

## **GRADE 4 English Language Arts** **Reading and Responding: Lesson 18**

Read aloud to the students the material that is printed in **boldface type** inside the boxes. Information in regular type inside the boxes and all information outside the boxes should **not** be read to students. Possible student responses are included in parentheses after the questions.

Any directions that ask you to do something, such as to turn to a page or hand out materials to students, will have an arrow symbol (  $\Rightarrow$  ) by them.

*Optional:* At some point during the lesson, you may read the passage aloud so students can hear fluent, expressive reading and the correct pronunciation of unfamiliar words. You may read the passage aloud at any point during the lesson as you feel appropriate. The decision to read the passage aloud should depend on student needs, the degree of text difficulty, and the particular lesson.

### *Purpose of Lesson 18:*

In this lesson, the tutor and students will

- read a nonfiction selection,
- identify the author's purpose,
- distinguish fact from opinion,
- distinguish expository text from narrative text,
- use context clues to define unfamiliar vocabulary, and
- make inferences (read between the lines).

### *Equipment/Materials Needed:*

- Student Worksheet: Reading and Responding Lesson 18-1
- Student Worksheet: Reading and Responding Lesson 18-2
- Pencils

Introduction:

**The next two lessons will be about *facts* and *opinions*. What is the difference between facts and opinions?** Pause. Explain that facts are true; opinions are neither right nor wrong, but reflect feelings or beliefs. Give examples, asking students to identify them as facts or opinions.

To reinforce understanding, lead students in an activity sometimes used as an icebreaker. Explain the following:

- ◆ Each student must say something about the student next to him. For example, a student may say, "Jimmy has cool shoes on today." The other students must decide whether this statement is a fact or an opinion. Students may get confused at first and say the statement is a fact, especially if all agree that Jimmy has on cool shoes. Clarify any confusion, clearly explaining why this statement is a fact. You might say, "**Jimmy does have cool shoes, in my opinion; but my mother would think they were too wild looking, so hers would be another opinion.**" We can't say this statement is a fact, even if we all agree that Jimmy's shoes are cool. Who can change this opinion to a fact by taking one word out of the sentence? Pause. If we just say, *Jimmy has shoes*, then the statement is a fact, because it is true, not just what someone thinks.
- ◆ Jimmy then says something about the next student, such as *Sarah's hair is blond*. Students should identify this statement as a fact because it is true that Sarah has blond hair. Change the statement to an opinion, such as *Sarah's hair is long, blond, and beautiful*. Have students identify the key words making it an opinion. Explain that describing anything as beautiful is giving an opinion; some people may think blond hair is ugly. Describing hair as long would also be an opinion because we don't have a definition for *long*. Some may think shoulder-length hair long and others may think hair long only if it is waist-length.
- ◆ Explain that words that are used to show comparisons may cause confusion: for example, *Sarah's hair is longer than Mary's hair* is a fact that can be verified; *Mary's hair is short* is an opinion; *Mary's hair is shorter than Sarah's hair* is a fact.
- ◆ Continue until each student has had at least one turn to say something or until students can identify the statements correctly.

Say:

**Look at the chart contrasting facts and opinions.**

⇒ Distribute Student Worksheet: Reading and Responding Lesson 18-1.

<i><b>FACTS</b></i>	<i><b>OPINIONS</b></i>
◆ <i>Can</i> be proved right or wrong	◆ <i>Can not</i> be proved right or wrong
◆ <i>Always</i> based on proof	◆ <i>Sometimes</i> based on proof or facts
◆ <i>Always</i> based on proof	◆ <i>Sometimes</i> <u>not</u> based on proof or facts
◆ <i>Never</i> depends on point of view	◆ <i>Always</i> depends on point of view
◆ Some key words: numbers Spiders have <i>eight</i> legs.	◆ Some key words or phrases: <i>I think..., I believe..., I feel...</i>
◆ Answers questions that have <i>one</i> correct answer	◆ Answers questions that can have <i>more than one</i> answer
◆ Often answers <i>what, who, where, when</i> questions	◆ Often answers <i>why</i> questions; <i>Why do you think...</i>

Briefly discuss the chart; provide sentences that are examples of each difference listed. Explain that the word *often* means *most of the time, but not always*.

Then discuss the differences between opinions that *make sense* and opinions that *don't make sense* using the next chart on the same student worksheet.

<i><b>OPINIONS</b></i> <i>that <u>do</u> make sense</i>	<i><b>OPINIONS</b></i> <i>that <u>don't</u> make sense</i>
◆ Based on facts	◆ <i>Not</i> based on facts
◆ Based on <i>experiences</i>	◆ May be based on <i>rumors</i>

Say:

**If two people have different opinions about the same subject, can they both be right?** Pause. Discuss situations in which people have different opinions, but *opinions that do make sense*.

Read aloud these sentences: **John says pizza is the best food he has ever eaten. Bob says pizza is the worst food he has ever eaten. Mary says pizza is the best tasting fast food, but she has never eaten any pizza.**

**Do these opinions *make sense*? Why or why not?** Pause. **Even though John and Bob have different opinions, their opinions *do make sense* because they both have eaten pizza. Mary's opinion *does not make sense* because she has never eaten pizza.**

**Now that we have discussed the differences between facts and opinions, let's practice identifying sentences as factual statements or opinions. We will reread the passage about butterflies and moths. Take a few minutes to underline all sentences that are factual and write a check by all sentences that are opinions. Circle the key words in each sentence identified as opinion. Skip sentences that are in the**

⇒ Distribute Student Worksheet: Reading and Responding Lesson 18-2.

After students have finished this activity, go over the answers. Only two sentences, the first and last ones, are opinions. The key word in the first sentence, *Butterflies are liked by everyone*, is liked. (The word *everyone* may also be considered a key word; it can reasonably be assumed that the writer couldn't possibly have asked *everyone* about liking butterflies, and so he must be stating an opinion to say that *everyone likes* them). The key word in the last sentence, *This hobby is enjoyed by children and adults both*, is enjoyed.

**Are most sentences in this article *fact* or *opinion*?** Pause. **Most are factual, so the purpose of this article is to inform. Where might you find this article?** Pause. (science book, encyclopedia, magazine.)

## Facts and Opinions

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<i><b>OPINIONS</b></i> <i>that <u>do</u> make sense</i>	<i><b>OPINIONS</b></i> <i>that <u>don't</u> make sense</i>
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Note. From assessment guide for Curriculum Based Reading Assessment, September 1999, developed by Deidra W. Frazier. Reprinted with permission.

## BUTTERFLIES AND MOTHS

Butterflies are liked by everyone. A close relative of the butterfly is the moth. Butterflies and moths belong to the second largest classification of insects with over 150,000 species that have been described. How do you tell the two apart?

The **antennae** help observers to tell them apart. The butterflies' **antennae** are knobbed, or enlarged. In moths, the **antennae** are skinny and taper to very fine points. Antennae can also be feathery. Another difference between butterflies and moths is their **flying habits**. Practically all butterflies fly only in daytime. Most moths fly at night. However, if disturbed, butterflies and moths fly day or night.

With this information, you now have the facts to classify butterflies and moths properly. This hobby is enjoyed by children and adults both.