Explicit teaching of paraphrasing using synonyms to Year 6 students improves their comprehension skills, their ability to paraphrase and their knowledge of synonyms.

LESSON PLANS – SYNONYMS/PARAPHRASING

Session	Topic	Lesson Procedure
1	What are synonyms? Why do we use synonyms?	Teacher reads to students a recount of an outing over-using the adjectives *good* and *nice.*
		Students identify and highlight the over-used words in the text.
		Students brainstorm more interesting Vocabulary i.e synonyms to be used. Teacher writes these words on a chart.
	Reflection	Students comment on what they have learnt in the session.
2	Revision of Synonyms	Teacher and students reread the recount which contains the synonyms brainstormed in the previous session.
		Teacher and students discuss the purpose of using synonyms in our speech and stories.
		Concentration card game – students play a memory game of synonyms for *nice, good* and *bad.*
	Reflection	Students comment on what they have learnt in the session.
3	Introduce the paraphrasing strategy	We are going to learn a strategy that helps us to understand and remember what we read. The strategy is called paraphrasing. This is what we do. After we read each paragraph we paraphrase. **REMEMBER TO RAP** **R**EAD a paragraph **A**sk myself, "What was the main idea and two details? **P**ut it in my own words (Schumaker et al.1984)
	Text Reading	Teacher and students read aloud the sentence and identify main ideas and key words. Students highlight key words.
	Brainstorm synonyms to replace key words	Make a summary on display chart
	Paraphrase	Teacher and students paraphrase orally each sentence.
	Reflection	Students comment on what they have learnt in the session.

4	Revise the paraphrasing strategy	After we read each sentence we paraphrase. **REMEMBER TO RIP** **R**EAD each sentence **I**DENTIFY the main ideas and key words **P**UT it in your own words using synonyms
	Text Reading	Teacher and students read aloud the sentences and identify main ideas and key words. Students highlight key words.
	Brainstorm synonyms to replace key words	Make a summary on display chart
	Paraphrase	Teacher and students paraphrase orally each sentence.
		Concentration card game – students play a memory game of synonyms for *nice, good* and *bad,* and synonyms on charts
	Reflection	Students comment on what they have learnt in the session.
5	Revise the paraphrasing strategy	After we read each sentence we paraphrase. **REMEMBER TO RIP** **R**EAD each sentence **I**DENTIFY the main ideas and key words **P**UT it in your own words using synonyms
	Text Reading	Teacher and students read aloud the paragraph and identify main ideas and key words. Students highlight key words.
	Brainstorm synonyms to replace key words	Make a summary on display chart
	Paraphrase	Teacher and students paraphrase pairs of sentences together. Teacher writes the paraphrased sentences on a chart.
	Reflection	Students comment on what they have learnt in the session.
6	Revise the paraphrasing strategy	After we read each sentence we paraphrase. **REMEMBER TO RIP** **R**EAD each sentence **I**DENTIFY the main ideas and key words **P**UT it in your own words using synonyms
	Text Reading	Teacher and students read aloud each paragraph and identify main ideas and key words. Students highlight key words.
	Brainstorm synonyms to replace key words	Make a summary on display chart
	Paraphrase	Students paraphrase pairs of sentences together. Students write the paraphrased sentences on a chart. Share and discuss sentences.
	Reflection	Students comment on what they have learnt in the session.

7	Revise the paraphrasing strategy	After we read each sentence we paraphrase. **REMEMBER TO RIP** **R**EAD each sentence **I**DENTIFY the main ideas and key words **P**UT it in your own words using synonyms
	Text Reading	Students read aloud each paragraph and identify main ideas and key words. Students highlight key words.
	Brainstorm synonyms to replace key words	Make a summary on display chart
	Paraphrase	Students paraphrase pairs of sentences together. Students write the paraphrased sentences on a chart. Share and discuss sentences.
		Concentration card game – students play a memory game of synonyms for *nice, good* and *bad,* and synonyms on charts
	Reflection	Students comment on what they have learnt in the session.
8	Revise the paraphrasing strategy	After we read each sentence we paraphrase. **REMEMBER TO RIP** **R**EAD each sentence **I**DENTIFY the main ideas and key words **P**UT it in your own words using synonyms.
	Text Reading	Students read silently each paragraph and identify main ideas and key words. Students highlight key words.
	Brainstorm synonyms to replace key words	Make a summary on display chart
	Paraphrase	Students paraphrase each paragraph individually. Students record the paraphrased sentences. Share and discuss sentences.
	Reflection	Students comment on what they have learnt in the session.
9	Revise the paraphrasing strategy	After we read each sentence we paraphrase. **REMEMBER TO RIP** **R**EAD each sentence **I**DENTIFY the main ideas and key words **P**UT it in your own words using synonyms
	Text Reading	Students read silently each paragraph and identify main ideas and key words. Students highlight key words.
	Brainstorm synonyms to replace key words	Make a summary on display chart
		Concentration card game – students play a memory game of synonyms for *nice, good* and *bad,* and synonyms on charts
	Reflection	Students comment on what they have learnt in the session.

10	Revise the paraphrasing strategy	After we read each sentence we paraphrase. **REMEMBER TO RIP** **R**EAD each sentence **I**DENTIFY the main ideas and key words **P**UT it in your own words using synonyms.
	Text Reading	Students read silently each paragraph and identify main ideas and key words. Students highlight key words.
	Brainstorm synonyms to replace key words	Make a summary on display chart
	Paraphrase	Students paraphrase each paragraph individually. Students record the paraphrased sentences. Share and discuss sentences.
		Concentration card game – students play a memory game of synonyms for *nice, good* and *bad,* and synonyms on charts
	Reflection	Students comment on what they have learnt in the session.
11	Revise the paraphrasing strategy	After we read each sentence we paraphrase. **REMEMBER TO RIP** **R**EAD each sentence **I**DENTIFY the main ideas and key words **P**UT it in your own words using synonyms
	Text Reading	Students read silently each paragraph and identify main ideas and key words. Students highlight key words.
	Brainstorm synonyms to replace key words	Make a summary on display chart
	Paraphrase	Students paraphrase each sentence individually. Students record the paraphrased sentences. Share and discuss sentences.
	Reflection	Students comment on what they have learnt in the session.
12	Revise the paraphrasing strategy	After we read each sentence we paraphrase. **REMEMBER TO RIP** **R**EAD each sentence **I**DENTIFY the main ideas and key words **P**UT it in your own words using synonyms
	Text Reading	Students read silently each paragraph of the text and identify main ideas and key words. Students highlight key words.
	Brainstorm synonyms to replace key words	Make a summary on display chart
	Paraphrase	Students paraphrase each sentence individually. Students record the paraphrased sentences. Share and discuss sentences.

		Concentration card game – students play a memory game of synonyms for *nice, good* and *bad,* and synonyms on charts
	Reflection	Students comment on what they have learnt in the session.

Adapted from John Munro Comprehension-Paraphrasing Strategy (2005)
RIP acronym adapted from RAP acronym Schumaker et al. (1984)

TEXTS

Session	Text	Genre	Decoding Age	Source
1	My Weekend	Recount		Written by teacher
2	My Weekend	Recount		Written by teacher
3	Level Two Set S1,S2	Fiction	10-12yrs	Key into Inference
4	Level Two Set S3,S4	Fiction	10-12yrs	Key into Inference
5	Level Two Set P1,P2	Fiction	10-12yrs	Key into Inference
6	Level Two Set P4,P5	Fiction	10-11yrs	Key into Inference
7	Level Two Set P6,P7	Fiction	10-11yrs	Key into Inference
8	Level Two Set P8 Item 25,26	Fiction	10-11yrs	Key into Inference
9	Level Two Set P8 Item 27,28	Fiction	10-11yrs	Key into Inference
10	Level Two Set P9 Item 29, 30	Fiction	10-11yrs	Key into Inference
11	Level Two Set P9 Item 31, 32	Fiction	10-11yrs	Key into Inference
12	Level Two Set T3 Item 3	Fiction	10-11yrs	Key into Inference

PARAPHRASING

Read the sentence

Identify the main idea and key words

Put it in your own words using synonyms