



# 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

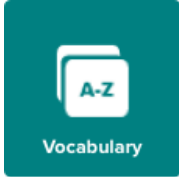

Background knowledge helps students make sense of new ideas and experiences. To activate prior knowledge, prompt students by saying:


- *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)

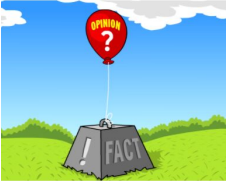
Lesson Steps	Offline Modifications	Personalization	ELL/Language Development
<div style="text-align: center;">  </div> <p>1. Watch <a href="#">Fact and Opinion</a>.</p> <p>Click pause at noted time codes to discuss key ideas:</p> <p>Time code 0:59: Identify a fact. How do you know it is true?</p> <p>Timecode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

## DAY 1: Think & Do (20 minutes)



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

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

Lesson Steps	Offline Modifications	Personalization	ELL/Language Development
 <p>3. Watch <a href="#">Fact and Opinion</a> 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"> <li>Students return to their drawings of <b>key concepts from the first viewing</b> and add new details.</li> </ul>	

## DAY 2: Think & Do (20 minutes)

Lesson Steps	Offline Modifications	Personalization	ELL/Language Development
<div data-bbox="424 402 596 548" style="text-align: center;">             Worksheet         </div> <p>4. Students open their Worksheet assignment. Or, if not using Assignment Builder, model how to open the <a href="#">Worksheet</a>.</p> <p>Students categorize fact and opinion statements then rewrite each statement to express the opposite opinion.</p> <p>When they finish, students click <b>Submit To Teacher</b> and/or print out.</p>	<p>Print the Worksheet.</p> <div data-bbox="943 440 1115 500" style="text-align: center;">  Print         </div> <p>Students categorize fact and opinion statements then rewrite each statement to express the opposite opinion.</p>	<ul style="list-style-type: none"> <li>• Students speak their responses before completing the worksheet.</li> <li>• Provide an <b>example</b> fact and opinion. Demonstrate how to return to the movie to find evidence.</li> <li>• Assign <b>one or two statements</b> to rewrite rather than all of them.</li> <li>• Support recall by prompting students to <b>revisit the drawings</b> they made after watching the movie.</li> </ul>	<ul style="list-style-type: none"> <li>• Say the words “fact” and “opinion” in students’ <b>home language</b> or English. Have them repeat it in English.</li> <li>• Before students write, have them use their home language or English to <b>discuss what they plan to write</b>.</li> </ul>

## DAY 2: Assess (5 minutes)

Lesson Steps	Offline Modifications	Personalization	ELL/Language Development
<div data-bbox="497 1073 612 1203" style="text-align: center;">             Quiz         </div> <p>5. Students open their Quiz assignment. Or, if not using Assignment Builder, model how to open the <a href="#">quiz</a>.</p>	<ul style="list-style-type: none"> <li>• Print the <a href="#">quiz</a> for students to complete.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read aloud</b> the questions and answers.</li> <li>• <b>Reduce the number</b> of questions and/or possible answers (using the Quiz Mixer).</li> <li>• <b>Support recall</b> by having students review drawings they made during the movie.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read aloud the quiz</b> in students’ home language.</li> <li>• <b>Highlight the key vocabulary</b> in a printable version of the quiz.</li> </ul>

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