The following pages may be used to guide classroom teaching of comprehension strategies – paraphrasing, visualizing, predicting and using your Meaning Making Motor (MMM).

<u>Paraphrasing</u>

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. There are 10 steps in the process (each step may take a few lessons).*

Session	Student activity
1	• Teacher/students <u>read aloud</u> a paragraph. (modeling) • Teacher/students paraphrase <u>sentence by sentence in whole group</u> activity. • In <u>small groups</u> write a paraphrase of each sentence.
2	• Teacher/students <u>read aloud</u> each paragraph. (modeling) • Students paraphrase <u>sentence by sentence in whole group</u> activity. • In <u>pairs</u> write a paraphrase of each sentence.
3	• Teacher/students <u>read aloud</u> each paragraph. (modeling) • Teacher/students paraphrase <u>pairs of sentences in whole group</u> activity. • In <u>small groups</u> write a paraphrase of sentences.
4	• Students <u>read aloud</u> each paragraph. • Students paraphrase <u>pairs of sentences in whole group</u>. • In <u>pairs</u> write a paraphrase for pairs of sentences.
5	• Students <u>read aloud</u> each paragraph. • Teacher/students paraphrase <u>paragraph by paragraph</u> in whole group activity. • In <u>small groups / pairs</u> write a paraphrase of each paragraph.
6	• Students <u>read aloud</u> each paragraph. • Students paraphrase <u>sentence by sentence</u> in whole group activity. • Each student <u>individually</u> writes a paraphrase of each sentence.
7	• Students <u>read silently</u> each paragraph. • Students paraphrase <u>paragraph by paragraph</u> in whole group activity. • In <u>small groups / pairs</u> they write a paraphrase of each paragraph.
8	• Students <u>read silently</u> each paragraph. • Students paraphrase <u>paragraph by paragraph in whole group</u> activity. • Each student <u>individually</u> writes a paraphrase of each paragraph.
9	• Students <u>read silently</u> each paragraph. • Each student paraphrases each <u>paragraph silently</u>. • Each student <u>individually</u> writes their paraphrase of each paragraph.

When the first paragraph has been read twice, read each sentence in the first paragraph again (one at a time). After you (the teacher) have read a sentence, paraphrase it by changing as many words as possible but still keeping the meaning the same. Then ask individual students to paraphrase it by changing more than one word in it. If possible record their attempts on a white board.

I will read it and I want you to read it to yourself with me.   Then I will try saying it another way.   Then I will ask you to try.   I will write down what I say and what you say.

Sentence read	Teacher paraphrases	Students paraphrase
This text is about some of the big cats, like lions and tigers that live around the world.	This is a story about some of the big cats that inhabit the Earth	
When you hear the word 'cat' you probably think of the pets you have at home.	Hearing the word 'cat' might cause you to see in your mind the animals that live with us.	
The warm, cuddly kittens, that play with balls and enjoy being patted.		

Teacher reviews the action: *Let us look at what we did here.   We read each sentence and then said it in other ways. See how it helped you to understand what the text said.*

Do you have any questions? (If "Yes", a teacher gives the answers).

Repeat this for the rest of the paragraphs, sentence by sentence. The teacher models the paraphrase first and children then take turns. Remind them regularly of what they are doing. *What do you tell yourself to do when you paraphrase?*

Once the text has been paraphrased as a group interactive activity, students in small groups can have a go at writing their own paraphrase of each sentence.

Correct the students' responses.

After students have paraphrased several of the paragraphs: *Now let's discuss what steps you used to paraphrase.* Several students say the processes they used to arrive at their paraphrasing.

Tell me what you know about paraphrasing and what steps you should follow to paraphrase a text.

Have students write down what they do when they paraphrase, as follows:

1. The first step in paraphrasing is to read a sentence.
2. The second step is to change as many words as you can while keeping the meaning the same.
3. The third step is to say the sentence again in your own words.

Visualizing

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 visualizing. This is what you do. After you have read each sentence, you make a picture of it in your mind and say what the picture is. We will begin doing this with sentences, then pairs of sentences and then with paragraphs. There are 10 suggested steps in the process (each step may take a few lessons / a week).*

Session	Student activity
1	• Teacher <u>reads aloud</u> a paragraph. (modeling) Students <u>read aloud</u> the same paragraph, sentence by sentence. • Teacher/students visualize and describe <u>sentence by sentence</u> in whole group. • In <u>small groups</u> visualize each paragraph, sentence by sentence & describe their image.
2	• Teacher/students <u>read aloud</u> each paragraph. (modeling) • Teacher/students visualize and describe <u>sentence by sentence</u> in whole group. • In <u>small groups</u> visualize each sentence and describe their image.
3	• Teacher/students <u>read aloud</u> each paragraph. (modeling) • Teacher/students visualize and describe <u>pairs of sentences</u> in whole group. • In <u>small groups</u> visualize sentences and describe their image.
4	• Students <u>read aloud</u> each paragraph. • Students visualize and describe <u>pairs of sentences</u> in whole group. • In <u>small groups</u> visualize pairs of sentences and describe their image.
5	• Students <u>read aloud</u> each paragraph. • Teacher/students visualize and describe each <u>paragraph</u> in whole group activity. • In <u>small groups</u> visualize paragraph and describe their image.
6	• Students <u>read aloud</u> each paragraph. • Students visualize <u>sentence by sentence</u> in whole group activity. • Each student <u>individually</u> visualizes sentence by sentence and describes their image.
7	• Students <u>read silently</u> each paragraph. • Students visualize each <u>paragraph</u> and describe their images in <u>whole group</u> activity. • In <u>small groups</u> visualizes each paragraph and describes their image.
8	• <u>Read silently</u> each paragraph. • Students visualize each <u>paragraph</u> and describe their images in <u>whole group</u> activity. • Each student <u>individually</u> visualizes each paragraph (and describes image to partner).
9	• <u>Read silently</u> each paragraph. • Each student visualizes each <u>paragraph</u>. • Each student <u>individually</u> writes their 'visualize' of each paragraph.

When the first paragraph has been read twice, read each sentence in the first paragraph again. After you have read a sentence, you (the teacher) make a picture of it in your mind and say what the picture is. Then ask individual students to visualize by making a picture of it in their minds and say what the picture is. Then ask individual students to visualize by making a picture of it in their minds and saying what the picture is. If possible record their attempts on a white board.

I will read it and I want you to read it to yourself with me. Then I will try to visualize it. Then I will ask you to try. I will write down what I say and what you say.

Sentence read	Teacher visualizes	Students visualizes
This text is about some of the big cats, like lions and tigers that live around the world.	In my mind I see big cats, lions and tigers, walking around the world	
When you hear the word 'cat' you probably think of the pets you have at home.	In my mind I see my cat at home.	
The warm, cuddly kittens, that play with balls and enjoy being patted.		

Teacher reviews the action: *Let us look at what we did here. We read each sentence and then made a picture of it. See how it helped you to understand what the text said.*

Do you have any questions? (If "Yes", a teacher gives the answers).

Repeat this for the rest of the paragraphs, sentence by sentence. The teacher models the visualizing first and children then take turns. Remind them regularly of what they are doing. *What do you tell yourself to do when visualize.*

Once the text has been visualized as a group interactive activity, students in small groups can have a go at writing their own mental pictures of each sentence.

Correct the students' responses.

After students have visualized several of the paragraphs: *Now let's discuss what steps you used to visualize.* Several students say the processes they used to arrive at their mental picture.

Tell me what you know about visualizing and what steps you should follow to visualize a text.

Have students write down what they do when they visualize, as follows:

1. The first step in visualizing is to read a sentence.
2. The second step is to make a picture of what it says.
3. The third step is to say the picture you have made.

Predicting

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 thinking ahead or predicting. This is what you do. After you have read a paragraph, you say what it says it in your own words. Then you try to guess what it might say next. We will begin doing this with sentences, then pairs of sentences and then with paragraphs. There are 10 suggested steps in the process (each step may take a few lessons / a week).*

Session	Student activity
1	- Teacher/students <u>read aloud</u> a paragraph. (modeling) - Teacher/students predicts aloud <u>sentence by sentence in whole group</u>. - In <u>small groups</u> write a prediction of each sentence.
2	- Teacher/students <u>read aloud</u> a paragraph. (modeling) - Teacher/students predicts aloud <u>sentence by sentence in whole group</u>. - In <u>small groups</u> write a prediction of each sentence.
3	- Teacher/students <u>read aloud</u> a paragraph. (modeling) - Teacher/students predict aloud <u>pairs of sentences in whole group</u>. - In <u>small groups</u> write a prediction of <u>sentences.</u>
4	- Students <u>read aloud</u> a paragraph. - Students predict aloud <u>pair of sentences in whole group</u>. - In <u>small groups</u> write a prediction of each <u>pair of sentences</u>.
5	- Student <u>reads aloud</u> each paragraph. - Teacher/student predicts aloud from each <u>paragraph</u> in whole group. - In <u>small groups</u> write a prediction of each <u>paragraph</u>.
6	- Student <u>reads aloud</u> each paragraph. - Each student predicts aloud from each <u>paragraph</u> in whole group. - Each student <u>individually</u> writes a prediction of each <u>paragraph</u>.
7	- Student <u>reads aloud</u> each paragraph. - Each student predicts aloud from each <u>sentence</u> in whole group activity. - Each student <u>individually</u> writes a prediction of each sentence.
8	- <u>Read silently</u> each paragraph. - Each student predicts <u>aloud</u> from each <u>paragraph</u> in whole group activity (that is, they can talk about how they go about predicting). - Each student <u>individually</u> writes a prediction of each paragraph.

9	• Read <u>silently</u> each paragraph.
	• Each student predicts <u>silently</u> from each <u>paragraph</u> (that is, they don't talk about how they go about predicting) and then share their prediction with the group
	• Each student <u>individually</u> writes a prediction of each paragraph.

Let us read the first paragraph aloud. I will read it aloud first and then I will ask individual students to take turns to read it.

When the first paragraph has been read twice ask *What has the story told us so far?* It is about big cats like lions and tigers. *It also said that when we hear someone say cats, we think of our pets.   What do you think it might tell us next?*

Ask the students to suggest what they think could be mentioned next. You can list some of their attempts on a white board, for example,

How many big cats there are?
Where do the big cats live?

Now read the second paragraph and have at least two children read it.   Ask: *What did it tell us? How close were you with your guesses?*   Discuss their guesses.   Ask them to predict from the second paragraph what might be said next. Again record their predictions and then read the third paragraph and again check their guesses with what the paragraph said.

Teacher reviews the action: *Let us look at what we did here.*
We read the paragraph and then guessed what it would say next.

Repeat this for each of the following paragraphs.   The teacher models the prediction first and children then take turns.   Remind them regularly of what they are doing.
What do you tell yourself to do when you predict?

Once the text has been predicted, ask students: *Now let's discuss what steps you used to predict*. Several students say the processes they used to arrive at their predictions.
1. The first step in predicting is to read a paragraph.
2. The second step is to think ahead and say "*What might the story tell you next?*"
3. The third step is to say what you guess might happen next.

Teaching students how to develop their 'meaning making motors' (MMM)

As well as teaching the meanings of new terms, you may need to teach students how to work out the meanings of new terms themselves by using what they know and the context of the word. They need activities in which they improve their 'word meaning building' ability.

The egg case begins as a belt of slime around the worm's body. The earthworm squeezes some female and male cells into the egg case. Then the worm slips the egg case over its body and drops it into the soil. Both ends of the egg case close up and the slime hardens.

The eggs in the egg case are surrounded by a sticky fluid. This fluid protects and feeds the eggs or embryos. The eggs rapidly grow into little worms in the egg case.

1. Help students use questions to build new vocabulary. What types of words would answer
   - What questions?
   - How questions?
   - When questions?

2. Teach words in categories
   - Action words, for example, actions that worms do; wriggle, squirm, slide, slither, slip
   - Describing words, for example, describe what worms are like; long, thin, moist,

3. Key activities to help students to work out the meanings of new words

   - Bring together what you know; suggest that students visualize the sentence/s that have the new word. Have them put as much of the sentence as they can into the image.
   - Ask them to say / guess what they can about the possible meanings of each term; *Could it / does it mean …? You say to yourself what you think it means*
   - Try possible synonyms and see how they fit. *You may need to fine tune your first meaning. Say now what you think the meaning is now*
   - Give the students practise examples regularly.

For books, texts that students have read in earlier days, review the ideas covered in the session. Ask students to:
   - recall the title of the book, paraphrase this.
   - make a picture of what they saw on the cover and describe this in words.
   - recall what was said on pages 2 – 3 and say what questions had not been answered.

> The message had the quality of prosy. As much as we tried, we could not dilute its mind-dulling, tiresome and mediocre quality. We have no difficulty deciding its source, the brain behind the prosopopoeia. But why the need for a verbose emissary? Why the non-appearance? As the emanation continued, we saw both the diatribe and the day protend. Oh but to locate the promptuary for such rhetorical drivel.

The meaning making machine tells you to
   - note the features that go with the new word
   - try to combine them into an image
   - guess at what the word might mean
   - check your understanding by reading the text again
   - modify your definition if necessary
   - check your impression with what the dictionary says.

These texts are to use with teachers to demonstrate the effectiveness of getting students to use their Meaning Making Motors (MMM), NOT for use with students.

ACTIVITY 1
Read aloud the following 'ba' words.

bardocucullus	bacciferous	baragouin	batrachophobia

barbigerous	batrachian	baft	baryecoia	baryphonic

Comment on the knowledge and strategies you use to read these words:
What do these 'ba' words mean.

ACTIVITY 2
Read aloud the following text and work out what they might mean.   Reflect on what you do to work out their possible meanings.

The trees in the orchard were bacciferous. The berry pickers worked without pause. The basket of baft into which they deposited their conquests were placed abraded their bare arms. If only the farmer had invested in containers made of more expensive and softer fabric.

Conversation with the other pickers was difficult. Their baragouin was largely incomprehensible.   However, there was no mistaking the batrachophobia shown by the barbigerous giant nearest to them. The first sight of the tree frogs froze him to paralysis. Even his well endowed beard failed to mask the intense fear the batrachian creatures induced in him.

The bardocucullus he wore was reminiscent of the outer garmet of sixteenth century monks. The hood exacerbated his baryecoia and he did not hear much of the speech of those around him. This did not mean, however, he was baryphonic; he had no difficulty speaking with the other pickers.

Write down what you think each word means:
- bardocucullus
- bacciferous
- baragouin
- batrachophobia
- barbigerous
- batrachian
- baft
- baryecoia
- baryphonic

What actions did you use to help you work out their meanings?

meaning making motor	letter cluster generator