University of Mary Division of Education

Instructional Sequence

**Grade Level**: 3rd

**Subject Area**: Language Arts

**Materials Needed**:

* Fact and opinion anchor chart
* *Looking at Lincoln* by Maria Kalman
* Premade sticky notes with a fact or opinion on it from the book

**Standards:**

* SL.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
* SL.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**Objectives:**

* Students will identify facts and opinions in a passage.
* Students will use signal words for opinions.

**Learning Activities:**

* Display premade anchor chart with sticky notes over the examples or cue words of each.
* Review facts and opinions.
  + Ask volunteer to explain fact.
  + Ask volunteer to explain opinion.
  + Have learning partners discuss where we can find facts
  + Pick out sticks to ask what they discussed.
    - Help students figure out answers (statistics, data, science, historical accounts)
  + Have learning partners discuss what are some opinion cue words
    - Help students discover answers (good/bad, right/wrong, better/worse, best/worst, boring/exciting, like/dislike, easy/difficult, important, need, believe, should, feel should not, think)
* Read *Looking at Lincoln.*
  + Ask students to think critically inside their minds of examples of facts and opinions during the read aloud.
* Give each student a sticky note with a fact of opinion with a fact from the board written on it.
* Tell students to utilize the anchor chart to make their decision and give a thumbs up when ready.
* When all thumbs are up, have learning partners discuss their phrase and their decision on whether it was a fact or opinion for either confirmation or help figuring it out.
* Ask students to come up by birthday month and place their sticky note in the correct column under fact or opinion.
* Read each sticky note and have students give a thumbs up if they agree or a thumbs down if they disagree. If it is incorrect, discuss why and move it to the correct column.
* Once all of this is finished, ask students one by one what their Daily 5 choice is and record it.

**Assessment:**

* Take note of which students can or cannot contribute to the review of facts and opinions.
* Take note of which students understand the concept of facts and opinions by placing their sticky note in the correct column.

**Reflection:**

* This lesson went so well! The book connection was perfect to what they have been doing.
* One sticky note I wish I had not used was the one reading “Lincoln wore a very tall hat.” One girl argued that someone might think that it was not a tall hat, which I could not disagree with. I put it in the middle.
* Only one of them was wrong, so they have the concept down.
* Next time, I need to wrap up the lesson as well as I introduced it. Mr. Conlon gave me an idea saying, “It is a FACT that we are going to do our Daily 5 next.” That way, it wraps up the lesson as well as transition to the next part.
* I also will model what I expect from the students next time.