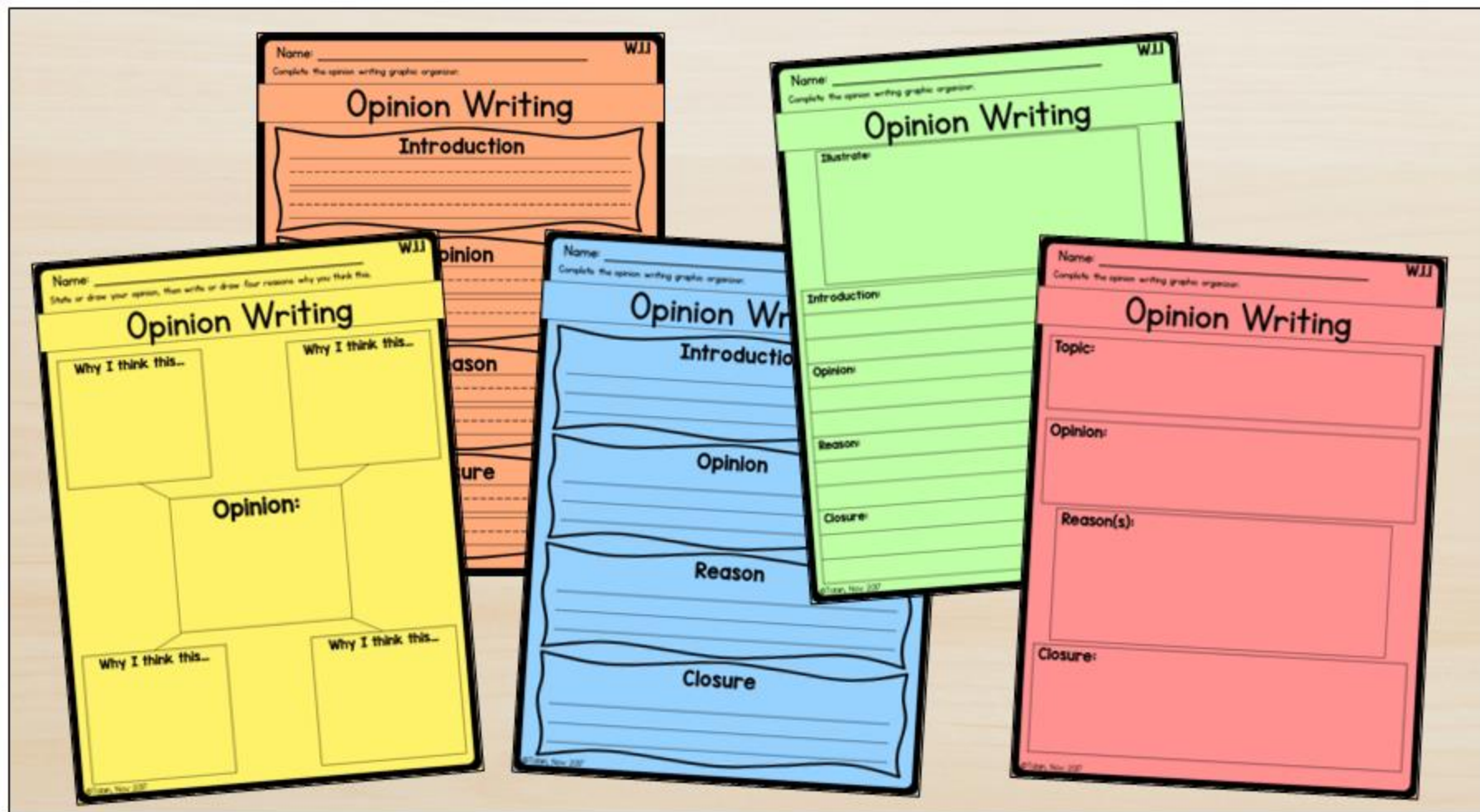
**Name:** \_\_\_\_\_  
Write a topic conclusion for each picture shown.


**Strong Conclusion**

**Strong Conclusion**

# Graphic Organizers

You're also provided with **graphic organizers** that you can pull from and use for any narrative writing activity.



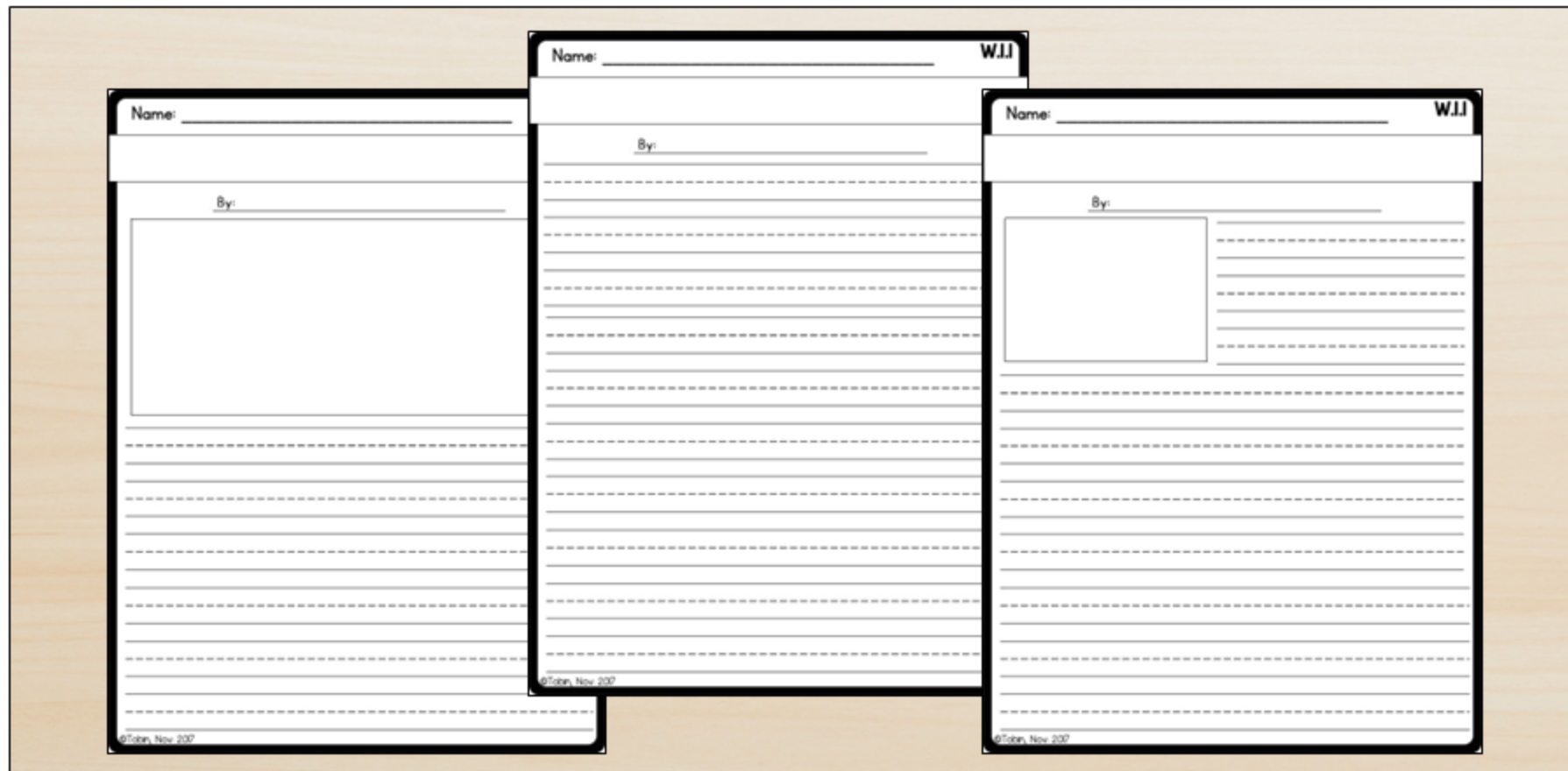
# Writing Prompts

You're also provided with **prompts** that will help give students practice.



# Writing Papers

You're also provided with **writing papers** that you can pull from and use for any narrative writing activity. It includes primary writing lines, plus three options of illustration box sizes.



# Practice Writing Lessons

After the scaffolded lesson plans, there are extra lessons that gives students a guided practice through their writing. The teacher will guide them through a prewrite and drafting.

This panel shows writing materials for the prompt "What is the best part of the school day?". It includes a "W.1.1" standard card, an "Opinion Writing" overview card, a "Brainstorming Page" with the question "What is the best part of the school day?", a "The Best Part" writing template with sections for Introduction, Opinion, Reason, and Closure, and a "Prompt #1" card with an illustration of a school building.

This panel shows writing materials for the prompt "Would you rather be a lion or a giraffe?". It includes a "W.1.1" standard card, an "Opinion Writing" overview card, a "Brainstorming Page" with the question "Would you rather be a lion or a giraffe?", a "Lion or Giraffe?" writing template with sections for Introduction, Opinion, Reason, and Closure, and a "Prompt #2" card with illustrations of a giraffe and a lion.

This panel shows writing materials for the prompt "Which is better: cake or ice cream?". It includes a "W.1.1" standard card, an "Opinion Writing" overview card, a "Brainstorming Page" with the question "Which is better: cake or ice cream?", a "Cake or Ice Cream?" writing template with sections for Introduction, Opinion, Reason, and Closure, and a "Prompt #3" card with illustrations of a chocolate cake and an ice cream cone.

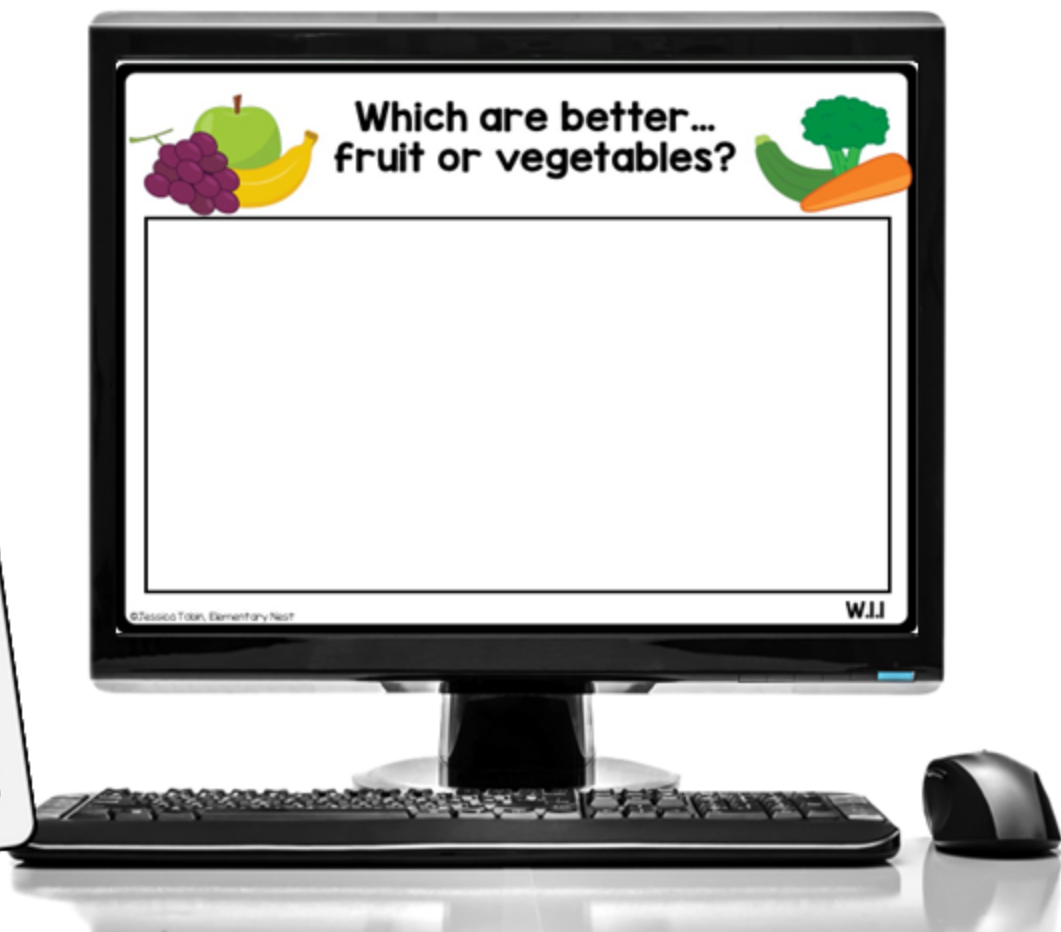
This panel shows writing materials for the prompt "What was your favorite part of the book?". It includes a "W.1.1" standard card, an "Opinion Writing" overview card, a "Brainstorming Page" with the question "What was your favorite part of the book?", a "Favorite Part" writing template with sections for Introduction, Opinion, Reason, and Closure, and a "Prompt #4" card with an illustration of an open book with question marks on the pages.



# Digital Conversions

4 pieces of this writing unit have been converted into digital options. The passages and graphic organizers now come in Google Slides.

- Graphic organizers
- Self-assessment
- Prompts
- Writing papers

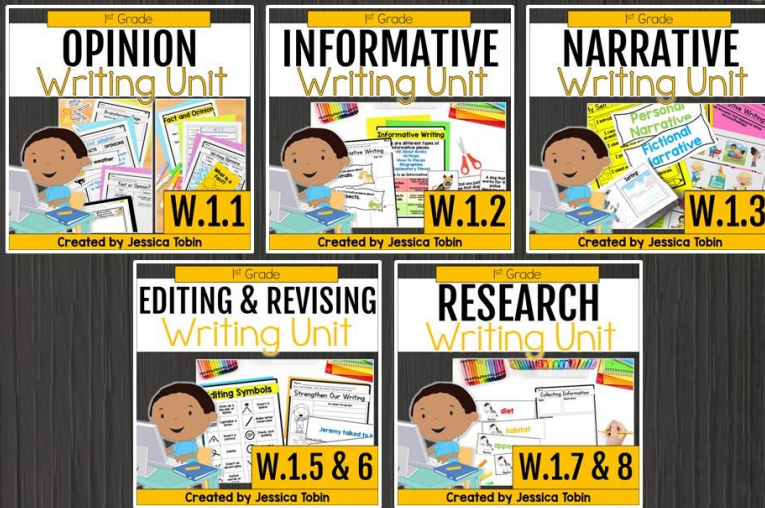


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