



Fact or Opinion?

Age: Primary

Level: A1+

Global Knowledge or Global Attitudes and Action:

Global Attitudes and Action

Standard for Learning Outcome: Student is encouraged to discover their own bias.

Learning Outcome: P.D2.S3.LO1 Recognize the difference between fact and opinion

Standard for Global Skill: P.D3.S3.LO2 Participate in a creative task

Global Skill: Student acquires the skills to be a questioning citizen.

Sustainable Development Goal: 4: Quality Education

Part 1 (10 mins)

- A.** Introduce the idea of facts and opinions and explain that they are different. Ask students for their ideas about how they are different. Then ask them to look at the sentences about ice cream and say if they think each sentence is a fact or an opinion. Provide additional examples if needed to illustrate facts and opinions: *Ice cream is cold. (fact) I like ice cream. (opinion)*

Ask students to read and complete the definitions and example sentences and decide which definition is for a fact and which is for an opinion.

Answer Key:

Fact: Something that has definitely happened or is true.

Opinion: Something that a person believes or feels.

When you check answers, make sure that students understand that opinions may not be true for everyone and can't be proven to be true. Facts are true and the information can be found in a source they can trust. Elicit some reliable sources that students may know, such as an encyclopedia or reliable websites. Briefly talk about some sources that they can't always trust, such as some websites.

- B.** Tell students that they are going to read some more sentences about ice cream and decide if they are facts or opinions. Have students work in pairs for this activity. They should read the sentences together and decide

whether they are facts or opinions. Allow students to confirm facts by looking online to check if they are true but remind them to check that the information is coming from a reliable website. Similarly, encourage them to suggest why some sentences are opinions, e.g., *"Ice cream should be served for school lunch" is an opinion because some people may not agree with that statement or may not like ice cream.* Students write the number of the statement in the correct column.

Answer Key:

Facts:

2. Ice cream comes in many flavors.
5. The first ice creams were made from ice.
6. Ice cream was invented hundreds of years ago.
8. The United States makes the most ice cream in the world.

Opinions:

1. Chocolate ice cream is the best flavor.
3. Fun people eat ice cream.
4. Ice cream should be served for school lunch.
7. Vanilla ice cream is boring.

Ask students to compare their tables with each pairs to check their answers.

Part 2 (20 mins)

- A.** Ask students to look at the text and identify that it is an advertisement. Allow a few minutes for students to read the advertisement or read it aloud as a class. Ask the questions.

Answer Key: 1. The advertisement is for a pet store that sells dogs. 2. The writer wants us to like dogs and buy a dog from the pet store.

Talk about some of the ideas in the advertisement as a class. For example, ask students how the advertisement tries to persuade the reader to buy a dog (it includes facts and opinions about dogs). Ask if the opinions are positive or negative (positive). Then ask students to say something about the facts in the advertisement: *Are they interesting? Do they make you think differently about dogs? Do they make you think it is a good idea to have a pet dog?*



Primary | Teacher's Notes

- B.** Ask students to look at the text again and identify the facts and opinions in the advertisement. Tell them to underline all facts in blue and the opinions in red. Ask students to identify the information in the text that supports the facts. Check answers as a class.

Answer Key:

Facts: Dogs are also really smart; they can learn 165 words; dogs can understand a lot about the human world; people can communicate well with dogs (according to information from Professor Stanley Coren); they work hard (because they help people to do their jobs)

Opinions: Dogs are certainly the best choice; dogs are really cute; dogs are really fun.

- C.** Ask students to look at the picture and give their opinions of cats. Invite all opinions, including positive and negative ones. Then tell them that they are going to research and look for some facts about cats for *Miller's Pet World*. Ask them if the facts they look for should be positive or negative and guide them to understand that they should be positive because *Miller's Pet World* wants to sell cats to people.

Have students work in pairs and ask them to write three positive statements giving opinions about cats and three positive statements giving facts about cats.

When students have finished, invite students to share some of their facts and opinions with the class. Encourage them to notice that people can have different opinions about the same thing.

Part 3 (20 mins)

- A.** Tell students that they are going to work with a partner and create their own advertisement. Students will complete an advertisement to try to persuade the reader to buy a cat from *Miller's Pet World*. Before they start, allow students to read the advertisement for dogs again. Then look at the sentence frames in the advertisement about cats. Tell students they can refer to the advertisement about dogs but that they should use the facts about cats that they researched in Part 2.
- B.** Invite students to share their advertisements with the class. Tell them that they should read or listen to their classmates' advertisements and look for a fact about cats that they didn't know, a fact about cats that

surprises them, and the most interesting fact about cats that they learned.

Finally, ask students to vote on which advertisement did the best job to persuade them that a cat is a good pet.

Extension

- A.** Tell students they are going to play a game called *Fact or Fiction* and put them into groups of four. Tell each student to cut out and complete their game cards and tell them NOT to show what they have written to the other players. The youngest student starts the game by reading aloud the statement on one of their cards, by asking the question that starts *Who has a statement about ...?* The two students with the statements that are answers to Student A's question read them aloud. The first to read their statement aloud is the next student to ask one of their questions. The other students decide which statement is a fact and which is an opinion. The game continues in this way with students correctly finding the facts and opinions in answer to their questions.

Example:

Laura: Who has a statement about carrots?

Jose: I do. Carrots have betacaratine.

Maria: I do too. Carrots are the best tasting vegetable.

All: Jose has the fact and Maria has the opinion.

Jose and Maria: Yes!

Jose: I'm next. Who has a statement about...?

If the game stops, the youngest student who has not asked a question yet asks the question on their card. The game finishes when all the students have found answers to the questions on their cards.

- B.** Invite students to work in their groups to prepare a new set of cards like the one they played with in A. Read the game cards aloud as a class and make sure that students understand they must research and find facts or think of opinions and complete them on the cards.

Monitor students as they do this to make sure they have correctly written their facts and opinions. Students exchange their cards with another group to play the game. They can continue exchanging sets of cards for as long as they enjoy the game.