KUTZTOWN UNIVERSITY

ELEMENTARY EDUCATION DEPARTMENT

LESSON PLAN FORMAT

Teacher Candidate: Taylor Seiders Date: February 20, 2015

Cooperating Teacher: Mrs. Erin Weaver Coop. Initials

Group Size: Whole Class Allotted Time 45 Minutes Grade Level 1st Grade

Subject or Topic: Stellaluna Unit Day 3: Fact vs. Opinion Section 390-045

**STANDARD:**

**1.2.1.B:** Identify the difference between facts and opinions within a text.

1. Performance Objectives (Learning Outcomes):
   1. Students will be able to identify facts and opinions within a text and in the real world.
2. Instructional Materials
   1. Paper
   2. Pencils
   3. Teacher made (fact and opinion cards)
   4. Teacher written facts and opinions
   5. *Stellaluna* by: Janell Cannon
3. Subject Matter/Content (prerequisite skills, key vocabulary, big idea)
   1. Prerequisite skills
      * Know how to write sentences.
      * Fine motor skills (crumble paper)
   2. Key vocabulary
      * Fact- a thing that is true beyond reason.
      * Opinion- a judgment formed about something, not based on fact.
   3. Big Idea
      * Facts and opinions can be found in books as well as in the real world.
4. Implementation
   1. Introduction
      * Boys and girls, do you remember the story that we read yesterday?
        1. Show book (we read Stellaluna by: Janell Cannon).
      * Well in this book, there is a lot of information. Some of the sentences in this book are facts and others are opinions.
      * Ask students, who knows what a fact is?
        1. Allow time for students to answer the question.
        2. Answer: a fact is a thing that is true beyond reason. If we say a fact it means that we know it to be true.
      * Ask students, then what is an opinion?
        1. Allow time for students to answer the question.
        2. Answer: an opinion is a judgment that is not based off of a fact.
   2. Development
      * So, today I am going to go through our book and I am going to say a sentence. If it is a fact, I want you to stand up. If it is an opinion stay seated on the carpet.
        1. Our first sentence is:
           1. One night, as Mother Bat followed the heavy scent of ripe fruit, an owl spied her.

Have students stand up for this sentence. This sentence is a fact

* + - 1. Our second sentence is:
         1. You are teaching my children to do bad things.

Have students stay sitting. This is an opinion because this is only the belief of the Mama Bird.

* + - 1. Our third sentence is:
         1. Mama Bird told me I was upside down. She said I was wrong.

Stay seating again. This once again is Mama Bird’s opinion that she enforced upon Stellaluna.

* + - 1. Last sentence is
         1. “We are bats,” said Mother Bat. We can see in the darkness. Come with us.

Students stand up for the last sentence. It is true that bats can see in the dark.

* + - Have students return back to their seats.
    - Since we have seen some facts and opinions in our book. I think that we all can write down one fact or opinion.
    - I am going to give everybody a piece of paper. Once every student receives a piece of paper, explain the following instructions.
      1. First step that we have to do is write our names on the back of the paper!!!
      2. In a minute you will all write me either an opinion sentence or a fact sentence on the piece of paper. When I see that everybody is done writing their sentences, I will give you your next step.
    - Once everybody is done writing their sentences, have the students write the words fact or opinion on the back of their paper next to their name.
    - Collect all of the papers and get students ready for the next part of the lesson.
  1. Closure
     + Now pass out the premade facts and opinion sheets.
     + Once everybody has a piece of paper, the students will have to figure out what type of sentence they have picked up.
     + The teacher will then place the premade “Fact” and “Opinion” papers on opposing sides of the room.
     + Students will go to the side of the room that they think their sentence belongs. (If there are problems have the student go to their right spot and ask them why their sentence is a fact and not an opinion, or vice versa).
     + Allow time at the end to reinforce the definitions of the words fact and opinion.
       1. A fact is a thing that is true beyond reason. If we say a fact it means that we know it to be true.
       2. An opinion is a judgment that is not based off of a fact.
  2. Accommodations/Differentiation
     + The teacher can have students work in partners to write sentences and answer what type of sentence they are.
     + Premade sentences in a bigger font for students who cannot see the book from where they are seated.
  3. Assessment/Evaluation Plan
     + 1. Formative
          1. The teacher will go around the room with a checklist to figure out which students are at their right spot.
          2. Also, the teacher will check students’ opinion and fact sentences for correctness.
       2. Summative
          1. No summative exam for this lesson.

1. Reflective Response
   1. Report of Students’ Performance in Terms of Stated Objectives (after lesson is taught)

Remediation Plan

* 1. Personal Reflection
     + Was it a good idea to have each student write their own sentence? Were the sentences easy to understand?

* + - Should you do the “snowball fight” game idea again in the future?

* + - Overall, how did this lesson go?

1. Resources

Cannon, J. (1993). *Stellaluna.* San Diego: Harcourt Brace Jovanovich.