

Power Lessons - Year 4

Fact and Opinion

- Objective:** To help students differentiate between statements of fact and statements of opinion.
- Materials:** Any non-fiction book you have recently read to students, such as *Asli's Story* by Adrienne Jansen (4.9).
- Lesson:**
1. On the board, write two statements from or related to a current event or non-fiction book that you are reading to the class. One sentence should be a statement of fact and the other a statement of opinion, for example:
 - “In 1988, when Asli was one year old, the fighting in Somalia grew into a civil war”
 - “You feel very special when you have a friend from another country.”
 2. Tell students that a statement of fact can be proven true or false, whereas statements of opinion cannot be proven.
 3. Point to the first statement on the board and ask, “Is this a statement of fact or opinion?” (fact). Ask students how they know (because the information can be checked) and how the information could be checked.
 4. Point to the second statement on the board and ask, “Is this a statement of fact or opinion?” Ask how students know (it can't be proven true or false). Ask, “If you agreed with this statement, would that make it a fact?” Point out that statements of opinion represent what someone thinks and that although the opinion may be commonly accepted, it is still a statement of opinion.
 5. Chose several more statements from your book or article and ask students to tell you if the sentences are statements of opinion or fact. After each response ask, “Can this information be proven?” (You may come across sentences that combine fact and opinion. Go ahead and point this out.)

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Status of the Class

Follow up: As you take the Status of the Class, ask:

- Can you find a statement of fact or opinion in your book?
- Why do you think that is a statement of fact (or opinion)?
- How might you prove this statement true or false?

Added Practice: Encourage students to collect statements of fact or opinion. Each day, invite several students to present the class with a statement. Classmates must say whether the statement is fact or opinion and why. When appropriate, challenge students to find out whether a statement of fact is correct or incorrect.

Have students write a brief paragraph about a non-fiction topic of interest. Ask them to include at least one statement of fact and one statement of opinion in their work.