Explicitly teaching Year 2 students to paraphrase will improve their reading comprehension

LESSON PLANS

Lessons were based on J. Munro’s Paraphrasing Lesson Plans 2006 with adaptations. As mentioned earlier knowledge of synonyms is necessary in the process of paraphrasing. Initially it was anticipated that 1-2 lessons would focus on synonyms to support students in their paraphrasing attempts. As the sessions progressed it became evident that a greater amount of work needed to be done with synonyms particularly for students from a non-English speaking background especially for our recently arrived refugee students. These adaptations are reflected in the following lesson plans.

LESSON 1

Procedure
Picture chat (garden scene with children playing). Children brainstorm words related to the picture – describing words, feelings.
- List on chart
- Teacher explains word ‘synonym’
- Children give synonyms for selected words on chart.
- Children asked to provide a sentence about picture – write on chart.
- Other children asked to read the sentence and then change it using a synonym for one or more words.
- Share.
- Write words on cards.

LESSON 2

Story – ‘A Bedtime Story’
- Revise Lesson one’s Picture Chat work.
- Revise meaning of a synonym
- Use stimulus pictures - Children provide synonyms for:
  happy, angry, big, nice
- Use feeling words in sentences
- Substitute words with a synonym
- Ask – Does it make sense?
  Does it still mean the same thing?
- Introduce ‘paraphrasing’ – explain
  Paraphrasing is saying in your own words what you have just read.
  You read it to yourself
  You have a go at saying it another way, changing as many words as you can.
  You need to keep the same meaning
- Model paraphrasing
- Read sentence then paraphrase
  Children try to paraphrase orally (teacher scribes)
- Introduce ‘Concentration’ Game using synonyms
LESSON 3

- Text re-tell – ask children to re-tell the story that was read in Lesson 2.
- Review synonyms
- Text is re-read.
- Ask children to paraphrase sentences as they are read.
- List key content words from the above re-read
- Children suggest synonyms
- List
- New text – shared reading of further pages in ‘Rosie’s Pet Rabbit’.
- Review meaning of paraphrasing.
- **Ask students to state what they are going to do when they are paraphrasing.**
- Practice paraphrasing sentence by sentence.
- Write on chart some of the student’s responses – read and discuss for retention of meaning, use of synonyms.

Game: ‘Baseball Synonyms’
Teacher ‘bats’ a word
Batters try to ‘hit’ it with a synonym (there are 3 batters per word)

LESSON 4

- Text re-tell from Lesson 3.
- Revise synonyms used in two previous lessons.
- Complete reading ‘A Bedtime Story’
- Model paraphrasing
- Identify key words
- Children suggest synonyms
- Teacher model of paraphrasing say:
  “I will read a sentence, then try to say it in my own words. I will try to change as many words as I can”.
- Complete above for 2-4 sentences.
- Ask children to tell you the steps of paraphrasing.

**Paraphrasing**

* Read a sentence
* Change as many words as you can while keeping the same meaning.
* Say the sentence again in your own words.
(Write on chart, see Appendix 6)

- Students paraphrase one sentence at a time
- Game – ‘Concentration’
**LESSON 5**

- Review meaning and steps in paraphrasing – refer to chart
- Children re-tell text from Lesson 4.
- Play ‘Synonym Baseball’ to revise words from Lesson 4 text.
- Shared reading of new text “The Fisherman and His Wife”.
- Teacher models paraphrasing
- Ask children to paraphrase
- Identify key content words (write on cards)
- List synonyms (write on card)
- Read further
- Ask children to paraphrase – **ask students to say what they are going to do before paraphrasing, i.e. state the strategy** – “I will read the sentence, then change as many words as I can ……”
- Children read sentences and paraphrase.

**Assessment** (Individually)

Use ten words – written on cards.  
Ask children to name a synonym (in 10 seconds)  
If correct child keeps card.

**Evaluation**

All students ‘won’ between 7-9 cards. The words used were familiar to the students are used regularly in the first 5 sessions.

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**LESSON 6**

- Children re-tell text so far in own words.
- Revise synonyms from previous lesson.  
  Use synonyms to replace words in text.
- Look at synonyms to be used in new section of text. (Look at phrases or groups of words they may replace a word or phrase  
  e.g (……was very, very, very angry……may replace …..flew into a terrible rage)  
- Shared reading of new section of text. Pg 2-5
- Cued paraphrasing – students verbalise the paraphrasing strategy ie they state what they are going to do.
- At the end of each sentence or 2-3 sentences children re-tell in their own words.
- In pairs children write a sentence paraphrasing 1-3 sentences.
- Share and discuss.
LESSON 7

- Children re-tell yesterday’s text.
- Shared reading of new text. Pg 6-7
- Children to state what they need to do when paraphrasing.
- Read 1 – 3 sentences and paraphrase.
- In pairs children write a sentence paraphrasing 1 – 3 sentences.
- Share.
- Synonyms Game - “Memory”

LESSON 8 / 9

- Re-tell text read in Lesson 7
- Shared Reading of Pages 8-13
- Identify key words and brainstorm synonyms for these.
- Review Paraphrasing steps.
- Children state what they need to do when paraphrasing.
- In pairs children write a paraphrase for 1-3 sentences.

Lesson 9 – Children write individual paraphrases for sentences.

- Share.
- Game – “Synonym Baseball”

LESSON 10

- Retell text read in lesson 9
- Shared reading pg 16-17
- Identify key words.
- Brainstorm synonyms.
- Review paraphrasing strategy - Children state what they need to do when paraphrasing.
- Individually paraphrase sentences.
- Share with the group
- Students are asked to state what they believe is one of the main things they have learnt in all our sessions together. (Reponses recorded in discussion section of this paper)
It was a cold, wet night.  
The wind was blowing a gale.  
An old man was walking slowly along the road.  
He was wet, cold, tired and hungry.  
He had walked a very long way.  
Suddenly, he came upon a house.  
So he went up and knocked on the door.
A cook opened the door.
The old man asked the cook if she would give him some food.
But the cook told him that she had none.
“May I come in and dry myself by the fire, then?” asked the old man.
“All right,” said the cook, “but you mustn’t get in my way.”
Ali was in the garden when, 
suddenly, something moved 
beside him. He looked down. 
Something stared at him with 
cold eyes. Something long and 
slithery. It was a snake!
Ali froze with fear. The snake stared at him for what seemed like for ever. Then it slid into the bushes. There was a rustling noise. Then there was a loud squawk. The snake must have caught a bird!
Paraphrasing

1) Read a sentence

2) Change as many words as you can while keeping the meaning the same

3) Say the sentence again in your own words