

Summarizing vs. Paraphrasing Sample Lesson Plan

What do you want your students to know, do and understand as a result of this lesson?

Essential Questions:

How do writers take another person's words and make them their own?

Why do we cite sources?

TEKS:

(4.24) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather, Students are expected to:

- (E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources

Unit of Study: Things That Make You Go... Hmmm. Research

Lesson Title: Summarizing vs. Paraphrasing

Learning objective: Students will be able to paraphrase and site resources they have researched.

Evidence: Students paraphrase and summarize selected paragraphs from magazines and newspapers.

Pre-assessment:

Procedure:

Whole Group:

1. Using the overhead projector, lite pro, or document camera, the teacher will model reading a research topic from a magazine article and show the difference between plagiarizing, summarizing and paraphrasing.
2. The teacher will use a sheet of paper folded into quadrants. The first quadrant will hold the original text. The second quadrant will be a summary of the original text. The third quadrant will hold the plagiarized version of the original text, and the last quadrant will contain the original text paraphrased.
3. The teacher will explain that plagiarizing occurs when copying directly from the source.

Paraphrasing typically explains or clarifies the text that is being paraphrased. For example, "The signal was red." might be paraphrased as, "The train was not allowed to proceed." It can also accompany the original statement. A paraphrase is usually introduced with a declaratory expression to signal the transition to the paraphrase. For example, In "The signal was red, that is, the train was not allowed to proceed," the 'that is' signals the paraphrase that follows. A paraphrase does

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not need to accompany a direct quotation, but when it does, the paraphrase typically serves to put the source's statement into perspective or to clarify the context in which it appeared. A paraphrase is typically more detailed than a summary. <http://educatoral.com/paraphrase-vs-summarize.html>

Guided Practice:

Students fold a piece of paper into quadrants. Students work in groups of 2 or 3 using magazine newspaper articles that the teacher has collected. Students chose one article of interest. The students work together to rewrite the paragraph or article three ways: plagiarizing, paraphrasing and summarizing parts of the chosen text.

Students will share out their newly written product using the document camera if possible.

Independent Practice:

Students go back into their papers and use these skills as they proceed in their research or edit papers already drafted.

Considerations for differentiation:

Students may pair up with a peer as they begin researching their selected topic for extra support.

Students may be required to paraphrase at least once in their research paper.

Materials:

Lite pro/ overhead projector/ document camera

Sample of an article to be paraphrased, plagiarized, and summarized

Student set of articles from magazines and newspapers

Reflection:

Students write in their journals the differences between summarizing, plagiarizing, and paraphrasing.