**Molloy College**

**Division of Education**

Nina Solano Professor Sheehan

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Grade: 2 Topic: Fact and Opinion Content Area: ELA

**Objective:** After reading the book, The Sad Little Fact, by Jonah Winter, students will identify connections between words and their use by completing the Fact and Opinion Worksheet getting at least 5 out of 6 correct.

**New York State Next Generation English Language Arts Learning Standard**

Language Standards

Vocabulary Acquisition and Use

2L5a: Identify real-life connections between words and their use.

Indicator: This will be evident when students identify connections between words and their use by completing the Fact and Opinion Worksheet getting at least 5 out of 6 correct.

**New York State Social Studies Standards**

Key Idea: Individual Development and Cultural Identity 2.1 A community is a population of various individuals in a common location. It can be characterized as urban, suburban, or rural. Population density and use of the land are some characteristics that define and distinguish types of communities.

Key Concept: 2.1a An urban community, or city, is characterized by dense population and land occupied primarily by buildings and structures that are used for residential and business purposes.

2.1b Suburban communities are on the outskirts of cities, where human population is less dense, and buildings and homes are spaced farther apart.

2.1c Rural communities are characterized by large expanses of open land and significantly lower populations than urban or suburban areas.

2.1d  Students will identify the characteristics of urban, suburban, and rural communities and determine in which type of community they live.  By discussing different types of housing (apartment, single-family house, etc.) and the proximity of houses to each other, students will understand the term “population density” and how it applies to different communities.

*Indicator: This will be evident when students compare characteristics of rural, suburban and urban commun’ities to come to a decision on the question asking which community they live in and provide sound evidence to support their decision.*

**Social Studies Practices: Habits of Mind**

A. Gathering, Interpreting, and using Evidence

5. Identify implicit ideas to draw inference, with support.

*Indicator: This will be evident when students recognize and effectively select credible evidence in The Little House to write arguments to support their claims.*

**NCSS C3 Inquiry Arc**

Dimension 2: Students will apply disciplinary concepts by listening attentively to their peers.

D2.Civ.9.K-2. Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.

D2.Civ.10.K-2. Compare their own point of view with others’ perspectives.

D2.Geo.6.K-2. Identify some cultural and environmental characteristics of specific places.

*Indicator: This will be evident when students participate in a class discussion during the read aloud about the differences in the three types of communities and when students share with the class which community they believe is best to live in. Students as a class will discuss and decide as a group, which community they live in. Students will also listen to the opinions of their peers as they share with the class what they think is the best community to live in and why they think so.*

Dimension 4: Students will communicate conclusions and construct an argument with reasons.

D4.1.K-2. Construct an argument with reasons.

*Indicator: This will be evident when students work collaboratively to conclude what characteristics make up rural, suburban, and urban communities. They then will conclude their opinion on which community is the best using details from The Little House and will present share their opinion with the class.*

**Developmental Procedures**

1. The students will gather on the carpet to listen to the book, The Sad Little Fact, by Jonah Winter. *(What do you think this story is about? What was this book about?)*
2. Next, students will go back to their desks and as a group, we will review the new terms “fact” and opinion”. *(What is a fact? What is an opinion?)*
3. After the brief discussion, students will complete the Fact and Opinion worksheet. *(Is this sentence a fact or an opinion? How are you sure?)*
4. Next, students will get in to groups and participate in the Fact and Opinion Board Game. Students will pick up a game card and decide whether the card is a fact or an opinion. If correct, students will roll the dice and move that number of spaces, if incorrect, it is the next player’s turn. Continue the game until the players reach the finish. *(Why do you think this game card is a fact? What word makes that game card an opinion?)*
5. Finally, students will sing and dance along to the song, Fact verses Opinion Song, by the GrammarHeads.

**Assessment**

Students are to complete the Fact and Opinion Worksheet getting at least 5 out of 6 correct.

Students will successfully reach the end of the Fact and Opinion Board game by decided whether their game card is a fact or an opinion.

**Strategies**

Cooperative Learning

Indicator: This will be evident when the students work with partners while participating in the Fact and Opinion Board Game.

Questioning

Indicator: This will be evident when the students participate and answer when the teacher asks specific questions about facts and opinions.

**Independent Practice**

Students will complete the Fact and Opinion Ocean activity for homework. They will cut and paste the sentences into their correct columns.

**References**

GrammarHeads. (2012). Retrieved from <https://www.youtube.com/watch?v=LAKprpl7aPo>.

Heiney, K (2019). Fact and Opinion Board Game. Retrieved from <https://www.superteacherworksheets.com/>

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Tobin, J. Fact or Opinion Game. Retrieved from <http://www.thebestofteacherentrepreneurs.org/2016/03/free-misc-lesson-fact-or-opinion.html>

Winter, J., & Oswald, P. (2019). *The sad little fact*. New York: Schwartz & Wade Books, an imprint of Random House Children’s Books.

















