My Opinion Counts: Burger Paragraph

Teacher		**Class**	Grade 4
Subject	ELA	**Topic**	Opinion writing
Date		**Room**	
Lesson length	60 minutes	**Country**	United States

Students learn to state an opinion and back it with reasons and facts. They build a paper burger paragraph and write a short opinion piece.

Curriculum links

- W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. [1]
- W.4.1 (b) Provide reasons that are supported by facts and details. [1]
- W.4.1 (d) Provide a concluding statement or section related to the opinion presented. [1]

Learning objectives

- Students will state a clear opinion with two reasons supported by facts.
- Students will organize an opinion paragraph in order from start to finish.
- Students will write a concluding statement linked to the opinion presented.

Success criteria

- I can write a clear opinion sentence.
- I can give two reasons with facts to support it.
- I can end with a closing sentence about my opinion.

What students already know

Show thumbs up or down: I love dogs because they are cute - fact or feeling? Then ask what makes you sure.

Key words

opinion	what you think or feel about something, different people can think different things [3]
fact	something true that can be shown to be true for everyone [10]
reason	the why that explains why you hold your view [1]
conclusion	final part that restates your view and wraps up the writing [1]

Materials

- Slides 1, 3-4, 6-9, 10, 12 with projector and speakers
- Video clip 1 (0:00-3:45) on Slide 6 and Video clip 3 (0:00-2:17) on Slide 8
- paper bun tops and bottoms, filling strips, glue sticks, markers
- Worksheet Task D and Task F, one copy per student
- highlighters, sticky notes

Before the lesson

- Print Worksheet Task D and Task F for each student and cut paper bun tops, bottoms, and filling strips
- Test Slide 6 Video clip 1 (0:00-3:45) and Slide 8 Video clip 3 (0:00-2:17) for sound and picture
- Set up Slide 9 task choices and markers, glue sticks, and highlighters on tables

Lesson outline

0–8 min **Starter** 8 min · Whole class

Hook interest and review how to tell an opinion apart from a fact.

YOU DO

1. Welcome class with energy and say the hook while holding up a blank paper bun.
2. Show Slides 3-4 and read the two dog sentences aloud with expression.
3. Lead quick vote with thumbs up for opinion and flat hand for fact after each sentence.
4. Link the game to today: we will use opinions to build a burger we read.

STUDENTS DO

1. Listen to hook and look at Slides 3-4.
2. Vote fact or opinion and explain the clue words heard.
3. Turn and tell a partner one opinion about school.

Say: We are building a burger today you do not eat — you read it! An opinion is what you think or feel. A fact is something true we can prove. Show me you know which is which.

Worked example: Dogs have fur and tails is a fact. It is true for everyone and we can prove it [10]. I love dogs because they are cute is an opinion. It tells how someone feels, and feelings can vary from person to person [3].

Ask: Which sentence is an opinion, and how do you know? (I love dogs because they are cute. It shows feeling with the words love and cute.) · Why is the other sentence a fact? (Dogs have fur and tails is true for everyone and can be proved.)

Check understanding: Hold up 1 finger for fact or make O with hand for opinion on two new sentences; reteach clue words I think, best, favorite if split.

Support: Show color cards with picture clues for fact and opinion and vote together with a partner. **Stretch:** Make a tricky pair about recess, one fact and one opinion, and challenge a neighbor to sort it.

Use: Slides 1, 3-4

8–20 min **Teaching** 12 min · Whole class

Explain the four parts of a strong opinion piece and model each part.

YOU DO

1. Show Slide 6 and play Video clip 1, asking students to listen for what an opinion is and for clue words like I believe.
2. Show Slide 7 Build It Strong in 4 Steps and think aloud a clear opinion about longer recess.
3. Model adding two reasons, each supported by facts and details such as time and health [1].
4. Model a concluding statement related to the opinion presented [1] and stack the burger layers in order.

STUDENTS DO

1. Watch video and raise hand when they hear I believe, I think, or best.
2. Watch teacher stack burger layers and repeat each step in own words.
3. Choral read the opinion sentence and the closing sentence to hear the match.

Say: Strong opinion writing has four layers. 1. Say your opinion clearly. 2. Give two or more reasons. 3. Make each reason stronger with facts and examples. 4. End with a closing sentence that matches your opinion.

Worked example: Top bun opinion: I believe our class should have longer recess. Layer 1 reason + fact: One reason is we need movement, for example we sit for 60 minutes and then focus better after 20 minutes of play. Layer 2 reason + fact: Another reason is fresh air helps health, for example playing outside each day helps hearts and eyes. Bottom bun conclusion: For these reasons, longer recess will help us learn and stay healthy.

Ask: What must come first in opinion writing? (Say your opinion clearly in one sentence.) · What makes a reason stronger? (A fact or detail that supports it, like how long, how often, or an example.) · What should the ending do? (Give a concluding statement related to the opinion presented.)

Check understanding: Students hold up fingers to show 4 parts in order on hand; if missed, point to Slide 7 steps and repeat with new example.

Support: Provide word bank with I believe, because, also, for example and sentence frames to repeat after teacher. **Stretch:** Suggest a stronger fact to swap into a reason to convince a reader who disagrees.

Use: Slides 6-7, Video clip 1 (0:00–3:45)

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20–30 min **Guided Practice** 10 min · Pairs

Practice picking reasons that match the opinion and backing them with facts.

YOU DO

1. Show Slide 8 and play Video clip 3 on drafting reasons and examples.
2. Hand out Worksheet Task F and read the table opinion together about longer recess.
3. Model crossing out one off-topic reason and adding a supporting fact to a good reason [1].
4. Circulate as pairs finish the table with a supporting fact for each kept reason.

STUDENTS DO

1. Watch video and name one fact they heard that supported a reason.
2. Work with partner on Worksheet Task F to keep matching reasons and add facts.
3. Highlight clue words in the opinion and underline matching words in reasons.

Say: Good writers give reasons that stay on topic. We keep reasons that match the opinion and prove them with facts and details. Talk with your partner, then write the fact in the table.

Worked example: Opinion: Our class should read more funny books. Keep: They make more students want to read at recess, fact: 18 of 24 students checked one out last month. Cross out: The sky is blue. It does not support the opinion about books.

Ask: Does this reason match the opinion or drift off topic? (It matches if it tells why that opinion is right, not a random fact.) · What fact could prove this reason? (A number, time, or example, like minutes, times per week, or what happened.)

Check understanding: Pairs hold up Task F to show two kept reasons with facts; collect common off-topic picks and reteach with underlining if needed.

Support: Work with only two rows and underline key words in the opinion to match to the reasons. **Stretch:** Write one sentence explaining why the crossed-out reason does not support the opinion.

Use: Slides 7-8, Video clip 3 (0:00–2:17), Worksheet Task F

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30–50 min **Main Activity** 20 min · On their own

Organize and write a full opinion paragraph in burger order with facts and ending.

YOU DO

1. Show Slide 9 task and let students pick longer recess or a book we read.
2. Model building the paper burger: top bun opinion, two filling strips reasons with facts and details [1], bottom bun concluding statement [1].
3. Send students to write, label layers, and glue burger in order from top to bottom.
4. Confer with writers on facts and endings, prompting for because, also, and for example.

STUDENTS DO

1. Choose topic and write opinion on top bun, two reasons with facts on strips, and ending on bottom bun.
2. Glue layers in order, label opinion, reason, fact, conclusion, and read burger to a partner.
3. Add linking words because, also, and for example to connect reasons.

Say: Pick one topic and write a short opinion burger. Top bun is your clear opinion. Middle is two reasons with facts. Bottom bun is your closing sentence. Read top to bottom to check order. Writers use linking words to offer supporting evidence or share a related idea [10].

Worked example: Top: In my opinion, longer recess is best for our class [10]. Middle 1: One reason is we focus better because after 20 minutes outside we finish math faster, for example our table finished 10 problems. Middle 2: Also we get healthier because daily play helps hearts and legs. Bottom: In conclusion, longer recess helps us learn and stay strong, so we should have it.

Ask: Where does your opinion go and how clear is it? (On top bun, one sentence that states what I think.) · How do your facts support each reason? (They prove the reason with numbers, time, or examples.)

Check understanding: Partner reads burger top to bottom and counts opinion plus two reasons plus ending; fix order or add missing fact before glue dries.

Support: Give a pre-filled top bun with a clear opinion and blank middle strips so students only add reasons.
Stretch: Add a lettuce layer with linking words like because, also, and for example to connect reasons smoothly.

Use: Slide 9

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

Review success criteria and check who can state reasons and endings.

YOU DO

1. Display Slide 10 key words and have class chant word and meaning.
2. Lead gallery walk of burgers and place sticky-note stars for clear opinion plus two matching reasons.
3. Run Slide 12 quick quiz orally with whiteboards or fingers.
4. Preview vote for next writing topic and collect burgers.

STUDENTS DO

1. Share burger ending with neighbor and check it matches the top opinion.
2. Vote with reasons for next class topic and answer quiz questions.
3. Complete exit ticket on paper or whiteboard.

Say: Let us check our work. A good piece has a clear opinion, two or more clear reasons, facts in each reason, and a strong ending. Show me you can name each part and judge a sample.

Ask: How many reasons do you need and what makes them stronger? (Two or more clear reasons, stronger with facts and details.) · What does a good conclusion do? (Restates the opinion and wraps up, related to the opinion presented.)

Check understanding: Exit ticket answers plus burger order check; pull small group tomorrow if ending does not match opinion or facts missing.

Support: Provide two ending starters to choose from and restate words like so, for these reasons, and in conclusion. **Stretch:** Rewrite the same ending two ways and circle the one that restates the opinion most clearly.

Use: Slides 10, 12

Common mistakes

Mistake	How to spot it	How to fix it
Mixing up fact and opinion	Student labels I think recess is best as a fact because they agree strongly	Test if it can be proved true for everyone [10]; if it shows feeling and can vary from person to person [3], mark opinion and add I believe.
Giving off-topic reasons	Reason does not connect to opinion, like blue sky for funny books	Underline key words in opinion and keep only reasons that prove that point with facts and details [1].
Stopping without a conclusion	Paragraph ends after last reason with no closing sentence	Add one sentence that restates the opinion using In conclusion or For these reasons and checks it matches the top bun [1].

Support

- Give a pre-filled top bun with a clear opinion and blank middle strips so students only add reasons.
- Provide sentence frames: I prefer ___ because ___. One reason is ___. Another reason is ___.

Stretch

- Add a lettuce layer with linking words like because, also, and for example to connect reasons smoothly.
- Answer one disagreement in a small box at the bottom of the burger.

For the LSE or teaching assistant

Sit with target writers during Main Activity, help order layers top to bottom, prompt for one fact per reason and read ending against opinion.

Check for understanding

Question	Answer
What is an opinion?	What you think or feel about something.
How many reasons do you need and what must they include?	Two or more clear reasons, each supported by facts and details.
Write a concluding sentence for: Our class should have longer recess.	In conclusion / For these reasons, longer recess helps us learn and stay healthy, so we should have it.

Homework

Ask at home about a book you read, then write your opinion plus one reason with a fact.

Sources

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