

Sample English Language Arts Learning Plan

Big Idea/Topic

Opinion Writing

Standard Alignment

ELAGSE3W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

- Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons.
- Provide reasons that support the opinion.
- Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- Provide a concluding statement or section.

Instructional Design

LESSON 1: Introduction to Opinion Writing

Warm-up/Connect: Explain to students that today they will begin learning about the art of Opinion Writing.

Mini Lesson: *What is an opinion?* An *opinion* is the way you feel, think about, or view someone or something based on your schema and/or life experiences. Opinions are different from facts because facts are always true. An example of an opinion would be if you think cats make better pets than dogs, but your friend thinks dogs make better pets than cats. Neither person is wrong, it's just a difference of opinions. In order to convince someone to consider your opinion on a topic you need to make a strong statement about your opinion. Some examples of sentence starters to help make a strong statement include *It is my opinion that.....*, *Based on what I know.....*, *The best.....*, *In my opinion.....*. There are many ways you can begin your opinion, but you want to make sure you choose a strong start to show confidence in your statement. (Give students a copy of the [Opinion Words and Phrases chart](#) to glue in their notebook or place in a folder to reference throughout the lessons.)

Work Session: You are going to get five pairs of topics to look over and think about. You will choose the one you like best in each pair, and write your opinion about the topic you chose. At the end of the work session, you will choose two of the five to share with a partner. After students have had adequate time to work on the assignment, have them get with a partner (or someone at home if virtual) and share two of their opinions.

(Show students the power point with the information on the slide, write the choices on the board, or give students a [copy](#) to glue in their writing notebook for future reference. Your way of presenting the information to your students to work on will depend on how your students learn best, and if your students are face to face in the classroom or virtual.)

Closing: Review the meaning of an opinion. Tomorrow students will continue working on crafting a strong opinion writing piece by learning how to give strong reasons for their opinion.

Evidence of Student Success

- Student success will be evident by five complete sentences stating his/her opinion of the chosen topic.
- Students can give a thumbs up/thumbs down for understanding of stating an opinion about a topic.
- Students who do not have access to technology will need to have a way to keep their lessons and work in order. Within their work they need to highlight their name on the work page showing their level of understanding. Using a crayon or highlighter,

Student Learning Supports

- Students who appear to have a good understanding of Opinion writing could go a step further and include reasons for their opinion.
- Students who are struggling with writing a strong opinion statement could choose two to work on instead of the required five.
- If a student in the classroom struggles with physical writing, allow him/her to type their work on a Word document or Google document.

Engaging Families

- Allow access to the power point for families to review and use to assist students at home.
- 3rd Grade resources for families can be found at the Georgia Home Classroom.
- Parents can give children topics to choose between, and ask them to state why they chose the one they chose.



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LESSON 2:

Connect: Yesterday students learned about how to write an opinion statement about a topic they like. Today, students will learn why it's important to give multiple reasons, along with examples, for their opinion.

Mini Lesson: When you state your opinion about a topic, it is important to give multiple reasons to support your opinion. When you write your reasons, use transition words to begin your sentences to help your writing flow well. Some examples of transition words include *first/second/third, First of all, After that, Additionally, etc.* The following is an example of what an opinion statement with reasons and examples looks like.

EX: *My favorite season is spring. First of all, the temperature in spring is the perfect temperature. It's not too hot or too cold. Second, nature is alive with new life. The trees and flowers begin to bloom again with amazing colors. Everything is beautiful! Finally, the anticipation of summer vacation is on the minds of teachers, students, and parents. Getting to slow down and not have a strict schedule definitely builds this excitement. Spring is the best season of the year.*

Work Session: Using a [copy](#) of the example paragraph, and follow the directions to mark the specific parts of the paragraph.

- Use a **red** crayon to underline the opinion statement.
- Use a **blue** crayon to underline each reason that supports the opinion.
- Use an **orange** crayon to underline an example for the reason.
- Use a **green** crayon to underline the closing sentence.

After marking the paragraph, discuss the parts that are marked. If working from home, discuss the parts of the paragraph with a family member. Make sure each sentence is marked correctly so that this can be used to refer to throughout future lessons.

Closing: Review the meaning of opinion, and the importance of writing multiple, strong reasons with examples to make your writing interesting.

Evidence of Student Success

- Students can give a thumbs up/thumbs down for understanding of stating an opinion on their chosen topic.
- Students will have the example paragraph sentences marked with the correct colors.

Student Learning Supports

- Students who appear to have a good understanding of Opinion writing could be given a topic in which they must choose a side, and write an opinion piece stating their point of view.
- Students who are struggling with identifying the parts of an opinion paragraph could work with a partner or small group to discuss and mark the example paragraph.
- If a student in the classroom struggles with physical writing, allow him/her to type their work on a Word document or Google document.

Engaging Families

- Allow access to the power point for families to review and use to assist students at home.
- 3rd Grade resources for families can be found at the Georgia Home Classroom.
- Parents can give children topics to choose between, and ask them to state why they chose the one they chose then give reasons with examples to back up their opinion.



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- d. Provide a concluding statement or section.

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LESSON 3:

Connect: Yesterday you looked at an example Opinion paragraph, and marked the different parts of the paragraph to help you learn what each looks like.

Mini Lesson: Today, you are going to create your own Opinion paragraph. Remember to make your first sentence a strong statement about your Opinion of the topic you chose. When you write your reasons, be sure to use transition words to begin your sentences to help your writing flow well.

Work Session: Choose a topic from the five you worked with in Lesson 1. Fill in the [Oreo Graphic organizer](#) to help you organize your writing. When you complete the graphic organizer, write your sentences in paragraph form on a piece of notebook paper. Add any reasons or examples you feel will make your paragraph more interesting. Be prepared to share your paragraph at the end of the writing time with a partner or small group. Partners/small group members need to be prepared to give a *Glow and Grow* to the person sharing. (**Glow**-one thing the person did well. **Grow**-one thing the person could do to improve their writing.)

Closing: Ask students to share something they have learned over the past few days that they were able to apply to their writing today. Ask students to share something they believe they did well in their writing and something they believe they still need to work on with their writing. Remind students that writing is an ongoing process of getting initial thoughts down, revising, and rewriting.

Evidence of Student Success

- Students can give a thumbs up/thumbs down for comfort level at this point for writing an Opinion paragraph.
- Students will have the Oreo graphic organizer filled in, and a constructed paragraph based on the organizer notes.

Student Learning Supports

- Students who appear to have a good understanding of Opinion writing could be given a topic in which they must choose a side, and write an opinion piece stating their point of view.
- Students who are struggling with writing an Opinion paragraph could take the example paragraph about spring and fill out the graphic organizer based on that paragraph. This way they can see how it would look in the graphic organizer.
- If a student in the classroom struggles with physical writing, allow him/her to type their work on a Word document or Google document.

Engaging Families

- Allow access to the power point for families to review and use to assist students at home.
- 3rd Grade resources for families can be found at the Georgia Home Classroom.
- Parents can give children topics to choose between, and ask them to state why they chose the one they chose then give reasons with examples to back up their opinion.
- Parents can discuss current events with their child and each give their opinion about the topic. They can then state reasons why they chose the side they chose and give examples to go with their reasons.



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LESSON 4:

Connect: Yesterday you chose a topic from one of the five pairs from Lesson 1, filled in a graphic organizer, and wrote an Opinion paragraph.

Mini Lesson: Today, you are going to another topic off your list, and do the same as you did yesterday. Think about what you wrote yesterday. What did you do well in your writing? What did you do that you feel you can work on today to make this paper better? What did you hear from others that maybe you could try to help improve your writing? Remember to make your first sentence a strong statement about your Opinion of the topic you chose. When you write your reasons, be sure to use transition words to begin your sentences to help your writing flow well.

Work Session: Look over your graphic organizer and writing from yesterday before you begin today's assignment. Be sure to think about what your partner/small group said you did well, and what was said that you could do to improve your writing.

Once you have a plan in place of how to improve your writing for today, choose another topic from the five you worked with in Lesson 1. Fill in the [Oreo Graphic organizer](#) to help you organize your writing. When you complete the graphic organizer, write your sentences in paragraph form on a piece of notebook paper. Add any reasons or examples you feel will make your paragraph more interesting. Be prepared to share your paragraph at the end of the writing time with a partner/small group. They will listen for the suggestions made yesterday for improvement in your writing.

Closing: Ask students to share something they have learned over the past few days that they were able to apply to their writing today. Ask students to share something they believe they did well in their writing and something they believe they still need to work on with their writing. Remind students that writing is an ongoing process of getting initial thoughts down, revising, and rewriting.

Evidence of Student Success

- Students can give a thumbs up/thumbs down for comfort level at this point for writing an Opinion paragraph.
- Students will have the Oreographic organizer filled in, and a constructed paragraph based on the organizer notes.

Student Learning Supports

- Students who appear to have a good understanding of Opinion writing could be given a topic in which they must choose a side, and write an opinion piece stating their point of view.
- Students who are struggling with writing an Opinion paragraph could take the example paragraph about spring and fill out the graphic organizer based on that paragraph. This way they can see how it would look in the graphic organizer.
- If a student in the classroom struggles with physical writing, allow him/her to type their work on a Word document or Google document.

Engaging Families

- Allow access to the power point for families to review and use to assist students at home.
- 3rd Grade resources for families can be found at the Georgia Home Classroom.
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LESSON 5:

Connect: You have been learning about Opinion writing by writing paragraphs about your feelings on a certain topic. Today, you are going to learn how to read a passage, choose a side, and then write an Opinion Essay to support the side you chose.

Mini Lesson: You have probably heard, “There are two sides to every story.” Sometimes you will read a passage that only contains one point of view, but other times you will read a passage that has information from both sides of a circumstance. In order to form an educated point of view, it is important to hear both sides, and form your opinion based on your schema and life experiences. As you read a passage, be aware of the point of view, reasons, and examples for both sides.

Work Session: Read the passage titled, [“Are Video Games Good or Bad?”](#) from Education.com. (To see more great passages like this one, you must register for a free account at Education.com.) After you read through the entire passage, go back and reread it slower, pausing to mark with a **blue** crayon, the point of view that feels video games are *good* for kids. Read the passage a 3rd time, and mark with a **red** crayon, the point of view that feels video games are *bad* for kids. After marking your passage, choose the side you most agree with and write it on your [Opinion Graphic organizer](#). Place your marked passage and graphic organizer in a folder to use again tomorrow.

Closing: Discuss with a partner/small group the different points of view that were discussed in the passage. Be sure to talk about specific reasons and examples for each view that were mentioned in the passage.

Evidence of Student Success

- Students can give a thumbs up/thumbs down of their understanding after reading and marking the passage.
- Students will have the passage marked correctly, and their point of view written on the graphic organizer.
- Virtual students will discuss the passage with a partner, small group, or family member.

Student Learning Supports

- Students will work with a partner/small group to discuss both
- If a student in the classroom struggles with physical writing, allow him/her to type their work on a Word document or Google document.

Engaging Families

- Allow access to the power point for families to review and use to assist students at home.
- 3rd Grade resources for families can be found at the Georgia Home Classroom.
- Parents can give children topics to choose between, and ask them to state why they chose the one they chose then give reasons with examples to back up their opinion.
- Parents can discuss current events with their child and each give their opinion about the topic. They can then state reasons why they chose the side they chose and give examples to go with their reasons.



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Instructional Design

LESSON 6:

Connect: Yesterday you read a passage about video games, and you had to choose a side whether you believe they are good or bad for kids.

Mini Lesson: Today, you will use the information from the passage that supports your point of view, and fill in the graphic organizer. Remember you want your opinion statement to be strong, so pick a sentence starter that would help correctly express your feelings about the topic. You will use the reasons and examples from the passage to help you as you fill in the remainder of the graphic organizer.

Work Session: Refer to the passage about video games that you read and marked yesterday as you fill in your thoughts on your graphic organizer. Be sure to write in complete sentences as you fill in each area. After completely filling in your graphic organizer, get a piece of notebook paper and begin writing your Opinion Essay. Be sure to include your own thoughts and feelings about the side you most agree with, using information from the passage to help you explain your point of view.

Closing: You should have a rough draft of your Opinion Essay written out on notebook paper. Tomorrow, you will work with a partner/small group to revise and edit your work.

Evidence of Student Success

- Students will have the graphic organizer filled out, and a rough draft of their Essay written on notebook paper.
- Students who are virtual or need writing modifications will type their information for their rough draft in a Google Doc or Word Doc.

Student Learning Supports

- Students who need acceleration in Opinion Writing can research the effects of Video Games on students. They can include data in their Essay to go along with what they read in the passage.
- If a student in the classroom struggles with physical writing, allow him/her to type their work on a Word document or Google document.
- Students who need their work given in chunks could fill in their graphic organizer. The next day they could write their rough draft.

Engaging Families

- Allow access to the power point for families to review and use to assist students at home.
- 3rd Grade resources for families can be found at the Georgia Home Classroom.
- Parents can give children topics to choose between, and ask them to state why they chose the one they chose then give reasons with examples to back up their opinion.
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LESSON 7:

Connect: Yesterday you wrote a rough draft of your Opinion Essay.

Mini Lesson: Today, you will work with a partner or small group to revise your rough draft. When you revise, think about the acronym A.R.M.S. *A* stands for add so you will add words and/or sentences to your writing if and where they are needed. *R* stands for remove so you will remove words or sentences that are not needed. *M* stands for move so you will change a word or placement of a sentence if needed. *S* stands for substitute which means you will trade words or sentences for new ones.

***Each student should receive a copy of the [A.R.M.S and C.U.P.S. anchor chart](#) to glue in their writing notebook or keep in their Writer's folder.*

Work Session: Your work session today is a time for you to work with your partner/small group to revise your Essay. It is important that you take the revision time seriously. This is a way to help you make your work better. When both partners (or all group members) have had a chance to share and make revisions, rewrite your essay making the changes your partner/group suggested.

Closing: Revisions take time, but they are a very important part of the Writing process. Tomorrow we will talk about and use the Editing process.

Evidence of Student Success

- Students will have a revised copy of their original draft.
- Students who are virtual or need writing modifications will type their information for their rough draft in a Google Doc or Word Doc.

Student Learning Supports

- Students who need acceleration in Opinion Writing can research the effects of Video Games on students. They can include data in their Essay to go along with what they read in the passage.
- If a student in the classroom struggles with physical writing, allow him/her to type their work on a Word document or Google document.
- Students who need their work given in chunks could fill in their graphic organizer. The next day they could write their rough draft.

Engaging Families

- Allow access to the power point for families to review and use to assist students at home.
- 3rd Grade resources for families can be found at the Georgia Home Classroom.
- Parents can give children topics to choose between, and ask them to state why they chose the one they chose then give reasons with examples to back up their opinion.
- Parents can discuss current events with their child and each give their opinion about the topic. They can then state reasons why they chose the side they chose and give examples to go with their reasons.



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- d. Provide a concluding statement or section.

Instructional Design

LESSON 8:

Connect: Yesterday you worked with your partner/small group to revise your Opinion Essay.

Mini Lesson: Today, you will work with a partner or small group to edit the revision draft you wrote yesterday. When you edit, think about the acronym C.U.P.S. C stands for capitalize so you need to check names, places, titles, months, etc. U stands for usage so you need to check that all nouns and verbs are used correctly. P stands for punctuation so you will need to check periods, quotes, commas, apostrophes, etc. S stands for spelling so check all words for correct spelling.

***Each student should receive a copy of the A.R.M.S and C.U.P.S. anchor chart to glue in their writing notebook or keep in their Writer's folder.*

Work Session: Your work session today is a time for you to work with your partner/small group to edit your Essay. It is important that you take this time seriously. This is a way to help you make your work better. When both partners (or all group members) have had a chance to share and edit their work, rewrite your essay making the changes your partner/group suggested.

Closing: Turn in your final copy of your Opinion Essay when you finish editing and rewriting.

Evidence of Student Success

- Students will have a revised and edited copy of their original draft to turn in for grading.
- Students who are virtual or need writing modifications will type their information for their rough draft in a Google Doc or Word Doc.

Student Learning Supports

- Students who need acceleration in Opinion Writing can research the effects of Video Games on students. They can include data in their Essay to go along with what they read in the passage.
- If a student in the classroom struggles with physical writing, allow him/her to type their work on a Word document or Google document.
- Students who need their work given in chunks could fill in their graphic organizer. The next day they could write their rough draft.

Engaging Families

- Allow access to the power point for families to review and use to assist students at home.
- 3rd Grade resources for families can be found at the Georgia Home Classroom.
- Parents can give children topics to choose between, and ask them to state why they chose the one they chose then give reasons with examples to back up their opinion.
- Parents can discuss current events with their child and each give their opinion about the topic. They can then state reasons why they chose the side they chose and give examples to go with their reasons.



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- Provide a concluding statement or section.

Instructional Design

LESSON 9:

Connect: Yesterday you submitted your Opinion Essay.

Mini Lesson: Today, you will read a book and write your opinion about the book. You have been working several days on writing your opinion about different topics. There are many things in life that you have opinions about. Experiences and influences in your and life help form the opinions you feel about certain topics. When you give your opinion about a topic, it is important that you think through what you know about the topic, and think about why you feel the way you do about the topic. You could make a list of reasons you like or dislike the topic before you write a piece expressing your thoughts.

Work Session: Click on the title to listen to the book [Be Kind](#). After you listen to the book all the way through, pause the video and jot down your feelings about the book. Did you like the book? If so, list reasons why you like the book. Did you dislike the book? Jot down reasons why you dislike the book. After you make your initial jot notes about the book, listen to the book a second time to see if any additional reasons stand out to you about liking or disliking the book. After listening to the book a second time and adding more notes to your list, fill in an [OREO graphic organizer](#) about your opinion about the book. After completing the graphic organizer, use this information to write your opinion piece about the book.

Closing: Share your opinion writing with a partner or small group.

****Students who are working on school from home and do not have internet access could choose a book they have available at home to complete this activity.**

Evidence of Student Success

- Students will write an opinion piece about the book Be Kind.
- Students who are virtual or need writing modifications will type their information for their rough draft in a Google Doc or Word Doc.

Student Learning Supports

- Students who need acceleration in Opinion Writing can read a chapter book and write an opinion review about their chosen book.
- If a student in the classroom struggles with physical writing, allow him/her to type their work on a Word document or Google document.
- Students who need their work given in chunks could listen to the book and jot notes one day. The next day he/she could fill in the graphic organizer from their notes. The third day the student could write their opinion piece from their graphic organizer.

Engaging Families

- Allow access to the power point for families to review and use to assist students at home.
- 3rd Grade resources for families can be found at the Georgia Home Classroom.
- Parents and students could choose books together to read and discuss their thoughts about the book.
- Parents and students read about current events, and discuss the current events with their child and each give their opinion about the topic. They can then state reasons why they chose the side they chose and give examples to go with their reasons.



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- Provide a concluding statement or section.

Instructional Design

LESSON 10:

Connect: Yesterday you listened to a book, and wrote an opinion piece about your thoughts about the book.

Mini Lesson: Today, you will think about your favorite or least favorite movie, and write your opinion about the movie. You have been working several days on writing your opinion about different topics. There are many things in life that you have opinions about. Experiences and influences in your and life help form the opinions you feel about certain topics. When you give your opinion about a topic, it is important that you think through what you know about the topic, and think about why you feel the way you do about the topic. You could make a list of reasons you like or dislike the topic before you write a piece expressing your thoughts.

Work Session: Think about movies you like or dislike. Write down a few of the titles for each category. Under each title, jot down your feelings about the movie. Did you like the movie? If so, list reasons why you like the movie. Did you dislike the movie? Jot down reasons why you dislike the movie. After you make your initial jot notes about each movie, look back over your opinions. Which movie stands out to you the most? Which one was easiest to write your thoughts about? Choose the movie that was easiest for you to jot your thoughts about, and fill in an [OREO graphic organizer](#) about your opinion about the movie. After completing the graphic organizer, use this information to write your opinion piece about the movie.

Closing: Share your opinion writing with a partner or small group.

Evidence of Student Success

- Students will write an opinion piece about a movie they most like or dislike.
- Students who are virtual or need writing modifications will type their information for their rough draft in a Google Doc or Word Doc.

Student Learning Supports

- Students who need acceleration in Opinion Writing can write an opinion essay review about their chosen movie.
- If a student in the classroom struggles with physical writing, allow him/her to type their work on a Word document or Google document.
- Students who need their work given in chunks could watch the movie and jot notes one day. The next day he/she could fill in the graphic organizer from their notes. The third day the student could write their opinion piece from their graphic organizer.

Engaging Families

- Allow access to the power point for families to review and use to assist students at home.
- 3rd Grade resources for families can be found at the Georgia Home Classroom.
- Parents and students could choose a movie together to watch and discuss their thoughts about the movie.
- Parents and students watch documentaries about current events, and discuss the current events with their child and each give their opinion about the topic. They can then state reasons why they chose the side they chose and give examples to go with their reasons.

