

Date:	Period/Subject:	Grade(s):	Predicted Time Frame/Duration:
	Designated ELD	4	30-40 minutes

Evidence from Formative Practice Leading to This Lesson

Students have previously demonstrated difficulties in ...

ELA: producing a coherent main idea sentence condensed from details transcribed from a text.

ELD Standards (Part I and II):

■ = learning tasks for the students; ■ = performance based on proficiency level

Emerging	Expanding	Bridging
<p>Part I 2. Interacting via written English Collaborate with peers on joint writing projects of short informational and literary texts, using technology, where appropriate for publishing, graphics, etc.</p> <p>6. Reading/viewing closely a) Describe ideas, phenomena (e.g., volcanic eruptions), and text elements (main idea, characters, events, etc.) based on close reading of a select set of grade - level texts with substantial support.</p> <p>Part II 7. Condensing ideas Condense clauses in simple ways (e.g., through simple embedded clauses as in, <i>The woman is a doctor. She helps children.</i> → <i>The woman is a doctor who helps children.</i>) to create precise and detailed sentences.</p>	<p>Part I 2. Interacting via written English Collaborate with peers on joint writing projects of longer informational and literary texts, using technology, where appropriate for publishing, graphics, etc.</p> <p>6. Reading/viewing closely a) Describe ideas, phenomena (e.g., animal migration), and text elements (main idea, central message, etc.) in greater detail based on close reading of a variety of grade - level texts with moderate support.</p> <p>Part II 7. Condensing ideas Condense clauses in an increasing variety of ways (e.g., through a growing number of embedded clauses and other condensing as in, <i>The dog ate quickly. The dog choked.</i> → <i>The dog ate so quickly that it choked.</i>) to create precise and detailed sentences.</p>	<p>Part I 2. Interacting via written English Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology, where appropriate for publishing, graphics, etc.</p> <p>6. Reading/viewing closely a) Describe ideas, phenomena (e.g., pollination), and text elements (main idea, character traits, event sequence, etc.) in detail based on close reading of a variety of grade - level texts with light support.</p> <p>Part II 7. Condensing ideas Condense clauses in a variety of ways (e.g., through various types of embedded clauses and other ways of condensing as in, <i>There was a Gold Rush. It began in the 1850s. It brought a lot of people to California.</i> → <i>The Gold Rush that began in the 1850s brought a lot of people to California.</i>) to create precise and detailed sentences.</p>

Learning Intention:	Language: Condense sentences to jointly write a main idea.
Success Criteria:	<input type="checkbox"/> Language - Emerging: I can condense two to three sentences into one jointly-written main idea sentence. <input type="checkbox"/> Language - Expanding: I can condense three to seven sentences into one jointly-written main idea sentence. <input type="checkbox"/> Language - Bridging: I can condense a paragraph or page into one jointly-written main idea sentence.
Materials:	<input type="checkbox"/> class set of Chapter 1 (“Black Blizzards”) from <i>Children of the Dust Days</i> by Karen Mueller Coombs <input type="checkbox"/> student word study journals = vocabulary logs <input type="checkbox"/> student learning logs (metacognitive journals) <input type="checkbox"/> various sentence and paragraph frames (see charts in lessons) <input type="checkbox"/> dry erase board/marker/eraser per student <input type="checkbox"/> post-its <input type="checkbox"/> envelopes with one set of the words on Lesson (listed on page 3)

Vocabulary			
Cognates	Domain-Specific	General Academic	Multiple-Meaning
condense - condensar verb - verbo predicate - predicado		noun subject	

LESSON*

*Checking for Understanding / Formative Assessment / Feedback are practices that occur throughout the Lesson

Activate Prior Knowledge/Build Commitment and Engagement*

- ❑ Remind students that they have studied subject and predicate of a sentence many time before. Review grammar terms via cognates and paraphrasing Review the definitions:

SUBJECT:
Who or what
a sentence is about

PREDICATE:
Action part of the sentence telling
what the SUBJECT does.

Example:

The students in my classroom love to learn how to write better sentences.

SUBJECT

PREDICATE

- ❑ Remind students that a subject usually has a main noun, and a predicate usually has a main verb.

Example:

The students in my classroom love to learn how to write better sentences.

- ❑ Review the photos on pages 8-11 to ensure students comprehend the events on those photos.
- ❑ Prepare: cut one set of the following words per pair of students; place each set of words into an envelope.
- ❑ Group students into partners and provide one envelope per pair.

crops	died	dust storms	blew
animals	needed protection	people	scurried

- ❑ Have the students sort the words into two sets: SUBJECT or PREDICATE.
- ❑ Explain that they:
 - a. will be matching a subject and predicate for each photo from pages 8-11
 - b. taking turns writing each photo’s subject and predicate (2 pages per partner) on the post-its, using the words they sorted.
- ❑ Clarify any vocabulary, as needed, while monitoring and providing feedback to students.
- ❑ Record anecdotes about how well students completed the tasks.

Instruction and Modeling [I Do It, We Do It]*

- Point out to students that the subject and predicates that they sorted/used for pages 8-11 were condensed from the text and captions of each page. Remind them that sentences can be condensed by looking for the main subject and the main predicate across sentences.
- Mention that sometimes condensing can be done by looking for a common noun found the sentences, while other times it requires a decision about the most important verb across sentences.
- Explain that today they will once again be practicing how to condense sentence by examining two sentences at a time. Clarify that they will be condensing sentences into a main idea sentence with a partner.
- Explicitly model condensing of sentences of one paragraph from pages 7-9, using a dry erase board or document camera. Refer to any of the examples of how to do this below.
- For students needing more language scaffolding, use the blue scaffolds listed below on each chart as handouts to be seen by students while simultaneously teaching sentence condensing on each page.**

Condense Sentences, Round #1

- Refer to and study the Page 7 matrix depicted further ahead in this lesson to review a model of the stages of condensing a paragraph.
- Explain to students you will be modeling how to condense sentences two sentences at a time until an entire paragraph has been condensed.
- Have students turn to page 7. Ask them to silently re-read the first two sentences.
- Model condensing the two sentences into one by identifying main subject and main predicate.
- (For example, say: “In the first two sentences I notice that both of them refer to ‘no rain’ so that is the the main subject. Now I want to think about what happened. Both sentences say ‘no rain ...’, but there is a word that is missing that tells about what the rain did. I know the word ‘falls’ or ‘fell’ would be used to describe the rain coming down. In fact, I can use what I know from page 8 to help me because the word ‘fell’ does show up there. So even though the sentences on page 7 do not use the word “fell” I will use that word as the verb of my condensed sentence. I am going to also keep the words ‘year after year’ in my predicate because it is important to know that rain did not fall for a long time. So my condensed sentence with the main idea is now ‘No rain fell year after year.’”)
- Have students use their dry erase boards to transcribe the condensed sentence.
- Consider having the students underline the subject and double underline the predicate.
- Consider also whether students should put a circle around the main noun in the subject and a square around the main verb(s) in the predicate.
- Repeat the process once more with the next two sentences, then again the next two sentences. Explain that you will incorporate the final sentence in the next round of condensing.
- The students should record the condensed sentence after each modeling.
- As needed, model use the blue scaffolds listed below depending on the abilities of the students.**

Condense Sentences, Round #2

- First combine the first two sentences produced in Round 1.
- (For example, say: “I know that the ponds were dried and the soil was cracked, but more importantly they both happened after no rain fell. Again my subject is “no rain” and what happened is the ponds dried up and the soil cracked. Now I will combine that subject and predicate into a main:idea. No rain + what happened = No rain dried ponds and cracked soil.”)
- Then combine the next sentence produced in Round 1 and the final sentence from Page 7.
- (For example, say: “From the the condensed sentence here I know the drought was the subject which grew across North America. In the final sentence of page 7 I know that life became harder. I have to select the best subject by thinking about the cause versus the effect. I would say that the drought caused life to become harder. So I will start like this: ‘Drought made...’”)

Condense Sentences, Round #3

- Now combine the two previous sentences produced in Round 2.
- Considering incorporating the preposition “during” as a challenge for the sentence’s predicate.

TEXT - Page 7	Condense #1	Condense #2	Condense #3
No rain! Year after year, no rain!	No rain fell year after year. <u>Expanding:</u> <i>No rain __.</i> <u>Emerging:</u> <i>No __ fell.</i>	No rain dried ponds and cracked soil. <u>Expanding:</u> <i>No rain __.</i>	
Ponds dried up. Soil cracked.	Ponds dried and soil cracked. <u>Expanding:</u> <i>Ponds __ soil __.</i> <u>Emerging:</u> <i>__ dried and __ cracked.</i>	<u>Emerging:</u> <i>No __ dried __ and cracked __.</i>	Drought dried up North America during the 1930s. <u>Bridging:</u> MUST USE THE WORD “during” IN THE SENTENCE.
Drought gripped the plains of North America. Between 1931 and 1937, the dry land spread from Texas to the prairies.	Drought spread across North America during the 1930s. <u>Expanding:</u> <i>Drought __.</i> <u>Emerging:</u> <i>__ spread across __.</i>	Drought made life hard for people in North America. <u>Expanding:</u> <i>Drought __.</i> <u>Emerging:</u> <i>__ made life hard for __.</i>	<u>Expanding:</u> <i>Drought __ during __.</i> <u>Emerging:</u> <i>__ dried up __ during the 1930s.</i>
Life there became hard for children and their parents.	Life there became hard for children and their parents.		

- See the process above for modeling Page 8 or page 9, as preferred
- For a third round of Page 8, consider incorporating the conjunction “that” as a challenge.

TEXT - Page 8	Condense #1	Condense #2	Condense #3
When a bit of rain fell, crops sprouted. Then grasshoppers came.	When crops sprouted grasshoppers came. <u>Expanding:</u> <i>When crops __.</i> <u>Emerging:</u> <i>When __ sprouted __ came.</i>	Grasshoppers ate the new plants when any sprouted. <u>Expanding:</u> <i>Grasshoppers __.</i> <u>Emerging:</u> <i>__ ate __ when any sprouted .</i>	Grasshoppers ate any new plants that sprouted. <u>Bridging:</u> MUST USE THE WORD “that” IN THE SENTENCE. <u>Expanding:</u> <i>Grasshoppers __that __.</i> <u>Emerging:</u> <i>__ ate __ that sprouted .</i>
They munched the new plants down to the ground. Sometimes the ‘hoppers even ate the wash drying on the line.	Grasshoppers ate new plants and even wash. <u>Expanding:</u> <i>Grasshoppers __.</i> <u>Emerging:</u> <i>__ ate new __ and __.</i>		

TEXT - Page 9	Condense #1	Condense #2	Condense #3
With no rain, few seeds sprouted. No roots grew to hold the earth in place.	Few seeds sprouted to hold the earth in place. <u>Expanding:</u> <i>Few seeds __.</i> <u>Emerging:</u> <i>__ sprouted to hold the __ in place.</i>	Wind lifted the soil because few seeds held the earth in place. <u>Expanding:</u> <i>Wind __ because __.</i> <u>Emerging:</u> <i>__ lifted __ because __ held __ in place..</i>	Wind blew the soil across the land as far as the Atlantic Ocean. <u>Bridging:</u> MUST USE THE WORDS “as far as” IN THE SENTENCE. <u>Expanding:</u> <i>Wind __ as far as __.</i> <u>Emerging:</u> <i>__ blew __ across the land __ that sprouted .</i>
Wind lifted the soil from the dry, plowed fields. The wind flung the soil across the land.	Wind lifted the soil across the land. <u>Expanding:</u> <i>Wind __.</i> <u>Emerging:</u> <i>__ lifted __ across __.</i>		
Billowing dust clouds looked like black blizzards. The soil sometimes blew all the way to the Atlantic Ocean.	Dust clouds sometimes blew the soil a long way. <u>Expanding:</u> <i>Dust clouds __.</i> <u>Emerging:</u> <i>__ sometime blew __ a long way.</i>	Dust clouds sometimes blew the soil to ships in the Atlantic Ocean. <u>Expanding:</u> <i>Dust clouds __.</i> <u>Emerging:</u> <i>__ sometime blew __ to __ in the Atlantic Ocean.</i>	
It drifted down on ships at sea.	It drifted down on ships at sea.		

Guided Practice [You Do it Together]*

- ❑ Explain to students that they will now work together with you to condense sentences.
- ❑ Ensure they re-read every pair of sentences first before starting to condense them.
- ❑ As you work the models ask the students to identify best subjects and apt predicates.
- ❑ (For example, ask:
 - ❑ “ Which is the subject in the 1st sentence...the 2nd? Which one describes both of them?
 - ❑ Let’s compare ‘seeing’ with ‘gathering’ and ‘heading home’ - which describes what mainly happened? Which ones are best if we wrote ‘ ___ happened when ___ happened?’”)

TEXT - Page 10	Condense #1	Condense #2	Condense #3
People could see dust clouds coming. Town children quickly gathered their marbles and balls and headed home.	People gathered their marbles and headed home when they saw dust clouds coming. <i>Expanding:</i> People __. <i>Emerging:</i> __ gathered __ and headed __.	People headed home and herded farm animals inside when they saw dust clouds coming. <i>Expanding:</i> People __. <i>Emerging:</i> __ gathered __ and headed __.	People [stayed away/scurried] from dust clouds. <i>Bridging:</i> MUST USE THE WORD “scurried” IN THE SENTENCE. <i>Expanding:</i> Condense by cutting/editing. <i>Emerging:</i> __ stayed away from __.
Farm children helped herd animals into the barn.	Farm children helped herd animals into the barn.		

TEXT - Page 11 1st Paragraph	Condense #1	Condense #2	Condense #3
Dust storms were dangerous. It was hard to breathe.	Dangerous dust storms made it hard to breathe. <i>Expanding:</i> Dangerous dust storms __. <i>Emerging:</i> __ made it hard to breathe.	Dust storms caused breathing and lung problems, illness and sometimes death. <i>Expanding:</i> Dust __, __, and __. <i>Emerging:</i> __ caused __ and __ problems, __ and sometimes __.	<i>Bridging:</i> Because __, dust storms were __. Dust storms caused illness and death. <i>Expanding:</i> Condense more by cutting/editing. <i>Emerging:</i> Stop at Condense #2.
Dust seeped into lungs and made children spit up dirt. Too much dust in the lungs could cause illness -- sometimes death.	Dust in lungs caused children to spit up dirt, illness and sometimes death. <i>Expanding:</i> Dust __, __, and __. <i>Emerging:</i> __ caused __ to spit up __, __ and sometimes __.		

- ❑ Assign students to work in table groups to condense the second paragraph on page 11.

- ❑ Monitor students capacity to derive the main subject/predicate. Aid as needed.
- ❑ As needed, model use the blue scaffolds listed below depending on the abilities of the students.

TEXT- Page 11 2nd Paragraph	Condense #1	Condense #2	Condense #3
Getting lost in the blinding dust was easy. Children who lost their way could smother.	Getting lost could easily smother children. <u>Expanding:</u> <i>Getting lost __.</i> <u>Emerging:</u> <i>__ could easily smother __.</i>	Boys and girls scurried indoors when the wind blew to not get lost. <u>Expanding:</u> <i>Boys and girls __ to not __.</i> <u>Emerging:</u> <i>__ scurried indoors when __ blew.</i>	[Getting lost] was [dangerous]. <u>Bridging:</u> MUST USE THE WORDS "dangerous" IN THE SENTENCE. <u>Expanding:</u> <i>Condense more by cutting/editing.</i> <u>Emerging:</u> <i>Stop at Condense #2.</i>
So, as soon as they could, boys and girls scurried indoors when the wind started to blow.	So, as soon as they could, boys and girls scurried indoors when the wind started to blow.		

- ❑ Explain to students that because Page 12 has quotes, that page will be skipped for condensing. If of interest, mention, that Page 12 might be condensed something like this: 'People [tried to stop] the dust [from entering their homes and lungs.]'.
- ❑ Assign students to work in table groups to condense the paragraph on page 13.
- ❑ Monitor students capacity to derive the main subject/predicate. Aid as needed.
- ❑ As needed, model use the blue scaffolds listed below depending on the abilities of the students.

TEXT - Page 13	Condense #1	Condense #2	Condense #3
Some people didn't mind waiting for the storms to end. Robert played happily with his lead soldiers during the storms.	Some people like Robert waited for the storms to end by playing. <u>Expanding:</u> <i>Some people __.</i> <u>Emerging:</u> <i>__ waited for __ by __.</i>	If the dust came, some people like Robert waited for the storms to end by playing or watching movies.. <u>Expanding:</u> <i>If the dust came, some people like Robert __.</i> <u>Emerging:</u> <i>If the dust came, __ like __ waited for __ waited for the __ to end by playing or watching movies..</i>	Some people played or watched movies (during the dust storms). <u>Bridging:</u> MUST USE THE WORD "during" IN THE SENTENCE. <u>Expanding:</u> <i>Some people __ or __, during __.</i> <u>Emerging:</u> <i>Stop at Condense #2.</i>
If the dust came on a Saturday, he went to the morning "Kiddies' Show" at the movie theater. If he had a dime to buy another ticket, he went to the afternoon cowboy movie, too.	If the dust came and he had money, he went to the movies. <u>Expanding:</u> <i>If __ and __, he __.</i> <u>Emerging:</u> <i>If __ came and __, __ went to the __.</i>		

Independent Practice [You Do It Alone]*

- As homework or classwork, assign students to condense a paragraph from the following pages:

Emerging ELs: Page 15

TEXT - Page 15	Condense #1	Condense #2	Condense #3
Water was scarce during the drought. After washing hands and faces, people saved water to scrub clothes.	Water was scarce so people saved it after washing to scrub clothes.	Water was scarce so people saved it after washing to scrub clothes and clean floors.	Emerging: Stop at Condense #2.
Only then did they use it to clean floors.	Only then did they use it to clean floors..		

Expanding ELs: Page 16, 1st paragraph

TEXT - Page 16 1st Paragraph	Condense #1	Condense #2	Condense #3
On farms, children helped dig out buried equipment. They rescued half-buried chickens and pigs.	Children dug out equipment and rescued animals.	Children dug out equipment, rescued animals, and cleaned animal nostrils.	Emerging: Stop at Condense #2.
They cleaned gritty dust out of cow's nostrils.	They cleaned gritty dust out of cow's nostrils.		

Bridging ELs: Page 16, 2nd paragraph

TEXT TEXT - Page 16 2nd Paragraph	Condense #1	Condense #2	Condense #3
Fence posts needed to be raised. Then the storm wouldn't bury to fences and make them useless.	Fence posts needed to be unburied before the next storm.	Children unburied fences but tried not to touch metal.	Children unburied fences but tried not to touch metal because of static shock.
Children tried not to touch metal when working. Right after a storm static electricity filled the air.	Children tried not to touch metal right after a storm.		
Zap! Metal gave a strong shock.	Zap! Metal gave a strong shock.	Zap! Metal gave a strong shock.	

Closure*

- Ask students to close their eyes and reflect quietly in their minds about what they have learned about how to condense sentences. Ask them to imagine they have to explain or tutor a friend how to condense sentences from a text: "What would be the first step, the next step, etc.?"
- Use these sentence frames below to have students to debrief their process first with a partner, and finally whole class.
- "To condense sentences from a paragraph the first step is ___. The next step is ___. Then ___. After that ___. Finally ___."
- If needed, make available possible answers, such as:

"...find the subject of each sentence."

"...work on only two sentences at a time to make it easier."

"...create a sentence using the main subject and the main predicate."

"...find the predicate of each sentence."

"...determine which subject and which predicate is most important."

Evaluation/Assessment:

Review quality of sentences from page 15 & 16 as students worked independently.
Considering assign students the third paragraph from page 16 to condense independently for the next school day.

Next Steps:

Introduce the following evolving rubric to help students begin to evaluate the attributes of their condensed sentences:

- has fewer words than the original sentences or paragraph
- communicates the main idea by eliminating unimportant details
- has both a subject and a predicate
- uses correct spelling and punctuation
- makes sense