

Explicit teaching of paraphrasing to students in Year One and Two will lead to an increase in reading comprehension.

TEACHING UNIT PARAPHRASING

Year Level: Year One and Two students

Lesson 1

Outcome: The students will identify the steps taken when paraphrasing at a word and sentence level, allowing them to develop comprehension skills that will develop their understanding of a variety of narrative texts.

MLOTP: Students will be working at the sentence level

Format: Whole group: Introduction

Teaching group: Focus teaching of skills to teaching group

Whole group: Review of lesson

In all lessons students apply the strategy of paraphrasing.

Text: Whole Class: The Feast (Big Book)

Teaching group: The Feast (Big Book)

The strategy of Shared Reading will be used with the students in the teaching group.

Description:

Whole 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.

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.

Whole Group:

Introduction of the strategy:

(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. It helps you understand what you read.*

Explicit outcome: This should be recorded on a class chart. Teacher to write:

- 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.

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

This is a text about

Let's read the first page aloud. I will read it first and then you read it with me.

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

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

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

Adapted from John Munro Teaching a paraphrasing strategy 2006

(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.

Sentence Read	Teacher Paraphrase

Review the Action:

Let's 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.

Are there any questions?

Try to use this skill when you are reading in the rest of the lesson and we will talk about how it can make reading easier at the end of the lesson.

Whole class then continue on with reading program.

Teaching Group:

The steps are then repeated using several sentence samples from the teaching group text.

Teacher models paraphrasing. Teacher reads sentence and thinks aloud which words could be changed. Teacher then says the paraphrased sentence. Students imitate the paraphrased sentence. Teacher models paraphrasing again. Teacher reads the next sentence, selects words that can be changed and says the paraphrase. Students imitate the paraphrase. Students take turns to paraphrase individual sentences. Where necessary, the teacher scaffolds the student in the selection of words to be paraphrased and offers corrective feedback. Students are regularly reminded about what they are doing.

What do you tell yourself to do when you paraphrase?

Once all of the group have paraphrased orally, teacher selects an original sentence from the text that had been used as a teaching point and asks the children to remember the paraphrased sentence and say it.

Review the Action:

Now let's 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.

Whole Group:

The whole group review what they did when they paraphrased.

(Teacher) *Now let's discuss what we did when we paraphrased.*

Students share new strategy and use the chart as well.

The following need to be stressed in each of the ten lessons:

What do you do when you paraphrase a sentence?

How does paraphrasing help you?

Lesson 2

Students apply the strategy of paraphrasing. The students review the steps involved, practising on single sentences.

Teacher actively monitors progress and offers corrective feedback.

Text: The Little Red Hen (Big Book)

Lesson	Text	Teaching Group Student Activity
2	Whole Group: The Little Red Hen Teaching Group: The Little Red Hen	Teacher models paraphrasing. Students imitate. Students take turns individually to paraphrase a sentence.

Whole Group:

Teacher reviews action learned in previous lesson.

(Teacher) *What did we learn yesterday to help us understand what we read?*

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

Refer to class chart and say together:

- 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.

Introduce new text. Discuss the topic.

(Teacher) *This is a text about ...*

Let's read the first page aloud. I will read it first and then you read it with me.

When the page has been read twice, each sentence will be re-read by the teacher. The teacher will then paraphrase each sentence changing as many words 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.

Sentence Read	Teacher Paraphrase

Review the Action:

Let's 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.

Try to use this skill when you are reading in the rest of the lesson and we will talk about how it can make reading easier at the end of the lesson.

Whole class then continue on with reading program. Students transfer the new strategy to new texts.

Teaching Group:

The steps are then repeated using several sentence samples from the teaching group text.

Teacher models paraphrasing. Teacher reads sentence and thinks aloud which words could be changed. Teacher then says the paraphrased sentence. Students imitate the paraphrased sentence. Teacher models paraphrasing again. Teacher reads the next sentence, selects words that can be changed and says the paraphrase. Students imitate the paraphrase. Students take turns to paraphrase individual sentences. Where necessary, the teacher scaffolds the student in the selection of words to be paraphrased

and offers corrective feedback. Students are regularly reminded about what they are doing.

What do you tell yourself to do when you paraphrase?

Once all of the group have paraphrased orally, teacher selects an original sentence from the text that had been used as a teaching point and asks the children to remember the paraphrased sentence and say it.

Whole Group:

The whole group review what they did when they paraphrased.

(Teacher) *Now let's discuss what we did when we paraphrased. How does paraphrasing help you?*

Students share new strategy and use the chart as well.

Adapted from John Munro Teaching a paraphrasing strategy 2006

Lesson 3

Students apply the strategy of paraphrasing. The students review the steps involved, practising in single sentences.

Teacher actively monitors progress and offers corrective feedback.

Introduce the new text. Discuss the topic (as for lesson 2).

Text: Pass the Jam Jim (Big Book)

Lesson	Text	Teaching Group Student Activity
3	Whole Group: Pass the Jam Jim Teaching Group: Pass the Jam Jim	Teacher models paraphrasing with a partner. Students paraphrase a sentence co-operatively in pairs.

Whole Group:

Teacher reviews action learned in previous lesson.

(Teacher) *What did we learn yesterday to help us understand what we read?*

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

This part of the lesson proceeds as for Lesson 2.

Teaching Group:

The steps are then repeated using several sentence samples from the teaching group text. Teacher models paraphrasing and works co-operatively with a student as a partner. Teacher repeats this modelling with another student. Teacher reminds the students of the nature of task and reviews the action.

(Teacher) Remember we read each sentence then we say it in another way, keeping the meaning the same. This helps us to understand what we read.

In pairs, the students have a go at co-operatively paraphrasing a sentence. Scaffold selection of words to be paraphrased, when necessary. Teacher offers feedback and any corrective action is taken. Teacher records the co-operative paraphrase on whiteboard. Teacher continually reminds students of the task and reviews the action being learned. Students select from a paraphrase recorded on the whiteboard to record in learning journal.

Whole Group:

Teacher reminds students of the nature of the task and has them review the action.

The whole group review what they did when they paraphrased.

(Teacher) Now let's discuss what we did when we paraphrased. How does paraphrasing help you?

Students share new strategy and use the chart as well.

Lesson 4

Students apply the strategy of paraphrasing. The students review the steps involved, practising in single sentences.

Teacher actively monitors progress and offers corrective feedback.

Introduce the new text. Discuss the topic (as for lesson 2).

Text: Hatty and Tatty and the Deep Blue Sea (Big Book)

Lesson	Text	Teaching Group Student Activity
4	Whole Group: Hatty and Tatty and the Deep Blue sea Teaching Group: Hatty and Tatty and the Deep Blue sea.	Orally paraphrase a sentence in pairs and record the co-operative paraphrase. Students write their paraphrased sentence independently.

Whole Group:

Teacher reviews action learned in previous lesson.

(Teacher) *Tell me what did we learn yesterday to help us understand what we read?*

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

This part of the lesson proceeds as for Lesson 2.

Teaching Group:

The steps for the teaching group are then repeated as for the co-operative oral paraphrase in lesson 3. Teacher actively monitors progress and offers corrective feedback.

Whole Group:

Teacher reminds students of the nature of the task and has them review the action.

The whole group review what they did when they paraphrased.

(Teacher) *Now let's discuss what we did when we paraphrased. How does paraphrasing help you?*

Students share new strategy and use the chart as well.

Lesson 5

Students apply the strategy of paraphrasing. The students review the steps involved, practising in single sentences.

Teacher actively monitors progress and offers corrective feedback.

Introduce the new text. Discuss the topic (as for lesson 2).

Text: Titch

Lesson	Text	Teaching Group Student Activity
5	Whole Group: Titch Teaching Group: Titch	Orally paraphrase a sentence independently. Record the paraphrase.

Whole Group:

Teacher reviews action learned in previous lesson.

(Teacher) *Tell me what we did yesterday to help us understand what we read? What do you know about paraphrasing? What steps should you follow to paraphrase a text?*

This part of the lesson proceeds as for Lesson 2.

Teaching Group:

The teacher models paraphrasing selected sentences. Students are asked to paraphrase a selected sentence independently. Feedback is given and any corrective action is made. Students take turns to paraphrase independently. Teacher actively monitors progress and offers corrective feedback. Scaffold words or phrases for selection where necessary. Students record their paraphrase in learning journal. Teacher reviews with the whole group what they did when they paraphrased.

Whole Group:

Teacher reminds students of the nature of the task and has them review the action.

The whole group review what they did when they paraphrased.

(Teacher) *Now let's discuss what we did when we paraphrased. How does paraphrasing help you?*

Students share new strategy and use the chart as well.

Lessons 6 to 10

Teacher uses the procedure, outlined in lessons 4 and 5, for lessons 6 to 10, alternating the use of co-operative paraphrasing with independent paraphrasing.

Lesson	Variations in lessons
6	(Text: Pogy Froggy and the Cows) Read aloud a page. Paraphrase sentence by sentence. In pairs students write a co-operative paraphrase of a sentence and share.
7	(Text: The Fun Bus) Read aloud a page. Paraphrase sentence by sentence. Students write independently a paraphrase of a sentence and share.
8	(Text: This is the Bear and the scary Night) Read aloud a page. Paraphrase sentence by sentence. In pairs students write a co-operative paraphrase of a selected sentence and share.
9	(Text The Runaway Tractor) Read aloud a page. Paraphrase sentence by sentence. Students write independently a paraphrase of selected sentences and share.
10	(Text: Students choose favourite text from the series of lessons) Read aloud a page. Paraphrase sentence by sentence. Students write independently a paraphrase of selected sentences and share.

Adapted from John Munro Teaching a paraphrasing strategy 2006