

Teacher Notes



Learning to Paraphrase

Activity 2 Collaborating on Paraphrasing

Activity at a Glance

- ◆ **Subject:** English
- ◆ **Subject Area:** English/Language Arts
- ◆ **Category:** Reading Strategies
- ◆ **Topic:** Paraphrasing
- ◆ **Grade Level:** 10 - 12
- ◆ **Prerequisites:** None
- ◆ **Total Teaching Time:** 60 minutes

Materials

- ◆ Voyage™ 200 Personal Learning Tool (PLT), TI-92 Plus, or TI-83 Plus
- ◆ **Learning to Paraphrase** edc resource file: Instructions, Student Paraphrase, Group Paraphrase, Group Reflection files
- ◆ TI-GRAPH LINK™ Cable, TI-Navigator™, or USB Cable
- ◆ TI External Keyboard (optional)
- ◆ PC with Internet access

Activity Overview

In this collaborative activity, students will work in groups to find material online they wish to paraphrase. Working first individually and then together, they will create a paraphrase that maintains the essence of the original without relying on the original structure or wording. Students will turn in a copy of the original and their paraphrase with a brief explanation of how and why they made the choices and changes they did.

Tip

Giving students parameters for the material they choose to paraphrase may be helpful. Identifying websites that relate to class themes, for example, could enhance the learning possibilities for this assignment. By working individually and collaboratively, students will be able to learn from one another's successes and mistakes, and will practice revision skills.

Directions

Before the Activity Begins

Decide whether you would like students to be able to choose the information they paraphrase or not. Evaluation is simpler for you if groups paraphrase

documents of your choice, and you might choose documents that relate to the class theme. On the other hand, the option of choosing their own material might keep students more interested in the assignment. If students choose their own source, be sure that they include the original document when they turn in the paraphrase so you can compare the two.

Remind students to consider their audience as they paraphrase, changing language to reflect what the audience will understand. Create a sample paraphrase together, using a nursery rhyme or some other short item familiar to most of your students. An example follows below.

Original

The itsy bitsy spider went up the waterspout.
Down came the rain and washed the spider out.
Out came the sun and dried up all the rain
And the itsy bitsy spider went up the spout again.

Think Aloud: To paraphrase this rhyme we need to think about the important information relayed within it. Basically, the spider goes up and down and up, and is affected by the weather, but only temporarily. We need to change the wording, so we'll have to change "itsy bitsy spider" to something like "the small spider" (we are not trying to maintain the singsong or rhyming nature, just the ideas.) We will also have to change the order so that we are not plagiarizing the original text. To this end, we might explain the spider's tendency to go up the waterspout despite the weather. The word "crawled" might work instead of "went." We will have to change the word waterspout, too. A possible paraphrase of the ditty might be:

Paraphrase

Despite being knocked off the spigot by the rain, the small spider repeatedly crawled up the spigot when the weather changed and the water dried.

There is never only one possibility for a paraphrase; to demonstrate this, create at least one other possibility with the class using this same example. Send various examples to students using a TI-GRAPH LINK™ cable, a USB cable, TI-Navigator™, or write them on the board so students may refer to them during the activity.

During the Activity

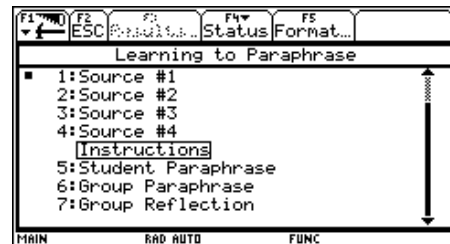
Students will work in groups of four to find a source of information they would like to paraphrase if you did not assign a specific passage to use. Using the **Student Paraphrase** file, they will work on their own to create a paraphrase of the source (paraphrasing a particular paragraph will be sufficient to demonstrate skill.) The group will then meet to read one another's paraphrases, discuss the strengths and weaknesses of each, and using the **Group Paraphrase** file, write a new paraphrase, incorporating the best ideas or phrasings from each group member. One student can record the group's work for submission to the teacher. They will then write a brief reflection (**Group Reflection** file) of the process (similar to the **Think Aloud** section above), explaining how they

paraphrased and why they think they have done so successfully. You may want to collect all work files, or just the **Group Paraphrase** and the **Group Reflection** using either a TI-GRAPH LINK™ cable, TI-Navigator™, or a USB cable.

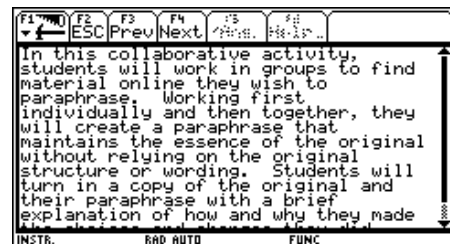
Use the following instructions to access and use the **Learning to Paraphrase** files on devices. The action steps are the actions students need to perform to obtain the files and use the exercises on their devices. Additional information for the teacher appears in shaded boxes.

Voyage™ 200 PLT (or TI-92 Plus)

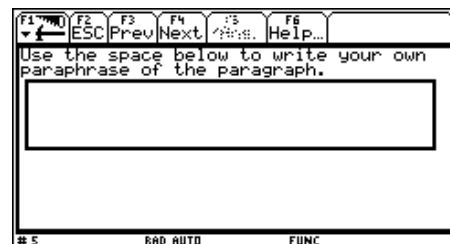
1. If necessary, exit the previous file by pressing **F2: ESC**. Use \odot to highlight the second **Instructions** file in the list.



2. Press **ENTER**.



All students should read the instructions before starting the **Student Paraphrase** exercise. To access the **Student Paraphrase** file, students should press **F4: NEXT**.



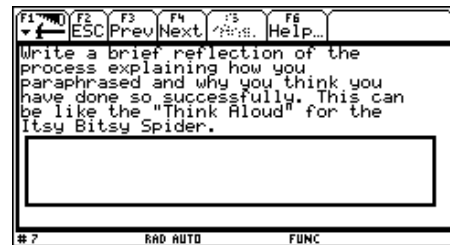
- Once all the students have completed the individual exercise, they should break into their small groups. One student in each group is appointed the recorder. Each student shares their individual paraphrase, and the group combines the best elements of each to create the group paraphrase.



The recorder moves to the **Group Paraphrase** file by pressing **F4: Next**. To move the cursor into the box, press **[ENTER]**.

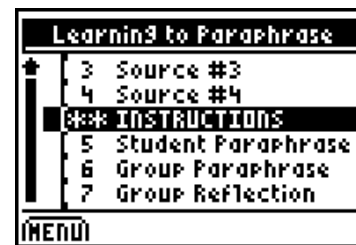


- When the group is finished with the **Group Paraphrase**, they should complete the **Group Reflection** file. The recorder presses **F4: Next** to open the **Group Reflection** file to record the group's ideas.

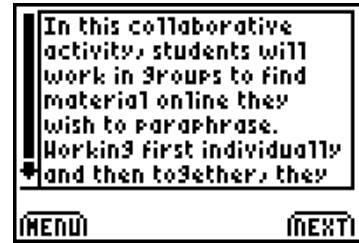


TI-83 Plus

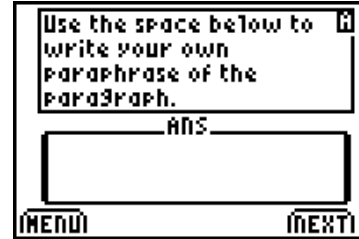
- To exit the previous section, press **MENU** (using the **[Y=]** key) and then select **3:► Item List** to redisplay the item listing. Use the **▲** to highlight the second **Instructions** file.



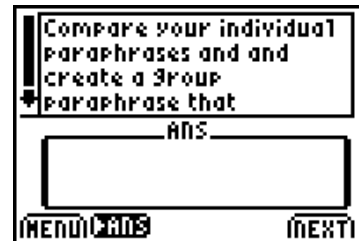
2. Press **ENTER**.



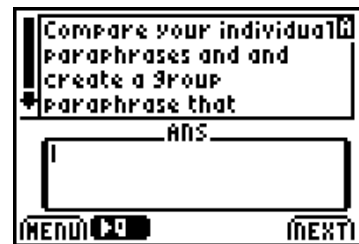
All students should read the instructions before starting the **Student Paraphrase** exercise. To access the **Student Paraphrase** file, students should press **NEXT** (the **GRAPH** key.)



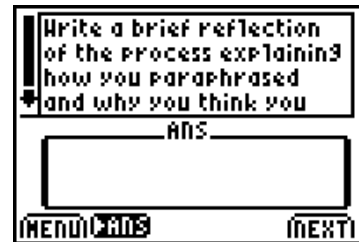
3. Once all the students have completed the individual exercise, they should break into their small groups. One student in each group is appointed the recorder. Each student shares their individual paraphrase, and the group combines the best elements of each to create the group paraphrase.



The recorder moves to the **Group Paraphrase** file by pressing **NEXT** (the **GRAPH** key.) The recorder should use \downarrow to scroll down the text to the text entry box. To move the cursor into the box, press **>ANS** (the **WINDOW** key).



4. When the group is finished with the **Group Paraphrase**, they should complete the **Group Reflection** file. The recorder presses **NEXT** (the **GRAPH** key) to open the **Group Reflection** file to record the group's ideas.



After the Activity

Consider allowing groups to read each other's paraphrases if time allows. If not, collect the paraphrases and reflections and briefly review the skills practiced, making sure students understood the purpose of the assignment.