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:

- 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, opinions 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

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

Fact and Opinion Sheet

<table>
<thead>
<tr>
<th>FACTS</th>
<th>OPINIONS</th>
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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

<table>
<thead>
<tr>
<th>Statement/Idea</th>
<th>Response (✓)</th>
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</thead>
<tbody>
<tr>
<td>Purpose of Passage</td>
<td>To Entertain</td>
</tr>
<tr>
<td></td>
<td>To Convince</td>
</tr>
<tr>
<td></td>
<td>To Inform</td>
</tr>
<tr>
<td>Statement/Idea Can be Proven</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>No</td>
</tr>
<tr>
<td>Statement is True</td>
<td>Yes</td>
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<td></td>
<td>No</td>
</tr>
</tbody>
</table>

**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.
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:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
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______________________________________________________________________________