Explicitly teaching paraphrasing to grade five students in a whole-class setting is more effective in improving the comprehension of underachieving readers than teaching an isolated small group of underachieving readers.

Abstract

Many teachers of reading have reflected upon the following question – is it more beneficial to teach students in a whole group setting, or to assemble small groups of like-ability students and, given their similar needs, teach them separately from the remaining class group.

Furthermore, teachers know that many students reach the later years of their primary schooling with good text-decoding skills, but experience difficulty in comprehension.

The hypothesis of this study is that explicitly teaching paraphrasing to grade five students in a whole-class setting is more effective in improving the comprehension of underachieving readers than teaching an isolated small group of underachieving readers. Research on the development of comprehension skills suggest that teaching students strategies (such as paraphrasing) to use when reading can increase their understanding of a text.

This study compared the results of two groups of students – a teaching group and a control group. The teaching group was further split into two categories – group A and group B. Group A comprised of three underachieving readers and they were taught the paraphrasing strategy in a whole class setting. Group B was made up of four underachieving readers who were taken out of their classroom and taught the paraphrasing strategy, in the same manner, in a separate area within the school.

Results indicate support for the hypothesis as the students in the teaching group all demonstrated improvement in their reading comprehension level, and the gains were slightly higher for those underachieving students taught in the whole class setting.

Introduction

Students in the upper primary classroom are expected to read a wide range of both fiction and non-fiction texts of varying difficulty on a daily basis. Whilst most students at this stage of schooling are competent decoders of text, many struggle to comprehend what they are reading. Teaching readers to understand text becomes increasingly difficult as students progress through primary school, as large amounts of content needs to be covered and the learning topics become more complex.

Furthermore, any class group of students comprises of a large spread in reading ability. Senior school primary students are likely to have been targeted in small-group, like-ability teaching of reading in their earlier years of schooling, and must now adjust to a whole-group style of learning. This can often present a problem if teachers are not explicit in their teaching of the appropriate reading strategies. In addition to this, teachers may lack confidence in presenting material in a way that is highly supportive at first and gradually releases some responsibility onto students to encourage independence and metacognition.

Paraphrasing has been suggested by many researchers as a strategy that improves reading comprehension of students of all reading abilities, and a strategy which can be explicitly taught to, and monitored within, a whole class of readers. This idea is supported by Katims and Harris (1997), who state that the paraphrasing strategy has been demonstrated to significantly increase the reading comprehension of students with and without learning disabilities. In paraphrasing, we encourage readers to use their own words and phrasing to 'translate' the text into their own way of saying it.

Kletzien (2009) explains that through paraphrasing, a reader is able to make connections with prior knowledge. The reader accesses what is already known about a topic and uses words that are part of his or her own knowledge. In discussing the importance of paraphrasing, Meijer (2006) says that it can be seen as part of the monitoring aspect of metacognition. When students understand how and why this strategy works, it becomes part of their metacognitive repertoire and available for independent use. Kletzien supports this view in stating that with careful instruction and modelling, focussing on what paraphrasing is, how to do it, when it is useful and why it is important, children can learn to monitor their comprehension and take steps to correct it if needed.

Once the teaching content has been established, educators must think about how to organise their classroom so that their students gain maximum benefit from what they are being taught. A possible reason for poor reading comprehension levels in upper

primary students is a classroom and teaching structure that proves inadequate in meeting a wide scope of needs. It was Cavagnetto, Hand, & Norton-Meier (2010) who stated that teachers should focus on what support structures will allow students to accomplish desired tasks instead of focusing on student abilities to do the task. Some researchers, such as Sharan Ackerman & Hertz-Lazarowitz (2008) support the implementation of cooperative learning, as this creates classroom conditions that foster productive intellectual activity. They view whole-group learning as a social context for task-oriented cooperation, communication, and intellectual exchange among peers. The benefit of whole-class instruction as opposed to small, like-ability groupings is that students of all abilities have the opportunity to teach one another, and learn from one another, under the focussed and explicit coaching of the teacher. Ford (2008) contends that the exchange and challenging of ideas is fundamental to the generation of new knowledge, and that talk is the most influential tool in assisting students to construct meaning and acquire new skills. Furthermore, in small-group settings without teacher guidance, it is difficult to be certain that talk amongst pupils is productive, or even on-task. Webb and Mastergeorge (2003) argue that students must be supported to undertake focused questioning, explore alternative answers and provide explanations for these answers if groups are to be effective in their problem-solving. Pupils who provide such help have been shown to benefit academically as a result of this 'high level' cognitive discourse. Effective teachers of reading comprehension are those who understand the importance of interactive whole-class teaching, which is designed to promote thinking, and encourages 'thoughtful discourse' (Good and Brophy, 2007) as a means of teaching for understanding. In addition to this, Galton, Maurice, Hargreaves, Linda & Pell (2009) argue that teacher-directed scaffolding such as demonstration and guided discovery are the most effective means of support.

Increasingly, all primary classrooms have a broad variety of learning abilities. These range from high achieving to under-achieving and even students with learning disabilities. Though challenging for teachers, it is a reality that cannot be ignored, and educators must improve instruction for all students, regardless of their classification. Giangreco, Baumgert & Doyle (1995) say that inclusive education has been a movement designed to reconstruct classes so that all children representing the range of diversity present in school communities are provided with an appropriate, meaningful education. Teachers need to attend to their classes in a whole-group setting, providing scaffolded instruction that encourages students to participate actively in their learning and, when appropriate, gain independence to make decisions to use the learned strategies to complete future tasks.

The present investigation aims to extend the earlier research by examining the influence of the explicit whole-class teaching of the paraphrasing strategy on the reading comprehension of underachieving readers.

Teaching paraphrasing to grade 5 students in a whole-class setting will be more effective in improving the comprehension of underachieving readers than teaching an isolated small group of underachieving readers.

Method

Design

The model used to research the hypothesis that explicitly teaching paraphrasing to grade 5 students in a whole-class setting is more effective in improving the comprehension of underachieving readers than teaching an isolated small group of underachieving readers was an OXO design. In a naturalistic, 'real' classroom setting, two grade five classes of students were observed through pre assessment. One whole class group (class A) were taught a series of ten lessons focussing on paraphrasing. Three children in class A were chosen as the experimental group (A) based on low pre-test scores. In class B, four children were identified as having similarly low pre-test scores and these four students were extracted from their class and taught the same series of lessons as a small group. These four students formed experimental group (B). The remaining students in class A and class B formed the control group. All students were observed through post-testing at the conclusion of the teaching period.

Participants

The participants were 52 grade 5 students. Class A consisted of 3 students in the experimental group and 23 students in the control group. Class B consisted of 4 students in the experimental group and 22 students in the control group.

The table below shows the three experimental students who were taught in the whole class setting (group A):

Table 1

Student	Age in months	ESL Y/N	Earlier Intervention Y/N	Severe Language Disorder Y/N
A	134	N	Y	Y
B	135	N	Y	Y
C	131	N	Y	N

The table below shows the four experimental students who were extracted from class to be taught as a small group (group 2):

Table 2

Student	Age in months	ESL Y/N	Earlier Intervention Y/N	Severe Language Disorder Y/N
D	132	N	Y	N
E	125	N	Y	Y
F	130	N	Y	N
G	129	N	Y	N

Along with low pre-test scores, the participants were chosen as their current and previous teachers expressed concern for their poor reading comprehension capability. All eight students had received Reading Recovery as grade one students and all were targeted for intervention using the ERIK program when they were in grade three.

Student A, student B and student E all currently receive funding for a severe language disorder.

Student B repeated the year in Prep due to falling well below expected standard in all learning areas and student D repeated grade one for the same reason.

Materials

All students involved in the study were pretested in their comprehension ability by using the TORCH. All students were pretested to assess their ability to paraphrase using Munro's group paraphrasing task. At the conclusion of the teaching all participants were post-tested using the same tests.

The first five lessons were carried out using the picture story book 'In Flanders Fields by Norman Jorgenson and Brian Harrison-Lever. This book was chosen as the teaching period was in April, and the students were learning about the history and significance surrounding ANZAC day.

The second five lessons in the teaching sequence were based on a non-fiction discussion piece title 'Pocket Money – A duty? A right? Unnecessary?' which was taken from an upper primary Rigby Literacy Collection book. This piece was chosen as the students were doing some work around financial literacy, and they had

recently participated in an incursion facilitated by a local branch of the Commonwealth Bank. The incursion introduced basic money understandings and strategies to help the students save their pocket money.

One fiction text and one non-fiction text were deliberately chosen to demonstrate how the paraphrasing strategy is valuable and transferrable across a variety of text types.

Procedure

After both classes of grade 5 students were pretested, class A and the small group of four students (group B) were taught an identical series of ten lessons. The lessons explicitly taught paraphrasing strategies according to the John Munro comprehension – Paraphrasing (Literacy Intervention Strategies, course notes, 2009). The lessons began with teacher reading and modelling, graduated to include teacher and student collaboration, and by the tenth lesson, encouraged students to use paraphrasing independently, and with confidence.

All of the lessons included:

a) an explicit introduction where the focus was made known to students

b) time to practise the skill of paraphrasing (first as a whole class, then in small groups, then with a partner, and finally individually)

c) time to share and hear other student's attempts

d) explicit feedback from the teacher and peers, outlining what was done well and what still needed refining

e) a guided, clear reflection and review at the conclusion, verbalising the importance of paraphrasing and discussing when and where else the strategy can assist us in understanding what we read. (See appendix 2).

Each session lasted between 20 minutes and 50 minutes, and the sessions were taught over a three week period. Students referred to individual copies of the text used during each lesson.

The initial lesson was taught first to class A, and second to group B, and lesson two was taught first to group B and second to class A. This pattern continued to ensure fairness, as the second time a lesson was taught appeared more effective because the teacher could foresee and therefore pre-address possible student misconceptions.

All students involved in the study underwent the Torch test and the group paraphrasing test again the day after the tenth lesson in the sequence was taught. The results of each participant were compared to their results in the initial testing.

Results

The results of the research indicate that explicitly teaching paraphrasing to grade five students does improve their reading comprehension.

By comparing the paraphrasing pre and post test scores, Figure 1 demonstrates the level of improvement in paraphrasing of the three underachieving readers who were taught in the whole class setting. Student A made considerable gains in his ability to paraphrase after participating in the ten lessons. Student B and student C also showed a marked improvement in their paraphrasing ability.
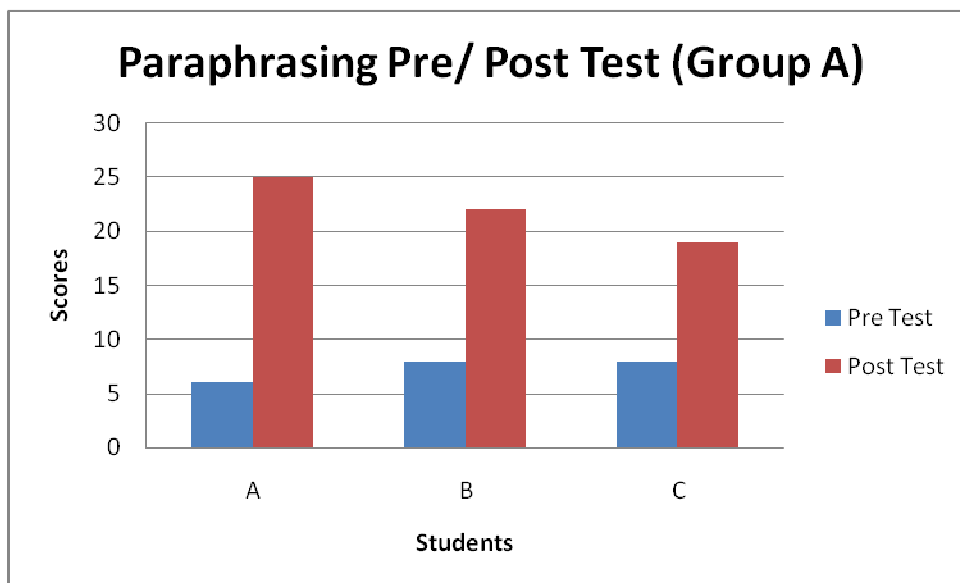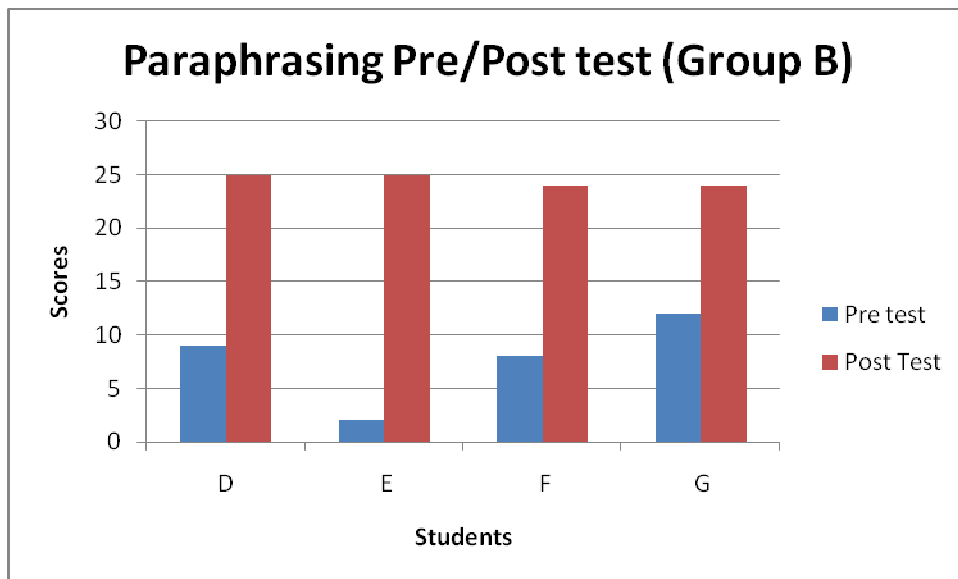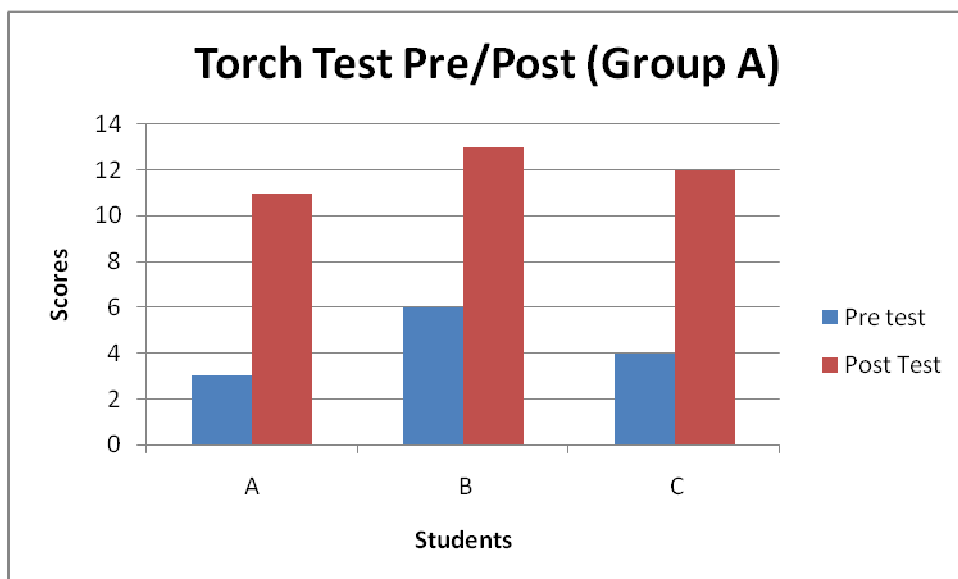
FIGURE 1

Figure 2 illustrates the comparison between the pre-test and post-test paraphrasing scores of group 2. These four students were removed from their class group to be explicitly taught to paraphrase. Student E demonstrated a vast improvement in his ability to paraphrase, as his pretest raw score of 2 had increased to 25 by the end of the ten lesson teaching sequence. Students D, F and G also achieved much higher scores on their second attempt at the paraphrasing task, and it is worth noting that regardless of their scores on the pretest, all four participants scored between 24 and 26 on the post test.

FIGURE 2

Paraphrasing Pre/Post test (Group B)

Scores (y-axis): 0, 5, 10, 15, 20, 25, 30

Students (x-axis): D, E, F, G

Legend:
- Pre test
- Post Test

In the graph below (figure 3), which shows the comparison of the pre and post test scores on the Torch test, it is clear that the three underachieving readers made discernible improvements in their comprehension ability. Students A and C in particular demonstrated a marked increase by adding 8 points to their previous Torch scores after the ten lessons were concluded.

FIGURE 3

Torch Test Pre/Post (Group A)

Scores (y-axis): 0, 2, 4, 6, 8, 10, 12, 14

Students (x-axis): A, B, C

Legend:
- Pre test
- Post Test

The improvements in reading comprehension made by student D, student E, student F and student G were also noticeable, as demonstrated below in figure 4. While the

post-test scores of these participants are comparable with group A's scores, the pre test scores of group B were higher than group A. This indicates that the gains made in reading comprehension weren't as noteworthy; that is, students D, E, F and G did improve, but not as much as the group A who were taught in the whole-class setting.
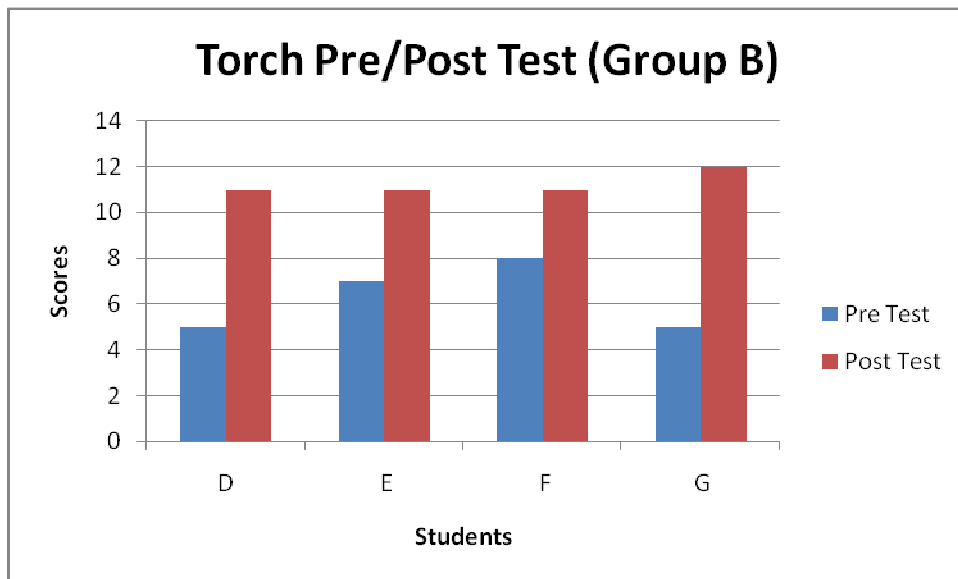
FIGURE 4

Figure 5, below, outlines the comparison between the paraphrasing pre and post tests of class A, who formed the whole-class teaching group. The maximum score on this test was 34, and student X achieved this on both her pre and post test. Similarly, student V scored 33 on the pretest and matched this result on her second effort. Every other student in class A, however, enhanced their paraphrasing scored by a minimum of one point (students O, P and CC) and a maximum of 10 points (student J, N and T). The average improvement of paraphrasing scores from pre test to post test in Class A was 4.5 points. Student M and student R were absent for the post-testing and therefore their performance cannot be measured.
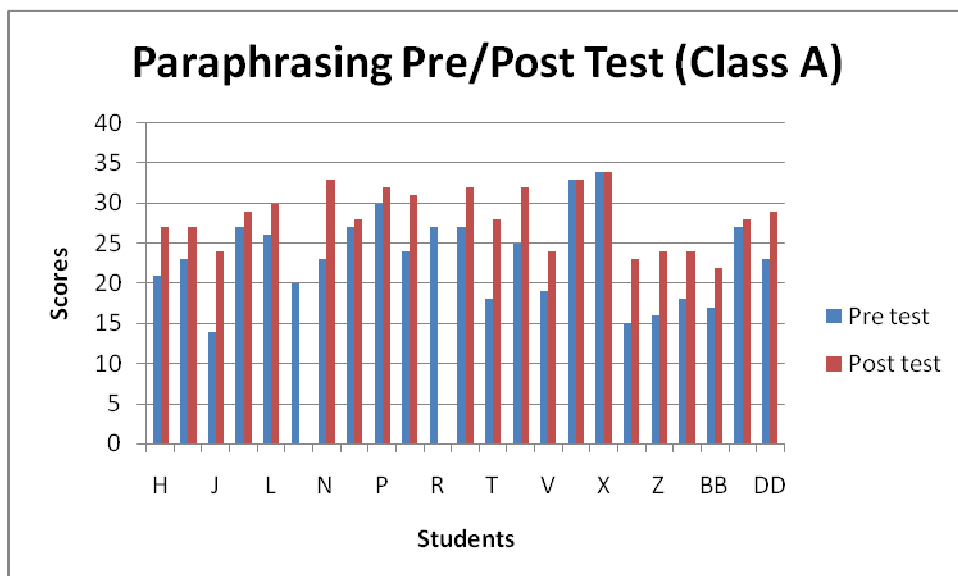
FIGURE 5

Figure 6 shows the comparison between the pre and post testing scores of the paraphrasing test in class B. All students were present and undertook both the pre and post tests, and the average score improvement was 5.3 points. No students in class B achieved maximum points for the paraphrasing pre test, however student RR and student SS both achieved the 34 points on the post test. The smallest margin of improvement in class B was student GG, whose difference on the pre and post test was zero, and the maximum improvement was student SS whose difference in score was 11.
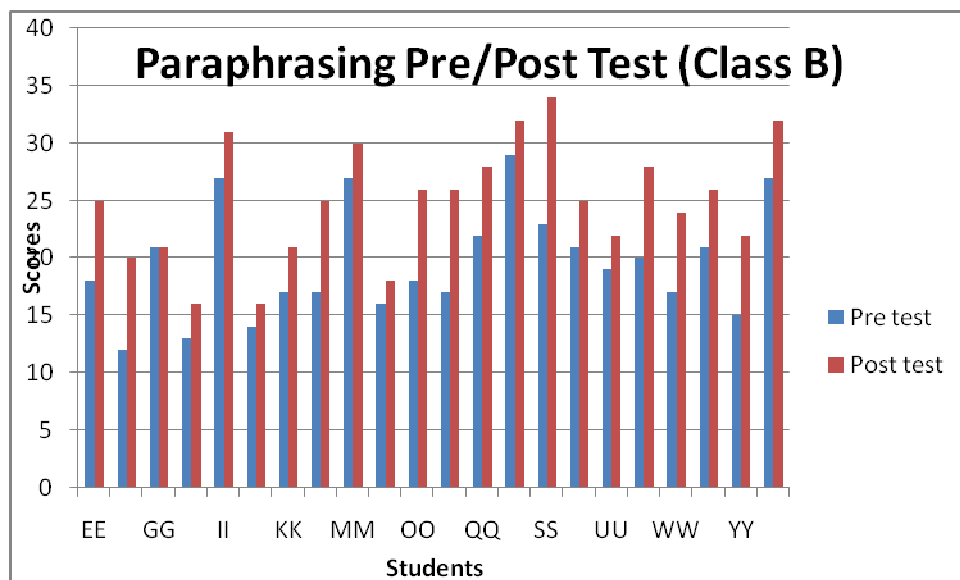
FIGURE 6

Figure 7 shows the comparison of class A's pre and post test scores on the Torch. Aside from student M and student R who were absent for the post test, and student CC who was absent for four of the ten lessons, all students achieved a score of at least one point higher on their second attempt. The largest difference in pre and post test scores was 8, and this was achieved by student V. The average improvement in class A's Torch score was 3.5. Furthermore, whilst no students in class A achieved the maximum score of 20 points on the pre test, students L, U and X scored 20 on the post test.
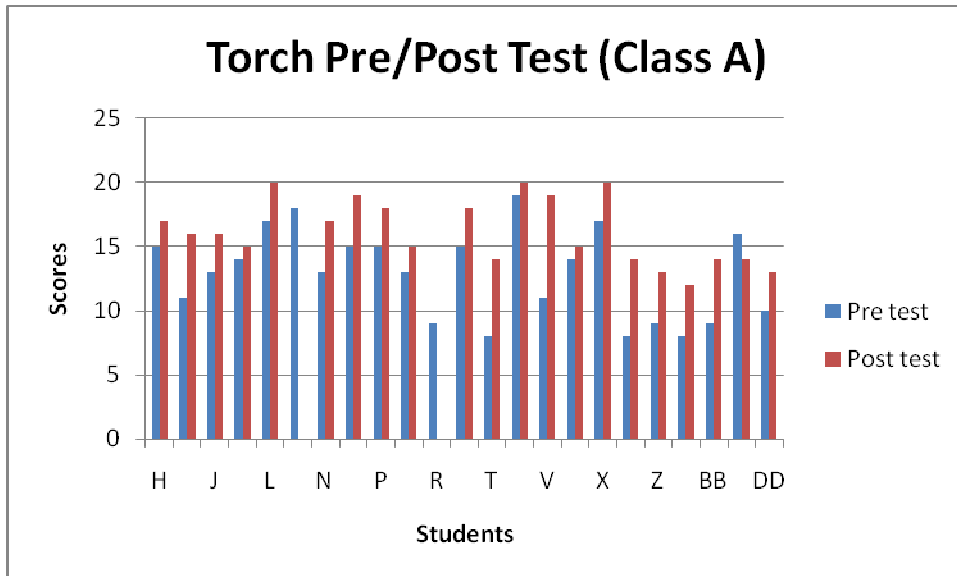
FIGURE 7

Torch Pre/Post Test (Class A)

Figure 8 demonstrates the difference in Torch scores from pre to post test for the students who formed the control group (those who were not taught the explicit ten lesson sequence). The results show that the average improvement in the Torch scores was 2.3 points.

FIGURE 8

Torch Pre/Post Test (Class B)
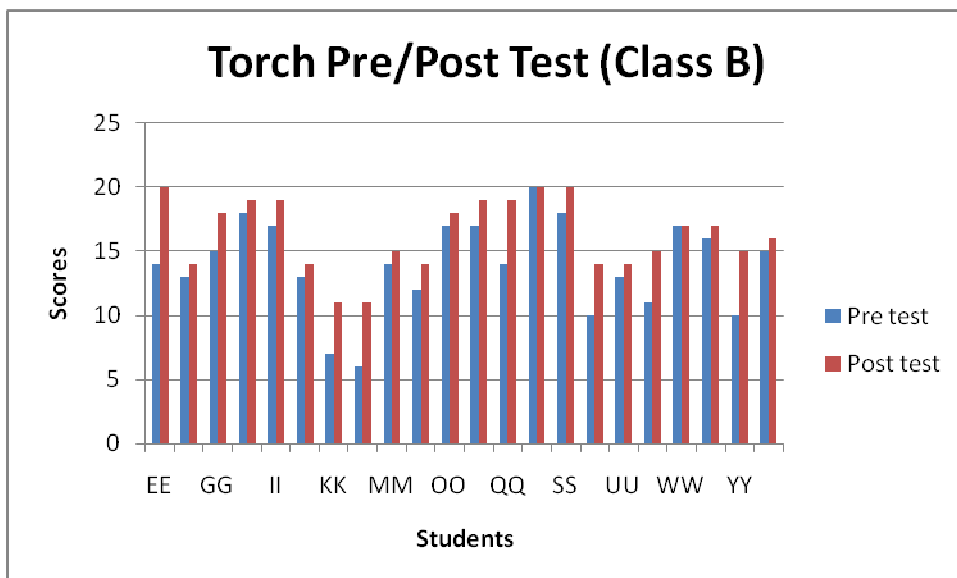
Discussion

In reflecting on the results of this study there is support for the hypothesis and the research that suggests that explicitly teaching students to paraphrase improves their overall comprehension ability. The Torch test measures reading comprehension

levels and the results from this study indicated that the three underachieving readers who were taught in the whole class setting made greater gains in their reading comprehension than the small group of students who were taken out of the class setting.

The results lend support for the work of Ford (2008), who highlighted the importance of the exchange and challenging of ideas in a reading classroom. The underachieving students in class A (the whole class setting), benefited from the example of their classmates. These students were able to watch and listen to their more able peers trying to paraphrase, and experiencing success, based on teacher feedback. This appeared to give the underachieving readers confidence to make attempts, in a carefully scaffolded structure and highly supportive environment. The oral discourse component of the lessons were fundamental to the students gaining new knowledge, and the wide ability range of students in class A meant that all participants could learn from each other.

Whilst the students in group B also showed improvement in their reading comprehension ability, the gains weren't as large as those students who were taught in the whole class setting. During the small group teaching sessions the student responses and attempts to paraphrase words and sentences were often poor. Like many struggling readers, this could be attributed to poor oral language knowledge and immature grammar and vocabulary. This group of students had difficulty generating synonyms as they didn't have a strong grasp of the meaning of the original words. This idea is supported by Parker (2002) who suggests that many students have poor reading comprehension because they have difficulty understanding key words. Furthermore, the small group of intervention students lacked the modelling of high achieving readers. The students in group B certainly made improvements in their ability to paraphrase after session three and four, and their confidence increased. However their counterparts who were taught in the whole class group mastered the paraphrasing skill and demonstrated a positive self belief after the first session. The team 'we can achieve this with each other's help' attitude was evident in the whole class setting, but lacking in the small group.

When comparing improvement in the use of the paraphrasing skill, the results of group A were somewhat equivalent to group B. All of the underachieving readers demonstrated positive gains on their post test results, however neither group did a great deal better than the other. There could be a number of reasons for this trend. It is worth noting that the teachers in the school where the study took place had focused on paraphrasing as a reading comprehension strategy in the previous year. All students in the upper school had been exposed through shared reading sessions to the idea that 'putting sentences in our own words can help us to understand what

we are reading.' However, it is difficult to assume how explicitly paraphrasing was taught by individual classroom teachers, and how much opportunity each of the students was allowed to practise and consolidate the skill. The implication here is that many students had a strong grasp of paraphrasing prior to the teaching sequence, and therefore major improvements may have been unlikely.

It makes sense to assume that the smaller the group of students, the more teacher attention they will receive. During the ten lessons, group B were able to share their paraphrased sentences and paragraphs, and receive almost immediate teacher feedback. This may have attributed to the improvement they showed in paraphrasing, even without the modelling of higher achieving peers.

Moreover, all students in the study scored a post test result that was higher than their pre test in the paraphrasing task. Interestingly, this was the case for both the students who participated in the ten lesson explicit teaching sequence (class A and group B) and the 'control' group who were not exposed to the explicit teaching (class B). It could be argued here that no matter what the task, students will perform either equally as well or better on it the second time around. Perhaps the more time a student spends immersed in a classroom where reading and comprehension are valued in between the two attempts, the better student will perform the second time.

There are a number of factors that would need to be addressed if repeating this study, or continuing teaching sessions with these students. The first is the organisation of the classroom for the administration of the lessons. In the whole class setting, it proved critical that all students began each session as a whole group, sitting together, in front of the teacher. Teacher instruction had to be clear, short and purposeful in the beginning. When students were asked to paraphrase words, sentences and paragraphs in small groups or partners, it was essential that the groupings were mixed ability. This encouraged richer discussion, peer mentoring and helpful challenging of ideas. Also, all teaching sessions must include a reflection at the end, where students are given opportunity to verbalise how to paraphrase and express their feelings surrounding the usefulness of this strategy. Finally, teacher praise must relate to specific achievements if certain students are to be expected to attempt the same skill again. For example, feedback such as "I love the way you checked over the original sentence to make sure the meaning stayed the same" was extremely beneficial for students.

This study highlighted an important point – that if teaching of a reading strategy (such as paraphrasing) is explicit, students will learn, and their reading comprehension level will increase. The present study aimed to investigate the idea that teaching a whole class group is more beneficial for struggling readers than teaching in a separate small group. The only definitive conclusion to be made is that

scaffolding and the gradual release of support by the teacher is advantageous for learners in a reading classroom. This proved accurate for both groups of students in the teaching cohort, whether within a whole class setting or in a small, like ability intervention group. Given these results, it appears more useful for teachers to present the explicit teaching of a reading strategy to a whole group, simply because more students will benefit at once, and therefore more learning content can be addressed.

Given the intensive nature of the teaching of the ten lessons, an area for possible further study would be the willingness of students to utilise the paraphrasing strategy a few weeks or months after the focus is lifted. It would also be interesting to track the comprehension levels of both the teaching and control groups at later intervals to see if the improvement is sustained.

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Meijer (2006) Metacognitive Activities in text-studying and problem solving *Educational Research and Evaluation* 12: 209 - 237

Sharan Ackerman & Hertz-Lazarowitz (2008) Academic Achievement of Elementary School Children in Small-Group versus Whole-Class Instruction *Journal of Experimental Education* 42: 125 - 129

Webb N and Mastergeorge A (2003) Promoting Effective Helping Behaviour in Peer Directed Groups *International Journal of Educational Research 39:* 79 – 97.

Materials

Picture Story Book:

Jorgensen N & Harrison-Lever B (2002) *In Flanders Fields* Sandcastle Books, Fremantle

Non-Fiction Article (Discussion Piece):

Collins (Ed) 2001 Pocket Money: A Duty? A Right? Unnecessary? *Rigby Literacy Collections 9: Upper Primary* Rigby Heinemann, Melbourne.

Tests:

Mossenson, L Hill, P & Masters, G (1987) TORCH Tests of Reading Comprehension. Australia: ACER

Munro J (2005) Paraphrasing Task: Group Administration.

Appendix 2

PARAPHRASING: Sequence of lessons

Session One:

Aim:

Introduce the paraphrasing strategy and support students to see how it is useful in understanding what we read.

Resources:

- Original and class-set of photocopies of 'In Flanders Fields' by Norman Jorgensen & Brian Harrison-Lever pg's 1 & 2
- Poster paper and textas

1. Introduce the strategy of paraphrasing by saying '*I am going to teach you something that will help you remember what you read. It is called paraphrasing. It works like this – after you have read a sentence, you stop, think about it, and then you say the sentence in your own words.*'

2. Make a poster to illustrate the strategy of paraphrasing:
   PARAPHRASING
   Read a sentence
   Change as many words as you can while keeping the meaning the same
   Say the sentence in your own words.

3. Teacher reads aloud the first sentence from 'In Flanders Fields'. *Early on Christmas morning the guns stop firing.* Teacher writes the sentence on the whiteboard, and re-reads the sentence aloud.

4. Teacher then paraphrases the sentence aloud – *It is early hours of Christmas morning, and no more gun shots could be heard.* The new sentence is written under the original one on the whiteboard.

5. A student is chosen to read the next sentence aloud – *A deathly silence creeps over the pitted and ruined landscape*. Another 3 students are asked to paraphrase the sentence. Record all 3 new sentences, and check as a group that the sentence has maintained its original meaning.

6. Students break into pairs to paraphrase the following sentence: *For many soldiers the sound of exploding shells and the chatter of machine-guns continues in their heads; their minds damaged by the weeks of deafening noise.* Come back together as group to share some of the new sentences.

7. As a whole group review the poster made earlier in the session. Revisit how paraphrasing works, and why it is a helpful strategy when trying to understand what we read.

Session Two:

<u>Aim:</u>

Give students practise in paraphrasing single sentences.

<u>Resources:</u>

- 'In Flanders Fields' by Norman Jorgensen & Brian Harrison-Lever, pg 3
- Sentence strips containing each sentence from pg 3.

1. Review previous session's poster on paraphrasing, and ask for student input into why paraphrasing is useful.

2. Teacher and students read the following paragraph together – *Men step down from the raised firing boards into the slush of the trench and drink strong scalding tea. Their tin cups shake uncontrollably in the cold morning air. Mail has been delivered and is handed out. Sadly, many letters and parcels have to be returned to the mail sack.*

3. Teacher and students take turns in paraphrasing each sentence in the paragraph aloud.

4. Teacher hands out the sentence strips to pairs of students. They must paraphrase their given sentence changing as many words as possible whilst maintaining the original meaning.

5. Review the paraphrased sentences as a whole class. Did they maintain meaning?

6. As a class, add to the poster made in session one. Encourage students to verbalise why paraphrasing is useful. In a different coloured texta, add:

<u>PARAPHRASING</u>
Read a sentence
Change as many words as you can while keeping the meaning the same
Say the sentence in your own words.

Paraphrasing helps us to understand what we are reading. We can change tricky words and sentences to help us feel confident and work out what <u>any</u> text is saying.

Session Three:

<u>Aim:</u>

Give students practise in paraphrasing pairs of sentences.

<u>Resources:</u>

- 'In Flanders Fields' by Norman Jorgensen & Brian Harrison-Lever, pg 4,5,6,7,8.

1. Teacher and students read the following text aloud together- *But one young soldier remains peering through a periscope over the top of the trench. Way out in no-man's land, he sees a small red shape moving on the barbed wire. A brightly coloured robin is trapped. One wing is flapping helplessly. The bird is unable to free itself from the tangle of deadly barbs. Reluctantly, the young soldier turns away. He walks down the trench to get his mail and warm himself by the small fire. From home they have sent him a Christmas card and a white silk scarf. A letter brings news of his family, school friends and neighbours in a world that seems years away.*

2. Students are instructed to use a coloured pencil/texta to underline the first two sentences green, the second two sentences red, the third two sentences blue, the fourth two sentences yellow, and the last sentence of the paragraph brown.

3. Teacher and students paraphrase each pair of sentences together. Teacher writes old and new sentences on the whiteboard. Discuss together – *after we paraphrased each pair do they still mean the same thing?* If not, alter the paraphrased sentences.

4. Teacher and students read pgs 7 & 8 aloud together. In pairs or small groups, students paraphrase each single sentence.

5. Come together as a group at the end, and record the single paraphrased sentences. Teacher asks the students to reflect on the following questions:

   "Does changing the words in sentences help us to better understand what we read?

   If so, why is that?

   Will you use this new skill you've learned in other lessons at school, or when you're at home?

   How?

Session Four:

Aim:

Give students practise in paraphrasing pairs of sentences.

Resources:

- 'In Flanders Fields' by Norman Jorgensen & Brian Harrison-Lever, pg 9,10,11,12,13

- Posters with each pair of sentences from pages 9-13 written in texta at the top.

1. Students read the text on pages 9-13 aloud as a group <u>without the teacher</u>.

2. As a group, teacher and students paraphrase pairs of sentences together.

3. Students are arranged into pairs or groups of 3. They are given three minute intervals to move around the classroom, and paraphrase each sentence pair, onto the bottom of the poster paper. Once they have written their sentence, they fold the paper up to obscure their sentence from the rest of the groups. Continue until each group/pair has paraphrased all six pairs of sentences.

4. Teacher unfolds each poster, one at a time. Together as a group read the paraphrased sentence pairs and discuss if meaning was maintained.

5. Teacher chooses one pair of paraphrased sentences from each poster. Students are asked to close their eyes and listen as the teacher reads all of the chosen sentences in sequence. Discuss – *can we still follow the story even though each of the sentences has been changed into our own words?*

Session Five:

Aim:

Give students practise in paraphrasing whole paragraphs.

Resources:

- Pocket Money – A duty? A Right? Unnecessary?

1. Students are given time to read the whole article quietly to themselves.

2. Students are asked to read the first paragraph aloud together.

3. Teacher and students paraphrase the whole paragraph together. Teacher requests lots of student response, and checks that everyone is happy that each paraphrased sentence maintains the original meaning before recording it on the whiteboard.

4. Students are asked to read the second paragraph aloud together. In pairs or groups of three they then break off to paraphrase the paragraph, and record their new paragraph.

5. Come back together and revisit the class paraphrasing poster from sessions one and two. Ask for student input into how they feel about the paraphrasing strategy. When feedback is positive, record the sentence "I/we like paraphrasing because...... "It is helpful to paraphrase when... Ensure you are writing the student's names beside their comment on the poster. See below:

PARAPHRASING
Read a sentence
Change as many words as you can while keeping the meaning the same
Say the sentence in your own words.

Paraphrasing helps us to understand what we are reading. We can change tricky words and sentences to help us feel confident and work out what <u>any</u> text is saying.

We like paraphrasing because...
It is helpful to paraphrase when...

Session Six:

<u>Aim:</u>

Give students practise in paraphrasing whole paragraphs.

<u>Resources:</u>

- Pocket Money – A duty? A Right? Unnecessary?

  1. Students are asked to read the third paragraph aloud together, <u>without teacher input.</u>

  2. Teacher and students paraphrase the whole paragraph together. Teacher requests lots of student response, and checks that everyone is happy that each paraphrased sentence maintains the original meaning before recording it on the whiteboard.

  3. Students are asked to read the fourth paragraph aloud together. In pairs or groups of three they then break off to paraphrase the paragraph, and record their new paragraph.

  4. Students then join another pair/group of three to share their paraphrased paragraphs. Each group must check that the original meaning of the paragraph was maintained.

  5. Review as a whole group. Choose one group to share their paraphrased paragraph and as a whole group review whether the meaning was maintained.

Session Seven:

<u>Aim:</u>

Students are scaffolded to have a go at paraphrasing sentences individually.

<u>Resources:</u>

- Pocket Money – A duty? A Right? Unnecessary?

1. Students read the fifth and sixth paragraph aloud together <u>without teacher input.</u>

2. Remaining as a whole group, students are chosen to verbally paraphrase the paragraphs just read aloud, one sentence at a time.

3. Students then go off and individually write a paraphrase of each sentence in paragraphs five and six. They are encouraged to read over each sentence, think about how to change some words, and then write it down. Students must check each paraphrased sentence as they complete it to check that it has kept its original meaning.

4. Come back together as a whole group and share some students' new paragraphs. Revisit class paraphrasing poster, and add any new feelings/discoveries about the strategy.

Session Eight:

<u>Aim:</u>

Students are scaffolded to have a go at paraphrasing paragraphs individually.

<u>Resources:</u>

- Pocket Money – A duty? A Right? Unnecessary?

1. Students read the seventh and eighth paragraphs <u>silently to themselves.</u>

2. In the whole group, students are then chosen to paraphrase each paragraph aloud. Teacher records as the students are paraphrasing so the whole group can review whether meaning was maintained.

3. Students break into pairs or small groups to write their paraphrased version of paragraphs seven and eight.

4. Come back together as a whole group to share some examples of the paraphrased paragraphs.

5. Teacher seeks students' feelings about the paraphrasing strategy, and their confidence and willingness to use it without being told to. Ask – when can you use the paraphrasing strategy? How do you plan to use it this coming day/week?

Session Nine:

<u>Aim:</u>

Students are scaffolded to have a go at paraphrasing paragraphs individually.

<u>Resources:</u>

- Pocket Money – A duty? A Right? Unnecessary?

1. Students read the ninth and tenth paragraphs <u>silently to themselves.</u>

2. In the whole group, students are called upon to paraphrase each paragraph aloud.

3. Students are then asked to individually write a paraphrase of each sentence in paragraphs nine and ten.

4. Students are then asked to join with another person and share their new paragraphs together. As a pair they must check that each sentence maintains its original meaning.

Session Ten:

<u>Aim:</u>

Students paraphrase paragraphs individually.

<u>Resources:</u>

- Pocket Money – A duty? A Right? Unnecessary?

  1. Review 'paraphrasing' poster. Check if anybody would like to add any feelings about the strategy to it.

  2. Students read the eleventh and twelfth paragraphs <u>silently to themselves.</u>

  3. Each student is given time to paraphrase each of the paragraphs silently.

  4. Students are asked to write down the paraphrased paragraphs that they just formulated in their heads.

  5. Come together as a whole group. Ask students to individually think about paraphrasing as a strategy. Encourage reflection through the following prompts:

     - What is paraphrasing?

     - How do we do it?

     - Is paraphrasing a useful strategy?

     - What makes it useful? What does it help us to do?

     - When can we use the strategy of paraphrasing?

     - How do you plan to use paraphrasing in the future?