

# **The Fundamentals of Paraphrasing and Summarizing**

## **Professional Development Guide**

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Scoring Activities

# **THE PURPOSE OF THE FUNDAMENTALS OF PARAPHRASING AND SUMMARIZING PROGRAM**

- **To teach students how to translate information into their own words**
- **To teach students strategies for finding the main idea and details of each paragraph**
- **To teach students to generalize these strategies to standardized tests**

## **RATIONALES BEHIND THE PARAPHRASING AND SUMMARIZING PROGRAM**

- **Students often do not have strategies to find the main ideas and details of a reading passage.**
- **Students often do not have strategies to put information from reading passages into their own words.**
- **Students need to learn prerequisite skills for the *Paraphrasing* and *Summarizing Strategies*.**
- **Students also need these skills to write answers to questions or write reports in school.**

## **Selecting Students for The Fundamentals of Paraphrasing and Summarizing Program**

- 1. Students who will be learning the *Paraphrasing and Summarizing Strategies***
- 2. Students who will be taking standardized reading comprehension tests**
- 3. Students who have some knowledge of vocabulary**
- 4. Students who can decode words at the fourth-grade level**

### **Optional but helpful:**

- 4. Students who have learned another strategy in the Acquisition Strand: *Word Identification, Self-Questioning, or Visual Imagery***

# OVERVIEW OF THE FUNDAMENTALS OF PARAPHRASING AND SUMMARIZING

## Introduction

## Instructional Methods

### Pretest

Basic Skills	Lesson 1: Paraphrasing Words
	Lesson 2: Paraphrasing Phrases
	Lesson 3: Paraphrasing Sentences
	Lesson 4: Identifying Topics, Main Ideas, and Details
	Lesson 5: Identifying Details When Given the Topic and Main Idea
Strategy 1: TM-to-D Process	Lesson 6: Identifying Details in Paragraphs
	Lesson 7: Identifying Topics, Main Ideas, and Details in Paragraphs
	Lesson 8: Paraphrasing the Main Idea and Details
Strategy 2: D-to-MT Process	Lesson 9: Paraphrasing Multiple Paragraphs
	Lesson 10: Creating Topics and Main Ideas from Details
	Lesson 11: Identifying and Paraphrasing Details, Main Ideas, and Topics
	Lesson 12: Paraphrasing Passages When Main Ideas Are not Clear
Integration and Generalization	Lesson 13: Practicing Paraphrasing
	Lesson 14: Generalizing to Standardized Tests

### Posttests

**APPENDIX A: Evaluation Guidelines**

**APPENDIX B: Instructional Materials**

**APPENDIX C: Answer Keys**

# **CONTENTS OF STUDENT FOLDERS**

## **FRONT COVER:**

- **Progress Charts**
- **Assignment Sheets**

## **EVENTUAL CONTENTS:**

- **Pretest**
- **Learning Sheets**
- ***Paraphrasing Sheets***
- **Posttests**

# **Instructional Lessons**

**Pretest**

**Lessons 1-14:**

**Advance Organizer**

**Introduce and Describe**

**Learn by Watching**

**Learn by Sharing**

**Learn by Practicing**

**Post Organizer**

**Plan the Next Lesson**

**Posttest**



## **PRETEST**

**The purpose of this lesson:**

- **To obtain a measure of each student's skills at identifying and paraphrasing main ideas and details**
- **To offer a commitment to the students to facilitate their learning**

## **PRETEST OPTIONS**

**Have students find and paraphrase the main idea and details of a reading passage using:**

- **The *Pretest Passage* from the manual (p. 1 in the *Student Materials Volume*)**

**OR**

- **A reading passage containing about 400 words written at the student's grade level**

**PLUS**

- **The *Paraphrasing Sheet* (p. 105)**

# **LESSON 1: PARAPHRASING WORDS**

**The purpose of this lesson:**

- **To provide rationales for paraphrasing**
- **To define a good paraphrase and its characteristics**
- **To define a synonym and examine possible synonyms**
- **To ensure that students master paraphrasing words through guided and independent practice**

# **Paraphrasing**

**Paraphrasing means putting information into your own words.**

**You can paraphrase:**

- **A single word**
- **A phrase or group of words**
- **A whole sentence**
- **A whole paragraph**
- **A whole page**

# **Characteristics of a Good Paraphrase**

- **A paraphrase must be CORRECT.**
- **A paraphrase must include one's OWN WORDS.**
- **A paraphrase must MAKE SENSE.**

# Synonym

**A synonym is a word that has the same meaning or a very close meaning to the original word.**

## Examples:

- A synonym for pretty is lovely.
- A synonym for starving is famished.
- A synonym for red is scarlet.
- A synonym for automobile is car.

# **PRACTICE WITH SYNONYMS**

**In Lesson 1, you will:**

- **Conduct the Learn-by-Watching Activity**
  - **Demonstrate finding synonyms.**
    - **Put each word in a sentence.**
    - **Replace the word with a synonym in the same sentence.**
    - **Check whether the sentence means the same thing.**
- **Conduct the Learn-by-Sharing Activity**
  - **Students work with the teacher on the next five words.**
- **Conduct the Learn-by-Practicing Activity**
  - **Students practice finding synonyms for five words on their own.**

# Learning Sheet 1A

## Paraphrasing Words

Name \_\_\_\_\_

Date \_\_\_\_\_

### INSTRUCTIONS:

Paraphrase each word by writing it in your own words in the space provided.

#### EXAMPLES:

Awful      terrible      Frequently      often      Piece      bit

### LEARN BY WATCHING

C

- |                      |    |         |       |
|----------------------|----|---------|-------|
| <input type="text"/> | 1. | Talk    | _____ |
| <input type="text"/> | 2. | Hurry   | _____ |
| <input type="text"/> | 3. | Ancient | _____ |

### LEARN BY SHARING

C

- |                      |    |           |       |
|----------------------|----|-----------|-------|
| <input type="text"/> | 1. | Beautiful | _____ |
| <input type="text"/> | 2. | Disappear | _____ |
| <input type="text"/> | 3. | Accuse    | _____ |
| <input type="text"/> | 4. | Garbage   | _____ |
| <input type="text"/> | 5. | Gigantic  | _____ |

### LEARN BY PRACTICING

C

- |                      |    |        |       |
|----------------------|----|--------|-------|
| <input type="text"/> | 1. | Begin  | _____ |
| <input type="text"/> | 2. | Assist | _____ |
| <input type="text"/> | 3. | Silly  | _____ |
| <input type="text"/> | 4. | Tidy   | _____ |
| <input type="text"/> | 5. | Weep   | _____ |

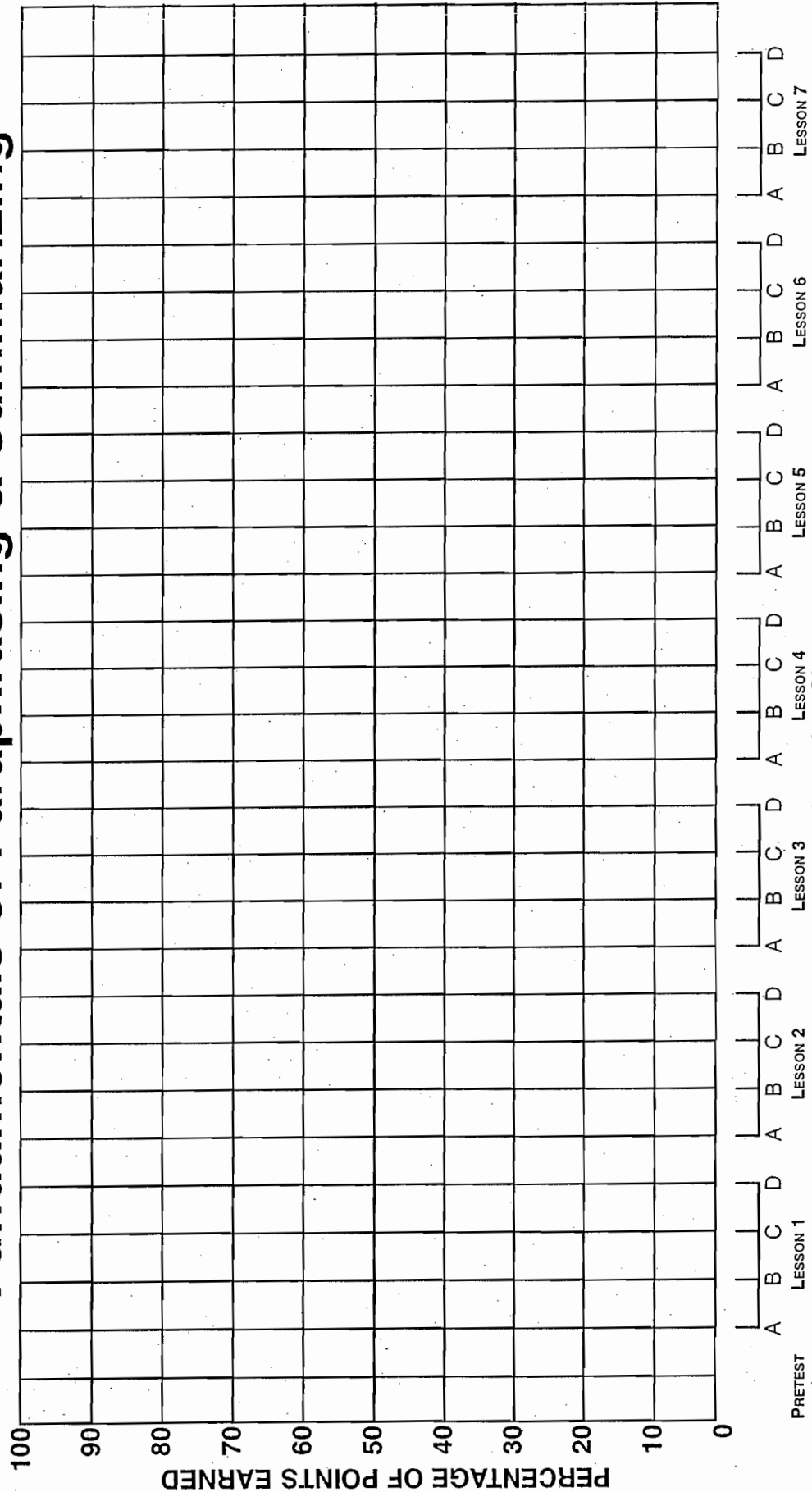
Points



Student's Name \_\_\_\_\_

# Progress Chart

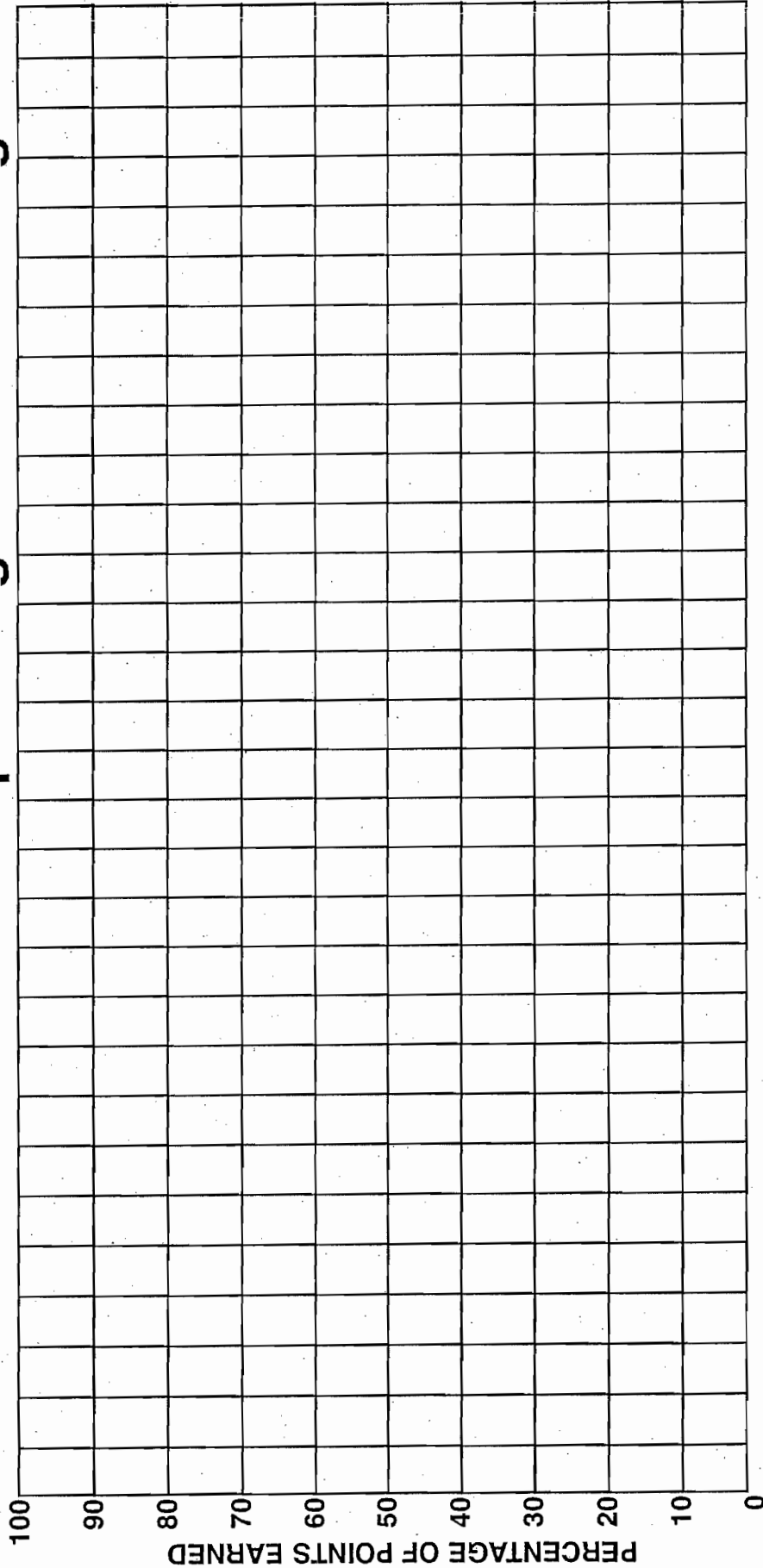
## Fundamentals of Paraphrasing & Summarizing



Student's Name \_\_\_\_\_

# Progress Chart (cont.)

## Fundamentals of Paraphrasing & Summarizing



Learning Sheets

# Assignment Sheet

**Name:** \_\_\_\_\_

[illegible]

# Management Chart

Student Names											
Pretest											
Lesson 1											
Lesson 2											
Lesson 3											
Lesson 4											
Lesson 5											
Lesson 6											
Lesson 7											
Lesson 8											
Lesson 9											
Lesson 10											
Lesson 11											
Lesson 12											
Lesson 13											
Lesson 14											
Posttest											

## **LESSON 2: PARAPHRASING PHRASES**

**The purpose of this lesson:**

- To define “phrase” and review the characteristics of a good paraphrase**
- To provide rationales for paraphrasing phrases**
- To learn about paraphrasing phrases or small groups of words through guided practice and independent practice**

# Phrase

**A phrase is  
a small group of words  
that has meaning.**

## Examples:

- under the couch
- wooden house
- along the avenue
- before the game began

## **PARAPHRASING A PHRASE**

- **You need to use your own words as much as possible.**
- **You may not be able to change all words into your own words (e.g., the, a, Jane).**
- **Your paraphrase needs to make sense so that another person can understand it.**
- **Your new phrase should be made of a group of words that are synonyms from the original words.**

# **PRACTICE WITH PHRASES**

**In Lesson 2, you will:**

- **Conduct the Learn-by-Watching Activity**
  - **Demonstrate paraphrasing phrases with three example phrases.**
    - **Put each phrase in a sentence.**
    - **Replace the phrase with synonyms.**
    - **Check whether the sentence makes sense and means the same thing.**
- **Conduct the Learn-by-Sharing Activity**
  - **Students work with teacher on the next three phrases.**
- **Conduct the Learn-by-Practicing Activity**
  - **Students practice paraphrasing five phrases on their own.**



# Learning Sheet 2A

## Paraphrasing Phrases

Name \_\_\_\_\_

Date \_\_\_\_\_

### INSTRUCTIONS:

Paraphrase each phrase by writing it in your own words in the space provided.

#### EXAMPLE:

a cool dude     a nice guy

### LEARN BY WATCHING

C     O     M

☐☐☐

1. lovely sketches

☐☐☐

2. beside my mother

☐☐☐

3. along the avenue

### LEARN BY SHARING

C     O     M

☐☐☐

1. the giant automobile

☐☐☐

2. a chilly wind

☐☐☐

3. a frightening event

### LEARN BY PRACTICING

C     O     M

☐☐☐

1. regulations prohibit

☐☐☐

2. my greatest desire

☐☐☐

3. startled by the sound

☐☐☐

4. where dinner is prepared

☐☐☐

5. after the movie

Points

☐☐☐☐☐

## **LESSON 3: PARAPHRASING SENTENCES**

**The purpose of this lesson:**

- **To review the characteristics of a good paraphrase**
- **To define a sentence and explain how to paraphrase it**
- **To ensure that students master paraphrasing single sentences**

# Sentence

**A sentence is a group of words that:**

- **Has a subject**
- **Has a verb**
- **Begins with a capital letter**
- **Has a period or end punctuation**
- **Makes sense**

## Examples:

- **We found the book under the couch.**
- **The wooden house was very old.**
- **Bicyclists ride along the avenue.**
- **Mike ate dinner before the game.**

# **PARAPHRASING A SENTENCE**

- **When you paraphrase a sentence, you need to make sure the new sentence has the same meaning as the first sentence.**
- **You need to change as many words as possible, but you cannot change all words (e.g., the, at, and Bill).**
- **Your paraphrase must make sense in that someone else should be able to understand it.**
- **To paraphrase a sentence, you should break it into parts (or phrases), and you already know to paraphrase phrases.**

# **PRACTICE WITH SENTENCES**

**In Lesson 3, you will:**

- **Conduct the Learn-by-Watching Activity**
  - **Demonstrate paraphrasing three sentences.**
    - **Break each sentence into parts.**
    - **Paraphrase each part using synonyms.**
    - **Put each paraphrase back into the sentence to check it.**
- **Conduct the Learn-by-Sharing Activity**
  - **Students work with the teacher on the next three sentences.**
- **Conduct the Learn-by-Practicing Activity**
  - **Students practice paraphrasing five sentences on their own.**

# Learning Sheet 3A

## Paraphrasing Sentences

Name \_\_\_\_\_

Date \_\_\_\_\_

### INSTRUCTIONS:

Paraphrase each sentence by writing it in your own words in the space provided.

#### EXAMPLE:

The boy was overjoyed.      The young man was exceedingly happy.

### LEARN BY WATCHING

C   O   M

☐ ☐ ☐

1. I am determined to go to college when I complete high school.

☐ ☐ ☐

2. If I exert myself, I know I can accomplish a lot.

☐ ☐ ☐

3. The highway into the city was slippery.

### LEARN BY SHARING

C   O   M

☐ ☐ ☐

1. You can gain a lot of knowledge from articles on the Internet.

☐ ☐ ☐

2. Rachel is not comfortable walking alone at night.

☐ ☐ ☐

3. This semester, I am going to improve my scores on tests.

### LEARN BY PRACTICING

C   O   M

☐ ☐ ☐

1. Phillip took a hike along the riverbank.

☐ ☐ ☐

2. Lekisha assisted Tom with his homework.

☐ ☐ ☐

3. The food in the lunchroom tasted like plastic and paper.

☐ ☐ ☐

4. Angel earned the highest grade on the test.

☐ ☐ ☐

5. Millie spends an hour a day doing laps in the pool.

Points

☐☐☐☐☐

## **LESSON 4: IDENTIFYING TOPICS, MAIN IDEAS, AND DETAILS**

**The purpose of this lesson:**

- **To define the topic of a paragraph**
- **To define the main idea of a paragraph**
- **The define the details of a paragraph**
- **To ensure that students master the identification of topics, main ideas, and details in a list**

# Paragraph

## A paragraph must:

- Be indented at the beginning
- Contain sentences that are all related to each other
- Contain a topic, a main idea, and some details



# Topic

## A topic is:

- One or two words that tell what a paragraph is about
- Frequently located in the first (or second) sentence of a paragraph
- Sometimes repeated throughout a paragraph
- Sometimes found in the title above a paragraph

## To find a topic, say:

**“This paragraph is about \_\_\_\_\_,”  
and then fill in the blank  
with one or two words.**

# Example Paragraph

Emily had done many things to get ready for her big performance in the play “Alice in Wonderland.” First, in a used clothing store, she had found the perfect costume to wear. Her dress looked just like the one in the book everyone had been reading. Second, Emily had practiced and memorized all her lines. She had worked at reading and rereading her lines every night. Finally, Emily attended every rehearsal and practiced with all the other actors. She knew exactly what would happen at any moment during the play. As you can see, by finding a great costume, memorizing her lines, and rehearsing, Emily had ensured that she would do a great job in the play.

# Main Idea

## A main idea is:

- The big idea that the paragraph is about
- A general statement that summarizes all the information in the paragraph

## To find a main idea, ask:

“What does this paragraph tell me about (the topic) ?”

# Detail

## A detail is:

- A piece of information that is related to the main idea
- A statement that provides specific information about the main idea and topic

## To find a detail, ask:

**“What’s one piece of specific information about the main idea?”**

# **IDENTIFYING TOPICS, MAIN IDEAS, AND DETAILS**

**In Lesson 4, you will:**

- **Conduct the Learn-by-Watching Activity**
  - **Demonstrate finding topics, main ideas, and details in a list.**
  - **Talk out loud about why you chose each answer, and how you concluded it was the right answer.**
  - **Demonstrate how to check work.**
- **Conduct the Learn-by-Sharing Activity**
  - **Students work with the teacher on the next list.**
- **Conduct the Learn-by-Practicing Activity**
  - **Students practice finding topics, main ideas, and details on their own.**

# Learning Sheet 4A

Identifying Topics, Main Ideas, and Details

Name \_\_\_\_\_

Date \_\_\_\_\_

## INSTRUCTIONS:

Put a D beside each detail, a T beside each topic, and an M beside each main idea.

### EXAMPLE:

- D The lead guitarist was fantastic.
- T The band.
- M The band played really well.
- D The drummer kept everyone playing right in time.

## LEARN BY WATCHING

- \_\_\_\_\_ Hockey gives me a chance to skate.
- \_\_\_\_\_ I love the exercise I get when I play sports.
- \_\_\_\_\_ Soccer gives me a chance to run a lot.
- \_\_\_\_\_ Sports.

## LEARN BY SHARING

- \_\_\_\_\_ Acting is my favorite thing to do.
- \_\_\_\_\_ Acting.
- \_\_\_\_\_ Waiting back stage before the play starts is exciting.
- \_\_\_\_\_ I love the sensation of everyone watching me on stage.

## LEARN BY PRACTICING

- \_\_\_\_\_ Canadian chocolate bars.
- \_\_\_\_\_ The Big Turk tastes like raspberry gum drops with chocolate.
- \_\_\_\_\_ Caramilk has smooth, sweet, caramel inside.
- \_\_\_\_\_ Canada has different chocolate bars than the U.S.
  
- \_\_\_\_\_ What I do to make friends.
- \_\_\_\_\_ I do not pretend to be someone I am not.
- \_\_\_\_\_ Making friends.
- \_\_\_\_\_ I accept everyone, not just those who are popular.

Points

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

## **LESSON 5: IDENTIFYING DETAILS WHEN GIVEN THE TOPIC AND MAIN IDEA**

**The purpose of this lesson:**

- **To ensure that students can identify details related to a topic and main idea**

# Diagram for Parts of a Paragraph

Topic <input type="checkbox"/>		
Main Idea <input type="checkbox"/>		
Detail <input type="checkbox"/>	Detail <input type="checkbox"/>	Detail <input type="checkbox"/>



# **PRACTICE IDENTIFYING DETAILS WHEN GIVEN THE MAIN IDEA**

**In Lesson 5, you will:**

- **Conduct the Learn-by-Watching Activity**
  - **Introduce the diagram to identify details.**
  - **Demonstrate how to think of details.**
- **Conduct the Learn-by-Sharing Activity**
  - **Students work with the teacher on the next activity.**
- **Conduct the Learn-by-Practicing Activity**
  - **Students practice with the next two activities on their own.**

# Learning Sheet 5A

LEARN BY PRACTICING

Name \_\_\_\_\_

Date \_\_\_\_\_

Identifying Details When Given the Topic and Main Idea

## INSTRUCTIONS:

Identify three appropriate details for the topic and main idea provided.

Topic <b>BOOKS</b>		
Main Idea <b>My three favorite books</b>		
Detail #1 <input type="checkbox"/>	Detail #2 <input type="checkbox"/>	Detail #3 <input type="checkbox"/>

## **LESSON 6: IDENTIFYING DETAILS IN PARAGRAPHS**

**The purpose of this lesson:**

- To ensure that students can identify details within a paragraph and enter them in a Diagram for Parts of a Paragraph**

# **PRACTICE IDENTIFYING DETAILS IN PARAGRAPHS**

**In Lesson 6, you will:**

- **Conduct the Learn-by-Watching Activity**
  - **Demonstrate how to identify details in a paragraph.**
- **Conduct the Learn-by-Sharing Activity**
  - **Students work with the teacher finding details in the next paragraph.**
- **Conduct the Learn-by-Practicing Activity**
  - **Students practice finding details in a paragraph on their own.**

# Learning Sheet 6A

## LEARN BY WATCHING

Name \_\_\_\_\_

Date \_\_\_\_\_

### Identifying Details in Paragraphs

#### INSTRUCTIONS:

Identify three appropriate details in the paragraph below for the topic and main idea provided.

#### **John F. Kennedy: America's Youngest President**

John F. Kennedy, JFK, had a full life even before he became president. JFK was the second of nine children. As a young man, he loved sports and reading. He went to Harvard for his college education. During World War II, he was a war hero. He saved the lives of his crew on a shipwrecked cruiser, even though he himself was injured. JFK was awarded the Navy Marine Corps Medal for his bravery during the war. After he returned to America, he became a popular politician.

Topic <b>JFK</b>		
Main Idea <b>JFK had a full life before he became president.</b>		
Detail #1	Detail #2	Detail #3

# **LESSON 7:**

## **IDENTIFYING TOPICS, MAIN IDEAS, AND DETAILS IN PARAGRAPHS**

**The purpose of this lesson:**

- **To review how to identify topics, main ideas, and details within paragraphs using the TM-to-D process**
- **To ensure that students can identify topics, main ideas, and details in paragraphs**

# The TM-to-D Process

## 1. Find the TOPIC (T)

Q: What is this paragraph about?

A: This paragraph is about \_\_\_\_\_.  
(in one or two words)

## 2. Find the MAIN IDEA (M)

Q: What does this paragraph tell me about the topic?

A: It tells me \_\_\_\_\_.

## 3. Find the DETAILS (D)

Q: What information in this paragraph tells me more about the main idea?

or

Q: What's one piece of information that's related to the main idea?

A: One detail is \_\_\_\_\_

A: Another detail is \_\_\_\_\_

# **PRACTICE IDENTIFYING TOPICS, MAIN IDEAS, AND DETAILS IN PARAGRAPHS**

**In Lesson 7, you will:**

- **Conduct the Learn-by-Watching Activity**
  - **Demonstrate how to identify the topic, main idea, and details in a paragraph using the TM-to-D process.**
- **Conduct the Learn-by-Sharing Activity**
  - **Students work with the teacher finding the topic, main idea, and details in the next paragraph using the TM-to-D process.**
- **Conduct the Learn-by-Practicing Activity**
  - **Students practice finding the topic, main idea, and details in a paragraph on their own using the TM-to-D process.**



# Learning Sheet 7A

Name \_\_\_\_\_

## LEARN BY PRACTICING

Date \_\_\_\_\_

### Identifying Topics, Main Ideas, and Details in Paragraphs

#### INSTRUCTIONS:

Use the TM-to-D process to identify the topic, main idea, and three details for the following paragraph.

#### College: You Can Do It If You Want (cont.)

Students who want to go to college can do many things to prepare for success. Most important, they should work hard in high school. College students need reading, writing, and learning strategies to be effective. They also need to learn how to manage their time. Students can develop leadership skills through clubs and school activities. Those skills are important for success in college. Finally, students should set goals and explain their plans to teachers and parents. Well-planned goals and good academic skills can lead to college success.

Topic <input type="checkbox"/>		
Main Idea <input type="checkbox"/>		
Detail #1 <input type="checkbox"/>	Detail #2 <input type="checkbox"/>	Detail #3 <input type="checkbox"/>

## **LESSON 8: PARAPHRASING THE MAIN IDEA AND DETAILS**

**The purpose of this lesson:**

- To ensure that students know how to identify the main ideas and details of a paragraph using the TM-to-D process**
- To ensure that students can state the main ideas and details of a paragraph in their own words**

# **PRACTICE PARAPHRASING THE MAIN IDEA AND DETAILS**

**In Lesson 8, you will:**

- **Conduct the Learn-by-Watching Activity**
  - **Demonstrate how to identify the topic, main idea, and details in a paragraph using the TM-to-D process and how to paraphrase the main idea and details.**
- **Conduct the Learn-by-Sharing Activity**
  - **Students work with the teacher identifying the topic, main idea, and details in a paragraph using the TM-to-D process and paraphrasing the main idea and details.**
- **Conduct the Learn-by-Practicing Activity**
  - **Students identify the topic, main idea, and details in a paragraph using the TM-to-D process and paraphrase the main idea and details.**

# Learning Sheet 8A

Name \_\_\_\_\_

## LEARN BY PRACTICING

Date \_\_\_\_\_

### Paraphrasing the Main Idea and Details

#### INSTRUCTIONS:

First, use the TM-to-D process to identify the topic, main idea, and three details in the paragraph below. Then, paraphrase the main idea and details on the lines below.

#### Jackie Robinson (cont.)

As the first black person to play on a major league baseball team, Jackie Robinson suffered a lot of abuse. At first, his own team threatened to go on strike to stop him from playing with them. Other players called him racially insulting names. Sometimes, pitchers threw baseballs at him to try to frighten him. Some so-called fans sent him death threats. Mr. Robinson resisted the temptation to strike back at those who attacked him. He rose above all of the personal attacks and stayed focused on being a great player. He won the respect of both fans and fellow players.

Topic <input type="checkbox"/>		
Main Idea <input type="checkbox"/>		
Detail #1 <input type="checkbox"/>	Detail #2 <input type="checkbox"/>	Detail #3 <input type="checkbox"/>

☐ Main idea: \_\_\_\_\_

☐ Detail 1: \_\_\_\_\_

☐ Detail 2: \_\_\_\_\_

☐ Detail 3: \_\_\_\_\_

## **LESSON 9: PARAPHRASING MULTIPLE PARAGRAPHS**

**The purpose of this lesson:**

- **To ensure that students can identify and paraphrase the topic, main idea, and details in a series of paragraphs using the TM-to-D process**

# **PRACTICE PARAPHRASING MULTIPLE PARAGRAPHS**

**In Lesson 9, you will:**

- **Conduct the Learn-by-Sharing Activity**
  - **Students work with the teacher identifying and paraphrasing the main idea and details for one paragraph.**
- **Conduct the Learn-by-Practicing Activity**
  - **Students identify and paraphrase the main ideas and details for two more paragraphs.**

# Learning Sheet 9A

## Paraphrasing Multiple Paragraphs

Name \_\_\_\_\_

Date \_\_\_\_\_

### INSTRUCTIONS:

First, identify an appropriate topic, main idea, and relevant details for each paragraph. Then, paraphrase the main idea and two of the details for each paragraph on a *Paraphrasing Sheet*.

### Helen Keller: Obstacles Can Be Overcome

Helen Keller suffered a great deal when she was a child. When she was 19 months old, she had an extremely high fever. Not sure what it was, her doctors called it “brain fever.” Although the fever went away, it left a terrible mark. Right after the fever ended, Helen became blind. Very soon after that, she lost her hearing. Not surprisingly, Helen was incredibly frustrated. As a young child, she was very angry. She would kick and scream and smash dishes and lamps. She knew she was missing out on so much in life, but because she did not understand language, she did not fully understand what she was missing.

Helen’s life changed when she met Anne Sullivan. Ms. Sullivan became Helen’s tutor, and she taught her many, many important things. At first, Anne Sullivan taught Helen simple things like how to eat dinner politely and how to comb her hair. She also tried to teach Helen some simple words, like “cake” and “doll.” Anne tried to teach her how to spell words by touching her hand. At first, she was not successful. However, when Anne took Helen to a well and taught her the word “water,” Helen finally came to understand the meaning of words. In a few hours, Helen learned how to spell more than 30 words. She eventually learned to read Braille and write with a special typewriter. Helen learned so quickly that she became famous.

Helen Keller accomplished many great things, even though she could not see or hear. She went to Radcliffe College and was the first deaf-blind person to attend the college. She was also the first deaf-blind person to get a Bachelor’s degree at the college. Anne and Helen went on many lecture tours together. Audiences were very interested in how Helen communicated. Helen worked hard to improve the conditions of blind people. She did not want people with disabilities to be treated better than others, just equally. She raised money to help people who were deaf or blind. She wrote several books that described her life and Anne Sullivan’s role in her life. She became even more famous when her life was portrayed in the play and then the movie *The Miracle Worker*. Helen Keller’s life proves that no matter what obstacles people face, they can still accomplish amazing things.

# Paraphrasing Sheet

Name \_\_\_\_\_ Date \_\_\_\_\_ Lesson# \_\_\_\_\_

C = Correct      O = Own Words      M = Makes Sense

## Paragraph #1

C/O/M

☐

Main Idea: \_\_\_\_\_  
\_\_\_\_\_

Points

☐
☐

Detail 1: \_\_\_\_\_  
\_\_\_\_\_

☐
☐

Detail 2: \_\_\_\_\_  
\_\_\_\_\_

☐

## Paragraph #2

C/O/M

☐

Main Idea: \_\_\_\_\_  
\_\_\_\_\_

☐
☐

Detail 1: \_\_\_\_\_  
\_\_\_\_\_

☐
☐

Detail 2: \_\_\_\_\_  
\_\_\_\_\_

☐

## Paragraph #3

C/O/M

☐

Main Idea: \_\_\_\_\_  
\_\_\_\_\_

☐
☐

Detail 1: \_\_\_\_\_  
\_\_\_\_\_

☐
☐

Detail 2: \_\_\_\_\_  
\_\_\_\_\_

☐

Next time you will do even better if you:

☐ Put it in your own words

☐ Include only useful information

☐ Work on the main idea

☐ Avoid repeating

☐ Record only what's in the paragraph

☐ Other \_\_\_\_\_

☐

Total

SCORE: \_\_\_\_\_/9 = \_\_\_\_\_%

1/9=11%    2/9=22%    3/9=33%    4/9=55%    5/9=55%    6/9=66%    7/9=77%    8/9=88%    9/9=100%



## **LESSON 10: CREATING TOPICS AND MAIN IDEAS FROM DETAILS**

**The purpose of this lesson:**

- **To ensure that students master the creation of a main idea and a topic when given details**

# **PRACTICE CREATING TOPICS AND MAIN IDEAS FROM DETAILS**

**In this Lesson 10, you will:**

- **Conduct the Learn-by-Watching Activity**
  - **Demonstrate how to identify a main idea and topic using details provided.**
- **Conduct the Learn-by-Sharing Activity**
  - **Students work with the teacher identifying a main idea and topic using details provided.**
- **Conduct the Learn-by-Practicing Activity**
  - **With two sets of details, students practice identifying main ideas and topics for each set on their own.**

# Learning Sheet 10A

## LEARN BY PRACTICING

Creating Topics and Main Ideas from Details

Name \_\_\_\_\_

Date \_\_\_\_\_

### INSTRUCTIONS:

Identify an appropriate main idea and topic for each of the three details provided.

Topic <input type="checkbox"/>		
Main Idea <input type="checkbox"/>		
Detail #1  Kansas Jayhawks	Detail #2  Kentucky Wildcats	Detail #3  Duke Bluedevils

# **LESSON 11: IDENTIFYING AND PARAPHRASING DETAILS, MAIN IDEAS, AND TOPICS**

**The purpose of this lesson:**

- **To explain how to identify details, main ideas, and topics within paragraphs using the D-to-MT process**
- **To ensure that students can identify and paraphrase the details, main idea, and topic of a paragraph using the D-to-MT process**

# **The D-to-MT Process**

## **1. Find the DETAILS (D)**

**Q: What are several pieces of related information?**

**A: The details are: \_\_\_\_\_.**

## **2. Think of the MAIN IDEA (D)**

**Q: What phrase or statement can I use to summarize or group these details?**

**A: The paragraph tells me that \_\_\_\_\_.**

## **3. Think of the TOPIC (T)**

**Q: What is this paragraph about?**

**A: This paragraph is about \_\_\_\_\_.  
(in one or two words)**

# **PRACTICE IDENTIFYING AND PARAPHRASING DETAILS, MAIN IDEAS, AND TOPICS**

**In Lesson 11, you will:**

- **Conduct the Learn-by-Watching Activity**
  - **Demonstrate how to identify the details, main idea, and topic in a paragraph using the D-to-MT process.**
- **Conduct the Learn-by-Sharing Activity**
  - **Students work with the teacher finding the details, main idea, and topic in the next paragraph using the D-to-MT process.**
- **Conduct the Learn-by-Practicing Activity**
  - **Students practice finding the details, main idea, and topic in a paragraph on their own using the D-to-MT process.**

# Learning Sheet 11A

Name \_\_\_\_\_

## LEARN BY WATCHING

Date \_\_\_\_\_

Identifying and Paraphrasing Details, Main Ideas, and Topics

### INSTRUCTIONS:

First, identify three appropriate details, the main idea, and topic. Then, paraphrase the main idea and details on the lines below.

#### Rosa Parks: How One Person Made a Difference

In 1955, Rosa Parks was a 42-year-old African-American woman in Montgomery, Alabama. One December evening, she got onto a bus to ride home after work. At that time in Alabama, buses were segregated with seating up front reserved for white people. Since there were empty seats at the front of the bus, Rosa and other African-Americans sat down in the white section. Eventually, however, the bus filled up with white people. The bus driver shouted at the African-Americans on the bus to move to the back. Everyone moved back to the black section except Rosa Parks. She was tired of being mistreated.

Topic		
Main Idea		
Detail #1	Detail #2	Detail #3

Main idea: \_\_\_\_\_

Detail 1: \_\_\_\_\_

Detail 2: \_\_\_\_\_

Detail 3: \_\_\_\_\_

# **LESSON 12: PARAPHRASING PASSAGES WHEN MAIN IDEAS ARE NOT CLEAR**

**The purpose of this lesson:**

- **To ensure that students master paraphrasing a main idea and details in a series of paragraphs using the D-to-MT process**
- **To ensure that students can state the main idea and details of a paragraph in their own words**



# **PRACTICE PARAPHRASING PASSAGES WHEN MAIN IDEAS ARE NOT CLEAR**

**In Lesson 12, you will:**

- **Conduct the Learn-by-Practicing Activity**
  - **Students identify the details and main idea on their own and then write paraphrases for the three paragraphs.**

# Learning Sheet 12A

## Paraphrasing Passages When Main Ideas Are Not Clear

Name \_\_\_\_\_

Date \_\_\_\_\_

### INSTRUCTIONS:

First, identify the relevant details for each paragraph. Then, identify the main idea and topic. Complete this task by paraphrasing each paragraph's main idea and details on a *Paraphrasing Sheet*.

### Courage

Are you courageous? When people think of courage, they often think of someone doing something amazing. A hero who risks his life to save someone else might be considered courageous. A soldier who fights hard in a war for a just cause might be considered courageous. Also, superstar athletes who give every ounce of their energy to win a big game might be thought to be courageous. A man or woman who does a great deed when others are frightened away can be said to be courageous.

Most people think courage involves doing something amazing. This is not always true. The dictionary tells us that courage is what people show when they remain firm in the face of difficult or frightening experiences. Certainly, risking your life to save someone else is courageous. However, courage can be shown in many other ways. Here are a few examples. A person who makes friends with someone who is unpopular shows courage. A person who chooses to criticize people who make racist jokes shows courage. Also, teenagers who refuse to use drugs, even though their friends do, show courage. Courage can be shown in many, many ways. Whenever people do the right thing, even though it might be difficult, they are showing courage.

Not everyone is born being courageous. To learn about courage, you first must become clear about what you believe. Ask yourself, "What do I really believe?" Do you believe in kindness towards others, treating people equally, and being healthy? Do you believe in other important principles? Once you understand your beliefs, you will have many chances to stand up for them. You do not need to be loud or rude. You do not need to be aggressive. You just have to live according to your beliefs. Once you do that, you will be as courageous as any hero, athlete, or soldier.

## **LESSON 13: PRACTICE PARAPHRASING**

**The purpose of this lesson:**

- **To ensure that students can identify and paraphrase a topic, main idea, and details in a series of paragraphs using the TM-to-D and D-to-MT processes flexibly**

# **PRACTICE PARAPHRASING THE MAIN IDEA AND DETAILS**

**In Lesson 13, you will:**

- **Conduct the Learn-by-Practicing Activity**
  - **Using the TM-to-D and the D-to-MT processes when needed, students write paraphrases for three paragraphs.**

# Learning Sheet 13A

## Practicing Paraphrasing

Name \_\_\_\_\_

Date \_\_\_\_\_

### INSTRUCTIONS:

Use either the TM-to-D process or the D-to-MT process to identify each paragraph's topic, main idea, and details. Complete this task by paraphrasing each paragraph's main idea and details on a *Paraphrasing Sheet*.

### The Wanderers

Some problems take a long time to solve. The problem of the planets was originally posed by the philosopher Plato around 2,400 years ago. Plato knew that all the stars traveled across the night sky in the same positions from one year to the next—except for some! At least five lights in the sky moved in odd paths that differed from all the other stars, but why? Plato called these lights “planets”—which means “wanderers”—because they did not seem to have fixed paths.

Two thousand years later, around 1600, a Polish monk named Copernicus solved the problem of the planets, at least in part. He had two important ideas that changed the science of astronomy. One idea was that the earth rotates once a day, and this made it look as if the stars were moving at night. His other idea was that the planets, along with the earth, travel around the sun. This idea accounted for the odd paths that Plato could not figure out.

Other early astronomers helped complete the solution begun by Copernicus. For example, Kepler and Galileo improved on Copernicus's ideas. Finally, in 1687 the English genius Isaac Newton published his laws of motion. Scientists could use Newton's laws to accurately predict the movement of the planets years or centuries ahead. With the development of space travel in the 20th century, people have been able to send orbiting and landing craft to every planet in the solar system.

# **LESSON 14: GENERALIZING TO STANDARDIZED TESTS**

**The purpose of this lesson:**

- **To ensure that students understand how to use the TM-to-D and D-to-MT processes flexibly when taking standardized reading comprehension tests**
- **To ensure that students do well on comprehension tests**

# **PRACTICE PARAPHRASING THE MAIN IDEA AND DETAILS**

**In Lesson 14, you will:**

- **Conduct the Learn-by-Watching Activity**
  - **Demonstrate how to mark questions as either main-idea or detail questions and demonstrate how to read the first paragraph using the TM-to-D or the D-to-MT processes or other strategies that the students might know.**
- **Conduct the Learn-by-Sharing Activity**
  - **Using the TM-to-D and the D-to-MT processes, students read the next two paragraphs and answer questions with the teacher.**
- **Conduct the Learn-by-Practicing Activity**
  - **Using the TM-to-D and the D-to-MT processes, students read a reading passage, mark questions as main-idea or detail questions, and answer questions.**

# Learning Sheet 14A

## Generalizing to Standardized Tests

Name \_\_\_\_\_

Date \_\_\_\_\_

### INSTRUCTIONS:

Read the following passage and apply either the TM-to-D or D-to-MT process. Then code and answer the questions about the passage.

### Talent Shows

Lots of popular singers launched their careers by appearing on TV talent shows. "American Idol" has been a very popular show, and millions of people have watched it. At least three of the show's winners have gone on to recording success. In a single week, Kelly Clarkson's first single went from number 52 to number 1 on the Billboard singles chart. Ruben Studdard's "Soulful" album sold 400,000 copies, and Fantasia Barrino's first album included hit singles such as "Baby Mama." She also starred in a TV movie.

Years before "American Idol," which started in 2002, the Arthur Godfrey "Talent Scouts" show gave nationwide exposure to relatively unknown artists. "Talent Scouts" started as a radio show in 1938. Ten years later, it became a TV show. In 1951 and 1952, it reached number 1 in the ratings and stayed in the top 10 throughout the 1950s. Godfrey's show gave a big lift to entertainers such as Pat Boone, Tony Bennett, Eddie Fisher, and Lenny Bruce. However, Godfrey let a couple of "big fish" get away. Godfrey would not put either Elvis Presley or Buddy Holly on his show.

Slightly older and equally as successful as "Talent Scouts" was "The Original Amateur Hour." This show also started in radio but then moved to television. It ran from 1935 through 1970. It had a one-year revival in 1992. During that year, Nick Carter, now of the Backstreet Boys, was discovered. The show brought fame to such pop singers as Frank Sinatra, Pat Boone, and Ann-Margret, as well as such opera greats as Beverly Sills, Maria Callas, and Robert Merrill.

### Questions:

- Which talent show winner starred in a TV movie?
  - Kelly Clarkson
  - Lenny Bruce
  - Fantasia Barrino
  - Ruben Studdard
- Which sentence best describes this passage?
  - "American Idol" is better than previous talent shows.
  - Talent shows have been popular for almost 80 years.
  - Elvis Presley and Buddy Holly faced prejudice.
  - All talent shows got their start in radio.
- Which singer appeared in two different talent shows?
  - Elvis Presley
  - Nick Carter
  - Frank Sinatra
  - Pat Boone
- The author would probably agree with the following statement.
  - Talent shows lost popularity in the fifties.
  - Talent shows are here to stay.
  - The best way to start a talent show is on the radio.
  - The older shows were of better quality than "American Idol."
- The author of this passage gives examples of ...
  - Talent shows that failed.
  - Singers whose careers were helped by a talent show.
  - Dancers whose careers were helped by a talent show.
  - Entertainers who went from rags to riches.



## **POSTTEST OPTIONS**

**Have students find and paraphrase the main idea and details of a reading passage using:**

- **The *Posttest Passage* (p. 114 in the *Student Materials Volume*)**

**OR**

- **A reading passage containing about 400 words written at the student's grade level**

**PLUS**

- **The *Paraphrasing Sheet* (p. 105)**

# **Scoring Activities: The Fundamentals of Paraphrasing and Summarizing Program**

# SCORING INSTRUCTIONS

For most of the learning sheets in the student manual, scoring is based upon whether an item is correct, written in the student's own words, and makes sense.

- **“Correct”** means that an item has the same or similar meaning as the original word or phrase, or it accurately states a paragraph's topic, main idea, or detail. If an item meets this criterion, place a checkmark in the **“C”** box.
- **“Written in the student's Own Words”** means that an original word, phrase, or sentence has been changed into the student's own words as much as possible. (Remember, not all words in a phrase or sentence can be changed.) If an item meets this criterion, place a checkmark in the **“O”** box.
- **“Makes sense”** means that an item is not garbled but can be understood by another person. If an item meets this criterion, place a checkmark in the **“M”** box.

# Learning Sheet 1A

## Paraphrasing Words

Name Jane Robinson  
Date Sept. 10

### INSTRUCTIONS:

Paraphrase each word by writing it in your own words in the space provided.

#### EXAMPLES:

Awful terrible Frequently often Piece bit

### LEARN BY WATCHING

C

- |                          |    |         |                      |
|--------------------------|----|---------|----------------------|
| <input type="checkbox"/> | 1. | Talk    | <u>Speak</u>         |
| <input type="checkbox"/> | 2. | Hurry   | <u>rush</u>          |
| <input type="checkbox"/> | 3. | Ancient | <u>extremely old</u> |

### LEARN BY SHARING

C

- |                          |    |           |                 |
|--------------------------|----|-----------|-----------------|
| <input type="checkbox"/> | 1. | Beautiful | <u>gorgeous</u> |
| <input type="checkbox"/> | 2. | Disappear | <u>vanish</u>   |
| <input type="checkbox"/> | 3. | Accuse    | <u>blame</u>    |
| <input type="checkbox"/> | 4. | Garbage   | <u>trash</u>    |
| <input type="checkbox"/> | 5. | Gigantic  | <u>huge</u>     |

### LEARN BY PRACTICING

C

- |                          |    |        |              |                                 |
|--------------------------|----|--------|--------------|---------------------------------|
| <input type="checkbox"/> | 1. | Begin  | <u>start</u> | Points <input type="checkbox"/> |
| <input type="checkbox"/> | 2. | Assist | <u>offer</u> | <input type="checkbox"/>        |
| <input type="checkbox"/> | 3. | Silly  | <u>laugh</u> | <input type="checkbox"/>        |
| <input type="checkbox"/> | 4. | Tidy   | <u>neat</u>  | <input type="checkbox"/>        |
| <input type="checkbox"/> | 5. | Weep   | <u>cry</u>   | <input type="checkbox"/>        |

# Learning Sheet 1A

## Paraphrasing Words

Name Jane Robinson

Date Sept. 10

### INSTRUCTIONS:

Paraphrase each word by writing it in your own words in the space provided.

#### EXAMPLES:

Awful terrible Frequently often Piece bit

### LEARN BY WATCHING

C

- |                                     |    |         |                      |
|-------------------------------------|----|---------|----------------------|
| <input checked="" type="checkbox"/> | 1. | Talk    | <u>Speak</u>         |
| <input checked="" type="checkbox"/> | 2. | Hurry   | <u>rush</u>          |
| <input checked="" type="checkbox"/> | 3. | Ancient | <u>extremely old</u> |

### LEARN BY SHARING

C

- |                                     |    |           |                 |
|-------------------------------------|----|-----------|-----------------|
| <input checked="" type="checkbox"/> | 1. | Beautiful | <u>gorgeous</u> |
| <input checked="" type="checkbox"/> | 2. | Disappear | <u>vanish</u>   |
| <input checked="" type="checkbox"/> | 3. | Accuse    | <u>blame</u>    |
| <input checked="" type="checkbox"/> | 4. | Garbage   | <u>trash</u>    |
| <input checked="" type="checkbox"/> | 5. | Gigantic  | <u>huge</u>     |

### LEARN BY PRACTICING

C

Points

- |                                     |    |        |              |                                |
|-------------------------------------|----|--------|--------------|--------------------------------|
| <input checked="" type="checkbox"/> | 1. | Begin  | <u>start</u> | <input type="text" value="1"/> |
| <input type="checkbox"/>            | 2. | Assist | <u>offer</u> | <input type="text" value="0"/> |
| <input type="checkbox"/>            | 3. | Silly  | <u>laugh</u> | <input type="text" value="0"/> |
| <input checked="" type="checkbox"/> | 4. | Tidy   | <u>neat</u>  | <input type="text" value="1"/> |
| <input checked="" type="checkbox"/> | 5. | Weep   | <u>cry</u>   | <input type="text" value="1"/> |

# Learning Sheet 2A

## Paraphrasing Phrases

Name Jane Robinson

Date Sept. 17

### INSTRUCTIONS:

Paraphrase each phrase by writing it in your own words in the space provided.

#### EXAMPLE:

a cool dude      a nice guy

### LEARN BY WATCHING

C   O   M

☐ ☐ ☐

1. lovely sketches

pretty drawings

☐ ☐ ☐

2. beside my mother

next to mom

☐ ☐ ☐

3. along the avenue

down the street

### LEARN BY SHARING

C   O   M

☐ ☐ ☐

1. the giant automobile

the huge car

☐ ☐ ☐

2. a chilly wind

a cold breeze

☐ ☐ ☐

3. a frightening event

a scary happening

### LEARN BY PRACTICING

C   O   M

☐ ☐ ☐

1. regulations prohibit

statements stop

☐ ☐ ☐

2. my greatest desire

my greatest want

☐ ☐ ☐

3. startled by the sound

surprised by the noise

☐ ☐ ☐

4. where dinner is prepared

where I will eat

☐ ☐ ☐

5. after the movie

following the show

Points

☐☐☐☐☐

# Learning Sheet 2A

## Paraphrasing Phrases

Name Jane Robinson  
Date Sept. 17

### INSTRUCTIONS:

Paraphrase each phrase by writing it in your own words in the space provided.

#### EXAMPLE:

a cool dude      a nice guy

### LEARN BY WATCHING

C   O   M

- |                                     |                                     |                                     |                     |                        |
|-------------------------------------|-------------------------------------|-------------------------------------|---------------------|------------------------|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | 1. lovely sketches  | <u>pretty drawings</u> |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | 2. beside my mother | <u>next to mom</u>     |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | 3. along the avenue | <u>down the street</u> |

### LEARN BY SHARING

C   O   M

- |                                     |                                     |                                     |                         |                          |
|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------|--------------------------|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | 1. the giant automobile | <u>the huge car</u>      |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | 2. a chilly wind        | <u>a cold breeze</u>     |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | 3. a frightening event  | <u>a scary happening</u> |

### LEARN BY PRACTICING

C   O   M

Points

- |                                     |                                     |                                     |                             |                               |                                |
|-------------------------------------|-------------------------------------|-------------------------------------|-----------------------------|-------------------------------|--------------------------------|
| <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | 1. regulations prohibit     | <u>Statements stop</u>        | <input type="text" value="0"/> |
| <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | 2. my greatest desire       | <u>my greatest want</u>       | <input type="text" value="0"/> |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | 3. startled by the sound    | <u>surprised by the noise</u> | <input type="text" value="1"/> |
| <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | 4. where dinner is prepared | <u>where I will eat</u>       | <input type="text" value="0"/> |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | 5. after the movie          | <u>following the show</u>     | <input type="text" value="1"/> |

# Learning Sheet 3A

## Paraphrasing Sentences

Name Jane Robinson  
Date Oct. 2

### INSTRUCTIONS:

Paraphrase each sentence by writing it in your own words in the space provided.

#### EXAMPLE:

The boy was overjoyed. The young man was exceedingly happy.

### LEARN BY WATCHING

C O M

- |                          |                          |                          |   |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1. I am determined to go to college when I complete high school.<br><u>I will make sure I attend a university after 12th grade.</u> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2. If I exert myself, I know I can accomplish a lot.<br><u>If I work hard, I am sure I can succeed.</u>                             |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3. The highway into the city was slippery.<br><u>The freeway that goes to the large town was slick.</u>                             |

### LEARN BY SHARING

C O M

- |                          |                          |                          |  |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1. You can gain a lot of knowledge from articles on the Internet.<br><u>You can learn a great deal from the Internet.</u>                    |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2. Rachel is not comfortable walking alone at night.<br><u>Rachel does not feel safe outside by herself after dark.</u>                      |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3. This semester, I am going to improve my scores on tests.<br><u>For the next nine weeks, I will work to get better grades on my tests.</u> |

### LEARN BY PRACTICING

C O M

- |                          |                          |                          |  | Points                   |
|--------------------------|--------------------------|--------------------------|--|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1. Phillip took a hike along the riverbank.<br><u>Phillip hiked along the river.</u>                     | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2. Lekisha assisted Tom with his homework.<br><u>Lekisha helped assignments.</u>                         | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3. The food in the lunchroom tasted like plastic and paper.<br><u>The cafeteria's food tasted awful.</u> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4. Angel earned the highest grade on the test.<br><u>Angel got the best grade on the exam.</u>           | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5. Millie spends an hour a day doing laps in the pool.<br><u>Millie swims all day.</u>                   | <input type="checkbox"/> |



# Learning Sheet 3A

## Paraphrasing Sentences

Name Jane Robinson

Date Oct. 2

### INSTRUCTIONS:

Paraphrase each sentence by writing it in your own words in the space provided.

#### EXAMPLE:

The boy was overjoyed.

The young man was exceedingly happy.

### LEARN BY WATCHING

C O M

☒ ☒ ☒

1. I am determined to go to college when I complete high school.

I will make sure I attend a university after 12th grade.

☒ ☒ ☒

2. If I exert myself, I know I can accomplish a lot.

If I work hard, I am sure I can succeed.

☒ ☒ ☒

3. The highway into the city was slippery.

The freeway that goes to the large town was slick.

### LEARN BY SHARING

C O M

☒ ☒ ☒

1. You can gain a lot of knowledge from articles on the Internet.

You can learn a great deal from the Internet.

☒ ☒ ☒

2. Rachel is not comfortable walking alone at night.

Rachel does not feel safe outside by herself after dark.

☒ ☒ ☒

3. This semester, I am going to improve my scores on tests.

For the next nine weeks, I will work to get better grades on my tests.

### LEARN BY PRACTICING

C O M

Points

☒ ☐ ☒

1. Phillip took a hike along the riverbank.

Phillip hiked along the river.

0

☐ ☒ ☐

2. Lekisha assisted Tom with his homework.

Lekisha helped assignments.

0

☒ ☒ ☒

3. The food in the lunchroom tasted like plastic and paper.

The cafeteria's food tasted awful.

1

☒ ☒ ☒

4. Angel earned the highest grade on the test.

Angel got the best grade on the exam.

1

☐ ☒ ☒

5. Millie spends an hour a day doing laps in the pool.

Millie swims all day.

0

# Learning Sheet 4A

Identifying Topics, Main Ideas, and Details

Name Jane Robinson

Date Oct. 12

## INSTRUCTIONS:

Put a D beside each detail, a T beside each topic, and an M beside each main idea.

### EXAMPLE:

- D The lead guitarist was fantastic.
- T The band.
- M The band played really well.
- D The drummer kept everyone playing right in time.

## LEARN BY WATCHING

- D Hockey gives me a chance to skate.
- M I love the exercise I get when I play sports.
- D Soccer gives me a chance to run a lot.
- T Sports.

## LEARN BY SHARING

- M Acting is my favorite thing to do.
- T Acting.
- D Waiting back stage before the play starts is exciting.
- D I love the sensation of everyone watching me on stage.

## LEARN BY PRACTICING

- T Canadian chocolate bars.
- D The Big Turk tastes like raspberry gum drops with chocolate.
- D Caramilk has smooth, sweet, caramel inside.
- M Canada has different chocolate bars than the U.S.
  
- T What I do to make friends.
- M I do not pretend to be someone I am not.
- D Making friends.
- D I accept everyone, not just those who are popular.

Points

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

# Learning Sheet 4A

Identifying Topics, Main Ideas, and Details

Name Jane Robinson

Date Oct. 12

## INSTRUCTIONS:

Put a D beside each detail, a T beside each topic, and an M beside each main idea.

### EXAMPLE:

- D The lead guitarist was fantastic.
- T The band.
- M The band played really well.
- D The drummer kept everyone playing right in time.

## LEARN BY WATCHING

- D Hockey gives me a chance to skate.
- M I love the exercise I get when I play sports.
- D Soccer gives me a chance to run a lot.
- T Sports.

## LEARN BY SHARING

- M Acting is my favorite thing to do.
- T Acting.
- D Waiting back stage before the play starts is exciting.
- D I love the sensation of everyone watching me on stage.

## LEARN BY PRACTICING

- T Canadian chocolate bars.
- D The Big Turk tastes like raspberry gum drops with chocolate.
- D Caramilk has smooth, sweet, caramel inside.
- M Canada has different chocolate bars than the U.S.
- T What I do to make friends.
- M I do not pretend to be someone I am not.
- D Making friends.
- D I accept everyone, not just those who are popular.

Points

1

1

1

1

0

0

0

1

# Learning Sheet 5A

## LEARN BY PRACTICING

Name Jane Robinson

Date Nov. 5

### Identifying Details When Given the Topic and Main Idea

#### INSTRUCTIONS:

Identify three appropriate details for the topic and main idea provided.

Topic <b>BOOKS</b>		
Main Idea <b>My three favorite books</b>		
Detail #1 <input type="checkbox"/> Indiana Jones and the Temple of Doom	Detail #2 <input type="checkbox"/> Prodigal Summer	Detail #3 <input type="checkbox"/> Little Women

# Learning Sheet 5A

LEARN BY PRACTICING

Name Jane Robinson

Date Nov. 5

Identifying Details When Given the Topic and Main Idea

## INSTRUCTIONS:

Identify three appropriate details for the topic and main idea provided.

Topic <b>BOOKS</b>		
Main Idea <b>My three favorite books</b>		
Detail #1 <b>0</b> Indiana Jones and the Temple of Doom	Detail #2 <b>1</b> Prodigal Summer	Detail #3 <b>1</b> Little Women

# Learning Sheet 6B

## LEARN BY PRACTICING

Name Jane Robinson

Date Nov. 11

### Identifying Details in Paragraphs

#### INSTRUCTIONS:

Identify three appropriate details in the paragraph below for the topic and main idea provided.

#### The Great One Was Also the Creative One (cont.)

Gretzky's career shows everyone that creative vision and imagination can be just as important as talent. Being creative helps students write stories, create art, and make music. Also, using their imagination helps students see ideas from more than one perspective. What is true in school will also be true in life. Creative scientists are often the people who make the most important discoveries. Creative police officers find the best ways to stop crime. Creative people in all kinds of jobs are the ones who do the best work. In other words, to be successful, we can all learn from the Great One. By learning and practicing to be more creative, everyone has a chance to excel like Gretzky.

Topic		
CREATIVITY AND IMAGINATION		
Main Idea		
Creativity is very important.		
Detail #1	Detail #2	Detail #3
<input type="checkbox"/> Creative students write stories, create art, and make music.	<input type="checkbox"/> What is true in school will also be true in life.	<input type="checkbox"/> Creative police officers find the best ways to stop crime.

# Learning Sheet 6B

## LEARN BY PRACTICING

Name Jane Robinson

Date Nov. 11

### Identifying Details in Paragraphs

#### INSTRUCTIONS:

Identify three appropriate details in the paragraph below for the topic and main idea provided.

#### The Great One Was Also the Creative One (cont.)

Gretzky's career shows everyone that creative vision and imagination can be just as important as talent. Being creative helps students write stories, create art, and make music. Also, using their imagination helps students see ideas from more than one perspective. What is true in school will also be true in life. Creative scientists are often the people who make the most important discoveries. Creative police officers find the best ways to stop crime. Creative people in all kinds of jobs are the ones who do the best work. In other words, to be successful, we can all learn from the Great One. By learning and practicing to be more creative, everyone has a chance to excel like Gretzky.

Topic		
CREATIVITY AND IMAGINATION		
Main Idea		
Creativity is very important.		
Detail #1	Detail #2	Detail #3
1 Creative students write stories, create art, and make music.	2 What is true in school will also be true in life.	1 Creative police officers find the best ways to stop crime.

# Learning Sheet 7A

Name Jane Robinson

## LEARN BY PRACTICING

Date Nov. 22

Identifying Topics, Main Ideas, and Details in Paragraphs

### INSTRUCTIONS:

Use the TM-to-D process to identify the topic, main idea, and three details for the following paragraph.

### College: You Can Do It If You Want (cont.)

Students who want to go to college can do many things to prepare for success. Most important, they should work hard in high school. College students need reading, writing, and learning strategies to be effective. They also need to learn how to manage their time. Students can develop leadership skills through clubs and school activities. Those skills are important for success in college. Finally, students should set goals and explain their plans to teachers and parents. Well-planned goals and good academic skills can lead to college success.

Topic <input type="checkbox"/> Preparing for college success		
Main Idea <input type="checkbox"/> Goals should be explained to teachers and parents.		
Detail #1 <input type="checkbox"/> Learn reading, writing, and learning strategies.	Detail #2 <input type="checkbox"/> Learn to manage time.	Detail #3 <input type="checkbox"/> Good academic skills.



# Learning Sheet 7A

Name Jane Robinson

## LEARN BY PRACTICING

Date Nov. 22

### Identifying Topics, Main Ideas, and Details in Paragraphs

#### INSTRUCTIONS:

Use the TM-to-D process to identify the topic, main idea, and three details for the following paragraph.

#### College: You Can Do It If You Want (cont.)

Students who want to go to college can do many things to prepare for success. Most important, they should work hard in high school. College students need reading, writing, and learning strategies to be effective. They also need to learn how to manage their time. Students can develop leadership skills through clubs and school activities. Those skills are important for success in college. Finally, students should set goals and explain their plans to teachers and parents. Well-planned goals and good academic skills can lead to college success.

Topic <input type="checkbox"/> Preparing for college success		
Main Idea <input type="checkbox"/> Goals should be explained to teachers and parents.		
Detail #1 <input type="checkbox"/> Learn reading, writing, and learning strategies.	Detail #2 <input type="checkbox"/> Learn to manage time.	Detail #3 <input type="checkbox"/> Good academic skills.

# Learning Sheet 8A

## LEARN BY PRACTICING

### Paraphrasing the Main Idea and Details

Name Jane Robinson

Date Nov. 28

#### INSTRUCTIONS:

First, use the TM-to-D process to identify the topic, main idea, and three details in the paragraph below. Then, paraphrase the main idea and details on the lines below.

#### Jackie Robinson (cont.)

As the first black person to play on a major league baseball team, Jackie Robinson suffered a lot of abuse. At first, his own team threatened to go on strike to stop him from playing with them. Other players called him racially insulting names. Sometimes, pitchers threw baseballs at him to try to frighten him. Some so-called fans sent him death threats. Mr. Robinson resisted the temptation to strike back at those who attacked him. He rose above all of the personal attacks and stayed focused on being a great player. He won the respect of both fans and fellow players.

Topic <input type="checkbox"/> Jackie Robinson		
Main Idea <input type="checkbox"/> Jackie Robinson suffered a lot of abuse.		
Detail #1 <input type="checkbox"/> His team threatened to go on strike to stop him from playing with them.	Detail #2 <input type="checkbox"/> Other players called him racially insulting names.	Detail #3 <input type="checkbox"/> He won the respect of both fans and players.

☐ Main idea: People were really mean to Jackie Robinson.

☐ Detail 1: His team wanted to strike so that he would not play with them.

☐ Detail 2: Others called him bad names.

☐ Detail 3: Others began to like him.

# Learning Sheet 8A

## LEARN BY PRACTICING

### Paraphrasing the Main Idea and Details

Name Jane Robinson

Date Nov. 28

#### INSTRUCTIONS:

First, use the TM-to-D process to identify the topic, main idea, and three details in the paragraph below. Then, paraphrase the main idea and details on the lines below.

#### Jackie Robinson (cont.)

As the first black person to play on a major league baseball team, Jackie Robinson suffered a lot of abuse. At first, his own team threatened to go on strike to stop him from playing with them. Other players called him racially insulting names. Sometimes, pitchers threw baseballs at him to try to frighten him. Some so-called fans sent him death threats. Mr. Robinson resisted the temptation to strike back at those who attacked him. He rose above all of the personal attacks and stayed focused on being a great player. He won the respect of both fans and fellow players.

Topic 1 Jackie Robinson		
Main Idea 0 Jackie Robinson suffered a lot of abuse.		
Detail #1 1 His team threatened to go on strike to stop him from playing with them.	Detail #2 1 Other players called him racially insulting names.	Detail #3 0 He won the respect of both fans and players.

0 Main idea: People were really mean to Jackie Robinson.

0 Detail 1: His team wanted to strike so that he would not play with them.

1 Detail 2: Others called him bad names.

0 Detail 3: Others began to like him.

# Learning Sheet 9A

## Paraphrasing Multiple Paragraphs

Name Jane Robinson  
Date Dec. 6

### INSTRUCTIONS:

First, identify an appropriate topic, main idea, and relevant details for each paragraph. Then, paraphrase the main idea and two of the details for each paragraph on a *Paraphrasing Sheet*.

### Helen Keller: Obstacles Can Be Overcome

Helen Keller suffered a great deal when she was a child. When she was 19 months old, she had an extremely high fever. Not sure what it was, her doctors called it "brain fever." Although the fever went away, it left a terrible mark. Right after the fever ended, Helen became blind. Very soon after that, she lost her hearing. Not surprisingly, Helen was incredibly frustrated. As a young child, she was very angry. She would kick and scream and smash dishes and lamps. She knew she was missing out on so much in life, but because she did not understand language, she did not fully understand what she was missing.

Helen's life changed when she met Anne Sullivan. Ms. Sullivan became Helen's tutor, and she taught her many, many important things. At first, Anne Sullivan taught Helen simple things like how to eat dinner politely and how to comb her hair. She also tried to teach Helen some simple words, like "cake" and "doll." Anne tried to teach her how to spell words by touching her hand. At first, she was not successful. However, when Anne took Helen to a well and taught her the word "water," Helen finally came to understand the meaning of words. In a few hours, Helen learned how to spell more than 30 words. She eventually learned to read Braille and write with a special typewriter. Helen learned so quickly that she became famous.

Helen Keller accomplished many great things, even though she could not see or hear. She went to Radcliffe College and was the first deaf-blind person to attend the college. She was also the first deaf-blind person to get a Bachelor's degree at the college. Anne and Helen went on many lecture tours together. Audiences were very interested in how Helen communicated. Helen worked hard to improve the conditions of blind people. She did not want people with disabilities to be treated better than others, just equally. She raised money to help people who were deaf or blind. She wrote several books that described her life and Anne Sullivan's role in her life. She became even more famous when her life was portrayed in the play and then the movie *The Miracle Worker*. Helen Keller's life proves that no matter what obstacles people face, they can still accomplish amazing things.

# Paraphrasing Sheet

Name Jane Robinson Date Dec. 6 Lesson# 9A

C = Correct O = Own Words M = Makes Sense

## Paragraph #1

C/O/M

☐ Main Idea: Helen Keller had a lot of problems when she was little.

Points

☐ Detail 1: A fever left her blind and deaf at the age of 19 months.

☐ Detail 2: She was very frustrated because she couldn't see or hear.

## Paragraph #2

C/O/M

☐ Main Idea: Ann Sullivan taught Helen many important things.

☐ Detail 1: First, things weren't well.

☐ Detail 2: She learned so quickly that she became famous.

## Paragraph #3

C/O/M

☐ Main Idea: Helen became successful, despite her disabilities.

☐ Detail 1: She went to Radcliffe College and was the first deaf-blind person to attend.

☐ Detail 2: It is possible to do great things if Ann Sullivan helps you.

Next time you will do even better if you:

- ☐ Put it in your own words
- ☐ Work on the main idea
- ☐ Record only what's in the paragraph
- ☐ Other \_\_\_\_\_
- ☐ Include only useful information
- ☐ Avoid repeating

Total

SCORE: \_\_\_\_\_/9 = \_\_\_\_\_%

1/9=11% 2/9=22% 3/9=33% 4/9=55% 5/9=55% 6/9=66% 7/9=77% 8/9=88% 9/9=100%

# Paraphrasing Sheet

Name Jane Robinson Date Dec. 6 Lesson# 9A

C = Correct O = Own Words M = Makes Sense

## Paragraph #1

C/O/M



Main Idea: Helen Keller had a lot of problems when she was little.

Points

1



Detail 1: A fever left her blind and deaf at the age of 19 months.

1



Detail 2: She was very frustrated because she couldn't see or hear.

1

## Paragraph #2

C/O/M



Main Idea: Ann Sullivan taught Helen many important things.

1



Detail 1: First, things weren't well.

0



Detail 2: She learned so quickly that she became famous.

0

## Paragraph #3

C/O/M



Main Idea: Helen became successful, despite her disabilities.

1



Detail 1: She went to Radcliffe College and was the first deaf-blind person to attend.

0



Detail 2: It is possible to do great things if Ann Sullivan helps you.

0

Next time you will do even better if you:

☒ Put it in your own words

☐ Work on the main idea

☒ Record only what's in the paragraph

☒ Other work on details

☐ Include only useful information

☐ Avoid repeating

5

Total

SCORE: 5 /9 = 55 %

1/9=11% 2/9=22% 3/9=33% 4/9=44% 5/9=55% 6/9=66% 7/9=77% 8/9=88% 9/9=100%

# Learning Sheet 9B

## Paraphrasing Multiple Paragraphs

Name Jane Robinson  
Date Dec. 8

### INSTRUCTIONS:

First, identify an appropriate topic, main idea, and relevant details for each paragraph. Then, paraphrase the main idea and two of the details for each paragraph on a *Paraphrasing Sheet*.

### Conflict: The Only Way to Talk?

Today's TV shows are filled with arguments. On daytime talk shows, unhappy couples are brought together and sometimes end up having real fights on TV. On reality TV programs, people viciously compete with each other to see who can win a large amount of money. On news shows, politicians argue about what is right for the country. TV dramas and sitcoms are no different: Parents and children, husbands and wives, boyfriends and girlfriends all seem to be arguing. If you only watched TV, you might think people never get along.

In reality, many people work hard to find respectful ways to talk to each other. TV does not paint a realistic picture of the way people communicate. Many individuals, even when they disagree, can resolve their differences without arguing. Talking without arguing is a valuable skill. People who can talk without getting upset are usually happier in life. They are also more successful on the job. Everyone can benefit from learning how to communicate without arguing. To get along, people do not have to give up their opinions. They just have to learn how to speak respectfully.

You can use several strategies to share your ideas without starting arguments. The first strategy is to really watch what you say when you speak. If you want to get along with people, you must avoid saying things that will upset them. Second, to avoid conflict, you must stop yourself from reacting to things other people say. Many people have learned to control themselves by simply counting to 10 before they talk back to someone who says something rude. Third, people often avoid conflict by making sure they do not blame others for their problems. If you know someone who is seldom critical and who accepts responsibility for his or her mistakes, you probably know a person who gets along well with others.

# Paraphrasing Sheet

Name Jane Robinson Date Dec. 8 Lesson# 98

C = Correct O = Own Words M = Makes Sense

## Paragraph #1

C/O/M

☐ Main Idea: Families get into a lot of fights on TV.

Points

☐ Detail 1: During the day, people have fights right before your eyes.

☐ Detail 2: If you only watched TV, you would think people never get along.

## Paragraph #2

C/O/M

☐ Main Idea: All people should get along.

☐ Detail 1: Those who speak without getting angry are happier people.

☐ Detail 2: People will be happier if they speak without getting angry and don't give up their ideas.

## Paragraph #3

C/O/M

☐ Main Idea: Avoid in several ways.

☐ Detail 1: Avoid saying upsetting things.

☐ Detail 2: Don't blame other people for your problems.

Next time you will do even better if you:

☐ Put it in your own words

☐ Work on the main idea

☐ Record only what's in the paragraph

☐ Other \_\_\_\_\_

☐ Include only useful information

☐ Avoid repeating

Total

SCORE: \_\_\_\_\_/9 = \_\_\_\_\_%

1/9=11% 2/9=22% 3/9=33% 4/9=55% 5/9=55% 6/9=66% 7/9=77% 8/9=88% 9/9=100%



# Paraphrasing Sheet

Name Jane Robinson Date Dec. 8 Lesson# 9B

C = Correct O = Own Words M = Makes Sense

Paragraph #1

C/O/M

☒/✓/✓

Main Idea: Families get into a lot of fights on TV.

Points

☐ 0

☒/✓/✓

Detail 1: During the day, people have fights right before your eyes.

☐ 1

☐/0/✓

Detail 2: If you only watched TV, you would think people never get along.

☐ 0

Paragraph #2

C/O/M

☒/✓/0

Main Idea: All people should get along.

☐ 0

☒/✓/✓

Detail 1: Those who speak without getting angry are happier people.

☐ 1

☐/0/✓

Detail 2: People will be happier if they speak without getting angry and don't give up their ideas.

☐ 0

Paragraph #3

C/O/M

☐/0/0

Main Idea: Avoid in several ways.

☐ 0

☒/✓/✓

Detail 1: Avoid saying upsetting things.

☐ 1

☒/✓/✓

Detail 2: Don't blame other people for your problems.

☐ 1

Next time you will do even better if you:

☒ Put it in your own words

☒ Work on the main idea

☐ Record only what's in the paragraph

☐ Other \_\_\_\_\_

☐ Include only useful information

☒ Avoid repeating

☐ 4

Total

SCORE: 4 / 9 = 55 %

1/9=11% 2/9=22% 3/9=33% 4/9=55% 5/9=55% 6/9=66% 7/9=77% 8/9=88% 9/9=100%

# Learning Sheet 9C

## Paraphrasing Multiple Paragraphs

Name Jane Robinson

Date Dec. 11

### INSTRUCTIONS:

First, identify an appropriate topic, main idea, and relevant details for each paragraph. Then, paraphrase the main idea and two of the details for each paragraph on a *Paraphrasing Sheet*.

### Pay It Forward

Catherine Ryan Hyde has written a novel, *Pay It Forward*, that contains an idea that could change the world. The hero of her novel, Trevor, a 12-year-old boy, suggests that we could improve the world just by doing three favors for others. When those people want to pay back the favor, Trevor suggests that we ask them to “pay it forward.” That is, people can “pay it forward” by doing three more favors for others. Then, those people can also pay it forward, and more and more people can get involved. At first there will be three favors, then each of those people will do favors, and then more and more and more people will do simple, good things.

Trevor’s idea has inspired people all over the world. Now there is even a Pay It Forward Foundation. This foundation has been created to inspire young people to spread the “pay it forward” idea. In schools all over the world, students are making the world better. In Exeter, England, students are making school gardens and developing homework-help clubs. In Palm Bay, Florida, kindergarten students are making security blankets for children who are very sick. Students in South Bend, Indiana, visited the homes of people who needed help. The students cleaned up yards and did chores.

Now that you have read about the idea, you, too, can spread the word. You can learn more about “pay it forward” on the website [www.payitforwardfoundation.org](http://www.payitforwardfoundation.org). You could suggest to your teachers that your class try to make “pay it forward” a project in your school. You could do three really good favors and ask others to “pay it forward.” The purpose of Trevor’s plan is to help people see that anyone can change the world. That is an idea all of us can share.

# Paraphrasing Sheet

Name Jane Robinson

Date Dec. 11

Lesson# 9d

C = Correct

O = Own Words

M = Makes Sense

## Paragraph #1

C/O/M

☐

Main Idea: The world can be better using the idea of "pay it forward."

Points

☐
☐

Detail 1: Do three good deeds for someone who you don't know, and ask him to do three good deeds for a stranger.

☐
☐

Detail 2: More and more people will do simple, good deeds.

☐

## Paragraph #2

C/O/M

☐

Main Idea: Folks everywhere have taken up this idea.

☐
☐

Detail 1: Different countries are developing homework clubs to help children.

☐
☐

Detail 2: In Florida, also.

☐

## Paragraph #3

C/O/M

☐

Main Idea: You can participate and tell others about "Pay It Forward."

☐
☐

Detail 1: Suggest a program in your school like the ones done in other countries.

☐
☐

Detail 2: You can do three favors yourself.

☐

Next time you will do even better if you:

☐ Put it in your own words

☐ Include only useful information

☐ Work on the main idea

☐ Avoid repeating

☐ Record only what's in the paragraph

☐ Other \_\_\_\_\_

☐

Total

SCORE: \_\_\_\_\_ /9 = \_\_\_\_\_ %

1/9=11% 2/9=22% 3/9=33% 4/9=55% 5/9=55% 6/9=66% 7/9=77% 8/9=88% 9/9=100%

# Paraphrasing Sheet

Name Jane Robinson Date Dec. 16 Lesson# 9d

C = Correct O = Own Words M = Makes Sense

## Paragraph #1

C/O/M

☒/ ☒/ ☒ Main Idea: The world can be better using the idea of "pay it forward."

Points

☒/ ☒/ ☒ Detail 1: Do three good deeds for someone who you don't know, and ask him to do three good deeds for a stranger.

☒/ ☒/ ☒ Detail 2: More and more people will do simple, good deeds.

## Paragraph #2

C/O/M

☒/ ☒/ ☒ Main Idea: Folks everywhere have taken up this idea.

☒/ ☒/ ☒ Detail 1: Different countries are developing homework clubs to help children.

☒/ ☒/ ☒ Detail 2: In Florida, also.

## Paragraph #3

C/O/M

☒/ ☒/ ☒ Main Idea: You can participate and tell others about "Pay It Forward."

☒/ ☒/ ☒ Detail 1: Suggest a program in your school like the ones done in other countries.

☒/ ☒/ ☒ Detail 2: You can do three favors yourself.

Next time you will do even better if you:

- ☒ Put it in your own words
- ☐ Work on the main idea
- ☒ Record only what's in the paragraph
- ☐ Other \_\_\_\_\_

- ☒ Include only useful information
- ☐ Avoid repeating

Total

SCORE: 4 / 9 = 55 %

1/9=11% 2/9=22% 3/9=33% 4/9=55% 5/9=55% 6/9=66% 7/9=77% 8/9=88% 9/9=100%

# Learning Sheet 10A

## LEARN BY PRACTICING

Creating Topics and Main Ideas from Details

Name Jane Robinson  
Date Jan. 11

### INSTRUCTIONS:

Identify an appropriate main idea and topic for each of the three details provided.

Topic <input type="checkbox"/> Sports Teams		
Main Idea <input type="checkbox"/> Colleges		
Detail #1  Kansas Jayhawks	Detail #2  Kentucky Wildcats	Detail #3  Duke Bluedevils

# Learning Sheet 10A

## LEARN BY PRACTICING

Creating Topics and Main Ideas from Details

Name Jane Robinson  
Date Jan. 11

### INSTRUCTIONS:

Identify an appropriate main idea and topic for each of the three details provided.

Topic 1 Sports Teams		
Main Idea 0 Colleges		
Detail #1  Kansas Jayhawks	Detail #2  Kentucky Wildcats	Detail #3  Duke Blue Devils

# Learning Sheet 14B

Generalizing to Standardized Tests

Name Jane Robinson

Date Jan. 30

## INSTRUCTIONS:

Read the following passage and apply either the TM-to-D or D-to-MT process. Then code and answer the questions about the passage.

### Storms Can Be a Hassle

Storms can be not only dangerous but also inconvenient. They may cause loss of electrical power. If the lights in your house do not work, you can not see your way around at night. If the TV and videogames do not work, you may be forced to entertain yourself with something boring. If the refrigerator stays off too long, the food in it will spoil.

Be careful when a thunderstorm comes to your neighborhood. Lightning may strike your telephone or cable TV lines. Be sure to stay off the phone during a thunderstorm. If lightning hits the phone line when you are talking on the phone, you could get a bad shock. You should also unplug your computer and any large entertainment devices.

After a storm, play it safe when you go outside. Even though you might not hear any thunder, dangerous situations can still exist. Tree limbs may be hanging by a thread and could fall on you. Power lines could be down. If you touch one, it could electrocute you. If there has been a snow storm, driving conditions will remain unsafe until the streets are plowed.

### Questions

6/10

1. What is the author's reason for writing this passage?  
M ✓ ☒ a. To provide basic information about what to do during a storm.  
b. To entertain the reader with terrifying possibilities.  
c. To provide basic information about lightning.  
☒ d. To explain how much damage storms can do.
2. What should you do when a thunderstorm is going on?  
D ✓ ☒ a. Unplug the computer.  
b. Unplug the refrigerator.  
c. Call your friends and tell them what is happening.  
d. Play computer games to stay calm.
3. With which statement would the author most likely agree?  
D ✓ ☒ a. Being afraid of thunderstorms makes sense.  
b. As long as your parents are not worried about the storm, you can relax.  
☒ c. Be sure to take storms seriously.  
d. Exploring after a big storm is a great thing to do.
4. Food will spoil if ...  
D ✓ ☒ a. A storm hits your neighborhood.  
b. You do not put it in the refrigerator.  
☒ c. The power to your house goes off.  
d. The refrigerator stays off too long.
5. The main topic of this passage is ...  
M ✓ ☒ a. Inconveniences at home.  
☒ b. Problems caused by a storm.  
c. Snow storm safety.  
d. Phone and computer safety.

# Learning Sheet 14B

## Generalizing to Standardized Tests

Name Jane Robinson

Date Jan. 30

### INSTRUCTIONS:

Read the following passage and apply either the TM-to-D or D-to-MT process. Then code and answer the questions about the passage.

### Storms Can Be a Hassle

Storms can be not only dangerous but also inconvenient. They may cause loss of electrical power. If the lights in your house do not work, you can not see your way around at night. If the TV and videogames do not work, you may be forced to entertain yourself with something boring. If the refrigerator stays off too long, the food in it will spoil.

Be careful when a thunderstorm comes to your neighborhood. Lightning may strike your telephone or cable TV lines. Be sure to stay off the phone during a thunderstorm. If lightning hits the phone line when you are talking on the phone, you could get a bad shock. You should also unplug your computer and any large entertainment devices.

After a storm, play it safe when you go outside. Even though you might not hear any thunder, dangerous situations can still exist. Tree limbs may be hanging by a thread and could fall on you. Power lines could be down. If you touch one, it could electrocute you. If there has been a snow storm, driving conditions will remain unsafe until the streets are plowed.

### Questions

1. What is the author's reason for writing this passage?  
a. To provide basic information about what to do during a storm.  
b. To entertain the reader with terrifying possibilities.  
c. To provide basic information about lightning.  
d. To explain how much damage storms can do.
2. What should you do when a thunderstorm is going on?  
a. Unplug the computer.  
b. Unplug the refrigerator.  
c. Call your friends and tell them what is happening.  
d. Play computer games to stay calm.
3. With which statement would the author most likely agree?  
a. Being afraid of thunderstorms makes sense.  
b. As long as your parents are not worried about the storm, you can relax.  
c. Be sure to take storms seriously.  
d. Exploring after a big storm is a great thing to do.
4. Food will spoil if ...  
a. A storm hits your neighborhood.  
b. You do not put it in the refrigerator.  
c. The power to your house goes off.  
d. The refrigerator stays off too long.
5. The main topic of this passage is ...  
a. Inconveniences at home.  
b. Problems caused by a storm.  
c. Snow storm safety.  
d. Phone and computer safety.