Lesson One (45 minutes)

Introduction: (10 minutes)
Pre tests have been completed: Paraphrasing, Synonyms and TORCH.
Tch: Over the next two weeks I am going to teach you some strategies you can use that will help you to remember what you read.
-Paraphrasing is used after you read each sentence and then you ask yourself questions about the main ideas. You put these main points in your own words.
-We are also going to look at the importance of knowing about the meaning of words and how this helps you understand what you are reading. We are going to use synonyms. It is always important to clarify what words mean.
Relate this process to learning that has already happened in class- Reciprocal Reading and PROBE lessons.

Elaboration: (10 minutes)
Model:
Paraphrase sentence on board-
Read aloud: We went to see our cousins.
Model the questions asked:
How could you say it another way?
What words could I change but still retain the meaning?
Teacher’s changed sentence: Our family visited our relatives.

Whole Group:
Paraphrase sentence together by asking for suggestions from the whole group:
Our school had good fun on Friday doing book week activities.
Think- Pair- Share:
Two words written on board, their meaning discussed and then in pairs they discuss how many other words they can think of – synonyms.
Plump/ Break
In sharing the importance of not changing the meaning is stressed.

Practice: (15 minutes)
Read together: The Bet Between Wind and Sun (Aesop’s Fables)- Displayed on interactive smart board:
As a group discuss the main points in the story.

Small Groups- hard copy (2 sentences each)
6 groups of 4 (mixed ability created from pre data of all children in Grade 3&4)
Paraphrase 2 sentences from passage- write down responses on paper with original sentences. (Rove and discuss process with groups that need assistance)
Whole Group
Sheets of paper collected and explained that they will be looked at tomorrow.

Review (10 minutes)
In what way did this activity help you to understand the sentence?
(Do you have a clearer picture in your mind)?
Further activity:
Find the meaning of décor: (Children are looking at French culture in class)
Resources: Aesop’s Fable- ‘The Bet Between Wind and Sun’: Electronic & hard copy
Lesson Two (40 minutes)

**Introduction: (10 minutes)**
Display and discuss the paraphrased work from previous lesson: ‘The Bet Between Wind and Sun’.
What questions did you ask yourself?
Discuss changes and if they retained meaning- discuss clarity of understanding.
Use table to write word from story and synonym used

<table>
<thead>
<tr>
<th>Text word</th>
<th>Meaning</th>
<th>Synonym</th>
</tr>
</thead>
</table>

**Elaboration (5 minutes)**
Revisit meaning of décor: Display advertisement and discuss context
List the ways that we can find the meanings of words.
- Reading the word in context
- Ask an expert/ Ask a friend
- Use a dictionary/ Use a thesaurus
- Internet sites- <Dictionary.com> <Thesaurus.com>

**Practice (15 minutes)**
Read together: The Hare and the Tortoise
Discuss the meaning of the story and clarify the meaning of some of the words used
Small Groups same as previous day
5 groups-Paraphrase 2 sentences from passage- write down responses on paper with original sentences.
1 group-Find in dictionary and thesaurus, the meaning of, and synonyms of some words from the story: boasting, challenge, contempt, plodded (use chart structure)
*(Rove and discuss process with groups that need assistance)*

**Review (10 minutes)**
In what way did this activity help you to understand the story better (have a clearer picture in your mind)?
Dictionary and Thesaurus group share if the activity helped them have a clearer picture in their mind about the word and how did this compare to the use of the word in the story

Further activity:
Find the meaning of dejavu: (Children are looking at French culture in class)

**Resources:**
Dictionaries and Thesaurus’s
Décor advertisement
Aesop’s Fable- ‘The Bet Between Wind and Sun’: Electronic & hard copy
- ‘The Hare and the Tortoise’: Electronic & hard copy
Lesson Three

**Introduction (10 minutes)**
Review paraphrased story from yesterday: ‘Rabbit and the Hare’
What do we remember from the text?
Shared reading: The reader reads sentence and then the paraphrased sentence.
Children discuss what do we do when we paraphrase?
Children discuss the choices made for paraphrasing and decide if the changes retained meaning.

**Elaboration (5 minutes)**
Introduce R.A.P. acronym to assist with paraphrasing
Refer to poster:
- **R**ead the text
- **A**sk your self some questions about the main idea and details
- **P**ut the main ideas and details into your own words. Try to change as many words you can. (Using synonyms.)

**Practice (15 minutes)**
**RAP** focus – highlight steps using a CLOZE activity: ‘Otter Story’
A choice between three words has to be made about what to be put into the text.
Read each sentence aloud (student chosen to read a sentence at a time). Any clarifications about the story are discussed at this point eg- setting/time.
Small Groups: Pairs of mixed ability
- Use RAP strategy

(Rove and discuss process with groups that need assistance)

**Review (10 minutes)**
Discuss word choice and the importance of reading words in context
What questions did you ask yourselves? A part of **RAP**
What did you do after making the choice of word- reread?

**Resources:**
Otto story-CLOZE: *Year 3 Comprehension Checkpoint*, Jack Norman & Mark Fletcher.
RAP poster- reference (Schumaker, Denton & Dreshler, 1984)
**Lesson Four**

**Introduction: (10 minutes)**
Refer to poster:
- Read the text
- Ask your self some questions about the main idea and details
- Put the main ideas and details into your own words. Try to change as many words as you can.
Revisit CLOZE sheet- Otter story
Each pair of children reads aloud a sentence and must give reasons for their choice of word.
Refer to Paraphrase poster.
Are you asking yourself questions and rereading?
Does this process make the story clearer in your minds?

**Elaboration: (10 minutes)**
Display ‘The story of Opo’ on Interactive Whiteboard. Read the whole story out loud to the class. Discuss in brief the setting/characters the main idea of the story
Refer to RAP poster.
**Model/ Share** paraphrasing of first two sentences in first paragraph.
Use table for synonyms chosen

<table>
<thead>
<tr>
<th>Text Word</th>
<th>Meaning</th>
<th>Synonym</th>
</tr>
</thead>
</table>

**Practice (10 minutes)**
Small Groups pairs (mixed ability). Each group has their own copy of story and a synonym table to fill in.
Children write their own paraphrase of the rest of the first paragraph. (4 sentences)
**Rove and discuss process with groups that need assistance**

**Review: (10 minutes)**
Pairs share synonym table of words chosen for the sentences
Some children read their new sentence.
Students comment on how the used the RAP strategy and do they understand that part of the story better than before.

**Resources:**
Lesson Five (40 minutes)

Introduction (10 minutes)
Use synonym puzzle game (12 words and pictures to match). Have students find their synonym pair and than add picture. Share findings.
Reinforce the meaning of synonyms through questions

Elaboration: (10 minutes)
Display ‘The story of Opo’ on Interactive Whiteboard.
In working pairs from Lesson 4 revisit the first paraphrased paragraph.
Reflect on process and what was learnt from previous lesson.
Refer to poster:
- Read the text
- Ask your self some questions about the main idea and details
- Put the main ideas and details into your own words. Try to change as many words as you can.
Students and teacher read aloud the other three paragraphs of ‘The story of Opo’.

Practice (10 minutes)
Hard copies of story given to each group- same mixed ability pairs
Allocation of paragraphs given to each group, four to five sentences to each paragraph. Synonym table is to be used. Children start process but the activity will not be completed.
(Rove and discuss process with groups that need assistance)

Review (10 minutes)
Ask what steps they used when paraphrasing…(RAP poster)
How does this process help?

Lesson Six (40 minutes)

Introduction (10 minutes)
Use synonym puzzle game: Same pair as lesson 5. Students add one or more synonym by using a thesaurus or dictionary. Share results with group

Elaboration (5 minutes)
Display ‘The story of Opo’ on Interactive Whiteboard.
Children read out completed paraphrased sentences. (Clarify any problems)

Practice (15 minutes)
Complete paraphrasing. Refer to RAP poster. Use synonym table.
(Rove and assist)

Review: (10 minutes)
Compare paraphrased sentences with groups that had same paragraph.
Discuss similarities and differences and then share these findings with the class
What did you learn?

Resources
RAP poster
Smart Kids, Synonym Matching Game
Lesson Seven (40 minutes)

Introduction (5 minutes)
Students retell story from previous lessons - ‘The story of Opo’
Different children within the group say what they remember about each paragraph.
Recall paraphrase steps-RAP. Recall the meaning of synonyms

Elaboration (10 minutes)
On Interactive Whiteboard display: ‘Postcard -Dear Kim’
Teacher and Students Read Aloud each paragraph.
Discuss the setting and purpose of the postcard and clarify the meaning of some of the words used.
Refer to poster:
- Read the text
- Ask your self some questions about the main idea and details
- Put the main ideas and details into your own words. Try to change as many words as you can.

Oral Paraphrase- Think, Pair, Share- 7 sentences

Practice (15 minutes)
Each student individually writes a paraphrase of each paragraph
(Early finishers have a synonym puzzle activity to complete)
Rove and assist- pull out children into a group that are having difficulties
Share synonym table and paraphrased piece with a partner

Review (10 minutes)
What did you learn?
Did you keep the main idea?
How did the RAP strategy help you?

Resources
NAPLAN: ‘Postcard -Dear Kim’, 2009 Reading Magazine
Synonym activity: Year 3 Comprehension Checkpoint, Jack Norman & Mark Fletcher.
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min</td>
<td><strong>Introduction</strong></td>
</tr>
<tr>
<td></td>
<td>Students retell story from previous lessons- ‘Postcard -Dear Kim’</td>
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<tr>
<td></td>
<td>Different children within the group say what they remember about each sentence.</td>
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<td></td>
<td>Recall paraphrase steps-RAP.</td>
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<tr>
<td></td>
<td>Recall the meaning of synonyms</td>
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<td></td>
<td>On Interactive Whiteboard display: ‘Postcard -Dear Kim’</td>
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<tr>
<td>10 min</td>
<td><strong>Elaboration</strong></td>
</tr>
<tr>
<td></td>
<td>Display ‘Modern Accident’ picture.</td>
</tr>
<tr>
<td></td>
<td>Discuss what the picture might be about</td>
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<td></td>
<td>Display synonym cloze article on interactive whiteboard- key words left out and synonym word needs to be matched with the five key words</td>
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<tr>
<td></td>
<td>Teacher/Students read article.</td>
</tr>
<tr>
<td></td>
<td>Questions clarified</td>
</tr>
<tr>
<td>15 min</td>
<td><strong>Practice</strong></td>
</tr>
<tr>
<td></td>
<td>Individually complete synonym cloze article</td>
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<td></td>
<td>Early finishes have a synonym puzzle activity to complete</td>
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<td></td>
<td>Rove and assist- pull out children into a group that are having difficulties</td>
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<tr>
<td></td>
<td>Share synonym cloze piece with a partner.</td>
</tr>
<tr>
<td>10 min</td>
<td><strong>Review</strong></td>
</tr>
<tr>
<td></td>
<td>How did the synonym choice of words help the meaning of the text?</td>
</tr>
<tr>
<td></td>
<td>What have you learned today?</td>
</tr>
</tbody>
</table>

**Resources:**
- R.A.P. poster
- Synonym activity: *Year 3 Comprehension Checkpoint*, Jack Norman & Mark Fletcher.
- Synonym Close- ‘Modern Accident’ (adapted) e:lit, e:update 012, 2010 (electronic)
Lesson 9 (40 minutes)

Introduction (5 minutes)
Students retell story from previous lessons- ‘Modern Accident’
Different children within the group say what they remember about each sentence.
On Interactive Whiteboard display: ‘Modern Accident’
Recall the meaning of the synonyms used.

Elaboration (10 minutes)
Recall paraphrase steps-RAP.
On Interactive Whiteboard display: ‘Chimpanzees’
Teacher and Students Read Aloud each paragraph.
Discuss the setting and purpose of the article
Refer to poster:
- Read the text
- Ask your self some questions about the main idea and details
- Put the main ideas and details into your own words. Try to change as many words as you can.

Practice (15 minutes)
Each student individually writes a paraphrase of each paragraph
(Early finishers have a synonym puzzle activity to complete)
Rove and assist- pull out children into a group that are having difficulties
Share synonym table and paraphrased piece with a partner

Review (10 minutes)
This was an independent activity today.
Did you go through the RAP steps?
How did the synonym word help?
What have you learnt about the strategy?
When will you use this strategy?

Resources:
- RAP poster
- Synonym Close- ‘Modern Accident’ (adapted) e:lit, e:update 012, 2010 (electronic)
Lesson 10 (40 minutes)

Introduction (10 minutes)
Teacher:
What can we have to do to help us understand what it is that we are reading?
Children
- Read the text
- Ask your self some questions about the main idea and details
- Put the main ideas and details into your own words. Try to change as many words as you can. (Use synonyms)

Elaboration / Practice (15 minutes)
- Students each have a copy of story 'Koalas'
- Students read silently each paragraph
- Each student paraphrases each paragraph silently
- Share written piece with a partner
  Quiet reading for early finishers
  Rove and assist

Review (15 minutes)
This was an independent activity today- did you go through the steps
What did you do make the main idea clear?
How did the synonym word help?
How does this help to make the piece of writing clearer?
When will you use this strategy?
Write down new learning

Resources