



## Lesson Plan Summary

### Magic Tree House Fact Tracker: Knights and Castles

#### Knights and Castles: Fact or Opinion?

*Small group activity using Knights and Castles*

<b>EACH STUDENT WILL:</b>	<b>COMMON CORE STANDARDS ADDRESSED:</b>
<ul style="list-style-type: none"><li>• Make detailed oral observations of an object</li><li>• Sort sentences into fact and opinion groups</li><li>• Debate and defend decisions through small group conversations</li><li>• Create fact and opinion sentences independently</li><li>• Read informational text to gather supporting details for informational or opinion writing topics</li><li>• Create informational or opinion writing relevant to topics in the text</li></ul>	<p>(The standard for one grade level is explained. The codes for applicable grade levels are listed.)</p> <p><b>READING:</b></p> <ul style="list-style-type: none"><li>• <b>KEY IDEAS AND DETAILS (RI1.1, RI2.1, RI3.1, RI4.1, RI5.1)</b> Ask and answer questions about the text. (RI2.1)</li></ul> <p><b>WRITING:</b></p> <ul style="list-style-type: none"><li>• <b>TEXT TYPES AND PURPOSES (WI1.1, WI2.1, WI3.1, WI4.1, WI5.1)</b> Write opinion texts in which they introduce a topic, provide reasons, and develop a concluding statement or section. (WI2.1)</li><li>• <b>TEXT TYPES AND PURPOSES (WI1.2, WI2.2, WI3.2, WI4.2, WI5.2)</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. (WI2.2)</li></ul> <p><b>SPEAKING AND LISTENING:</b></p> <ul style="list-style-type: none"><li>• <b>PRESENTATION OF KNOWLEDGE AND IDEAS (SL1.6, SL2.6, SL3.6, SL4.6, SL5.6)</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (SL2.6)</li></ul>

FT2-3S914

Created by: Melissa Summer Wells, Woodland Heights Elementary School, Spartanburg, South Carolina



## Lesson Plan

### Magic Tree House Fact Tracker: Knights and Castles Just the Facts

A small group fact/opinion activity



For this lesson, students will work in small groups to develop an understanding of facts and opinions and practice sorting statements into fact and opinion groups.

#### Materials:

- A shoe
- “Fact or Opinion?” cards for each small group
- Copies of the Knights and Castles Fact Tracker for each student or small group
- Materials for informational or opinion writing

#### Procedure:

1. Take off your shoe and show it to the class. What are some observations they can make? Record on the board.
2. Once all observations are recorded, discuss them. Does everyone agree that the item is a shoe? That it is a certain color? What about if it looks pretty or ugly? Usually we don't all agree about pretty or ugly, but we do all agree it is a shoe. A fact is a proven piece of information about an object, whereas an opinion is how we feel about an object.
3. Assign students to small groups to sort “Fact or Opinion?” cards into their appropriate groups. Don't give away answers as groups are working, but do question their thinking!
4. Once groups are done working, compare work as a class. Allow peers to correct each other by sharing their thinking and defending their rationale behind each card's placement.
5. To practice, challenge each student to come up with a fact and an opinion. The teacher may choose to pick an object for the class to work with or to allow the students to pick their own topics.
6. Apply to writing. After reading the Fact Tracker, students will choose to write a short opinion or informational piece on a topic of their choosing from the book. Remind opinion piece writers to support their topic with reasoning, and informational piece writers should cite specific facts from the text. Use the provided rubric to introduce expectations to students, or assess their writing using the system already in place in the classroom.

FT2-3LP914

Created by: Melissa Summer Wells, Woodland Heights Elementary School, Spartanburg, South Carolina

## Fact or Opinion?

**Note:** *These cards are sorted by facts (left column) and opinions (right column). Be sure to cut them apart and scramble them before giving them to small groups! Multiple copies are provided to save paper.*

Lords and ladies wore special clothes.	The lords' clothes were cooler than the ladies' clothes.
Knights wore armor.	Knights are scary.
Moats are bodies of water that surround a castle.	I want a moat around my house.
They didn't have flashlights in the Middle Ages.	I would not want to live without electricity.

Lords and ladies wore special clothes.	The lords' clothes were cooler than the ladies' clothes.
Knights wore armor.	Knights are scary.
Moats are bodies of water that surround a castle.	I want a moat around my house.
They didn't have flashlights in the Middle Ages.	I would not want to live without electricity.

**Student Grading Rubrics for Informational/Opinion Writing: Use these to send grade reports home. The first rubric is for informational writing, and the second is for opinion writing.**

<b>Informational Writing Assignment</b>			
<b>Name:</b> _____		<b>Topic:</b> _____	
	<b>3</b>	<b>2</b>	<b>1</b>
<b>Topic</b>	Student choses a topic relevant to the Fact Tracker and remains focused on this topic.	Student choses a topic relevant to the Fact Tracker, but the topic is not a consistent focus of the writing.	Student does not chose a topic relevant to the Fact Tracker or remain focused on this topic.
<b>Development</b>	Student uses at least 3 facts and supporting details from the Fact Tracker to develop the topic.	Student uses 1-2 facts and supporting details from the Fact Tracker to develop the topic.	Student does not use facts and supporting details from the Fact Tracker to develop the topic.
<b>Conclusion</b>	Student includes a concluding sentence or section relevant to the topic.	Student includes a concluding sentence or section, but it is not relevant to the topic.	Student does not include a concluding sentence or section.
<b>Conventions</b>	Student attends to relevant conventions throughout the writing.	Student attends to some conventions, but some important conventions are missing.	Student consistently misses significant conventions, making the writing difficult to read and understand.
<b>Total: _____ /12= _____ Comments:</b>			

<b>Opinion Writing Assignment</b>			
<b>Name:</b> _____		<b>Topic:</b> _____	
	<b>3</b>	<b>2</b>	<b>1</b>
<b>Topic</b>	Student choses a topic relevant to the Fact Tracker and remains focused on this topic.	Student choses a topic relevant to the Fact Tracker, but the topic is not a consistent focus of the writing.	Student does not chose a topic relevant to the Fact Tracker or remain focused on this topic.
<b>Development</b>	Student provides at least 3 reasons from the Fact Tracker or personal experience to develop the topic.	Student provides 1-2 reasons from the Fact Tracker or personal experience to develop the topic.	Student does not provide reasons from the Fact Tracker or personal experience to develop the topic.
<b>Conclusion</b>	Student includes a concluding sentence or section relevant to the topic.	Student includes a concluding sentence or section, but it is not relevant to the topic.	Student does not include a concluding sentence or section.
<b>Conventions</b>	Student attends to relevant conventions throughout the writing.	Student attends to some conventions, but some important conventions are missing.	Student consistently misses significant conventions, making the writing difficult to read and understand.
<b>Total: _____ /12= _____ Comments:</b>			