

Teaching paraphrasing to year three (3) and four (4) students exhibiting reading difficulties will lead to increased reading comprehension

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: Whole Group: Introduction
Teaching group: Focus teaching of skills to teaching group
Whole group: review of lesson

Text: Whole class:
Teaching group:

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

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 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.

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.

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:

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.

Are there any questions? Try 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 the teaching group text.

Teacher model paraphrasing and then children take turns, sentence by sentence. Students needed to be regularly reminded about what they are doing.

What do you tell yourself to do when you paraphrase?

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

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.

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	Whole Group: Teaching Group:	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 student's of the nature of the task and have them review the action.

Adapted from John Munro Teaching a paraphrasing strategy 2006

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	Whole Group: Teaching Group:	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 student's 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 text: discussing the topic

Lesson	Text	Teaching Group Student Activity
4	Whole Group: Teaching Group:	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 student's of the nature of the task and have them review the action.

Lessons 5 to 9

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.

Adapted from John Munro Teaching a paraphrasing strategy 2006

Lesson	Variations in lessons
5	Read aloud each paragraph Paraphrase sentence by sentence In pairs write a paraphrase of each sentence
6	Read aloud each paragraph Paraphrase sentence by sentence Individual students write a paraphrase of each sentence
7	Read silently each paragraph Paraphrase sentence by sentence Individual students write a paraphrase of each sentence
8	Read silently each paragraph Paraphrase sentence by sentence Individual students write a paraphrase of each sentence
9	Read silently each paragraph Paraphrase each paragraph silently Individual students write a paraphrase of each sentence and share it

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