



Guiding the Conversation A Lesson on Fact and Opinion Trina'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 on fact and opinion
<ul style="list-style-type: none">• Question(s): Why might the teacher use silent think time? Why might “partner talk” be included in the process?
Clip 2 Synopsis: Student discussion of distinguishing fact and opinion.
<ul style="list-style-type: none">• Question(s): How might the “popsicle stick strategy” for selecting student responses increase student engagement? In what ways does the teacher ensure a high level of participation?
Clip 3 Synopsis: Students discussion of why it might be important to distinguish between fact and opinion.
<ul style="list-style-type: none">• Question(s): Why is it important that students know about fact and opinion?
Clip 4 Synopsis: The students engage in a whiteboard activity.
<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 the continuum activity.
<ul style="list-style-type: none">• Question(s): Why might the teacher be asking students to talk about why they are doing the activity in this way (e.g. Why are we doing a partner talk)? Why does the

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

teacher ask, "What's most important?"

Clip 6 Synopsis: Students discuss fact and opinion.
<ul style="list-style-type: none">• Question(s): How does the discussion indicate the student understands the difference between fact and opinion?
Clip 7 Synopsis: Class discussion about how we might adjust our opinions when we learn new information.
<ul style="list-style-type: none">• Question(s): How do you encourage students to adjust their opinions when they uncover new information?
Clip 8 Synopsis: The teacher gives instructions for completing the anticipation guide.
Question(s): How might the use of an anticipation guide help students understand the concepts of fact and opinion? In what other ways could you use an anticipation guide?
Clip 9 Synopsis: Discussion of two perspectives outlined in the article students had been reading.
<ul style="list-style-type: none">• Question(s): How does the teacher help to clarify the two perspectives?
Clip 10 Synopsis: Students place their opinions under the corresponding perspective on the white board.
<ul style="list-style-type: none">• Question(s): In what ways do the students show they are engaged in the task?
Clip 11 Synopsis: Debrief of the sticky note activity, lesson conclusion
Still pictures – Question: How do these pictures capture the intent of the lesson and show evidence of critical thinking?

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.eric.ca