



Guiding the Conversation

A Lesson on Fact and Opinion

Irene's Lesson

This guide is intended for Professional Learning Communities groups, instructional leaders or self-paced study to help guide conversations and reflections.

General synopsis: This video shows a classroom lesson on fact and opinion.

Clip 1 Synopsis: The teacher introduces the lesson, bringing attention to the criteria.
<ul style="list-style-type: none">• Question(s): How might the teacher's enthusiasm for inquiry-based learning help to engage the students in their own learning?
Clip 2 Synopsis: The teacher uses some strategies to differentiate instruction.
<ul style="list-style-type: none">• Question(s): In what ways does the teacher differentiate instruction for the students? In what other ways could the task be differentiated?
Clip 3 Synopsis: The teacher coaches individual students.
<ul style="list-style-type: none">• Question(s): How does the teacher help to differentiate instruction?
Clip 4 Synopsis: The teacher coaches individual students.
<ul style="list-style-type: none">• Question(s) : How do the teacher prompts help the students to think through the task?
Clip 5 Synopsis: The teacher gives instructions to class about distinguishing between fact and opinion
<ul style="list-style-type: none">• Question(s) : How do students show they understand the difference between fact and opinion?

Link to the Alberta Education Program of Studies and other resources at <http://education.alberta.ca/teachers/program/socialstudies.aspx>

For further information on learning opportunities to support implementation visit www.erlc.ca

Clip 6 Synopsis: Students differentiate between fact and opinion
<ul style="list-style-type: none"> • Question(s) :
Clip 7 Synopsis: Examples of stories
<ul style="list-style-type: none"> • Question(s) : Why might the teacher discuss the need to refine the criteria?
Clip 8 Synopsis: Bridging Activity and Bias & Perspective, using an anticipation guide
<ul style="list-style-type: none"> • Question(s) : What did the teacher do to bridge from the discussion to reading the article?
Clip 9 Synopsis: Students working independently and highlighting their “evidence”.
<ul style="list-style-type: none"> • Question(s) : What evidence do you see that students are engaged in their learning?
Clip 10 Synopsis: Students are asked to use a sticky note to note their opinion.
<ul style="list-style-type: none"> • Question(s) :
Clip 11 Synopsis:
<ul style="list-style-type: none"> • Question(s) : How does the teacher use the students’ understanding to move the lesson forward?
Clip 12 Synopsis: Students place their sticky notes. The teacher brings the lesson to a close.
<ul style="list-style-type: none"> • Question(s): How did the students’ responses during the sticky note placement indicate they were interested in the debate?
Still shot of students: Question – How does this picture capture the intent of the lesson and evidence of critical thinking?

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