

“Teaching Grade Four students that have reading comprehension difficulties with non-fiction texts to paraphrase, increases their reading comprehension.”

Teaching Unit on Paraphrasing (14 lessons)

Hypothesis: *Teaching Grade four students that have comprehending difficulties of non-fiction texts to paraphrase, increases their reading comprehension.*

Modified lessons from John Munro’s Comprehension-Paraphrasing Strategy (2005)

<u>Session</u>	<u>Lesson Format & Outcome</u>	<u>Activity (What the teacher and students achieved each session)</u> T=teacher S=students	<u>Texts & Resources</u>
One	<p>S: improve the use of pre-reading comprehension strategies such as; prediction, (topic level). I.e. Jaguar</p> <p>S: Brainstorms other words to do with jaguars as a group. (conceptual level)</p> <p>S: uses strategies at the (sentence level): re-reads, visualises and paraphrases one sentence.</p> <p>S: connect to any previous experiences while reading. (Experiential knowledge)</p> <p>S: states steps they used to paraphrase. (self management)</p>	<p>T: Introduce the paraphrasing strategy. (Follow Munro’s teaching script). T: Read text aloud. S: Follow text. T: models paraphrasing using ‘RAP’. T: cues students to read one paragraph independently several times. S: whole group paraphrase one sentence from a paragraph together. T: records students’ individual responses under their names on board. S: help compose and edit the final paraphrased sentence. S: highlight the chosen sentence in their books and record the group’s paraphrased version in their student text book. T: gives feedback on the group’s performance. T: asks students to reveal actions of RAP acronym.</p>	<p>The Jaguar: ‘A great cat’</p> <p>Whiteboard in 8 columns (7 students and teacher).</p> <p>Markers\Pens</p> <p>Student text book</p> <p>RAP poster</p>
Two	<p>S: uses strategies at the Sentence Level: re-reads, visualises and paraphrases one sentence. Tries to change a many words as they can.</p> <p>S: listens to others ideas, refers to group’s restatement of a sentence and gives own ideas. (sensory input)</p>	<p>T: asks students to explain what actions they learnt about paraphrasing from the previous lesson.</p> <p>(lesson followed same format as No. 1)</p> <p>S: chooses one sentence to paraphrase in pairs on their Reflection sheet.</p>	<p>The Jaguar: ‘A great cat’</p> <p>Whiteboard Markers\Pens</p> <p>Student text book & Reflection sheet</p> <p>RAP poster</p>

Three	<p>S: improve the use of pre-reading comprehension strategies such as; prediction (topic level): e.g. Brainstorm Small Animals</p> <p>S: uses strategies at the (sentence level): re-reads, visualises and paraphrases one sentence.</p> <p>S: listens to others ideas, refers to group's restatement of a sentence and gives own ideas. (sensory input)</p>	<p>T: asks students to predict what the animal might be. Make a list</p> <p>T: asks students to explain what actions they learnt about paraphrasing from the previous lesson.</p> <p>S: explain the paraphrasing strategy in their own words and write on the whiteboard under their column.</p> <p>(lesson followed similar format to No.1)</p> <p>T: asks students to identify which student's animal prediction was the closest.</p>	<p>It's not a rat, it's not a cat, it's a</p> <p>Whiteboard Markers\Pens</p> <p>Student text book & Reflection sheet</p> <p>RAP poster</p>
Four	<p>S: improve the use of pre-reading comprehension strategies such as; prediction (topic level).</p> <p>S: uses strategies at the (sentence level): re-reads, visualises and paraphrases one sentence.</p> <p>S: give their opinions on this topic of deforestation. (dispositional level)</p>	<p>T: tunes students into topic by asking question: "<i>Why have the forests gone</i>"?</p> <p>(lesson followed similar format to No. 1)</p> <p>T: asks students to identify which prediction ideas were correct after reading the text.</p> <p>T: asks students for personal opinions</p> <p>S: chooses one sentence to paraphrase independently on Reflection sheet.</p>	<p>Our forests have gone to keep us warm</p> <p>Whiteboard Markers\Pens</p> <p>Student text book & Reflection Sheet</p> <p>RAP poster</p>
Five	<p>S: improve the use of pre-reading comprehension strategies such as; prediction (topic level)</p> <p>S: uses strategies at the (sentence level): re-reads, visualises and paraphrases two sentences.</p> <p>S: select key words and underline them. (topic level)</p> <p>S: gives suggestions for words with similar meanings. (oral language)</p>	<p>T: introduces Synonyms</p> <p>T: introduces students to underline key words in the text.</p> <p>T&S: identify key words in text by reading together and underlining same words.</p> <p>S: Brainstorm synonyms for these list words.</p> <p>(lesson followed similar format as No.1)</p> <p>S: paraphrases two sentences in pairs and record on whiteboard.</p>	<p>The animals that live in the Earth's coldest areas</p> <p>Whiteboard Markers\Pens</p> <p>Student text book & Reflection Sheet</p> <p>Definition of Synonym on board</p>

	knowledge)	T: Teacher reviews the action of identifying key words and choosing synonyms to help with paraphrasing.	
Six	<p>S: improve the use of pre-reading comprehension strategies such as; prediction (topic level)</p> <p>S: uses strategies at the (sentence level): re-reads, visualises and paraphrases two sentences.</p> <p>S: select key words and underline them. (topic level)</p> <p>S: gives suggestions for words with similar meanings. (oral language knowledge)</p>	<p>(lesson followed similar format to No. 5)</p> <p>T: introduces students to underline key words in the text.</p> <p>T: models note-taking skills by reading a paragraph and writing ‘notes’ beside the text to show meaning.</p> <p>S: paraphrases two sentences in pairs and record on text book & whiteboard.</p> <p>T: collects personal Reflection sheet to see student’s progress.</p>	<p>The energy we use: Fossil fuels or renewable energy Whiteboard Markers\Pens</p> <p>Student text book & Reflection Sheet</p> <p>Definition of Synonym on board</p>
Seven	<p>S: uses strategies at the (sentence level): re-reads, visualises and paraphrases two sentences.</p> <p>S: select key words and underline them. (topic level)</p> <p>S: writes own synonyms to use in paraphrasing. (oral language knowledge)</p> <p>S: Review the actions they used independently to paraphrase. (self management & control strategies)</p>	<p>T: asks students to explain what synonyms are and how they can assist them to paraphrase.</p> <p>T: asks students why it is important to underline key words when reading.</p> <p>T: asks students “<i>Why is it good to take notes when reading?</i>”</p> <p>(lesson followed similar format to No. 6)</p> <p>S: paraphrases two sentences independently and record on text book & whiteboard</p>	<p>The energy we use: Fossil fuels or renewable energy</p> <p>Whiteboard Markers\Pens</p> <p>Student text book & Reflection Sheet</p> <p>Definition of Synonym on board</p>
Eight	<p>S: uses strategies at the (sentence level): re-reads, visualises and paraphrases two sentences.</p> <p>S: select key words and underline them. (topic level)</p>	<p>(lesson followed similar format to No. 7)</p> <p>S: paraphrases two sentences</p>	<p>Energy from fossil fuels Whiteboard Markers\Pens</p> <p>Student text book & Reflection Sheet</p>

	S: writes own synonyms to use in paraphrasing. (oral language knowledge)	independently and record on text book & whiteboard.	
Nine	S: uses strategies at the (sentence level): re-reads, visualises and paraphrases one paragraph. S: select key words and underline them. (topic level) S: writes own synonyms to use in paraphrasing. (oral language knowledge)	S: paraphrases one paragraph as a group and record on text book & reflection sheet. (lesson followed similar format to No. 8)	Energy from fossil fuels Whiteboard Markers\Pens Student text book & Reflection Sheet
Ten	S: uses strategies at the (sentence level): re-reads, visualises and paraphrases one paragraph. S: select key words and underline them. (topic level) S: make links with other types of energy sources from previous texts. (conceptual level) S: writes own synonyms to use in paraphrasing. (oral language knowledge)	S: paraphrases one paragraph as a group and record on text book & reflection sheet. (lesson followed similar format to No. 9)	Other types of energy Whiteboard Markers\Pens Student text book & Reflection Sheet
Eleven	S: uses strategies at the (sentence level): re-reads, visualises and paraphrases one paragraph. S: select key words and underline them. (topic level) S: writes own synonyms to use in paraphrasing. (oral language knowledge)	S: paraphrases one paragraph in pairs and record on text book & reflection sheet. (lesson followed similar format to No. 10)	Energy from the sun Whiteboard Markers\Pens Student text book & Reflection Sheet
Twelve	S: uses strategies at the (sentence level): re-reads, visualises and paraphrases one paragraph.	S: paraphrases one paragraph in pairs and record on text book & reflection sheet.	Energy from the sun Whiteboard Markers\Pens

	<p>S: select key words and underline them. (topic level)</p> <p>S: writes own synonyms to use in paraphrasing. (oral language knowledge)</p>	<p>(lesson followed similar format to No. 11)</p>	<p>Student text book & Reflection Sheet</p>
Thirteen	<p>S: uses strategies at the (sentence level): re-reads, visualises and paraphrases one paragraph.</p> <p>S: select key words and underline them. (topic level)</p> <p>S: writes own synonyms to use in paraphrasing. (oral language knowledge)</p>	<p>S: paraphrases one paragraph independently and record on text book & reflection sheet.</p> <p>(lesson followed similar format to No. 12)</p>	<p>Wind power</p> <p>Whiteboard Markers\Pens</p> <p>Student text book & Reflection Sheet</p>
Fourteen	<p>S: uses strategies at the (sentence level): re-reads, visualises and paraphrases one paragraph.</p> <p>S: select key words and underline them. (topic level)</p> <p>S: writes own synonyms to use in paraphrasing. (oral language knowledge)</p> <p>S: makes links to previous texts that link to topic of 'energy'. (conceptual level)</p> <p>S: review all the actions they used independently to paraphrase. (self management & control strategies)</p>	<p>T: read whole text one paragraph at a time and asked students to read along and underline the key words.</p> <p>S: follow the text and underlines key words.</p> <p>T: records key words from students' text books on whiteboard.</p> <p>T: ask students to give synonyms for key words listed. (Appendix 8)</p> <p>S: paraphrases one paragraph independently and record on text book.</p> <p>T: asks "<i>Which are the greener or cleaner forms of energy?</i>"</p> <p>T: asks students "<i>When would you need to use paraphrasing strategies?</i>"</p> <p>T: thanks students for their time in the study.</p>	<p>Biomass energy</p> <p>Whiteboard Markers\Pens</p> <p>Student text book</p> <p>Definition of Synonym on board</p> <p>Digital camera</p>