

ELA: Grade 3, Lesson 14, Everyone has an Opinion

**Lesson Focus:** Students will learn how to develop an opinion, introduce a text, and find supporting text evidence in an opinion essay

**Practice Focus:** Students will develop an opinion, introduce a text, and find supporting text evidence in an opinion essay after generating and planning with a graphic organizer.

**Objective:** Students will use *The Tale of Peter Rabbit* to develop an opinion, learn how to write an introduction, and find supporting text evidence in an opinion essay with a focus on planning with a pre-writing graphic organizer.

**Academic Vocabulary:** opinion, audience, introduce, graphic organizer

**TN Standards:** 3.W.TTP.1; 3.W.TTP.1a, b, c, f; 3.SL.CC.3

**Teacher Materials:**

- The Teacher Packet for ELA, Grade 3, Lesson 14
- Opinion Essay Graphic Organizer
- Introduction graphic of Peter and his mother (See Grade 3 file)

**Student Materials:**

- Three sheets of paper, pencil, and a surface to write on
- Crayons or colored pencils
- The Student Packet for ELA, Grade 3, Lesson 14 which can be found at [www.tn.gov/education](http://www.tn.gov/education)

| Teacher Do   | Students Do  |
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| <p><b>Opening</b> (1 min)</p> <p><b>Hello! Welcome to Tennessee’s At Home Learning Series for literacy! Today’s lesson is for all our third graders out there, though everyone is welcome to tune in. This lesson is the fourth in this week’s series.</b></p> <p><b>My name is ____ and I’m a ____ grade teacher in Tennessee schools. I’m so excited to be your teacher for this lesson! Welcome to my virtual classroom!</b></p> <p><b>If you didn’t see our previous lesson, you can find it on <a href="https://www.tn.gov/education/">https://www.tn.gov/education/</a>. You can still tune in to today’s lesson if you haven’t seen any of our others, however, it might be more fun if you first go back and watch our other lessons, since today we’ll be talking about things we learned previously.</b></p> <p><b>Today we will be learning about writing an introduction to an opinion essay! Before we get started, to participate fully in our lesson today, you will need:</b></p> <ul style="list-style-type: none"> <li>• Three sheets of paper, pencil, and a surface to write on</li> <li>• Crayons or colored pencils</li> <li>• The Student Packet for ELA, Grade 3, Lesson 14 which can be found at <a href="http://www.tn.gov/education">www.tn.gov/education</a></li> </ul> <p><b>Ok, let’s begin!</b></p> | <p>Students gather materials for the lesson and prepare to engage with the lesson’s content.</p> |
| <p><b>Intro</b> (5 min)</p>  |  |

Taking a sneak peek back into our lesson's this week, we closely read *The Tale of Peter Rabbit* and checked our comprehension with text dependent questions and answers. Next, we studied Peter's actions to look for clues that Peter was mischievous. With this little bunny, we had plenty of evidence! After focusing on text evidence, we turned our attention to carefully study illustrations and asked ourselves what the author wanted us to know and what mood the author was setting. And with that, the last independent assignment was to draw an illustration from your favorite part of our story. Remember the goal was to set a mood and help the reader understand the text. You were asked to add details to give the reader as much information as possible. I wish I could see your illustrations! Instead, please show an adult your illustration and ask them to complete this statement:

This illustration shows\_\_\_\_\_.  
It makes me feel\_\_\_\_\_.

[Show Slide 1.] Here is an illustration that shows how much Mrs. Rabbit loves Peter. She is holding him tightly, and he is holding her apron. Notice how both of their eyes are closed and Mrs. Rabbit is leaning down slightly. This makes me think she is trying to be as close to Peter as possible. Another detail I noticed is both rabbits have the same color on. Hmm... Like they match and belong together; they are a family.

It makes me feel warm. This illustration makes me think of rabbits with human feelings. What I mean is, rabbits can have feelings too. I think the author wanted me to have concern for the rabbit family, especially Peter.

Thank you for doing your best work on your illustration!

Today our goal is to develop an opinion and learn how to write an effective introduction for an opinion essay. As this lesson moves forward, I will model how to write. Then, with my support, you will practice. At the end of the lesson, you will be assigned independent work to complete on your own after the video ends.

We have looked back at the lessons, now it's time to prepare to move forward. Let's start with talking about words you will need to know for today.

Opinion- you will hear this word a lot today. An opinion is a judgement, belief, or viewpoint on a certain subject. I'll give

Student will access prior knowledge and learning from *The Tale of Peter Rabbit*.

The student will engage in vocabulary words to support writing instruction.

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| <p>you a sentence using opinion. It is my opinion that Old Mr. McGregor should have shared his vegetables with the Rabbit family.</p> <p>Audience- audience means the people who will read or hear your writing. Here is my sentence: The audience stood up and clapped after I read my opinion essay on Peter Rabbit and his decision to return to the garden.</p> <p>Introduce- introduce means to bring something to someone's attention for the first time. Let's see..... When Peter was in the garden, the mouse had time to introduce himself.</p> <p>Graphic organizer- graphic organizer is a tool to organize one's writing. Before I write an opinion essay, I will use my graphic organizer to plan and organize my thoughts.</p> <p>Now it's your turn to write a sentence! Take out a sheet of paper and your pencil for this quick activity. Write one sentence for the word of your choice. You can choose from opinion, audience, introduce, or graphic organizer. [Pause.]</p> <p>Some of you are very creative when writing sentences! That was fun. One sentence I heard was, "In my opinion, Mr. McGregor should NOT have captured Peter's father and put him in a pie!</p> <p>In today's lesson, you will first develop your opinion on this question. After reading <i>The Tale of Peter Rabbit</i>, do you think Peter Rabbit will ever go back into Mr. McGregor's garden?</p> <p>Good writers preplan their essays by creating and completing a graphic organizer. It becomes like a map to help you write effectively. The first step in the organizer is to write the introduction. You will learn to introduce the text by writing one or two sentences to summarize the text.</p> <p>Remember, I'm here to help you! Now let's start with developing your opinion.</p> <p>Here we go!</p> |  |
| <p><b>Teacher Model/Read-Aloud</b> (15 min)</p> <p>In the story, <i>The Tale of Peter Rabbit</i>, Peter Rabbit has an adventure through Mr. McGregor's garden. Think about Peter's adventure and everything that happened to him throughout the text.</p>   | <p>Students follow along, comprehending the text. They use teacher think-alouds and tips (e.g., definitions of words) to support their comprehension, and they think</p> |

[Show Slide 2.] **Based on the text evidence and illustrations, develop your opinion to this prompt:**

**After reading *The Tale of Peter Rabbit*, do you think Peter Rabbit will ever go back into Mr. McGregor's garden?**

**You will decide:**

**Yes, I think Peter will go back to Mr. McGregor's garden.**

**OR**

**No, I think Peter will never go back to Mr. McGregor's garden.**

**Write your opinion sentence on your paper. [Pause.]**

**All done? I heard some of you have strong opinions! That is not a bad thing at all! The key is to use evidence from the text to provide reasons WHY you made that opinion. Well, most of you said, "No, I think Peter will never go back to Mr. McGregor's garden. With that opinion as our base, we'll get started. If your opinion is that Peter would return to the garden, no problem. Today, I'm modeling how to develop the paper, and you can use the model to form your own thoughts as you write your own essay.**

**Now we have a solid opinion.**

[Show Slide 3.] **Looking back on our process, you have read the text closely and analyzed the author's words and illustrations. Specifically, we closely read the text and asked and answered questions to check our understanding of the text. We also made sure we understood vocabulary words like mischief, mischievous, sobs, and sieve. Because this story was written over 120 years ago, we paid attention to words and phrases that might cause us to lose understanding. Next, we carefully studied illustrations and made connections with the text and the mood or tone the author wanted to set. Moving forward, you developed your opinion and wrote your opinion on your paper.**

[Show Slide 4.] **Also remember, audience means the people who read or hear your writing. Remember, not everyone has read the story *The Tale of Peter Rabbit*. It is the writer's job to provide background information.**

or write as directed in response to prompts and questions.

Students will engage in the lesson vocabulary.

Students will generate and plan for their opinion essay using a graphic organizer and a specific and intentionally process to guide students effectively.

[Show Slide 5.] **Next, you will learn how to introduce the text by writing one or two sentences to summarize the text.**

[Show Slide 6.] **Hmmm..... I'm going to tell the audience about *The Tale of Peter Rabbit* in one or two sentences. That means I need to remember the audience may not have read the story and that I need to write my sentences carefully. I better think about the two largest details that most tell the audience what happened in our story. Listen along as I think through this process.**

[Show slide 7.] **Using the text, I think of these events and details.**

- **Peter's mom told him to stay out of Mr. McGregor's garden.**
- **In the past, Peter's dad had been caught in the garden and was put in a pie.**
- **Peter went in the garden anyway.**

[Show slide 8.] **Taking these notes, I will summarize the story like this:**

**In *The Tale of Peter Rabbit*, Peter's mom warns him to stay out of McGregor's garden because his dad was caught there and put into a pie by Mrs. McGregor. Peter does not listen to his mom and goes into the garden.**

[Show slide 9.] **We are ready to write our introduction now. We put our summary and add our opinion at the end.**

[Show slide 10. It is animated.] **Here is what it looks like: In *The Tale of Peter Rabbit*, Peter's mom warns him to stay out of McGregor's garden because his dad was caught there and put into a pie by Mrs. McGregor. Peter does not listen to his mom and goes into the garden. In my opinion, Peter Rabbit will never go back into Mr. McGregor's garden again.**

**TA-DAAA... We have introduced the text to our audience!**

[Click again on slide 10 to show the intro being added to the organizer.] **Please add this short paragraph to the Opinion Essay organizer if you have one. If not... no problem. Add the title Introduction/Opinion to your note paper now.**

[Pause.]

**Excellent! You are terrific at following directions.**

[Show slide 11] [Pause.] [Show slide 12] **I'll return to our review process to check my work to this point. It looks like we are ready to use our text to find reasons.**

[Show slide 13] **So how does a writer develop reasons for their opinion? You will develop your reasons for your opinion by reviewing the text and finding text examples, then filling in your graphic organizer. You can also write on your paper if you don't have an organizer.**

[Show slide 14- click through the animations as you read]  
**An opinion is a person's point of view; what a person thinks or believes to be true. For example, Peter Rabbit will never go back to Mr. McGregor's garden because ... When you write an opinion essay, you need reasons to support your point of view.**

[Show slide 15.] **First, we will go back to the text, and look for specific details that will support your opinion. Then we will ask ourselves, "Which three examples from the text best support my opinion?" And to keep our thoughts organized, we will fill in our opinion essay organizer with your reasons.**

[Show slide 16.] **As I reviewed the text, I looked for reasons that Peter would Not want to go to the garden again.**

**Here is the list:** [Click on the same slide to show list]

**Peter goes into the garden after being told not to**  
**He developed a stomachache after eating lots of vegetables**  
**He was chased by Mr. McGregor and terrible things happened to him**  
**He was caught in a gooseberry net**  
**He was almost trapped in a sieve**  
**He lost his shoes and jacket**  
**He became wet after hiding in a watering can**  
**He was lost and afraid**  
**He was very tired when he finally made it home**  
**He went right to bed and was not feeling well**  
**He missed a yummy supper**

**Look at all the reasons Peter would not want to go into the garden. Maybe this is why I heard you have the opinion that Peter would stay out!** [Show slide 17] [Pause.]

[Show slide 18] **Now, I do step # 2. We have to find the three BEST reasons for our essay. I'll pause now. Your job is to pick three reasons that you feel are the best to support why Peter will NOT go into the garden ever again.** [Pause.]

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| <p><b>For this lesson, I'll show you what reasons I picked. You may have picked different reasons. That is completely ok. There is no "correct" answer; when you write an opinion, you only have to give reasons using evidence from the text and you are correct!</b></p> <p>[Show slide 19.] <b>Here are the reasons I chose. I've modeled how to add them into the graphic organizer.</b></p> <ol style="list-style-type: none"> <li><b>1. He developed a stomachache after eating lots of vegetables. [Pause.]</b></li> <li><b>2. He was chased by Mr. McGregor and terrible things happened to him. [Pause.]</b></li> <li><b>3. He was very tired when he finally made it home. [Pause.]</b></li> </ol> <p><b>Time for you to put the reasons Write these reasons on your organizer or on your paper. I'll give you a time to write. [Pause.]</b></p>  |   |
| <p><b><u>Guided Practice</u> (15 min)</b></p> <p>[Show slide 20.] <b>It is obvious you are writers! Now, I'll ask you to help me find the evidence from the text to support our reasons.</b></p> <p>[Show slide 21.] <b>Evidence comes from the text you are reading and must connect with your reason. It also provides support to your reason and makes for a stronger opinion.</b></p> <p><b>Going back to my organizer, the first reason I wrote was: He developed a stomachache after eating lots of vegetables.</b></p> <p><b>As I read, listen for text evidence to show why Peter might have had an upset stomach, or stomachache.</b></p> <p><b>First, he ate some lettuces and some French beans; and then he ate some radishes; And then, feeling rather sick, he went to look for some parsley. But round the end of a cucumber frame, whom should he meet but Mr. McGregor! Mr. McGregor was on his hands and knees planting out young cabbages, but he jumped up and ran after Peter, waving a rake and calling out, "Stop thief."</b></p> <p><b>What evidence would you list that might make a poor little bunny become so upset that he got a stomachache? [Pause.]</b></p> <p>[Show slide 22.] <b>After we discuss the evidence, you will add the text evidence that supports your reason in our organizer or on your paper.</b></p> | <p>Students follow along and think and act as instructed, gradually gaining confidence and competence.</p> <p>Students engage with finding textual evidence to support the reason for developing the opinion. This modeling and practice will support application of independent writing.</p> |

[Show slide 23.] Excellent detective work! I heard you say you found this text evidence.

- Looked for parsley to help his stomach feel better
- Mr. McGregor found him
- chased Peter with a rake, calling him a thief

I'll give you time to fill in the organizer. [Pause.]

Let's go! We are looking for text evidence to support our reason #2. It was: He was chased by Mr. McGregor and terrible things happened to him.

Listen for evidence in the text to tell you Peter was chased and terrible things happened.

Mr. McGregor was on his hands and knees planting out young cabbages, but he jumped up and ran after Peter, waving a rake and calling out, "Stop thief." He lost one of his shoes among the cabbages, and the other shoe amongst the potatoes. After losing them, he ran on four legs and went faster, so that I think he might have got away altogether if he had not unfortunately run into a gooseberry net, and got caught by the large buttons on his jacket. Mr. McGregor came up with a sieve, which he intended to pop upon the top of Peter; but Peter wriggled out just in time, leaving his jacket behind him. And rushed into the toolshed and jumped into a can. It would have been a beautiful thing to hide in, if it had not had so much water in it. A white cat was staring at some goldfish; she sat very, very still, but now and then the tip of her tail twitched as if it were alive.

I'll give you time to think of the evidence that Mr. McGregor chased Peter and terrible things happened. [Pause.]

Peter was running for his life! Did you find these phrases for evidence? [Show slide 24.]

- lost his shoes in the cabbages and the potatoes
- caught in a gooseberry net, almost trapped in a sieve
- lost his jacket
- wet after hiding in a watering can
- feeling scared and lost

Please add these bullet points to our organizer or your paper. [Pause.]



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| <p>Finally, we will read text to find evidence for our third reason we developed our opinion. The third reason was: he was very tired when he finally made it home.</p> <p>Listen for evidence while I read: He was so tired that he flopped down upon the nice soft sand on the floor of the rabbit-hole and shut his eyes. I am sorry to say that Peter was not very well during the evening. His mother put him to bed and made some chamomile tea; and she gave a dose of it to Peter! “One table-spoonful to be taken at bedtime.” But Flopsy, Mopsy, and Cotton-tail had bread and milk and blackberries for supper. [Pause.]</p> <p>Take a minute to think of the evidence you need.</p> <p>Did the author, Beatrix Potter, let us know Peter was very tired? She did! I hear you saying correctly that Peter would NOT go into the garden again because his adventurous day made him exhausted. Here is what I heard you say.</p> <p>[Click on slide 24 animation for the evidence.]</p> <ul style="list-style-type: none"> <li>• flopped down on the floor and went to sleep</li> <li>• not feeling well</li> <li>• mom put him to bed and gave him a dose of chamomile tea</li> <li>• missed eating a yummy supper of milk,</li> <li>• bread, and blackberries</li> </ul> <p>[Show slide 25.] Adding this to our organizer will complete the text evidence sections. Please do that now. [Pause.] Thank you!</p> <p>[Show slide 26.] Your organizer or note page should look like this.</p> <p>[Show slide 27.] I’m checking my process now. We are on the way to writing an excellent opinion paper.</p> |   |
| <p><b>Independent Work</b> (3 min)</p> <p><b>Whew! You have worked hard today! Thank you for following along as I modeled the lesson! You may remember how we looked carefully at the illustrations to support the reader or audience.</b></p> <p><b>You will need a clean sheet of paper and crayons or colored pencils to complete this assignment.</b></p> <p><b>Here are your directions: Illustrate the three reasons we gave for developing the opinion that Peter would not ever return</b></p>  | <p>Students will engage in practice of using illustrations to support the comprehension and mood of a text.</p> |

## PBS Lesson Series

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| <p>to the garden. Remember that details in the illustration help the reader understand the story and provide a mood or tone.</p> <ol style="list-style-type: none"><li>1. He developed a stomachache after eating lots of vegetables.</li><li>2. He was chased by Mr. McGregor and terrible things happened to him.</li><li>3. He was very tired when he finally made it home.</li></ol> |  |
| <p><b>Closing</b> (1 min)</p> <p>I enjoyed working on developing an opinion, introducing a text, and find supporting text evidence as we read <i>The Tale of Peter Rabbit</i> with you today! Thank you for inviting me into your home. I look forward to seeing you in our next lesson in Tennessee's At Home Learning Series! Bye!</p>   |  |

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