**Objectives and Standards**

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| **Name of Lesson** | **Building Vocabulary and Analyzing Illustrations (6)** |
| **Objectives** | Students will use information gained from the photographs and illustrations in “Firsts in Flight” to explain how, where, and when early flights took place. |
| **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.3.4** 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** | 1. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. 2. Apply existing knowledge to generate new ideas, products, or processes 3. Create original works as a means of personal or group expression |

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| **Name of Lesson** | **Describing the Relationship between a Series of Historical Events (7)** |
| **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 phrases in a text relevant to a grade 3 topic of subject area. |
| **ISTE Standards** | 2. Communication and Collaboration |

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| **Name of Lesson** | **Describing Relationships Between Events (8)** |
| **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** | 1. 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. 2. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media 3. 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 |

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| **Name of Lesson** | **Important Points and Key Details Presented in Two Texts (9)** |
| **Objectives** | Students will be able to determine the main idea of each text.  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** | 1. Research and information fluency Students apply digital tools to gather, evaluate, and use information.    1. 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 |

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| **Name of Lesson** | **Logical Connections between Sentences (10)** |
| **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** | 1. Communication and Collaboration 2. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media 3. Communicate information and ideas effectively to multiple audiences using a variety of media and formats |