**Lesson One**

Molloy College

Division of Education

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Course: EDU 5090 01 Date: December 12, 2019

Grade 3 Topic: Fact and Opinion Content Area: Social Studies

**INSTRUCTIONAL OBJECTIVE**

After a read aloud on the book *Red is Best*, then students will determine validity of the reasoning and the relevance and sufficiency of the evidence by determining the difference between fact and opinion identifying accurately three facts and three opinions.

**STANDARDS AND INDICATORS**

**New York State Social Studies Standards**

Key Idea**: 3.5 Development, Movement, and Interaction of Cultures**: Communities share cultural similarities and differences across the world.

Key Concept: **3.5b** Communities around the world can be diverse in terms of their members, languages spoken, customs and traditions, and religious beliefs and practices. People in world communities celebrate various holidays and festivals.

**Indicator:** *This will be evident when students are able to correctly identify what the difference is between fact and opinion from supporting evidence prior and after the lesson determined by their own reasoning.*

**Common Core ELA Standards**

**Integration of Knowledge and Ideas**

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning and the relevance and sufficiency of the evidence.

**Indicator:** *This will be evident when the students are able to determine the difference of fact and opinion after being read the story and watching the video.*

**Social Studies Inquiry Arc Standard: Developing Questions and Planning Inquiry**

**Indicator:** *This will be evident when the students are developing their own facts and opinions based on the information the students were presented with from the lesson with their groups on a poster paper.*

**Social Studies Practice Habits of Mind: Gathering, Interrupting, and Using Evidence**

**Indicator:** *This will be evident when the students are able to gather information from the story to determine what a fact is and what an opinion is after seeing a video, through a presentation, and the story.*

**DEVELOPMENTAL PROCEDURES**

1. Students will first engage in a discussion with their partner about what the students know about fact and opinion before the lesson starts for five minutes. *(Do you know what fact and opinion is? (LITERAL) Have you learned about fact and opinion before class? (LITERAL) Do you like fact or opinion better and why? (INFERENTIAL) What was something you learned from your partner that you did not know before? (INFERENTIAL) Have you ever thought something was a fact but really an opinion and vice versa and why do you think that happened? (INFERENTIAL) What did you learn about what fact and opinion are that you could not learn from the story? (METACOGNTIVE).*
2. **MOTIVATION**: Students will then turn their attention to the Smart Board where the students will watch a video on fact and opinion before listening to the story the teacher will read. *(Did you find the video helpful on the topic fact and opinion? (LITERAL) Have you watched a BrainPOP video before? (LITERAL) What did you learn from the video and why did it catch your attention? (INFERENTIAL) Did the video make a difference for you to better understand what fact and opinion means? (METACOGNTIVE)* <https://www.youtube.com/watch?v=M9WFm5tKcYY>
3. Students will then have a discussion as a class about what the students discussed with their partner and about the video on fact and opinion. *(Did the discussion help you have a better understanding? (LITERAL) What did you find interesting from the class discussion that was brought to your attention and why did you choose that? (INFERENTIAL) Is there something more that was not discussed with the class that you would like to discuss to help you understand? (METACOGNTIVE)*
4. Once the discussion is over, students will look at a PowerPoint presentation on fact and opinion and then the teacher will then read aloud the book *Red is Best* by Kathy Stinson to the class to show the difference between fact and opinion. (*Have you ever read the book Red is Best? (LITERAL) Did you like the PowerPoint that was shown on fact and opinion? (LITERAL) Do you have a better understanding on what fact and opinion is and why do you think so? (INFERENTIAL) What changed your view after listening to the story on what the difference is between fact and opinion? (METACOGNTIVE).*
5. Students will then go into groups of four where the students will go and discuss what the students remember from the story and PowerPoint. *(Did you like the story? (LITERAL) What do you remember from the story and why did it stick out to you compared to everything else? (INFERENTIAL) Has working in a group to discuss what you learned beneficial or is working independently better? (METACOGNTIVE).*
6. Students will then get a poster paper from the teacher and write down three facts and three opinions on the story *Red is Best* with their group. *(Do you like using poster board? (LITERAL) Does the idea of using poster board benefit or hurt you in your group and why? (INFERENTIAL) What did you learn about fact and opinion that you could not learn from your parents? (METACOGNTIVE) Did it give you a better perceptive on how to determine what fact and opinion is after the lesson? (METACOGNTIVE)*
7. The poster paper will then be collected by the teacher from the groups to see if the students understand what fact and opinion is and then the poster board will be handed back with the corrected work.

**ASSESSMENT**

Informal Assessment

Teacher will assess the students work to see if they have an understanding of what fact and opinion is through questioning after watching the video on fact and opinion.

Formal Assessment

Teacher will assess students work through completing the poster board to see if their statements are correct and then the student receives an exit ticket.

**STRATEGIES**

Cooperative Learning

**Indicator:** This will be evident when the students get into groups of four to discuss what the students remembered from the story and then make a poster paper with three facts and three opinions based on it.

Discussion

**Indicator:** This will be evident when the teacher has the students talk with their partner on what the students know about fact and opinion before starting the lesson.

Demonstration

**Indicator:** This will be evident when the teacher presents the PowerPoint presentation on what fact and opinion is before being read the story the *Red is Best*.

**INDEPENDENT WORK**

Students will go home and tell their parents what they learned about fact and opinion from class. The parents will then listen to the student while they are told four statements. The student will give the parents three facts and one opinion and the parent has to decide what statement is what. Then the student will have to complete the fact and opinion worksheet on their own and the parents have to check and sign and the student has to bring the worksheet back to class the next day.

**REFERENCES**

Stinson, K. (2006). *Red is Best*. Toronto: Annick Press Ltd.

BrainPop Jr. Video: Facts and Opinions- <https://www.youtube.com/watch?v=M9WFm5tKcYY>

Name: Date:

Facts and Opinions

Three Facts from the Story:

1. \_\_\_\_\_\_\_\_\_
2. \_
3. \_

Three Opinions from the Story

1. \_
2. \_
3. \_