

# Lesson Plan Template

Date: 1/26/2021\_\_

<b>Grade: 3rd</b>	<b>Subject: Language Arts</b>
<b>Materials: Note cards, pencils, PowerPoint to display picture</b>	<b>Technology Needed: Active board</b>
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling	<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:
<b>Standard</b>  ELA-03.RI.03 - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (this standard is great for fact and opinion as well when talking about cause and effect)	<b>Universal Design for Learning</b> <b>Below Proficiency:</b> Throughout the lesson, there will be multiple opportunities for all students to check in and show where they think they are in their understanding. Students who are below proficiency will have the opportunity to express if they felt confused. Also, with the independent activities woven in, students can work at their own pace and think through the concepts in their own way. If specific have needs, I can also provide support be giving a guide for the definition writing, and statements. For example, I could give students sentence starters when writing their own fact and opinion. Finally, as I walk around the room, I can provide specific instruction to guide students to understanding during their work time. <b>Above Proficiency:</b> Students who are above proficiency will have opportunities to think deeper about their own definition or draw a more detailed picture that relates to fact and opinion. Also, when they write their own statements, student may be challenged by needing to write specific facts that relate to the climate they chose. Finally students who are above proficiency will also have opportunities to ask questions or be pushed to further understanding as I am once again walking around noticing where students are at with their learning. <b>Modalities/Learning Preferences:</b> <ul style="list-style-type: none"> <li>• <b>Visual:</b> Visual students will be supported during this lesson when they have the opportunity to draw the picture of how they connect to the terms. Next, they will be supported when they can make connections to the picture activity in the middle of the lesson.</li> <li>• <b>Auditory:</b> Auditory learners will specifically benefit from the classroom management strategy of restating my directions multiple times before sending students off to do the task. Also, auditory learners will benefit from the read aloud passage part of this lesson because they will have the chance to hear the difference between fact and opinion.</li> <li>• <b>Kinesthetic:</b> These learners will be specifically supported during the independent times because I will give students the opportunity to move around the room, stand, or sit in a comfortable way. Also, throughout the lesson, there are two main transition times when the students can get up and move to break up their sitting time.</li> <li>• <b>Tactile :</b> These learners will be supported during the hands on activities at the beginning and end of the lesson. These activities are specifically designed to give students the chance to think about and write down their thoughts throughout their learning.</li> </ul>
<b>Objective</b>  By the end of the lesson, students will be able to evaluate and state if statements are either fact or opinion in a science article.  By the end of the lesson, students will be able to identify the definition of fact and opinion.  By the end of the lesson, students will be able to apply their knowledge by writing facts and opinions on a topic of interest. <b>Bloom's Taxonomy Cognitive Level: Identify, evaluate, apply</b>	

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	<p><b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> Throughout this lesson, students will be seated either at their desk or at a community area of the classroom. Students will also have to opportunity to discuss their findings and thoughts with classmates throughout. No major groupings will happen; however students will be asked to turn and discuss with their peers around them.</p> <p>Before transition, I will give students a five-minute, two minute, and thirty second reminder before the transition happens. Also, before a new task begins, I will state the expectations clearly as well as have students repeat the steps back to me.</p>	<p><b>Behavior Expectations- (procedures/expectations specific to the lesson, rules and expectations, etc.)</b> Throughout this lesson, students will have the opportunity to independently think and connect to the content, discuss with their peers, and listen to short bits of information from the teacher. The expectation will be that students are engaged and excited to learn throughout. If students have a question, the hope will be that they feel comfortable to ask. Specifically, during work time, students will know that they can raise their hand to ask for assistance as well as talk quietly to a neighbor about the topic at hand. Throughout this lesson, voice levels should be at a one or zero depending on the given situation. Overall, the goal of this lesson is for students to lead with their questions and understandings and so I hope that they actively engage and analyze the information given.</p>
<b>Minutes</b>	<b>Procedures</b>	
<b>10</b>	<p><b>Set-up/Prep before lesson:</b> To set up and prepare for this lesson, I will need to create notecards (2 for each student) with fact and opinion displayed at the top of each, I will need to find a picture displaying the scientific topic of weather and climate, write a short passage on weather and climate with facts and opinions, and finally provide students with a space to write their application piece.</p>	
<b>10</b>	<p><b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> Good morning students! Today we will be discussing the terms fact and opinion. Before we get started, I want to understand what you guys know so far about these terms. To do this, I will pass out two note cards to each of you. One will say fact and the other will say opinion. On each note card, I want you to first draw something that you think relates to the term. This picture can be anything you think relates to fact or opinion. Basically, anything that pops into your head, draw it! After you draw a picture on the note card, on the other side, I want you to write the best definition you can think of. It does not have to be perfect, however, I want you to write what you think the terms fact and opinion mean. So, you have two jobs right now repeat after me.</p> <ol style="list-style-type: none"> <li>1. To draw a picture</li> <li>2. To write a definition</li> </ol> <p>Once you are done, you can come sit at the front of the room with your two cards!</p> <p>Once students have their note cards, I will give them five minutes to complete this activity. While they are completing the activity, I will walk around the class answering any specific questions students have or pushing them to further understanding. I will not give feedback on their definition, because I want an authentic conversation, but I will take anecdotal notes to keep track of students who are on track and those who are not.</p> <p>Once students are done working, three students will share out their definition, and three will share out what they drew for a picture. Once students have shared, we will continue transition to explaining what fact and opinion mean.</p> <p>Example note cards:</p> <div style="display: flex; justify-content: space-around;"> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> </div>	
<b>20</b>	<p><b>Explain: (teacher-led)</b> Now that we have all thought about these terms ourselves, let's talk more about what fact and opinion mean. Now you guys came up with some great definitions, but here are the dictionary definitions of these terms. Fact- a thing that is known or proved to be true. Opinion-a view or judgment formed about something, not necessarily based on fact or knowledge (I will then make a few connections to the specific definitions students created to connect those ideas to the dictionary definition.)</p> <p>Now I will display this picture on the board.</p>	



Students, I want you to first look at this picture, make some observations, and then we will talk about it. What do you notice about the elements of the environment? What do you think the weather was like on this day? (give them about a minute)  
 What did you guys notice in this picture? (give three students the opportunity to share or more if students are excited.)  
 After students share, I will ask, do you think you guys just said statements that are a fact or opinion. Raise your hand if you think fact, touch your nose if you think opinion.  
 Students, I heard both fact and opinion examples! Some of you pointed out exact things that you saw in the picture while others may have taken a guess as to where this picture was taken. This picture was taken in Switzerland when I visited in high school during the summer! When we think about opinion, often we expect the person talking or writing to say I think, I like, or I know. These sayings can sometimes be clues that the person is giving an opinion. Sometimes though people do not give us these clues, and we must investigate if the statement is truly a fact. Let's read this passage together:

On top of this mountain, the climate and weather patterns supported the growth of flowers and grass. Often when we think about mountain tops, we expect snow and cold. What made it so this mountain top grows flowers? The time of year must have been summer, and the weather warm. Flowers and grass cannot grow under three feet of snow or when it is cold outside. The climate of the mountain top determines if flowers and grass can grow.

Students, this passage has both facts and opinions in it. Can you see both? Some opinions might look like facts, but I want you to think about if there is information to support each statement. Give me a thumbs up if you can see at least one fact, and one opinion? Thumbs down if you cannot. (depending on the response, I will either guide students through finding both fact and opinions in this passage, or I will call on students to see what they saw).

**8** **Elaborate: (concrete practice/application with relevant learning task -connections from content to real-life experiences)**  
 Great work so far students! Now that we have practiced finding both facts and opinions in multiple ways, it is your turn to practice! I want you to think of a climate or weather pattern that you know facts about. Once you think about it, you will have four tasks to complete. You will have about five minutes for these tasks!

1. Find a pencil and something to write on (or I pass out paper to them all)
2. Write two facts you know are true about your topic
3. Write two opinions about your topic
4. Hand in your paper

Repeat these steps a couple of times so students know the expectations

While students are working, I will again, walk around to answer questions, and provide any support necessary to the students in the classroom. I will also give students a two-minute reminder as well as a 30 second reminder to signal that it is time to clean up.

**2** **Closure (wrap up and transition to next activity):**  
 Once the five Minutes have expired, I will call the students attention back to me.

Great work today students! I appreciate your hard work and willingness to learn about fact and opinion! Now we will move to...

**Formative Assessment: (linked to objective, during learning)**

- **Progress monitoring throughout lesson (document of student learning, data collection)**

At the end of the lesson, I will be able to gather students note cards as well as the paper that has their three facts and opinions on it. The note cards will serve as an entry level understanding assessment, and then the "worksheet" will serve as an exit ticket. Hopefully a clear shift towards further and deeper understanding will be evident between these two assessments.

**Summative Assessment (linked back to standard, END of learning)**  
 The end goal of this standard is for students to discuss a series of events in the context of another subject area. To demonstrate this standard as well as fact and opinion, students may do an activity such as writing an essay explaining a series of events. The essay should also include fact and opinion as well as cause and effect.

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Throughout the lesson, I will also be walking around to analyze how students are working through the tasks given. I can take anecdotal notes to keep track of any major questions or redirections I give throughout the lesson. For data collection, I can analyze all three of these tools to determine the depth of each students' understanding throughout this lesson.

Teacher Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

PowerPoint slides for demonstration:

[..\..\B2 ELA lesson 1.pptx](#)

# FACT AND OPINION

1/26/21

## Definitions



Fact- A thing that is known or proved to be true.



Opinion- A view or judgment formed about something, not necessarily based on fact or knowledge



WHAT DO  
YOU  
NOTICE?

## Let's Read Together!

- On top of this mountain, the climate and weather patterns supported the growth of flowers and grass. Often when we think about mountain tops, we expect snow and cold. What made it so this mountain top grew flowers? The time of year must have been summer, and the weather warm. Flowers and grass cannot grow under three feet of snow or when it is cold outside. The climate of the mountain top determines if flowers and grass can grow.

## Your Turn!



Find a pencil and something to write on (or I pass out paper to them all)



Write two facts you know are true about your topic



Write two opinions about your topic



Hand in your paper