

Teaching of paraphrasing will improve student's comprehension skills

TEACHING UNIT

PARAPHRASING

Grade Level: Grade three and four students

Lesson 1

Outcome: The students will identify the steps taken when paraphrasing at a sentence level. Allowing them to develop comprehension skills that will develop their understanding of a variety of text.

MLOTP: Students will be working at the sentence level

Format: Teaching group: Focus teaching of skills to teaching group

Text:

Teaching group: A jaguar a great cat

Each student in teaching group will be provided with a copy of the text.

Description:

Teaching group focus:

Introduction to strategy of paraphrasing

1 Read a sentence

2 Change as many words as you can while keeping the meaning the same

3 Say the sentence again in your own words

(Teacher) We are going to develop a skill that will help you to remember what you read. The skill is called paraphrasing. Has anyone heard the word paraphrasing?

When you paraphrase you read a sentence and say it in your own words.

Explicit outcome: This should be recorded on a chart

1 Read a sentence

2 Change as many words as you can while keeping the meaning the same

3 Say the sentence again in your own words

We are going to develop the skill of paraphrasing when we read sentences and then use it when we read paragraphs.

It may be necessary to discuss the structure of a sentence and paragraph.

This is a text about

Let's read the first paragraph aloud. I will read it first and then I'll ask some of you to take turns to read parts of it.

When the paragraph has been read twice, each sentence will be re-read by the teacher.

The teacher will then paraphrase each sentence changing as many words as you can without changing the meaning.

Ask students to paraphrase sentences by changing one word in each sentence. Record the changes on the white board.

(Teacher) I will read the sentence and I want you to read it to yourselves with me. Then I will try saying it another way. Then I want some of you to have a go. I will write down what you say.

Review the Action:

Lets look at what we have done here. We read each sentence and then said it in other ways. See how it helped you to understand what the text said.

Once the group have paraphrased orally the students can have a go at writing their own paraphrase of each sentence.

At the conclusion of lesson Review the Action:

Now lets discuss what you did when you paraphrased.

Tell me what you know about paraphrasing and what steps you should follow to paraphrase a text.

- 1 Read a sentence
- 2 Change as many words as you can while keeping the meaning the same
- 3 Say the sentence again in your own words

Students write the procedure in reading journals.

The students were asked to complete a reflective journal on their reading ability that would monitor their development in how they see themselves as readers and what the skill of paraphrasing may assist them in achieving. This will be done intermittently throughout the lessons.

The following lessons were added to the original lesson plan as a result of students needs. They were conducted as separate lessons in-order to support the student's individual needs.

Lesson 1 Part b

Focus: Development of Vocabulary

Teacher I would like you to think about the word munched. I would like you tell me what munched looks like. What are some other words that you can think of that mean the same thing as munched?

Students make a list of words and the teacher records the list.

The students are then given a sentence written on cards that are cut up. The word munched is replaced with other words with the same meaning.

The students are asked to orally present their word replace.

Lesson 1 Part c

Focus: Paraphrasing: retelling a story in your own words.

Text: The following sentences

A giant tiger ran quickly through the burning bush.

Five friends ate an enormous ice-cream on their way to the movies.

Review the steps of paraphrasing and it's purpose.

Teacher I would like you to read these sentences and tell me what happened in your own words. Each child should offer a response and discuss whether or not they have paraphrased.

Adapted from John Munro Teaching a paraphrasing strategy 2006

Lesson 2

In each of the sessions students apply the strategy of paraphrasing. The students review the steps involved, having extra practice in single sentences.
Teachers actively monitor progress and offer corrective feedback.
Students transfer the strategy to new texts.

Each of the three lessons will follow prescribed format in lesson 1.
Introduce each new text: discussing the topic

Lesson	Text	Teaching Group Student Activity
2	Teaching Group: A Jaguar: A great Cat	Write a paraphrased sentence in partner

The following need to be stressed in each lesson:
What do you do when you paraphrase a sentence?
How does paraphrasing help you?

Teachers remind students of the nature of the task and have them review the action.

Lesson 2 part b.

Focus: Paraphrasing sentences.

Teacher: What is paraphrasing? Why do we paraphrase when we read?

What do we do when we paraphrase? I would like you to paraphrase the sentences.

Text:

The children chewed their delicious lollies.
The frightened animals watched the giant spider.
The enormous elephants bolted.
The tiny man ran quickly.
The scared dog chewed a bone.
The girls screamed.

The students will share their paraphrase of one sentence.
We will then discuss their responses and identify the skill of paraphrasing.
The students will then record their paraphrase in their journal.

Lesson 3

In each of the sessions students apply the strategy of paraphrasing. The students review the steps involved, having extra practice in single sentences.
Teachers actively monitor progress and offer corrective feedback.
Students transfer the strategy to new texts.

Each of the three lessons will follow prescribed format in lesson 1.
Introduce each new paragraph: discussing the topic

Lesson	Text	Teaching Group Student Activity
3	Teaching Group: A Jaguar: A great Cat	Students write their paraphrased sentence independently

Adapted from John Munro Teaching a paraphrasing strategy 2006

**The following need to be stressed in each lesson:
What do you do when you paraphrase a sentence?
How does paraphrasing help you?**

Teachers remind students of the nature of the task and have them review the action.

Lesson 4

In each of the sessions students apply the strategy of paraphrasing. The students review the steps involved, having extra practice in single sentences.
Teachers actively monitor progress and offer corrective feedback.
Students transfer the strategy to new texts.

Each of the three lessons will follow prescribed format in lesson 1.
Introduce each new paragraph: discussing the topic

Lesson	Text	Teaching Group Student Activity
4	Teaching Group: A Jaguar: A great Cat	Students write their paraphrased sentence independently

**The following need to be stressed in each lesson:
What do you do when you paraphrase a sentence?
How does paraphrasing help you?**

Teachers remind students of the nature of the task and have them review the action.

Lessons 5 to 7

In each of the sessions students apply the strategy of paraphrasing. The students review the steps involved, having extra practice in single sentences.
Teachers actively monitor progress and offer corrective feedback.
Students transfer the strategy to new texts.

Each of the three lessons will follow prescribed format in lesson 1.
Introduce each new text: discussing the topic

**The following need to be stressed in each lesson:
What do you do when you paraphrase a sentence?
How does paraphrasing help you?**

Teachers remind students of the nature of the task and have them review the action.

Lesson	Variations in lessons
5	Text: Teaching Group: A Jaguar: A great Cat Read aloud each paragraph Paraphrase two sentences In pairs write a paraphrase of each sentence
6	Text: Teaching Group: A Jaguar: A great Cat Read aloud each paragraph Paraphrase two sentences Individual students write a paraphrase of each sentence
7	Text: Teaching Group: A Jaguar: A great Cat Read silently each paragraph Paraphrase two sentences In pairs students write a paraphrase of each sentence

Adapted from John Munro Teaching a paraphrasing strategy 2006

When paraphrasing sentences students need to be reminded that it is not a summary. Students should paraphrase the sequence of events.