

GED 2002 Teachers' Handbook of Lesson Plans

Area/Skill - LA, Reading	Cognitive Skill Level - Analysis	Correlation to Framework - 04.02/04.05	Lesson Number - 05
<p>Activity Title - Fact versus Opinion</p> <p>Goal/Objective</p> <p>To distinguish between fact and opinion when reading real-life material.</p> <p>Lesson Outline</p> <p>Introduction</p> <p>Students are bombarded with information. They hear infomercials that tell them that if they just buy this magic pill they can eat everything and still lose weight. The same thing happens with material they receive in the mail—accept this credit card and they can buy anything, anywhere. What they must learn to do, is separate the facts from the opinions.</p> <p>Activity</p> <p>On a table in the classroom, place 5-6 ordinary objects, such as a coat, an orange, a cookie, a pencil, etc. Ask the class to take a good look at each item. Have students make a list of facts about each of the items. Have each student share his/her facts about one of the items. Write the student's statements on chart paper or on the board. Review each of the statements. Decide if the statement is a fact or is an opinion. Students will often infer something about an item that goes beyond the facts. Such as: the orange is sweet. The orange may not be sweet. The students didn't have a chance to taste it and verify that it was sweet. For each item, write the students' statements under the correct heading—either fact or opinion.</p> <p>Debriefing/Evaluation Activity</p> <p>Discuss with students the importance of understanding the differences between fact and opinion when they are reading. Facts are based on some type of supporting evidence and have been proven to be true. Opinions are the results of an individual's "feelings" about a given item and may or may not be based on fact.</p>			<p>Materials/Texts/Realia/Handouts</p> <ul style="list-style-type: none"> • 5-6 objects, such as pencils, books, cookies, oranges, sweaters, coats, etc. • Whiteboard or Chart paper and markers • Paper and pencils
			<p>Extension Activity</p> <p>Rather than objects, have students identify facts versus opinions about issues such as global warming, health and nutrition, exercise, recycling and conservation, etc.</p>
<p>Real-Life Connection</p> <p>Have students evaluate real-life print advertisements that they have received in the mail. Discuss with students the facts versus the opinions give in each of the ads. Explain that many companies market products using more than just the facts. They provide their opinions about the product in their ads. It is important that students really understand the facts about a product or service before buying.</p>			<p>ESE/ESOL Accommodations</p> <p>Have student record his/her facts and opinions rather than putting them in writing</p> <p>Provide student with additional opportunities to practice the skill</p> <p>Provide the student with a partner to complete the activity</p>

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Activity Title—Facts versus Opinion

Introduction

Say: Everyday we are bombarded with information. We hear infomercials that tell us that if we just buy this magic pill we can eat everything we want and still lose weight. The same thing happens with material we receive in the mail—get this credit card and the world will be yours. What we have to be able to do, is separate the facts from opinion.

Main Activity

Write the following on the board: **Fact** **Opinion**

On a table in the classroom, place 5-6 ordinary objects, such as a coat, an orange, a cookie, a pencil, etc. Ask the class to take a good look at each item. If they want, they can pick up the items and hold them, turn them over and examine them closely. *Say:* You have had a chance to look, touch and even smell the items that are on the table. Go back to your seats and make a list of facts about each of the items. Give the students 5 minutes to write their lists. Have each student share his/her facts about one of the items. Write the student's statements on chart paper or a separate spot on the board. With the class, review each of the statements. Decide if the statement is a fact or is an opinion. Students will often infer something about an item that goes beyond the facts. Such as: the orange is sweet. The orange may not be sweet. The students didn't have a chance to taste it and verify that it was sweet. For each item, write the students' statements under the correct heading—either fact or opinion.

Debriefing/Evaluation Activity

For each item, write the students' statements under the correct heading—either fact or opinion. Discuss with students the importance of understanding the differences between fact and opinion when they are reading. Facts are based on some type of supporting evidence and have been proven to be true. Opinions are the results of an individual's "feelings" about a given item and may or may not be based on fact.