

Paraphrasing

Skills Reviewed and Maintained

- **Comprehension**
Drawing Conclusions
Main ideas and details
- **Writing**
Personal narrative

Teach

- Explain to students that paraphrasing is retelling something in their own words. A paraphrase usually uses simple words than the original.
- Display this paragraph and read it aloud.

Eighteen species of penguins live in the Southern Hemisphere. Although some penguins live in the steamy tropics near the equator, most penguins live in the coldest regions of the world in severe weather conditions.

- Now display and read aloud this paraphrase. Point out the words and phrases that have been changed. Be sure students also see that a paraphrase does not have to change every word.

Eighteen kinds of penguins live south of equator. Some live in the very hot tropics near the equator, but most live in the coldest areas of the world where the weather is very hash.

- Display a paragraph. Have volunteers suggest how to paraphrase it.

Practice

Introducing Vocabulary

- Before students read the article, introduce the vocabulary words and discuss their meaning. Ask students to make up sentences using the words.

Reading the Passage

- Have students read the title and look at the photograph to predict what they expect to learn from reading "A Hike on a Bike". Suggest that they think about how they could paraphrase some of the author's ideas as they read.

Checking Comprehension

- Help students draw the conclusion that mountain bikes and racing bikes are different because they are used for purposes. Encourage them to describe the differences in their own words.
- Suggest that students reread the third paragraph to find details about some of the things mountain bikes do.

Practicing Comprehension Skills

- Remind students that paraphrasing is retelling an idea. A good paraphrase uses different words but still includes all of the author's ideas. Discuss why it is important not to change the author's meaning when paraphrasing.

Practicing Vocabulary

- Have students identify the words that are plurals. Invite students to complete the vocabulary exercise independently. Review the answers as a class.

Apply

Making the Reading and Writing Connection

- Display the personal narratives and the partner paraphrases. Have groups of students take turns trying to match each narrative with its paraphrase. Encourage the class to identify how ideas in the original were restated in the paraphrase.

ESL Strategy

- Pair ESL students with English- proficient partners. Invite the pairs to look at specific sentences in the article. Have them discuss unfamiliar terms or words and then on the board.

Multiple Intelligences: Verbal–Linguistic, Interpersonal

- Suggest that students create an advertisement for a mountain bike or a racing bike. They can draw a picture and then list the most important and interesting features.

Home- School Connection

- Suggest that students read a short newspaper or magazine article with a family member and then work together to rewrite or retell the article in their own words.

