[](http://www.google.com/url?sa=i&rct=j&q=&esrc=s&frm=1&source=images&cd=&cad=rja&uact=8&ved=0CAcQjRw&url=http://pixgood.com/write-clipart.html&ei=YoxvVKLNAsG48gWK44G4Bw&bvm=bv.80185997,d.eXY&psig=AFQjCNF49418LsDQ8O1WibEKCKxPbsdCoQ&ust=1416682816280972) Introducing Opinion Writing

(Day 1 and 2)

Day 1 Lesson: What is a fact? What is an opinion?

Discuss fact and opinion. Show posters of each word and what it means.

Fact-Something that is true and can be proved.

Opinion- A personal belief about something that cannot be proved.

Make statement cards, some with facts and some with opinions. Hand out to students. Have them read (use a partner for help) and decide which side of the t-chart it goes on, fact or opinion. Have students place their card in the correct place.

Discuss as a whole group.

Application: Hand out a sheet with facts and opinions written on it. Have students color all of the facts one color and the opinions another color.

Check for understanding. Follow up with more practice as necessary.

(All of these resources are ready made for purchase on teacherspayteachers. If interested in the ready-made materials, they are available for $4.50

Use this link: <http://www.teacherspayteachers.com/Product/Opinion-Writing-Unit-Lets-Write-an-Opinion-481019>

Day 2 Lesson: Would you rather? Finding reasons to justify opinions.

Review fact/opinion work from yesterday.

Have cards with Would you Rather? \_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_ (These are also available ready-made in the teacherspayteachers lesson from yesterday) Model with one. Choose which idea you would rather do: Jump into a pile of leaves or jump into a pile of snow? Have students decide.

Divide them into 2 groups based on their choice. Give them a minute to decide why they like this. Make sure they focus on what they CHOSE…NOT why the other idea is bad.

Share out reasons. Help students to decide which reasons are great reasons. Make a list on a tchart.

Do this one more time if needed before having students work in pairs.

Hand out cards to students in pairs. Have each student in the pair choose a side and think about reasons. Give each child a chance to share with his her partner to practice sharing reasons to support their opinion.