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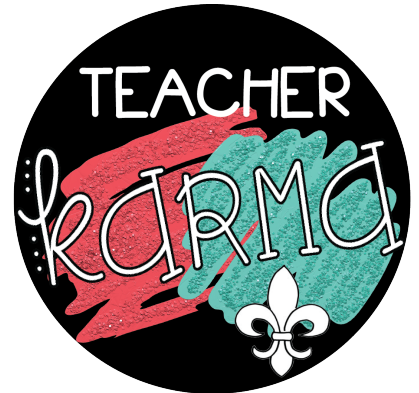
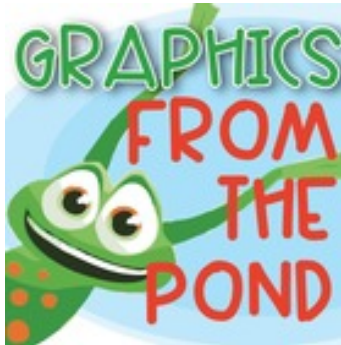
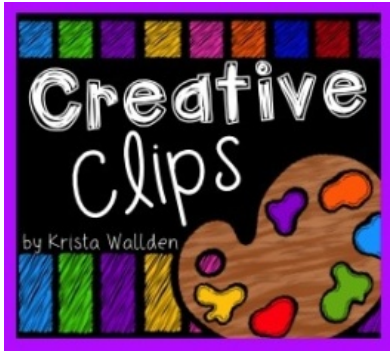
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Thank you so much to these amazing artists,
whose work is found in this resource!!



The following pages are a sample of all the components for one lesson in the mini units for mastery.

Each mini unit includes 5 days of lessons, student pages, assessments, I Can statement cards, and more!

The Mini Lessons: Fact and Opinion

**please note that many of these lessons could be stretched out over several days. It is completely dependent on your professional opinion whether to extend them over more than one day (and of course the biggest enemy of us teachers...TIME!)

LESSON 1 <i>Identifying facts and opinions</i>	Readers understand the difference between a fact and an opinion so they can identify each type as they read.
LESSON 2 <i>Making connections to facts</i>	Readers make connections to facts in a text so they can form a deeper understanding as to how each fact is true.
LESSON 3 <i>Using metacognition with opinions</i>	Readers consider how their opinions are the same or different from those shared in a text so they can think more deeply about their own opinions.
LESSON 4 <i>Using facts and opinions to change thinking</i>	Readers think carefully about facts and opinions shared in a text so they can use them to grow and change their own understandings.
LESSON 5 <i>Comparing facts and opinions to other texts</i>	Readers compare the facts and opinions in one text to others they have read so they can notice how the facts and opinions shared are alike and different.

Readers think carefully about facts and opinions shared in a text so they can use them to grow and change their own understandings.

1. Write the mini lesson statement on anchor chart paper and read it aloud to the class.
2. Pass out the student note-taking page to be used during the whole group mini lesson. Students can glue this into their reader's notebook if appropriate.
3. Introduce the lesson by explaining how readers use facts and opinions from a text. Use this language to help:
"Readers are always thinking about the facts and opinions in a text. They learn to use what they know to think more deeply about whether each fact is really true or not. They use their life experiences to draw conclusions about how they feel about each opinion that is shared. Sometimes they agree with the characters, narrators, or statements in a text. Sometime they do not. And that's okay too. Today we are going to identify some facts and opinions from books we've read and tell about how they have helped us develop and change our own understandings."
4. Use a mentor text you have already read to the class to identify one fact and one opinion from the text. Think aloud as you write each one of the class anchor chart. Think aloud about some of your new understandings because of the fact and opinion you share. Write your thinking on the class anchor chart.
5. Ask students to complete their note-taking page as you think together and write on the anchor chart.
6. Use the same mentor text (or choose another) for your second and third example. Invite students to think about another fact and opinion from the text and their new understandings. Call on students to share and write responses on the class chart. ****You don't have to write what everyone says, just chose a few.**
7. Ask students to turn and talk with a partner for your fourth example. After a few minutes call on students to share and write their answers on the chart.
8. Tell students that they will be working on identifying facts and opinions in the text and describing their new understandings. Pass out the student page (graphic organizer). Go over directions. Ask them to bring their completed work to the share at the end of the reading workshop.
9. Have students turn-and-talk with a partner during the share. Have them discuss their completed work.

Sample Anchor Chart

*** Teacher ideas to start the lesson are in red. Students will add their ideas. Add them to the anchor chart during the lesson.

Readers think carefully about facts and opinions shared in a text so they can use them to grow and change their own understandings.

*** Use mentor texts read in class to fill in each web with the class as you go over the lesson.

Fact #!:	Opinion #!	Fact #!:	Opinion #!	Fact #!:	Opinion #!	Fact #!:	Opinion #!
Our New Understandings:		Our New Understandings:		Our New Understandings:		Our New Understandings:	

I can use facts and
opinions in a text to
grow and change my
own understandings.

- Sample*
1. What is one fact from the text? Opinion?
 2. What are your thoughts about the fact/opinion from the text?
 3. How has your thinking changed because of the fact/opinion in the text?
 4. Why is it important for readers to keep an open mind when they are reading new facts and opinions in a text?

I can use facts
and opinions in a
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Sample

1. What is one fact from the text? Opinion?
2. What are your thoughts about the fact/opinion from the text?
3. How has your thinking changed because of the fact/opinion in the text?
4. Why is it important for readers to keep an open mind when they are reading new facts and opinions in a text?

I can use facts and opinions in a text to grow and change my own understandings.

Readers think carefully about facts and opinions shared in a text so they can use them to grow and change their own understandings.

EXAMPLE #1:

Fact:

Opinion:

Our New Understandings:

EXAMPLE #2:

Fact:

Opinion:

Our New Understandings:

EXAMPLE #3:

Fact:

Opinion:

Our New Understandings:

EXAMPLE #4:

Fact:

Opinion:

Our New Understandings:

Sample

Growing and Changing Understandings

I can use facts and opinions in a text to grow and change my own understandings.

Name: _____ Date: _____

Title: _____ Author: _____

Directions: Describe 4 different facts and opinions shared in the text you are reading. Then share how your understandings have grown and changed because of the facts and opinions you are reading.

FACT AND OPINION #1:

Fact:

Opinion:



My New Understandings:

FACT AND OPINION #2:

Fact:

Opinion:



My New Understandings:

FACT AND OPINION #3:

Fact:

Opinion:



My New Understandings:

FACT AND OPINION #4:

Fact:

Opinion:



My New Understandings:

Sample

Fact and Opinion Assessment

Name: _____ Date: _____

“True or False?? You Decide!”

Directions: Write 'F' for false or 'T' for true next to each statement.

1. ____ A fact can not be proven to be true with other evidence.
2. ____ An opinion can change over time.
3. ____ An opinion tells a thought or feeling.
4. ____ Readers make connections to facts so they can prove the facts wrong.
5. ____ Readers only make connections to facts by thinking of other books they've read.
6. ____ If a reader does not have the same opinion as the rest, then the reader is wrong.
7. ____ Readers can change their opinion about a topic after reading a text.
8. ____ If a reader does not agree with opinions in the text, they should stop reading.
9. ____ Readers can grow and change their understandings as they read facts.
10. ____ All the opinions in a text that are shared are the right way to think about things.
11. ____ Readers can choose to change their opinions or keep them the same.
12. ____ Facts are more important than the opinions found in a text.
13. ____ Readers can learn a lot by comparing facts and opinions from different texts.
14. ____ Comparing the facts and opinions between texts will only confuse readers.

Fact and Opinion Assessment

Name: _____ Date: _____

"Multiple Choice...You Decide!"

Directions: Circle the BEST answer for each of the multiple choice questions below.

- An opinion...
 - tells a thought.
 - never changed.
 - tells a feeling.
 - Both a and c
- A fact...
 - cannot be proven true.
 - is based on feelings.
 - can be proven true.
 - is not true all the time.
- Why do readers make connections to facts?
 - To gain a deeper understanding
 - To prove the facts wrong
 - To find mistakes
 - To get confused
- Readers can make connections to facts by thinking of...
 - other books they've reading
 - conversations they have had
 - TV shows they have watched
 - All of the above
- What can readers do if they have a different opinion that what the text says?
 - Never listen to the text
 - Stop and think if they want to change their opinions
 - Always change their opinion
 - Stop reading the text
- When should readers think about the facts and opinions in a text?
 - During reading
 - After reading
 - Before reading
 - All of the above
- What is something readers can use to think about opinions shared in a text?
 - Their life experiences
 - A dictionary
 - An answer key
 - The table of contents
- Readers should _____ agree with the opinions shared in a text.
 - always
 - never
 - think carefully if they will listen to others and
- Why should readers compare the facts and opinions in different texts?
 - To confuse themselves
 - To gain deeper understandings
 - To prove one text wrong
 - To waste time
- Why is it good for readers to read several books on the same topic?
 - To learn more facts
 - To hear different opinions
 - To compare the texts
 - All of the above

Fact and Opinion Assessment

Name: _____ Date: _____

“True or False?? You Decide!”

Directions: Write 'F' for false or 'T' for true next to each statement.

1. F A fact can not be proven to be true with other evidence.
2. T An opinion can change over time.
3. T An opinion tells a thought or feeling.
4. F Readers make connections to facts so they can prove the facts wrong.
5. F Readers only make connections to facts by thinking of other books they've read.
6. F If a reader does not have the same opinion as the rest, then the reader is wrong.
7. T Readers can change their opinion about a topic after reading a text.
8. F If a reader does not agree with opinions in the text, they should stop reading.
9. T Readers can grow and change their understandings as they read facts.
10. F All the opinions in a text that are shared are the right way to think about things.
11. T Readers can choose to change their opinions or keep them the same.
12. F Facts are more important than the opinions found in a text.
13. T Readers can learn a lot by comparing facts and opinions from different texts.
14. F Comparing the facts and opinions between texts will only confuse readers.

Questioning Assessment

Name: _____ Date: _____

“Multiple Choice...You Decide!”

Directions: Circle the BEST answer for each of the multiple choice questions below.

- An opinion...
 - tells a thought.
 - never changed.
 - tells a feeling.
 - Both a and c
- A fact...
 - cannot be proven true.
 - is based on feelings.
 - can be proven true.
 - is not true all the time.
- Why do readers make connections to facts?
 - To gain a deeper understanding
 - To prove the facts wrong
 - To find mistakes
 - To get confused
- Readers can make connections to facts by thinking of...
 - other books they've reading
 - conversations they have had
 - TV shows they have watched
 - All of the above
- What can readers do if they have a different opinion that what the text says?
 - Never listen to the text
 - Stop and think if they want to change their opinions
 - Always change their opinion
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- When should readers think about the facts and opinions in a text?
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 - All of the above
- What is something readers can use to think about opinions shared in a text?
 - Their life experiences
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- Readers should _____ agree with the opinions shared in a text.
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- Why should readers compare the facts and opinions in different texts?
 - To confuse themselves
 - To gain deeper understandings
 - To prove one text wrong
 - To waste time
- Why is it good for readers to read several books on the same topic?
 - To learn more facts
 - To hear different opinions
 - To compare the texts
 - All of the above

Certificate of Mastery

This Certificate is Presented To:

In Recognition of Your Mastery of:

Mastering the art of Fact and Opinion

Presented this _____ day of _____ in the year _____

Teacher Signature

I am a
Fact and
Opinion
master!



I am a
Fact and
Opinion
master!



I am a
Fact and
Opinion
master!



I am a
Fact and
Opinion
master!



I am a
Fact and
Opinion
master!



I am a
Fact and
Opinion
master!



I am a
Fact and
Opinion
master!



I am a
Fact and
Opinion
master!



I am a
Fact and
Opinion
master!



Sample

I am a
Fact and
Opinion
master!



I am a
Fact and
Opinion
master!



I am a
Fact and
Opinion
master!



I am a
Fact and
Opinion
master!



I am a
Fact and
Opinion
master!



I am a
Fact and
Opinion
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I am a
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Opinion
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I am a
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Opinion
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I am a
Fact and
Opinion
master!



Sample