

Teacher information
Lesson Aim: To know the difference between facts and opinion Lesson Objectives: To know what makes something a fact To know what makes something an opinion To be able to identify fact and opinion in a text
Session plan
<p><b>Input:</b> Read the story ' . Show them slide 2, asking them what they already know about facts and opinions, writing their answers on the whiteboard or smartboard. You could do this as a pair activity first with whole-class feedback. Remind them of the story, and start a discussion by asking them if they agree that it is a fact that painting is better than watching a film. There are some additional questions in the section below to simulate discussion</p> <p>Finally, show the children slide 3, with the definitions of fact and opinion. This slide also has the lines of text from the story with the facts and opinions. Ask the children to identify the opinions in the text – being sure to point out that there are also facts:</p> <p>Grace and Karl went first. "<u>Watching a film is amazing</u>" said Grace earnestly. "<u>You get lost in another world, and it's so exciting</u>". "Yeah", added Karl, "<u>and it's really chilled – it's the best end to the term</u>. We could have afternoon snack while we're watching the film, <u>it'll be like the cinema</u>" Then Bertie and Ama got to have their turn. Ama smiled around at the class, "<u>Painting is really relaxing</u>", she said. "I've just learnt to paint a really good sunset, and I can show you how". "And", chimed in Bertie excitedly, "<u>we've got those massive sheets of card, we could do really big paintings. That would be so awesome!</u>"</p> <p><b>Group activity:</b> Put children into pairs and give each pair a worksheet. Each sentence either contains facts, opinions, or both, and children need to identify which is which by putting F, O or F+O next to the relevant sentence. Once they've done this, there is space to write their own sentences.</p> <p><b>Plenary:</b> Put up slide 4, and take answers from the children (the answers are at the end of the lesson plan). You can also ask them to give examples of their own sentences. At this point, draw the children's attention to the vocabulary used when someone gives an opinion – quite often they use an adjective or an adverb: amazing, brilliant, boring, and so on.</p>
Resources
Fact and opinion sentence worksheets
Questions to stimulate discussion
Does something become a fact if most people believe it? How can you prove that something is true/a fact? What if people pretend it's a fact to persuade you to do something?

## Answers - fact and opinion sentences

F+O	Tigers are brilliant animals, they live in the jungle
O	Bananas are the best fruit
F	London is the capital city of England
F	The Earth goes around the sun
F+O	Swimming keeps you healthy, it's better than football
O	Wearing school uniform is a good thing
O	Going shopping is boring
F+O	A group of wonderful parents cleared up the school gardens
F	Trees are good for the planet
O	The new film is awful – it's really boring
O	Sometimes it's hard to get along with my sister
F+O	I went to the park last week and I loved it
F	On Tuesdays we do PE at school
F	My younger brother is 3-years-old
F+O	I've never eaten broccoli but I don't think I'll like it