

Common Core Aligned

W.2.1: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section."

The image displays several educational resources for teaching opinion writing to second graders. A prominent yellow banner at the top left reads "Opinion Writing". Below it is a worksheet titled "Opinion Writing" with sections for "Introduction to Topic", "Opinion", "Reasons", and "Conclusion". To the right is a "2nd Grade Writing Lesson" page for W.2.1, which includes the standard text: "Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because and also) to connect opinion and reasons, and provide a concluding statement or section." Below this is a "Focus: Structure of an Opinion Piece" section and a "LESSON" section with three steps. Step 1 involves reading a mentor text and showing an opinion throughout. Step 2 involves creating an anchor chart. Step 3 involves a cooperative learning activity called "Stand Up-Hands Up-Pair Up". To the right of the lesson page is a "Rainy Days" graphic organizer for W.2.1, featuring a drawing of a child under a colorful umbrella and a cloud with raindrops. The graphic organizer has sections for "Introduction", "Opinion", and "Reasons". A yellow banner at the bottom right reads "Opinion Writing Piece".

How It's Structured

Lessons	<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.</p> <p>I suggest at least 10-15 minutes for your daily lesson, then 15-20 minutes+ for practice time.</p>
Writing Prompts	<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>
Graphic Organizers	<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>
Writing Papers	<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>
Assessments	<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...



“My students loved these questions to start their paragraph writing during our opinion writing unit. There is something for everyone! Great resource!”

“I love Jessica’s resources. They always include great detail and easily to follow plans. They have great practice activities that keep all students engaged!”

“My 2nd Graders loved working with this unit! it is just what they needed this year to help them truly understand what we were doing. We all had so much fun! Great resource!”

“We absolutely love this product!! I love how it teaches each piece of an opinion writing piece for a whole week or more and has multiple different activities for students to learn more about each part.”

Lesson #1: Structure

Suggested Mentor Text

FOCUS: OPINION WRITING

Hey Little Ant By: Phillip and Hannah Hoose	I Don't Want to Be A Frog By: Dev Petty
My Teacher for President By: Kay Winters	The Perfect Pet By: Margie Palatini
I Wanna New Room By: Karen Kaufman Orloff	I Wanna Iguana By: Karen Kaufman Orloff
The True Story of the Three Little Pigs By: Jon Scieszka	The Day the Crayons Quit By: Drew Daywalt
Red is Best By: Kathy Stinson	Earrings By: Judith Vorst
Don't Let Pigeon Drive the Bus! By: Mo Willems	Click, Clack, Moo By: Doreen Cronin

Opinion Writing

There are 4 pieces to an opinion writing piece.

Introduction to Topic	Author tells the reader what topic or book they will be discussing. Introduction should catch the reader's attention.
Opinion	Author gives his or her opinion on the topic that was just introduced.
Reasons	Author gives two or more reasons to support the opinion just stated. Reasons should try to convince the reader.
Closure	Author presents opinion to wrap up the piece. Something to leave the reader with.

W.2.1

2nd Grade Writing Lesson

I can write opinion pieces.

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and) to connect opinion and reasons, and provide a concluding statement or section.

Focus: Structure of an Opinion Piece

Materials:

Activities to Teach:

Step 1: Teacher will read about a frog and show an opinion throughout. (Read The Perfect Pet, Don't Let Pigeon Drive the Bus, I Wanna New Room, etc.)

Step 2: Create an anchor chart (large sheet of anchor chart paper given and discuss opinion within it).

Step 3: Students will stand up and actively called Stand Up-Hand Up and put their hands in a circle around the room with 4 dots. "Stand Up" students will...

Step 4: Students will work with partners to each complete a food and snip flip book. The food and snip flip book is a simple hot-dog-foiled book with one cut down the middle on each side. Under the four...

Step 5: Students will work with a partner to each complete a food and snip flip book. The food and snip flip book is a simple hot-dog-foiled book with one cut down the middle on each side. Under the four...

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

Stand Up- Hand Up- Pair Up Question 4: Why are conclusions important in an opinion writing piece?

Opinion Writing Structure Chart:

Which Part?

Introductions, Opinions, Reasons, Conclusions

Opinion Writing Samples:

There are different ways to get to school in the morning. This is because it's quieter the school bus.

In conclusion, I think kids should not have too much homework at night. Adults drink a caffeinated coffee to wake them.

One reason coffee doesn't taste good is because it's too bitter. Some teachers give student homework to do at night.

As you can see, taking a car-ride in the morning is much better than riding the bus. In my opinion, coffee smells delicious, but does not taste good.

I prefer to have no homework when I go home after school. My favorite way to get to school in the morning is to ride my dad's car.

First, I don't want homework because I would rather play outside with friends. As in all, you can...

Opinion Writing Pieces:

Providing a Conclusion: In conclusion, kids need to have lights out by 8 o'clock and no later!

Introducing a Topic: There are two very dangerous animals in the ocean: orcas and Great White Sharks.

Lesson #2: Stating Opinions

2nd Grade Writing Lesson
W.2.1
I can write opinion pieces.

Write opinion pieces in which they introduce a topic, state an opinion, supply reasons, use linking words (e.g., because, and, so), and provide a concluding sentence.

Focus: Stating an Opinion

LESSON 2

Activities to Teach

Step 1: Teacher will introduce opinion writing. This can be made with a class-made anchor or anchor chart paper or you can display it below with simple sentence stems.

Step 2: Students will stand up around a table on the teacher. Teacher will show one of the opinion stems.

Step 3: Students will use the opinion stems to write an opinion on a topic. They will find a partner to discuss their opinion with. They will then write their opinion on a separate sheet of paper. They will then share their opinion with a partner. They will then write their opinion on a separate sheet of paper. They will then share their opinion with a partner.

Opinion Stems
Ways to start an opinion statement.

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

Suggested Mentor Texts
FOCUS: OPINION WRITING

Hey Little Ant Phillip and Hannah Hoose	I Don't Want to Be A Frog By: Dev Petty
My Teacher for President By: Kay Winters	The Perfect Pet By: Margie Palatini
Wanna New Room Karen Kaufman Orloff	I Wanna Iguana By: Karen Kaufman Orloff
	The Day the Crayons Quit By: Drew Dayne

I like this so much because it's fun.

I think that all students should exercise daily.

Using the Right Stem

In my opinion...

Weak Opinions

Strong Opinions

Writing Opinions
W.2.1

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 than...

Topic	
Leaving	
Running	
Watching TV	
Dancing	
Chores	
Skiing	

Lesson #3: Supplying Reasons

Supplying Reasons

Always support your opinion with at least two reasons. Think of the word 'WHY' when trying to support your opinion.

Reason

Opinion

Why?

The reasons part of your writing is where you try to convince your reader.

One reason sandwiches are the best is because you can have a variety of different fillings like jelly.

Another reason is because peanut butter and jelly is simple to make, even for kids!

Fall is the best season out of all four because you can go apple picking and pumpkin picking during the fall harvest.

The beach is a great place to go on vacation. One reason is because you get to swim in the ocean, which you can't do at home!

In my opinion, iguanas are the coolest reptile.


I think my mom should adopt a puppy from the local shelter.


My favorite fruit is watermelon.

The best weather is sunny with warm temperatures.

Supplying Reasons

Old Weather:

Supplying Reasons

School Uniforms:

Supplying Reasons

Classroom Jobs:

Lesson #4: Linking Words

2nd Grade Writing Lesson
W.2.1
I can write opinion pieces.

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, use linking words (e.g., and, because, since, so, but, or, nor, if, then, and, unless, while), and provide reasons or examples to support their opinion.

W.2.1 Lesson 4 Continued

Use the sentences from the pile. They will read the sentences aloud that one on one and decide with their partner if that sentence has a linking word or transition word or not. Then they will sort the sentence strips under the correct category. They will repeat this with each sentence until completed.

Linking Words and Transitions
Transitions and linking words are very important to help a reader understand your text.
-Use transitions at the beginning or end of sentences.
-Use linking words to connect your opinion to your reasons.

Reason #1 Words
First...
To begin...
To start...
One reason...

Opinion Stems
I think...
I prefer...
In my opinion...
I believe...
You should...
My favorite...

Using Linking Words
Name _____
Use the linking words in the word bank to write opinion and reason sentences.
because for example
since for instance

Which Part?
Name _____
Cut and glue the sentences into the correct column.
Opinion Reason 1

Doesn't Use a Linking Word
Uses a Linking Word

Word Bank:
All in all In my opinion To begin
Also To sum this all up As you can see
First Another reason is I think
I firmly believe One reason is Next

Example Sentences:
I believe that the zoo is a great place because it helps to conserve animals that may be endangered.

Lesson #5: Introductions

W.2.1
2nd Grade Writing Lesson
I can write opinion pieces.
Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
Focus: Strong Introductions

LESSON 5
Activities 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 your students about strong introductions, or display the mini poster given and discuss.
Step 2: Students will work with partners to complete a sorting activity. They will draw a sentence strip out of the pile and read it aloud. Then they will need to decide with their partners if the introduction is strong or if it is weak.
Step 3: Start by modeling topic introduction sentences. Students will stand up and spread around the room to start a game of Hot-Pop-Share. The teacher will give one topic at a time by showing a picture card on the board under a document camera. After the topic is given, the

W.2.1 Lesson 5 Continued
Materials:
Students will mix up around the room, pair up with a partner, and share their answers. They must create an introduction sentence and share with their partner. For example, the first could be "Many families have their houses." Don't forget to model and show them how to simply introduce their topic.
Step 4: Students will work with a partner to model cards together. One would be a picture card, the other would be a strong introduction to the topic by an example opinion sentence. Students will see examples of types of introduction statements.
Step 5: Students will work with a partner to each do a fold and flip book. This fold and flip book will display hot-dog-folded book with one cut down the middle. Under each flap of the flip book, the partners will write an example introduction and opinion sentence for each topic.
Step 6: Students will work independently on a printable writing sheet. They will practice writing introduction sentences with an opinion sentence about given topics. When they have completed writing their topic introduction sentences, they will pair up with a partner and share their sentences to compare.

Strong Introductions
Animals are cool.

Weak Introduction

Introducing Topics
In opinion writing, introductions are very important.
They can:
-introduce reader to topic
-introduce reader to text
-state the topic you're about to share an opinion on
This sentence comes before your opinion.
There are four seasons. Fall is my favorite season.
Ice cream has many flavors. Chocolate ice cream is the best flavor.

Writing Introductions
Name: _____
Write a topic introduction and opinion for each picture shown.
I think the King Cake that is eaten around Mardi Gras is the most delicious cake.
Everyone has a favorite dessert they choose to eat.
Have you ever heard of a school using technology for every lesson?

Strong Introductions
raking leaves
extended recess

Strong Introductions

Lesson #6: Conclusions

Strong Conclusions
In opinion writing, conclusions are also very important.

They can:
-give a sense of closure
-remind the reader why they should agree with you
-wrap up your piece

The conclusion comes **at the end**.

To wrap it all up...	Now you know why...
This is why...	I hope you'll agree with me...
As you can see...	That's why...

Strong Conclusions

Weak Conclusions

Types of Conclusions

Repeating Opinion

W.2.1
I can write opinion pieces.

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because and also) to connect opinion and reasons, and provide a concluding statement or section.

FOCUS: Strong Conclusions

LESSON 6

Activities to Teach

Step 1: Students have worked on stating opinions, sure that they can give a reason to support the opinion and worked on introductions. Now it's time to write conclusions. First, you will create an anchor chart about strong conclusions or display the poster given and discuss.

Step 2: Students will work with partners to do writing activities. They will draw a sentence strip and read it aloud. Then, they will need to do their partners if the conclusion is strong or if they must support their decisions with a reason.

Step 3: Students will work with a partner to do a read and snap flip book. This read and snap flip book is a simple hot-dog-shaped book with one cut down the middle. Under each flap of the flip book...

Step 4: Model and show students how to write a conclusion sentence, such as "I hope you'll agree with me..." and share with their partner. For example, the first could be, "In conclusion, spring is the best season". Don't forget to model and show the students how to provide a sense of closure for their topic.

Step 5: Students will have a book hunt with a small group of students. First, each group will get about five strong mentor texts for writing opinion pieces. They should be stories they've heard before so they can simply focus on the conclusion. They will reread the conclusion with their group and decide what type of conclusion the author included in the text. They will write their answers down, summarize the conclusions, then share with a neighboring group.

Step 6: Students will work independently on a printable writing sheet. They will practice writing conclusion sentences about given topics. When they have completed writing their topic conclusion sentences, they will pair up with a partner and share their sentences to compare.

W.2.1 lesson

POP CORN

These are the reasons I like the fall.

In conclusion, all students should get time on the iPads for their learning.

Suggested Mentor Texts

FOCUS: OPINION WRITING

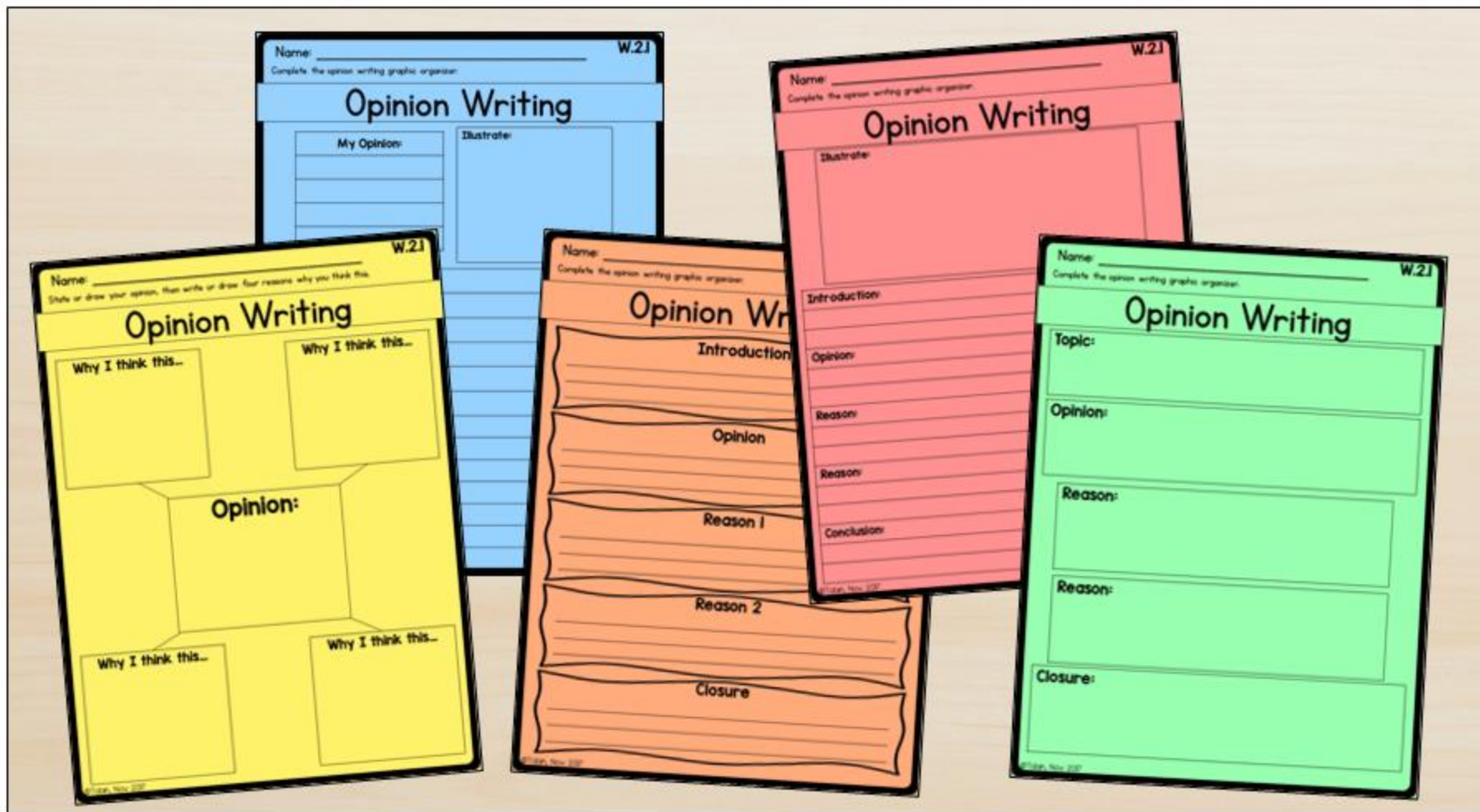
Hey Little Ant By: Phillip and Hannah Hoose	I Don't Want to Be A Frog By: Dev Petty
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I Wanna New Room By: Karen Kaufman Orloff	I Wanna Iguana By: Karen Kaufman Orloff
The True Story of the Three Pigs By: Liz Piskin	The Day the Crayons Quit By: Drew Daywalt
Just In Case By: Jason Linson	Earrings By: Judith Viorst
Don't Drive the Bus! By: Mo Willems	Click, Clack, Moo By: Doreen Cronin

Writing Conclusions

Write a topic conclusion for each picture shown.

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 set of materials includes a '2nd Grade Writing Lesson' page with 'W.2.1' and 'Topic: Recess & 1st Quarter 1'. It features an 'Opinion Writing' section with the text 'There are 4 pieces to an opinion writing piece.' and 'Introduction to Topic'. The 'Brainstorming Page' is titled 'Recess' and asks 'Should kids have more or less recess?'. The 'Prompt #1' card asks 'Should kids have more or less recess?' and includes an illustration of two children on a swing set.

This set of materials includes a '2nd Grade Writing Lesson' page with 'W.2.1' and 'Topic: Recess & 1st Quarter 1'. It features an 'Opinion Writing' section with the text 'There are 4 pieces to an opinion writing piece.' and 'Introduction to Topic'. The 'Brainstorming Page' is titled 'Desert or Arctic?' and asks 'Is it worse to live in the desert or Arctic?'. The 'Prompt #2' card asks 'Which do you think is worse: Living in the desert or the Arctic?' and includes an illustration of a desert landscape and a snow-capped mountain.

This set of materials includes a '2nd Grade Writing Lesson' page with 'W.2.1' and 'Topic: Recess & 1st Quarter 1'. It features an 'Opinion Writing' section with the text 'There are 4 pieces to an opinion writing piece.' and 'Introduction to Topic'. The 'Brainstorming Page' is titled 'Rainy Days' and asks 'What is your favorite thing to do on a rainy day?'. The 'Prompt #3' card asks 'What is your favorite thing to do on a rainy day?' and includes an illustration of a rain cloud with raindrops.

This set of materials includes a '2nd Grade Writing Lesson' page with 'W.2.1' and 'Topic: Recess & 1st Quarter 1'. It features an 'Opinion Writing' section with the text 'There are 4 pieces to an opinion writing piece.' and 'Introduction to Topic'. The 'Brainstorming Page' is titled 'The Main Character' and asks 'Question about the main character?'. The 'Prompt #4' card asks 'How did you feel about the main character?' and includes 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.

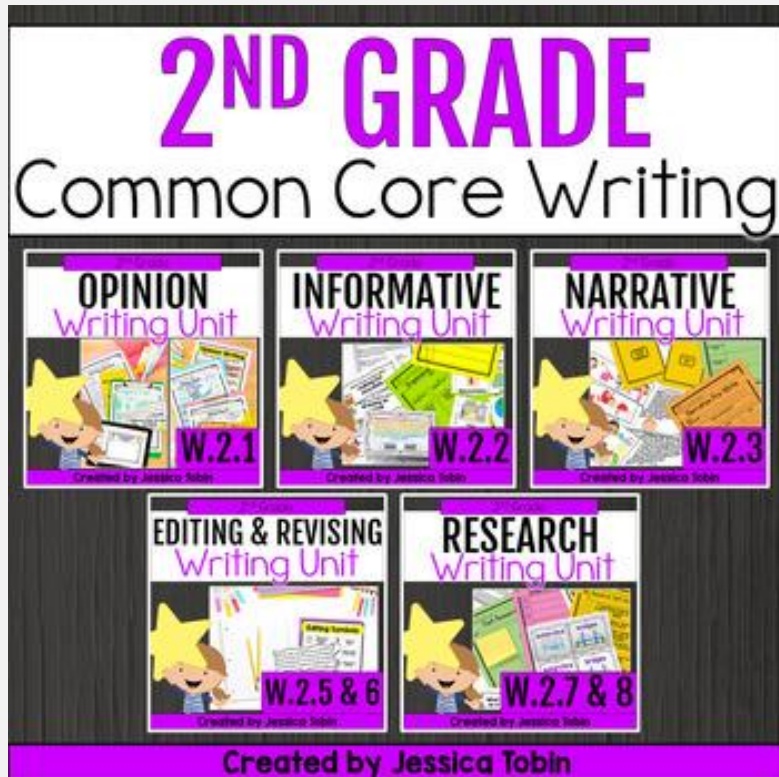
- Graphic organizers
- Self-assessment
- Prompts
- Writing papers



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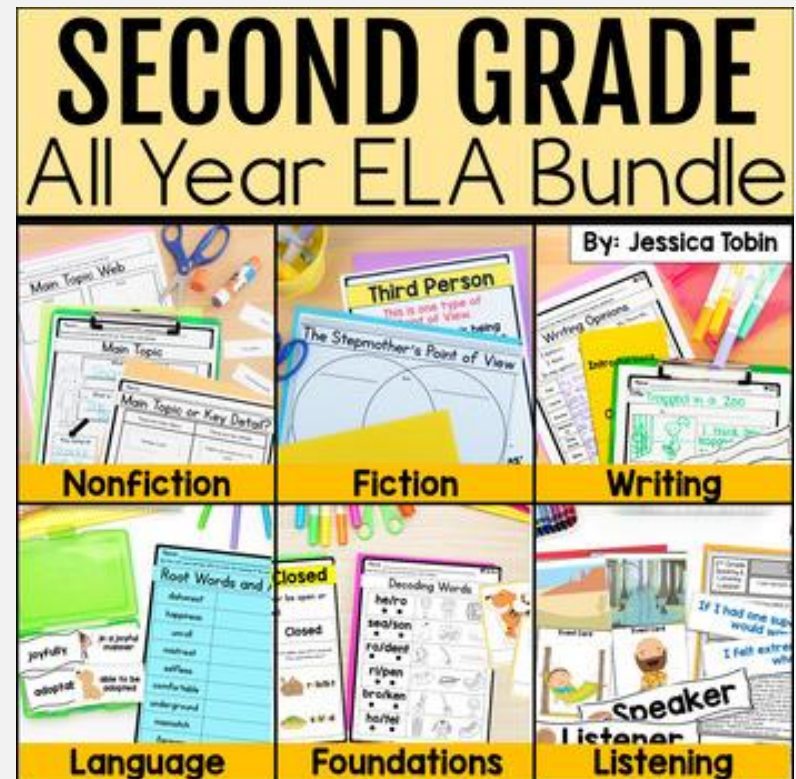
2ND GRADE
Common Core Writing

OPINION Writing Unit W.2.1
INFORMATIVE Writing Unit W.2.2
NARRATIVE Writing Unit W.2.3
EDITING & REVISING Writing Unit W.2.5 & 6
RESEARCH Writing Unit W.2.7 & 8

Created by Jessica Tobin

This bundle cover features a purple and white color scheme. At the top, it says '2ND GRADE Common Core Writing'. Below this are five individual unit covers, each with a cartoon boy character and a star. The units are: 'OPINION Writing Unit' (W.2.1), 'INFORMATIVE Writing Unit' (W.2.2), 'NARRATIVE Writing Unit' (W.2.3), 'EDITING & REVISING Writing Unit' (W.2.5 & 6), and 'RESEARCH Writing Unit' (W.2.7 & 8). At the bottom, it says 'Created by Jessica Tobin'.

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~~\$283~~ **\$185!**



SECOND GRADE
All Year ELA Bundle

By: Jessica Tobin

Nonfiction **Fiction** **Writing**
Language **Foundations** **Listening**

This bundle cover features a yellow and white color scheme. At the top, it says 'SECOND GRADE All Year ELA Bundle'. Below this is a collage of various ELA resources. The collage is divided into six sections, each with a yellow label at the bottom: 'Nonfiction' (showing a 'Main Topic Web'), 'Fiction' (showing 'Third Person' and 'The Stepmother's Point of View'), 'Writing' (showing 'Writing Options'), 'Language' (showing 'Root Words and Suffixes'), 'Foundations' (showing 'Decoding Words'), and 'Listening' (showing 'Sneaker'). At the top right of the collage, it says 'By: Jessica Tobin'.