Teaching Year 3 students the paraphrasing strategy through narrative text with a focus on synonyms will improve reading comprehension.

Lesson Plans

Lesson 1

Introduce term Synonym – a word that has the same meaning as another word.

Present series of words to discuss, list responses. Word list: happy, sad, run, man

Show text “Where the forest meets the sea” by Jeanie Baker discuss the title and how we could say it a different way.
What does the front cover suggest about the text?

Record different responses

Reflection: What did we learn to do today? How can this help us with reading?

Lesson 2

Revisit the term Synonym.

Play Memory using the different words we discussed in previous lesson related to title of the book.

Do you have any more we could add to our list from our last session. What about these: said, nice, asked. We use these a lot in our writing, it would be great to have some different words to use that mean the same thing.

Introduce steps for paraphrasing:

1. **Read aloud**
2. **Ask questions**
3. **Put into your own words**.

When we put it into our own words we use synonyms. We same the same thing in a different way and that will help us to have a better understanding of what we are reading.

Look at first page of ‘Where the forest meets the sea’, teacher reads it to group.
What does it mean?
What are the key words in each sentence?
What other words could we use to say the same thing?
In pairs write in your own words.
Continue with subsequent pages for the remainder of the session.
Reflection: What did we learn today? How can this help us with our reading?
Lesson 3

Retell text from previous lesson.
Match paraphrased sentence strips with actual text.

*What synonyms were used?*
*How did the use of synonyms help you to remember the story?*
*Can you think of any other synonyms that we could use?*

Continue to create charts of synonyms to add with vocabulary expansion.

Look at the front cover of ‘Rose meets Mr Wintergarden’ by Bob Graham and discuss characters, setting and other words to use instead of meet.

Teacher reads the fist page.

*What is this about?*
*Who are the characters?*
*What is happening?*
Give children a photocopy of the text
*What are the key words in each sentence? Highlight with marker.*
*What are some other words we could use?* Add these to a chart.
Write sentence in your own words in pairs on sentence strips.

Reflection : What did we learn today? How can this help us with our reading?

Lesson 4

Play Memory with synonyms from word chart. Student must identify and find matching words from our synonym chart.

Give each pair a short text.
Instruct each pair to follow the Paraphrasing steps
  1. Read aloud
  2. Ask questions
  3. Say in own words

Together write your attempt at paraphrasing the text.
Swap with the other pair and discuss the others efforts.
Can you think of another way to paraphrase the text.

Reflection : What did we learn today? How can this help us with our reading?
Lesson 5

Play Memory with synonyms from word chart. Students must identify and find matching words from our synonym chart.

Matching game with original text and paraphrased text from previous lesson as a group.

Give each group a page from *Rosie meets Mr Wintergarten* and ask them to paraphrase individually.

Instruct group to follow the Paraphrasing steps

1. Read aloud
2. Ask questions
3. Say in own words

Individual write your attempt at paraphrasing the text.
Swap with the another student and discuss what is the same and what is different about each attempt.
Combine your efforts and develop one paraphrased piece of text.

Reflection: What did we learn how to do today? How can this help us with our reading?

Lesson 6

What s a synonym?
What is paraphrasing?
Why do we do it?

Discuss these questions ensuring the students are aware of the purpose of the of tasks and the skill they are learning.

Continue to work through *Rosie Meets Mr. Wintergarten* paraphrasing each page individually and sharing with a partner to discuss synonyms used and to assess if meaning had been maintained.

Reflection: What did we learn how to do today? How can this help us with our reading?
Lesson 7

Book orientation *Not a Nibble.*

Predictions using front cover.
*What words might we see in the text?*
*Who do you think will be the main characters?*

Identify key words as a group and suggest synonyms for them on word chart. Work through text, paraphrasing each page individually and sharing with a partner to discuss synonyms used and to assess if meaning had been maintained.

Reflection: What did we learn how to do today? How can this help us with our reading?

Lesson 8

Continue to work through the text *Not a Nibble by Elizabeth Honey*

Identify key words individually and suggest synonyms on individual word chart.

Work through text, paraphrasing each page individually and sharing with a partner to discuss synonyms used and to assess if meaning had been maintained.

Reflection: What did we learn how to do today? How can this help us with our reading?
Lesson 9

Continue to work through the text *Not a Nibble.*

Identify key words individually and suggest synonyms on individual word chart.

Work through text, paraphrasing each page individually and sharing with a partner to discuss synonyms used and to assess if meaning had been maintained.

Reflection: What did we learn how to do today? How can this help us with our reading?

Lesson 10

Children are given a piece of text without orientation or illustrations.

Using a paragraph of text from *Flat Stanley*  
Identify key words individually and suggest synonyms on individual word chart.

Work through the paragraph, paraphrasing it individually.  
Share attempt with the group to assess if meaning had been maintained and how we can support our team member in improving the paraphrasing attempt.

Reflection: What did we learn how to do today? How can this help us with our reading?