Lesson 1: Paraphrasing

Aim: To review the strategies of GKR and Vocabulary and introduce Paraphrasing.

Introduction:
Today we are going to work with another reading strategy that will help you understand what you are reading with more detail. We have already looked at Getting Knowledge Ready and Vocabulary Strategies and this is another strategy that will further help.

Action:
Hand out text.

Revision of the two strategies: Getting Knowledge Ready and Vocabulary Strategies.

When you are asked to read a new text, what are the GKR strategies that we have been using?

Write up on whiteboard. (write down 10 keywords that might be in the text, write down 3 questions that the text might answer, write down a sentence about what you think the text might be about)

Good. Let’s apply this to the text I have just handed out to you (‘Nuclear Cloud Over Europe’ Humanities Alive). What are we looking at first? (title and pictures and sub-titles) Remember that you can start your questions with who, what, why, where, how... . Turn your sheet over so that you are not tempted to look at the text. Remember this is about predicting.

I’m going to give you 5 minutes to get your knowledge ready.

What I want you to do now is to share your predicting with the person beside you. Add to your work any keyword or question that you think is valuable.
Okay, let's share what you have come up with. Can I have 2 keywords from each pair and let's put it up on the whiteboard? Again, can I have the best 2 questions from each pair to write up?

Hands up what you believe the text is going to be about.

Good, let's picture in our heads what you believe the text is about. What are you seeing? Share it with your partner.

Let's read the text out loud together.

Now I'll read the first paragraph again. While I'm ready have your pen or highlighter ready to underline any word that you do not know the meaning of.

Read the first paragraph.

Are there any words that you underlined? Okay, what do we do when we come across a word that we do not know the meaning of? What are our vocabulary strategies? List the strategies on the whiteboard.

1. Read on further into the text.
2. Go back and re-read the sentence or sentences before.
3. Put a synonym in its place and check that it keeps its meaning.
4. Break the word up and look for base words.
5. Use our knowledge of the title, pictures, context.

How will we work out this word? What strategy will work for us? Have a discussion with your partner about how to work out the meaning of this word and what strategy you would use.

Let's see what you came up with. What does the word mean and how did you work it out? Please write both of these down. Let's share. Hands up with what you came up with.

So when we come across a word that we do not know the meaning of we can... please say together the strategies that we can use. Good.

Introducing Paraphrasing at Sentence Level.
Another strategy to add to your list is Paraphrasing. Paraphrasing means putting what you read into your own words. Let's look at the sentence: 'Easterly winds have carried the lethal radioactive cloud across much of Europe', that is from the second paragraph.

Have the sentence on the computer so that it is projected onto the whiteboard, well spaced out.

When we paraphrase, we need to break the sentence into blocks of words. I'm looking at this sentence and looking for logical blocks. I see one there and there...

What did I just do?

Now I will look at the blocks and decide how I can change each block into my own words. I'm looking for keywords that I can find synonyms for. Yes, here is a keyword, what might be a synonym for this word? Remember we must keep the meaning accurate. Good, let's write up these alternatives underneath the word in the sentence. Now, let's me look at the next block, what do I need to do? Good, can you suggest a keyword here? Great, what are some synonyms to replace this word?

Write the synonyms on the whiteboard underneath the original sentence.

Again, looking at the next block, the keywords are...? Good, and synonyms are...?

Now we have all the blocks covered, I need to re-write my new sentence. Let me see, I like that synonym, that group of synonyms etc. My new sentence looks like...

Write up the new sentence on the whiteboard.

Review of the action:
Let's look at what I did here. When I wanted to paraphrase this sentence, to write it in my own words, what steps did I have to take?

Write up the steps on the white board:
BLOCK the sentence into logical bits.
SYNONYMS for keywords.
RE-WRITE the new sentence.
Good, now say the 3 steps for me... Good, so that we can easily remember these steps, I'm going to give you and easy way of remembering. It is: B.S.R. BLOCK, SYNONYMS, RE-WRITE. Say for me what B.S.R means? Good. I have a slide here that I will put up on the wall to remind us. Can you please write down for me in your books the three steps?

Before we finish, what did you learn in today's lesson that you didn't know before? Say it out loud for me in a sentence.

Lesson 2:

**Aim:** To review what we went over last lesson on paraphrasing and have the boys have a go at the B.S.R strategy for themselves, guided by the teacher.

**Introduction:**
In the last lesson, we looked at paraphrasing a sentence. Why do we paraphrase? Write down your answer in a sentence. Could someone read out his sentence?
What were the 3 steps that we used to paraphrase a sentence? What does B.S.R stand for? Could someone please write the 3 steps for us on the whiteboard?

Using the same text as we used last time, let us look at another sentence that we can paraphrase. 'Early reports from the scene of the disaster suggest the accident was caused when a routine maintenance procedure was mishandled'.

**Action:**
The sentence is on the computer to be projected onto the whiteboard, again with space provided underneath.

In the first step we have to block the sentence into logical parts. Let me see, I'll do the first block. Could someone suggest where we might put the second block? And the third? Good, what is the next step? Synonyms...yes. For this keyword, what synonyms would work?

Write the suggestions underneath the keyword.
For the next block, I want you to tell me the keyword/s. Okay, what synonyms could we use?

All right, for the third block, work with your partner and decide on the keyword/s and find the synonyms that would work here. Could I please have the suggestions that the pairs came up with?

Suggestions written on the board underneath the keyword/s.

Good, now with your partner, re-write the sentence into your books as you would paraphrase it.

Can you please read out loud your paraphrased sentences?

Review of the action:
Yes, we seem to have the hang of it really well. Write down for me in your books what steps you took to paraphrase this sentence. Could you please read this out for me? What is B.S.R?

A number of boys read out their responses.

What is it that we have learned here? How has this helped you to understand the text? Write down your responses and then share it with your partner.
Lesson 3:

**Aim:** To work towards independence in paraphrasing by gradually withdrawing support.

**Introduction:**
Last lesson we learned how to paraphrase a sentence using **B.S.R.** Write down in your books what **B.S.R.** stands for.

**Action:**
We are going to use the same text as last time. I have another sentence up on the board. (on the projector) I would like you all to copy the sentence into your books, leaving plenty of space beneath the line.

When you have copied down the sentence, have a go at blocking the sentence into logical parts. Show your sentence to your partner and discuss where you have placed the blocks. If you would like to change your blocks, change them now.

Now, on your own, find synonyms for the keywords in your blocks. Then compare your synonyms with your partner. Can you add to your list? Good. Now write out the new paraphrased sentence for yourself. Hands up and let’s share your paraphrased sentences.

Here is another sentence from the text. (projected onto the whiteboard) Please write this down and begin your strategy again. Remember: **B.S.R.** When you have completed this, share with your partner. Is your partner’s sentence different to yours? Do they both have the same meaning as the original? Let’s share as a class some of your sentences.

**Review of the action:**
Together we have paraphrased a number of sentences. What steps have we taken to do this? Please write this down in sentences. When you have done this, read out your steps to your partner. What have you learned today that you didn’t know yesterday? Write this down in a sentence. Let’s share your responses.
Lesson 4:

**Aim:** To work to greater independence in paraphrasing a sentence by introducing a more difficult text with less support from the teacher.

**Introduction:**
Today we are again looking at paraphrasing. What were the steps that we need to remember in this strategy? Please write them down. Hands up, please read out the steps that you have taken last lesson.

**Action:**
I have here for you a more difficult text for you to work with so this will really challenge you when you paraphrase.

Hand out the text ‘Concentration Camps’, *The Story of the Holocaust*.

Now before we start I want you to get your knowledge ready. Remember what you have to do in this strategy. I'll give you 5 minutes to do this quietly for yourself.

What did you do to get you knowledge ready? Good. Share with your partner your keywords, questions and statements.

Also remember that if you come across a word that you do not understand, you are to use your vocabulary strategies. Hands up, what strategies will we use if we come across a difficult word? Good.

Now we have to move on with our paraphrasing. Let's read the text out loud together.

Let's read the first paragraph again. Could you please choose one sentence from that paragraph that we can paraphrase?

Write up the sentence on the board.

What are the steps that we are going to use? **B.S.R.** Good. Decide with your partner where you would put the blocks. Could someone come out and do this? Okay. Now we need to tackle the blocks. Discuss with your partner the keywords in the first block and then some possible synonyms. Could someone come and write them on the board? Good.
Now let's tackle the next block. Jot down for yourself some possible synonyms for the keywords. Could someone please share their words and write them up on the board? Great. In the final block, I want you to work out the keywords and synonyms for yourself. When you have done this, write out your paraphrased sentence in your books.

Would someone please read out his new sentence? Does is keep the meaning? Okay, can I have another? Good.

Review of the action:
Let's see what we have learned here. What did we do to paraphrase this sentence? What steps did we have to take? Please write down your response in a sentence. Now, hands up and read out loud what you have written. I'll write up the steps on the whiteboard. Let's read this together as a class.

Why did we paraphrase the sentence? What does paraphrasing help us with?
Please write down your answers in sentences.
Lesson 5:

**Aim:** To extend the paraphrasing of a sentence to looking at a whole paragraph.

**Introduction:**

*In this lesson we are going to extend our skill of paraphrasing by looking at a whole paragraph in the text we used last time.*

*Why would it be helpful to be able to paraphrase a paragraph? How will it help with our comprehending of the paragraph? At the end of this lesson we will have a strategy to paraphrase a paragraph.*

**Action:**

*Let’s review what we did last lesson. Write down the steps in paraphrasing a sentence that we have been looking at. Now, check with your partner to make sure that you have all the steps in B.S.R. B.S.R. B.S.R. B.S.R.*

Would someone please come up to the whiteboard and write down the 3 steps that we have been using? Now, let’s read out loud the 3 steps. Good.

I want you to look at the 3rd paragraph in the text that we have been reading. I am going to show you how to firstly get the main idea from this paragraph and then paraphrase this main idea and some details. Imagine that any paragraph is very much like a hamburger. I have a hamburger on the slide on the whiteboard. What is the main part of the hamburger? Good, the meat. The meat in a hamburger is like the main idea in the paragraph. The rest of the hamburger, the lettuce, the cheese etc are the details, they are what we add to the hamburger.

*Most paragraphs have a meat section (main idea) and then add-ons (details and explanations). This is good. However this should be very familiar to you. What does this remind you of? T.E.E.L! Yes, when we are structuring the body paragraphs of many texts types in writing we use T(TOPIC), E(EXPAND AND EXPLAIN), E(give EVIDENCE) and L(LINK to the main topic). This is something that you have been using since year 7. So, in T.E.E.L, what is the main idea sentence? Great! The Topic Sentence! This is going to make our job so much easier.*

Now, I have the paragraph on the whiteboard that you have been working with. I’m going to read it again and as I’m reading I’m trying to pick the topic or main idea.
Read the paragraph out loud.

Yes it is pretty obvious what the main idea is. It is this first sentence so I'm going to highlight it in red. Now, what else do I have here? This next sentence is giving more information and detail. I'm going to highlight in yellow that little bit of detail. The next sentence is explaining and next has a bit more detail and I will underline those bits.

What I have done here are the first 2 steps in our strategy. That is, I have read the paragraph carefully and I have asked myself what is the main idea and what are the details?

Let me write this up on the whiteboard: READ the paragraph, ASKED myself what is the main idea and what are the details. Please say with me the 2 steps so far. Good.

On this slide I have written up the main idea sentence and I have dot-pointed the details. Can anyone suggest what I need to do now? Paraphrase the sentence and the details. Good. Can we put this into one sentence I wonder?

What is the first step to paraphrase a sentence... yes I need to BLOCK the sentence, find SYNONYMS and then RE-WRITE the sentence. I can do that easily....

Demonstrate the 3 steps.

Now, all I have to do is put this all together. Okay I'll re-write it here. What do you think? What I have just done is the 3rd step in the strategy, that is: PARAPHRASE the sentence with the details.

I have made a slide of these 3 steps just like B.S.R this is:

\[
\begin{align*}
\text{READ} &= \text{R} \\
\text{ASK QUESTIONS} &= \text{A} \\
\text{PARAPHRASE} &= \text{P}
\end{align*}
\]

This is very simple to remember: RAP
Would you please copy this down into your books?

Re-view of the action:
We have taken our ability to paraphrase to another level here. What are we now able to do? Good, to paraphrase a sentence. What were the 3
steps that we follow to paraphrase a sentence: R.A.P. Good and now write down for me what R.A.P stands for. Check with your partner that you are correct. Okay, all together, what does R.A.P mean? Great. Write down for me what you know now that you didn’t know yesterday in a sentence. Please read it out loud to your partner.

Lesson 6:

**Aim:** To move from teacher demonstration/modelling of the R.A.P strategy to more student independence in using the strategy.

**Introduction:**
In the last lesson, I introduced a new strategy that helped to paraphrase a whole paragraph. Write down in your books what the R.A.P represents. Share with your partner to check your answer. Would someone volunteer to write up what R.A.P stands for and explain how we use it?

Great. In today’s lesson we are going to have a try at paraphrasing another paragraph in the text that we have been working with. Let’s look at the next paragraph. What is it that I need to do first if I wish to paraphrase this paragraph? Good, I need to **READ** the paragraph carefully. As I’m reading, what am I looking for in particular? (what is the main idea, what are the details?) And how it this close to our writing when we use T.E.E.L? Good.

So, when I’m **READING** I’m **ASKING** myself questions. What am I asking myself? Good. Just as a hint: where do we find most main idea sentences? Yes, usually the first sentence in the paragraph. Let’s read it out loud and make sure that you have a coloured pen or a highlighter to mark the main idea sentence.

Read the paragraph out loud.

Now, what is the next step in paraphrasing a paragraph? In our R.A.P strategy? Good, paraphrase the sentence and include some details.

How do we remember how to paraphrase a sentence? What do we use? Good, B.S.R.
Now, write down the sentence and the details, leaving a gap so that you can paraphrase. First step, block. Work out for yourself where to block the sentence. Okay, next step: synonyms. Work with your partner and try to create some synonyms together. Write them down. Next step? Good, re-write the sentence. Do this for yourself in your books.
Can I have some of your paraphrased paragraphs? Read them out for me. Great.

Review of the action:
What did we do here today?
What were the 2 strategies that helped you to remember?
Now tell me what they stand for.
What have you learned today that you could not do yesterday? How has this helped you? Write this down in a sentence. Read this out loud to your partner.

Lesson 7:

Aim:
To decrease teacher support in using the strategies B.S.R. and R.A.P and increase the independence of the students in paraphrasing paragraphs.

Introduction:
In our last lesson, we used 2 strategies to paraphrase a paragraph. When we have a paragraph in front of us that we need to paraphrase, what is the first strategy that we need to use? Good. And what do each of the letters stand for? Good. When we have worked out the main idea sentence and some details, and we have written them out, what is the next step? Good. Quickly, tell the boy beside you, what each of the letters stands for. Good.

Again, we are looking at the same text that we have used before. Let's look at the next paragraph.
On your own, take yourself through the R.A.P strategy for this paragraph. Remember it is READ, ASK, PARAPHRASE. Check with your partner if you are unsure.

Has everyone written down his sentence and some details to be paraphrased? Good. Now, what is the strategy to paraphrase this sentence and the details? B.S.R. Good. Take yourself through this strategy to paraphrase this sentence and the details. Take your time.

Read your paraphrased paragraph to your partner. Who has heard a particularly effective paraphrase to share with the class? And another? Great.

Review of the action:
What did we do here? Yes, we were able to paraphrase a paragraph. What strategies did we use to do this? Take turns in explaining to your partner the way you went about completing this task. What did we learn here? How does paraphrasing help us when we read? What did you learn today that you didn’t know yesterday? How is this helpful?
Lesson: 8

**Aim:** To build further independence and confidence in using the paraphrasing strategies **B.S.R** and **R.A.P**.

**Introduction:**
In our last lesson, we used 2 strategies to paraphrase a paragraph. When we have a paragraph in front of us that we need to paraphrase, what is the first strategy that we need to use? Good. And what do each of the letters stand for? Good. When we have worked out the main idea sentence and some details, and we have written them out, what is the next step? Good. Quickly, tell the boy beside you, what each of the letters stands for. Good. Now tell the boy beside you, in a sentence, why paraphrasing is so important for us when we read.

**Action:**
In today's lesson, we are going to look at a different text. (*How coasts are formed*, Humanities Alive). It is slightly harder than the last one. Before we start, what do we always have to do? Good. **GKR**. I'm going to give you 5 minutes to look at the title and the pictures and then **GKR**.

With your partner, share your keywords, questions and statement.

Let's read the text out loud together.

Now, we are going to look at the first paragraph and paraphrase it. Remember you have 2 strategies to help you to do this. Revise them in your books where you have written them down before you begin. Okay, now work carefully through your strategies to complete your paraphrasing.

Hands up. Let's share some of your sentences. Great.

**Review of the action:**
What were you able to do today? How did you go about your paraphrasing? What were the strategies that you used? What have you learned today that you did not know yesterday? How has this helped you to understand what you are reading? Write this in a sentence and then read it to your partner.
Lesson 9:
**Aim:** To continue to build independence and confidence in using the paraphrasing strategies B.S.R. and R.A.P.

**Introduction:**
In our last lesson, we used 2 strategies to paraphrase a paragraph in a new text. When we have a paragraph in front of us that we need to paraphrase, what is the first strategy that we need to use? Good. And what do each of the letters stand for? Good. When we have worked out the main idea sentence and some details, and we have written them out, what is the next step? Good. Quickly, tell the boy beside you, what each of the letters stands for. Good. Now tell the boy beside you why paraphrasing is so important for us when we read.

We are going to continue to work with the same text as last time.

**Action:**
Let's look at the next paragraph. Using the B.S.R. and R.A.P. strategies, work on paraphrasing this paragraph. If you forget something ask your partner.

Would someone please write up his paraphrased paragraph on the whiteboard?
Great. Is it close to your sentence? What differences are there? Did it keep the meaning of the original?

Now look at the next paragraph. Work through the strategies to paraphrase this paragraph.

Share your sentence with your partner. Compare the two. Great.

**Review of the action:**
What did you do today?
What strategies did you use to do this?
How has this been helpful to understanding what you read?
Write down something important that you have learned from paraphrasing a paragraph.
Lesson 10:

**Aim:** To introduce a new text and to ask the students to demonstrate their knowledge of paraphrasing by using the strategies independently and confidently.

**Introduction:**

*Today you are going to use your paraphrasing strategies on your own to paraphrase this new text (Why are Rainforests Important?, Humanities Alive).*

*We know what we have to do when we have a new text. So before we read, please spend 5 minutes getting your knowledge ready.*

*When we paraphrase, we use 2 strategies. Would you please write down the 2 strategies and write down what they mean?*

**Action:**

*Let’s read the text out loud. I’ll read the first paragraph again, and I’d like you to complete it for yourself.*

*Now, using the paraphrasing strategies that we have been working with, I would like you to paraphrase the paragraphs in the text.*

*Good. Read out your sentences to your partner and compare them. Do they mean the same thing? Talk about this with your partner.*

*Let’s write up some of these on the board.*

**Review of the action:**

*We have been working on the paraphrasing strategies for a number of lessons. Why have we been doing this? How does this help with our understanding of what we read? What are the 2 strategies that we have used to help us to complete this? What have you learned in this lesson? Write down how paraphrasing has helped you to understand what you have read in a sentence. Read this to your partner. Let’s share some of your responses.*