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**

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Lesson Procedure</th>
</tr>
</thead>
</table>
| 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 phrase.  
**REMEMBER TO RAP**  
**READ** a paragraph  
Ask myself, “What was the main idea and two details?  
**Put 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**  
READ each sentence  
IDENTIFY the main ideas and key words  
PUT it in your own words using synonyms |
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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**  
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| 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**  
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| Brainstorm synonyms to replace key words | Make a summary on display chart |
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| 7 | Revise the paraphrasing strategy | After we read each sentence we paraphrase. **REMEMBER TO RIP**
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|   |   | READ each sentence
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|   |   | PUT 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**
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Adapted from John Munro Comprehension-Paraphrasing Strategy (2005)
RIP acronym adapted from RAP acronym Schumaker et al. (1984)
### TEXTS

<table>
<thead>
<tr>
<th>Session</th>
<th>Text</th>
<th>Genre</th>
<th>Decoding Age</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>Recount</td>
<td></td>
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<tr>
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<td>Level Two Set S1,S2</td>
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<tr>
<td>4</td>
<td>Level Two Set S3,S4</td>
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<tr>
<td>6</td>
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<td>Fiction</td>
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<td>Key into Inference</td>
</tr>
<tr>
<td>7</td>
<td>Level Two Set P6,P7</td>
<td>Fiction</td>
<td>10-11yrs</td>
<td>Key into Inference</td>
</tr>
<tr>
<td>8</td>
<td>Level Two Set P8 Item 25,26</td>
<td>Fiction</td>
<td>10-11yrs</td>
<td>Key into Inference</td>
</tr>
<tr>
<td>9</td>
<td>Level Two Set P8 Item 27,28</td>
<td>Fiction</td>
<td>10-11yrs</td>
<td>Key into Inference</td>
</tr>
<tr>
<td>10</td>
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<td>Fiction</td>
<td>10-11yrs</td>
<td>Key into Inference</td>
</tr>
<tr>
<td>11</td>
<td>Level Two Set P9 Item 31, 32</td>
<td>Fiction</td>
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</tr>
<tr>
<td>12</td>
<td>Level Two Set T3 Item 3</td>
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PARAPHRASING

Read the sentence

Identify the main idea and key words

Put it in your own words using synonyms