Explicitly teaching the paraphrasing strategy, in a whole class setting to Year 3/4 students with an emphasis on increasing student’s vocabulary knowledge through suggesting synonyms for key words will improve reading comprehension.

TEACHING OUTLINES

First session: Introducing paraphrasing

Introduce the strategy: I am going to teach you something that you can do that will help you to remember what you read. It is called paraphrasing. This is what you do. After you have read each sentence, you say it in your own words. We will begin doing this with sentences, pairs of sentences and then with paragraphs. Let’s practise by changing words first. I am going to read a word and then think of other words that mean the same thing. These are called synonyms.

Teacher Models saying a word and thinking of synonyms

- beautiful (lovely; gorgeous; stunning)
  Teacher verbalises … other words that mean the same as beautiful are lovely, gorgeous, stunning. (students repeat with the teacher)

- sad (unhappy, miserable, downcast) (teacher continues to verbalise and students repeat)
- run (sprint, race, jog, sped) (teacher continues to verbalise and students repeat)
- said (exclaimed, spat, cried, yelled, cackled)

Now we will read sentences and tell ourselves what we read by putting the sentence into our own words.

Teacher models paraphrasing and cues student activity: Look at the first sentence.

I will read it and I want you to read it to yourself with me. Then I will try saying it another way.

Then I will ask you to try.

Read some sentences that have accompanying pictures with the students. After each sentence, teacher models paraphrasing it and then has the students practise it. You may need to begin with changing individual words in sentences first (that is, the students suggest synonyms).

<table>
<thead>
<tr>
<th>Sentence read</th>
<th>Teacher</th>
<th>Students suggest synonyms</th>
<th>Students paraphrase</th>
</tr>
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<tbody>
<tr>
<td>A Monster came to live in a city. He wanted to find a place to live.</td>
<td>Read sentence twice Model paraphrasing: This creature moved to a new town. He needed to get a house to stay in. Now you try saying it in your words.</td>
<td>Identify possible synonyms</td>
<td></td>
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<tr>
<td>He needs to get to know the city. After he bought a map he looked for a bus.</td>
<td>Read sentence twice. Model paraphrasing: He wants to find what is in the town. First he got a map. Then he searched around for a bus stop.</td>
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Teacher reviews the action: Let us look at what we did here. We read each sentence and then said it in other ways. See how it helped you to understand what the text said.

Do you have any questions?

Teacher models and students practise: Let’s do this together with another paragraph.

Read this text.

Come up with synonyms together as a group.

Model paraphrasing the sentence for the students.

Invite students to say the sentence in their own words.

Teacher reviews the action: What do you tell yourself to do when you paraphrase.

Record student responses.

Students record the statements about what they do when they paraphrase.

When students have finished recording what they do when they paraphrase read these actions out as a whole class.

Paraphrasing

Review the strategy: Yesterday we talked about paraphrasing. Who can tell me what they know about paraphrasing. Ask students to recall from yesterday. After students have said what they remember read the poster together ‘What do I do when I paraphrase.’

<table>
<thead>
<tr>
<th>Session</th>
<th>Student activity</th>
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| 2       | • Teacher/students read aloud a paragraph. (modeling)  
          • Teacher/students generate with synonyms.  
          • Teacher/students paraphrase sentence by sentence in whole group activity.  
          • In small groups students write their own paraphrase of each sentence.  
          • Share sentences with the whole group.  
          • Review today’s learning. |
| 3       | • Teacher/students read aloud each paragraph. (modeling)  
          • Students generate synonyms.  
          • Students paraphrase sentence by sentence in whole group activity.  
          • In pairs write a paraphrase of each sentence.  
          • Share sentences with the whole group.  
          • Review today’s learning. |
| 4       | • Teacher/students read aloud each paragraph. (modeling)  
          • Teacher/students paraphrase pairs of sentences in whole group activity.  
          • In small groups write a paraphrase of sentences.  
          • Share sentences with the whole group.  
          • Review today’s learning. |
| 5       | • Students read aloud each paragraph.  
          • Students paraphrase pairs of sentences in whole group. |
- In pairs write a paraphrase for pairs of sentences.
- Share sentences with the whole group.
- Review today’s learning.

| 6 | Students **read aloud** each paragraph.  
    | Teacher/students paraphrase **paragraph by paragraph** in whole group activity.  
    | In **small groups / pairs** write a paraphrase of each paragraph.  
    | Review today’s learning. |

| 7 | Students **read aloud** each paragraph.  
    | Students paraphrase **sentence by sentence** in whole group activity.  
    | Each student **individually** writes a paraphrase of each sentence.  
    | Review today’s learning. |

| 8 | Students **read silently** each paragraph.  
    | Students paraphrase **paragraph by paragraph** in whole group activity.  
    | In **small groups / pairs** they write a paraphrase of each paragraph.  
    | Review today’s learning. |

| 9 | Students **read silently** each paragraph.  
    | Students paraphrase **paragraph by paragraph** in whole group activity.  
    | Each student **individually** writes a paraphrase of each paragraph.  
    | Review today’s learning. |

| 10 | Students **read silently** each paragraph.  
    | Each student paraphrases each **paragraph silently**.  
    | Each student **individually** writes their paraphrase of each paragraph.  
    | Review today’s learning. |

(Munro, 2006)