

Teaching Year 3 students the paraphrasing strategy through narrative text with a focus on synonyms will improve reading comprehension.

Abstract:

Many children in middle primary school experience difficulties with reading comprehension. This problem is exacerbated when their reading level is below the expected reading age.

The hypothesis for this study is that teaching Year 3 students the paraphrasing strategy through narrative text with a focus on synonyms will improve reading comprehension.

This study compared a Control group of students with an Intervention group of students with similar academic abilities. Each group consisted of four students, with three males and one female in each group. All participants are recognized as being 'At risk' in the area of literacy and are reading below-average text levels.

Both groups participated in a series of pre-testing tasks to assess comprehension and vocabulary knowledge. The Intervention group were instructed on the paraphrasing strategy and the use of synonyms through a series of ten lessons. The study used Katims and Harris' (1997) paraphrasing strategy with the students learning the acronym RAP – Read aloud, Ask questions, Put into your own words to help them internalize the strategy.

Identical testing tasks were re administered at the end of the Intervention group's series of lesson to both the Control and Intervention group to measure progress.

The results of this study indicate that the paraphrasing strategy is an effective tool for improve reading comprehension. These results reinforce the need for the explicit teaching of reading comprehension in the classroom setting.

Introduction

Many students in Year 3 experience difficulty with reading comprehension. Bishop, Reyes and Pflaum (2006) believe that true reading comprehension and engagement with the text requires more than cognition. DiPardo & Schnack, (2004 cited by Bishop, Reyes and Pflaum, 2006) develop this idea further by stating that comprehension is about entering into the textual world and devising a personal response to the various problems within the text. If a student is unable to enter this textual world their ability to comprehend and form a connection with the text is limited.

Munro (2004) supports this idea when he states that for the reader to comprehend a written text they must act on the text in a variety of ways. Throughout the early years of primary school many students become reliant on reading strategies that are based on the orthographic or phonemic structure of the word, acting on the text in only these ways, While these strategies may serve them well with low level texts and low order thinking tasks, they may not be enough to promote learning and engage the student in a quest to find out more. Wilkinson (2002 as cited by Fisk and Hurst, 2003) believe that students need to be given a reason to read but also the encouragement to continue this activity in order to learning together. This engagement is based on making connections with the text and forming a personal response to it.

Bishop, Reyes and Pflaum (2006) refer to the RAND Corporation report (2002) where research states that many children who read at an age appropriate level in Grade Three will not automatically become proficient comprehenders. The report goes on to state that teachers must explicitly teach comprehension strategies and continue to do so throughout the middle years of a student's education. The explicit teaching of reading comprehension strategies may not been a priority for teachers in the early years of schooling and as a result some students have become efficient text decoders but are unable to support this with meaning making strategies. In the current study Students in the Intervention group are below average text decoders, indicating that orthographic and phonemic word attack strategies are not fully supporting them when decoding of comprehending prose. Fisk and Hurst(2003) believe that when a strategy incorporates all modes

of communication including reading, writing, listening, and speaking, students are more likely to understand and remember the material.

Munro (2004) presents Kintsch's *construction-integration* model that states that the reader needs to make links between what has been read, identifying the key ideas and their own experiences to understand a text fully. Munro goes on to state that Kintsch's model assists the reader in developing these links at a sentence level. Munro's (2007) Multi-level of text processing model supports this idea by identifying five levels that the reader needs to access and comprehend text. One of these areas is the sentence level at which the reader asks questions about the ideas presented, visualizes the text and can display an understanding of the sentence propositions.

Munro (2004) states that one strategy that enables text to be accessed authentically is paraphrasing, which when taught explicitly and sequentially can assist a reader in making links between what they know and are yet to understand. Fisk and Hurst (2003) support Munro's finding stating that the teaching of paraphrasing has improved students ability to comprehend text, strengthening and reinforcing reading skills such as identifying the main ideas and supporting details and recognizing the authors voice within the text.

The paraphrasing strategy is defined by Schumaker, Denton & Deshler(1984 as cited by Lee & Von Collins,2003) as a 'multi-step cognitive strategy' that teaches students to paraphrase what they read with a goals of increasing comprehension. A number of studies support the notion that when students are explicitly taught the strategy of paraphrasing a text, their comprehension of both fiction and non-fiction texts are strengthened and that they are able to store what they have learnt and express their knowledge and ideas more fully. (Fisk & Hurst, 2003, Deshler and Lenz, 1989 as cited by Katims and Harris (1997) .

Katims & Harris, (1997) in there research on the effectiveness of paraphrasing also acknowledge that the paraphrasing strategy has been demonstrated to significantly increase the reading comprehension of students with and without disabilities stating that explicitly teaching students strategies provides them with the vehicle to acquire more knowledge,

The present study aims to further examine the effectiveness of explicitly teaching the paraphrasing strategy to a small group of Year 3 students with a focus on synonyms and specific reference to Katims and Harris (1997) RAP strategy.

Reads the text

Ask yourself questions about the main ideas and details

Put the main ideas into your own words using complete sentences.

Katims and Harris (1997) believe that the use of this acronym acts as trigger to develop the self talk necessary to become an independent reader and comprehender. Munro (2004) supports this, suggesting that paraphrasing requires the reader to retell a sentence in their own words, that is constructing an authentic interpretation of what has been read. Providing the opportunity to retell a texts in ones own words allows the reader to internalize the text and to take ownership.

Through the explicit teaching of the paraphrasing strategy it is hoped that the students will develop the strategic reading skills necessary for effective comprehending.

Methodology

Design:

The current study is a naturalistic study using the OXO design, in which the gains of paraphrasing narrative text with a focus on synonyms to Year 3 students will be monitored . The study will use a Control group and an Intervention group with the Intervention group participating in a series of ten lessons. Students will be withdrawn from the classroom.

Participants:

Participants in the teaching group for this study are Yr 3 students from Room 1 who fell into the bottom 25% of their Yr 3/4 class on a March TORCH test. The control group are Yr 3 students from Room 2 who also fell into the bottom 25% of their Yr 3/4 class on the March TORCH test. The students were required to

complete either the 'Grasshopper' or 'Lizard loves eggs' text. These students have varying ability with text decoding, text reading accuracy and attitudes to reading, all of which determined which TORCH text they were to complete.

Of the four students in the Intervention group, three are male and one female. Two students participant in the Reading Recovery Program in Year one, with one being successful discontinued while the other was referred off the program after sixteen weeks (Table 1) . Three of the four students are beginning to exhibit behavioural problems in the classroom setting and appear to be disengaged from the learning process. The fourth student is very quiet in the whole class setting and appears tentative when asked for an opinion during class discussion.

All four students are reading below or well below the average text level for students in their cohort. Student A, B and D have all been referred to the Catholic Education Office for educational assessment.

Group	Teaching/ Control group	Age in months	Gender	Reading Level	Previous Intervention	Sensory Impairment	EMA
Student A	Teaching	106	M	Level24	None	None	Yes
Student B	Teaching	107	M	Level 25	Reading Recovery <u>Outcomes:</u> Discontinued Level: 20 Weeks on program:17	None	No
Student C	Teaching	107	F	Level 25	None	None	No
Student D	Teaching	109	M	Level 14	Reading Recovery <u>Outcome:</u> Referred Level: 12 Weeks on program	None	No
Student E	Control	108	M	Level 29	None	Hearing loss	No
Student F	Control	98	F	Level24	None	None	No
Student G	Control	101	M	Level 18	None	Glasses	No
Student H	Control	110	M	Level18	Reading Recovery <u>Outcome::</u> Discontinued Level: 17 Weeks of program: 16	Glasses	

Table 1

Table One details the Control and Intervention group. Students A –D, being the Intervention group. Only these students had a Running Record taken to establish an entry level for lesson series. Reading levels for the Control group, Students E-H were provided by the classroom teacher.

Materials:

The students from both the Control group and the Intervention group were tested using the items listed below both prior to and at the completion of the series of teaching sessions. The administration of a running record was to establish reading level and was only be used in pre testing to determine text selection for the teaching sessions.

Assessment Items:

✚ PM Benchmark

Reading record, Assessment Record and Text (Nelson, 2000)

✚ TORCH

Tests of Reading Comprehension . Second edition

Text: Grasshoppers and Lizards love eggs

✚ Paraphrasing Task (Munro 2005)

Task was administered individually. The student were asked to read the text to themselves, then read it aloud. Student were then be asked to try and say it in another way changing as many words as they can making sure that the meaning is retained.

✚ Synonyms Task (Munro, 2005)

Task was administered to the both the control and Intervention group as a whole.

✚ Chart

RAP Poster

✚ Texts:

Where the forest meets the sea. By Jeanie Baker

Rose Meets Mr Wintergarten. By Bob Graham

Not a Nibble. By Elizabeth Honey

Procedures:

The pre- assessment tasks for this current study were administered in the following order: TORCH, Synonym task, Paraphrasing task and Running Records.

The teaching sessions were conducted 3-4 times a week over a period of 3 weeks commencing on 12th May with each session being of appropriately 35-45 minutes in duration. The Intervention group was withdrawn from the classroom setting for each of these sessions. There were ten teaching sessions in total(refer to appendix 1).

These sessions commenced with the introduction of the term *synonym* with discussions and tasks aimed to further develop this idea. The Paraphrasing strategy R.A.P : Read Aloud, Ask questions and Put in your own words was then introduced. This strategy was initially introduced using the picture story book 'Where the forest meets the Sea by Jeanie Baker. Picture story books were chosen as the children had worked with books by these authors in other literacy tasks and were enthusiastic about these particular authors. As a group we worked on the title and the blurb to get our knowledge ready , as presented by Munro in lecture series (2008). We then moved to one sentence at a time as a group, then in pairs, until by Lesson 9 we were able to attempt paraphrasing of two or more sentences independently. We used several pictures story books including 'Rosie meets Mr Wintergarten' by Bob Graham and 'Not a Nibble' by Elizabeth Honey. During each session synonyms were identified for key words within the text, and main ideas were identified. At the conclusion of each lesson students were asked how they could use this strategy in class, what new learning had occurred during the lesson and how they could apply the learning to something they already knew or a situation where the new learning would have helped.

The intervention group was closely monitored throughout the series of ten lessons through anecdotal observations, the memory game at the beginning of each lesson, where they attempted to match their paraphrased text with the original text from the previous lesson and through their personal reflections on learning during the lesson.

At the conclusion of the ten lessons the Control group and the Intervention group were given the same series of tasks in the same order to establish progress in student's comprehension of fiction texts through the explicit teaching of paraphrasing with a focus on synonyms by comparing the results of the Control and the Intervention Groups.

Results:

The results for this current study indicate support for the hypothesis that student's comprehension will improve when explicitly taught the paraphrasing strategy with a focus on synonyms. All Students in the Intervention group made gains in at least two of the three of the tasks used for pre and post assessment. Some gains were made in the control group but not to the degree of the Intervention group as is shown in the comparison table below (table2) The progress made by the Intervention group, particularly in the synonym and paraphrasing tasks were most pleasing, however Students had difficulty transferring their increasing ability to identify main ideas, synonyms and paraphrase at a sentence level to the TORCH comprehension task only making small gains if any in on this task.

Teaching Group

Group Intervention		Student A		Student B		Student C		Student D	
		PRE Test	POST Test	PRE Test	POST Test	PRE Test	POST Test	PRE Test	POST Test
Paraphrasing Test		8 25%	20 62.5%	12 37.5%	25 78%	14 43%	20 62.5%	9 28%	16 50%
Synonym Task		8/58 14%	24/58 41%	14/58 24%	39/58 67%	15/58 25%	46/58 79%	6/58 10%	34/58 58%
TORCH G: Grasshoppers L: Lizards Love Eggs.	Raw Score	6 L	8 L	6 L	6 L	7 L	5 L	1 G	2 G
	Torch Score	25.5	29.2	25.5	25.5	27.4	23.4	6.5	11.8
Text Level		24		25		25		14	

Group Control		Student E		Student F		Student G		Student H	
		PRE Test	POST Test	PRE Test	POST Test	PRE Test	POST Test	PRE Test	POST Test
Paraphrasing Test		15 47%	17 53%	12 37.5%	13 40%	7 22%	13 40%	8 25%	17 53%
Synonym Task		17/58 29%	34/58 58%	20/58 34%	44/58 75%	11/58 19%	33/58 57%	17/58 29%	30/58 52%
TORCH G:Grasshoppers L : Lizards Love Eggs.	Raw Score	10 L	9 L	8 L	3 L	11 G	8 G	7 G	8 G
	TORCH Score	32.8	31.0	29.2	18.2	31.2	25.9	24.1	25.9
Text Level		29		24		18		18	

Pre testing conducted from the 5th – 9th May. Post testing conducted from the 2nd -12th June
Table 2

Pre-testing results on the TORCH reading comprehension test indicated that all four students in the Intervention group were sitting in the bottom 25% of their Yr 3 class cohort. Student D had a reading level well below the average reading age of their cohort while Students A, B and C's reading accuracy is within the average range for their class group but below the Catholic Education Office Text Level Benchmark of 28 at the end of Year 2.

The Control group's scores on the TORCH pre test were slightly higher than those of the Intervention group however they were still the bottom 25% of their Yr 3 cohort in Room 2. Their reading accuracy was also marginally better, correlating to their ability to decode the text at a slightly higher level. (Table 2) The Intervention and Control groups were given the same TORCH text in both the pre and post test.

Intervention Groups TORCH Pre and Post Testing Results.

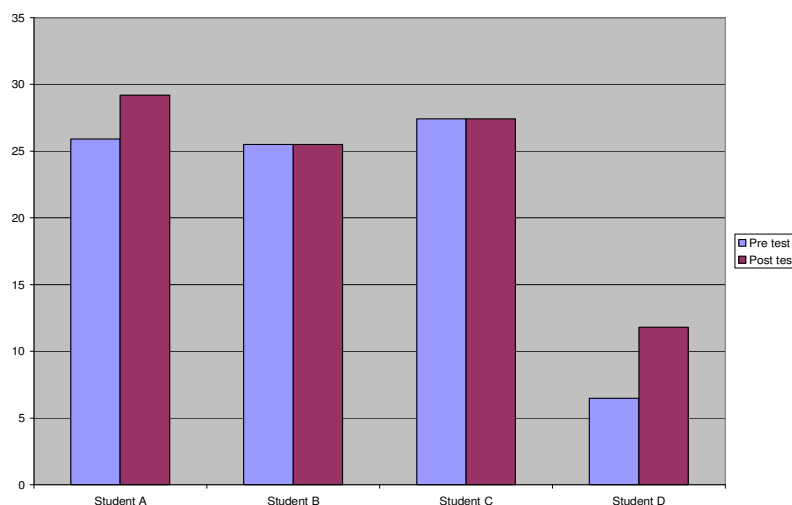


Figure 1

The Intervention Groups TORCH results (Figure 1) displayed an improvement in Student A and D's scores while Student B and C's score remained the same. Students A, B and D were all below the 25th percentile for Year 3 students while Student C was marginally above scoring at the 27th percentile. The Control group however, had only one student below the 25th percentile for Year 3 students with the other three begin significantly above this figure. However the Control Groups score actually decreased in three of the four students on post testing, indicating that their ability to comprehend a text is not consistent. Students E and G displayed a slight drop in score while Student F experienced a significant decrease in score. Student H being the only member of the Control group to fall below the 25th percentile provided a slight increase in score.

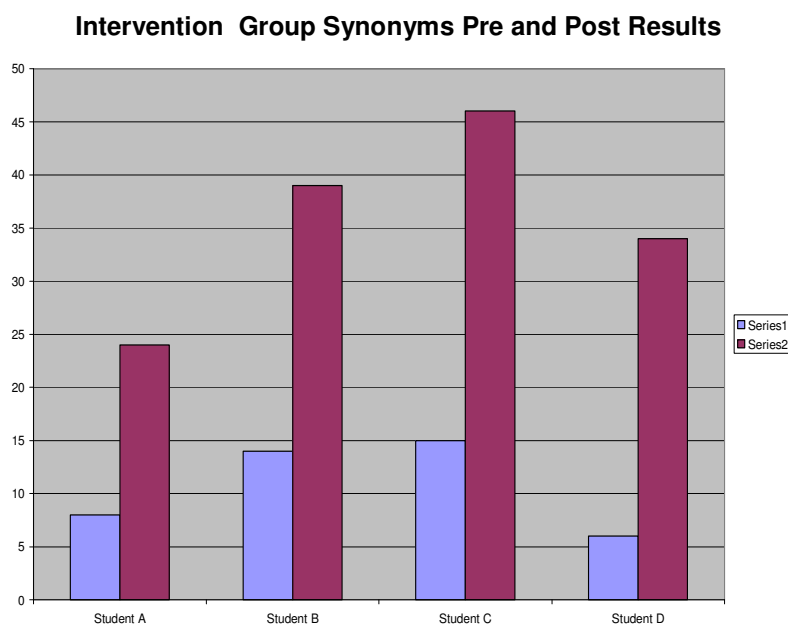


Figure 2

The synonym task (Munro, 2005) was administered as a group to both the control and intervention group prior to the commencement of lessons and proved difficult for all students (Figure 2). Student D consistently changed the word by adding 'ing' or 'ed'. All four Students were generally only able to identify one word that they believed was a synonym for the given word. Student A made no attempt at 18 words, Student B no attempt at 12 words, Student C, 8 words but used phrases instead of words for many of her attempts. Student D did not attempt 11 words and simply added 'ing' to many words presented. All Students in the Intervention Group made significant gains in their post test attempts, tripling their scores and completing the task in a quicker and more confident

manner. Gains were also made by the Control group in this task, although not to the degree of the Intervention group.

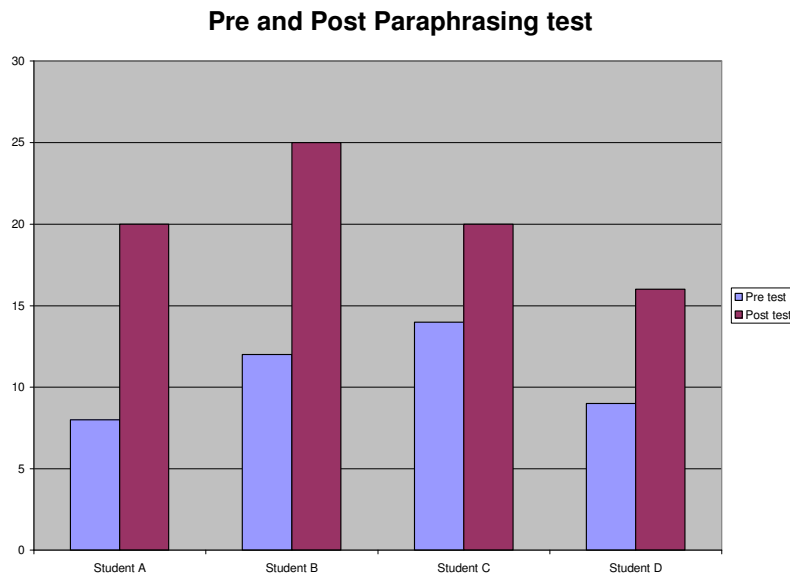


Figure 3

The Paraphrasing Task (Munro, 2005) was administered individually to both the Control and Intervention Groups (Figure 3). Scoring System 1 was used to assess this task with a highest possible score of 32 (2 points being the highest score for each question). Students were expected to write their responses to the text after saying it aloud. All students followed this process with the exception of Student D who found the volume of writing difficult and the text beyond him. I assisted with the reading of the text and offered to do the writing for him after the first two attempts. I repeated this administration process on his post testing task. All students in the Intervention group made significant gains in this task, doubling or near doubling their pre test score.

While the control group displayed some gains, they were not as significant as the intervention group and were inconsistent with two students only making slight gains.

Discussion:

The purpose of the current study was to determine if using synonyms and the paraphrasing strategy improved reading comprehension. The results of this has been determined through the analysis and comparison of pre and post testing data and through reflections made by the students during the teaching sessions.

Bishop, Reyes and Pflaum (2006) believe the explicit teaching of comprehension strategies is crucial for students experiencing difficulty with reading. This current study supports this idea with the complexity of students responses and their ability to internalize and verbalize the R.A.P strategy as the lesson series progressed. Initially students simply restated the sentence or changed the tense of the text. This showed little respect or understanding of the authors intent or the intended meaning of the text. Within the first three to four lessons, students were able to identify synonyms for key words in the text, ask for clarification on unfamiliar words or concepts and follow the R.A.P Strategy without prompting.

Once the students understanding of synonyms and the R.A.P. strategy was in place their ability to paraphrase a single sentence developed quickly, becoming more spontaneous and independent. Fisk and Hurst (2003) found that teaching paraphrasing for comprehension reinforced reading skills such as identifying the main ideas, finding supporting details and identifying the author's voice. This current study supports these results.

The teaching situation for this current study, that is a group of 1:4 ratio with students with of similar academic abilities and learning needs also supported and extended this groups understanding of the Paraphrasing strategy. Observation of the students within their classroom setting prior to the commencement of teaching showed students who were disengaged from whole class teaching sessions. This teaching situation encouraged focused learning, attention to task and engagement, enabled these students to actively participate in sessions. This study further supports the notion that focused teaching groups within the classroom setting provide the opportunities necessary for explicit teaching and that explicit teaching does improve comprehension.

Further to this, a study monitoring the impact of teaching the Paraphrasing strategy to the whole class in this current school and analysing the gains made by individuals would be of interest. Katims and Harris (2003) study on the effectiveness of teaching paraphrasing using the R.A.P strategy to a large group of students proved successful with gains of 17% being made by the Intervention group.

The Paraphrasing Test(Munro, 2005) provided an average improvement of 30% for the Intervention group between pre and post testing while the Control group with no explicit teaching of the paraphrasing strategy or synonyms recorded an improvement of 11%. (Table 3) This gain may be attributed to the classroom teacher of the Control group introducing the R.I.D.E.R visualization strategy. While not paraphrasing it does give students an authentic strategy to use when reading prose.

Group <i>Intervention</i>	Student A		Student B		Student C		Student D	
	PRE Test	POST Test	PRE Test	POST Test	PRE Test	POST Test	PRE Test	POST Test
Paraphrasing Test	8 25%	20 62.5%	12 37.5%	25 78%	14 43%	20 62.5%	9 28%	16 50%
% improvement		37.5%		40.5%		19.5%		22%
	Average Improvement for Intervention Group 30%							

Group <i>Control</i>	Student E		Student F		Student G		Student H	
	PRE Test	POST Test	PRE Test	POST Test	PRE Test	POST Test	PRE Test	POST Test
Paraphrasing Test	15 47%	17 53%	12 37.5%	13 40%	7 22%	13 40%	8 25%	17 53%
% Improvement		6%		2.5%		18%		18%
	Average Improvement for Control Group 11%							

Table 3

The Synonym Test (Table 4) provided an average improvement of 43% for the Intervention group with the most significant improvement being displayed by Student C with progresses of 54% achieved. The Control group also displayed improvement in this task. This could be attributed to attempting the task for the second time. While not effecting the percentage gains, the Control Group started with high score on this task in pre testing than the Intervention Group indicating a better understanding of the task or concept.

All students in the Intervention Group responded enthusiastically to the games and tasks presented, enjoying and responding to the success they were

experiencing. This positive attitude and engagement in task may be attributed to the gains made by the Intervention group

Group Intervention	Student A		Student B		Student C		Student D	
	PRE Test	POST Test	PRE Test	POST Test	PRE Test	POST Test	PRE Test	POST Test
Synonym Task	8/58 14%	24/58 41%	14/58 24%	39/58 67%	15/58 25%	46/58 79%	6/58 10%	34/58 58%
% Improvement		27%		43%		54%		48%
	Average Improvement for Intervention Group. 43%							

Group Control	Student E		Student F		Student G		Student H	
	PRE Test	POST Test	PRE Test	POST Test	PRE Test	POST Test	PRE Test	POST Test
Synonym Task	17/58 29%	34/58 58%	20/58 34%	44/58 75%	11/58 19%	33/58 57%	17/58 29%	30/58 52%
		19%		41%		38%		23%
Average Improvement for Control Group 30%								

Table 4

While the improvement to in the Intervention groups Paraphrasing and Synonym Test were substantial. The results from the TORCH pre and post test showed only marginal improvement for Student A and D, with Student B making no progress and Student C having regressed. It is worth noting that both the improvement and regression are both the results of answering one or two questions differently from the pre test. It is due to this that the conclusion can be drawn that no really change occurred in the TORCH reading assessment. To promote progress in this particular task the series of lessons would need to be extend and significant work on self efficacy would need to be implement with each student in the Intervention group. All four children had a negative response to the TORCH test, concerned with the length of the text and the time it took to complete. Student C was particularly vocal about this and completed the task in under 15 minutes, including reading time. This reaction by the Students was in complete contrast to the enthusiasm observed during the teaching sessions and the vigour and humour they displayed during these lessons.

Further to this current study, the Students in the Intervention Group would benefit from more work on vocabulary development. This was most obvious with Student A and D whose limited vocabulary hampered them in their attempts to find synonyms for key words.

While the students embraced the 'A' in RAP and asked questions to clarify this slowed their ability to comprehend on the run. A recommendation to the classroom teacher would be to include a series of lessons for the whole class, with specific focus teaching time on vocabulary development for those particular children, I would also encourage the use of oral language tasks to promote and develop an extended vocabulary for these Year 3 students.

This current study has proved that through a series of ten lessons focusing on the paraphrasing strategy, including the use of synonyms, gains can be achieved in improving reading comprehension. Contributing factors to the success experienced by the students was that all students were present for all lessons, the children were familiar with the teacher and were excited about being withdrawn from the classroom to do 'special' work. A limitation of the study may have been the time frame, that is, only ten lessons and that the lessons may have seemed out of context from the classroom setting to the students.

The results of this current study show that reading comprehension levels have improved in students who have been explicit taught the paraphrasing strategy. Further to this study and to support these students more fully would be to give explicit instruction in visualization, using the R.I.D.E.R strategy to give these students with a limited vocabulary another strategy to implement when faced with text to comprehend. Another area to investigate for exploration is the use of the paraphrasing strategy with non fiction text. The senior school in this setting has a strong emphasis on Reciprocal Teaching for Year Five/Six students, therefore to instruct our Year 3 students on how to apply the paraphrasing strategy to non fiction text would be of benefit in providing a scaffold for future learning.

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

Munro J (2005) Paraphrasing Assessment Task

Munro (2005) Synonyms Assessment Task

Teaching Materials:

Baker Jeanie: *Where the Forest Meets the Sea*. Collins Dove. Melbourne. 1992

Graham Bob: *Rose Meets Mr Wintergarten*: Viking, Australian, 1994

Honey Elizabeth: *Not a Nibble*. Little Ark Books. Sydney 1997

Appendix 1:

Lesson Plans

Lesson 1

Introduce term Synonym – a word that has the same meaning as another word.

Present series of words to discuss and list responses. Word list: happy, sad, run, man

Show text “Where the forest meets the sea” by Jeanie Baker discuss the title and how we could say it a different way.

What does the front cover suggest about the text?

Record different responses

Reflection : What did we learn how to do today? How can this help us with our reading?

Lesson 2

Revisit the term Synonym.

Play Memory using the different words we discussed in previous lesson related to title of the book.

Do you have any more we could add to our list from our last session. What about these: said, nice, asked. We use these a lot in our writing, it would be great to have some different words to use that mean the same thing.

Introduce steps for paraphrasing:

1. **Read** aloud
2. **Ask** questions
3. **Put** into your own words.

When we put it into our own words we use synonyms. We same the same thing in a different way and that will help us to have a better understanding of what we are reading.

Look at the first page of ‘Where the forest meets the sea’ teacher reads it aloud to the group.

What does it mean?

What are the key words in each sentence?

What other words could we use to say the same thing?

In pairs write in your own words.

Continue with subsequent pages for the remainder of the session.

Reflection : What did we learn today? How can this help us with our reading?

Lesson 3

Retell text from previous lesson.

Match paraphrased sentence strips with actual text.

What synonyms were used?

How did the use of synonyms help you to remember the story?

Can you think of any other synonyms that we could use?

Continue to create charts of synonyms to add with vocabulary expansion.

Look at the front cover of 'Rose meets Mr Wintergarden' by Bob Graham and discuss characters, setting and other words to use instead of meet.

Teacher reads the first page.

What is this about?

Who are the characters?

What is happening?

Give children a photocopy of the text

What are the key words in each sentence? Highlight with marker.

What are some other words we could use? Add these to a chart.

Write sentence in your own words in pairs on sentence strips.

Reflection : What did we learn today? How can this help us with our reading?

Lesson 4

Play Memory with synonyms from word chart. Student must identify and find matching words from our synonym chart.

Give each pair a short text.

Instruct each pair to follow the Paraphrasing steps

1. Read aloud
2. Ask questions
3. Say in own words

Together write your attempt at paraphrasing the text.

Swap with the other pair and discuss the others efforts.

Can you think of another way to paraphrase the text.

Reflection : What did we learn today? How can this help us with our reading?

Lesson 5

Play Memory with synonyms from word chart. Students must identify and find matching words from our synonym chart.

Matching game with original text and paraphrased text from previous lesson as a group.

Give each group a page from *Rosie meets Mr Wintergarten* and ask them to paraphrase individually.

Instruct group to follow the Paraphrasing steps

4. Read aloud
5. Ask questions
6. Say in own words

Individual write your attempt at paraphrasing the text.

Swap with the another student and discuss what is the same and what is different about each attempt.

Combine your efforts and develop one paraphrased piece of text..

Reflection : What did we learn how to do today? How can this help us with our reading?

Lesson 6

What s a synonym?

What is paraphrasing?

Why do we do it?

Discuss these questions ensuring the students are aware of the purpose of the of tasks and the skill they are learning.

Continue to work through *Rosie Meets Mr. Wintergarten* paraphrasing each page individually and sharing with a partner to discuss synonyms used and to assess if meaning had been maintained.

Reflection: What did we learn how to do today? How can this help us with our reading?

Lesson 7

Book orientation *Not a Nibble*.

Predictions using front cover.

What words might we see in the text?

Who do you think will be the main characters?

Identify key words as a group and suggest synonyms for them on word chart. Work through text, paraphrasing each page individually and sharing with a partner to discuss synonyms used and to assess if meaning had been maintained.

Reflection: What did we learn how to do today? How can this help us with our reading?

Lesson 8

Continue to work through the text *Not a Nibble by Elizabeth Honey*

Identify key words individually and suggest synonyms on individual word chart.

Work through text, paraphrasing each page individually and sharing with a partner to discuss synonyms used and to assess if meaning had been maintained.

Reflection: What did we learn how to do today? How can this help us with our reading?

Lesson 9

Continue to work through the text *Not a Nibble*.

Identify key words individually and suggest synonyms on individual word chart.

Work through text, paraphrasing each page individually and sharing with a partner to discuss synonyms used and to assess if meaning had been maintained.

Reflection: What did we learn how to do today? How can this help us with our reading?

Lesson 10

Children are given a piece of text without orientation or illustrations.

Using a paragraph of text from *Flat Stanley*

Identify key words individually and suggest synonyms on individual word chart.

Work through the paragraph, paraphrasing it individually.

Share attempt with the group to assess if meaning had been maintained and how we can support our team member in improving the paraphrasing attempt.

Reflection: What did we learn how to do today? How can this help us with our reading?