

Teaching grade three students paraphrasing skills improves their comprehension of non fiction texts

Lesson Outlines

For the full teaching unit see appendix 1

The first three sessions followed this basic format

1. Teacher introduces the text
2. Short discussion on what the text is about, recalling prior knowledge
3. Group reads paragraph with the teacher
4. Oral Paraphrasing
5. Record of attempts on group whiteboard (see appendix 2)
6. Teacher recaps the lesson and explicitly states benefits of paraphrasing.

The next three lessons modified this format somewhat

1. Teacher introduces the text
2. Short discussion on what the text is about, recalling prior knowledge
3. Group reads paragraph with the teacher
4. Oral Paraphrasing and listing of appropriate synonyms (see appendix 3)
5. Record of attempts individually in books (see appendix 2)
6. Teacher recaps the lesson and explicitly states benefits of paraphrasing

The next three lessons modified this format yet again

1. Teacher introduces the text
2. Short discussion on what the text is about, recalling prior knowledge
3. Teacher introduces the R.A.P. strategy as a way of remembering what to do
4. Group reads paragraph with the teacher
5. Written Paraphrasing
6. Record of attempts individually in books
7. Teacher recaps the lesson and students explicitly state the benefits of paraphrasing and go over the R.A.P strategy, prompted by the teacher

The last three lessons modified this format even further.

1. Teacher introduces the text
2. Short discussion on what the text is about, recalling prior knowledge
3. Teacher reminds students of the RAP strategy
4. Group reads paragraph in pairs
5. Written Paraphrasing
6. Record of attempts individually in books, orally and on whiteboard depending on need
7. Teacher recaps the lesson and students explicitly state the benefits of paraphrasing and go over the R.A.P strategy, prompted by the teacher

TEACHING UNIT

Teaching sessions were modified from John Munro's Teaching a Paraphrasing Strategy (2006).

Session	Lesson	Resources
1	<p>Teacher introduces the text</p> <p>Short discussion on what the text is about, recalling any prior knowledge.</p> <p>Group reads sentence with the teacher</p> <p>Oral Paraphrasing</p> <p>Record of attempts on group whiteboard (see appendix 2)</p> <p>Teacher recaps the lesson and explicitly states benefits of paraphrasing.</p>	<p>The Jaguar: A great Cat (in a booklet with all the texts used)</p> <p>Whiteboard</p>
2	<p>Teacher re orients students to the text</p> <p>Short discussion on what the text is about, recalling prior knowledge.</p> <p>Group reads sentence with the teacher</p> <p>Oral Paraphrasing</p> <p>Record of attempts on group whiteboard</p> <p>Teacher recaps the lesson and explicitly states benefits of paraphrasing.</p>	<p>The Jaguar: A great Cat</p> <p>Whiteboard</p>
3	<p>Teacher introduces the text</p> <p>Short discussion on what the text is about, recalling any prior knowledge.</p> <p>Group reads paragraph with the teacher</p> <p>Oral Paraphrasing</p> <p>Record of attempts on group whiteboard</p> <p>Teacher recaps the lesson and explicitly states benefits of paraphrasing.</p> <p>Student's given two sentences and then the ongoing assessment sheet given out and a 'minitest' was conducted in the last five minutes of session</p>	<p>It's not a rat it's not a cat, it's a ...</p> <p>Whiteboard</p> <p>Student Answer Sheet (see appendix 2)</p>
4	<p>Teacher introduces the text</p> <p>Short discussion on what the text is about, recalling any prior knowledge.</p> <p>Group reads sentence with the teacher</p> <p>Oral Paraphrasing and listing of appropriate synonyms.</p> <p>Record of attempts individually in books (see appendix 2)</p> <p>Teacher recaps the lesson and explicitly states benefits of paraphrasing.</p>	<p>Our forests have gone to keep us warm</p> <p>Synonym list (see appendix 2)</p> <p>Student text's (see appendix 2)</p>

5	<p>Teacher introduces the text</p> <p>Short discussion on what the text is about, recalling any prior knowledge. Group reads paragraph with the teacher Oral Paraphrasing and listing of appropriate synonyms. Record of attempts individually in books Teacher recaps the lesson and explicitly states benefits of paraphrasing.</p>	<p>The animals that live in the Earth's coldest areas</p> <p>Synonym list</p> <p>Student text's</p>
6	<p>Teacher introduces the text</p> <p>Short discussion on what the text is about, recalling any prior knowledge. Group reads paragraph with the teacher Oral Paraphrasing and listing of appropriate synonyms. Record of attempts individually in books Teacher recaps the lesson and explicitly states benefits of paraphrasing.</p>	<p>The energy we use: Fossil fuels or renewable energy</p> <p>Synonym list</p> <p>Student text's</p>
7	<p>Teacher introduces the text</p> <p>Short discussion on what the text is about, recalling any prior knowledge. Teacher introduces the R.A.P. strategy as a way of remembering what to do. Group reads paragraph with the teacher Written Paraphrasing Record of attempts individually in books Teacher recaps the lesson and students explicitly state the benefits of paraphrasing and go over the R.A.P strategy, prompted by the teacher Students given a paragraph to paraphrase on the student answer sheet in the last five minutes of the session.</p>	<p>Energy from fossil fuels</p> <p>R.A.P. poster (see appendix 2)</p> <p>Student text's R.A.P. poster</p> <p>Student Answer Sheet</p>
8	<p>Teacher introduces the text</p> <p>Short discussion on what the text is about, recalling prior knowledge. Teacher reminds students of the R.A.P. strategy as a way of remembering what to do. Group reads paragraph with the teacher Written Paraphrasing Record of attempts individually in books</p>	<p>Other types of energy</p> <p>R.A.P. poster</p> <p>Student text's R.A.P. poster</p>

	Teacher recaps the lesson and students explicitly state the benefits of paraphrasing and go over the R.A.P strategy, prompted by the teacher	
9	<p>Teacher introduces the text</p> <p>Short discussion on what the text is about, recalling prior knowledge.</p> <p>Teacher reminds students of the R.A.P. strategy as a way of remembering what to do.</p> <p>Group reads paragraph with the teacher</p> <p>Written Paraphrasing</p> <p>Record of attempts individually in books</p> <p>Teacher recaps the lesson and students explicitly state the benefits of paraphrasing and go over the R.A.P strategy, prompted by the teacher</p>	<p>Energy from the sun</p> <p>R.A.P. poster</p> <p>Student text's R.A.P. poster</p>
10	<p>Teacher introduces the text</p> <p>Short discussion on what the text is about, recalling prior knowledge.</p> <p>Teacher reminds students of the R.A.P. strategy as a way of remembering what to do.</p> <p>Group reads paragraph in pairs</p> <p>Written Paraphrasing</p> <p>Record of attempts individually in books, orally and on whiteboard depending on need.</p> <p>Teacher recaps the lesson and students explicitly state the benefits of paraphrasing and go over the R.A.P strategy, prompted by the teacher</p> <p>Students given a paragraph to paraphrase on the student answer sheet in the last five minutes of the session.</p>	<p>'Teeth' by Greg Pyers</p> <p>R.A.P. poster</p> <p>Student text's</p> <p>R.A.P. poster</p> <p>Student Answer Sheet</p>
11	<p>Teacher re orients students to the text</p> <p>Short discussion on what the text is about, recalling prior knowledge.</p> <p>Teacher reminds students of the R.A.P. strategy as a way of remembering what to do.</p> <p>Group reads paragraph in pairs</p> <p>Written Paraphrasing</p> <p>Record of attempts individually in books, orally and on whiteboard depending on need.</p> <p>Teacher recaps the lesson and students explicitly state the benefits of</p>	<p>'Teeth' by Greg Pyers</p> <p>R.A.P. poster</p> <p>Student text's Whiteboard</p> <p>R.A.P. poster</p>

	paraphrasing and go over the R.A.P strategy, prompted by the teacher	
12	<p>Teacher re orients students to the text Short discussion on what the text is about, recalling prior knowledge. Teacher reminds students of the R.A.P. strategy as a way of remembering what to do. Group reads paragraph in pairs Written Paraphrasing Record of attempts individually in books, orally and on whiteboard depending on need. Teacher recaps the lesson and students explicitly state the benefits of paraphrasing and go over the R.A.P strategy, prompted by the teacher</p>	<p>'Teeth' by Greg Pyers</p> <p>R.A.P. poster</p> <p>Student text's Whiteboard</p> <p>R.A.P. poster</p>

Resources Used

Paraphrasing Test – Used both for both pre and post testing.

Paraphrasing task: Group administration

Student work sheet

Student name: _____ Grade: _____ Date: _____

Sentence	Teacher	Your try
A toy maker went to live in another city	This person who makes toys moved to a new town.	
He wanted to find a place to live.		
He needs to get to know the city.		
After he bought a map he looked for a bus.		

	Sentences	Your sentences
1.	The young man and his friend rode on the bike.	
2	They were enjoying themselves.	
3	The birds were singing in the trees.	
4	The two friends chatted. They were not paying attention to anything.	
5	They were supposed to watch where they were going.	
6	The track became narrow and twisted.	
7	Suddenly it began to slope down and the bike sped up.	
8	People in the park watched and gasped as it went faster and faster.	
9	The two riders weren't smiling and chatting any longer.	
10	Now they were gripping the bike as tightly as they could, showing fear on their faces.	
11	People in the park had stopped what they were doing and started to yell "Stop" or "Be careful".	

12	All of a sudden the path goes around a sharp curve.	
13	Ahead they see in the middle of the path, a huge stone.	
14	The closer they get to it, the more enormous it becomes.	
15	As they fly towards it, their hearts are beating louder and louder and they try to take avoidance action.	
16	There is loud thud, the front wheel crumples and the young couple is airborne, flying over the obstacle to the grass on the side of the path.	

Copyright© 2005 by John Munro