**Fact or Opinion Unit**

**Grade Level:** 2nd Grade

**Subject Area:** Language Arts 🡪 Grammar

**Materials Needed:** computer, SMART board access, Fact or Opinion for Kids video, Fact Card, Opinion Card, statement cards, Fact or Opinion Task Cards, pencils, Bubble Gum Facts and Opinions Cards, mini whiteboards, markers, erasers, Animal Sort Activity Pages, loose leaf paper, Dolphins: Fact or Opinion page, I have… Who has… Cards

**Standard:**

**Objectives:**

* Students will differentiate between fact and opinion.
* Students will provide examples of factual statements and opinion statements.
* Students will contrast differences between facts and opinions.

**Learning Activities:**

Day 1:

* Show ***Fact or Opinion for Kids*** video.
  + Discuss as whole group what makes a fact a fact and what makes an opinion an opinion.
  + Teacher will ask students to tell facts about Emperor Penguins.
  + Teacher will ask students to tell opinions about Emperor Penguins.
    - Talk about why those are different statements.
* Students will each be given a card with a statement on it. Fact and Opinion cards will be posted on the board.
  + Students will read their card and decide if it is a fact or an opinion and will come to post it on the board.
    - Class discussion about why this is a fact or an opinion.

Day 2:

* Review what makes a statement a fact and what makes a statement an opinion.
  + Fact 🡪 found by doing research, able to be proven
  + Opinion 🡪 what someone thinks or how someone feels about a topic
* Get into groups of 4 to complete ***Fact or Opinion Task Cards.***
  + Each group will be given one task card and one piece of loose leaf paper.
  + Each student will be assigned to 2 statements and must decide if they are fact or opinion.
    - Students within each group will come together at the end and talk about why they decided if each statement was a fact or an opinion.

Day 3:

* Whole Group: Review Fact vs. Opinion
* Each student will receive a white board, marker and eraser.
* Teacher will read facts and opinions from ***Bubble Gum Facts and Opinions Cards***.
  + Students will write “F” for fact or “O” for opinion on white boards and will discuss together.

Day 4:

* Whole Group: Review Fact vs. Opinion
  + Give examples from previous Bubble Gum Lesson of both Facts and Opinions
* Individually: ***Animal Sort***
  + Students will be given a sheet with pictures and statements about animals.
  + Students will cut out these squares and paste them into categories of Fact and Opinion.

**WEEK 2**

Day 1:

* Students will participate in a fact or opinion edition of **I have… Who has…?**
  + Cards include both facts and opinions of the same topic so students will have to carefully listen to their classmates and carefully read their cards in order to participate correctly.

Day 2;

* Students will complete a **Dolphins: Fact or Opinion** page.
* Review as a group.
  + Transition to Writing

Day3:

* Teacher will read a series of statements.
* Students will use white boards to write either F for fact or O for opinion.

**Assessment:**

* Formative Assessment 🡪 all group work/discussions
* Summative Assessment 🡪 Final Animal Sort Activity
  + Students will also be assessed on their ability to separate facts from opinions when deciding what to write in their informational reports.