Building Foundations That Last
First Grade Opinion Model Planning Form

Date: February   Quarterly Benchmark: Q3

Topic: **What makes a perfect pet?**   **A**udience: First Grade Writers

Standards & Curriculum Connection:
1.W.1 Opinion Writing
Reach – Unit 5 – Creature Features
Grammar – Complete sentences
Phonics – Review long vowel spellings /ee/, /ea/
Vocabulary – creature
High Frequency Words – Green Card Words, food
Mentor Text – *The Perfect Pet* by Margie Palatini

Process	Surface Features	Content
• Uses an organized plan (I/B/C) • Plans with opinion words • Identifies topic	• 4-5 sentences • Uses knowledge of more complex letter/sound relationships • Uses a variety of ending punctuation	• Writing is sequential and matched to plan • Supporting reasons are relevant to the opinion • Contains descriptive vocabulary

Introduction (Topic, Hook, Opinion)

- Millions of creatures

- Perfect pet – worms

Body (Reasons)

- Inexpensive

- Eat food scraps

- Make compost

Conclusion (Opinion)

- Good for environment

The Writing:

There are millions of creatures in the world, but I think a worm would make the perfect pet. Worms are inexpensive since you can find them in your backyard. Also, feeding worms is simple. They can eat many leftover food scraps which helps create rich garden soil or compost. Worms would make the perfect pet because they are easy to care for and good for the environment.

Pacing
Day 1:
- Review opinion anchor chart – include structure (I/B/C) and opinion elements.
- Review various creatures from Reach Unit 5 – Creature Features
- Introduce the book *The Perfect Pet* by Margie Palatini.
- Explain that this book is about a little girl who really wants a pet. She has many different *opinions* and *reasons* why certain pets would be perfect.
- Read aloud the book.
- Create an anchor chart (T-Chart) to go along with the story (animal and reasons why it was perfect).

Day 2:
- Review *The Perfect Pet* and anchor chart.
- Discuss and brainstorm other perfect pets and reasons why they would be perfect.
- Encourage students to think about a perfect pet for them along with some reasons why it would be perfect. Have students orally share ideas.

Day 3:
- Review opinion anchor chart and explain that today they are going to plan for an opinion piece
- Model your plan for a perfect pet – I/B/C with short phrases and pictures.
- Students create a plan for a perfect pet – I/B/C with short phrases and pictures.

Day 4:
- Review opinion anchor chart and Perfect Pet opinion plan.
- Explain that today you will use your plan to write your opinion piece.
- Refer to plan as you create the sentences for the opinion piece.
- Students write their opinion piece – they may use your introduction as a start
  (*There are millions of creatures in the world but I think _____ would make the perfect pet.*)
(Depending on level of understanding and practice with the opinion structure, you may want to scaffold writing {Teacher writes Intro – Students write Intro, Teacher writes Body – Students write Body, Etc.})

Day 5 – 6:
- Revising
- Editing
- Publishing
- Sharing