

OPINION WRITING PLAN

Day 1	<ul style="list-style-type: none">• Get a mentor text that goes with the mini-lesson of the week.• Here is a post on the skills I use for my mini-lessons and how I decide which ones to use and when.• Give them a topic and have them write their opinion on a sticky. They can put their sticky on their desk for tomorrow.
Day 2	<ul style="list-style-type: none">• Students get their sticky and brainstorm as a class different ways to start their story.• Put up Opinion words or story starters.• Students MUST tell you what sentence they are going to write before they go back to their seats.• After they write their opening they show you and you can quickly edit with them.• They can work on their picture or put it away when finished. Any students that don't finish, collect their papers and work with them the next day.
Day 3	<ul style="list-style-type: none">• Brainstorm together reasons for their opinion.• Have students tell you a reason for their opinion, and then they go back and write it on their paper. Then ask them why they think that way and have them write that down as an example. We say TELL ME MORE!• For example if we are writing about the best game to play I might say In my opinion I the best game is Uno. I like uno because you can play with a lot of people. (reason)• This is where I would say tell me more. Usually, they talk forever! I just say right it down!! They might say I like to play with my family, but my brother is too small to play. He just runs around and says UNO all the time. They are so surprised when I say that is PERFECT!! Go write that whole thing down!
Day 4	<ul style="list-style-type: none">• We do the same thing as day 3 they just write down a different reason and example. During this time you can be walking around and seeing if anyone is stuck or not sounding things out. Address it quickly then move on. You do not want to be at one student's desk the whole time.• Students can work on their picture when finished.

Day 5	<ul style="list-style-type: none"> • Today we will talk about how to end our story. • Restating our opinion is hard for them to do. I start with a few examples then have students share out how they would end it. • Just like the first day, have them tell you before they go and write it. • I know this might seem like it takes a bunch of time, but you get to hear everyone's sentences and can work with the whole class on sentences instead of the same 3-4 students. • I also found that when I do this no one can hide. Have you ever had students pull out their paper on the last day and they haven't written anything?? YIKES!
Day 6	<ul style="list-style-type: none"> • Time to EDIT! I have this pencil and we go over it as a class to check for each thing. • Since I check each sentence, I do not have students who are forgetting periods. • Doing these in small steps helps students know where to put the periods and when the sentences are done. • We usually get through about 1-3 things on the pencil.
Day 7	<ul style="list-style-type: none"> • Finish the rest of editing. • Have students get with their partner. They need a pencil and an eraser. • They switch papers and their partner reads it. If their partner can't read it, then they work together to tap out the words so that all of the sounds are there.
Day 8	<ul style="list-style-type: none"> • They read their own paper out loud and make sure it has the parts of OREO. • Turn it in. • I read each paper EXACTLY how it is written. I do not share a name. I just read it and the students decide if it has the parts of OREO, if it does that writer gets an OREO. If not, we say great job, maybe next time, but do not share a name. • At first I thought this seemed harsh, but it has helped my students really understand why they need to tap it out.