

Fact and Opinion

Apply In:

- ● Leveled Book:
Redcoats and Petticoats

1 Reteach

Hold up a pen. Say: **This pen has blue ink.** Write *blue ink* with the pen and pass the paper around. Explain: ***This pen has blue ink* is a fact. A fact is something that can be proved true.**

Then say: **This pen writes the best. I can't prove it. It's just what I think.** Explain: **What you think or feel about something is called an opinion. You can't prove that an opinion is true. I think this pen writes the best, but you might think that another pen writes the best.**

Explain: **When you have an opinion, you have reasons for your opinion. These reasons are called supporting arguments.** List the reasons for your opinion:

- Ink doesn't get on my fingers.
- The pen makes a fine line.

Point out that each of your arguments is a fact because each can be proved true.

Fact	can prove that it is true
Opinion	what someone thinks or feels
Supporting Argument	reasons for an opinion

2 Practice with a Partner

Have each student create a book by folding the paper in half, and then:

- drawing or writing about a current event on the cover
- writing an opinion and two supporting arguments on the first page
- writing a fact or two on the second page

Have students trade books and confirm that the facts can be proved true but the opinion cannot. Have them comment on the strength of the supporting argument.

Materials

- construction paper, 1 piece per student
- markers

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3 Apply

Distribute copies of the **Fact and Opinion and Supporting Arguments Bookmark**. Explain that students should refer to the Bookmark as they read. Have students look for facts, opinions, and supporting arguments in the book. Use the **Multi-Level Strategies** to support them.

INTERMEDIATE

Have students use the pictures to help them state facts and opinions. For example, on page 4: **Tell me a fact about what is happening. Now tell me an opinion one of the characters has.**

ADVANCED

Have students create a Fact Sheet about the British soldiers, using facts in the story. Then have them state characters' opinions. Ask if the characters give supporting arguments.

Record students' ideas on a fact-and-opinion chart:

Facts	Opinions
<i>Redcoats took Thomas's father away.</i>	<i>The Redcoats think Thomas's father is a traitor.</i>
<i>Redcoats moved into Thomas's house.</i>	<i>Thomas's mother thinks the Redcoats are bad.</i>

Have students use the chart to discuss facts about the Redcoats and to give reasons for the characters' opinions.

CLOSE AND ASSESS

Have students tell the difference between a fact and an opinion. (A fact can be proved true. An opinion cannot; it is what someone thinks or feels.) Then have students tell what supporting arguments are. (reasons for an opinion)

Fact and Opinion

A **fact** is true information. It can be checked or proven. An **opinion** is a person's feeling, thought, or belief.

- *A parrot is a bird.* You can check this. It is a fact.
- *Parrots are amazing.* This tells a person's thoughts about parrots. It is an opinion.

A parrot is a bird.

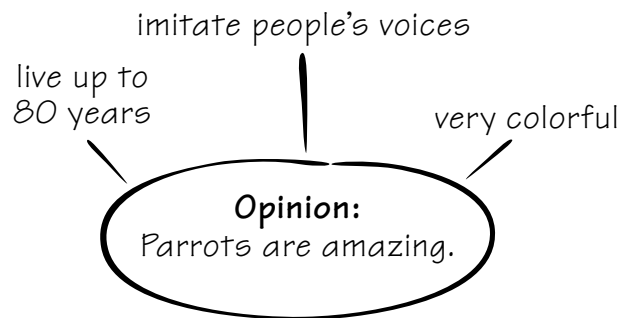
Parrots are amazing!



↑ Fold

Supporting Arguments

A **supporting argument** tells why a person has a certain opinion. A supporting argument can include facts. This web shows facts that support an opinion.



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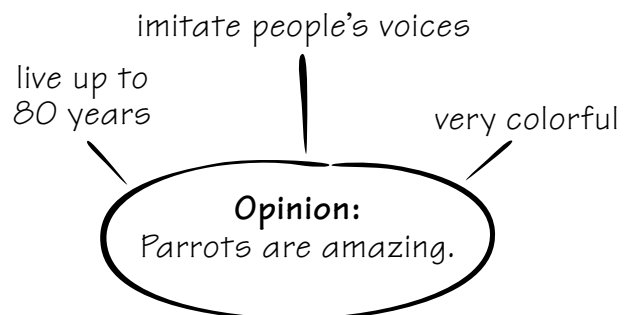
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