

## **ABSTRACT**

The purpose of this study is to test the hypothesis that the **explicit teaching of paraphrasing skills will assist Year 3 children's reading comprehension.**

After completing the infant levels at school, most Year Three students are competent decoders when reading. The early year's program places a heavy emphasis on this with good reason, because decoding skills are a prerequisite of successful reading. (Hagamann & Reid, 2008)

A problem which is evident is that not all children automatically become competent at comprehending what they decode. (Hagamann & Reid) To comprehend accurately students need the vital skills of paraphrasing, which is not a natural skill for all children,. Several skills which are vital to improving comprehension can be taught in an ordered and observable manner. This can lead to a greater understanding of text read.

Through examination of the learning process of a small group of students, the role of teaching paraphrasing skills was tested. The method used was the experimental OXO method. Four students were selected as having fluent reading at 28+ level, but low scoring comprehension scores. They were pre-tested using the Torch Test, the Monro Synonym Word Test and the Monro Paraphrasing Sentence Test.

Two of the children then undertook ten learning sessions in a small group situation (six students), of approximately 40 minutes length each. They were provided explicit teaching of the skills needed to paraphrase different texts. This involved synonym activities, the RAP process and paraphrasing as a group and individually. The other two students did not receive these lessons. The four students were then post tested using the same tests as the initial pre testing.

The testing at the end of the unit reflected a marked improvement in the comprehension of the children who had undertaken the lessons in paraphrasing. The hypothesis providing paraphrasing skills and practice will improve reading comprehension was supported by the post test results. The implication of this study is that it is useful for Year Three students to learn the skills of paraphrasing. Such strategies should be explicitly taught to support and improve reading comprehension.

## **INTRODUCTION**

Reading is an essential skill for children to master in the early years of primary school. Early reading programs in schools (Year Prep to -2) foster and monitor foundation reading skills. A heavy emphasis on test results in these years is assessing the decoding of reading. Programs such as Reading Recovery are offered to children who are identified as 'at risk' on completion of screening tests. They are offered extra support to gain vital basic reading and writing skills. As Hagamann & Reid (2008) states "This focus on foundation skills is understandable because decoding skills are fundamental to successful reading."

The reading programs often neglect the area of comprehension. The reasoning behind this omission could be explained through a hypotheses such as the one offered by Hagamann when reflecting on this phenomenon. Hagamann feels there is an assumption in cases such as this that the "process assumes when students become proficient in decoding skills, comprehension of the text will follow." Here Hagamann states with regard to this statement that "Although this may be true for the great majority of students there is evidence that there are sources of comprehension problems that are independent of decoding."

By Year Three most have a firm grasp on the skill of reading. They use reading with confidence in a variety of situations and can explain to others what they have read. There are also, unfortunately, some students who reach this level but who underachieve in literacy. They demonstrate age appropriate word reading ability, accurate decoding and fluent reading at class level, but have difficulty comprehending. They perform poorly in written comprehension activities and cannot relate clearly what they have read.

Hagamann sites several researchers who have carried out studies to identify students who can't comprehend in spite of successful decoding. He sites their views that as children move through school this becomes even more important, in a variety of subjects, as texts are their main way of learning in upper grades.

A problem we face is that a child can't comprehend what is read, they will have increasing difficulty as they progress through the school. Monro (2007) states that reading underachievers who have difficulties with learning sentence comprehension demonstrate restricted use of strategies such as paraphrasing. Adding to this, Sorrell (1996) feels that those children who are finding comprehension problematic aren't reading, as reading is gaining meaning of the written word.

Sorrell (1996) is of the opinion that children need to be taught specific skills, including that of paraphrasing, to help them become more "active" thinkers and readers when questioning" He feels that children with learning difficulties who struggle with comprehension especially need specific instruction to increase their ability to be active thinkers and questioners when reading.

The Eastern Suburbs Grade Three used in this research had several children exhibiting these problems and there was concern with regard to their literacy development. They exhibited fluent reading skills but a lack of comprehension, especially their written comprehension. A challenge for these children is to develop comprehension skills which match their decoding abilities.

Katims & Harris, (1997) found the paraphrasing strategy has been used to significantly increase the reading comprehension of students with and without learning disabilities. Their test research in paraphrasing proves it is an effective cognitive strategy.

Fisk and Hurst (2003) support paraphrasing and support its teaching as it puts together all the forms of communication –reading, writing, listening and speaking. They suggest it can be applied in simple steps and “not only gives students a reason to read but also ‘encourage them to ‘keep reading and learning together.’ ”

Dealing with children experiencing literacy understanding problems becomes more vital as the students to higher levels of schooling. Monro (2002.) contends that due to the increase on self directed learning in the modern day children need what he sees as vital literacy skills just to understand and use the large selection of learning resources available. He states “Students who have difficulty converting written information to knowledge are at a severe disadvantage in world of the twenty first century.”

If paraphrasing is proved to help children with their comprehension we may make inroads into assisting these students for their future learning in all areas.

It is hypothesized that explicit teaching of paraphrasing skills will assist Year 3 children’s reading comprehension.

## **METHOD:**

**Design:** The OXO design method was used to carry out this study. The children were pre-tested to ascertain their level of synonym knowledge, paraphrasing ability and comprehension of text read. The explicit teaching of synonyms and paraphrasing was then carried out. The post testing then was carried out again to measure any changes in these three areas.

**Participants:** Four Year Three students were chosen for the study. Initially two extra students were included, but due to illness they attended insufficient sessions to be part of the study. There were three boys and one girl in the study. They fulfilled the following criteria – all students were non ESL. This was to test the study on students with o obvious extraneous reason for not undertaking the task. They had not having received any earlier reading intervention strategies such as Reading Recovery during their schooling, to make as similar as possible the amount of intervention and teaching previously given to determine their pre-test level. They were all aged within 6 months of each other to remove differences in chronological age affecting their world knowledge and therefore their comprehension. These children were fluent readers, all registering 28+ in PM testing at the start of Year Three, They were labeled as at risk due to poor comprehension skills in relation to the relatively high level of oral reading. They had all attended the same middle class eastern suburbs school since prep.

**Table 1** **Student Details**

<u>Experimental Group</u>					
	<b>Age Months</b>	<b>Sex</b>	<b>ESL</b>	<b>28+ Level Reading</b>	<b>Intervention Reading Recovery</b>
<b>Student A</b>	<b>108</b>	<b>F</b>	<b>No</b>	<b>Yes</b>	<b>No</b>
<b>Student B</b>	<b>107</b>	<b>M</b>	<b>No</b>	<b>Yes</b>	<b>No</b>
<u>Control Group</u>					
	<b>Age Months</b>	<b>Sex</b>	<b>ESL</b>	<b>28+ Level Reading</b>	<b>Intervention Reading Recovery</b>
<b>Student C</b>	<b>106</b>	<b>F</b>	<b>No</b>	<b>Yes</b>	<b>No</b>
<b>Student D</b>	<b>105</b>	<b>M</b>	<b>No</b>	<b>Yes</b>	<b>No</b>

**Assessment Materials:** Materials used include the following

Pre & Post Testing tasks:

Monro Synonym Word Test - Paraphrasing Test

Torch Reading Comprehension tests - Grasshoppers and Lizards Love Eggs.

**Teaching Session Materials Used:**

A series of text and illustrated captions at the appropriate level for students –

Texts used taken from “People and the Sea.” Go Facts (See bibliography.)

Flash cards made of synonym and antonym words.

A 3 charts, paper, Poster Markers. Pencils and paper.

**Procedure followed:**

The purpose of the activities was to help the students to understand what synonyms are, how to paraphrase and use this skill to improve comprehension when reading. The intervention group worked in a small group of six students who were removed from the grade for intervention lessons. These occurred for approximately 40 minutes a session each school day over two weeks, first thing after morning play.

The children were pre-tested. The first sessions carried out activities that taught the children to find and use synonyms. Once this was established the middle sessions introduced the acronym RAP, and used the process to aid comprehension. The final sessions carried out paraphrasing as a group, and then individually at the word, sentence, paragraph, and then article level.

After this the children were retested with the same tests to see whether there had been a change in ability to paraphrase, and if this in turn improved the comprehension of what is read. See Appendix for a detailed description of the teaching unit used.

**Analysis of Data:**

The data collected was examined, comparing the experimental and control group. The results were then examined to observe if they followed the research trends. An analysis of the data to observe any implications for teaching practice of the group tested' and other students next, occurred.

**RESULTS.**

**Overview:** The results indicate support for the hypothesis that teaching of using synonyms and paraphrasing shows a marked improvement in student's ability to generate synonyms and paraphrase, and helps with comprehension.

The paraphrasing and synonym scores of all children in the intervention group indicate significant improvement in both tests when pre tests are compared to post tests. (Table 2 and 3.) The gains made were greater in the intervention group than the control group. There was a small positive gain by all intervention students in the Torch Comprehension tests when comparing pre and post tests. Though small, it was a greater gain than that of the control group students. (Table 4.)

**TABLE 2**

**Monro Synonyms Task**

Experimental Group.

	Pre-test.	Post-test
Student A	18	36
Student B	28	55

Control Group

Student C	19	25
Student D	12	15

**TABLE 3**  
**Monro Paraphrasing Task.**

<u>Experimental Group.</u>		
	Pre-test.	Post-test
Student A	20	50
Student B	18	43
<u>Control Group</u>		
Student C	34	36
Student D	17	18

**Table 4**  
**Torch Scores**

<u>Experimental Group</u>						
	Pre –Test – Grasshoppers.			Post-Test Lizards Love Eggs.		
	Raw Score.	Scale Score.	Percentile Ranking.	Raw Score.	Scale Score.	Percentile Ranking.
Student A	4	17.8	8%	6	25.5	22%
Student B	9	27.7	28%	8	29.2	32%
<u>Control Group</u>						
	Pre –Test – Grasshoppers.			Post-Test Lizards Love Eggs.		
	Raw Score.	Scale Score.	Percentile Ranking.	Raw Score.	Scale Score.	Percentile Ranking.
Student C	4	17.8	8%	4	21	13%
Student D	9	27.7	28%	7	27.4	27%



The post test small gain made in the Torch testing could result from the fact that the children tested were ones who experience greater than average problems with comprehension, thus only a small growth was noted in this area. Carrying out the lessons in a short two week period may have meant this could be the start of an improving trend in this area. In a longer study gains could have been more. The solid gains in the synonym and paraphrasing tests show that the children have clearly learnt these skills. The fact there was greater improvement in the control group when compared to the experimental group supports the contention that this is a skill which improves when taught.

Student A is a student who reads well, but in the class room performs poorly in written comprehension and spelling activities. Her oral participation in the small group session was more enthusiastic with each session. She needed to reassurance that she could guess the spelling for her paraphrasing. This happened when in an early session she paraphrased orally “Some of the wildest storms” orally as “Many enormous rains” She however used “Many big rains” when she wrote down the paraphrase. When questioned she explained that she “Couldn’t spell enormous but it means the same!” We then discussed about still using the most interesting word we know, just getting having a guess and getting the spelling checked later. A comment she made in session 7 was” “This RApping is nothing like the singing one that I hate. I can do things in my own words so easy now!”

She was compared to Student C. He is a boy identified as having a similar level of achievement as student A in the three tested areas. He too reads fluently, performs a little more accurately in spelling tasks (class room tests results of weekly spelling, and anecdotal

checks of correcting of written work of both children were used to make this comparison.) He shows problems and low scores in given comprehension tasks during school sessions and in test situations.

**Table 5**

	<u>Pre-test - post test % Change</u>		
	Paraphrasing Test	Synonym Test	Torch Comprehension Test
<b>Student A</b>	<b>+ 60%</b>	<b>+50%</b>	<b>+14%</b>
<b>Student C</b>	<b>+ 6%</b>	<b>+24%</b>	<b>+5%</b>

As is evidenced by Table 4, Student A has made significant gains in comparison to student C. The results in table 4 show that she has grasped the concept of finding synonyms securely, with a 26% greater increase than the control student C who did not receive these lessons. She was able to translate this skill into paraphrasing with an increase that was 46% greater than the control student of a similar level. There was a distinct, but lower, increase in the written comprehension assessed by a Torch test ( a difference of 9% greater improvement).

The two most obvious explanations for this I feel would be that the lessons were only carried out over two weeks. The comprehension test is much broader and involves more than a child's use of synonyms or paraphrasing. The level of these children (Grade Three) meant they are at the bottom end of age suitability for the Torch test, so any gains will be small. I think the comparative gain with the control student C reflects that the lessons have had a beneficial effect on Student A.

Student B and control Student D were entered in to the study as a comparison, due to the similarities of their testing scores and their classroom learning styles. Both boys read well and quickly, but cannot sustain reading during quiet reading times for longer than five minutes. They will carry out a task rapidly and write the first thing they thin of down quickly and not re-check work. Both read fluently at level 28+, can orally answer questions about what is read aloud, but find it difficult in class situations to tell what they have read during silent reading periods. They both select texts that are magazine style, glance over them quickly and say they have read the text in a short time wanting to move on. Questioning by the teacher after this reflects no detailed comprehension of what was read.

Student B showed leadership and enthusiasm in our sessions. He quickly understood the concept of synonyms, though through rushing initially confused terms by offering anonyms. When we moved to the paraphrasing sessions he was intrigued by the RAP acronym and constantly musically rapped his paraphrased answers backed to the group! Working so quickly at every task, as is his style, he would fail to check the sense of his paraphrasing at times with regard to the meaning of the rest of the paragraph. As we listened and carried out activities to ask “Which paraphrase do we think is the closest to the text” he became more accurate in his paraphrasing.

**Table 6**

	<u>Pre-test - post test % Change</u>		
	Paraphrasing Test	Synonym Test	Torch Comprehension Test
<b>Student B</b>	<b>+ 58%</b>	<b>+49%</b>	<b>+4%</b>
<b>Student D</b>	<b>+ 6%</b>	<b>+20%</b>	<b>-1%</b>

Student B obtained a 29% greater increase in listing synonyms and a 52% greater use of this skill in paraphrasing than a similar control student, Student D ( see table 6.). The lower torch percentage change of only a 4% gain could be explained by two different issues. The two week lesson did not encourage needed checking skills for written answers, or address the speed and quick guesses, rather than slower thinking about what is written, which is exhibited in Student B's method of response to texts. The also low comprehension improvement of Student D reflects the same low scores and he responds to written comprehension in a similar manner. As stated for student A, the transfer of use of paraphrasing may take time to be used in comprehension.

## **DISCUSSION**

The study results show support for the hypothesis that explicit teaching of paraphrasing skills is of value for students experiencing comprehension difficulties. Student's pre-test synonym activities included inappropriate answers to synonyms such as changing of tense, plurals, or different tense. The experimental group's post test scores increased the offering of appropriate responses an average of 49.5%. The control group only made an increase of an average 22%. This suggests that though children will naturally improve their ability to use synonyms, clear teaching will generate better skill in this area.

The Paraphrasing test reflected even more substantial improvement for the experimental group in comparison to the control group. Their results showed an improvement of an average 59% compared to the average increase of only 6% for the control group. The answers in the post tests of the experimental group showed a change in paraphrasing reflecting not only a greater range of words used, but an emerging awareness of checking to ensure the paraphrasing was appropriate to other sentences and phrases in the story. (eg Student B pre test answer ' the more bigger it gets' compared to post test - 'it gets bigger and bigger as they zoom to it.')

The improvement of results in the Torch Comprehension Test was smaller than anticipated, but still observable when the Torch percentage improvements were noted. The short time frame of the sessions may account for the improvement being relatively small. The main idea for this could also be the fact that comprehension is dependant on other skills also, for example careful re reading, and checking over answers. This may account for the greater

improvement by student A in comparison a to B. The difference in the progress of student A and B provides an area of difference for further research. It would be interesting to investigate the impact that teaching children to self monitor for errors would have on comprehension. In a relatively short space of time, and using regular classroom equipment and setting there was effective improvement in the paraphrasing and comprehension of Year 3 students. The results were proven through measured standards. The trend suggests that this teaching could be applied to wider groups of students.

This studies findings support the investigations of Monro. He used a series of "high reliability literacy procedures' or HRLTPs." to help children with literature needs. Trialing them across all subject areas they involved the skills of reading, paraphrasing, putting in own words and reflecting on text read. The results were shown to enhance the students literacy knowledge of the topic studied. He felt that it was the active involvement of the students and the gradual and thorough learning of small absorbable portions of knowledge which made this growth. The sequence of lessons in this study followed this pattern too. They taught the students to start with word level links, progressing to more complex links ending with paragraph analysis. Reviewing what they did each lesson helped them to retain their knowledge into the longer term memory, to use it for future learning. This was evidenced in the Torch post test results.

This study was valuable in the manner that it can be reproduced by others. The teaching was systematic, simple and logical in manner, which Hagamann stresses is necessary to make follow up use viable with other groups of students. Other features of the study that match the

requirements suggested by Hagamann included the students following the same steps, sharing their input and given opportunities to express what they are doing. Both Hagamann and Monro feel that children need to be able to express the skills they have learnt. This will help to encourage a generalization of the skill to comprehension in other subject areas.

There are some factors which could be investigated in further research. A larger number of students could be tested to check the results are consistent. This study was short term, being only over two weeks. It would be interesting to see if it works even more effectively in the

longer term, perhaps reviewing the strategies weekly in the class room. This strategy was proven to be of use teaching children with a competent level of decoding. Research into its effectiveness when working with children who have decoding difficulties could be explored.

The students who undertook this unit of work had all carried out previous lessons in the use of visualisation when reading. Whilst these lessons were carried out before the pre-test during , so not having an impact on the results, a further research could ascertain if students who have not been explicitly taught to visualize would paraphrase as effectively.

**Conclusion:**

This study was effective and has potential for future use. The information gained in the study could be adapted easily for teaching in whole group situations. It has the potential to be of assistance to all students who can decode, but experience difficulty with comprehension. It could be incorporated into early years programs to help children better comprehend what they read.

The result fits in with the major findings of other investigators who support the teaching of paraphrasing to improve a student's comprehension. It is logical in its format, the outcomes were clear and objectively proved. It can be applied in other situations. This process is suitable to assist Year 3 students with to increase their comprehension ability.



## **References:**

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**Hagamann J & Reid R** (2008.) The effects of Paraphrasing Strategy on the Reading Comprehension of Middle School Students at Risk of Failure in Reading, Remedial and Special Education. Vol 29 No 4 , P222 – 234.

**Katims, D.S. & Harris, S.** (1997.) Improving the reading comprehension of middle school students in Inclusive classrooms. **Journal of Adolescent & Adult Literacy.** 41 (2)

**Lee, S.W. & Von Collin, T.** (2003). The Effect of Instruction in the Paraphrasing Strategy on Reading Fluency and Comprehension University of Kansas p116-123

**Munro J** (2002) High Reliability Literacy Teaching Procedures  
**Melbourne University on-line paper.** ( full report presented in - *High Reliability Literacy Teaching Procedures : A means of fostering literacy learning across the curriculum* published in *Idiom*, 38. 1, June 2002, pp. 23-31.)

**Munro J (2007)** Literacy Intervention Strategy Notes. Melb University

## **Resources:**

**Dalglish, S. & Turner G.** (2002) Go Facts – ‘People and the Sea’.  
Blake Education: Glebe, NSW.

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

**Munro, J** (2007) Synonym – paraphrasing strategies lesson plans.  
Monro Synonym Test.  
Monro Paraphrasing Test.  
Literacy Intervention strategy Course 2008.

Thesaurus used – Junior version but no specific type needed, just one appropriate to the students carrying out the task.

Pencils/ papers / whiteboard and markers/ A3 Poster paper.

**Session 1**

**Resources needed:** 2 x20 flash cards with pairs of words which are synonyms.

**Paper and pencils** - for each child.

**Focus:** What is a Synonym ?

**Introduction:** What are synonyms? Record definitions, ideas. (5 min.)

**Learning Activities:** Introduce correct meaning “Synonyms are words that have a similar meaning. ‘Tall’ and ‘big’ have a similar meaning. So do ‘cross’ and ‘angry.’

Children then identify together other synonyms for happy and friend. (5 min.)

Write alone synonyms for house, pretty and soft. Share and record list of different answers. .

Explain their can be more than one synonym for a word. (5 min)

Play game race (groups of 3) sorting 20 flash cards to their correct synonyms. They write these in groups and add another synonym of there own. Share. (5 minutes.).

**Reflection:** What are synonyms? Write a definition together.

**Lesson Plan Session 2**

**Resources needed.** Thesaurus for each child.

**Paper and pencils. A 3 Poster and Markers.**

**Word page** with these words - wet, run, high, slow, careful, old, find, grumpy, start, enjoy, finish, run, asleep, tired, allowed, friend, relaxing, light, crowded, giant.

**Flash cards** with 20 synonyms and antonyms written for word page,

**Focus:** Working with synonyms. Contrast to Antonyms. (In lessons taught during school I had noticed a confusion with children’s understanding of words that are the same and different,

so felt a lesson to clarify the difference was important.)

**Introduction:** Read and revise definition of synonym session one. Each child gives a word and

someone in the group suggests synonym. (5 min.)

**Learning Activities:**

Discuss the root ‘anti’ meaning not. The word antonym means the opposite. We must be Careful to know the difference. What is a synonym for the word ‘good’ what would the antonym be? Answer aloud. Select other words to write the synonym/antonym as the teacher says them, or suggested by students, individually. (5 min.)

Help children with difficulties using flash card matching of synonym / antonym while others  
Play flash card game sorting the words and writing an extra synonym for each word. (10min.)  
Share with group synonyms and antonyms sorted and written and make list.(5 min)

‘We can use a thesaurus to find synonyms. The book to show us this is called a thesaurus.  
With a partner look up the word wet just like you would use a dictionary.’ Writing down the  
synonyms found on board as a group. Using flash cards the children find other synonyms for  
the flash card word and write them in a table.(10 minutes)

**Reflection: Discuss** - What is a synonym, an antonym? What book do we find them in?

Write a class poster together ‘A thesaurus helps find synonyms for words we use’. (5 min.)

### **Lesson Plan      Session 3**

**Resources needed:** Pen and paper.

Flash Cards from earlier sessions.

Cloze activity sheet with sentences leaving out the flash card word in sentences.

Blue tac and blanks of paper the size of a word.

**Focus:** Synonyms use at word level with simple sentences and cloze activities.

**Introduction:** Review what is a synonym? What is an antonym? What book do we use to find  
Words that mean the same? Tell the person next to you, record an answer ‘in your own words’  
for each questions. (to check those who understand.) share with group. (5 min.)

**Learning Activities:** Model where we pick a flash card and put the word into a sentence.

Children then each write a sentence using one of the words of on a flash card. They cover up  
With blu tak and paper cover up the flash card word.(10 min)

In turns we try to guess which words are missing. What synonyms could we use to have other  
answers? As a group discuss this. Is the meaning the same?

Ensure each cloze sentence that still has the same meaning. (10 mins)

Carry out the cloze worksheet suggesting two different words that can be filled in for each  
Sentence keeping the meaning the same. Share and use thesaurus for extension group find  
extra words. Help students with troubles.

**Reflection:** How can we use synonyms in sentences? We must remember to keep meaning  
the same. (2 mins)

## Lesson Plan      Session 4

**Resources needed:** Pencils and paper. A 3 and Poster Markers.

- **Book** with pictures of the sea. (I used - Go Facts Oceans –People and the sea.)
- **Paragraph** at children’s level to Paraphrase. (I used – Food from the Sea. Pge 8 Paragraph 1.

**Focus:** Making up sentences and paraphrasing them. Modeling- group paraphrasing paragraph.

**Introduction:** Play paraphrasing game. Sit in circle. One child says a word. Child on left says synonym. If it is correct he gets a point and says different word for the next person to form a synonym. If incorrect move to next child. First to 3 points wins. (5 mins.)

### **Learning Activities:**

Look and talk about picture of water and light house. Make up a sentence about the picture – such as ‘The water is going over the rocks.’ Write this and suggest paraphrasing for each word to change the sentence.(model) Write them under each word then make up sentences using the paraphrasing in different ways. (5 minutes.)

Make up by each child a new sentence about the picture of the sea. Whole group looks at several of the sentences and paraphrase sentences together. (10 minutes.)

Introduce the idea of R.A.P. We can **R**ead the sentence, **A**sk what it means and **P**ut it in our own words. (5 minutes.)

Read a very short paragraph at children’s level together and in pairs paraphrase sentences. I used “People have always caught fish and other sea creatures using baskets, hooks and nets. Today large fishing boats can catch clean and freeze fish while still at sea.” Compare.(10 min.)

**Reflection:** What does RAP mean? Making a poster of the acronym for the room. (5 mins.)

## **Lesson Plan      Session 5**

### **Resources needed:**

**Paper and Pencils.**      **A 3 paper and markers.**

**Short passage** at level of readers. – I used “People and the Sea” Page 4 Explorers.

**Focus:** We paraphrase to help us make sense of and remember what we read.

**Introduction:** Fill in the gaps – To paraphrase we \_\_\_\_\_ the sentence. \_\_\_\_\_ what it means and \_\_\_\_\_ it in our own words. Review why it helps us. (2 min)

Explain this session will use paraphrasing sentence by sentence.

### **Learning Activities:**

Read aloud a 3-4 sentence paragraph to the children (I used Explorers , page 4, paragraph 1.)

Teacher/ students paraphrase sentence by sentence in whole group activity. (5 min.)

In groups of three write a paraphrase for second paragraph sentence by sentence, Share with group. (10 min.)

Early finishers make and fill in a table on A 3 of ‘Word’ - ‘Paraphrase.’

while helping children struggling to paraphrase the paragraph.

**Reflection:** What are we doing when we read? Why? How does it help?

## **Lesson Plan                      Session 6**

### **Resources needed:**

**Short Passage** at reading level I used People at Sea.( Page 12 - “Working at Sea.”)

**Pencil and papers.**

**Focus:** Using paraphrasing at sentence level (Relate to RAP)

**Introduction:** Looking at a picture ( I used page 12, people working at sea.)

Each child makes up a sentence about the picture then chooses someone in group to paraphrase.

(Teacher paraphrases first sentence suggested to model.) (5 min.) Review RAP.

### **Learning Activities:**

Teacher read aloud first paragraph. (I used passage “Working at Sea page 12”)

Teacher/students paraphrase pairs of sentences in whole group activity for first paragraph.

In small groups write a paraphrase of sentences. Share with group. (10 min.)

**Reflection:** What did we do when reading? How does it help us? Share (2 mins)

## **Lesson Plan:                      Session 7**

Using paraphrasing at sentence level using factual text.

### **Resources needed:**

**Short Passage** at reading level I used People at Sea.( Page 14 Ocean Highways.)

**Blu-Tac and sentence strip** to cover caption on diagram page.

**Pencil and papers.**

**Focus:** Using paraphrasing of sentence groups (Relate to RAP)

**Introduction:** Looking at a picture ( I used page 14, boats in the sea.)

Each child writes a new caption on sentence strip for the pictures ‘Tugboats guide large ships into a port’ and ‘Icebreakers are special boats that can travel through ice fields.’ using RAP. Share with others and cover captions..

**Learning Activities:**

Students read aloud each paragraph.

(Teacher paraphrases first sentence suggested to model.) (5 minutes.) Review RAP

Students read aloud each paragraph. (I used passage “Boats page 12”)

Students paraphrase pairs of sentences in whole group activity for first two paragraphs.

In small groups write a paraphrase for pairs of sentences. (10 min.)

**Reflection:** Share – does paraphrasing help us understand what we read?

**Lesson Plan: Session 8**

**Resources needed: Pencil and papers.**

**Short Passage** at reading level I used People at Sea.( Page 16 The Wild Sea.)

**Blu-Tac and sentence strip** to cover caption on diagram page. (I used page 17)

**Focus:** Using paraphrasing at paragraph level (Relate to RAP)

**Introduction:** Looking at a picture ( I used page 16, The Wild Sea.)

Each child writes a new caption on sentence strip for the pictures ‘Spinning cyclones can be seen from space’ and ‘Houses can be completely destroyed by cyclones.’ using RAP.

Share with others and cover captions.

**Learning Activities:**

Students read aloud each paragraph. They draw a quick sketch illustrating what they read.

(Teacher paraphrases first sentence suggested to model.) (5 minutes.) Review RAP

Students read aloud each paragraph. (I used passage “The Wild Sea page 16”)

Students paraphrase paragraph by paragraph in whole group activity.(10 min)

In small groups write a paraphrase of each paragraph. (10 min.)

Add to illustration of passage after paraphrasing.

**Reflection:** Share – how did paraphrasing help us draw more detail in our illustration ?

(I have done the drawing activities to link paraphrasing to the skill of visualization which the children have learnt and are starting to use well.)

## **Lesson Plan: Session 9**

**Resources needed:** Passage at reading level I used People at Sea Oceans in Trouble. ( Page 18.) **Blu-Tac and sentence strip Pencil and papers.**

**Focus:** RAP reinforcement and paraphrasing at paragraph level with more independence.

**Introduction:** Picture chat about page 19 about Ocean pollution. Use terms pollution, disastrous and protect. Divide in three groups, each looks up one in thesaurus. Share.

### **Learning Activities:**

Review RAP. Students read silently each paragraph.

(I used passage 'Oceans in trouble page 18')

Students paraphrase paragraph by paragraph in whole group activity. (10 min)

In small groups write a paraphrase of each paragraph. (10 min.)

Early finishers draw an illustration of passage after paraphrasing while helping those with trouble to finish.

**Reflection:** Share some paraphrasing and choose one which matched the illustration well.

## **Lesson Plan Session 10**

**Focus:** Paraphrasing at the passage level factual text using RAP strategy.

### **Resources needed:**

**Short Passage** at reading level. I used People at Sea - Enjoying the Sea Page 20.)

**Focus:** RAP reinforcement and paraphrasing at paragraph level with more independence.

**Introduction:** Circle game saying a word and next person gives a synonym then challenges a new word to next person. (2 minutes.)

Thesaurus race- one person says a word and there is a race to find synonym in thesaurus. (5 minutes)

### **Learning Activities:**

Review RAP. Skim illustrations and captions of a passage. (Looking at page 20/21 of book. Enjoying the Sea.)

Instruct students to read silently each paragraph of short passage. (Page 20)

Students paraphrase each paragraph silently. (10 min)

Individual writing a paraphrase of each paragraph. (10 min.)

Early finishers draw an illustration of passage after paraphrasing while helping those with trouble to finish. Share (10 minutes)

**Reflection:** What have we done to understand our reading? How does it help?

These lessons were created using principles and activities suggested for teaching paraphrasing by Munro (Lecture notes 2008.)