

Objectives	Paraphrasing Information And Plagiarism	Extra Information
<p>L.O:</p> <p>To Understand And Know How To Build My Fact File By Paraphrasing Information And Understanding Plagiarism</p>	<p>STARTING ACTIVITY – Introduce and discuss paraphrasing (15 minutes) Begin the lesson by refreshing their memory on the key features of Non-chronological reports. The key focus for this lesson will be building a fact file and understanding the importance of paraphrasing information and avoiding plagiarism. What does it mean to paraphrase something? Why do we paraphrase information? Paraphrasing helps us to ensure we understand what we are reading. Ask the students to try and distinguish between summarising and paraphrasing information.</p> <p>MAIN TEACHING – What is plagiarism and how to paraphrase (20 minutes) Ask the students if they know what plagiarism means. Elaborate and provide a simple definition for students. Plagiarism is taking somebody else’s work and pretending it is your own. Discuss why we shouldn’t plagiarise and how we could prevent this from happening. We can do this by paraphrasing information.</p> <p>Discuss steps you can use to effectively paraphrase information. For example, read the text and ensure you understand, separate the information you need, highlight the important points, reword the information without looking, recheck your work and compare it to the original. Give the students a topic to discuss for example “what I did at the weekend”. Each student should very briefly write 3-5 sentences and swap with their partner. They now have to paraphrase what their partner has written. Be careful not to plagiarise their work but reword it and make it your own. It is important here to ensure the students realise that some information cannot be reworded for example specific times, dates, locations etc. This could also be done orally instead of written.</p> <p>MAIN TASK – Build your fact file by paraphrasing key information (20 minutes) Students should once again work in the same pairs to gather information for their fact file. Students will paraphrase some of the information they have gathered. Students should use the process and steps above to build on their fact file. Students may use a thesaurus to help them find synonyms to change some of the wording. Highlight the importance of plagiarism and students should work in pairs to recheck their work to ensure they have reworded the information while also getting the most important points across.</p> <p>PLENARY – Review paraphrasing and plagiarism (5 minutes) Briefly reinstate what we have learned about paraphrasing and plagiarism.</p>	<p>Materials Required:</p> <ul style="list-style-type: none"> ▶ Pens or pencils ▶ Copybook ▶ Whiteboard ▶ Highlighter <p>Key Words:</p> <ul style="list-style-type: none"> ▶ Paraphrase ▶ Summarise ▶ Highlight ▶ Plagiarism ▶ Synonyms ▶ Dinosaurs ▶ Palaeontology ▶ Content words <p>Differentiation: Pair students together for the activity by putting lower ability and higher ability students together so that they can be supported by their peers.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> ▶ I can identify how to paraphrase information and understand plagiarism. ▶ I can identify key information to paraphrase and understand plagiarism. ▶ I can identify key information and paraphrase this information and understand plagiarism.