Fact/Opinion Glasses

**TOPIC** ________________________

**FACT**

**OPINION**

**TOPIC** ________________________

**FACT**

**OPINION**
Distinguishing Fact From Opinion

The ability to distinguish fact from opinion is a very important skill. These “eye glasses” provide friendly frames to help young learners see the difference between fact and opinion, laying the foundation for effective book reports and persuasive writing.

**MATERIALS**
- Graphic Organizer 5
- dry-erase pen
- chart paper & marker

**Using the Graphic Organizer**

1. Place Graphic Organizer 5 on an easel, gathering students around you so that everyone can see it. Allow children a moment to explore the chart and ask questions.

2. Introduce children to the concepts of fact and opinion by sharing a few examples, such as It is a FACT that an apple is a kind of fruit. It is an OPINION that an apple is the best kind of fruit in the world. Ask children to raise their hands if they agree that an apple is a kind of fruit. (All hands should go up.) Next, ask children to raise their hands if they think an apple is the best kind of fruit in the world. (Only some hands should go up.) Invite children to discuss some other kinds of fruit that they believe to be the best in the world and why. Explain to students that a fact is a statement that is true for everyone (an apple is a kind of fruit), while an opinion is a statement that is true for one, some, or many people, but not everyone (an apple is the best kind of fruit in the world).

3. Point to the two pairs of glasses on the flip chart. The left lenses are labeled “FACT” and the right lenses are labeled “OPINION.” On the first pair of glasses, write a kid-friendly topic on the top write-on line such as colors, cats, soccer, pizza, summer, or math. Now, work with children to record a fact related to the topic in the left lens and an opinion related to the topic in the right lens, as shown above right. Do the same thing with the second pair of glasses. Wipe clean and repeat.

4. Over the course of the next day or days, use the glasses to demonstrate how facts and opinions can be incorporated into writing—specifically a book report. Write the name of a picture book you recently read together on the top write-on line. In the left lens, write a fact about the book and in the right lens, write an opinion about the book. Repeat with the second set of glasses.

5. When your flip chart page is complete, use the facts and opinions as the foundation for writing a mini book report with students on chart paper.

6. Display the completed graphic organizer and book report side by side so children can explore them throughout the day. Then, wipe the flip chart clean with a damp cloth to use again.

**EXTENDING LEARNING WITH THE REPRODUCIBLE**

Make photocopies of Graphic Organizer 5 at right. Distribute to your class, challenging partners or individuals to use this tool to record two facts and opinions about a specific book, then use them in a mini book report.

**SUPPORTS THESE COMMON CORE STATE STANDARDS**

Grade 1: W.1.1. Write opinion pieces in which students introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

Grade 2: W.2.1. Write opinion pieces in which students introduce the topic or name the book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

Grade 3: W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

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TOPIC ________________________

FACT

OPINION

TOPIC ________________________

FACT

OPINION

NAME ________________________