|  |  |
| --- | --- |
| **Name of Lesson** | **Important Points and Key Details Presented in Two Texts (9)** |
| **Materials** | * Posted Essential Questions for Unit 3
* “Firsts in Flight,” *Wonders Reading/Writing Workshop*, pages 305-309
* *Hot Air Balloons, Wonders Anthology*, pages 344-357
* Resource 1 – Graphic Organizer (Compare and Contrast Chart)
* Teacher Resource – Graphic Organizer Answer Cues
* Student devices
* Discovery Board [http://bcps.discoveryeducation.com/builders/boards/assetGuid/17C5E8B7-E4C8-28C3-62E6-EFCC9560E839/#mode=preview](http://bcps.discoveryeducation.com/builders/boards/assetGuid/17C5E8B7-E4C8-28C3-62E6-EFCC9560E839/)
 |
| **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** | 1. Students will be able to determine the main idea of each text.
2. Students will be able to compare and contrast the most important points and key details presented in two texts on the same topic.
 |
| **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.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic |
| **ISTE Standards** | 3. Research and information fluency Students apply digital tools to gather, evaluate, and use information. a. Plan strategies to guide inquiry b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks d. Process data and report results |
| **Procedures** | 1. Explain that when researching information on a topic, readers must search for similarities and differences between sources to deepen their understanding.
2. Refer to the two previously-read texts: “Firsts in Flight” and *Hot Air Balloons*.
	* What topic do these texts address? (*human flight*)
3. Display and state the student learning goal.
4. Introduce Resource 1 – Graphic Organizer (Compare and Contrast). Review both terms.
	* *Compare*—to note similarities; how are they the same?
	* *Contrast*—to note differences; how are they different?
5. Explain the expectations for small groups:
	* Work in small collaborative groups to note the key details and important ideas in the two texts. Students should sort these key details as similarities or differences on their charts.
	* **Using both the articles and discovery board on BCPS One**
6. Dismiss students into small groups. Monitor the progress of each group, providing guidance when appropriate.
7. Reconvene as a whole group. Allow students to share out similarities and differences between the key details in the two texts. (See Teacher Resource for possible answer cues.)
8. Explain that a researcher must synthesize information gathered from multiple sources to show what he or she has found. Sometime this information is presented in written form—an essay that compares and contrasts.
9. Model how to compose a brief essay about the topic of human flight as described in “Firsts in Flight” and Hot Air Balloons. Use information gathered by students as well as any other pertinent information from the text. Below is a sample response.
	* *Human flight seemed impossible, but inventors found a way to achieve it! The texts "First in Flight" and* Hot Air Balloons*both describe the history of human flight. Two ways of flying are airplanes and hot air balloons. The Wright brothers and the Montgolfier brothers were the first to achieve flight through these inventions. Both sets of inventors used their early attempts to learn from mistakes and make changes to their inventions. The innovations made to airplanes and hot air balloons, both by them and others, allowed these inventions to change and improve over time.*
	* *While there were many similarities between the history of airplanes and the history of hot air balloons, there were also some differences. For example, the first airplanes—gliders—relied on the wind for their power. Hot air balloons used heat to power their flights. The Wright brothers chose to test their gliders and airplanes themselves, but the Montgolfier brothers used farm animals as passengers for their first flight. Lastly, many people now use airplanes to travel; on the other hand, hot air balloons are used mainly for sport and sightseeing.*
10. Ask students how the information is organized in a compare-and-contrast essay. How does the information become more powerful when presented in this way as opposed to isolated notes?
11. Explain that students will need to compare and contrast informational texts on similar topics throughout this unit, including during the Culminating Event.
12. Review the purpose of comparing and contrasting—to synthesize and make meaning of information—and close the lesson.
 |
| **Assessment** | Venn diagram using Discovery Board [Example Venn Diagram](file:///C%3A%5CUsers%5Cgantalffy%5CDesktop%5CUnit%20Redesign%5Clesson%209%20venn%20diagram.docx)[http://bcps.discoveryeducation.com/builders/boards/assetGuid/17C5E8B7-E4C8-28C3-62E6-EFCC9560E839/#mode=preview](http://bcps.discoveryeducation.com/builders/boards/assetGuid/17C5E8B7-E4C8-28C3-62E6-EFCC9560E839/) |