

# Fact vs. Opinion

**Created by:** *Cindy Jimenez*

**Title/Role:** *Teacher Librarian*

**Organization/School Name:** *Scandinavian Middle School*

**Location:** *California*

**Grade Level:** 7

**Type of Lesson:** Stand-alone lesson

**Type of Schedule:** Combination

**Collaboration Continuum:** Moderate

**Content Area:**

Language Arts

**Content Topic:** Fact Vs. Opinion

## Standards for the 21st-Century Learner

### **Skills Indicator(s):**

1.1.4 Find, evaluate, and select appropriate sources to answer questions.

2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.

3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

### **Dispositions Indicator(s):**

2.2.4 Demonstrate personal productivity by completing products to express learning.

### **Responsibilities Indicator(s):**

1.3.5 Use information technology responsibly.

### **Self-Assessment Strategies Indicator(s):**

1.4.4 Seek appropriate help when it is needed.

2.4.3 Recognize new knowledge and understanding.

**Scenario:** TL meets with school instructional coach (IL) to determine a skill that the students are struggling with. The IL identifies fact and opinion. The TL meets with the ELA teacher to collaborate and plan the lesson. The curricular objective states that the student should be able to clearly identify which statements are fact and which are opinion. The lesson supports and extends learning in the classroom. The teacher will teach fact and opinion and have the students complete the Fact vs. Opinion worksheet in the classroom. The students will come to the library to learn to use Destiny to locate reference and nonfiction books from which they will identify facts and opinions. The TL will show a sample PowerPoint from a book she reads to the class. Then the students will create a multimedia project that demonstrates the facts and opinions from the books they read.

**Overview:** Students will learn to distinguish the difference between facts and opinions. They will practice identifying facts and opinions. Essential Question: What is the difference between fact and opinion?

**Final Product:** Students will complete the Fact vs. Opinion Part 2 worksheet, use the Destiny user's guide to find resources, and create a multimedia project (PowerPoint) demonstrating facts and opinions from the

book they read.

**Library Lesson:** Students will learn how to locate relevant print and nonprint resources and use the information to find facts and opinions.

**Estimated Lesson Time:** 75 minutes

## Assessment

**Product:** The teacher and TL assess the completed worksheets looking for sentences that correctly list facts and opinions. The students' multimedia project will be evaluated by TL and teacher looking for title of the book, author of the book, names of both students, slides containing 5 facts and 5 opinions and a link to a website containing a video related to the topic.

**Process:** Teacher and TL observe and guide the students toward understanding as they complete the worksheet. The TL and teacher pay attention to the students' multimedia presentations to determine that facts and opinions are properly identified.

**Student self-questioning:** Was I able to locate appropriate print and nonprint resources using Destiny? Did I understand the difference between a fact and an opinion? Did I correctly identify them in the text? Did I demonstrate my understanding correctly in my multimedia project?

## Instructional Plan

### Resources students will use:

Moving Image (i.e. animations, movies, tv program, video)

Interactive Resource (i.e. webpages, multimedia learning objects, chat services)

Software

Text (books, letters, poems, newspapers, etc.)

**Interactive Resource URL:** <http://destiny.fresnounified.org>

### Resources instructor will use:

Projector

Laptop

White board

Smart board

Other

**Other instructor resources:** Teacher created worksheets, TL created Destiny user guide, sample PowerPoint

## Instruction/Activities

**Direct instruction:** In the classroom, the teacher defines fact and opinion and has the students complete the Fact vs. Opinion worksheet. The teacher then brings the students to the library, where the TL will instruct the students to sit four to a table. The TL will read a short nonfiction book and review Fact and Opinion using the attached PowerPoint. The teacher will distribute the Fact vs Opinion Part 2 worksheet and ask students to work with a partner. The TL will review the Destiny user guide with the students. Each pair of students will use Destiny to help select a book and website to complete the worksheet. Then they will create a multimedia project (PowerPoint) that demonstrates their

understanding of fact and opinion. When they are finished, they will present their project to the class. The teacher and TL will assess the worksheet and multimedia projects.

**Modeling and guided practice:** Teacher defines fact and opinion. TL reads a short nonfiction book highlighting facts and giving examples of opinions. TL explains the Fact vs. Opinion Part 2 worksheet. Using a laptop and projector, TL models how to use Destiny to conduct a Subject search and One Search. TL shows sample PowerPoint. Teacher and TL assist students in using Destiny to select books and websites. Teacher and TL work with students as needed to complete their worksheets and multimedia projects.

**Independent practice:** Working with a partner, students select a topic and conduct a Destiny subject search. Students locate a book from the nonfiction or Reference collection and find examples of facts and opinions from their book as they complete the Fact and Opinion Part 2 worksheet. They create a short PowerPoint including 5 facts and 5 opinions from their worksheet.

**Sharing and reflecting:** Partners share their PowerPoint projects with the rest of the class. The teacher and TL facilitate discussion reflecting on the accurate distinction between fact and opinion.

**Have you taught this lesson before:** Yes

**Strategies for differentiation:** Students have the book read to them by a partner or teacher assistant. Students dictate facts and opinions to a teacher assistant rather than writing.

## **AASL/Common Core State Standards Crosswalk**

### **English Language Arts:**

**CC.7.SL.4** » English Language Arts » Presentation of Knowledge and Ideas » 4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (7)

**CC.7.R.L.1** » English Language Arts » Key Ideas and Details » 1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (7)

**CC.7.W.7** » English Language Arts » Research to Build and Present Knowledge » 7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (7)

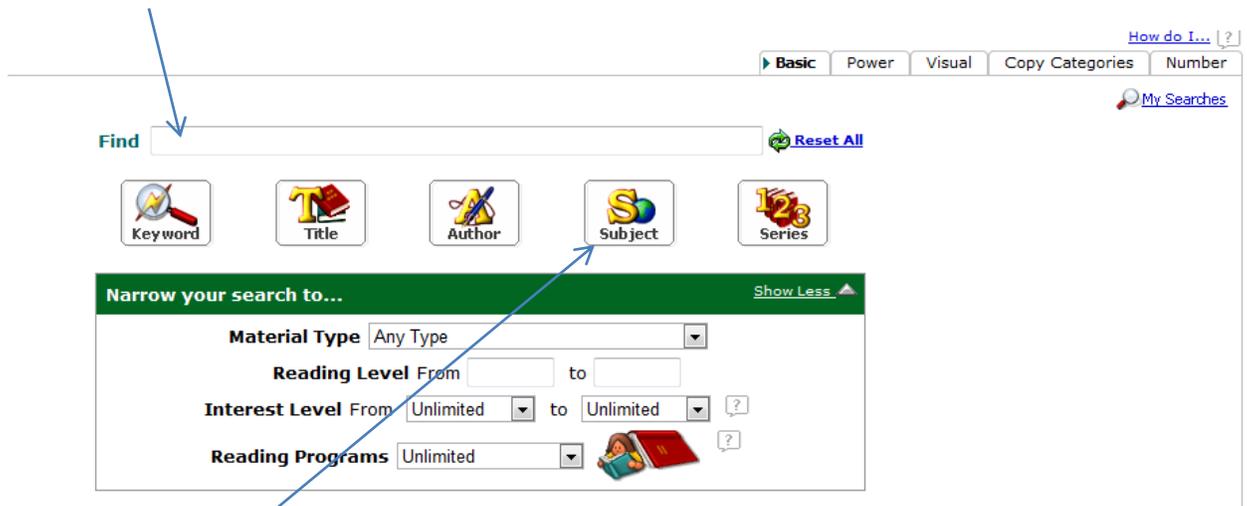
**CC.7.W.6** » English Language Arts » Production and Distribution of Writing » 6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (7)

# Destiny Library Catalog

1. Open Internet Explorer
2. In the address bar, type: [www.destiny.fresnounified.org](http://www.destiny.fresnounified.org)
3. Select *Scandinavian Middle School*



4. Choose the Catalog tab
5. Type your topic word in the search box.



6. Select Subject
7. Write the call letters to find your book(s).



8. Use One Search to find online resources.
9. Click on the website icon to show the list of websites.



Name: \_\_\_\_\_

Date: \_\_\_\_\_ Period: \_\_\_\_\_

## Fact vs. Opinion

A **fact** is a statement that can be proven or checked. A fact may include supporting evidence, such as statistics or quotations from a recognized expert.

An **opinion** is a statement that tells what the writer thinks, believes, or feels about a subject. It cannot be proved true or false. Look for some of these words to signal an opinion: *according to, I think, in my opinion, perhaps, seem, ought to, should, must, bad, good, better, worse, excellent, terrible*. A writer may use words that appeal to the reader's emotions. A statement that you agree with is not necessarily a fact.

### Practice:

Directions: Write "F" for fact beside the statements that are facts. Write "O" for opinion beside the statements that are opinions.

- \_\_\_\_\_ 1. Washington, D.C. is the capital city of the United States.
- \_\_\_\_\_ 2. Dogs make the best pets.
- \_\_\_\_\_ 3. You will be marked tardy if you go to class after the bell rings.
- \_\_\_\_\_ 4. California is the best place to live.
- \_\_\_\_\_ 5. Abraham Lincoln was the best United States president.
- \_\_\_\_\_ 6. Girls are smarter than boys.
- \_\_\_\_\_ 7. Boys are stronger than girls.
- \_\_\_\_\_ 8. Christmas is in December.
- \_\_\_\_\_ 9. Christmas is the best holiday.
- \_\_\_\_\_ 10. *Hunger Games* is going to be a great movie.

- \_\_\_\_\_ 11. Disneyland is in California.
- \_\_\_\_\_ 12. Science is the best subject at school.
- \_\_\_\_\_ 13. A driver's license is required to legally drive a car.
- \_\_\_\_\_ 14. Smoking has been proven to cause cancer.
- \_\_\_\_\_ 15. People should be able to watch as much T.V. as they want.
- \_\_\_\_\_ 16. Children should be paid to do chores at home.
- \_\_\_\_\_ 17. The year 2012 is a leap year.
- \_\_\_\_\_ 18. The library contains fiction and nonfiction books.
- \_\_\_\_\_ 19. New Year's Eve is December 31.
- \_\_\_\_\_ 20. Football is the most popular sport.

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Period: \_\_\_\_\_

# Fact vs. Opinion

## Part 2

Directions: Pick a topic and use Destiny to find a book. Read through the book with your partner and complete the worksheet below.

**Title of Book:** \_\_\_\_\_

**Topic:** \_\_\_\_\_ **Author:** \_\_\_\_\_

List 10 **facts** from your book. Use complete sentences.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

List 5 **opinions** from your book. Use complete sentences.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

# Fact vs. Opinion

Mrs. Jimenez

Mrs. Deleon

**1, 2, 3, 4, 5, 6, 7, 8, 9, 10**

**Things I Know About**

**Penguins**

by

Wendy Wax and

Ella Rowland

# Fact 1

- Most penguins live in Antarctica and parts of nearby countries.

## Fact 2

- Penguins are birds that don't fly. They swim instead.

## Fact 3

- The penguin's thick, oily feathers are warm and waterproof.

## Fact 4

- When penguin chicks are first hatched, the adults chew up the fish for them.

## Fact 5

- Penguins live in large groups called rookeries.

# Opinion 1

- The one foot tall blue fairy penguin is the cutest of all penguins.

## Opinion 2

- Male penguins are most important because they take care of the baby penguin.

## Opinion 3

- Penguins look cute when they waddle.

## Opinion 4

- Penguins love to play in the water.

## Opinion 5

- All penguins are black and white and look like they are wearing tuxedos.

# Penguin Videos

- [National Geographic Penguin Video](#)
- National Geographic Education Programs, Caryl-Sue. "National Geographic Education." *Antarctic Penguins* -. National Geographic Education Programs. Web. 02 Mar. 2012.  
<[http://education.nationalgeographic.com/education/multimedia/antarctic-penguins/?ar\\_a=1](http://education.nationalgeographic.com/education/multimedia/antarctic-penguins/?ar_a=1)>.
- [Live Cam of Penguins at Sea World](#)