

Phase 1 - Lesson 2: Paraphrasing

Name:	School:	Date:
Subject Area: Social Studies/ELA	Grade Level: 5	Lesson Plan Duration: 1-2 Class Periods

Lesson/Unit Plan Title, Topic, and/or Theme:

Using geography themes to teach paraphrasing.

Connection to Curriculum and Standards:

New York State Learning Standards for Social Studies

Standard 3: Geography

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over Earth’s surface.

Targeted ISTE NETS S:

3. Research and Information Fluency- Students apply digital tools to gather, evaluate, and use information.

b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media

6. Technology Operations and Concepts- Students demonstrate a sound understanding of technology concepts, systems, and operations.

d. Transfer current knowledge to learning of new technologies

ISTE NETS T:

1. Facilitate and Inspire Student Learning and Creativity

2. Design and Develop Digital Age Learning Experiences and Assessments

b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress

4. Promote and Model Digital Citizenship and Responsibility

b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources

Targeted Common Core Learning Standards

W.5.8 - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

RI.5.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.4 - Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 5 topic or subject area.

Lesson Objectives:

By the end of instruction, students will:

Phase 1 - Lesson 2: Paraphrasing

1. Paraphrase information to answer a text based question with 80% accuracy in 2 instances
2. Determine the meaning of general academic and domain specific words and phrases in a text with the help of a digital resource. Be able provide a synonym for each of those words and phrases with 80% accuracy

<i>Instructional Activities and Strategies</i>	<i>Teaching Activity Type</i>	<i>Digital Application</i>
<p>Engage:</p> <ul style="list-style-type: none"> • Show a short (≈2 minutes) video clip/interview related to something they already know (even non-geography related) • After watching, ask them to reiterate what one of the people in the video said • Finally, illustrate how what they did was an example of paraphrasing. Explain that they pulled out the main ideas and restated what was said using their own words. Use that as a springboard into paraphrasing the upcoming text 	<ul style="list-style-type: none"> • View Presentation/Group (guided) discussion 	IWB/Projector; Video
<p>Modeling:</p> <ul style="list-style-type: none"> • Teacher will model: <ul style="list-style-type: none"> ○ Navigating to the write clicks page ○ Downloading and opening the appropriate word document for day 2 (handout with answers). • Using the answer to question #1 from the worksheet for day #2, the teacher will model how to paraphrase using context clues and synonyms. <p>“Navigation is the process of directing a boat from place to place”</p>	<ul style="list-style-type: none"> • Model Sentence composing 	IWB Projector; Word document from teacher page
<p>Guided Practice and Exploration:</p> <ul style="list-style-type: none"> • Using the answer to question #2 from the worksheet for day #2, the teacher will have students practice paraphrasing providing feedback. 	<ul style="list-style-type: none"> • Guided Sentence Composing 	IWB/Projector; Word document from teacher page
<p>Independent Practice and Elaboration:</p> <ul style="list-style-type: none"> • Using the answer to question #3 from the worksheet for day #2, students will paraphrase their answer from the previous day. Teacher will go over the answers with the class. • Using the answer to question #4 from the worksheet for day #2, 	<ul style="list-style-type: none"> • Independent Sentence Composing 	IWB/Projector; Word document from teacher page

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<p>students will paraphrase their answer and submit it to a teacher page.</p>		
<p>Assessment/Evaluation:</p> <ul style="list-style-type: none"> ● Students will digitally submit their work to the teacher so that it may be checked for completion and accuracy. ● Save to H drive, upload to teacher page 		<p>Upload page on a teacher page</p>
<p>Resources, Materials and Technology Needed:</p> <ul style="list-style-type: none"> ● Student answers from the previous day's lesson posted on a teacher page. ● Projector ● Microsoft word ● Video - see the link in the WC website- with transcript 		
<p><u>NOTES:</u> Review the following with students:</p> <ul style="list-style-type: none"> ● File naming conventions (e.g.,[for write clicks, also use HR number] lesson number (phase 1.1 would just be 1) , first name, last initial) For example, HR311L1LeslieD ● File upload procedures 		