

LESSON PLAN

Subject:	Language Arts
Grade:	4
Duration:	1 hour
Theme:	The Physical Environment
Focus Question:	How do we respond to different aspects of weather using oral and written language?"
Focus Strand:	Comprehension
Language Topic:	Facts versus Opinion in Non-Fiction/Expository Texts
Language Objectives:	Students should be able to: <ul style="list-style-type: none">• Recognise author's purpose when viewing/listening to material and reading grade level texts• Distinguish statements of facts and opinions in expository materials• Work collaboratively with peers in determining author's purpose and in distinguishing between facts and opinions
Resources:	Paper, speakers and laptop, class computers, video, passages, Cloud templates, Fact and Opinion Sheet, Fact/Opinion Criteria Guide
Key Skills:	Determine writer's purpose; distinguish between facts/opinion; collaborate with peers

Engagement:

Recap

Students make paper planes on which they will write the three (3) reasons that people write/communicate.

Students will be asked to share their responses with the whole group and those who are correct, will be permitted to 'sail' their paper planes through the air.



Exploration

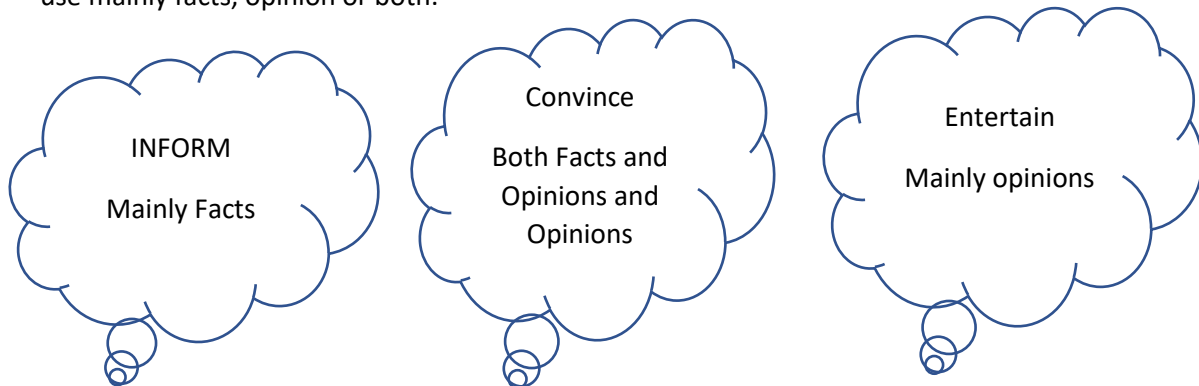
Watch and listen to the following video that explains the distinction between facts and opinion

<https://www.youtube.com/watch?v=Djxz6Lt5a6Y>

Fact: A statement or idea which can be proven to be true or false.

Opinion: A statement/idea of personal feelings or beliefs, which cannot be proven to be true or false.

In pairs, complete the following cloud templates. They will indicate whether each writing purpose would use mainly facts, opinion or both.



Key Points

- When a writer's purpose is to give information, we get mainly or only facts.
- When a writer's purpose is to convince, we get both facts and opinions
- When the purpose is just to entertain however, we may get more opinions

Watch a local news video clip on flooding in Jamaica. Using ‘Fact and Opinion Sheet’, jot down two short points representing ‘Facts’ or ‘Opinions’ under each heading.

<https://www.youtube.com/watch?v=pZTD-ZaiZ1w>

Fact and Opinion Sheet

FACTS	OPINIONS

Explain

Students share their response sheets with each other and class discusses the differences between actual events or statements that may be checked for their accuracy and those which are just based on people’s personal feelings or views.

Extend/Elaborate

In small groups students read information passages based on different aspects of the weather and complete the following using the template below as a guide:

- Say what is the author’s main purpose for writing the passage
- Extract the statements which they think are facts and those which they think are opinions.

Passages are assigned to groups based on their reading levels. Teacher rotates among different groups to support students in completing task, ensuring that students effectively utilize criteria guide.

Fact/Opinion Criteria Guide

Statement/Idea		
		Response (✓)
Purpose of Passage	To Entertain	
	To Convince	
	To Inform	
Statement/Idea Can be Proven	Yes	
	No	
Statement is True	Yes	
	No	
Conclusion		
This statement/idea _____	Is a fact	
	Is an opinion	

Groups share their responses and class discusses the accuracy of these based on the established criteria.

Point reinforced that non-fiction/information texts have more facts than opinions.

Evaluation

Peers and teachers will assess the following elements throughout the lesson:

- ✓ Writer's purpose appropriately aligned to fact, opinion or both – (**Cloud Templates**)
- ✓ Process correctly followed in distinguishing between facts and opinion - (**Fact/Opinion Criteria Guide**)
- ✓ Facts and opinions accurately extracted from material listened to/viewed and read – (**Fact and Opinion Sheet**)
- ✓ Collaboration with peers is effective and appropriate in carrying out tasks (**Group Tasks**)

Out of Class Activity:

- Develop own diagram which shows step by step how to decide if a statement or idea is a fact or opinion.
- Select own information passage and use this diagram, along with Fact/Opinion Criteria Guide to extract statements and determine if they are facts from opinions.

Sample Differentiated Comprehension Passages

Average Readers – Mastery/Near Mastery

Hurricanes in Jamaica

Hurricanes happen in Jamaica but few are serious. However, there have been many hurricane threats. Jamaica has been lucky. Some hurricanes have only passed near the island.

Hurricane Gilbert in 1988 and Hurricane Ivan in 2004 hit Jamaica really hard. These strong hurricanes did a lot of harm to the country.

Hurricanes may be serious but this should not be afraid. The island has a calm weather most of the time. A few hurricanes now and then are not a big problem.

Linsear Write Formula: 4.9

Automated Reading Index: 4.2

Slightly Below Grade Level

Hurricanes in Jamaica

A few hurricanes come to Jamaica. Some hurricanes only pass the island. Only a few of these harms the country. Two of these are Hurricane Gilbert and Hurricane Ivan.

The hurricanes are not that bad. People should not be afraid to come to Jamaica.

Readability

Linsear Write Formula: 3.8

Automated Reading Index 3.2

Below Grade Level

Hurricanes in Jamaica

A few hurricanes come to Jamaica. Some only pass by quickly. These do not harm people or things. People should not fear Jamaica. It is safe.

Linsear Write Formula: 2.9
Automated Reading Index 2.4

Hurricanes in Jamaica

Hurricanes happen in Jamaica but few are serious. However, there have been many hurricane threats. Jamaica has been lucky. Some hurricanes have only passed near the island.

Hurricane Gilbert in 1988 and Hurricane Ivan in 2004 hit Jamaica really hard. These strong hurricanes did a lot of harm to the country.

Hurricanes may be serious but this should not be afraid. The island has a calm weather most of the time. A few hurricanes now and then are not a big problem.

Teacher Reflection:
