

Phase 1 Lesson: Overview

Date(s):	Period/Subject:	Grade(s):	Predicted Time Frame or Duration:
	Lang Arts + History Soc. Sci.	4	120-150 minutes

Subject Matter Standards:

- RI.4.2: Determine the **main idea** of a text and explain how it is supported by **key details**; **summarize** the text.
- RI.4.3: Explain **events**, procedures, ideas, or concepts in a **historical**, scientific, or technical text, including what happened and why, based on specific information in the text.
- SL.4.1: Engage effectively in a range of **collaborative discussions** (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

ELD Standards (Part I and II):

Emerging	Expanding	Bridging
<p>Part I 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 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 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 Target:	<p><i>Content:</i> Determine the main idea and explain how it is supported by key details; write a summary of an excerpt from a history/social studies text.</p> <p><i>Language:</i> After a close reading of a text, write a summary that paraphrases the main idea and includes condensed clauses.</p>
Success Criteria:	<ul style="list-style-type: none"> <input type="checkbox"/> I can explain how main idea is supported by key details; I can write a summary from a grade-level text. <input type="checkbox"/> I can condense clauses to create precise and detailed sentences when describing the main idea of a text.
Materials:	<ul style="list-style-type: none"> <input type="checkbox"/> page 113 of history/social science textbook: “Searching for a Better Life” <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"/> chart pack posters or docu-cam docs with semantic map & words <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 <input type="checkbox"/> both summary charts (criteria and the other for student annotation) <input type="checkbox"/> cause - effect flow chart <input type="checkbox"/> relia, visuals, as needed

Vocabulary			
Cognates	Domain-Specific	General Academic	Multiple-Meaning
	<p><i>FROM TEXTBOOK:</i></p> <ul style="list-style-type: none"> ● drought ● dust ● Dust Bowl <p><i>FROM THE TEXT:</i></p> <ul style="list-style-type: none"> ● soil (p.7) ● prairies (p.7) ● ‘hoppers (p.8) ● the wash (p.8) ● blizzards (p.9) ● plowed (p.9) ● marbles (p.10) ● herd (p.10) ● cheesecloth (p.12) ● lead soldiers (p.13) ● “Kiddies’ Show”(p.13) ● shoveled (p.14) ● attic (p.14) ● arrowheads (p.16) 	<p><i>FROM THE TEXT:</i></p> <ul style="list-style-type: none"> ● seeped (p.11) ● smother (p.11) ● haze (p.12) ● scarce (p.15) ● nostrils (p.16) ● sifting down (p.17) 	



Phase 1 Lesson*

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

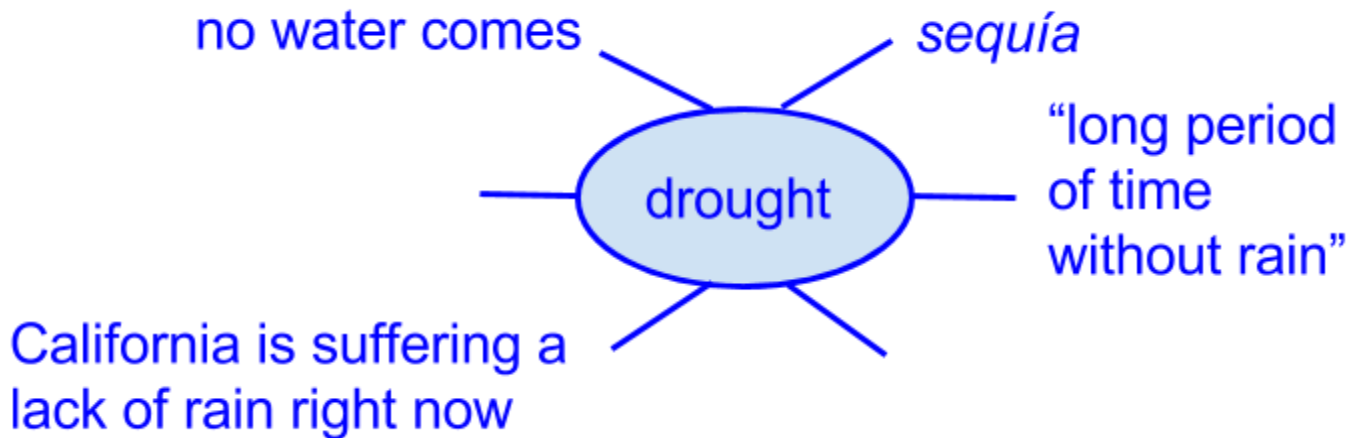
Orientation/Motivation/Prior Knowledge*

Purpose:

- To rouse students' understanding and experience with the term "drought"
- To build background knowledge about the historical context of the Dust Bowl
- To inspire motivation to read more about the Dust Bowl migrants

Think-Pair-Share:

Post the word "drought" for everyone to see. Show a picture of a drought setting. Read aloud the word and ask student to reflect for a moment what they know about that word. Have students use semantic web map for recording ideas in their word study journal = vocabulary log.



Repeat the process with the words "dust" and "Dust Bowl." For students who need substantial support, bring in dust in the form dried soil, preferably in a wide shallow bowl, then explore the map on page 6 of the Text to explain that during the 1930s a large area of where the drought caused the dust to collect eventually came to be known as the "Dust Bowl."

Have students turn to a partner and share an understanding about the words, including their ideas in their own language(s). For students who need substantial support, use either of these discussion frames: "Drought means ___." or "I know the word 'drought' is about ___."



Whole Group Read Aloud:

Post focus questions and preview them as the focus for the read aloud / read along.

- How did the drought **cause** the Dust Bowl?
- Which states of the United States were most **affected** by the Dust Bowl?
- How did the Dust Bowl **affect** people?

State the purpose for reading (e.g., “We are going to be reading about a strong drought that affected many people in the United States during the 1930s. As I read, please look for answers to these questions.”). Review the questions.

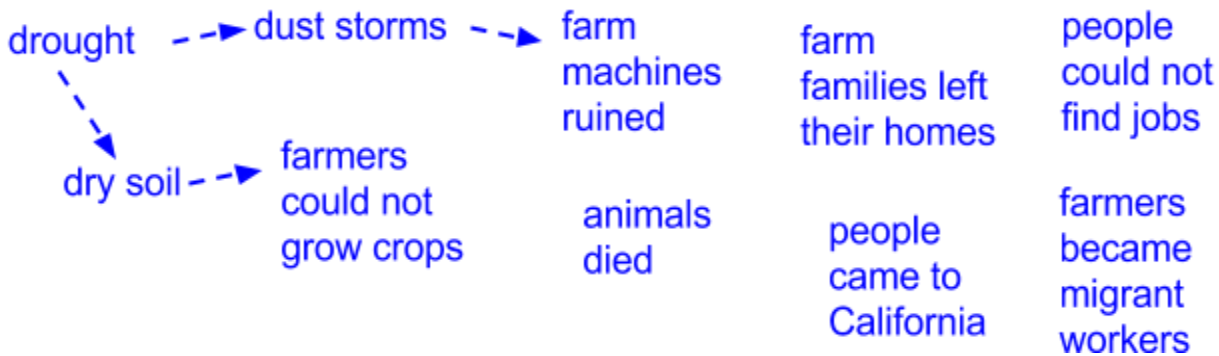
Read aloud the history/social studies textbook pages/paragraphs about the Dust Bowl as students read along. For struggling readers and ELs at the Emerging level, consider:

- paraphrasing in native language of the students or provide a native language version
- using realia and visuals (e.g., dust, maps, photos)
- dramatize the events through gestures and actions

Facilitate collaborative conversations for the focus of questions above based on the textbook reading. Ensure every students has a chance to share with a peer, then debrief with full class.

For students who need substantial support, offer alternative to answer the question, such as:

- True-False questions (e.g., “The drought made the soil very dry. The wind blew the soil off the farm fields. Farmers could grow many crops during the Dust Bowl years.”)
- Multiple choice questions (e.g., “Which of these states was NOT part of the Dust Bowl? Oklahoma, Florida, or Kansas?”)
- Lines drawn between various causes and their effects



- Questions' posed in the students' native language



For students who need moderate support, allow students to use their own native language to clarify to each other the meaning of the questions and answer them. Offer the following frames as needed:

- The drought caused the Dust Bowl by ____.
- The areas of the United States most affected were [the states of] ____.
- The Dust Bowl affected people by ____.

For students who need light support, remind students of the meaning of the word “affected” and encourage complex sentence responses, such as:

- Because the drought ____, it created the Dust Bowl.
- The Dust Bowl directly affected the states of _____, but also California since ____.
- The Dust Bowl forced ____.

Photo Exploration

Tell the students they will now be studying some historical photographs about people during the Dust Bowl years. Display 2-3 photographs that depict the effects of the Dust Bowl. In pairs, have students examine the photograph for 1 minute, then share their responses to the following questions:

- What do you see? (literal visual retelling)
- What does the photograph tell us about the Dust Bowl? (interpretation)

Call on a few students to share responses.

For students who need substantial support:

- Post questions.
- Provide a list of words that they can associate with photographs (such as “bury,” “dust storms,” “farmland” “towns” “crops” etc.)
- Allow students state words in their own language, then translate and label their words into English with arrows directly on the photographs
- Ask students simple questions (e.g., During the dust Bowl years, were farms dry? Did the dust bury cars and even machines?)
- Ask true-false questions (e.g., During the Dust Bowl years, the wind caused rain storms.)
- Provide simple sentence frames “In this photo I see ____.”

For students who need moderate support:

- Encourage students to write words on post-it to share about their own observations
- Offer sentence frames: “The photograph shows that during the Dust Bowl ____.”



With peers at their table, each student answers the following question:

- What did I learn about the Dust Bowl from the photographs? (synthesis)

When finished, have students write their response to the final question above.

For students who need EL support, offer sentence frames:

- SUBSTANTIAL: “From photos about the Dust Bowl I learned that ___.” *Refer students back to their notes (e.g., “...dust storms blew.”; “...farmland was dry.” “...cars/machine were buried.”)*
- MODERATE: “The photographs taught me that ___ during the Dust Bowl years.”
- LIGHT: “As the Dust Bowl photographs reveal, ___.”

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

Purpose:

- To identify key details during students’ reading
- To derive main ideas from details
- To discuss text collaboratively to develop academic language

Phase 1, What the Text Says:

Children of the Dust Days, Chapter 1

Reading

Have the students read Chapter 1 independently, annotating as they read (e.g., circle keywords or phrases that are unknown or confusing; underline major point(s) of each page; write margin notes to paraphrase major points in their own words). Model as needed.

For struggling readers and ELs who cannot read at grade level (such as ELs at the Emerging level), read with the students and guide their annotations. Use varied strategies for reading support:

- paraphrasing in native language of the students [or offer the text in their native language for the first reading]
- using realia and visuals to create meaning for the vocabulary (e.g., soil in bag, photos of crops, plastic grasshopper, marbles, etc.)
- dramatize the events through gestures and actions; have students recreate key details of the text depicting how people tried to cope
- pause at each photograph to label with post-its key words or facts relating to the main text on that page
- have student annotate essential points (key details) with translation in their language or a quick sketch



Speaking and Listening

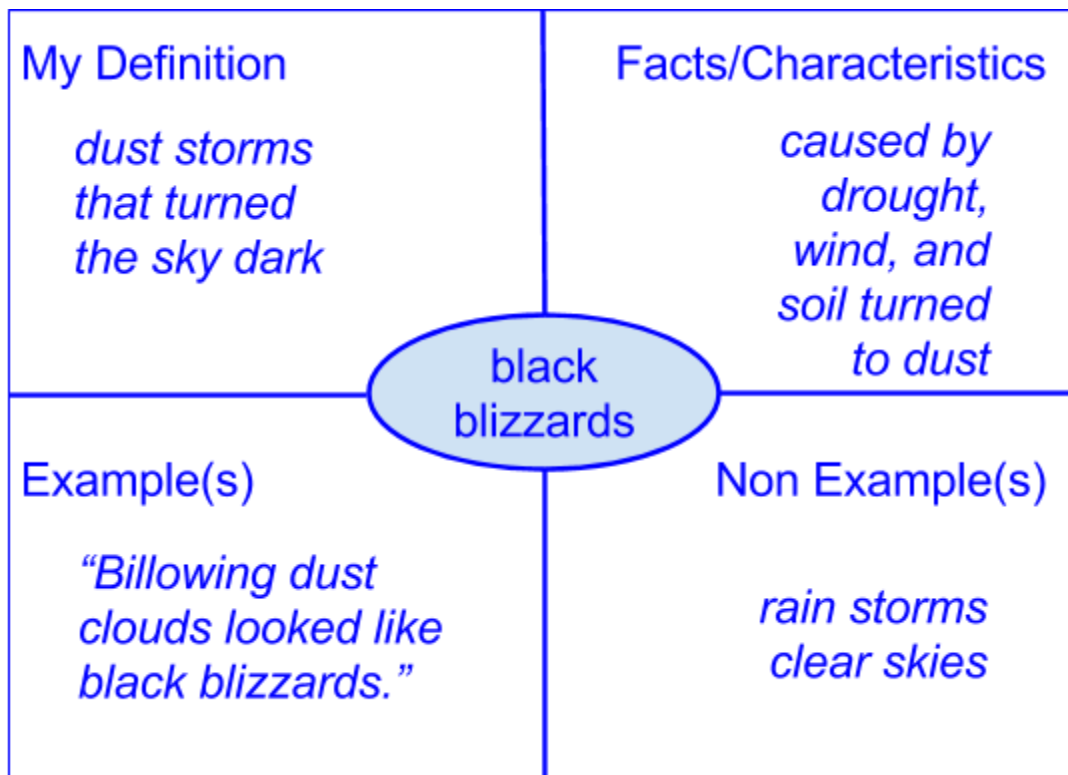
When finished reading, model and then allow student partners a moment to

1. tell each other any words that were unfamiliar to them in order to help each other understand the meaning
2. compare any major points they underlined

Review any student-identified vocabulary with students and paraphrase the meaning of essential terms. Clarify as needed. (*Suggested words to be readied for support are listed above on Page 1.*)

For struggling readers and students who need EL support:

- Have students record select text words and few of their own words in their journals using a familiar and school-wide vocabulary graphic organizer. [e.g, Kate Kinsella or Frayer Model]



- Metacognitively model annotations by drawing attention to critical details. For example, in Chapter 1, Page 7: “I read here there was no rain for a long time, which I now know is called a ‘drought.’ The drought caused a drying of the land. It happened in North America. Since this happened over many years, I will add that part at the end to explain when.”



Post the next set of focus questions and preview them as the focus for the re-read.

Ask students to read and answer the questions below verbally with a partner. Tell them to re-read or refer to their notes as necessary.

- How did the drought affect the land?
- Why did people “cram rags and towels into the cracks around doors and windows”? [Chapter 1, Page 12]
- How did the dust storms affect people?

For students who need EL support and struggling readers, offer scaffolding for their responses:

- SUBSTANTIAL:
 - Offer sentence frames (e.g., “The drought caused __.”) Refer students back to their notes (e.g., “...dry land to spread.”; “...wind to blow the soil into black blizzards.” “...dangerous dust storms.”).
 - Ask true-false questions (e.g., “People crammed rags and towels around doors and windows because it was funny.”).
 - Ask multiple choice questions (e.g., “Which of these was not caused by the dust storms: People choked on the dust. People went swimming. People cleaned up all the time. People were shocked by electricity when they touched metal.”)
- MODERATE: Offer sentence frames (e.g., “Drought affected the land by __.” “People crammed rags and towels into the cracks around doors and windows to __.” “Dust storms buried __.”)
- LIGHT: Offer sentence frames (e.g., “Because it __, drought wrecked the land.” “The quote from Chapter 1, Page 12 reveals that people __.” “The Dust Bowl drought devastated Americans by __.”)

Reading and Writing

Tell students that they will now craft a summary of this section of the book using their paraphrased details. Post and review the definition and characteristics of an effective summary:

- A summary condenses a larger text into shorter text by pulling out important details and determining the main ideas.
- A well-written summary captures the key ideas of the author; it does not include opinions.

For students who need EL support and struggling readers, model an example with familiar content (e.g. “Look at this summary. It has a main idea and a few details. Let’s read it and examine its parts. You will notice that it has no opinion about what we think about the author or about the facts.”)

In the article we read last week the author describes problems started by the stock market crash of 1929. Many people in America lost their jobs. Businesses and banks had to close. Farms could not make enough money to survive. The Great Depression caused hard times.

Remind students of the characteristics of a summary. Provide a T-chart that defines attributes:

A SUMMARY IS	A SUMMARY IS NOT
<ul style="list-style-type: none"> <input type="checkbox"/> objective (<i>uses nouns from the text representing "it", "he" "she" "they"</i>) <input type="checkbox"/> informational (<i>provides facts from the text</i>) <input type="checkbox"/> brief (<i>short - just a few sentences to show what the author said</i>) <input type="checkbox"/> accurate (<i>tells main idea and a few details about the author's intention</i>) 	<ul style="list-style-type: none"> ● subjective (<i>does not use "I" or your own ideas about the text</i>) ● interpretative (<i>does not give your opinions</i>) ● extensive (<i>does not have too many facts/ details/ main ideas</i>) ● false (<i>does not add any information beyond the author's intention</i>)

For students who need EL support and struggling readers:

- Offer this chart in their native language
- Provide many examples of simple summaries with checklists for students to review & verify
- Have students use visual cues/icons to represent features needed for an effective summary

Prepare a T-chart labeled "Details" and "Main Idea." Draw students at random to share their paraphrased details of the first three pages (text pages 7-9), redirecting as needed. Record shared student details. When finished read the details aloud, and ask students to think about what they all have in common, which will determine the main idea. Model a think-aloud to develop the main idea. For example:

DETAILS	MAIN IDEA
<ul style="list-style-type: none"> <input type="checkbox"/> drought dried up North America in the 1930s <input type="checkbox"/> grasshoppers ate new plants that grew <input type="checkbox"/> wind blew around the loose soil 	<p><i><u>The drought caused many problems for farmland during the 1930s.</u></i></p>

Explain that the main idea and details together can form a summary, including a final restatement. Model how to create a written summary using the information from the T-chart. For example:



“The first section of Chapter 1 of *Children of the Dust Days* the author described how the dust bowl caused problems for farmland during the 1930s. The drought caused the soil to dry up around the Plains of North America. Grasshoppers ate the few crops that did grow. The wind blew the dry soil into blizzards. Life became hard for Americans.”

For ELs or struggling readers who need substantial scaffolding for producing a summary.

- Allow students to use native language versions of the texts or their notes to prepare.
- Provide multiple choice options for students to select a main idea if they have difficulty discerning one by categorization of the details (e.g., “Are all the details about (a) how farmers enjoyed the drought?; (b) how the drought caused problems for the farmland?; (c) how grasshoppers caused the drought?; (d) how black blizzards happened?”
- Offer a paragraph frame by subtracting the predicates: “The first part of Chapter 1 of the book is about __. The drought __. Grasshoppers __. The wind __.”

For ELs who need moderate support for summarizing, demonstrate how to transcribe the main idea and details to produce the summary through a paragraph frame:

- “The first section of __ is about __. __ [detail 1]. __ [detail 2]. __ [detail 3].”

For ELs who need light support, showcase the use of the characteristics T-chart presented earlier to review the modeled draft summary. Review any potential improvements per the criteria, such as a final summary restatement as a potential close for the paragraph.

Repeat a model for the next two pages (text pages 10-11):

DETAILS	MAIN IDEA
<ul style="list-style-type: none"> <input type="checkbox"/> people and animals had to go indoors when dust clouds came <input type="checkbox"/> dust storms caused lung illness <input type="checkbox"/> blinding dust could make children lost 	<p><i>Dust storms <u>were dangerous.</u></i></p>

“The next section of Chapter 1 of *Children of the Dust Days* explains how the dust storms were dangerous. Dust clouds forced animals and people indoors. Dust storms caused lung illness. Blinding dust could smother or make children lost. During the Dust Bowl years, boys and girls ran inside to escape deadly dust storms.”

For ELs or struggling readers who need substantial scaffolding for producing a summary:

- Allow students to use native language versions of the texts or their notes to prepare.
- Provide multiple choice options for students to select a main idea if they have difficulty discerning one by categorization of the details (e.g., Page 10: “Are all the details about... (a) how dust storms blinded animals; (b) how children helped animals during dust storms; (c) how



children tried to escape the dust by going inside; (d) how children were protected by their families.”; e.g., Page 11: “Are all the details about... (a) how dust storms blinded people; (b) how the wind and the heat would cause dust storms; (c) how children had fun during dust storms; (d) how dangerous the dust storms were.”)

- Offer a paragraph frame by subtracting the predicates: “The next part of Chapter 1 of the book is about __. People and animals __. Dust storms __. Blinding dust __.”

Guided Practice [You Do it Together]*

Assign the next two pages (text pages 12-13) for students to repeat the process in table groups:

- 1) Transcribe the annotated details on the T-chart
- 2) Determine the main idea
- 3) Use the T-chart to produce a written summary

Monitor to check for understanding and assist as needed.

For ELs or struggling readers who need substantial scaffolding for producing a summary:

- Allow students to use native language versions of the texts or their notes to prepare.
- Provide multiple choice options for students to select a main idea if they have difficulty categorizing details (e.g., Page 12: “Are all these details about... (a) how people tried to stop the dust from entering their homes and lungs; (b) how children played games with the dust; (c) how people would eat dusty foods; (d) how people cleaned the dust off their clothes; e.g., Page 13: “Are all these details about ... (a) how children went to school during the dust storms; (b) how children tried to escape the dust by going indoors; (c) how children played with toys out in the dust; (d) how the dust storms destroyed the movie theaters.)
- Offer a paragraph frame by subtracting the predicates: “The third part of Chapter 1 of the book is about __. Dust __. Some children __.”

For ELs need light or moderate scaffolding to summarize, follow the differentiation list above.

Have a few groups volunteers share their written summaries to the full class. Provide feedback as needed. Empower students to use their T-chart of expected attributes of each summary.

Independent Practice [You Do It Alone]*

Repeat the process for the next two pages (text pages 14-15), but this time each student works alone. Have a few student volunteers share their written summaries to the full class. Provide feedback as needed.

For ELs need light or moderate scaffolding to summarize, follow the differentiation list above.

For ELs or struggling readers who need substantial scaffolding for producing a summary:

- Allow students to use native language versions of the texts or their notes to prepare.
- Offer a list of details to choose from for transcribing details they deem as key
- Provide multiple choice options for students to select a main idea if they have difficulty discerning one by categorization of the details (e.g., “Are all the details about (a) how dust



covered everything; (b) how people cleaned their homes, clothes and floors; (c) how washed their clothes; (d) how water made everything clean again.”

- Offer a paragraph frame by subtracting the predicates: “The third part of Chapter 1 of the book is about . Dust . People .”

Closure*

Have students read the summary below for the final two pages of the the chapter (text pages 16-17). As a full class, ask them to apply summary T-chart (characteristics defining summary) as a checklist to mark if all of the expected attributes are present in this final summary of Chapter 1:

“The final section of Chapter 1 of Children of the Dust Days the author describes how dust forced more work. Children had to dig out materials and animals. Dust storms caused static electricity that shocked children fixing metal fences. Dust filled the air even when no wind blew. The dust buried people, their homes and their belongings especially in the Dust Bowl.”

Ask students to reflect on how well they have been able summarize and whether they can do it independently. Poll students to rate their own sense of capacity by a score of 0 to 5 fingers of one of their hands lifted for each of these question using the scale below. Use the scale to have students record adjectives for the two can-do statements further below.

0 = NEVER CAN DO IT [insert “never” after the word “can”]

1 = KIND OF, WITH LOTS OF HELP [insert “kind of” after the word “can” and end with the words “with lots of help.”]

2 = FAIRLY WELL, WITH THE HELP OF OTHERS [insert at the end “fairly well, with the help of others.”]

3 = FAIRLY WELL, ALL BY MYSELF [insert at the end “fairly well, all by myself.”]

4 = VERY WELL, ALL BY MYSELF [insert at the end “very well, all by myself.”]

5 = EXCELLENTLY, ALL BY MYSELF [insert at the end “excellently, all by myself.”]

- I can write a summary that includes a main idea and key details from a grade-level text.
- I can condense clauses to create precise and detailed sentences when describing the main idea of a text.

Consider asking students to explain why they rated themselves that score or to suggest what more they need to attain a 5.

For ELs/struggling readers review each criteria item as “True/False” then explicitly review the evidence; consider offering a native language version of the self-rating chart, but add “...in English.”

Evaluation/Assessment:



Collect all Chapter 1 summaries to determine whether further instruction is needed.

Potential Next Steps:

While working with students in any small group setting, allow the rest of the students an opportunity to re-read chapter 2 independently or collaboratively if they are finished early.