

Teaching Year 3 students to paraphrase at sentences level improves their comprehension

TEACHING SEQUENCE

Adapted from John Munro's Paraphrasing Sequence - Literacy - Enhancing Intervention for at Risk Students (2003)

COMPREHENSION: Paraphrasing for small a group of grade 3 students

INTRODUCTORY SESSION 1

**Prior preparation. Teacher reads new text.
Identifies and highlights key words in text.**

Introduction

Step 1 Ask students what they do to help them read.

Step 2 Practice or revisit visualizing using a prepared sentence.

Step 3 Explain purpose of the session - to learn another strategy to help with reading.
i.e. **Read and then say it in your own words.**

Step 4 Demonstrate - teacher reads first sentence from text.

Step 5 Teacher says it another way.

Step 6 Teacher and students read individual sentences from the text.

NB For each sentence

- Read the sentence.
- Brainstorm alternatives for highlighted words in the sentence.
- Teacher Records these words on an A3 Sheet.
- Use a thesaurus if necessary.
- Teacher models paraphrasing. Teacher records this on an A3 Sheet.
- Students attempt paraphrasing. Teacher records on an A3 Sheet.

Step 7 Review

Teacher Asks - What did we do?

Students Answer - Read, say it another way. Write it

Teacher Asks - Did it help you understand?

Step 8 Individual students paraphrase sentences. Read, Find synonyms, Say and Write.
Teacher records on an A3 Sheet.

Step 9 Students share their paraphrases

Step 10 Students review what they did. Teacher asks, Can you tell me about paraphrasing a text?

Students' Possible Answers

1. The first step in paraphrasing is to read a text.
2. The second step is to ask yourself questions about the main idea and details.
3. The third step is to put the main ideas and details into your own words using complete sentences.

NB At the end of the session the teacher types students' answers and synonyms found and pastes these into their journals.

INTRODUCTORY SESSION 2

Step 1 Students review the steps of paraphrasing.

Step 2 Teacher and students read individual sentences from the text.

NB For each sentence

- Read the sentence and visualize.
- Share what students have visualized.
- Brainstorm alternatives for highlighted words in the text. Teacher records this on an A3 Sheet.
- Use a thesaurus if necessary.
- Teacher models paraphrasing. Teacher records this on an A3 Sheet.
- Students attempt paraphrasing. Teacher records this on an A3 Sheet.
- Teacher monitors the students work and gives feedback.
- Students write the synonyms and their paraphrases into their journals.
- Students share their paraphrases.

Step 3 Review

Students are asked what they know about paraphrasing.

Possible Answers

1. The first step in paraphrasing is to read a text.
2. The second step is to ask yourself questions about the main idea and details.
3. The third step is to put the main ideas and details into your own words using complete sentences.

TEACHING SESSIONS 3 TO 8

**Prior preparation. Teacher reads new text
Identifies and highlights key words in text.**

Task	Method	Time
Previous text retell	Students retell what they remember about the previous text.	5 Mins
Previous text re read	Students read focus sentences from previous text. Students paraphrase text referring back to their written paraphrases if needed.	5 Mins
Review	Ask students to explain what they are going to do while reading i.e. <ul style="list-style-type: none"> • Read the sentence. • Say it in my own words using the synonyms. • Write it 	1 Min
PROCESS FOR EACH SENTENCE		
New Text Synonyms	Teacher and students read the sentence. Students brainstorm synonyms for highlighted key words in the sentence. Use a thesaurus if necessary. Teacher records on an A3 Sheet Students record these synonyms into their journals.	3 Mins
Paraphrase	Students read sentence Students say the sentence in their own words using the synonyms. Students record their paraphrases into their journals. NB Teacher records on an A3 Sheet if students are having difficulty and need the modeling prior to students writing in their journals.	3 Mins
Assessment	Teacher implements Spontaneous Retell Sequence Option – Record on Audio Tape Recorder. Option - Students listen to themselves on audio tape.	4 Mins
Review	Students comment on what has been learnt in the session.	3 Mins

Appendix 2

SPONTANEOUS RETELL SEQUENCE

Adapted from John Munro's Spontaneous and Cued Retelling Sequence (2003)

Characteristic of retelling of a recount	Ideas in the recount	Number of Ideas in text	Spontaneous		Cued	
			A	B	A	B
Where do the event/s take place?						
When did the events happen?						
Who are the characters/ people?						
Events of the story						
Evaluative Unusual event	e.g Did anything unusual, funny ,interesting, happen? Who did it happen to?					
Inferential ideas (infer, predict, explain, read between the lines)	Why do you think.... What might have happened.... How do you think...felt....					
		Total Score	SS	SS	SS	SS
		Percentage Score				

N.B

- **SS - student score**
- Ideas in the recount were listed for each session.
- Only spontaneous results were used to gain a score.
- Results gained by cueing were listed but not included in the students' scores
- The students' totals were converted to a percentage in relation to the total ideas contained in the text read.

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