

Teaching grade 1/2 students who have reading comprehension difficulties to paraphrase will increase their literal comprehension.

Abstract:

Many students at primary school in the junior level have learnt to be good text decoders yet they experience difficulties in reading comprehension. They are reading with high percentage of word accuracy however fail to retell what they have read or answer questions relating to the text. This in turn demonstrates they have little understanding of what they have read.

The hypothesis of this study is that teaching grade 1/2 students who have reading comprehension difficulties to paraphrase will increase their literal comprehension. The study's aim is to deepen student comprehension understanding by providing them with a paraphrasing framework they can use when they are reading.

The study compared the results of two groups of students; a control group and a teaching group. Within each group there were eight students who consisted of two year 1 students and six year two students. Each student was selected based on the fact they were reading level 28 at either instructional or easy yet were displaying difficulties with their reading comprehension. There were three females and five males in the study and all ranged from 6.7 to 8 years of age.

The teaching group was explicitly taught the paraphrasing strategy over a period of ten lessons. Results indicate support for the hypothesis as the comprehension scores of all students in the teaching group indicate some improvement in their ability to answer literal comprehension questions relating to a set text. There was also an improvement shown in the teaching group's ability to paraphrase.

An implication for future teaching is that if Year 1/2 students are explicitly taught how to paraphrase their reading comprehension will improve.

Introduction:

Comprehension involves the reader understanding what is read. “Skilled readers are good comprehenders. They differ from unskilled readers in their use of general world knowledge to comprehend text literally as well as draw valid inferences from texts, in their comprehension of words, and in their use of comprehension monitoring and repair strategies” (Parker, Hasbrouck & Denton, 2002:47).

There are many students who have acquired the skills needed to be a good text decoder but who are experiencing difficulties with their comprehension and are not understanding what they have read. These students are reading age appropriate text yet are unable to retell main ideas from a text or answer questions about the text thus showing they are experiencing difficulties not with their reading accuracy but with their ability to understand what they have read. Reading is a strategic process where students are required to actively construct meaning from what they have read.

Parker, Hasbrouck & Denton (2002, p.45) state that “Focusing on what was presented in a passage and reading to obtain information help students with those comprehension problems typified by failure to understand key words, key sentences, how sentences relate to one another, and how information fits together in a meaningful way”. It is important to teach students strategies for comprehending what they have read. “A learning strategy is a systematic approach to completing a task. More specifically, a learning strategy is a way of organizing and using a particular set of skills to learn content or accomplish other tasks more effectively and efficiently in school as well as in nonacademic settings” (Parker, Hasbrouck & Denton, 2002: 46). Katims & Harris (1997, p.117) agree that “learning strategies are techniques, principles, or routines that enable students to learn to solve problems and complete tasks independently”.

Fisk and Hurst (2003, p.182) states that “In our efforts to help students better comprehend text, we have found paraphrasing for comprehension to be an excellent tool for reinforcing reading skills such as identifying the main ideas, finding supporting details, and identifying the author’s voice”. When a student is paraphrasing correctly they are

showing that they have understood what has been read are able to put this into their own words. Fisk and Hurst (2003) indicate that teaching students how to paraphrase will improve their comprehension of both fiction and non-fiction texts. The paraphrasing strategy integrates all modes of communication as children are firstly reading the text, then they are saying it in their own words so they are speaking and listening to how other students paraphrase it and finally writing it in their own words. "Paraphrasing for comprehension is an effective reading strategy that helps students process and comprehend what they are reading and learning" (Fisk & Hurst, 2003:184).

In a study by Katims and Harris they too recommend the use of explicit teaching using the paraphrasing strategy. Katims and Harris (1997, p.117) indicate that "The paraphrasing strategy has been demonstrated to significantly increase the reading comprehension of students with and without learning disabilities". They state that the findings from their study "lend support for teaching a cognitively based paraphrasing strategy to enhance reading comprehension to students with and without learning disabilities in general education classrooms" (Katims & Harris, 1997: 122).

"Students will benefit from knowing why paraphrasing is helpful and when they will use it" (Fisk & Hurst, 2003:183). It is important that children are given an opportunity to talk about why they are paraphrasing and the steps involved.

Parker, Hasbrouck and Denton suggests that in the paraphrasing strategy students learn a reading comprehension strategy developed by Schumaker, Denton & Deshler "that is remembered by the acronym RAP:

Read a paragraph

Ask yourself, what were the main ideas and details in this paragraph?

Put the main idea and details into your own words" (Parker, Hasbrouck & Denton, 2002: 46).

In Fisk and Hurst's paraphrasing for comprehension strategy they use a similar process to that developed by Schumaker, Denton and Deshler. Fisk and Hurst's process involved

four simple steps which were: “(a) initial reading of text followed by discussion, (b) second reading of text accompanied by note-taking, (c) written paraphrasing, and (d) sharing of the written paraphrase” (Fisk & Hurst, 2003: 183). Paraphrasing for comprehension involves four different ways for students to interact with the text. They hear it when read aloud to them, they read it to themselves and sometimes at this stage take notes on what they are reading, they say or rewrite it into their own words and finally discuss their own paraphrase with other students.

Fisk and Hurst (2003, p.184) argue that “while paraphrasing for comprehension is not a strategy that needs to be used in every reading situation, it is an effective tool to add to our repertoire of classroom practices intended to increase students’ comprehension of text”.

The present investigation aims to extend the earlier research by examining the effect of teaching the paraphrasing strategy to students in Year 1/2 who are decoding but are displaying difficulties recognising and recalling ideas from a text. The students in the study are not demonstrating the ability to use strategies to assist them with their reading comprehension. On most occasions they continue to read even when it is not making sense and they fail to comprehend what they have read.

Teaching grade 1/2 students who have reading comprehension difficulties to paraphrase will increase their literal comprehension. The study’s aim is to deepen student comprehension understanding by providing them with a paraphrasing framework they can use when they are reading.

Method:

Design

The study uses a case study OXO design. The study was implemented within the context of a ‘real’ classroom with much of the study being taught to the whole year 1/2 class consisting of 25 students. Gains in paraphrasing ability and reading comprehension, following explicit teaching of the paraphrasing strategy, are monitored for lower primary

students. Within the study two groups are compared – the control group and the teaching group.

Participants

The participants are in Year 1/2 who are fluent readers good at decoding but who are labeled at risk due to poor comprehension skills. Their word accuracy far exceeds their comprehension accuracy. The students in this study range in ages from 6.7 years to 8 years old. Students were chosen based on their text level scores from the LARP testing carried out during February. All students were identified as reading level 28 at either instructional or easy in terms of their reading accuracy. Although the paraphrasing strategy was taught to the whole class 8 students from the teaching group were directly matched up to 8 control students from another year 1/2 class. These students were monitored to see if explicit teaching in paraphrasing can increase a students reading comprehension. The two tables below give details regarding students gender, year level, age, whether English is a second language or if they have already had early intervention in reading.

Student	Gender	Year Level	Age (years and months)	English Speaking Background	Early Intervention
<i>Teaching Group</i>					
Student T1	Male	Year 1	7.2	Yes	No
Student T2	Male	Year 1	6.8	Yes	No
Student T3	Female	Year 2	8.0	Yes	No
Student T4	Female	Year 2	7.2	Yes	No
Student T5	Male	Year 2	7.6	Yes	No
Student T6	Male	Year 2	7.9	Yes	Yes: Reading Recovery
Student T7	Male	Year 2	7.7	Yes	No
Student T8	Female	Year 2	7.10	Yes	No

Student	Gender	Year Level	Age (months and years)	English Speaking Background	Early Intervention
<i>Control Group</i>					
Student C1	Male	Year 1	6.7	Yes	No
Student C2	Male	Year 1	7.0	Yes	No
Student C3	Female	Year 2	8.0	Yes	No
Student C4	Female	Year 2	7.5	Yes	No
Student C5	Male	Year 2	7.9	Yes	No
Student C6	Male	Year 2	7.3	Yes	No
Student C7	Male	Year 2	6.11	No	No
Student C8	Female	Year 2	7.11	Yes	No

The teaching group students were matched with the control group based on gender, year level and the fact they were reading level 28 in the LARP testing. Therefore Student T1 was matched to Student C1 and so on.

Assessment Materials

To assess students reading comprehension the level 28 PM Benchmark *Mount Saint Helens Blows its Top* was used. It currently has 5 questions which are a combination of literal comprehension questions, inferential comprehension questions and reflective questions. This was adapted so the students were asked to answer 10 literal comprehension questions. Students were required to read the passage aloud and a running record was taken, they were then asked 10 literal comprehension questions written for the passage.

To assess students paraphrasing ability a modified Paraphrasing Task by John Munro was used. As the testing was being used in the Year 1/2 level John Munro's original Paraphrasing Task was modified in the amount of items and the length of each item.

Students were read each sentence in the paraphrasing task and then asked to try and say it in their own words by changing as many words as they can without changing its meaning.

Both of these tasks were assessed as both pre-test and post-test.

Teaching Resources

So the teaching of paraphrasing could be integrated with the year 1/2 inquiry on water two big books were used. The first was *The Green Turtle* and the second was *What are Whales?*

Procedure

The teaching sessions were initially implemented whole class. From the third session onwards the session began with the whole class and then moved into small groups by which part a closer observation could be kept on the eight students involved in the teaching group. The ten teaching sessions were conducted over a three week period with an average of four lessons a week in addition to the regular reading hour. Each session lasted for 30-45 minutes. The teaching sessions were carried out by the classroom teacher.

As part of the first session the paraphrasing strategy was modeled to the class. At the end of the session they came up with a list of steps to assist them when they paraphrased.

They were:

- Read a Sentence
- Change it into our own words – try to change as many words as we can (without changing its meaning)
- Say the sentence again in our own words.

The steps above were referred to at the start of each session.

Sessions 1 & 2 were implemented whole class whereby the text was read twice, once by the teacher and then again with the teacher and students. Then individual students had a

go at trying to paraphrase each sentence. The teacher acted as the scribe. The children read their paraphrase to check it contained the meaning they intended.

In the third session the whole class began to paraphrase together and then they were broken up into groups where one child in each group was designated the scribe and they wrote down their group's paraphrasing responses. However as the children are only in Year 1/2 they found this to be quite challenging. So in future sessions the teacher returned to being the scribe.

Sometimes children individually paraphrased the text while sometimes they worked with a partner or small group to collectively come up with a response. This assisted those children who were reluctant to step out on their own and give a response.

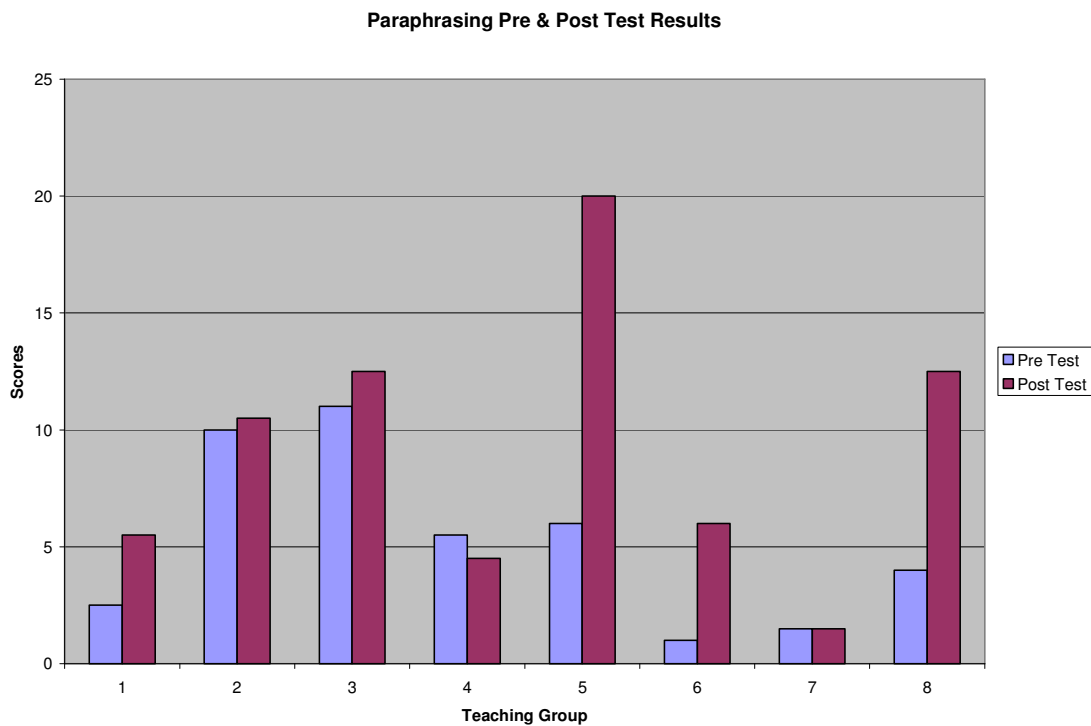
Throughout the sessions students were moved from paraphrasing a sentence to paraphrasing a paragraph. Parker, Hasbrouck and Denton (2002, p.46) states that "the student's comprehension proceeds incrementally from the sentence, to multisentence, to paragraph, to two to three paragraph level".

In the final two sessions students were given the opportunity to individually write down how they would paraphrase the paragraph. We then shared how each student chose to put it into their own words seeing if their paraphrase still retained the original meaning.

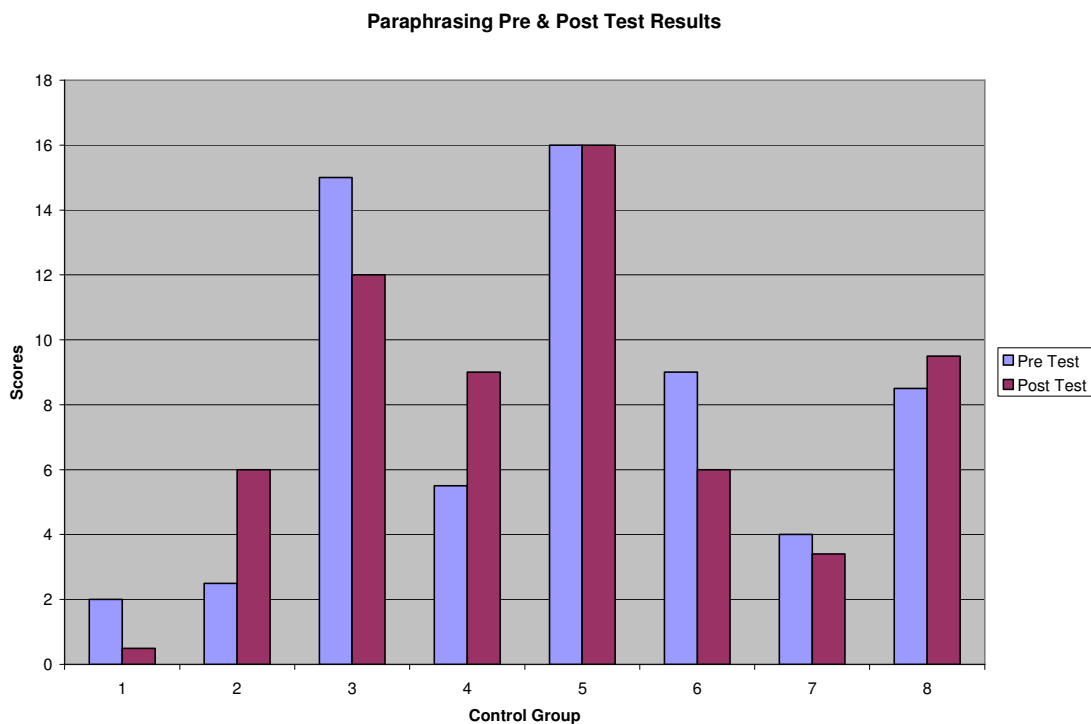
Students in the control group continued to participate in the regular classroom program. Following the three weeks of explicit paraphrasing teaching all students in the teaching group and control group were given the Level 28 PM Benchmark test with ten literal comprehension questions and the modified paraphrasing task.

Results:

Trends for the teaching group indicate that majority of the students scored better in their paraphrasing post test than their paraphrasing pre test. The teaching group's mean score for the paraphrasing pre test was 5.1875 and their mean score for the paraphrasing post test was 9.125. If you look at the graph below all students post test score was higher than their pre test score with the exception of two students. Student T7 scored exactly the same score in both the pre-test and post test. In his post test he either restated what was already there or he added information which in turn changed its meaning. Student T4 was away sick for five of the ten lessons. Throughout the lessons that she was present she regularly participated but many of her responses were a restatement of the original sentence.

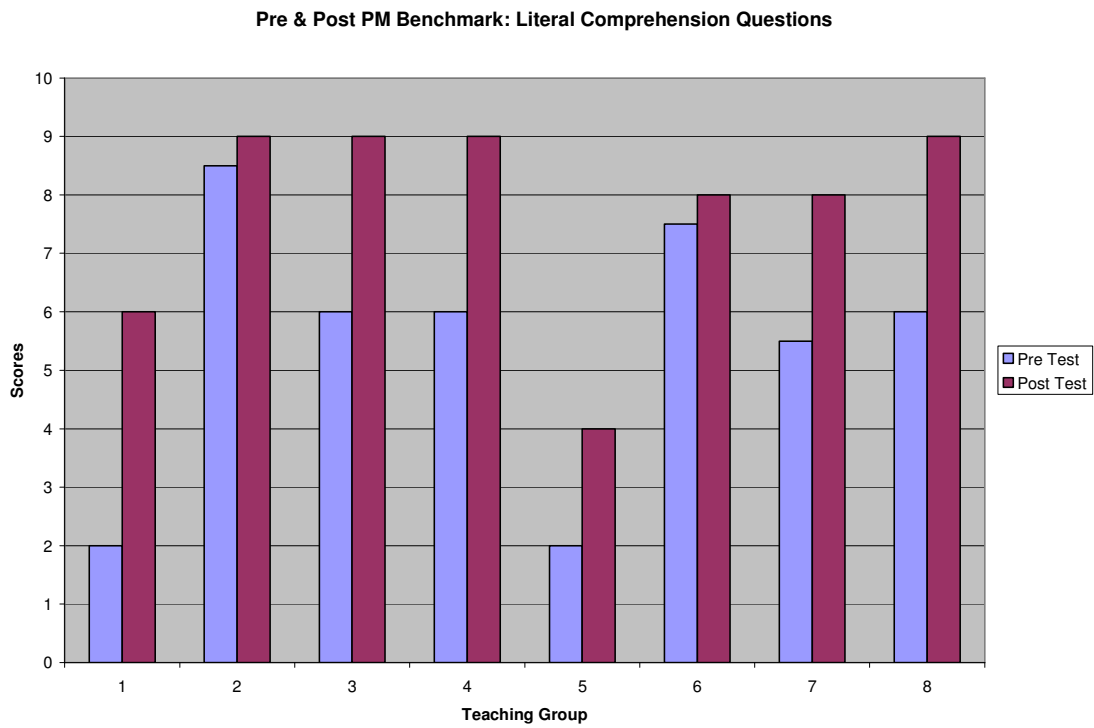


If you compare the control group paraphrasing pre test with the teaching group paraphrasing pre test they actually scored better. The control group's mean was 7.8125 as opposed to the teaching group's mean of 5.1875. However in the paraphrasing post test the teaching group scored a higher score with a mean of 9.125 whereas the control group's paraphrasing post test mean was 7.8. When you begin to look at the individual scores in the graph below three of the eight students scored a higher score in their post paraphrasing test, one student scored the same score and four students scored less than the initial pre test results.

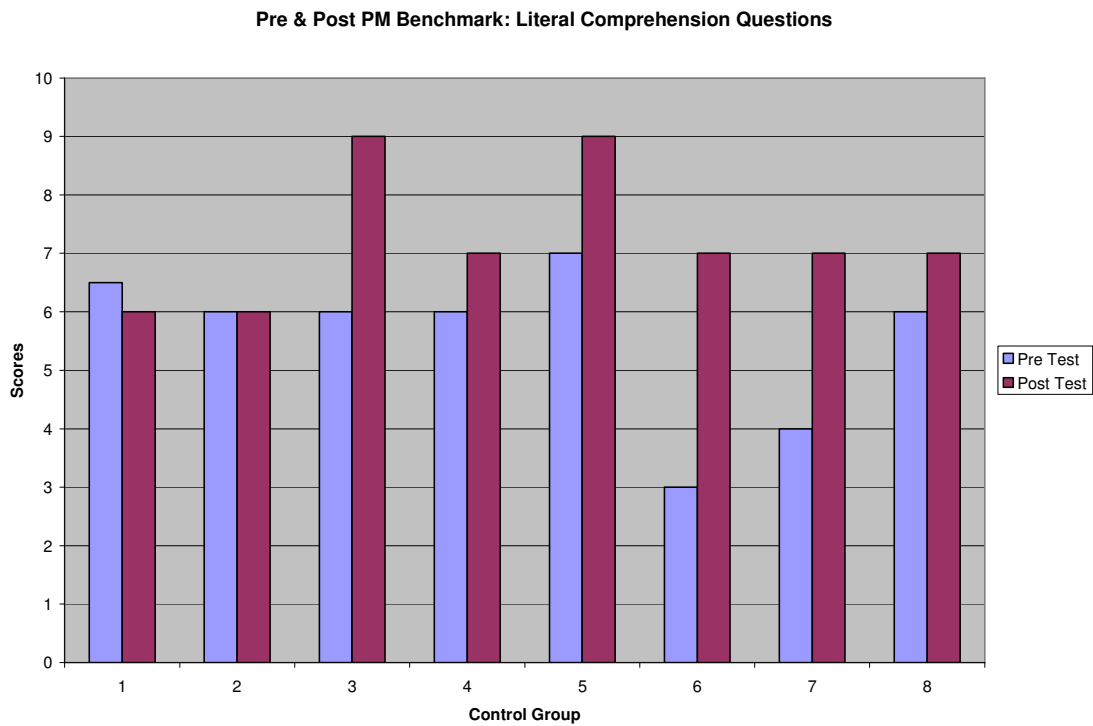


The PM Benchmark looked at two aspects of reading. Reading accuracy and reading comprehension. To ascertain the students reading accuracy all students read the level 28 PM Benchmark 'Mount Saint Helens blows its top' out aloud while a running record was completed. In both the pre test and post test all students scored either a level 28 easy or 28 instructional for this text with the exception of one student (Student T5) who came out as a level 28 Hard in both tests. This means that they are able to decode the passage they are reading but are they able to understand what they are reading. The second aspect looked at their ability to answer ten literal comprehension questions relating to the text on Mount Saint Helens. It is this raw score out of 10 questions that has been graphed below.

The teaching groups mean for the literal comprehension questions in the pre test was 5.4375 and their mean in the post test was 7.75. All students in the teaching group scored greater in the post test.

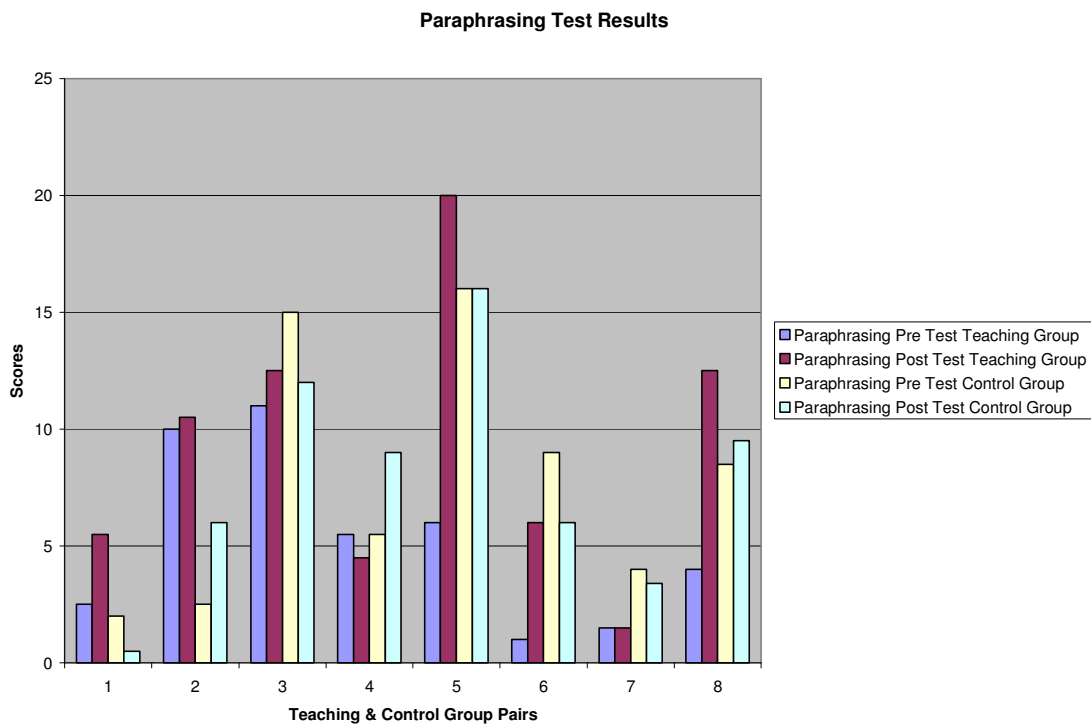


The control group also improved in the literal comprehension questions. Their mean in the pre test was 5.5625 and their mean in the post test was 7.25. Only 6 students increased from their pre test to post test scores, with one student scoring the same and one student scoring less in the post test.



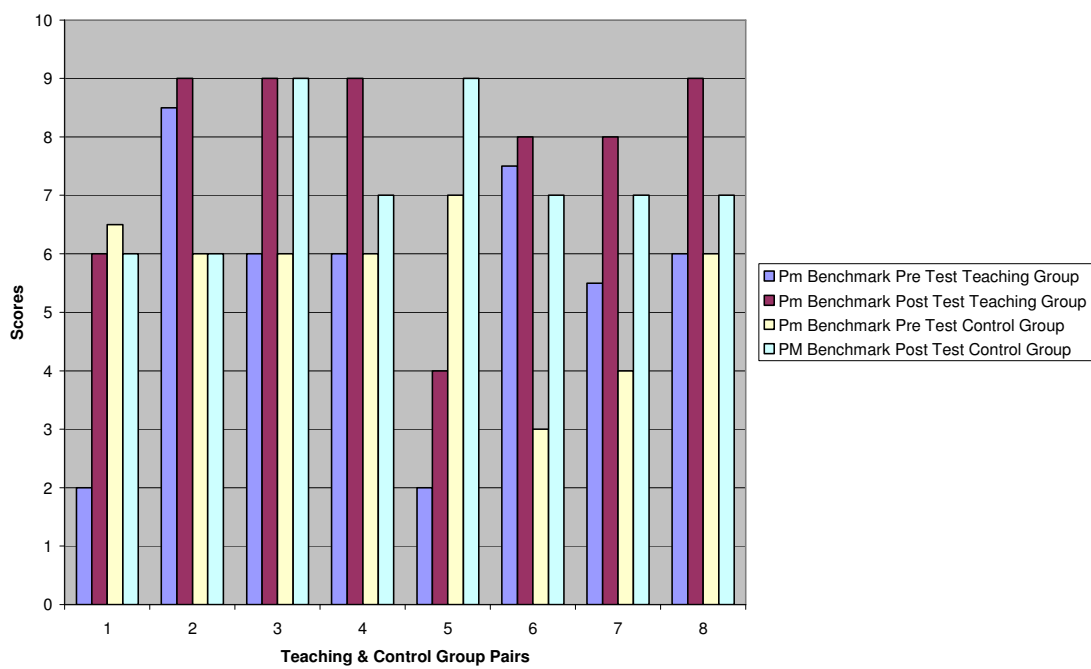
Again as with the paraphrasing test the control group's mean for the pretest for the literal comprehension questions was higher than the teaching group's mean. However the teaching group's mean for the post tests were higher than the control group's.

The following graph looks at the paraphrasing pre and post test results and matches the teaching group student with the control group student. For example Student T1 is next to the results of Student C1. This graph indicates that students T1, T2, T3, T5 and T8 showed more improvement in their paraphrasing ability over the three weeks of intensive teaching than their matched student in the control group. Student T4 and T7 actually scored less of an improvement than their matched pair in the control group.



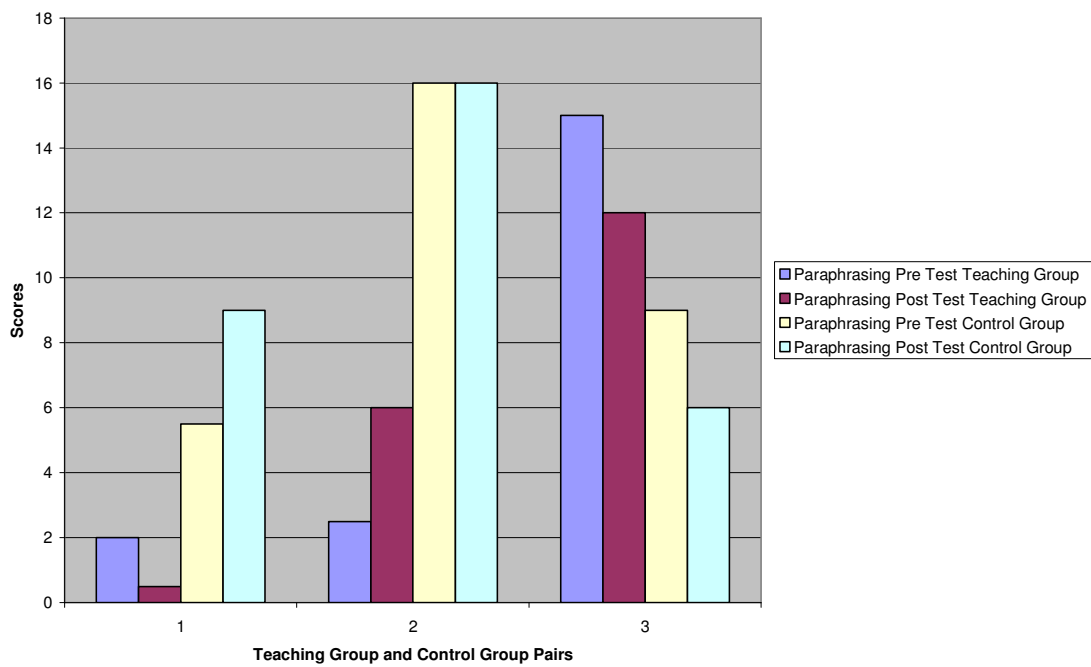
The next graph looks at the literal comprehension questions pre and post test results and matches the teaching group student with the control group student. With this graph all students in the teaching group have either made more gain in their literal comprehension scores from the pre test to the post test or have made equal gain to their matched student in the control group. There was only 1 student T5 who made less improvement than his matched student in the control group.

Pm Benchmark: Literal Comprehension Question Results



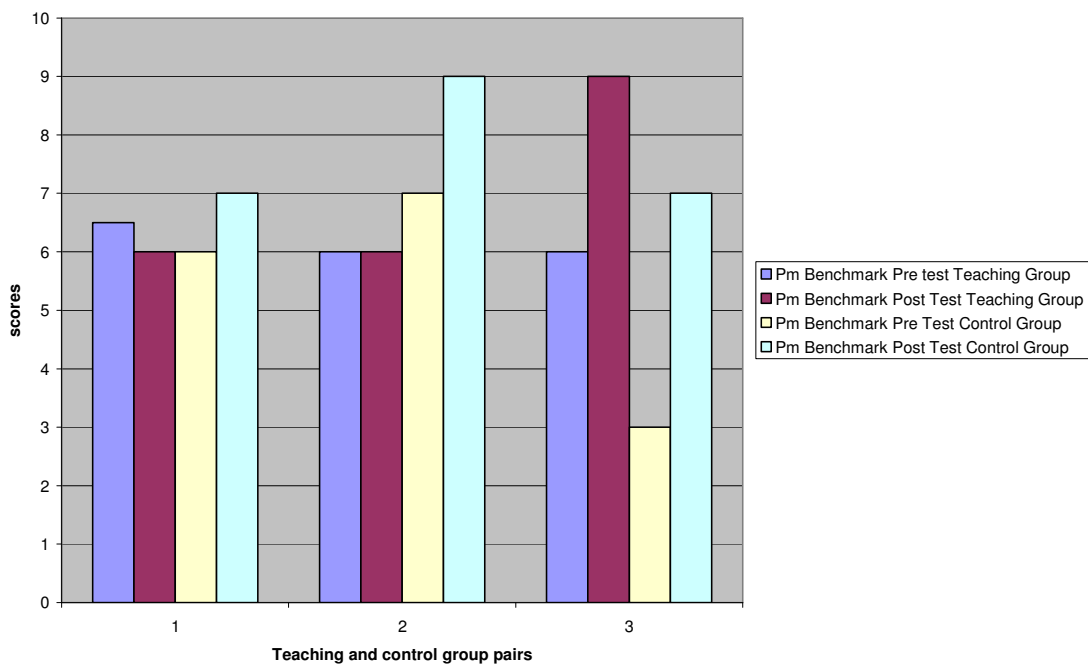
If a closer look at the females involved is taken in this research project the female teaching group's mean for the paraphrasing pre test was 6.8333 and the mean for their post test was 9.8333. This shows a gain from the pre test to the post test. The female control group's mean for the paraphrasing pre test was 9.6666 and their mean for their post test is 10.1666. The control group does have a higher mean however it can be said both the females in the teaching group and the females in the control group have an increased mean from the paraphrasing post test to the paraphrasing pre test.

Female Results of the Paraphrasing Test



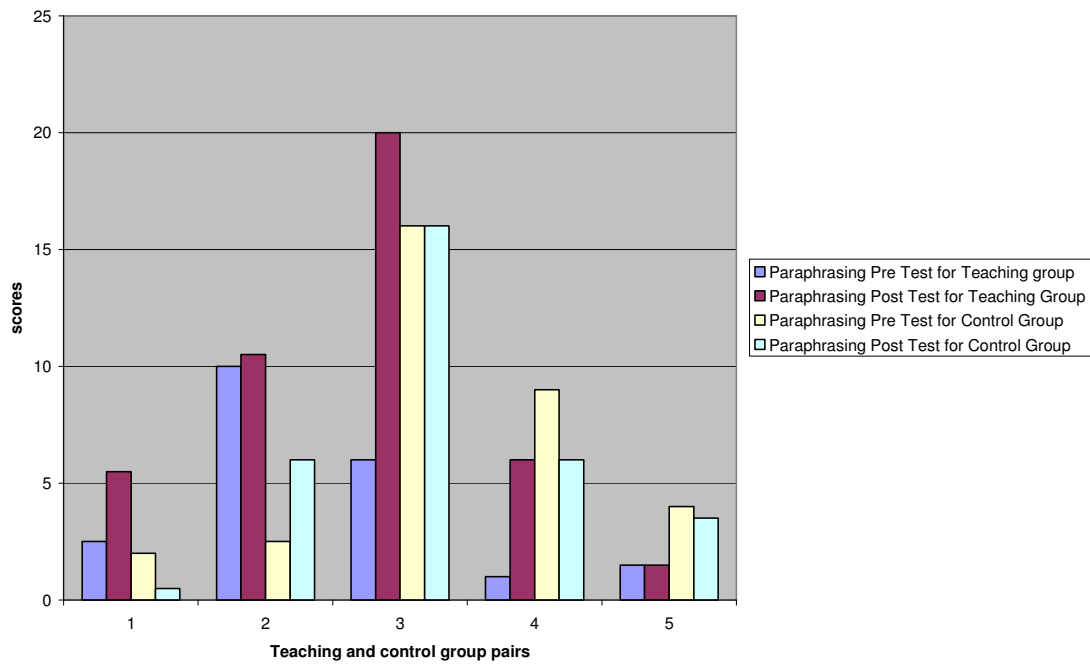
If we examine the female results for the PM Benchmark literal comprehension questions a similar trend as for the paraphrasing comparison occurs. The females in the teaching group had a mean in the literal comprehension pre test of 6 with their mean in the post test being 9. While the females in the control group's mean in the literal comprehension pre test was 6 and the post test mean was 7.666. In both groups there was a gain from the pre test results to the post test results. However the teaching group made a greater gain than the control group.

Female Results of PM Benchmark Literal Comprehension Questions



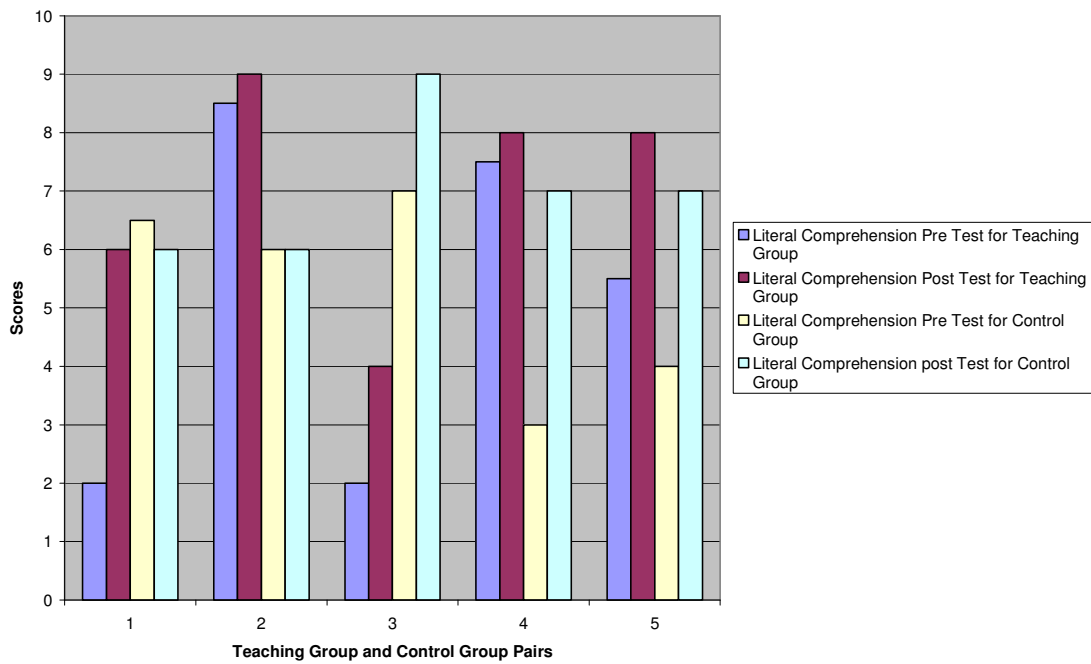
If we take a closer examination of the male test results we can see that for the paraphrasing test the males in the teaching group their mean for the pre test was 4.2 and their post test was 8.7 whereas for the paraphrasing test of the males in the control group's mean was 6.7 in the pre test and 6.38 in the post test. The teaching group's mean increased while the control group's mean decreased.

Male Paraphrasing Results of the Paraphrasing Test



When looking at the male results for the PM Benchmark Literal Comprehension Questions the means are very similar for the teaching group and the control group. The teaching group's mean in the literal comprehension pre test was 5.1 and their mean for the post test was 7. The control group's mean in the literal comprehension pre test was 5.3 and their mean for the post test was 7.

Male Results for the PM Benchmark Literal Comprehension Questions



Discussion:

The teaching group trends and results appear to support the hypothesis that teaching grade 1/2 students who have reading comprehension difficulties to paraphrase will increase their literal comprehension.

Six out of the eight students involved in this study improved in their paraphrasing from the initial pre test to the post test. Student T1 improved by 15% in the post test. Student T2 improved by 2.5%. Student T3 improved by 7.5%. Student T4 was absent for half of the lessons due to illness declined by 5% from the pre test to the post test. Student T5 improved by 70%. Student T6 improved by 25%. Student T7 remained the same in the pre test and post test. Student T8 improved by 42.5%. With the teaching lessons being undertaken over a 3 week period it would have to be said that there was a substantial gain by most students involved in the teaching group.

Some students in the control group also made gains from their pre test to their post test in the paraphrasing task. Students C2, C4 and C8 all made improvements. This was the second time they did the test and quite often you do improve on a second time of doing a test. If you look at the mean of the control group in their first pre test it was 7.8125 and in their post test it was 7.8. Therefore the control group's mean actually stayed stagnant. Whereas the teaching group's mean in the pretest was 5.1875 and for the post test their mean was 9.125. This supports the hypothesis in that there was a marked improvement in their paraphrasing post test scores.

Katims and Harris (1997, p.117) indicate that "The paraphrasing strategy has been demonstrated to significantly increase the reading comprehension of students with and without learning disabilities". With the students involved in the teaching group of this study all showed an improvement in their ability to answer literal comprehension questions related to a set text. Not only did they all improve in their scores but they actively tried to answer each question with many students referring back to the text to find the answer. Student T1 improved by 40% in their post test score as opposed to their pre test score. Student T2 improved by 5%. Student T3 improved by 30%. Student T4

improved by 30%. Student T5 improved by 20%. Student T6 improved by 5%. Student T7 improved by 25%. Student T8 improved by 30%.

Improvement was made by both the teaching group and the control group in the literal comprehension questions. This could be related to many issues. One is for all students it was a second time reading the text so it was now familiar. With each time the text was read twice, once silently and then once aloud. So in actual terms by the post test they had read the passage about Mount Saint Helens four times which allowed them to move beyond the decoding aspect and concentrate on the comprehension aspect. The control group's mean at the pre test was 5.5625 and their mean at post test was 7.25. The teaching group's mean at the pre test was 5.4375 and their mean at the post test was 7.75.

The use of steps when paraphrasing was very useful. The list of paraphrasing steps taken as outlined in the method was devised by the students. They decided the steps involved in paraphrasing were as follows:

- Read a Sentence
- Change it into our own words – try to change as many words as we can (without changing its meaning)
- Say the sentence again in our own words.

The students referred to these steps in every lesson. They were able to articulate the steps to follow when paraphrasing a text. Although they did not follow the RAP acronym as suggested by Katims and Harris they still were a trigger for the students and probably more so because they had personal involvement in writing up the steps.

During early teaching sessions students tended to rearrange the words more so than substituting a synonym or adding words. For example Student T5 quite often in early sessions using the text about the green turtle would change the phrase “The green turtle...” to “The turtle that is green...” Gradually as they became more aware of what exactly paraphrasing is they began to substitute and change words so it was not just a restatement of what was said. Within the group the importance of maintaining meaning

was often discussed. Because of their age the majority of the teaching sessions were carried out together with the teacher being the scribe. What this did allow for was each student to hear how someone paraphrased the sentence or paragraph and interestingly enough students then wanted to say their version which quite often used parts of the previous persons paraphrase and made improvements or adjustments.

The initial idea of this study was to teach paraphrasing to the whole class while paying particular attention to the 8 students in the teaching group. The eight students in the teaching group were actually the most able readers in the class. They had all reached the desired level of level 28. However while they could read and decode unfamiliar text they were showing signs of not comprehending and understanding the text. So when it came to paraphrasing they were more able to participate than some of the other members of the class who were experiencing difficulties in reading and thus displayed difficulty concentrating and remaining on task. There were a few students who were not in the study engaged in what we were doing and able to attempt to paraphrase but there were many students not engaged and actually hampering what we were trying to do in the study. Some of the lessons were modified in that the session was always started with the whole class and then those not in the study were sent back to finish off a task while the teaching group remained in a small group with the teacher and continued with the session. This alleviated the teacher's stress that some children not in the teaching group were talking, rolling around on the floor etc... which was causing more of a distraction to the sessions and causing the lessons not to flow.

There are a number of factors that would need to be addressed if repeating this study. One would be to look more carefully at the selection of text used. As we were attempting to carry out the lessons with the whole class we chose to use big books so everyone could see the text. In some sessions children were presented with a photocopy of the text so they could follow it on their own copy. We also attempted to use texts which would complement our inquiry topic of water. With saying this I am not sure that we did use the best text. On some occasions it was very difficult to paraphrase sentences and try and put them into our own words.

I think there definitely is the possibility you could teach paraphrasing to a whole class especially when your lessons didn't rely heavily on results of an action research project. There were some children not in the study who were beginning to make great gains in the area of paraphrasing. In a future session when children were reading a story and trying to retell the story in their own words students made the connection that it is like paraphrasing. Hopefully if my class can look at paraphrasing regularly throughout the school year, referring to the steps involved they will gradually become more independent with using this strategy when they are reading.

The results suggest that teaching paraphrasing to students is a successful strategy that can assist students to improve in their reading comprehension ability. A possible direction for future research would be to see what effect long term teaching of paraphrasing had on students and if they are inclined to use this reading strategy independently.

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Teaching Resources:

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Appendices:

Appendix 1 – Session outline for Paraphrasing lessons

Appendix 2 – Ten sequential paraphrasing lessons

Appendix 3 – Lesson Plans with student responses

Appendix 4 – Adapted Paraphrasing Test

Appendix 5 – Adapted PM Benchmark with literal comprehension questions

Appendix 6 – Individual Student Paraphrasing Pre Tests (sent in by mail)

Appendix 7 – Individual Student Paraphrasing Post Tests (sent in by mail)

Appendix 8 – Individual PM Benchmark Literal Comprehension Pre Tests (sent in by mail)

Appendix 9 – Individual PM Benchmark Literal Comprehension Post Tests (sent in by mail)

Appendix 1: Paraphrasing Session Outlines

Session Number	Student Activity
1	<ul style="list-style-type: none"> • Whole Class • Shared Book (Green Turtles big book pg 4&5) • Sentence by sentence
2	<ul style="list-style-type: none"> • Whole Class • Shared Book (green turtles big book pg 6&7) • Sentence by sentence
3	<ul style="list-style-type: none"> • Small Group • Individual copies of text (green turtles big book pg 8 & 9) • Sentence by sentence
4	<ul style="list-style-type: none"> • Small Group • Individual copies of text (green turtles big book pg 10&11) • Sentence by sentence
5	<ul style="list-style-type: none"> • Whole Class • Shared Book (green turtles big book pg 12&13) • Paragraph
6	<ul style="list-style-type: none"> • Whole Class/Small Group • Individual copies of Text (green turtles big book pg 14&15) • Paragraph
7	<ul style="list-style-type: none"> • Whole Class • Shared Book (What are Whales pg4&5) • Sentence by sentence
8	<ul style="list-style-type: none"> • Whole Class(Pg7) Small Group (pg 8&9) • Individual copies of Text (What are Whales) • Sentence by sentence
9	<ul style="list-style-type: none"> • Whole Class (Pg 10&11) • Shared Book (What are Whales) • Paragraph
10	<ul style="list-style-type: none"> • Whole Class (Pg14)/Small Group(Pg 15) • Individual copies of Text (What are Whales) • Paragraph

Appendix 2: ten sequential paraphrasing lessons

Lesson 1:

Text – The Green Turtle Big Book (pg 4 & 5) – whole class

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 and then with paragraphs. The first text we will read is an information text about turtles.

I will read it aloud first and then I will ask you to read it with me.

Once the first paragraph has been read twice, read each sentence in the first paragraph again. Teacher reads the sentence. Paraphrase it by changing as many words a possible.

Sentence Read	Teacher Paraphrases
Green turtles are reptiles	Green turtles are reptiles
They have scales, they lay eggs and they depend on the surrounding water to keep warm.	Green turtles have scales and lay eggs and they keep warm by using the water around them.
This is why green turtles live mainly in tropical seas, where the water is warm	Therefore, green turtles mostly live in tropical seas because the water is warm.

Let us look at what we did here. We read each sentence and then said it other ways. See how it helped you to understand what the text said. Do you have any questions?

Now I will read the next paragraph to you and then we will read it together.

Read paragraph entitled “A Mysterious Life at Sea”

Now we will read sentence by sentence. Then I will try saying it another way and then I will ask you to try another sentence. I will write down what you say and then what you say.

Sentence read	Teacher paraphrases	Student Paraphrases
Green turtles spend most of their long lives in the sea.	Most of the green turtles life is spent at sea.	
They stay under the water for most of the time, but they must come to the surface to breathe.		
Much of the lives of green turtles is a mystery because they live out of sight, below the waves		
But every year thousands of female green turtles return to the land to lay their eggs.		

Let’s write down together the steps we used to paraphrase. Who can tell me Step 1 etc..

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.

(Write up on chart to be used in future sessions)

Lesson 2:

Text – The Green Turtle Big Book (pg 6&7) - Whole Grade.

Teacher reviews what students remember about paraphrasing from session 1.

- *What do you do when you paraphrase a sentence?*
- *How does paraphrasing help you?*

Now let's have another look at the chart we wrote yesterday.

Re-read the chart with the children.

Paraphrasing Steps:

- *Read a Sentence*
- *Change it into our own words – try to change as many words as we can*
- *Say the sentence again in our own words.*

We will begin doing this with sentences and then with paragraphs. We will continue to read our information text about turtles.

I will read it aloud first and then I will ask you to read it with me.

Once the first paragraph has been read twice, read each sentence in the first paragraph again. Teacher reads the sentence. Paraphrase it by changing as many words a possible.

Sentence Read	Teacher paraphrase
Like many other reptiles, green turtles hatch from eggs	Green turtles hatch from eggs as do lots of other reptiles,
The eggs must be laid on land, because in water the developing turtles would drown inside the eggs	If the eggs were laid in the water and not on the sand the baby turtles would die from drowning inside the eggs.

Let us look at what we did here. We read each sentence and then said it other ways. See how it helped you to understand what the text said. Do you have any questions?

Now I will read the next paragraph to you and then we will read it together.

Read paragraph 2.

Now we will read sentence by sentence. Then I will try saying it another way and then I will ask you to try another sentence. I will write down what you say and then what you say.

Sentence read	Teacher paraphrases	Student Paraphrases
Every year, between late October and February female green turtles come ashore to lay their eggs.	The mother turtles come out of the water to lay their eggs on the shore each year. They start doing this at the end of October and finish in February.	

It is a slow journey up the beach – green turtles are much better suited to swimming than moving on land.		
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*Let us look at what we did here. We read each sentence and then said it other ways. See how it helped you to understand what the text said. Do you have any questions?
Now let's read the next paragraph together.*

Sentence read	Teacher paraphrases	Student Paraphrases
A female green turtle usually chooses a beach close to where she hatched many years earlier.		
She may even choose the very same beach.		
Most turtles come ashore when high tide happens at night.		
They do this to avoid the heat of the day, and so that the distance that they must drag themselves up the beach is short.		

Lesson 3:

Text – The Green Turtle Big Book (pg 8&9) – Begin with Whole Grade.

*Let's revise what actions we do when we paraphrase. Who can tell me what we do?
After children's response refer to the chart.*

Paraphrasing Steps:

- *Read a Sentence*
- *Change it into our own words – try to change as many words as we can*
- *Say the sentence again in our own words.*

I will read the first paragraph and then I will ask you to read it with me.

Sentence read	Teacher paraphrases	Student Paraphrases
Then green turtle uses her front flippers to drag herself up the beach.		
When she is above the high tide mark, she begins to dig.		
She must dig above the high tide mark so that the sea doesn't wash over her eggs.		

Now we are going to work in our groups.

Organise children at their table in small groups

Each child is given a copy of the text.

Teacher chooses a scribe.

I will read the paragraph first and then we will read it together. Now I want your group to read the first sentence again and together come up with a new way of saying it. The scribe can write it down

Sentence Read	Group Paraphrase
First, she uses her front flippers to dig a shallow body pit.	
Then she lies in the body pit and uses her rear flippers to dig the nest hole.	
She uses her flexible flippers to scoop up sand and dump it to the sides.	
She digs until the nest hole is about 50 centimetres deep.	
A green turtle that is injured, inexperienced or too weak to move far up the beach may dig a shallow nest hole below the high tide mark.	
She lays her eggs, but the embryos inside will drown when the sea washes over the eggs.	

Lesson 4:

Text – The Green Turtle Big Book (pg 10 & 11) – Begin with the whole class

Let's revise what actions we do when we paraphrase. Who can tell me what we do?

After children's response refer to the chart.

Paraphrasing Steps:

- *Read a Sentence*
- *Change it into our own words – try to change as many words as we can*
- *Say the sentence again in our own words.*

I will read the first paragraph and then I will ask you to read it with me.

Sentence Read	Student Paraphrase
After about 45 minutes of slow and steady digging, the green turtle's nest hole is finished.	
She rests for a moment and then begins to lay her eggs.	
Turtle nesting beaches are protected places.	
This means that activities that may affect turtle breeding, such as camping, are not allowed.	

Revise what actions we do when we paraphrase. Who can tell me what we do? Now look at the next sentences with the small paraphrasing group.

Sentence Read	Student Paraphrase
Green turtle eggs are white and a little larger than golf balls.	
They have soft, leathery shells, so they land in the nest hole and on each other without breaking.	
The green turtle lays between 60 and 150 eggs.	
It takes her between 10 and 20 minutes to lay them.	

We have just read each paragraph and tried to say it in our own words without changing its meaning. This involves us paraphrasing a paragraph.

Lesson 5:

Text – The Green Turtle Big Book (pg 12 & 13) – whole class

Let's revise what actions we do when we paraphrase. Who can tell me what we do? After children's response refer to the chart.

Paraphrasing Steps:

- Read a Sentence/Paragraph
- Change it into our own words – try to change as many words as we can
- Say the sentence again in our own words.

Today we are going to try and paraphrase a paragraph instead of only one sentence. I will read the first paragraph and then I will ask you to read it with me.

Paragraph Read	Students Paraphrase
The green turtle does not stay with her eggs. When she has finished laying them, she begins to fill in the nest hole. She uses her flippers again, this time to scrape the sand back into the hole.	
When the hole is full, she uses her front flippers to pull herself out of the body pit. Then with all four flippers, she fills in the body pit.	
It is important that the green turtle leaves her eggs well covered. They need to be kept warm in the sand so that the embryos can develop inside. And they need to be hidden from predators.	
Turtles and tortoises both have shells, but turtles have flippers or webbed feet. Tortoises live on land and have feet with toes.	

Lesson 6:

Text – The Green Turtle Big Book (pg 14 & 15) – Begin with the whole class and moves into small group

Let's revise what actions we do when we paraphrase. Who can tell me what we do?
After children's response refer to the chart.

Paraphrasing Steps:

- *Read a Sentence/Paragraph*
- *Change it into our own words – try to change as many words as we can*
- *Say the sentence again in our own words.*

I will read the first paragraph and then I will ask you to read it with me.

Paragraph Read	Student Paraphrase
Even though the turtle eggs lie out of sight below the sand, they are not completely safe.	
Turtle eggs are a nutritious meal, and many predators are able to find them using their sense of smell. Native animals, such as bandicoots and dingoes, have little trouble digging up the eggs. Sometimes a predator will wait by the nest as the mother lays her eggs.	

Lets revise what we have been doing. Now we are going to work with a partner and together paraphrase the next paragraph.

Paragraph Read	Partner Paraphrase
Predators eat many eggs each year. There is little the green turtle can do to stop a hungry animal from helping itself to her eggs. But with so many eggs in the nest, there is a good chance that many of them will survive to hatch.	

Lets compare how each partner group chose to paraphrase the paragraph.

Lesson 7:

Text – What are Whales? Big Book (pg 4 & 5) – with the whole class

Let's revise what actions we do when we paraphrase. Who can tell me what we do?
After children's response refer to the chart.

Paraphrasing Steps:

- *Read a Sentence*
- *Change it into our own words – try to change as many words as we can*
- *Say the sentence again in our own words.*

I will read the first paragraph and then I will ask you to read it with me.

Sentence Read	Student Paraphrase
Whales are creatures that have fascinated humans for centuries.	
There are two types of whales.	
These are toothed whales and baleen whales.	
Toothed whales eat fish and squid.	
They use echolocation to find their food.	
Sperm whales and pilot whales are types of toothed whales.	
So are dolphins and porpoises.	
Baleen whales eat krill.	
These are small creatures that are like shrimp.	
The whales strain the krill through their baleen plates.	
This separates the krill from the seawater.	
Baleen whales need large amounts of krill to survive.	
Humpback whales and right whales are types of baleen whales.	

Lesson 8:

Text – What are Whales? Big Book (pg 7) – with the whole class and (pg 8 & 9) with the small paraphrasing group.

Let's revise what actions we do when we paraphrase. Who can tell me what we do?
After children's response refer to the chart.

Paraphrasing Steps:

- *Read a Sentence*
- *Change it into our own words – try to change as many words as we can*
- *Say the sentence again in our own words.*

I will read the first paragraph and then I will ask you to read it with me.

Sentence Read	Student Paraphrase
Most large whales feed in Arctic and Antarctic waters.	
It is cold there even in summer.	
They have a thick layer of fat called blubber.	
This helps them to keep warm.	
Whales move to warmer waters to mate and give birth to their calves.	
Whales and their relatives, dolphins and porpoises, belong to the same mammal order.	
They are the only mammals to live their whole lives in water.	
Humpback whales and right whales are large.	

I will read the next sentence first and then we will read it again together. This time you and a partner will paraphrase the sentence. Remember to try and change it into your own words with out changing its meaning.

Sentence Read	Partner Paraphrase
But the blue whale is the largest mammal ever to have lived on Earth.	

Now lets see who can paraphrase the next sentences.

Sentence Read	Student Paraphrase
The ocean is the only place such large mammals can live.	

Paragraph Read	Student Paraphrase
The water makes them buoyant. It supports their heavy weight.	

Lesson 9:

Text – What are Whales? Big Book (pg 10 & 11) – whole class, partner and then individual

Let's revise what actions we do when we paraphrase. Who can tell me what we do?
After children's response refer to the chart.

Paraphrasing Steps:

- *Read a Sentence/Paragraph*
- *Change it into our own words – try to change as many words as we can*
- *Say the sentence again in our own words.*

Today we are going to try and paraphrase a paragraph instead of only one sentence. I will read the first paragraph and then I will ask you to read it with me. This time you and a partner will paraphrase the paragraph. Remember to try and change it into your own words with out changing its meaning.

Paragraph Read	Partner Paraphrase
Whales breathe air as other mammals do. They do this through blowholes. Toothed whales have one blow hole. Baleen whales have two. The blowholes are on the top of their heads.	

Now we will read the next paragraph and see who is able to try and paraphrase it into their own words.

Paragraph Read	Student Paraphrase
To breathe, the whale comes to the surface. It takes a deep breath of air. Its blowhole closes when it goes underwater. When the whale comes back to the surface, it lets out the air it has kept in its lungs. Then it takes another breath.	

For this last paragraph I will first read the paragraph to you and then ask you to reread it with me. You will then individually try and paraphrase the paragraph and this time you will write down your response.

Paragraph Read	Student Paraphrase (in writing)
The whale does not blow water out through its blowhole, even though it might look as though it does. The air that has been in the whales' lungs has been warmed. When the whale breathes out, the warm air hits the cooler air outside. It turns into steam.	

Lesson 10:

Text – What are Whales? Big Book – whole class (pg 14), partner and then individual (pg 15)

Let's revise what actions we do when we paraphrase. Who can tell me what we do?
After children's response refer to the chart.

Paraphrasing Steps:

- *Read a Sentence/Paragraph*
- *Change it into our own words – try to change as many words as we can*
- *Say the sentence again in our own words.*

Today we are going to try and paraphrase a paragraph instead of only one sentence. I will read the first paragraph and then I will ask you to read it with me. This time you and a partner will paraphrase the paragraph. Remember to try and change it into your own words with out changing its meaning.

Paragraph Read	Student Paraphrase
Many scientists believe whales are very intelligent creatures. They communicate by making sounds. They can make a wide range of sounds.	
Humpback whales string these sounds together. We call this a whale song. A whale song can last up to about thirty minutes.	
Whales have poor eyesight. They have no sense of smell. They have keen senses of hearing and touch.	
Toothed whales use sound to locate food. They use sound to sense their own location.	

Now we will read the next paragraph and work together in a small group of two or three to paraphrase what we have read. You will write down your own paraphrase and then we will share each group's response.

Paragraph Read	Group Paraphrase
They make a sound that is reflected off an object. This causes an echo.	

For this last paragraph I will first read the paragraph to you and then ask you to reread it with me. You will then individually try and paraphrase the paragraph and this time you will write down your response.

Paragraph Read	Student Paraphrase (in writing)
Whales can sense from the echo where the object is. This is called echolocation.	

Appendix 3: lesson plans with student responses

Lesson 1:

Text – The Green Turtle Big Book (pg 4 & 5) – whole class

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 and then with paragraphs. The first text we will read is an information text about turtles.

I will read it aloud first and then I will ask you to read it with me.

Once the first paragraph has been read twice, read each sentence in the first paragraph again. Teacher reads the sentence. Paraphrase it by changing as many words a possible.

Sentence Read	Teacher Paraphrases
Green turtles are reptiles	Green turtles are reptiles
They have scales, they lay eggs and they depend on the surrounding water to keep warm.	Green turtles have scales and lay eggs and they keep warm by using the water around them.
This is why green turtles live mainly in tropical seas, where the water is warm	Therefore, green turtles mostly live in tropical seas because the water is warm.

Let us look at what we did here. We read each sentence and then said it other ways. See how it helped you to understand what the text said. Do you have any questions?

Now I will read the next paragraph to you and then we will read it together.

Read paragraph entitled “**A Mysterious Life at Sea**”

Now we will read sentence by sentence. Then I will try saying it another way and then I will ask you to try another sentence. I will write down what you say and then what you say.

Sentence read	Teacher paraphrases	Student Paraphrases
Green turtles spend most of their long lives in the sea.	Most of the green turtles life is spent at sea.	
They stay under the water for most of the time, but they must come to the surface to breathe.		Green turtles stay under water for quite a while green turtles need to come up to the surface to breathe (Student T3)
Much of the lives of green		Nobody knows much about

turtles is a mystery because they live out of sight, below the waves		green turtles because they live under the ocean out of sight (Student T3)
But every year thousands of female green turtles return to the land to lay their eggs.		

Let's write down together the steps we used to paraphrase. Who can tell me Step 1 etc..

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.

(Write up on chart to be used in future sessions)

- *Read a Sentence*
- *Change it into our own words – try to change as many words as we can*
- *Say the sentence again in our own words.*

Lesson 2:

Text – The Green Turtle Big Book (pg 6&7) - Whole Grade.

Teacher reviews what students remember about paraphrasing from session 1.

- *What do you do when you paraphrase a sentence?*
- *How does paraphrasing help you?*

Now let's have another look at the chart we wrote yesterday.

Re-read the chart with the children.

Paraphrasing Steps:

- *Read a Sentence*
- *Change it into our own words – try to change as many words as we can*
- *Say the sentence again in our own words.*

We will begin doing this with sentences and then with paragraphs. We will continue to read our information text about turtles.

I will read it aloud first and then I will ask you to read it with me.

Once the first paragraph has been read twice, read each sentence in the first paragraph again. Teacher reads the sentence. Paraphrase it by changing as many words a possible.

Sentence Read	Teacher paraphrase
Like many other reptiles, green turtles hatch from eggs	Green turtles hatch from eggs as do lots of other reptiles,
The eggs must be laid on land, because in water the developing turtles would drown inside the eggs	If the eggs were laid in the water and not on the sand the baby turtles would die from drowning inside the eggs.

Let us look at what we did here. We read each sentence and then said it other ways. See how it helped you to understand what the text said. Do you have any questions?

Now I will read the next paragraph to you and then we will read it together.

Read paragraph 2.

Now we will read sentence by sentence. Then I will try saying it another way and then I will ask you to try another sentence. I will write down what you say and then what you say.

Sentence read	Teacher paraphrases	Student Paraphrases
Every year, between late October and February female green turtles come ashore to lay their eggs.	The mother turtles come out of the water to lay their eggs on the shore each year. They start doing this at the end of October and finish in February.	
It is a slow journey up the beach – green turtles are much better suited to swimming than moving on land.		They are better swimming than walking on land (Student T7) because of this their journey to the beach is slow (Student T5)

Let us look at what we did here. We read each sentence and then said it other ways. See how it helped you to understand what the text said. Do you have any questions?

Now let's read the next paragraph together.

Sentence read	Teacher paraphrases	Student Paraphrases
A female green turtle usually chooses a beach close to where she hatched many years earlier.		The girl turtle normally chooses the beach she goes to hatch her eggs (Student T3)
She may even choose the very same beach.		The female may choose the same beach (Student T4). She may choose the very same beach where she was born (Students T6 & T2)
Most turtles come ashore when high tide happens at night.		Lots of turtles come to shore when the high tide happens at night (Student T4). Most turtles would have to come with the high tide at night to get to shore (Student T3)
They do this to avoid the heat of the day, and so that the distance that they must drag themselves up the beach is short.		When they come up they usually take the short cut, high tide, because of the heat so that they don't have to walk so far (Student T2)

Lesson 3:

Text – The Green Turtle Big Book (pg 8&9) – Begin with Whole Grade.

Let's revise what actions we do when we paraphrase. Who can tell me what we do?
After children's response refer to the chart.

Paraphrasing Steps:

- *Read a Sentence*
- *Change it into our own words – try to change as many words as we can*
- *Say the sentence again in our own words.*

I will read the first paragraph and then I will ask you to read it with me.

Sentence read	Teacher paraphrases	Student Paraphrases
Then green turtle uses her front flippers to drag herself up the beach.		The female green turtle uses her front feet to drag herself up the beach (Student T4). The female turtle will use her front feet to take herself up the beach (Student T3).
When she is above the high tide mark, she begins to dig.		The female turtle starts to dig when the tide comes up (Student T8). When she is above the high tide she would begin to dig and make a hole (Student T2).
She must dig above the high tide mark so that the sea doesn't wash over her eggs.		The female turtle must dig above the high tide mark so the sea doesn't wash over her eggs (Student T4). The female turtle must dig over the high tide mark so her eggs don't go back with the tide (Student T3).

Now we are going to work in our groups.

Organise children at their table in small groups

Each child is given a copy of the text.

Teacher chooses a scribe.

I will read the paragraph first and then we will read it together. Now I want your group to read the first sentence again and together come up with a new way of saying it. The scribe can write it down

Sentence Read	Group Paraphrase
First, she uses her front flippers to dig a shallow body pit.	The first thing she would do is use her front feet to dig a low body pit (Student T3)
Then she lies in the body pit and uses her rear flippers to dig the nest hole.	She uses her rear flippers to dig a nest hole (Student T5).

	The female green turtle lies in the body pit to make it deeper (Student T8).
She uses her flexible flippers to scoop up sand and dump it to the sides.	She uses her front flexible flippers to pick up the sand (Student T6). She uses her flippers to carry the sand out of the hole and then dumps it onto the side (Student T8).
She digs until the nest hole is about 50 centimetres deep.	She digs with her front flexible flippers about 50cm deep down into the ground (Student T6).
A green turtle that is injured, inexperienced or too weak to move far up the beach may dig a shallow nest hole below the high tide mark.	The female green turtle that is injured or inexperienced or not so strong would probably have to lay her eggs below the high tide mark (Student T2)
She lays her eggs, but the embryos inside will drown when the sea washes over the eggs.	The female turtle lays her eggs but the embryos inside drown when the water washes over the eggs (Student T4).

Lesson 4:

Text – The Green Turtle Big Book (pg 10 & 11) – Begin with the whole class

Let's revise what actions we do when we paraphrase. Who can tell me what we do?
After children's response refer to the chart.

Paraphrasing Steps:

- *Read a Sentence*
- *Change it into our own words – try to change as many words as we can*
- *Say the sentence again in our own words.*

I will read the first paragraph and then I will ask you to read it with me.

Sentence Read	Student Paraphrase
After about 45 minutes of slow and steady digging, the green turtle's nest hole is finished.	After 45 minutes of digging the green turtle's nest is finished and she will begin to lay her eggs (Student T2).
She rests for a moment and then begins to lay her eggs.	She will rest for a little moment and then start to lay her eggs (Student T3)
Turtle nesting beaches are protected places.	
This means that activities that may affect turtle breeding, such as camping, are not allowed.	

Revise what actions we do when we paraphrase. Who can tell me what we do? Now look at the next sentences with the small paraphrasing group.

Sentence Read	Student Paraphrase
Green turtle eggs are white and a little larger than golf balls.	Green turtles eggs are a little bigger than golf balls (Student T1). Female green turtle eggs are the colour white

	and are a bit bigger than golf balls (Student T3)
They have soft, leathery shells, so they land in the nest hole and on each other without breaking.	Green turtle eggs have soft shells so when they land they don't break (Student T7). Green turtle eggs are soft and pretty leathery so when they land in the nest they don't break (Student T2)
The green turtle lays between 60 and 150 eggs.	The female green turtle lays between 60 and 150 eggs (Student T4)
It takes her between 10 and 20 minutes to lay them.	The female green turtle takes between 10 and 20 minutes to lay her eggs (Student T7)

We have just read each paragraph and tried to say it in our own words without changing its meaning. This involves us paraphrasing a paragraph.

Lesson 5:

Text – The Green Turtle Big Book (pg 12 & 13) – whole class

Let's revise what actions we do when we paraphrase. Who can tell me what we do?

After children's response refer to the chart.

Paraphrasing Steps:

- *Read a Sentence/Paragraph*
- *Change it into our own words – try to change as many words as we can*
- *Say the sentence again in our own words.*

Today we are going to try and paraphrase a paragraph instead of only one sentence. I will read the first paragraph and then I will ask you to read it with me.

Paragraph Read	Students Paraphrase
The green turtle does not stay with her eggs. When she has finished laying them, she begins to fill in the nest hole. She uses her flippers again, this time to scrape the sand back into the hole.	The turtle that is green doesn't always stay with her eggs. She digs a nest and when she is finished she uses her flippers to dig it back in (Student T5).
When the hole is full, she uses her front flippers to pull herself out of the body pit. Then with all four flippers, she fills in the body pit.	When the female green turtle has finished putting the sand back in the hole she uses her front feet to drag herself out of the body pit. Then she uses her four feet to fill in the gaps in the body pit (Student T2).
It is important that the green turtle leaves her eggs well covered. They need to be kept warm in the sand so that the embryos can develop inside. And they need to be hidden from predators.	It is very important that the female turtle eggs are well covered. They need to be very warm in the sand so that the baby turtles can develop inside. They will also need to be hidden from people (Student T3).
Turtles and tortoises both have shells, but turtles have flippers or webbed feet. Tortoises live on land and have feet with toes.	Turtles and tortoises look the same because they have shells but they are not because turtles have webbed feet or flippers. But tortoises have feet with toes and live on land (Student T2).

Lesson 6:

Text – The Green Turtle Big Book (pg 14 & 15) – Begin with the whole class and moves into small group

Let's revise what actions we do when we paraphrase. Who can tell me what we do?
After children's response refer to the chart.

Paraphrasing Steps:

- *Read a Sentence/Paragraph*
- *Change it into our own words – try to change as many words as we can*
- *Say the sentence again in our own words.*

I will read the first paragraph and then I will ask you to read it with me.

Paragraph Read	Student Paraphrase
Even though the turtle eggs lie out of sight below the sand, they are not completely safe.	Though the female turtle eggs lie out of sight under the sand they are not fully safe (Student T3)
Turtle eggs are a nutritious meal, and many predators are able to find them using their sense of smell. Native animals, such as bandicoots and dingoes, have little trouble digging up the eggs. Sometimes a predator will wait by the nest as the mother lays her eggs.	The female green turtle when she lays her eggs the predators such as dingoes and bandicoots steal her eggs because they can smell the eggs out (Student T7). Green turtle female eggs are a nutritious meal to many predators and predators are able to find them pretty well by staying near the female turtle while she is laying her eggs and then the predator will leap into action and steal her eggs (Student T2).

Lets revise what we have been doing. Now we are going to work with a partner and together paraphrase the next paragraph.

Paragraph Read	Partner Paraphrase
Predators eat many eggs each year. There is little the green turtle can do to stop a hungry animal from helping itself to her eggs. But with so many eggs in the nest, there is a good chance that many of them will survive to hatch.	The predators eat lots of eggs when the year comes. There is not much of the green's turtle power to stop the predators from having a feast on the eggs. But with a lot of eggs there is a good go that some of them will survive (Students T5 & T6). The predators eat lots of eggs each year but the green turtle can't do anything to save them. The green turtle lays lots of eggs and most of them survive to hatch (Students T2 & T7). Dingoes and bandicoots eat quite a lot of eggs but there is a good chance that lots of them will hopefully survive. There is not much the green turtle can do to stop the predators from getting her eggs (Students T3 & T8).

Lets compare how each partner group chose to paraphrase the paragraph.

Lesson 7:

Text – What are Whales? Big Book (pg 4 & 5) – with the whole class

Let's revise what actions we do when we paraphrase. Who can tell me what we do?

After children's response refer to the chart.

Paraphrasing Steps:

- *Read a Sentence*
- *Change it into our own words – try to change as many words as we can*
- *Say the sentence again in our own words.*

I will read the first paragraph and then I will ask you to read it with me.

Sentence Read	Student Paraphrase
Whales are creatures that have fascinated humans for centuries.	
There are two types of whales.	There are two different types of whales in the world (Student T2).
These are toothed whales and baleen whales.	
Toothed whales eat fish and squid.	Toothed whales love to eat fish and squid (Student T7).
They use echolocation to find their food.	They use their ears to find their food (Student T6).
Sperm whales and pilot whales are types of toothed whales.	
So are dolphins and porpoises.	Also porpoises and dolphins are too (Student T3).
Baleen whales eat krill.	The Baleen whale likes to eat krill (Student T3)
These are small creatures that are like shrimp.	Krill are small creatures that are a bit like shrimp (Student T2).
The whales strain the krill through their baleen plates.	
This separates the krill from the seawater.	This separates the krill from the seawater inside the whale (Student T7).
Baleen whales need large amounts of krill to survive.	Baleen whales need big amounts of krill to live (Student T2)
Humpback whales and right whales are types of baleen whales.	Whales called right whales and humpback whales are a type of baleen whale (Student T6).

Lesson 8:

Text – What are Whales? Big Book (pg 7) – with the whole class and (pg 8 & 9) with the small paraphrasing group.

Let's revise what actions we do when we paraphrase. Who can tell me what we do?

After children's response refer to the chart.

Paraphrasing Steps:

- *Read a Sentence*
- *Change it into our own words – try to change as many words as we can*

- *Say the sentence again in our own words.*

I will read the first paragraph and then I will ask you to read it with me.

Sentence Read	Student Paraphrase
Most large whales feed in Arctic and Antarctic waters.	Most big whales feed in Arctic and Antarctic waters (Student T1)
It is cold there even in summer.	It is very cold even in the summer (Student T3)
They have a thick layer of fat called blubber.	It is very cold there. Whales have this fat on their body called blubber (Student T2).
This helps them to keep warm.	This helps them to keep very warm (Student T8).
Whales move to warmer waters to mate and give birth to their calves.	Whales will move to a much warmer place and they will also give birth to their calves there (Student T3). Most whales would move to warmer waters to mate and give birth to young calves (Student T2).
Whales and their relatives, dolphins and porpoises, belong to the same mammal order.	Whales are related to dolphins and porpoises because they belong to the same mammal order of their family (Student T7).
They are the only mammals to live their whole lives in water.	Whales, porpoises and dolphins live their whole lives in the water (Student T2)
Humpback whales and right whales are large.	The right whale and humpback whale are very large (Student T3).

I will read the next sentence first and then we will read it again together. This time you and a partner will paraphrase the sentence. Remember to try and change it into your own words without changing its meaning.

Sentence Read	Partner Paraphrase
But the blue whale is the largest mammal ever to have lived on Earth.	The blue whale is biggest mammal ever lived on earth (Students T3 & T8). The blue whale family is the biggest mammal to live on earth (Students T6 & T7). The giant special blue whale is the strongest and tallest whale of them all (Student T2 & T5)

Now let's see who can paraphrase the next sentences.

Sentence Read	Student Paraphrase
The ocean is the only place such large mammals can live.	The ocean is the only place in the world where large and big whales can live such as the blue whale (Student T2).

Paragraph Read	Student Paraphrase
The water makes them buoyant. It supports their heavy weight.	The water will make them float. It will help them support their heavy weight (Student T3).

Lesson 9:

Text – What are Whales? Big Book (pg 10 & 11) – whole class, partner and then individual

Let's revise what actions we do when we paraphrase. Who can tell me what we do?

After children's response refer to the chart.

Paraphrasing Steps:

- *Read a Sentence/Paragraph*
- *Change it into our own words – try to change as many words as we can*
- *Say the sentence again in our own words.*

Today we are going to try and paraphrase a paragraph instead of only one sentence. I will read the first paragraph and then I will ask you to read it with me. This time you and a partner will paraphrase the paragraph. Remember to try and change it into your own words with out changing its meaning.

Paragraph Read	Partner Paraphrase
Whales breathe air as other mammals do. They do this through blowholes. Toothed whales have one blow hole. Baleen whales have two. The blowholes are on the top of their heads.	Whales breathe air as other mammals do. Toothed whales only have one blowhole. All baleen whales have two blow holes. (Students T2 & T7). Mammals and whales breathe air with their blowholes into their body. Toothed whales only have one blowhole and baleen whales have two blowholes. Their blowholes are always have it on their head (Student T3 & T8).

Now we will read the next paragraph and see who is able to try and paraphrase it into their own words.

Paragraph Read	Student Paraphrase
To breathe, the whale comes to the surface. It takes a deep breath of air. Its blowhole closes when it goes underwater. When the whale comes back to the surface, it lets out the air it has kept in its lungs. Then it takes another breath.	All whales need blowholes to breathe. They come to the surface to do this. The blowhole closes when it goes underneath the water. When the whale has to come up to breathe it keeps the air in its lungs when it is underwater. Then it will take another breath (Student T2). To breathe the whales come up to the surface. They take a deep breath and then go back under the water and then after a while it comes back up and lets the air go (Student T7).

For this last paragraph I will first read the paragraph to you and then ask you to reread it with me. You will then individually try and paraphrase the paragraph and this time you will write down your response.

Paragraph Read	Student Paraphrase (in writing)
The whale does not blow water out through its blowhole, even though it might look as though it does. The air that has been in the whales's	The whale doesn't blow out water even though its blow hole might look like as though it does. The air that has been inside the whales lungs

<p>lungs has been warmed. When the whale breathes out, the warm air hits the cooler air outside. It turns into steam.</p>	<p>inside its body has been warmed. When the whale breathes out the warm air hits the cold air outside. It turns into steam (Student T1).</p> <p>All whales do not blow water through their blow holes. When the cold air meets the hot air it turns into steam (student T2)</p> <p>The whale will not blow water out of its blowhole even though it might look like it will blow water out. The air that is in the whale will get warmed up. When the whale breathes out the hot air it hits the cooler air that is outside. It will turn into steam. (Student T3).</p> <p>The whale never blows water through the blowhole even though it might look like it does. But it doesn't do that. The air that has been in the whale's lungs for ages will come out soon as steam. (Student T5)</p> <p>The whale doesn't blow out the water even though it looks like it does but it doesn't. The air that has been warmed up in the whale it comes out as steam (Student T6).</p> <p>The whale does not blow water out of its blowhole. Whale's lungs warms the air up. When the lungs let go of the air, the cold air mixes with hot air and makes steam so it looks like water. (Student T7)</p> <p>The whale can not blow water out though it might look like it will blow it out. It's blowhole has been in the whale's body. When it is warm, air will hit the cooler air outside. (Student T8).</p>
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Lesson 10:

Text – What are Whales? Big Book – whole class (pg 14), partner and then individual (pg 15)

Let's revise what actions we do when we paraphrase. Who can tell me what we do?

After children's response refer to the chart.

Paraphrasing Steps:

- *Read a Sentence/Paragraph*
- *Change it into our own words – try to change as many words as we can*
- *Say the sentence again in our own words.*

Today we are going to try and paraphrase a paragraph instead of only one sentence. I will read the first paragraph and then I will ask you to read it with me. This time you and a partner will

paraphrase the paragraph. Remember to try and change it into your own words with out changing its meaning.

Paragraph Read	Student Paraphrase
Many scientists believe whales are very intelligent creatures. They communicate by making sounds. They can make a wide range of sounds.	Most scientists really believe whales are so intelligent swimmers. They sometimes communicate by making strange sounds. They make a huge range of any kind of sounds (Student T5).
Humpback whales string these sounds together. We call this a whale song. A whale song can last up to about thirty minutes.	All humpback whales put these sounds together. Scientists call this a whale song. The whale song can last up to 30 minutes (Student T6).
Whales have poor eyesight. They have no sense of smell. They have keen senses of hearing and touch.	Whales have very poor eyesight. They can no smell. And they have a keen sense of listening and touch (Student T8).
Toothed whales use sound to locate food. They use sound to sense their own location.	Toothed whales use location to sense their food. They can locate far things to get their food (Student T7).

Now we will read the next paragraph and work together in a small group of two or three to paraphrase what we have read. You will write down your own paraphrase and then we will share each group's response.

Paragraph Read	Group Paraphrase
They make a sound that is reflected off an object. This causes an echo.	Whales use special sounds to bounce the sound on a rock and get their food (Students T2 & T7). Humpback whales make a very loud sound that bounces back this causes an echo (Students T5 & T6). The whales will make a strange sound that will reflect on objects. This could cause an echo (Students T3, T4 & T8).

For this last paragraph I will first read the paragraph to you and then ask you to reread it with me. You will then individually try and paraphrase the paragraph and this time you will write down your response.

Paragraph Read	Student Paraphrase (in writing)
Whales can sense from the echo where the object is. This is called echolocation.	Whales can sense from the echo where things are. This is known as echolocation (Student T1). All whales can use their sense to find food. They must use echolocation (Student T2). The whales will sense from the echo where that

	<p>object is. The name of this is called echolocation (Student T3).</p> <p>Heaps of whales sense from the echo where this object is. This is called echolocation (Student T4).</p> <p>Most whales always can sense because of their echo where the object is. Did you know that this is called echolocation (Student T5).</p> <p>Lots of whales can sense the echo from the object. This is called echolocation (Student T6).</p> <p>Whales senses make an echo where it hits an object and makes and echo location (Student T7).</p> <p>Whales can sense objects they use echolocation to sense them (Student T8).</p>
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Appendix 4: Adapted Paraphrasing Test

Paraphrasing Task - Practice Items

Name: _____ Date: _____

Sentence read	Teacher's attempt
1. A toy maker went to live in another city	This person who makes toys moved to a new town.
2. He wanted to find a place to live.	He needed to get a house to stay.

Sentence Read	Child's attempt
3. He needs to get to know the city.	
4. After he bought a map he looked for a bus.	

Paraphrasing Task - Recording Sheet

Name: _____ Date: _____

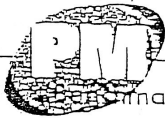
Ask the student to listen to you read each sentence while they read the text to themselves and then read it aloud themselves and then say it another way.

Sentence	Student's attempt
The young man and his friend rode on the bike.	
They were enjoying themselves.	
The birds were singing in the trees.	
The two friends chatted.	
They were supposed to watch where they were going.	
The track became narrow and twisted.	
The two children weren't smiling and chatting any longer.	
All of a sudden the path went around a sharp curve.	
Ahead they see in the middle of the path, a huge stone.	
There is a loud bang as the front wheel hits the huge stone.	

Adapted from Munro 2005

Appendix 5: Adapted PM Benchmark with Literal Comprehension Questions

Level 28



Benchmark

Reading Record

Name: _____ Age: _____ Date: _____
 Text: Mount Saint Helens Blows Its Top Level: 28 R.W: 218
 Accuracy: _____ S.C. Rate: _____

	E	S.C.	Errors MSV	Self corrections MSV
<p>Mount Saint Helens erupted at 8:39 a.m. this morning. First came two earthquakes. Then the top of the 9,577-foot volcano exploded. The whole of the north side blew away, leaving a crater two miles long and one mile wide. The great roar was heard 200 miles away. Smoke and burning ash billowed out at great speed. It smothered the north side of the mountain, and then more ash shot 60,000 feet (ten miles) into the sky. The black sooty cloud is being blown across Washington State towards Montana in the east. Some towns in its path are in near darkness, covered by a gritty blanket of falling ash. The cloud may reach New York. At least eight people lost their lives as they fled landslides and fires in a river valley on the north side of the volcano. Some died at a logging camp where trucks were pushed around like toys, as boulders, mud, water, ash, and logs swept down from the mountain. Fears are held for the safety of Harry R. Truman, aged 84, who refused to leave his home when the volcano became active seven weeks ago. His cabin at Spirit Lake, five miles from the summit, was in the path of the eruption. Some geologists who were at work on the volcano are missing, too. Helicopter crews are flying rescue missions.</p>				
Total				

PM BENCHMARK: LEVEL 28 – Mount Saint Helens Blows its Top

Analysis of Retelling:
(meaning, main ideas, coherence, vocabulary, reference to text)

- Questions to check for understanding of Literal Comprehension:
1. What happened before Mount Saint Helens Erupted?
 2. What did the volcano look like after it exploded?
 3. Why were the towns in Washington State in near darkness?
 4. How many people lost their lives?
 5. How many miles away could people hear the great roar?
 6. What time did Mount Saint Helens erupt?
 7. How many earthquakes were there?
 8. What was left after the north side of the volcano had blown away?
 9. What were the helicopters doing?
 10. Where was Harry Truman’s cabin?

Reading Level:
Accuracy Level: _____ = 1: _____ = _____ %
Reading Level (Accuracy): Easy / Instructional / Hard

Comprehension Level:
Number of Literal Comprehension Questions Correct: _____ /10
Reading Level (Comprehension): Easy / Instructional / Hard