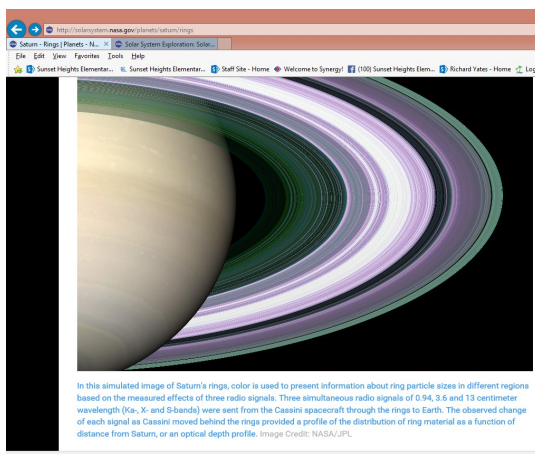


Name: _____

Paraphrasing for projects

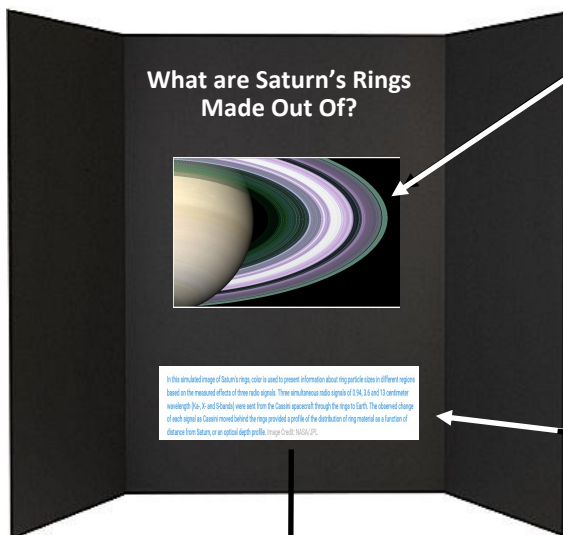


Paraphrasing the right way:

John's Story.

First: At the nasa.gov website, John finds a great picture of Saturn's rings and a caption that explains the picture.

Then: He decides to print out the picture and put it on his Genius Hour Project display.



Oh no, he didn't! John just prints the caption from the website and pastes onto his display.

In this simulated image of Saturn's rings, color is used to present information about ring particle sizes in different regions based on the measured effects of three radio signals. The observed change of each signal as Cassini moved behind the rings provided a profile of the distribution of ring material as a function of distance from Saturn, or an optical depth profile.

Don't do this either: John retypes the caption into Word and prints it out to put on his display.

Paraphrasing for projects

In this simulated image of Saturn's rings, color is used to present information about ring particle sizes in different regions based on the measured effects of three radio signals.



Say it Yourself: This entire passage is copied from somewhere else. John needs to “say it himself” so that he shows he really understands the passage.

In this enactment, as of something anticipated or in testing, of Saturn's rings, colors are used to show information about ring minute portion sizes in different administrative districts based on radio signals from Cassini.



Not you: John replaced words in the passage with definitions and synonyms he looked up. But it's hard to understand. Even John doesn't really get what he wrote!

In this model of Saturn's rings, various colors are used to show information about the sizes of the ring pieces in different parts of the ring based on radio signals from Cassini—a probe that flew by Saturn's rings.



Got it! On his next try, John used words he understood and made sense together. He kept some important words the same. And he explained some of those important words that people may not know, such as “Cassini.”



Ready to Go! Now that it's in his own words and makes sense, John can put it on his display.



Tear off and RETURN THIS PAGE

Check each box that applies:

- We have reviewed the story about putting information into our own words on our Genius Hour Project.
- We understand that putting information into our own words counts as a **major part** of the project grade.
- We know that all words in our presentation should be ones we understand and that our writing should make sense.
- We will review our project to make sure we used our own words, we understand our own words, and that they make sense.

Student Name: _____

Student Signature: _____

Parent Name: _____

Parent Signature: _____

Students & Parents: Please read, sign and return to school by Wednesday, April 26. Thanks!