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| **Name of Lesson** | **Describing Relationships Between Events (8)** |
| **Materials** | * *Hot Air Balloons, Wonders Anthology*, pages 342-349 (Students preview pages 342-345 prior to this lesson.)
* *The Future of Flight*, Leveled Reader
* *PowerPoint*
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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 relationship between a series of events (in the history of hot air balloons), using language that pertains to time, sequence and cause/effect. |
| **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.3.3 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 phrases in a text relevant to a grade 3 topic of subject area.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). |
| **ISTE Standards** | 2. Communication and collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. 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 c. Develop cultural understanding and global awareness by engaging with learners of other cultures d. Contribute to project teams to produce original works or solve problems |
| **Procedures** | 1. Have students review the sequence of innovations that improved flying machines, citing details from the previously-read text “Firsts in Flight.”
	* Why was innovation important?
2. Display and state the student learning goal.
3. Introduce *Hot Air Balloons*; have students access the section, “Ballooning History,” on page 346-347 in their *Wonders Anthologies.*
4. Read aloud or have students read “Ballooning History” on page 347.
	* What did the Montgolfier Brothers notice that led to their idea for a hot air balloon?
5. Have students describe their two early hot air balloon flights. (*The Montgolfier brothers made a balloon out of silk and paper. Then, they sent up a sheep, a duck, and a rooster for a five-minute flight. Next, they sent up two men. The balloon traveled five miles in twenty-five minutes.*)
6. Model how to describe the relationship between the two ballooning events.
	* *In 1783, the Montgolfier brothers tested their idea for a hot air balloon. They sent up three farm animals as passengers first. As a result of its success, they sent up two men next. The second flight lasted twenty minutes longer than the first flight. The Montgolfier brothers used what they learned from the first flight to make improvements, or innovations, to their hot air balloon.*
7. Explain instructions for Collaborative Group Work: Hot-Air Balloons - Up! Up! And Away!
	* In a series of events, one event leads to another. How did hot-air balloons change over time? What were some of the inventions and innovations?
	* Read pages 348 – 349 to learn more about hot-air balloons and how they changed.
	* Work as a team (3 students) to create a power point for an exhibit at a hot-air balloon festival, showing some events in the history of ballooning. Each team member is responsible for two events, providing visuals with captions. Sequence the events as a group.
8. Share Reader Response Log prompt.
	* Write a brief description about the relationship between your two events. What changed or improved? Be sure to include details about time, sequence, and cause/effect.
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| **Assessment** | Write a brief description about the relationship between your two events. What changed or improved? Be sure to include details about time, sequence, and cause/effect.In a series of events, one event leads to another. How did hot-air balloons change over time? What were some of the inventions and innovations?Work as a team (3 students) to create a graphic for an exhibit at a hot-air balloon festival, showing some events in the history of ballooning. Each team member is responsible for two events, providing visuals with captions. Sequence the events as a group.Product options may include a sequence chain, timeline, poster, pamphlet, flyer, foldable, or media. |