Teaching Year Four students with learning difficulties the Paraphrasing Strategy, with the explicit teaching in the use of synonyms improves reading comprehension.

### Teaching Unit

<table>
<thead>
<tr>
<th>Duration:</th>
<th>45 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text:</td>
<td>Item 17 Set S6 <em>The Lion and the Boy</em></td>
</tr>
<tr>
<td>Synonyms:</td>
<td>young-youthful; true-real; scared-frightened; amazed-thrilled; watched-saw; escaped-ran away;</td>
</tr>
<tr>
<td>Other:</td>
<td>Copy of the text for each student; enlarged copy of the text for shared reading; synonym flashcards</td>
</tr>
</tbody>
</table>

### Lesson Outline

**Introducing the Strategy:**
Explain that the purpose of the lesson is to learn a new skill to improve reading comprehension. It is called, *paraphrasing*.
Explain that all the texts we will be using are non-fiction (factual) and that paraphrasing will help to understand the information and retell it in our own words.

Explain that when we *paraphrase* we will follow three steps

1. **Read** – read the text
2. **Ask** - ask yourself, what are the main ideas and key words that give us meaning (noun, verb, adjective)
3. **Put** – the main ideas in your own words (say it a different way; using synonyms)

*We will remember it as RAP*

**Synonym Activity**
Read vocabulary together placing each card on the board. Each student is given a synonym to match these words.

- Who has a word that has the same meaning as *watched*?
  - We have found another word that has the same meaning as __. We can use this new word when we paraphrase the sentence.

Repeat these steps for each word.
Teacher explains the purpose of this activity with each word that is matched

*We have found another word that has the same meaning as __. We can use this new word when we paraphrase the sentence*

**Reading the Text**
Teacher and students read aloud
Students read silently

**Ask yourself, what are the main ideas and key words**
Teacher underlines the key words familiar to the students from synonym activity

*These key words give us the meaning in the sentence*

**Put the main ideas in your own words**
Teacher reads one sentence at a time and shows students how to start changing words and phrases in order to *paraphrase*.
Students are encouraged to use words from the synonym matching at the beginning of the lesson
Teacher writes the paraphrased sentence.

*What did we do to paraphrase the sentence? We read the sentence, asked ourselves what were the main ideas. We tried to change as many words as we could to paraphrase. This shows us that we understand what we read.*

Repeat this with all the sentences.
Lesson 2

<table>
<thead>
<tr>
<th>Duration:</th>
<th>45 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text:</td>
<td>Item 10 Set S4 Ducks</td>
</tr>
<tr>
<td>Synonyms</td>
<td>keep-hold; provide-give; important-necessary; finding-looking for; patrol-guard; useful-necessary</td>
</tr>
<tr>
<td>Other:</td>
<td>Copy of the text for each student; ; Enlarged copy of the text for shared reading; synonym flashcards</td>
</tr>
</tbody>
</table>

Lesson Outline

Introducing the Poster:
Display the poster showing the acronym RAP
Explain that when we **paraphrase** we will follow three steps

- **Read** – read the text
- **Ask** - *ask yourself, what are the main ideas and key words that give us meaning* (noun, verb, adjective)
- **Put** – the main ideas in your own words (say it a different way; using synonyms)

We will remember it as RAP

Synonym Activity
Read vocabulary together placing each card on the board
Each student is given a synonym to match these words

*Who has a word that has the same meaning as important?*

*We have found another word that has the same meaning as __. We can use this new word when we paraphrase the sentence*

Repeat these steps for each word.
Teacher explains the purpose of this activity with each word that is matched

Reading the Text
Teacher and students read aloud
Students read silently

**Ask yourself, what are the main ideas and key words**
Teacher underlines the key words familiar to the students from synonym activity

**These key words give us the meaning**

**Put the main ideas in your own words**
Teacher reads one sentence at a time and shows students how to start changing words and phrases in order to *say it in your own words.*

Students are encouraged to use words from the synonym matching at the beginning of the lesson
Teacher writes the paraphrased sentence.

*What did we do to paraphrase the sentence? We read the sentence, asked ourselves what were the main ideas. We tried to change as many words as we could to paraphrase. This shows us that we understand what we read.*

Repeat this with all the sentences.

Student Reflection
Every student is asked to share what they have learnt.(use prompts if necessary)

*What is paraphrasing? How will it help our reading comprehension?*

*What were the steps used to paraphrase?*
**Lesson 3**

<table>
<thead>
<tr>
<th>Duration:</th>
<th>45 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text:</td>
<td>Item 13 Set S5 Microwave</td>
</tr>
<tr>
<td>Synonyms:</td>
<td>invented-created; households-homes; items- tools; vibrate-shake; considered- thought</td>
</tr>
<tr>
<td>Other:</td>
<td>Copy of the text for each student; Enlarged copy of the text for shared reading; synonym flashcards; sentence strips; textas</td>
</tr>
</tbody>
</table>

**Lesson Outline**

**Synonym Activity**
Read vocabulary together placing each card on the board
Each student is given a synonym to match these words

*Who has a word that has the same meaning as invented?*
*We have found another word that has the same meaning as __. We can use this new word when we paraphrase the sentence*
Repeat these steps for each word.
Teacher explains the purpose of this activity with each word that is matched

**Refer to the Poster**
Explain that *when we paraphrase we will follow three steps*

- **Read** – read the text
- **Ask** - ask yourself, what are the main ideas and key words that give us meaning (noun, verb, adjective)
- **Put** – the main ideas in your own words (say it a different way; using synonyms)

We will remember it as RAP

**Reading the Text**
Teacher and students read aloud
Students read silently

**Ask yourself, what are the main ideas and key words**
Teacher underlines the key words familiar to the students from synonym activity
*These key words give us the meaning*

**Put the main ideas in your own words**
Teacher reads one sentence at a time and shows students how to start changing words and phrases in order to *say it in your own words.*
Students are encouraged to use words from the synonym matching at the beginning of the lesson
Teacher writes the paraphrased sentence.
*What did we do to paraphrase the sentence? We read the sentence, asked ourselves what were the main ideas. We tried to change as many words as we could to paraphrase. This shows us that we understand what we read.*

**Paraphrasing in pairs-same sentence**
In pairs students practice paraphrasing the next sentence and write it on the sentence strip. Students take turns to share, explaining how they paraphrased.

**Student Reflection**
Every student is asked to share what they have learnt.(use prompts if necessary)
*What is paraphrasing? How will it help our reading comprehension?*
*What were the steps used to paraphrase?*
### Lesson 4

**Duration:** 45 minutes  
**Text:** Item 19 *Milky Way*  
**Synonyms:** clear-light; faint-dull; stretching-spreading; across-over; look-see; maybe-perhaps; known-named;  
**Other:** Copy of the text for each student; synonym flashcards; write vocabulary on whiteboard

### Lesson Outline

**Synonym Activity**  
Read vocabulary together placing each card on the board  
Each student is given a synonym to match these words  
**Who has a word that has the same meaning as look?**  
We have found another word that has the same meaning as __. We can use this new word when we paraphrase the sentence  
Repeat these steps for each word.  
Teacher explains the purpose of this activity with each word that is matched

**Refer to the Poster**  
Explain that when we *paraphrase* we will follow three steps  
- **Read** – read the text  
- **Ask** - ask yourself, what are the main ideas and key words that give us meaning (noun, verb, adjective)  
- **Put** – the main ideas in your own words (say it a different way; using synonyms)  
*We will remember it as RAP*

**Reading the Text**  
Teacher and students read aloud  
Students read silently

**Ask yourself, what are the main ideas and key words**  
Teacher underlines the key words familiar to the students from synonym activity  
*These key words give us the meaning*

**Put the main ideas in your own words**  
Teacher reads the first sentence and shows students how to start changing words and phrases in order to *say it in your own words.*  
Students are encouraged to use words from the synonym matching at the beginning of the lesson  
Teacher writes the paraphrased sentence.  
*What did we do to paraphrase the sentence? We read the sentence, thought about the meaning. We tried to change as many words as we could. This shows us that we understand what we read.*

**Paraphrasing in pairs-different sentences**  
In pairs students practice paraphrasing a different sentence and write it on the sentence strip. Students take turns to share their sentence, explaining how they paraphrased.

**Student Reflection**  
Every student is asked to share what they have learnt.(use prompts if necessary)  
*What is paraphrasing? How will it help our reading comprehension?  
What were the steps used to paraphrase?*
Lesson 5

Duration | 45 minutes
---|---
Text | Item 10 S4 Ducks (Same Text as Lesson 2)
Synonyms | keep-hold; provide-give; important-necessary; finding-looking for; patrol-guard; useful-necessary
Other | copy of the text for each student; synonym flashcards; sentence strips; textas

Lesson Outline

Synonym Activity- Memory
Place all cards face down on table
Each student is given a turn to find a synonym match

Who can find the word that has the same meaning as useful?
Repeat these steps for each word.
Teacher explains the purpose of this activity with each word that is matched
The word_____ has the same meaning as______.

Refer to the Poster
Explain that when we **paraphrase** we will follow three steps
- **Read** – read the text
- **Ask** - ask yourself, what are the main ideas and key words that give us meaning (noun, verb, adjective)
- **Put** – the main ideas in your own words (say it a different way; using synonyms)
We will remember it as RAP

Reading the Text
Students read silently
Choral read

Ask yourself, what are the main ideas and key words
Students underlines the key words familiar to the students from synonym activity
These key words give us the meaning

Put the main ideas in your own words
Students read the first sentence and teacher models paraphrasing
Teacher writes the paraphrased sentence.
What did we do to paraphrase the sentence? We read the sentence, thought about the meaning. We tried to change as many words as we could. This shows us that we understand what we read.

Paraphrasing individually-same sentence
Students individually practice paraphrasing the next sentence and write it on the sentence strip.
Students take turns to share, explaining how they paraphrased.

Student Reflection
Every student is asked to share what they have learnt.(use prompts if necessary)
What is paraphrasing? How will it help our reading comprehension?
What were the steps used to paraphrase?
**Lesson 6**

<table>
<thead>
<tr>
<th><strong>Duration</strong></th>
<th>45 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Text</strong></td>
<td>Item 20 Set S7 <em>Newspaper</em></td>
</tr>
<tr>
<td><strong>Synonyms</strong></td>
<td>each-every; provide-give; few-some; biggest-largest; mostly-usually; over-more-than; around-all-over</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td>copy of the text for each student; synonym flashcards; sentence strips</td>
</tr>
</tbody>
</table>

**Lesson Outline**

**Synonym Activity - Memory**
Place all cards face down on table
Each student is given a turn to find a synonym match

*Who can find the word that has the same meaning as few?*
Repeat these steps for each word.
Teacher explains the purpose of this activity with each word that is matched

**Refer to the Poster**
Explain that *when we paraphrase we will follow three steps*

- **Read** – read the text
- **Ask** - ask yourself, what are the main ideas and key words that give us meaning (noun, verb, adjective)
- **Put** – the main ideas in your own words (say it a different way; using synonyms)

*We will remember it as RAP*

**Reading the Text**
Students silently
Choral read

**Ask yourself, what are the main ideas and key words**
Students underlines the key words familiar to the students from synonym activity

*These key words give us the meaning*

**Put the main ideas in your own words**
Students read the first sentence and teacher models paraphrasing
Teacher writes the paraphrased sentence.

*What did we do to paraphrase the sentence? We read the sentence, thought about the meaning. We tried to change as many words as we could. This shows us that we understand what we read.*

**Paraphrasing individually-same sentence**
Students individually practice paraphrasing the next sentence and write it on the sentence strip.
Students take turns to share, explaining how they paraphrased.

**Student Reflection**
Every student is asked to share what they have learnt.(use prompts if necessary)

*What is paraphrasing? How will it help our reading comprehension?*

*What were the steps used to paraphrase?*
Lesson 7

**Duration**  
45 minutes

**Text**  
Item 21 Set S7  *Bricks*

**Synonyms**  
used; earliest; poured; joined; method; however; usually

**Other**  
Copy of the text for each student; synonym flashcards; write vocabulary on whiteboard

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### Lesson Outline

**Synonym Activity**-  
Teacher calls out a keyword from the flashcard and students write as many synonyms for that word (two minutes per word)

*Write a word that has the same meaning as used?*

Repeat these steps for each word.

Share the responses

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**Refer to the Poster**  
Explain that *when we paraphrase* we will follow three steps

- **Read** – read the text
- **Ask** - ask yourself, what are the main ideas and key words that give us meaning (noun, verb, adjective)
- **Put** – the main ideas in your own words (say it a different way; using synonyms)

*We will remember it as RAP*

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**Reading the Text**  
Students read silently

*Are there any words you don’t understand? Clarify.*

Choral reading

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**Ask yourself, what are the main ideas and key words**  
Students underlines the key words

*These key words give us meaning*

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**Put the main ideas in your own words**  
Students paraphrase the paragraph.

Students take turns to share, explaining how they paraphrased.

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**Student Reflection**  
Every student is asked to share what they have learnt.(use prompts if necessary)

*What is paraphrasing? How will it help our reading comprehension?*

*What were the steps used to paraphrase?*
Lesson 8

Duration 45 minutes
Text Item 21 Set S7 Bricks
Other Copy of the text for each student; sentence strips

Lesson Outline

Memory Activity- matching sentences (sentence pairs)
Each student is given a turn to find a matching paraphrase for the sentence

Who can find a sentence that is a paraphrase for this one?

Repeat these steps for each sentence.
Teacher explains the purpose of this activity.
The paraphrase sentence has the same meaning with as many words as possible changed

Refer to the Poster
Explain that when we **paraphrase** we will follow three steps
- **Read** – read the text
- **Ask** - ask yourself, what are the main ideas and key words that give us meaning (noun, verb, adjective)
- **Put** – the main ideas in your own words (say it a different way; using synonyms)
We will remember it as RAP

Reading the Text
Students read silently
Choral reading

Ask yourself, what are the main ideas and key words
Students underlines the key words
These key words give us meaning

Put the main ideas in your own words
Students write a paraphrase of the paragraph.
Students take turns to share, explaining how they paraphrased.

Student Reflection
Every student is asked to share what they have learnt.(use prompts if necessary)
What is paraphrasing? How will it help our reading comprehension?
What were the steps used to paraphrase?
Lesson 9

<table>
<thead>
<tr>
<th>Duration</th>
<th>45 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text</td>
<td>Item 8 Set T8  <em>Rats</em></td>
</tr>
<tr>
<td>Synonyms</td>
<td>students provide words</td>
</tr>
<tr>
<td>Other</td>
<td>copy of the text for each student; synonym flashcards; write vocabulary on whiteboard</td>
</tr>
</tbody>
</table>

Lesson Outline

Synonym Activity-
Students identify keywords and student write as many synonyms for that word

*Write a word that has the same meaning as used?*

Repeat these steps for each word.

Write the responses

Refer to the Poster

Explain that when we **paraphrase** we will follow three steps

- **Read** – read the text
- **Ask** - ask yourself, what are the main ideas and key words that give us meaning
  (noun, verb, adjective)
- **Put** – the main ideas in your own words (say it a different way; using synonyms)

We will remember it as **RAP**

Reading the Text

Students read silently

*Are there any words you don’t understand? Clarify.*

Choral reading

Ask yourself, what are the main ideas and key words

Students underlines the key words

*These key words give us meaning*

Put the main ideas in your own words

Students write a paraphrase of the text

Students take turns to share, explaining how they paraphrased.

Student Reflection

Every student is asked to share what they have learnt (use prompts if necessary)

*What is paraphrasing? How will it help our reading comprehension?*

*What were the steps used to paraphrase?*
Lesson Outline

Synonym Activity-
Students identify keywords and student write as many synonyms for that word
Write a word that has the same meaning as special?
Repeat these steps for each word.
Write the responses

Refer to the Poster
Explain that when we paraphrase we will follow three steps
• Read – read the text
• Ask - ask yourself, what are the main ideas and key words that give us meaning (noun, verb, adjective)
• Put – the main ideas in your own words (say it a different way; using synonyms)
We will remember it as RAP

Reading the Text
Students read silently
Are there any words you don’t understand? Clarify.
Choral reading

Ask yourself, what are the main ideas and key words
Students underlines the key words
These key words give us meaning

Put the main ideas in your own words
Students write a paraphrase of the paragraph.
Students take turns to share, explaining how they paraphrased.

Student Reflection
Every student is asked to share what they have learnt.(use prompts if necessary)
What is paraphrasing? How will it help our reading comprehension?
What were the steps used to paraphrase?
Paraphrasing Poster

Paraphrasing

**Read** the Text

**Ask** yourself what are the main ideas and details *(find keywords)*

**Put** the ideas in your own words *(use synonyms)*
## Texts

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Text</th>
<th>Genre</th>
<th>level</th>
<th>Series</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><em>The Lion and the Boy</em></td>
<td>fiction</td>
<td>Item 17 Set S6</td>
<td>KEY into reorganization</td>
</tr>
<tr>
<td>2</td>
<td><em>Ducks</em></td>
<td>fiction</td>
<td>Item 10 Set S4</td>
<td>KEY into reorganization</td>
</tr>
<tr>
<td>3</td>
<td><em>Microwave</em></td>
<td>fiction</td>
<td>Item 13 Set S5</td>
<td>KEY into reorganization</td>
</tr>
<tr>
<td>4</td>
<td><em>Milky Way</em></td>
<td>fiction</td>
<td>Item 19</td>
<td>KEY into reorganization</td>
</tr>
<tr>
<td>5</td>
<td><em>Ducks</em> (repeated text)</td>
<td>fiction</td>
<td>Item 10 Set S4</td>
<td>KEY into reorganization</td>
</tr>
<tr>
<td>6</td>
<td><em>Newspaper</em></td>
<td>fiction</td>
<td>Item 20 Set S7</td>
<td>KEY into reorganization</td>
</tr>
<tr>
<td>7</td>
<td><em>Bricks</em></td>
<td>fiction</td>
<td>Item 21 Set S7</td>
<td>KEY into reorganization</td>
</tr>
<tr>
<td>8</td>
<td><em>Bricks</em></td>
<td>fiction</td>
<td>Item 21 Set S7</td>
<td>KEY into reorganization</td>
</tr>
<tr>
<td>9</td>
<td><em>Rats</em></td>
<td>fiction</td>
<td>Item 8 Set T8</td>
<td>KEY into reorganization</td>
</tr>
<tr>
<td>10</td>
<td><em>Dragsters</em></td>
<td>fiction</td>
<td>Item 7 Set T7</td>
<td>KEY into reorganization</td>
</tr>
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</table>
## Synonym Flash cards

<table>
<thead>
<tr>
<th>Lesson Number</th>
<th>Text</th>
<th>Words</th>
</tr>
</thead>
</table>
| 1             | Item 17 Set S6 *The Lion and the Boy* | young-youthful  
true-real  
scared-frightened  
amazed-thrilled  
watched-saw  
escaped-ran away |
| 2             | Item 10 Set S4 *Ducks* | keep-hold  
provide-give  
important-necessary  
finding-looking for  
patrol-guard  
useful-necessary |
| 3             | Item 13 Set S5 *Microwave* | invented-created  
households-homes  
items-tools  
vibrate-shake  
considered-thought |
| 4             | Item 19 *Milky Way* | clear-light  
faint-dull  
stretching-spreading  
across-over  
look-see  
maybe-perhaps  
known-named |
| 5             | Item 10 S4 *Ducks (Same Text as Lesson 2)* | keep-hold  
provide-give  
important-necessary  
finding-looking for  
patrol-guard  
useful-necessary |
| 6             | Item 20 Set S7 *Newspaper* | Each-every  
provide-give  
few-some  
biggest-largest  
mostly-usually  
over-more than  
around-all over |
| 7             | Item 21 Set S7 *Bricks* | used  
earliest  
poured  
joined  
method  
however  
usually |