

ONE DAY LESSON

Name: _____ Date: _____ Pd: _____

Paraphrasing & Direct Quotes

The Day the Crayons Quit by Drew Daywalt

In this practice activity, you will be **paraphrasing** and using **direct quotes** based on a Crayon Letter from the picture book The Day the Crayons Quit.

The goal of **paraphrasing** is to get the same idea across to the reader, but in your own words. It is usually about the same length as the original.

Your **direct quote** should include a line from the text that best describes the crayon's issue.

Original Letter
Black Crayon Duncan, Drew. The Day the Crayons Quit. The Fog Books, 2014.

INSERT THE LETTER FROM THE BLACK CRAYON HERE

Direct Quote

Paraphrasing vs Quotes

when to put information in your own words or use a quote

Paraphrasing - is restating the author's **ideas** in your own words. It can be about the same length or even longer than the original passage; it still requires an in-text citation.

ORIGINAL	PARAPHRASED
INSERT THE ENTIRE LETTER FROM THE RED CRAYON IN THIS SPACE	According to the letter from the RED Crayon, Duncan has been overworking their color much more than all of the other crayons in the box. The RED Crayon is tired of always having to color some of his favorite things to draw, like apples and fire engines. They feel especially overworked during the holidays because of all the holiday things that are also red. The RED Crayon is requesting a break from being used all the time (7).

1 - The opening transition phrase tells us know this idea does not belong to the student writer but comes from the story passage.

Direct Quote - words used directly from the text, written word-for-word with quotation marks

ORIGINAL	DIRECT QUOTE
...We need to talk. You make me work harder than any of your other crayons. All Year long...	According to the Red Crayon, "You make me work harder than any of your other crayons" (7).


Paraphrase, Summarize or Direct Quote?

“ **Paraphrasing** is restating the author's **ideas** in your own words. It can be about the same length or even longer than the original passage. It still requires an in-text citation.

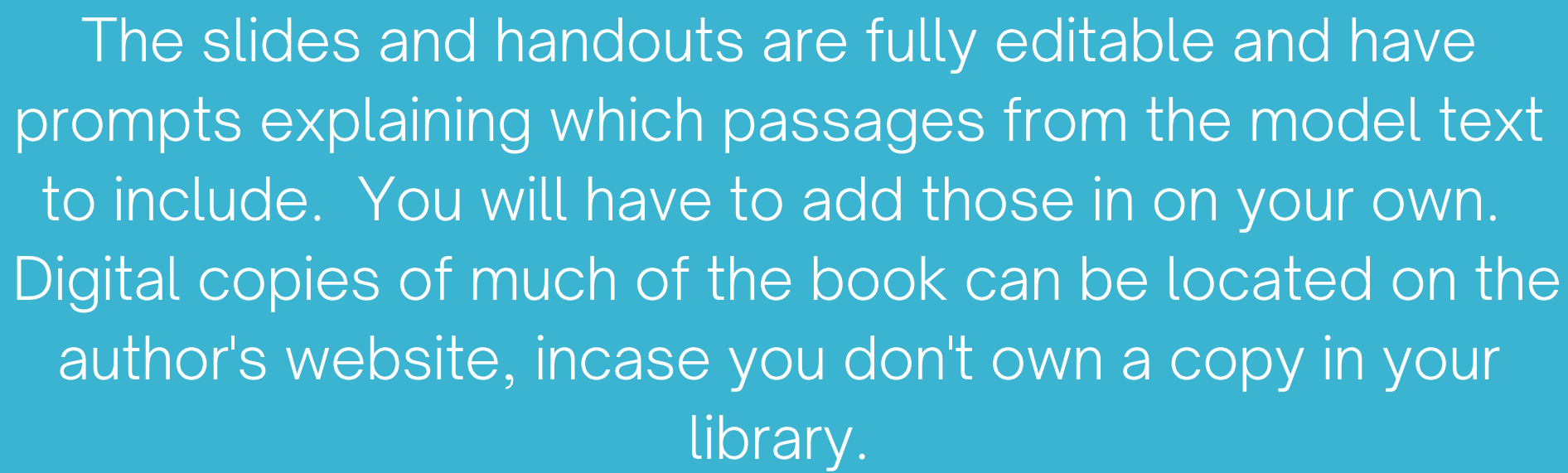
” **Summarizing** is restating only the **focus or what the passage is mostly about**, in your own words. It is very brief and does not contain specific details.

“ **Direct Quote** - words used directly from the text, written word-for-word with quotation marks


Set up as a one-day lesson, but can be broken up further based on the amount of time for each class period.



THIS LESSON DOES NOT
INCLUDE ANY PASSAGES FROM
THE PICTURE BOOK - THE
DAY THE CRAYONS QUIT,
DUE TO COPYRIGHT LAW



The slides and handouts are fully editable and have prompts explaining which passages from the model text to include. You will have to add those in on your own. Digital copies of much of the book can be located on the author's website, incase you don't own a copy in your library.



PART 1 - PARAPHRASING & DIRECT QUOTES

Paraphrasing vs Quotes
 when to put information in your own words or use a quote

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ORIGINAL	PARAPHRASED
INSERT THE ENTIRE LETTER FROM THE RED CRAYON IN THIS SPACE	'According to the letter from the RED Crayon, Duncan has been overworking their color much more than all of the other crayons in the box. The RED Crayon is tired of always having to color some of his favorite things to draw, like apples and fire engines. They feel especially overworked during the holidays because of all the holiday

1 – The opening transition phrase lets us know this idea does not belong to the student writer but comes from the story instead.

Direct Quote – words used directly with quotation marks

ORIGINAL
... We need to talk. You make me work harder than any of your other crayons. All Year long...

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Paraphrasing & Direct Quotes
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Original Letter
 Black Crayon
 INSERT THE LETTER FROM THE BLACK CRAYON HERE

Your TURN!
 Read – Highlight Key Information - Paraphrase

Direct Quote	Paraphrased Passage

Paraphrasing

- Where do we see **similar** ideas? (Underline in **GREEN**)
- Which one of the sentences in the paraphrased version would work as a summary sentence? (Underline in **RED**)

ORIGINAL	PARAPHRASED
INSERT THE LETTER FROM THE RED CRAYON HERE	'According to the letter from the RED Crayon, Duncan has been overworking their color much more than <u>all of</u> the other crayons in the box. The RED Crayon is tired of always having to color some of his favorite things to draw, like apples and fire engines. They feel especially overworked during the holidays because of all the holiday things that are also red. The RED Crayon is requesting a break from being used all the time (7).

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Review and identify examples of paraphrasing and direct quotes in writing samples using colored pencils to mark the text.

PART 2 - PRACTICE

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Black Crayon Drew, Drew: The Day the Crayons Quit: Tasi Fong Books, 2014.

INSERT THE LETTER FROM THE BLACK CRAYON HERE

Your TURN!
Read - Highlight Key Information - Paraphrase

Direct Quote	Paraphrased Passage

Practice On Your Own

- Read your Crayon Letter
- Write your **direct quote**
- Write a **paraphrased** version of the letter

*Your direct quote should include a line from the text that best describes the crayon's issue.

Original Letter	Your TURN!
Black Crayon	Read - Highlight Key Information - Paraphrase
Direct Quote	Paraphrased Passage

claim: Duncan has not
been treating his
Crayons very well

Practice writing paraphrased and direct quote versions of the model text and using appropriate in-text citations.

INCLUDES:

Student handouts, space to add content from the Picture Book, PPT or Google Slides

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Paraphrasing & Direct Quotes

Objective: Students will be able to avoid plagiarism by correctly recording direct quotations and paraphrasing in writing.

Today you will need:
A pencil

All slides and student handouts are completely editable so you can manipulate them based on your student needs.

LESSON IDEAS & STANDARDS

Library Lesson Plan	
Notes for the Librarian or Teacher:	
<u>Before</u> Read over the notes and lesson plan and make any necessary changes to the student handouts. Use the book, <i>The Day the Crayons Quit</i> , to illustrate the crayons on the various student handouts and slides. *There are notes located throughout the Presentation Slides in the bottom of the screen. Use those for additional explanation of the lesson.	
<u>Lesson Ideas</u>	
<ol style="list-style-type: none">1. Briefly review plagiarism. If this concept has not been covered or is explained in more detail prior to this lesson.2. Discuss the key vocabulary, highlighting the difference between a direct quote and a paraphrase.3. Have students work in small groups to generate a list of questions and review, modifying and generating a whole class set of questions.4. As a whole group, go through the practice activity to identify a direct quote. Update the "rules" as their thinking changes.5. Use the prompts on the screen to have students independently complete the handout using the colored pencils. Have students compare their work and discuss their decision.6. Transition students to the independent practice activity.	
<u>Assessment Ideas:</u> Have students work independently or with a partner to identify a quote based on the passage from the book they received. Students can choose to share their paraphrased version or the direct quote. Must on vote which one it is.	
<u>Additional Notes:</u>	
Dates: _____ Grade: 5-7	
Lesson Overview: Reviewing direct quotes and paraphrasing when doing research and how to properly use both in written work.	Supporting Materials: Student handout (double sided) Teaching PPT Colored pencils <i>The Day the Crayons Quit</i> (Optional)
AASL Standards: VI.B. 1. Ethically using and reproducing others' work. 2. Acknowledging authorship and demonstrating respect for the intellectual property of others.	
Common Core State Standards: Anchor Standard: Reading - Integration of Knowledge and Ideas 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. Anchor Standard: Writing - Research to Build and Present Knowledge 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	
Objective(s): Students will be able to avoid plagiarism by correctly recording direct quotations and paraphrasing in order to...	Supporting Literature: <i>The Day the Crayons Quit</i>

Includes a fully editable lesson plan template with sample objectives, AASL and CCSS standards, lesson ideas and teaching strategies.