

# Teaching the process of paraphrasing improves comprehension of fiction and non fiction texts

## Teaching Sequence

**The format consisted of 10 sessions which included:**

1. Explicit Instruction (Stimulus)-Introduce the strategy of paraphrasing by making the purpose of teaching the strategy known to the students –*After we read we are going to tell it again by telling ourselves first what we have read and say it in our own words*
2. Teacher modelling and expectation
3. Cues for prompting when practicing-use of self –questioning and synonym teaching
4. Explicit feedback
5. Writing sentences
6. Rehearsal
7. Oral retelling
8. Reflection on learning through self, peer and teacher appraisal

## Teaching Sequence for 10 sessions

### Session 1

| Activity  | Task Description  | Time       |
|---|---|------------|
| Introductory:<br>Stimulus for<br>sessions-strategy  | Students are shown how retelling aids in comprehension of language. Students are told that it is a strategy of saying it another way. Each student constructs a sentence story about their day. The students retell each other's stories. | 5 minutes  |
| Use a read to -model<br>by teacher<br>"The Frog Prince"   | Read it again and try to say it in your own words   | 10 minutes |
| Key ideas-Children<br>read introductory<br>sentence (Integrate)   | Locate the key words and explain their meaning in your words  | 10 minutes |
| Introduce a "tell it<br>again framework<br>using who, where,<br>when, why, what "<br>scaffold to locate the<br>key ideas and words<br>Think, pair, share<br>(Demonstrate) | Read the sentence again using the key ideas   | 5 minutes  |
| Rehearsal   | Children retell aloud   | 5 minutes  |
| Tell it on tape and<br>reflect on<br>understandings<br>(Demonstrate)  | Children are taped and appraise their retelling efforts.  | 5 minutes  |

## Session 2

| Activity  | Task Description  | Time       |
|---|---|------------|
| Retelling(Stimulus)<br>Reinforce the strategy of retelling to show understanding-link to previous session(Articulate) | Students construct a story sentence and then attempt to retell each other's stories.                | 5 minutes  |
| Text retelling<br>(Sentence from previous session)<br>(Integrate)   | Students retell sentence from the previous session and state what they remember the main ideas were | 5 minutes  |
| Text reading(Shared Reading strategy)<br>Re read the introductory sentence.<br>Read the target words                  | Read the sentence again using your key ideas and search for synonyms for these words.               | 5 minutes  |
| Use a "tell it again framework using who, where, what when, why" scaffold to write the key words from the sentence    | Locate the key words and explain their meaning, find synonyms using think, pair share               | 10 minutes |
| Text Reading<br>(Demonstrate)   | Read the sentence again using your key ideas and selected synonyms                                  | 5 minutes  |
| Rehearsal   | Children retell aloud   | 5 minutes  |
| Tell it on tape and compare their previous effort with current retell   | Children are taped and offer suggestions to enhance their retells                                   | 5 minutes  |

### Session 3

| Activity  | Task Description   | Time       |
|---|--|------------|
| Retelling   | Students retell the teacher's sentence story in their own words.   | 5 minutes  |
| Text retelling<br>(Sentence from previous session)                                      | Students retell sentence from the previous session and state what they remember the main ideas were.   | 5 minutes  |
| Text reading<br>(Shared Reading strategy)<br>Re read the introductory sentence.         | Select synonyms to place over target words<br>Read the sentence again using your key ideas and use the synonyms for these words.   | 5 minutes  |
| Synonyms activity<br>Think, pair, share<br>(Matching synonyms-Basic Skill practice)     | Locate and match synonyms using think, pair share  | 10 minutes |
| Text Reading-Read to Fiction sentence   | Students highlight key words   | 5 minutes  |
| Writing key words in the "tell it again" framework using who, what, where, when and why | Students share   | 10 minutes |
| Text Reading<br>(Shared reading strategy)   | Students say the paraphrasing strategy before attempting to read. "After I have read the sentence I will try to say it to myself in my words. I will change as many words as I can." | 10 minutes |
| Reflective  | Students comment on their own effort by giving credit for selecting as many of their own words.  |            |

## Session 4:

| Activity  | Task Description   | Time       |
|---|--|------------|
| Text retelling<br>(Sentence from previous session)  | Students retell sentence from the previous session and state what they remember the main ideas were    | 5 minutes  |
| Text reading(Shared Reading strategy)<br>Re read the introductory sentence from the first session | Retell the sentence again using the key ideas in students own words.                                   | 5 minutes  |
| Text reading<br>(Shared Reading strategy) Read concluding sentence from the fiction story         | Locate the key words, highlight key words explain their meaning, find synonyms using think, pair share | 10 minutes |
| Writing key words in the “tell it again” framework using who, what, where, when and why           | Students share   | 10 minutes |
| Text Reading-Tell it on tape  | Children construct their own meaning gained and their retell is taped.                                 | 5 minutes  |

## Session 5:

| Activity   | Task Description   | Time       |
|--|--|------------|
| Text retelling<br>(Sentence from previous session)   | Students retell sentence from the previous session and state what they remember the main ideas were  | 5 minutes  |
| Text reading<br>(Shared Reading strategy)<br>Re read the concluding sentence from the previous session | Retell the sentence again using the key ideas in students own words. Students comment on the strategy they used- After I read, I said it in my own words | 5 minutes  |
| Text reading<br>(Shared Reading strategy) Read Sentences with pairs containing key concepts            | Place the sentences in pairs and explain what they mean.   | 10 minutes |
| Writing key words in the “tell it again” framework using who, what, where, when and why                | Students share   | 10 minutes |
| Reflective   | Children explain how retelling has been used in the pairing activity.  | 5 minutes  |

Session 6:

| Activity   | Task Description  | Time       |
|--|---|------------|
| Text retelling<br>(Sentence from previous session)   | Students retell a paired sentence from the from the previous session  | 5 minutes  |
| Text reading<br>(Shared Reading strategy)Re read the paired sentence from the previous session | Retell the matching sentence again using the paired sentence.<br>Students comment on the strategy they used-<br>After I read, I said it in my own words | 5 minutes  |
| Text reading<br>(Shared Reading strategy) Read Sentences with pairs containing key concepts    | Students comment on the strategy they used-<br>After I read, I said it in my own words. Place the sentences in pairs and explain what they mean.        | 10 minutes |
| Writing key words in the “tell it again” framework using who, what, where, when and why        | Students share their findings.  | 10 minutes |
| Reflective   | Children explain how retelling was used to convey the same message in the paired sentences.   | 5 minutes  |

## Session 7:

| Activity  | Task Description  | Time       |
|---|---|------------|
| Text retelling<br>(Sentence from previous session)                                      | Students are given a sentence from the from the previous session and asked to read it in their own words. | 5 minutes  |
| Text reading<br>(Shared Reading strategy)<br>Read a text about "Horses" (non-fiction)   | Students select a sentence they would like to paraphrase.   | 10 minutes |
| Reading target words from the selected sentence.  | Students highlight the key words in the sentence.<br>They look for synonyms to facilitate their retell.   | 10 minutes |
| Writing key words in the "tell it again" framework using who, what, where, when and why | Students write the key words and their paired synonyms.   | 10 minutes |
| Reflective  | Children explain how they used their synonyms in their retell.  | 5 minutes  |

Session 8:

| Activity  | Task Description   | Time       |
|---|--|------------|
| Text retelling<br>(Sentence from previous session)                                      | Students are asked to read their sentence from the from the previous session.                        | 5 minutes  |
| Text reading<br>(Shared Reading strategy)<br>“Horses” (non-fiction)                     | Students are given the selected sentences that will be paraphrased and asked to read them.           | 10 minutes |
| Reading target words from the selected sentence.  | Students highlight the key words in the sentences. They look for synonyms.                           | 10 minutes |
| Writing key words in the “tell it again” framework using who, what, where, when and why | Students write the key words and their paired synonyms.  | 10 minutes |
| Text Reading  | Students retell their chosen sentence.   | 10 minutes |
| Reflective  | Children are appraised for their retell in their selection of own words and grammatical correctness. | 5 minutes  |

Session 9:

| Activity   | Task Description   | Time       |
|--|--|------------|
| Text retelling<br>(Sentence from previous session)   | Students are given a sentence from the from the previous session (not their selected sentence)and asked to read it in their own words. | 5 minutes  |
| Text reading<br>(Shared Reading strategy)<br>Teacher selects a sentence.<br>Read a text about "Horses" (non-fiction) |  | 10 minutes |
| Reading target words from the selected sentence.   | Students highlight the key words in the sentence. They look for synonyms to facilitate their retell.                                   | 10 minutes |
| Writing key words in the "tell it again" framework using who, what, where, when and why                              | Students write their retell after completing their planner using synonyms for key words.   | 10 minutes |
| Text Reading   | Students are asked to read their paraphrased text.   | 10 minutes |
| Reflective   | Children explain how they used synonyms in their retell and how they altered the text to convey meaning.                               | 5 minutes  |

Session 10:

| Activity   | Task Description  | Time       |
|--|---|------------|
| Text retelling<br>(Sentence from previous session)   | Students retell a sentence from the previous session. They say what they remember about the text.   | 5 minutes  |
| Text reading<br>(Shared Reading strategy)<br>Teacher presents a sentence and reads the sentence to the students.       | Students are asked to re read the sentence and explain their understanding of the sentence.<br>Students are asked to articulate the strategy they will use.(paraphrasing- After we read we are going to tell it again by telling ourselves first what we have read and say it in our own words) | 10 minutes |
| Reading target words from the selected sentence.   | Students are given a set of 5 sentences and asked to highlight key words.   | 10 minutes |
| Writing key words in using the “tell it again” framework using who, what, where, when and why to guide their retelling | Students write their retell of these sentences using synonyms if possible for key words.  | 10 minutes |
| Text Reading   | Students are asked to share their paraphrased text.   | 10 minutes |
| Reflective   | Children evaluate their use of the “tell it again” framework.   | 5 minutes  |

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