

# Fact and Opinion

# BINGO

**Designed to meet these objectives:**

## **Language**

- Students will identify fact and opinion.
- Students will build reading comprehension skills.

Identifying fact and opinion in an exciting bingo game is a terrific way to reinforce comprehension skills! Game play is similar to traditional bingo, so it's super-easy to learn. Ideal for use with small groups or the entire class, this game features 48 statements that students must identify as either fact or opinion. Students search for the correct answer on their game cards, building reading comprehension skills as they play!

## **What's Included**

- 36 bingo cards
- 48 fact and opinion calling cards
- Calling card reference mat
- 324 bingo markers

## **Before You Begin**

Cut apart the calling cards along the dotted lines and tear apart the markers along the perforations. (To make this step easier, fold the markers along the perforations before tearing.) If any students are unfamiliar with bingo, explain how the game is played. (You'll find rules and variations on the following pages.) Before having students play on their own, you may want to try a game or two with the entire class, taking on the role of caller yourself to make sure the rules are clear to your students.

# Bingo Rules

1. Give a game card and markers to each player. Have players read the words on their cards. Point out that each square has a subject and the word “fact” or “opinion.” Explain that a fact is something that is always true and can be proven. An opinion is someone’s thoughts, feelings or beliefs. Tell students that you will read a statement and they will decide if it is a fact or an opinion. They will need to see if they have the correct answer on their game cards.
2. Place all of the calling cards in the box lid. Take one calling card from the lid and “call” the card, using the method that best suits your students’ skill level.

Level 1: Before reading the passage, call out the subject and give students time to look for that word on their cards. Be sure to remind students that each subject is used in two different calling card statements—one fact and one opinion.

Level 2: If your students are ready for a challenge, you can simply read the statement directly. For example: “Peaches are fruit.”

3. Players should listen carefully to the statement to decide if it is a fact or an opinion. If the correct answer is on their game card, they should cover it with a marker. In this example, students would cover the square that says, “Peaches Fact.”
4. Place the calling card on the reference mat to keep track of what statements you have called. Continue playing until one player has marked the predetermined winning pattern on his card. (You can choose from the winning pattern variations on the following page.) That player then shouts, “Bingo!”
5. Have the winner read each winning answer aloud. Then, check the calling cards on the reference mat to make sure all of the matching statements were called. (If not, the player corrects the error, and everyone continues playing.)
6. Invite the winner to become the new caller, and play again.

## Suggested Activities

- Use the game when you are covering fact and opinion in your language arts curriculum. Review the concept of fact and opinion, and play bingo as a class. You can use it as a warm-up before the lesson, a wrap-up activity, a transition activity—or even as a class reward!

- During independent work time, place the game in a center for students to play in groups of 2-6 players.
- Use it as a small-group activity. Review the concept of fact and opinion by playing bingo with small groups of students.

## Winning Pattern Variations



**3-Across Bingo**  
(any horizontal row)



**3-Down Bingo**  
(any vertical column)



**Diagonal Bingo**  
(any diagonal)



**4 Corners Bingo**



**Checkerboard Bingo**



**Big H Bingo**



**Donut Bingo**



**Blackout Bingo**

## Meeting Individual Needs

### ELL

Provide a small group with game cards and markers. If possible, create a chart with all of the components labeled in Spanish (or other home language) and English. Show students that each game card has 9 squares that contain a subject and the word “fact” or “opinion.”

Review the difference between fact and opinion. Explain that a fact is something that is always true and can be proven. An opinion is someone’s thoughts, feelings or beliefs. If possible, create a chart with a fact and an opinion about a topic in Spanish (or other home language). Label the statements so that students can clearly see which one is a fact and which one is an opinion. Ask students to give you a fact and an opinion about a topic of your choice.

Point out that you will read a subject aloud and then a statement about that subject. They will need to listen carefully to decide if it is a fact or an opinion. If they have the subject and correct answer on their game card, they should cover that square with a marker.

## **Reteach/Extra Support**

In a small group, review the concept of fact and opinion. Explain that a fact is something that is always true and can be proven. An opinion is someone's thoughts, feelings or beliefs. Then, read a calling card. Model how to listen carefully to the statement and decide whether it is a fact or an opinion. Remind students that each subject will be used in two different statements—one fact and one opinion. Encourage them to pay attention to the subject to help them figure out if they have the correct answer. They will need to listen carefully to see if the statement is a fact or an opinion. Then, play using easy winning patterns, such as 3 across or 4 corners.

## **Challenge**

Have students read the calling cards and think of different facts and opinions about the subjects. Or, they can create their own calling cards and game cards. Be sure that each subject is used in an equal number of facts and opinions! Then, have the students play the new game together.