

Explicit teaching of paraphrasing and synonyms will improve comprehension skills of students in years 2/3

LESSON PLANS ON PARAPHRASING AND SYNONYMS

SESSION 1:

Introduce the strategy: I am going to teach you something that you can do that will help you to remember what you read. It is called paraphrasing.

This is what you do. After you have read a sentence, you say it in your own way/your own words. You try and change as many words as you can.

Let's try it!

Teacher models paraphrasing and cues student activity:

Look at this sentence. Have sentence already written on whiteboard or butcher's paper. Write the teacher paraphrase after saying it. Then write the students' try.

I will read it and I want you to read it to yourself with me. Then I will try saying it another way. Then I will ask you to try.

Sentence read	Teacher paraphrases	Students paraphrase
A monster wanted to find some food to eat.	This monster went looking for something to eat.	
A big monster met a little sick cat on the road	This enormous monster came across a tiny ill kitten on the path.	

Let's try another sentence together. Let's read it and then try to say it another way. Read second sentence.

Teacher reviews the action: Let us look at what we did. We read the sentence and then said it in other ways. See how it helped you to understand what the text said.

Do you have any questions?

Teacher introduces synonyms.

Did you notice that we changed some words to words that had the same meaning like: **big → enormous**.

What other words did we change?

Teacher lists on the board. **little sick road**

These words are called synonyms.

Do you have any questions?

Teacher reviews the action again before finishing off.

Let us look again at what we did. We read the sentence and then we thought of other ways to say the sentence. We changed some words like **big to enormous** and **little to tiny**. These words are called synonyms.

SESSION 2:

Review previous lesson:

In the last lesson we looked at words that had the same meaning – do you remember what they are called? Synonyms.

Teacher models e.g. **big, enormous, gigantic, large.**

Ask students for synonyms for the following words:

hot, - warm, boiling, burning

little, - small, tiny, minute

loud, - noisy, deafening, shrill

home, - house, address, dwelling

laugh, - chuckle, giggle, snicker

trap, - catch, lock in, ambush

frightened, - scared, terrified, upset

begin, - start, commence, activate

sharp – pointy, spiky, prickly

What can we use to find out more words that have the same meaning?

Introduce the Thesaurus.

Teacher models looking up the word **hot** in thesaurus, then students practice looking up some/all of the other words.

Matching game. Let's see how quickly you can match these synonyms.

hot **warm**

little **small**

loud **noisy**

home **house**

laugh **giggle**

trap **catch**

frightened **scared**

begin **start**

sharp **pointy**

Teacher reviews strategy: Let's look at what we did. We tried to find words that have the same meaning. These words are called synonyms. **Do you have any questions?**

SESSION 3:

Review the strategies from Sessions 1 & 2: In the last two lessons we learnt things you can do to help you understand the story better. We learnt how to paraphrase: saying something in your own words. We learnt that synonyms are words that have the same meaning.

Let's revise what we do when we are paraphrasing.

1. We read the sentence.
2. We change as many words as we can while keeping the same meaning.
3. We reread the sentence in our own words.

Teacher models and cues student activity: Let's look at the sentences about the monster that we paraphrased in Lesson 1. Teacher and student read the sentences and look at teacher paraphrase and student paraphrase.

We are going to paraphrase the story of "**The Lion and the Mouse**".

I will read the first two sentences and then I will try saying it another way.

Then I will ask you to try.

I will write down what I say and what you say.

Sentence read	Teacher paraphrases	Students paraphrase
One hot day the lion was asleep in his cave.	One scorching day the lion was snoring in his home.	
A little mouse ran over his paw and up onto his nose.	A minute mouse scampered over his foot and up on his nose.	
The lion woke up with a roar.	The lion awakened and yelled.	
He grabbed the mouse with his paw.	He snatched the mouse with his hand.	
He was just about to eat the mouse when she cried, “Please don’t eat me”	He was going to have the mouse for lunch but she screamed “ For goodness sake let me go.	
One day I might be able to help you.	Some time I could offer you help.	
The Lion laughed but he let the little mouse go.		
A few days later, the lion was out hunting in the jungle. He got caught in a trap made of rope.		

Teacher reviews the action: Let us look at what we did here.

First: We read each sentence.

Then: We changed as many words as we could without changing the meaning/while keeping the meaning the same.

And lastly: We said the sentence again in our own words

Do you have any questions?

SESSIONS 4 & 5

Review the strategy: We are learning things you can do to help you remember and understand the story better. There are lots of things you can do: you can look at the pictures or make a picture in your head. Today we are going to practice another thing you can do that will help you remember and understand what you have read. It is called **paraphrasing**.

What are the three steps that you can follow when paraphrasing – let's revise.

Students reflect on previous knowledge and articulate strategy.

PARAPHRASING:

1. Read the sentence.

2. Change as many words as you can while keeping the meaning the same.

3. say the sentence again in your own words.

PARAPHRASING

Give students a bookmark with the steps for paraphrasing.

1. Read the sentence.
2. Change as many words as you can while keeping the meaning the same.
3. Say the sentence again in your own

Teacher models paraphrasing and cues student activity: Let's look at the sentences we paraphrased in "The Lion and The Mouse" to remind us how to paraphrase. Read each page together. Teacher models the first page then students take it in turn to paraphrase.

Up to now teacher has **modelled, coached** and **scaffolded**, now teacher is slowly **fading** with less cues to assist students. (Collins Model)

Students are now given the opportunity to take responsibility by transferring the action of paraphrasing into practice: Teacher reads a text called "The Runaway Pizza ". **Teacher models first page/sentence.**

Students work together (a pair) to complete paraphrasing activity then share.

Students review what they did: Look at steps on the bookmark.

At the end of Session 5: Discuss how students felt about paraphrasing up to this point. Give students an **evaluation sheet**. Remind students that when you learn anything new it is difficult and first but it gets easier the more you practice it.

Evaluation of Paraphrasing (student sheet had faces)

<i>How do I feel about Paraphrasing today? (Please colour)</i>				
1.	2.	3.	4.	5.
<i>bad</i>	<i>unsure</i>	<i>OK</i>	<i>good</i>	<i>great</i>

SESSIONS 6 & 7 & 8:

Review the strategy

Revise the steps for paraphrasing

New Text: The Youngest Giraffe: Teacher reads text.

Teacher models paraphrasing and cues student activity: Teacher paraphrases first page then children continue to paraphrase on their own.

Share at the end of each lesson and Review.

SESSIONS 9 & 10:

Review the strategy

Revise the steps for paraphrasing

New Text: The Last One Picked: Teacher reads text.

Teacher models paraphrasing and cues student activity: Teacher paraphrases first page then children continue to paraphrase on their own.

At the end of Session 10: Discuss how students felt about paraphrasing up to this point. Give students **evaluation sheet**.

TEXTS USED DURING LESSONS:

1. The Lion and the Mouse – Aesop fable retold by Mary O'Toole (BIG BOOK)
2. The Runaway Pizza – by Brenda Parkes (BIG BOOK)
3. The Youngest Giraffe – by Elizabeth Russell-Arnott
4. Last One Picked – by Jenny Feely

All text levels ranged from 15 – 16

Lessons adapted from Literacy Intervention Strategies John Munro 2008