

(in the title at the very top of this page, type in the Standard: followed by title of lesson)

Lesson Title: 5th Grade Learning how to paraphrase

Standard: G5.6.3, G5.6.5

Grade Level: 5

Lesson Materials: Chromebook, Internet, URL of Current Event

Lesson Duration: 3 - 30 minute class periods

Dimension	Description
Learning Goals	Students will learn it is NOT ok to take someone else's words and use them as your own. Students will learn how to paraphrase a current event article into one sentence then go further and paraphrase it into 5-8 sentences (a paragraph).
Criteria for Success For the student: For the teacher:	I can... Read an article and put it into my own words using 5 to 8 sentences. What the teacher will look for as evidence of success: A student can put what they read into their own words without plagiarizing the words of the author...
Tasks and Activities that Elicit Evidence of Learning	Share with the students a current event article that is something that is pertinent, age appropriate, and aligns with their interest. i.e. - Article about the death of a Caleb Schwab who died in Kansas City on a water slide <ol style="list-style-type: none">1. DAY 1 - Start by doing a SAMPLE with the students and show them an example of how to paraphrase an article in one sentence.2. DAY 2 - Using concepts taught last week, have STUDENTS summarize an article into one sentence. Find a short article to do this. Have them read it quietly.<ol style="list-style-type: none">a. Call on one student to summarize the entire article in one sentence (verbally).b. Type out what the student tells me on the computer screen so that everyone sees it on the screen.c. Remind the student that you cannot repeat more than three words in a row when you paraphrase or that would be considered plagiarism.

	<p>3. DAY 3 - Have students continue on and summarize the article from last week into a 5-8 sentence paragraph.</p> <ol style="list-style-type: none"> a. Have them break into groups and paraphrase each paragraph separately. b. Put the sentences together into one paragraph and type using the projector so everyone can see it.
Questioning Strategies that Elicit Evidence of Learning including Key Misconceptions	<p>Questioning Strategies:</p> <p>Does this one sentence give a brief overview of what the article is all about? Did the student repeat more than three words in a row?</p> <p>Key Misconceptions:</p> <p>.....that you can take someone else's words and use them as your own.</p>
Extending Thinking During Discourse	When I finish this paraphrasing project, how will I cite this reference in my report?
Descriptive Feedback	Read the student's sentence out loud to the class. Is it a complete sentence? Does it give a descriptive information that summarizes the article?
Peer Feedback	Have the students all analyze the sentence. Have them give verbal feedback on what they think of the sentence and how they might have said it differently.
Self-Assessment	After DAY 2 - Are you happy with your final product? What grade would you give yourself? Have the student reword their sentence if the teacher and students offered viable suggestions.
Collaborative Culture of Learning	Divide the class into groups. (I use the tables that they are sitting at). Have each table take a paragraph and summarize THAT paragraph into one sentence. Students can work together. Have one student be the recorder and the others help with the wording.
Use of Evidence to Inform Instruction	Now that students have practiced paraphrasing and know how it's done, they will be experienced at how to use several sources of information to write their own reports.

Adapted by Jackie Lakin, KSDE from *Using the Formative Assessment Rubrics, Reflections and Observation Tools to Support Professional Reflection on Practice*

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