

Explicit teaching of paraphrasing skills will assist Year 3 children's reading comprehension.

Paraphrasing Sessions

Lesson Plan

Session 1

Resources needed: 2 x20 flash cards with pairs of words which are synonyms.

Paper and pencils - for each child.

Focus: What is a Synonym ?

Introduction: What are synonyms? Record definitions, ideas. (5 min.)

Learning Activities: Introduce correct meaning "Synonyms are words that have a similar meaning. 'Tall' and 'big' have a similar meaning. So do 'cross' and 'angry.'

Children then identify together other synonyms for happy and friend. (5 min.)

Write alone synonyms for house, pretty and soft. Share and record list of different answers. .

Explain their can be more than one synonym for a word. (5 min)

Play game race (groups of 3) sorting 20 flash cards to their correct synonyms. They write these in groups and add another synonym of there own. Share. (5 minutes.).

Reflection: What are synonyms? Write a definition together.

Lesson Plan Session 2

Resources needed. Thesaurus for each child.

Paper and pencils. A 3 Poster and Markers.

Word page with these words - wet, run, high, slow, careful, old, find, grumpy, start, enjoy, finish, run, asleep, tired, allowed, friend, relaxing, light, crowded, giant.

Flash cards with 20 synonyms and antonyms written for word page,

Focus: Working with synonyms. Contrast to Antonyms. (In lessons taught during school I had noticed a confusion with children's understanding of words that are the same and different,

so felt a lesson to clarify the difference was important.)

Introduction: Read and revise definition of synonym session one. Each child gives a word and

someone in the group suggests synonym. (5 min.)

Learning Activities:

Discuss the root 'anti' meaning not. The word antonym means the opposite. We must be Careful to know the difference. What is a synonym for the word 'good' what would the antonym be? Answer aloud. Select other words to write the synonym/antonym as the teacher says them, or suggested by students, individually. (5 min.)

Help children with difficulties using flash card matching of synonym / antonym while others
Play flash card game sorting the words and writing an extra synonym for each word. (10min.)
Share with group synonyms and antonyms sorted and written and make list.(5 min)
'We can use a thesaurus to find synonyms. The book to show us this is called a thesaurus.
With a partner look up the word wet just like you would use a dictionary.' Writing down the
synonyms found on board as a group. Using flash cards the children find other synonyms for
the flash card word and write them in a table.(10 minutes)
Reflection: Discuss - What is a synonym, an antonym? What book do we find them in?
Write a class poster together 'A thesaurus helps find synonyms for words we use'. (5 min.)

Lesson Plan Session 3

Resources needed: Pen and paper.
Flash Cards from earlier sessions.
Cloze activity sheet with sentences leaving out the flash card word in sentences.
Blue tac and blanks of paper the size of a word.

Focus: Synonyms use at word level with simple sentences and cloze activities.

Introduction: Review what is a synonym? What is an antonym? What book do we use to find
Words that mean the same? Tell the person next to you, record an answer 'in your own words'
for each questions. (to check those who understand.) share with group. (5 min.)

Learning Activities: Model where we pick a flash card and put the word into a sentence.
Children then each write a sentence using one of the words of on a flash card. They cover up
With blu tak and paper cover up the flash card word.(10 min)

In turns we try to guess which words are missing. What synonyms could we use to have other
answers? As a group discuss this. Is the meaning the same?

Ensure each cloze sentence that still has the same meaning. (10 mins)

Carry out the cloze worksheet suggesting two different words that can be filled in for each
Sentence keeping the meaning the same. Share and use thesaurus for extension group find
extra words. Help students with troubles.

Reflection: How can we use synonyms in sentences? We must remember to keep meaning
the same. (2 mins)

Lesson Plan Session 4

Resources needed: Pencils and paper. A 3 and Poster Markers.

- **Book** with pictures of the sea. (I used - Go Facts Oceans –People and the sea.)
- **Paragraph** at children’s level to Paraphrase. (I used – Food from the Sea. Pge 8 Paragraph 1.

Focus: Making up sentences and paraphrasing them. Modeling- group paraphrasing paragraph.

Introduction: Play paraphrasing game. Sit in circle. One child says a word. Child on left says synonym. If it is correct he gets a point and says different word for the next person to form a synonym. If incorrect move to next child. First to 3 points wins. (5 mins.)

Learning Activities:

Look and talk about picture of water and light house. Make up a sentence about the picture – such as ‘The water is going over the rocks.’ Write this and suggest paraphrasing for each word to change the sentence.(model) Write them under each word then make up sentences using the paraphrasing in different ways. (5 minutes.)

Make up by each child a new sentence about the picture of the sea. Whole group looks at several of the sentences and paraphrase sentences together. (10 minutes.)

Introduce the idea of R.A.P. We can **R**ead the sentence, **A**sk what it means and **P**ut it in our own words. (5 minutes.)

Read a very short paragraph at children’s level together and in pairs paraphrase sentences. I used “People have always caught fish and other sea creatures using baskets, hooks and nets. Today large fishing boats catch clean and freeze fish while still at sea.” Compare. (10 mins)

Reflection: What does RAP mean? Making a poster of the acronym for the room. (5 mins)

Lesson Plan Session 5

Resources needed:

Paper and Pencils. A 3 paper and markers.

Short passage at level of readers. – I used “People and the Sea” Page 4 Explorers.

Focus: We paraphrase to help us make sense of and remember what we read.

Introduction: Fill in the gaps – To paraphrase we _____ the sentence. _____ what it means and _____ it in our own words. Review why it helps us. (2 mins)

Explain this session will use paraphrasing sentence by sentence.

Learning Activities:

Read aloud a 3-4 sentence paragraph to the children (I used Explorers , page 4, paragraph 1.)

Teacher/ students paraphrase sentence by sentence in whole group activity. (5 mins)

In groups of three write a paraphrase for second paragraph sentence by sentence, Share with group. (10 min.)

Early finishers make and fill in a table on A 3 of ‘word’ - ‘Paraphrase.’ while helping children struggling to paraphrase the paragraph.

Reflection: What are we doing when we read? Why? How does it help?

Lesson Plan **Session 6**

Resources needed:

Short Passage at reading level I used People at Sea.(Page 12 - “Working at Sea.”)

Pencil and papers.

Focus: Using paraphrasing at sentence level (Relate to RAP)

Introduction: Looking at a picture (I used page 12, people working at sea.)

Each child makes up a sentence about the picture then chooses someone in group to paraphrase.

(Teacher paraphrases first sentence suggested to model.) (5 min.) Review RAP.

Learning Activities:

Teacher read aloud first paragraph. (I used passage “Working at Sea page 12”)

Teacher/students paraphrase pairs of sentences in whole group activity for first paragraph.

In small groups write a paraphrase of sentences. Share with group. (10 min.)

Reflection: What did we do when reading? How does it help us? Share (2 mins)

Lesson Plan: **Session 7**

Using paraphrasing at sentence level using factual text.

Resources needed:

Short Passage at reading level I used People at Sea.(Page 14 Ocean Highways.)

Blu-Tac and sentence strip to cover caption on diagram page.

Pencil and papers.

Focus: Using paraphrasing of sentence groups (Relate to RAP)

Introduction: Looking at a picture (I used page 14, boats in the sea.)

Each child writes a new caption on sentence strip for the pictures ‘Tugboats guide large ships into a port’ and ‘Icebreakers are special boats that can travel through ice fields.’ using RAP.

Share with others and cover captions..

Learning Activities:

Students read aloud each paragraph.

(Teacher paraphrases first sentence suggested to model.) (5 minutes.) Review RAP

Students read aloud each paragraph. (I used passage “Boats page 12”)

Students paraphrase pairs of sentences in whole group activity for first two paragraphs.

In small groups write a paraphrase for pairs of sentences. (10 min.)

Reflection: Share – does paraphrasing help us understand what we read?

Lesson Plan: Session 8

Resources needed: Pencil and papers.

Short Passage at reading level I used People at Sea.(Page 16 The Wild Sea.)

Blu-Tac and sentence strip to cover caption on diagram page. (I used page 17)

Focus: Using paraphrasing at paragraph level (Relate to RAP)

Introduction: Looking at a picture (I used page 16, The Wild Sea.)

Each child writes a new caption on sentence strip for the pictures ‘Spinning cyclones can be seen from space’ and ‘Houses can be completely destroyed by cyclones.’ using RAP.

Share with others and cover captions.

Learning Activities:

Students read aloud each paragraph. They draw a quick sketch illustrating what they read.

(Teacher paraphrases first sentence suggested to model.) (5 minutes.) Review RAP

Students read aloud each paragraph. (I used passage “The Wild Sea page 16”)

Students paraphrase paragraph by paragraph in whole group activity.(10 min)

In small groups write a paraphrase of each paragraph. (10 min.)

Add to illustration of passage after paraphrasing.

Reflection: Share – how did paraphrasing help us draw more detail in our illustration ?

(I have done the drawing activities to link paraphrasing to the skill of visualization which the children have learnt and are starting to use well.)

Lesson Plan: Session 9

Resources needed: Passage at reading level I used People at Sea Oceans in Trouble.(Page 18.) **Blu-Tac and sentence strip Pencil and papers.**

Focus: RAP reinforcement and paraphrasing at paragraph level with more independence.

Introduction: Picture chat about page 19 about Ocean pollution. Use terms pollution, disastrous and protect. Divide in three groups, each looks up one in thesaurus. Share.

Learning Activities:

Review RAP. Students read silently each paragraph.

(I used passage ‘Oceans in trouble page 18’)

Students paraphrase paragraph by paragraph in whole group activity.(10 min)

In small groups write a paraphrase of each paragraph. (10 min.)

Early finishers draw an illustration of passage after paraphrasing while helping those with trouble to finish.

Reflection: Share some paraphrasing and choose one which matched the illustration well.

Lesson Plan Session 10

Focus: Paraphrasing at the passage level factual text using RAP strategy.

Resources needed:

Short Passage at reading level. I used People at Sea - Enjoying the Sea Page 20.)

Focus: RAP reinforcement and paraphrasing at paragraph level with more independence.

Introduction: Circle game saying a word and next person gives a synonym then challenges a new word to next person. (2 minutes.)

Thesaurus race- one person says a word and there is a race to find synonym in thesaurus. (5 minutes)

Learning Activities:

Review RAP. Skim illustrations and captions of a passage. (Looking at page 20/21 of book. Enjoying the Sea.)

Instruct students to read silently each paragraph of short passage. (Page 20)

Students paraphrase each paragraph silently.(10 min)

Individual writing a paraphrase of each paragraph.(10 min.)

Early finishers draw an illustration of passage after paraphrasing while helping those with trouble to finish. Share (10minutes)

Reflection: What have we done to understand our reading? How does it help?

These lessons were created using principles and activities suggested for teaching paraphrasing by Munro (Lecture notes 2008.)