

## ***Teaching Year 8 students with Learning Difficulties to use paraphrasing strategies improves reading comprehension.***

### *Paraphrasing Teaching Strategy Lesson Plan Script:*

Teaching a paraphrasing strategy ©John Munro 2006

No amendments were made to this script, although one of the nine sessions below ran over two sessions to make ten, 40 minute sessions in total:

### **Paraphrasing Session 1**

Recommended teacher dialogue is shown in italics.

Give each student a copy of The Jaguar: A great cat

**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 each sentence, you say it in your own words. We will begin doing this with sentences and then with paragraphs. The first text we will read is about some of the big cats, like lions and tigers, that live around the world. Let us read the first paragraph aloud. I will read it aloud first and then I will ask individual students to take turns to read it.*

When the first paragraph has been read twice, read each sentence in the first paragraph again. After you (the teacher) have read a sentence, paraphrase it by saying it by changing as many words as possible but still keeping the meaning the same. Then ask individual students to paraphrase it by changing more than one word in it. If possible record their attempts on a white board.

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

#### **Sentence read:**

This text is about some of the big cats, like lions and tigers that live around the world.

**Teacher paraphrases:** This is a story about some of the big cats that inhabit the Earth. Student then paraphrases.

**Sentence read:** When you hear the word cat you probably think of the pets you have at home.

**Teacher Paraphrases:** Hearing the word cat might cause you to see in your mind the animals that live with us. Student then paraphrases.

**Sentence read:** The warm, cuddly kittens, that play with balls and enjoy being patted.

**Teacher reviews the action:** *Let us look at what we did here. We read each sentence and then said it in other ways. See how it helped you to understand what the text said. Do you have any questions? (If Yes, a teacher gives the answers).*

Repeat this for the rest of the paragraphs, sentence by sentence. The teacher models the paraphrase first and children then take turns. Remind them regularly of what they are doing.

*What do you tell yourself to do when you paraphrase?*

Once the text has been paraphrased as a group interactive activity, students in small groups can have a go at writing their own paraphrase of each sentence. Correct the students responses.

After students have paraphrased several of the paragraphs: *Now let s discuss what steps you used to paraphrase.* Several students say the processes they used to arrive at their paraphrasing.

*Tell me what you know about paraphrasing and what steps you should follow to paraphrase a text.*

Have students write down what they do when they paraphrase, as follows:

1. The first step in paraphrasing is to read a sentence.
2. The second step is to change as many words as you can while keeping the meaning the same.
3. The third step is to say the sentence again in your own words.

## **Session 2**

During this session, the students again apply the paraphrasing strategy sentence by sentence. The students review the steps involved in producing paraphrasing and the teacher gives additional practice in paraphrasing single sentences first interactively and then in small groups. The teacher actively monitors the students work, giving appropriate feedback both individually and through class discussion. Pupils transfer the strategy to new texts by being shown a text and saying what they will do.

Teacher reviews what students remember about paraphrasing from the Session 1.

*What do you do when you paraphrase a sentence?*

*How does paraphrasing help you?*

Have students again paraphrase some of the sentences in: The Jaguar: A great cat.

Introduce them to the text: It s not a rat, it s not a cat, it s a . Discuss its topic and repeat the set of teaching procedures used for Session 1. Regularly remind students of the nature of the task and have them review the action.

## **Session 3**

*On the last two sessions we were practicing paraphrasing sentence by sentence. Now we are going to read two sentences at a time and then paraphrase them.*

*Let s revise what actions we do when we paraphrase.* Students say what they do.

Introduce them to the text: Our forests have gone to keep us warm. Discuss its topic. Repeat the set of teaching procedures used for Session 1. Regularly remind students of the nature of the task and have them review the action.

When you have finished it as an interactive activity, have students in small groups work on writing their own paraphrase of it.

Have them discuss how paraphrasing helps them to comprehend what they read.

#### **Session 4**

Teacher reviews what students remember about paraphrasing from Session 1.

*What do you do when you paraphrase two sentences at a time?*

*How does paraphrasing help you?*

Have students again paraphrase some of the pairs of sentences in Our forests have gone to keep us warm.

Introduce them to the text: The animals that live in the Earth's coldest areas. **Discuss** its topic and repeat the set of teaching procedures used for session 3. Regularly remind students of the nature of the task and have them review the action.

#### **Session 5**

Read aloud each paragraph.

Paraphrase sentence by sentence in whole group activity.

In small groups write a paraphrase of each sentence.

Recommended teacher dialogue is shown in italics.

Give each student a copy of The energy we use: Fossil fuels or renewable energy

Work on the first section in this session (down to ***Energy from fossil fuels***).

**Remind students of the strategy:** *You have been learning to do something that will help you to remember what you read. We called it paraphrasing. What you do is this. After you have read a sentence or a group of sentences, you say it in your own words. So far we have been doing this with sentences. Now we will do it with paragraphs. This text is about the energy we use in our lives every day.*

*Let us read the first paragraph aloud. I will read it aloud first and then I will ask individual students to take turns to read it.*

Have students take turns to read aloud the first paragraph twice. Then, in small groups, have students read each sentence, paraphrase it and write their paraphrase. Then ask groups to read out their paraphrases of each sentence.

**Teacher reviews the action:** *Let us look at what we did here. We read each sentence and then said it in other ways. See how it helped you to understand what the text said. Do you have any questions? (If Yes, the teacher gives the answers).*

Repeat this for the rest of the paragraphs, one at a time.

Correct the students responses.

After students have paraphrased the paragraphs, have students identify unfamiliar words and suggest synonyms or meaningful phrases for them. Record these on the whiteboard and have students say each word and its meaningful substitutes. These may include the following:

**Text word:** Energy.

**Students suggest synonym or meaningful phrase:** power, strength, 'zing'

**Text word:** Fuel

**Student suggest synonym or meaningful phrase:** Something to give you energy, such as ...

**Text word:** Fossil Fuel

**Students suggest synonym or meaningful phrase:** a fuel made from animal or plant remains that died long ago

## Session 6

Read aloud each paragraph.

Paraphrase sentence by sentence in whole group activity.

Each student writes a paraphrase of each sentence.

Use the section *Energy from fossil fuels*.

Review the key words and synonym list assembled in Session 5. Write each of the key words on the white board and ask students to suggest synonyms or matching meaningful phrases. Have students say again the links between each pair.

During this session, the students read aloud a paragraph, paraphrase sentence by sentence in the whole group activity and then each student individually writes a paraphrase of each sentence.

Work through each paragraph in turn.

After reading this section, ask students to suggest new unfamiliar words and teach synonyms for these. List these on the white board, teach these and the synonyms and add them to the earlier list, for example;

**Text word:** pollutants, dirty fuel, protects

Students suggest synonym or meaningful phrase for each word.

Teacher reviews what students remember about paraphrasing:

*What do you do when you paraphrase a sentence?*

*How does paraphrasing help you?*

## Session 7

Read silently each paragraph.

Paraphrase paragraph in whole group activity.

In small groups they write a paraphrase of each paragraph.

Use the section *Other types of fuel and Energy from the sun* (down to **Wind power**)

Review the key words and synonym list assembled in Sessions 5 and 6. Write each of the key words on the white board and ask students to suggest synonyms or matching meaningful phrases.

Have students say again the links between each pair.

During this session, the students read silently each paragraph. Once they have done this at least once, students in the whole group activity and then each small group writes a paraphrase of each paragraph. To do this, they can combine two or more sentences into a paraphrase at once. Work through each paragraph in turn.

After reading this section, ask students to suggest new unfamiliar words and teach synonyms for these. List these on the white board, teach these and the synonyms and add them to the earlier list.

Students say what they do when they paraphrase a paragraph.

Teacher reviews what students remember about paraphrasing:

*What do you do when you paraphrase a paragraph?*

*How does paraphrasing a paragraph help you?*

## **Session 8**

Read silently each paragraph.

Paraphrase sentence by sentence in whole group activity.

Each student writes a paraphrase of each sentence.

Read silently each paragraph. Students paraphrase sentence by sentence in whole group activity and each student writes a paraphrase of each sentence.

Use the section **Wind power**.

Review the key words and synonym list assembled in Sessions 5 -7. Write each of the key words on the white board and ask students to suggest synonyms or matching meaningful phrases. Have students say again the links between each pair.

Ask students: What do you do to paraphrase a paragraph?

During this session, the students read silently each paragraph. Once they have done this at least once, students in the whole group activity and then individually write a paraphrase of each paragraph. To do this, they can combine two or more sentences into a paraphrase at once. Work through each paragraph in turn.

After reading this section, ask students to suggest new unfamiliar words and teach synonyms for these. List these on the white board, teach these and the synonyms and add them to the earlier list.

Teacher reviews what students remember about paraphrasing:

*What do you do when you paraphrase a paragraph?*

*How does paraphrasing a paragraph help you?*

## **Session 9**

Read silently each paragraph.

Each student paraphrases each paragraph silently.

Each student writes their paraphrase and then shares it with the group.

Use the section **Biomass energy**

Review the key words and synonym list assembled in Sessions 5 -8. Write each of the key words on the white board and ask students to suggest synonyms or matching meaningful phrases. Have students say again the links between each pair.

Ask students: What do you do to paraphrase a paragraph?

During this session, the students read silently each paragraph. Once they have done this at least once, students individually write a paraphrase of each paragraph. Then each student shares this with the group.

After reading this section, ask students to suggest new unfamiliar words and teach synonyms for these. List these on the white board, teach these and the synonyms and add them to the earlier list.

Teacher reviews what students remember about paraphrasing:

*What do you do when you paraphrase a paragraph?*

*How does paraphrasing a paragraph help you?*

Texts Used:

1. The Jaguar: A great Cat
2. It's not a rat, it's not a cat, it's a...
3. Our Forests have gone to keep us warm.
4. The animals that live in the Earth's coldest areas
5. The energy we use: Fossil fuels or renewable energy

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