# Facts Opinions and Evidence - Grade 3 Teaching Pack

Name: _____ Date: _____

## 1. Can we check it?

Classify by how a claim can be evaluated.

1. "The shelf holds 12 books." Checkable statement or preference?

2. "This is the nicest shelf." Checkable count or opinion?

3. How could you check the first statement?

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## 2. Read a short report

The report below is fictional classroom data. Use it only for this activity.

> Class report: On Monday, the class planted 8 bean seeds. The seeds were put in two trays. Ari said, "Beans are the most exciting plants."

1. Which sentence gives a number that can be checked?

2. Which sentence expresses a preference?

3. Name a record that could check the planting count.

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## 3. Sort and justify

For each, name whether checking or personal judgment is needed.

1. "The club meets on Tuesday." Classify and suggest a check.

2. "Tuesday is the best day." Classify and explain.

3. "Our poster is 30 cm wide." Classify and suggest a tool.

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## 4. A confident claim is not proof

Separate claim type from whether evidence has been supplied.

1. Kai says, "Our school has 200 windows, so it must be true because it is a fact." What is missing?

2. "The hall is beautiful." What would you ask to understand this opinion?

3. Rewrite "Our garden is the best" as a checkable claim you could investigate.

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## 5. Classify and choose evidence

Explain the difference without using "sounds true" as evidence.

1. "The bus arrived at 8:10." What could check this?

2. "The bus ride was wonderful." Why is this an opinion?

3. Can a checkable statement be wrong? Explain.

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## Learning goal

Distinguish checkable statements from preferences and identify what evidence would verify a claim.

## Before assigning

Find explicit details in a paragraph and explain a personal preference.

## Suggested use

Use across three short sessions: start check and supported practice; independent practice and application; exit check and discussion. Allow about 15-20 minutes per session and adjust to readiness.

## Choose support

If the start check is difficult, model with objects or read aloud, then retry a parallel example. If it is comfortable, move to independent practice. Do not use a single score as a mastery label.

## Watch for

Checkable does not mean already verified; a statement may be factual in type but still need checking.

## Review the exit check

Look for an accurate response plus a relevant explanation or model. Revisit the supported page when the explanation is missing. Offer a new example when the learner can explain independently.

## Language and review scope

Original practice with editorial and automated checks; no independent specialist review is claimed. In reading packs, English passages remain English in the Chinese support edition.

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Match the stage and question number to the student sheet.

## 1. Can we check it?

1. Checkable statement.
2. Opinion.
3. Count the books on the specified shelf at that time.

## 2. Read a short report

1. The class planted 8 seeds.
2. Beans are the most exciting plants.
3. A dated planting log or a clear photograph of the planting.

## 3. Sort and justify

1. Checkable; inspect the current club schedule.
2. Opinion; best depends on preference or criteria.
3. Checkable; use a ruler or tape measure.

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## 4. A confident claim is not proof

1. Evidence, such as a reliable count. Checkability alone does not prove 200.
2. Ask what features or criteria make the speaker think so.
3. For example, our garden contains 6 tomato plants. This is a proposed claim, not verified data.

## 5. Classify and choose evidence

1. A time-stamped arrival record or reliable observation.
2. Wonderful is an evaluation that can differ between people.
3. Yes. It can be checked and found unsupported or false.