My Four-Part Opinion

Teacher		**Class**	Grade 1
Subject	ELA	**Topic**	Opinion writing
Date		**Room**	
Lesson length	60 minutes	**Country**	United States

Students learn the four parts of opinion writing. They build and say a piece about a book they love.

Curriculum links

- 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.

Learning objectives

- Students will name the book or topic at the start of writing.
- Students will state an opinion and give one reason using because.
- Students will end their opinion piece with a closing sentence.

Success criteria

- I can name the book or topic first.
- I can say what I think and why with because.
- I can close my writing with a last line.

What students already know

Ask: What is something you like best at recess? Listen for I think, I like, My favorite is best for 2 minutes.

Key words

opinion	what I think about something
topic	what my writing is about
reason	why I think so
closing	my last line that ends writing

Materials

- Paper hand outline
- Glue sticks
- Four short sentence strips
- Slides 1-4, 6-7, 9-10, 12

Before the lesson

- Print one paper hand outline for each student
- Pre-cut four short sentence strips with pictures for each student
- Test Slide 6 Video clip 1 O.R.E.O. opinion structure (0:00-4:30)
- Set up Slide 9 task and Slide 12 true or false check

Lesson outline

0–10 min **Starter** 10 min · Whole class

To hook students and recall how to say an opinion in a full sentence.

YOU DO

1. Hold up four fingers and say the hook: Hold up four fingers. Each one will hold one job for our writing!
2. Show Slide 1 I Think, I Write! My opinion counts and read it together.
3. Show Slide 2 Think, pair, share Cookies or apples? and model: I think apples are best.
4. Have partners tell each other I think ___ is best and chart two answers.

STUDENTS DO

1. Hold up four fingers and copy the hook motion.
2. Turn to a partner and say I think cookies are best or I think apples are best.
3. Listen while the teacher charts topic words and opinion words.

Say: Writers, hold up four fingers. Each finger will hold one job for our writing. First, tell your partner what you think. Say, I think ___ is best.

Ask: What words tell what you think? (I think, I like, My favorite is best) · What are we talking about, cookies or apples? (The topic, cookies or apples)

Check understanding: All say their opinion sentence aloud on a count of three. If quiet or short, model again and echo.

Support: Let the student point to the picture first, then repeat after you: I think ___ is best. **Stretch:** Have the student add who it is for: I think apples are best for snack.

Use: Slides 1-2

10–20 min **Teaching** 10 min · Whole class

To teach the four parts of an opinion piece in order.

YOU DO

1. Show Slide 3 Big idea I say what I think and why and read it together.
2. Show Slide 4 4 Parts and touch one finger for each: Name it, Think it, Why it, Close it.
3. Show Slide 7 Key words opinion, reason, closing and read meanings together.
4. Model the full example while touching each finger on a paper hand.

STUDENTS DO

1. Hold up four fingers and touch each one as the teacher names it.
2. Say each line of the dog book example with the teacher.
3. Point to Name it, Think it, Why it, Close it on Slide 4.

Say: Good writers do four jobs. One, name your book or topic. Two, say what you think. Three, say why with because. Four, close it with a last line.

Worked example: 1. This book is about a little dog. 2. I think it is funny. 3. I like it because the dog falls down. 4. That is why I like this book. Say it touching finger 1, 2, 3, 4.

Ask: What do we do first in our writing? (Name it, name the book or topic) · Which word tells our reason, our why? (because) · What do we do last? (Close it, end with our thought)

Check understanding: Hold up 1, 2, 3, or 4 fingers to show which part the teacher says. Reteach any part most miss.

Support: Give a paper hand to hold and touch one finger at a time while echoing each line. **Stretch:** Have the student say the four parts for cookies or apples without help.

Use: Slides 3-4, 7

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20–30 min **Guided practice** 10 min · Whole class

To hear think and why in a model and practice because together.

YOU DO

1. Show Slide 6 Watch OREO trick, Hear think and why and play Video clip 1 (0:00-4:30).
2. Pause and ask students to clap when they hear what the writer thinks and why.
3. Show Slide 10 Did you know? Because makes your opinion strong! Because tells why you think it and read it.
4. Lead the class to say the dog book reason together: I like it because the dog falls down.

STUDENTS DO

1. Watch and listen for I think and because.
2. Clap or give thumbs-up when they hear a reason after because.
3. Say the because sentence together with the class.

Say: We will watch the OREO trick. Listen for what the writer thinks and why. When you hear because, you hear the reason. Because makes your opinion strong.

Worked example: I like this book because it is funny. Because tells why: it is funny.

Ask: What did the writer think? (What he or she likes or thinks is best) · What word told us why? (because)

Check understanding: Thumbs-up if they heard a reason after because in the video example. Replay last 30 seconds if unsure.

Support: Give two picture reasons to point to and finish: I like it because ___ is funny or soft. **Stretch:** Have the student give two reasons joined with and: funny and soft.

Use: Slide 6, Video clip 1 (0:00–4:30), Slide 10

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30–50 min **Main activity** 20 min · Pairs

To build all four parts of an opinion piece in order on a paper hand.

YOU DO

1. Show Slide 9 Your task: Name the book. Say I like it. Say why. Close it. Write about a book you love.
2. Give each student a paper hand outline, glue sticks, and four short sentence strips.
3. Model gluing one strip on each finger: 1 name the book, 2 state opinion, 3 give reason, 4 closing.
4. Have students touch each finger and say that part to a partner.

STUDENTS DO

1. Glue one strip on each finger of the paper hand in order 1 to 4.
2. Touch each finger and read or say that part.
3. Tell the whole four parts in order to a partner.

Say: Now you build it. Glue one strip on each finger. One names the book. Two says what you think. Three says why with because. Four closes it. Then tell it finger by finger.

Worked example: Finger 1: This book is about a little dog. Finger 2: I think it is funny. Finger 3: I like it because the dog falls down. Finger 4: That is why I like this book.

Ask: Show me finger 1. What does it say? (Names the book or topic) · Show me finger 3. What must it have? (A reason with because)

Check understanding: Listen as partners share finger by finger. Check strips are in order 1-4 before closing. Fix order together if mixed.

Support: Pre-cut the strips with pictures and have students match and order them instead of writing all words.
Stretch: Have the student write one new word on each strip to make it their own.

Use: Slide 9

50–60 min **Plenary** 10 min · Whole class

To check students can name the four parts and close their writing.

YOU DO

1. Invite three volunteers to point finger by finger and say their four parts.
2. Show Slide 12 True or false and read each line together.
3. Vote true or false: I start with my topic, I say why I think so, I never end my writing.
4. Close by holding up four fingers and saying the four jobs together.

STUDENTS DO

1. Share four-finger pieces in small circles and do a two-hand shut motion at the closing.
2. Vote true or false with thumbs up or down for each line on Slide 12.
3. Say the four parts together to close the lesson.

Say: Writers, let us check our four jobs. Tell me true or false. Do we start with our topic? Do we say why? Do we close it at the end?

Ask: True or false: I start with my topic? (True, Name it first) · True or false: I never end my writing? (False, Always close it) · What is your closing line? (That is why I like ___ / That is my pick)

Check understanding: Exit thumbs: hold up four fingers and name the four parts. Pull two students who miss one for quick reteach.

Support: Let the student say only key words book, like, because, end while a partner says full sentences.
Stretch: Have the student restate the opinion in different words in the closing.

Use: Slide 12

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Common mistakes

Mistake	How to spot it	How to fix it
Starting with the opinion and forgetting to name the book or topic	First finger says I like it but does not say what it is	Point to finger 1 and ask: What book? Add This book is about ___ first.
Saying I like it without a reason after because	Finger 3 stops at because or repeats the opinion	Ask Why do you think so? Finish: I like it because ___.
Stopping after the reason with no closing line	Only three parts said, no last line or shut motion	Show finger 4 and model: That is why I like this book.

Support

- Pre-cut the strips with pictures and have students match and order them instead of writing all words.

Stretch

- Have the student write one new word on each strip to make it their own.

For the LSE or teaching assistant

Stay near the gluing table. Help match picture strips to fingers 1-4 in order and prompt echo of because and closing lines.

Check for understanding

Question	Answer
What goes on finger 1 of your opinion?	Name the book or topic
What word gives your reason?	because
What goes on finger 4?	A closing sentence

Sources

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