Unit of Study: ***Writing Reviews***

**Opinion Writers Expect Disagreement**

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| **Connection:** Announce that you like a particular book cover better than others, choosing one that you know the kids won’t like, thereby setting up the students to have an opinion that counters yours. (*“We don’t all agree, do we?”*) Explain that when putting opinions out into the world, writers expect some will hold contrary views. (This helps you understand others’ thinking, possibly change your own mind, or strengthen your argument to be more persuasive.) |
| **Name the teaching point:** “Today I want to teach you that writers don’t all agree. If one person has written his or her opinion, someone else can say, ‘I agree. My opinion is the same,’ or, ‘I disagree. I have a different opinion.’ When we don’t agree with someone else’s opinion, that’s a good time to write our own opinion and back it up with tons of reasons.” |
| **Teaching and Active Engagement:** Coach children to rehearse writing an opinion about a collection other than their own, using what they now know is required in effective opinion writing. |
| **Link:** Send children off to writing time, inviting them to write counterarguments, and reminding them to rely on all they’ve learned about effective opinion writing. |
| **Mid-Workshop Teaching:** Use the transition *because* and spell it well (page 33); *Some Polite and Thoughtful Ways to Disagree with Another Person’s Opinion* (page 34). |
| **Share:** Pretend to be a new child in the room, and get the class reteaching you, a pretend novice, what they’ve learned about writing opinions well. Elicit the value of reasons, at a minimum. Channel writers to show each other ways they have used to make their own writing convincing. Harvest what children say to give the class yet more options. *Add to* ***Convince Your Readers!*** *Chart (page 35).* |