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| **Name of Lesson** | **Describing the Relationship between a Series of Historical Events (7)** |
| **Materials** | Devices, Access to Padlet, Sequence Chain Organizer, Directions for Google search for pictures. |
| **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 relationship between a series of historical events about early flights and flying machines in “Firsts in Flight.” |
| **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.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.RI.3.4 Determine the meaning of general academic and domain-specific words and phrasesin a text relevant to a grade 3 topic of subject area. |
| **ISTE Standards** | 2. Communication and Collaboration |
| **Procedures** | 1. Facilitated Learning Task1. Display and state the student learning goal in a padlet (objective)
2. Refer students back to the text that they read the previous day—“Firsts in Flight.”
	* Have students reread page 305 independently or with partners.
3. Students will open the sequence chain tile on BCPS ONE. This will open the word document and the students can edit the document. Students will then enter information about the Wright brothers’ first flights into their sequence chain. (See sample)
4. Have students work with partners to reread the first paragraph on page 306 and complete the second and third entries on the Sequence Chain.
5. Summarize the learning and review expectations for applied and independent learning.

Applied Learning:* Students will finish reading “Firsts in Flight” on pages 306 – 307.
* They will also complete the sequence chart with the innovations and historical events.
* Students will answer the Reader Response Log prompt.
* Describe the relationship between the series of historical events surrounding the first flights and innovations made to early airplanes. Use details from the text to support your response.

Small Groups:1. Students should come to small group with "Firsts in Flight" and their completed sequence chains.
2. Have students compare their sequence chains with partners. Monitor the students and ask them to revisit the text if necessary. (See Teacher Resource for answer cues; abridge as needed.)
3. Use the sequence chain to describe the relationship between historical events in the invention of the first flying machine and the innovations and improvements that were made as a result. Model a description of how flying machines changed over time, focusing on the cause-effect relationship between each event.
	* *Wilbur and Orville Wright flew their first flying machine in 1899. Their first flight was unsuccessful, but they learned from their mistakes. They made changes and improvements to their design and made a new glider with bigger wings. When the new glider also failed, they learned from their mistakes again and kept experimenting. This process led to the first airplane with an engine, the Wright Flyer. When the brothers flew this plane, it worked! The plane stayed in the air for twelve seconds. They went on to make new planes and fly for longer lengths of time.*
4. Students will use the discussion and the sequence chain to complete the following Padlet Discussion Board.
	* Describe the relationship between the first flights by the Wright brothers and later flights by others, using language that pertains to cause/effect. Use details from the text and the sequence chain to support your response.
5. Close the lesson.

The class will now meet back together to engage the Padlet discussion.  |
| **Assessment** | The students will complete a sequence chain on word to be handed in at the end of the lesson (Summative), Students will post answers to the response question on Padlet for a group discussion. (Formative) |