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| **Name of Lesson** | **Logical Connections between Sentences (10)** |
| **Materials** | * Essential Questions (posted in room)
* Resource 1 – Logical Connections Between Sentences and Paragraphs ([Powerpoint](Lesson10_Logical_Connections_Between.pptx))
* Resource 2 – “History of Human Flight,” *Wonders Your Turn Practice Book*, Unit 4, Week 4, Pages 183 – 184
* Devices (HP Revolve)
* Padlet website: <http://padlet.com/gantalffy/flylikebirds>
* Socrative questions
* Resource 3 – Selected Response (“History of Human Flight”) – 1 per student
* Teacher Resource – Selected Response Answer Cues
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| **Essential Questions** | Essential Question 1: How can solving problems lead to new ideas?Essential Question 2: What is the relationship between invention and innovation? |
| **Objectives** | Students will describe the logical connections between particular sentences in paragraphs. |
| **Common Core Standards** | RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). |
| **ISTE Standards** | 2. Communication and Collaboration a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats  |
| **Procedures** | Hook: Students will be around the carpet. Link arms. Ask: How are you connected? Who is someone you have a connection with? Explain this connection. 1. Display and read the student learning goal.
2. Review the concept of logical connections between sentences and paragraphs.
	* Writers integrate their ideas between sentences and paragraphs in ways that makes sense.
	* This integration is called a *logical connection* – how facts relate to each other and to the main idea of a specific paragraph or passage.
3. Display Resource 1 – Logical Connections Between Sentences and Paragraphs (Powerpoint)Introduce Resource 2 - “History of Human Flight” on pages 183 – 184 of the *Wonders Your Turn Practice Book*.
4. Read the section “Wanting to Fly Like Birds” together.
5. After reading the section together, post the following questions onto the padlet (http://padlet.com/gantalffy/flylikebirds):  \*“Determine the main idea of this passage—what is the author trying to convey to the reader?” (*Humans have always wanted to fly, and they have tried to fly throughout history.*) \*“How do the details of this passage work together to convey this idea?” (*The author provides a sequence of events throughout history—copying birds, creating the kite, then constructing balloons and gliders—to show that humans have attempted flight for many centuries.*)
6. Have students read the section “Hot Air Balloons” independently or with partners:
	* What is the main idea of this section? (*Hot air balloons are powered by heat.*)
	* Refer students to the third and fourth sentences. (*“The hot air made…rose into the sky.”*)
	* Have students discuss the way that these two sentences work together—how are they logically connected? (*Cause and effect*)
7. Finish reading “History of Human Flight.”
8. Summarize the learning.
	* A logical connection is the way in which an author integrates ideas to support a main idea or convey a message
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| **Assessment** | Formative: Padlet posts/discussionsSummative: Socrative quiz (Student Paced) with the following questions:**Connecting Ideas between Sentences** **Gliders**Part A: What is the main idea in Paragraph 1 of the section “Gliders?”*Gliders were an improvement over balloons.* Part B: What is the best way to describe how the sentences in the paragraph are connected?*a. They contrast the attributes of gliders and balloons.* b. They show the sequence of steps used to create the glider.c. They show the similarities between gliders and balloons. d. They show how the invention of the balloon led to the invention of the glider.**Really Flying**Part A: What is the primary purpose of Paragraph 2 of the section “Really Flying?”a. To explain how far Orville Wright flew when testing the “Flyer.” b. To explain why the Wright brothers chose to create an airplane.c*. To explain the process the Wright brothers followed when creating and modifying their flying machine.* d. To support the idea that the brothers were very intelligent.Part B: What is the best way to describe how the sentences in the paragraph are connected?*They sequence the steps in the technical process used by the Wright brothers.*  |