



Fact and Opinion Lesson Plan: Grade 6

Grade Level: **Sixth Grade** | Duration: **Two days, 30 minutes per lesson**

Objective:

In this lesson plan, sixth graders use BrainPOP resources to learn the difference between fact and opinion, and which to use to evaluate online sources.

Students will:

- 1. Build Background Knowledge:**
 - Watch the BrainPOP Fact and Opinion movie.
- 2. Think and Do:**
 - Vocabulary: Define vocabulary and use in a sentence.
 - Worksheet: Categorize fact and opinion statements. Rewrite opinion statements to highlight the opposite opinion.
- 3. Assess**
 - Take the Fact and Opinion quiz.

Preparation


- Preview the BrainPOP movie [Fact and Opinion](#) to plan for any adaptations.
- Read [Fact and Opinion Background Information](#)
- Create and schedule Day 1 assignment: [Fact and Opinion movie](#) and [Vocabulary](#)
- Create and schedule Day 2 assignment: [Fact and Opinion movie](#), [Worksheet](#), and [Quiz](#)

Before the Lesson

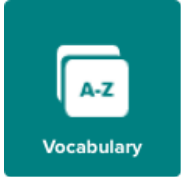

Background knowledge helps students make sense of new ideas and experiences. To activate prior knowledge, prompt students by saying:


- *Share one fact about the town, city, or state where you live.*
- *Share an opinion about the town, city, or state where you live.*

DAY 1: Build Background (10 minutes)

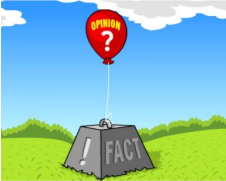
Lesson Steps	Offline Modifications	Personalization	ELL/Language Development
 <p>1. Watch Fact and Opinion.</p> <p>Click pause at noted time codes to discuss key ideas:</p> <p>Time code 0:59: Identify a fact. How do you know it is true?</p> <p>Timecode 1:48: How can beliefs and experience influence opinions?</p> <p>Timecode 3:59: What is “slanting” an opinion?</p>	<ul style="list-style-type: none"> Print the movie transcript and highlight evidence that answers each of the discussion questions. Two students act out the transcript, one as Tim and the other as Moby. 	<ul style="list-style-type: none"> Set a specific viewing purpose for individual students or small groups based on lesson objectives and student readiness. For example, have students focus on one aspect of the movie, like bias. Pause at two key points and prompt students to summarize. Support recall by having students draw one or two key ideas from the movie. 	<ul style="list-style-type: none"> Pause for new vocabulary. Use the word in a sentence. Prompt students to say the word and repeat the sentence. Invite them to draw a picture of the word. Create a word wall with vocabulary and the drawing. Pause at key points and ask the discussion questions in home language or English.

DAY 1: Think & Do (20 minutes)

Lesson Steps	Offline Modifications	Personalization	ELL/Language Development
	<ul style="list-style-type: none"> Print Vocabulary.  Print Students write a definition and sentence for each term. 	<ul style="list-style-type: none"> Assign appropriately challenging words to individual students. Assign a few of the six terms to individual students to define and use in a sentence. 	<ul style="list-style-type: none"> Say the term(s) in students’ home language. Then say the words in English. Have the student repeat in English. Use the term in a sentence. Prompt students to say the

<p>2. Students open their Vocabulary assignment. Or, if not using Assignment Builder, model how to open Vocabulary.</p> <p>Students click Flip All or each term individually.</p> <p>To hear a term read aloud, click the speaker icon.</p>  <p>Students type a definition and sentence for each term.</p> <p>When they finish, students click Submit To Teacher and/or print out.</p>		<ul style="list-style-type: none"> As a challenge, students can add two additional terms, writing a definition and sentence for each. 	<p>word and repeat the sentence.</p> <ul style="list-style-type: none"> Click the speaker icon to hear the term read aloud.
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DAY 2: Build Background (5 minutes)

Lesson Steps	Offline Modifications	Personalization	ELL/Language Development
 <p>3. Watch Fact and Opinion again.</p> <p>Prompt students to find a fact or something new that they didn't notice the first time.</p>		<ul style="list-style-type: none"> Students return to their drawings of key concepts from the first viewing and add new details. 	

DAY 2: Think & Do (20 minutes)

Lesson Steps	Offline Modifications	Personalization	ELL/Language Development
<div data-bbox="419 402 596 548" data-label="Image"> </div> <p>4. Students open their Worksheet assignment. Or, if not using Assignment Builder, model how to open the Worksheet.</p> <p>Students categorize fact and opinion statements then rewrite each statement to express the opposite opinion.</p> <p>When they finish, students click Submit To Teacher and/or print out.</p>	<p>Print the Worksheet.</p> <div data-bbox="940 441 1118 500" data-label="Image"> </div> <p>Students categorize fact and opinion statements then rewrite each statement to express the opposite opinion.</p>	<ul style="list-style-type: none"> • Students speak their responses before completing the worksheet. • Provide an example fact and opinion. Demonstrate how to return to the movie to find evidence. • Assign one or two statements to rewrite rather than all of them. • Support recall by prompting students to revisit the drawings they made after watching the movie. 	<ul style="list-style-type: none"> • Say the words “fact” and “opinion” in students’ home language or English. Have them repeat it in English. • Before students write, have them use their home language or English to discuss what they plan to write.

DAY 2: Assess (5 minutes)

Lesson Steps	Offline Modifications	Personalization	ELL/Language Development
<div data-bbox="494 1071 612 1205" data-label="Image"> </div> <p>5. Students open their Quiz assignment. Or, if not using Assignment Builder, model how to open the quiz.</p>	<ul style="list-style-type: none"> • Print the quiz for students to complete. 	<ul style="list-style-type: none"> • Read aloud the questions and answers. • Reduce the number of questions and/or possible answers (using the Quiz Mixer). • Support recall by having students review drawings they made during the movie. 	<ul style="list-style-type: none"> • Read aloud the quiz in students’ home language. • Highlight the key vocabulary in a printable version of the quiz.

If you assigned the quiz, you will see students' results in your Dashboard. If not assigned, students click the **Submit to Teacher** button.