

Fact and Opinion

Subject: Language Arts

Grade Level: 3rd

Common Core State Standard: CCSS.ELA-Literacy.W.3.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons.

- CCSS.ELA-Literacy.W.3.1.a
Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- CCSS.ELA-Literacy.W.3.2.b
Develop the topic with facts, definitions, and details.

Goal: The students will be able to differentiate between fact and opinion.

Objective: Given a t-chart, the student will list five facts and five opinions about the food groups and/or healthy eating missing no more than three. (Bloom's Taxonomy Applying Level/DOK Level 2)

A. Introduction/Motivation

1. Welcome the students to class.
2. Inform the students that they will be learning about fact and opinion today.
3. Show the students a basket (or hat, box, etc...) containing slips of paper with statements written on them.
 - Tell the students that they are to take turns coming and drawing a statement out of the basket. They will then read their statement orally to their classmates.
 - Direct the students to raise their thumbs up if they agree with the statement that is read or point their thumbs down if they disagree with the statement that is read.
 - Allow time for all statements to be read orally and students to agree or disagree with each statement.
 - The following are examples of statements to be read:
 - Doritos are the best type of chip to eat.
 - Bananas are yummy.
 - I love to eat bread.
 - Ice cream is yucky.
 - My favorite drink is milk.
 - Inform the students that they just gave their *opinion* about each of those statements.
 - Health - Have a brief discussion about which of these foods are healthy and which are not.

4. Tell the students that by the end of the lesson today they will be able to list five facts and five opinions about healthy foods.
5. Inform the students that it is important to be able to tell the difference between a fact and an opinion so we can understand what is real from what is someone's point of view or feelings. It will also help us when we read or write certain types of stories.

B. Study Learning

1. Show the students a poster containing the terms *fact* and *opinion*, the definition of each, and examples of each. (The following is the information that should be written on the poster or PowerPoint presentation.)
2. Inform the students that a *fact* is something that can be proven true.
3. Provide the students with the following examples of facts:
 - There are 12 months in the year.
 - A female lion is called a lioness.
 - The cheetah is the fastest animal on earth.
 - The Statue of Liberty is in New York.
 - Bats are the only mammals that can fly.
4. Inform the students that an *opinion* is someone's feelings about a particular topic. It is also something that you can agree or disagree with).
5. Provide the students with clue words that can possibly indicate if a statement is an opinion: *think, believe, good, better, best, suppose, wonder, perhaps, bad, worse, worst, should, ought, right, wrong*.
6. Provide the students with the following examples of opinions:
 - It is fun to watch a lion at the zoo.
 - Mint chocolate chip ice cream is the best flavor of ice cream.
 - Pickles are not good to eat.
 - I think basketball is fun to play.
 - Dogs make the worst pet.
7. Remind the students of the statements that were read in the introduction, and that each of them were opinions.
8. Play the YouTube video, "Fact Versus Opinion Educational Music Video Song" by the Grammarheads- <https://www.youtube.com/watch?v=LAKprpl7aPo>
 - Following the video, ask the students to tell the difference between fact and opinion and ask for a few examples from the video.
9. Draw a t-chart on the board (or poster) and label one column, fact, and the other column, opinion. This will be used while the book is being read. (Attachment #1)
10. Introduce the book, *The Magic School Bus inside the Human Body*, and read the text aloud.

- Ask appropriate before, during, and after reading questions.
- Stop periodically and use “think alouds” to model how to distinguish facts from opinions.
- Point out clue words.
- Add example statements from the book to the t-chart in the appropriate column.
- Allow students to add statements from the book to the t-chart and have them justify their placement of each statement.
- As the students are adding statements to the t-chart, ask them, “How do you know?” for each statement. Explain that if it can be proven, it is a fact. If it can’t be proven, then it is an opinion. Also, if the students can agree or disagree with the statement, then it is an opinion.
- Health - Discuss the human body and ways to keep it healthy.

Guided Practice

11. Play the Fact and Opinion Game. (bodily/kinesthetic – P.E. Integration) (Attachment #2)

- Place two game boards at the front of the room (or draw it on the dry erase board) – one column should be labeled fact and the other column should be labeled opinion.
- Divide the students into two teams.
- Give each group a set of game cards with facts or opinions written on them.
- Instruct one member from each group to select a game card, read it to their group members, and work together to decide if the statement is a fact or an opinion.
- If the statement is a fact, the person who selected the card must hop on one foot to the game board at the front of the room and place their card in the fact column. If the statement is an opinion, the person who selected the card must skip to the game board at the front of the room and place their card in the opinion column. The other team members must also either hop or skip in place until the person returns to their group.
- The game stops when one team places all of their cards on the game board. The cards should be checked by the teacher silently. If all of the cards are correct, the game is over and that team wins. If all of the cards are not correct, the game continues and that team must correct their answers while the other team continues to work. The game continues until one team has all of their cards placed correctly.
- Health - Review the correct answers to each card and discuss if the foods or activities mentioned on the cards are healthy or unhealthy.
- After the review, instruct each to group to write one fact and one opinion statement that could be added to the game. Go over their responses.
- (Monitor students as they work and provide feedback as needed.)

Independent Practice

12. Give each student a handout entitled, "Animal Facts and Opinions." (Attachment #3)
 - Allow the students to get a partner.
 - Instruct the students to work together to read each statement and decide if the statement is a fact or an opinion.
 - Tell the students to write the word *fact* in the blank next to each statement that gives information that can be proven and write the word *opinion* next to the statements that tell how someone feels about something.
 - Instruct the students to write two more facts and two more opinions about animals that could be added to the handout.
 - (Formative assessment – Walk around to each pair and observe their work.)
 - Go over the correct answers when everyone is finished and have volunteers read their facts and opinions they wrote orally.

C. Culmination

1. Review facts and opinions.
2. Draw the students' attention to the poster that contained the words *fact* and *opinion*, the definition of each, and examples of each. Go over this information again.
3. Give each student two fact and opinion task cards. (Attachment #4)
 - Call on students to read the paragraphs orally.
 - Allow the students time to answer the fact and opinion questions individually.
 - Instruct the students to write two more facts from the paragraph and to write two more opinions about something from the paragraph (or it can just be on the same topic).
 - Go over the correct answers and allow a few volunteers to read their fact or opinion they wrote.
4. Clarify any questions or misconceptions at this time.

D. Follow-Up

1. Tell the students to clear their desks except for a pencil.
2. Health - Give each student a copy of the Food Pyramid and review the five food groups and discuss healthy eating briefly. (Attachment #5)
3. Give each student a t-chart. (Attachment #1)
4. Instruct the students to write five facts and five opinions about the food groups and/or healthy eating.
5. Tell the students to place their facts and opinions in the correct column on the t-chart and to number each.
6. Tell the students to turn their papers in when they finish and get the "Fact or Opinion" handout to work on until everyone finishes. This will also be their homework. (Attachment #6)

Materials and Resources:

1. Basket, hat, or box containing fact and opinion statements
2. Fact and opinion poster or PowerPoint presentation
3. YouTube video, "Fact Versus Opinion Educational Music Video Song" by the Grammarheads- <https://www.youtube.com/watch?v=LAKprpl7aPo>
4. Facts and opinions t-chart (Attachment #1)
5. Book, *The Magic School Bus inside the Human Body*
6. Fact and opinion game (Attachment #2)
7. "Animal Facts and Opinions" handout (Attachment #3)
8. Fact and opinion task cards (Attachment #4)
9. Food pyramid (Attachment #5)
10. "Fact or Opinion" handout (Attachment #6)
11. Dry erase board and markers
12. Computer and projector or Smart Board

Adaptations for Lower Grades:

- Provide examples and statements of facts and opinions written on a lower grade level.
- Choose a nonfiction book on a lower reading level than *The Magic School Bus inside the Human Body*.
- Select handouts on a lower reading level.

Adaptations for Upper Grades:

- Provide examples and statements of facts and opinions written on a higher grade level.
- Choose a nonfiction book on a higher reading level than *The Magic School Bus inside the Human Body*.
- Select handouts on a higher reading level.
- Have students collect editorials from newspapers and magazines. Instruct students to go through the articles and highlight statements of fact in one color, and statements of opinion in another. Have students answer the following question: Which kinds of statements are found more often in editorials? Do the same for an encyclopedia and have them compare/contrast.