

**Teaching students at all levels of their education reading strategies, aims to improve this area of word recognition and word decoding in their reading development.**

**PARAPHRASING TEACHING SEQUENCES**  
**CREATED BY MUNRO**

***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, pairs of sentences and then with paragraphs.*

Session	Student activity
1	<ul style="list-style-type: none"> <li>• Teacher/students <u>read aloud</u> a paragraph. (modeling)</li> <li>• Teacher/students paraphrase <u>sentence by sentence in whole group</u> activity.</li> <li>• In <u>small groups</u> write a paraphrase of each sentence.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Teacher/students <u>read aloud</u> each paragraph. (modeling)</li> <li>• Teacher/students paraphrase <u>sentence by sentence in whole group</u> activity.</li> <li>• In <u>small groups</u> write a paraphrase of each sentence.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Teacher/students <u>read aloud</u> each paragraph. (modeling)</li> <li>• Teacher/students paraphrase <u>pairs of sentences in whole group</u> activity.</li> <li>• In <u>small groups</u> write a paraphrase of sentences.</li> </ul>
4	<ul style="list-style-type: none"> <li>• Students <u>read aloud</u> each paragraph.</li> <li>• Students paraphrase <u>pairs of sentences in whole group</u>.</li> <li>• In <u>small groups</u> write a paraphrase for pairs of sentences.</li> </ul>
5	<ul style="list-style-type: none"> <li>• Students <u>read aloud</u> each paragraph.</li> <li>• Teacher/students paraphrase <u>paragraph by paragraph</u> in whole group activity.</li> <li>• In <u>small groups</u> write a paraphrase of each paragraph.</li> </ul>
6	<ul style="list-style-type: none"> <li>• Students <u>read aloud</u> each paragraph.</li> <li>• Students paraphrase <u>sentence by sentence</u> in whole group activity.</li> <li>• Each student <u>individually</u> writes a paraphrase of each sentence.</li> </ul>
7	<ul style="list-style-type: none"> <li>• Students <u>read silently</u> each paragraph.</li> <li>• Students paraphrase <u>paragraph by paragraph</u> in whole group activity.</li> <li>• In <u>small groups</u> they write a paraphrase of each paragraph.</li> </ul>

<b>8</b>	<ul style="list-style-type: none"><li>• Students <u>read silently</u> each paragraph.</li><li>• Students paraphrase <u>paragraph by paragraph in whole group</u> activity.</li><li>• Each student <u>individually</u> writes a paraphrase of each paragraph.</li></ul>
<b>9</b>	<ul style="list-style-type: none"><li>• Students <u>read silently</u> each paragraph.</li><li>• Each student paraphrases each <u>paragraph silently</u>.</li><li>• Each student <u>individually</u> writes their paraphrase of each paragraph.</li></ul>

**TEACHING SEQUENCES USED IN THE  
TEN TEACHING SESSIONS**

(devised by the teacher, adapting John Munro's work - see table 3)

SESSION	GOAL OF SESSION	TEACHING ACTIVITY	STUDENT ACTIVITY and MONITORING ACTIVITY
1	Introduce synonyms (matching synonyms)	* introduce synonyms – words that are different but mean the same.	* whole group word game, student match pairs of synonyms. * List reason why it is important to understand what synonyms are.
2	Restating synonyms (matching sentences that have different words but mean the same)	* teacher has two sentence strips each with a similar sentence. (focusing at word level - synonyms) * discuss the differences between the sentences. * list the similarities in the sentences.	* as a while group, highlight words that can be changes with synonyms * List words highlighted words and teacher records on poster paper synonyms for these words.
3	Revising synonyms and introducing the reading strategy <i>Paraphrasing</i>	* re-state what synonyms * teacher hands out sheet of sentence(see appendix) * read to students * highlight words in sentence that can be easy to find synonym for (each student has their own copy, teacher has enlarged copy; students highlight their own paper) * brainstorm synonyms for highlighted words and write them on a chart	* Suggest synonyms for each highlighted word * students write down their best words from the group brainstorm on top of the words that have been highlighted * teacher paraphrases each sentence.
4	Restate the reading strategy <i>Paraphrasing</i>	* to begin, reflect on what good readers are able to do – re-write/ re-state information into own words * Re-state the term paraphrasing – show definition * use the sheet from previous lesson with sentences and highlighted words * read to students * discuss synonyms selected in previous lesson	* students discuss how they could paraphrase the sentence * teacher paraphrases sentences orally and then on class chart, students write down the paraphrased sentence on their handout
5	Revise the reading strategy <i>Paraphrasing</i>	* students state what they are to do when paraphrasing * Teacher reads a passage from a text 'Sea Creatures'. Discuss the main idea as a whole group. * Teacher reads page 2 aloud and paraphrases what was written.	* In pairs, students write down their paraphrased passage on whiteboards and share with the whole group.
6	Revise the reading strategy <i>Paraphrasing</i> .	* In pairs, students state what they are to do and read a passage from the text 'Sea Creatures' on page 4.	* In pairs, students discuss the main idea in the passage and paraphrase the passage on whiteboards. * Share with the group.
7	Practice the reading strategy <i>Paraphrasing</i>	* Individually read the passage of the text 'Sea Creatures' on page 8 and 10.	* Paraphrase the text on whiteboards. * Share with the group. * Teacher records on three paraphrased passages on poster paper * Discuss how each student has paraphrased the passage.

<b>8</b>	Practice the reading strategy	* Individually read the passage of the text 'Sea Creatures' on page 10-12.	* Students read individually *read two pages of the text and paraphrase in reading journals. *Share with the group orally.
<b>9</b>	Practice the reading strategy <i>Paraphrasing</i>	* Individually read pages of the text 'Sea Creatures' on pages 14-16	*paraphrase the passages and write down the main idea in reading journals. *Share with the group.
<b>10</b>	Practice the reading strategy <i>Paraphrasing</i>	Individually read pages of the text 'Sea Creatures' on pages 18-22	*paraphrase the passages and write down the main idea in reading journals. *Hand in to teacher

Flash Cards created by the teacher

home	house	wash	clean
pick	choose	under	bottom
beside	next to	see	look
game	match	table	desk
push	shove	yard	playground
peace	quiet	loud	noisy

**Worksheet with sentences created by the teacher**

PARAPHRASING

1. Highlight words that you can find synonyms for.
2. With a partner, paraphrase each sentence ~ remember to change the words, but it must have the same meaning!

**The little old man walked past the Church building.**

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**The children were running around the school yard.**

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**The angry dog was barking loudly when the children were running past the gate.**

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**The lady was in a hurry to get to the shops before they closed.**

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