

Teaching the paraphrasing strategy to year two students, will improve their reading comprehension.

Abstract

The purpose of the current study was to improve young children's reading comprehension by teaching the strategy of paraphrasing. Three year two female students, two aged seven and the other eight, were withdrawn from their classes and taught the strategy of paraphrasing within a small group. The paraphrasing strategy is teaching the students to restate what is being read, in their own words, while retaining the meaning of the initial sentence or paragraph.

The method used was the experimental OXO method. Three students were pre tested using the Neale Analysis, a Synonym Word Test, a Paraphrasing Sentence Test, a Running Record analysis of reading and the Record of Oral Language test. Following this the students participated in ten lessons, each 40-60 minutes in length, during which they were taught the paraphrasing strategy. The students were then post tested using the same tests as used in the initial pre testing.

The findings of this study showed that all three students improved in their reading comprehension. The hypothesis that teaching the paraphrasing strategy to year two students, will improve their reading comprehension was supported by the results. It was concluded that an educational implication for teachers of younger students is for them to begin explicitly teaching comprehension strategies such as paraphrasing to students to support and improve their reading comprehension.

Introduction

In recent years there has been a major focus in education to develop young children's ability to read independently. Schools have adopted programs such as 'Early Years' and 'CLaSS' to provide professional development for teachers of the junior classes in Primary Schools.

These programs have enabled junior school teachers to be empowered with the same knowledge as to how children learn and what skills children need to develop in order to become better readers. Emphasis has been placed on developing many areas of literacy, such as, improving phonological knowledge and phonemic awareness, developing word attack skills so children can decipher unknown words, developing a knowledge bank of frequently used words that children can recall and read quickly, the need for teachers to model behaviours showing what 'good' readers do, providing time for children to read on a daily basis, exposing children to a variety of texts and fostering and encouraging an overall love of reading.

In general, it could be stated that over time, we have improved the quality of literacy within the Primary Education system by implementing such Literacy Programs. Teachers in the Junior School are more aware of what skills young children need in order to learn to read.

However, I am aware of a problem that some schools are identifying as children progress from the junior classes into the middle years of schooling. It appears that some children have excellent word reading ability, are excellent decoders, read with fluency and they are able to read books at the required level, yet, these children have difficulty understanding or comprehending what they read. Are these children 'reading' if they do not comprehend?

For some of us when we began our teaching careers, we "typically checked children's story comprehension by evaluating their answers to oral or written questions. Comprehension for us was about literal understanding of stories and narrative text" (Harvey & Goudvis, 2000). We now know that comprehension is so much more than this definition. Harvey & Goudvis (2000) go on to say that true comprehension goes beyond this literal understanding

and involves the reader's interaction with text. They quote a new definition of comprehension involving the acquiring of knowledge, Isabel Beck et al (1997) defines a constructivist view of understanding as "being able to explain information, connect it to previous knowledge, and use information." This has implications for us as educators whether it is in the junior, middle or senior years of any school.

There are several strategies that may be useful for developing comprehension. While many children present with poor comprehension skills, only some of these have specific Learning Difficulties. However all of these children may be identified as 'at risk' in the area of literacy. Explicitly teaching all children to comprehend what they read should be an area of focus for all educators.

Sorrell (1996) states, "If reading is the act of searching for and understanding the meaning of the written word, then teaching children to paraphrase and then verbalise is a strategy to assist poor comprehenders to comprehend." He states that children with learning difficulties who struggle with comprehension need specific instruction to increase their ability to be active thinkers and questioners when reading. He indicates in his research that students with learning difficulties can benefit from direct instruction in comprehension strategies. One type of comprehension strategy he suggests is the strategy of paraphrasing.

Similar findings were reported in a separate study by Katims & Harris, (1997) which recommended the use of explicit teaching using the paraphrasing strategy. They found that "the paraphrasing strategy has been demonstrated to significantly increase the reading comprehension of students with and without learning disabilities."

Explicitly teaching the strategy of paraphrasing to improve reading comprehension may be beneficial for all children. Although there has been little research to substantiate this for younger students, it is stated that teaching the strategy of paraphrasing for comprehension "is an effective tool to add to our repertoire of classroom practices intended to increase students comprehension of text" (Fisk & Hurst, 2003). They also go onto say that

"paraphrasing for comprehension is an effective reading strategy that helps students process and comprehend what they are reading and learning."

Similar findings were reported in a further study stating, "many comprehension strategies have been studied with older children but not with novices. However, if we want to explicitly teach comprehension from the very beginning, these instructional practises maybe very useful" (Dougherty Stahl, 2004).

The aim of my research is to see if the explicit teaching of the paraphrasing strategy will be of benefit to younger children who are good decoders but who are presenting as 'at risk' due to difficulties in the area of reading comprehension.

Harvey & Goudvis (2000) note, "reading strategy instruction has shown to improve reading comprehension". In Munro's (2004) recent research he implemented the paraphrasing strategy as one of three he trialled and concluded that his "data showed students can learn each of the strategies and that teaching the strategies improves text reading and supports the recommendations of strategy instruction for younger students." Munro (2004) also claims that his research supported and extended the earlier work of Katim & Harris (1997) showing improved comprehension with paraphrasing at the third grade level.

Furthermore, the paraphrasing strategy is a reading comprehension strategy that has been found to increase reading comprehension (Schumaker, Denton & Deschler, 1984, as cited in Lee & Von Colln, 2003). They go onto say that "the strategy is popular in part because it is a logical approach used informally by many teachers and is easily incorporated into classroom instruction" (Lee & Von Colln, 2003). Their study contributes to the knowledge base on the effectiveness of the paraphrasing strategy in showing a positive effect in reading comprehension.

It is hypothesised that teaching the paraphrasing strategy to year two students, will improve their reading comprehension.

Method

Design: The design method used for this study is the OXO method. Gains in paraphrasing ability and reading comprehension are monitored by firstly pre testing, teaching the paraphrasing strategy explicitly and then post testing to measure such gains.

Participants: Three Year Two students were selected by their classroom teachers as suitable candidates for participating in this study. All three were identified by their teachers as fluent readers who were good decoders but were labelled as 'at risk' due to poor comprehension skills. All three are female students who attend Primary School in the western suburbs of Melbourne. Their age, text level, reading ability etc. are shown below in Table 1.

	Age	Language spoken at home	Text Level	Reading Accuracy Pretest	Reading Comprehension Pretest	Reading Rate Pretest
Student A	8.3	English	26	35	6	75.67
Student B	7.6	English & Portuguese	26	28	8	53.49
Student C	7.3	English	26	37	12	70.91

Table 1

All three students see themselves to be 'good' readers and appear to be unaware that they are struggling with comprehension. Student A explained that she was one of the best readers in her class because she "knows lots more words than the other kids."

Materials: Materials used include the following

Pre & Post Testing tasks:

- Record Of Oral Language
- Running Record (PM Benchmark Pack)
- Synonym Word Test - refer to Appendix 3
- Paraphrasing Test – refer to Appendix 4
- Neale Analysis of Reading Ability

Teaching Sessions:

- Chart of text in large font: Lessons 1-2 (see Appendix 1)
- Lessons 3-5: Texts selected from: Easy Reading-short stories for reluctant readers, pages 26, 29, 32 (see reference section)
- Flashcards of synonyms from the above texts for Memory Card Game (see Appendix 1)
- PM Texts selected from PM Story Books in Purple Sets A & B; selected texts from the Momentum 3.3 series for lessons 6-10
- Paper & pencils for recording some paraphrasing tasks (retain this data for informal assessment)
- Tape Recorder to record student's paraphrasing responses for monitoring progress
- The Teaching Sequence (see Appendix 1)

Procedure:

The Pre Testing tasks were administered individually over two sessions. The Neale Analysis was administered in the second session and all other tests were given in the first session. Each session of testing was administered in the middle block on two consecutive days.

For the teaching sessions, the three students were released from their regular classes to participate within a withdrawal small group teaching strategy. Due to the nature of my role description, I was unable to withdraw the students at the same time each day due to other commitments. However, I would recommend that where possible, using the same time frame each day would be more beneficial for the students.

We were unable to use the same workspace each day due to lack of free work areas as the building of new classrooms and offices are yet to be completed. I located vacant classrooms within the school when classes were participating in Specialist Programs. Once again, I would recommend that the same workspace be used for each session to establish a routine and to save from irregular distractions on a daily basis.

The teaching sessions were conducted over a three week period for ten sessions. Each session was for 40 - 60 minutes.

The teaching sequence was based on John Munro's model "Comprehension-Paraphrasing Strategy". However I did make some modifications to this model as the students I was working with were younger students. (See Appendix 1)

The first two sessions were designed to introduce the Paraphrasing Strategy and what that meant and then the subsequent sessions provided students with the opportunity to review the previous sessions story or text and gave them time to review the actions taken when paraphrasing. Each session included time for the students to verbalise what they were doing and explain why. A new text was then introduced to practice and apply the strategy. The use of synonyms was also explicitly included in the instruction, to assist the students in applying the paraphrasing strategy.

To begin with, the students applied the paraphrasing strategy within their oral language i.e., verbalising their responses. As they became more confident they were asked to write their responses and we shared them within the group and then compared and evaluated them. This was a valuable part of the session as the students were able to learn from each other and they were able to verbalise which sentences were more beneficial as a paraphrase i.e. which ones retained the main points without changing the original meaning in a non-threatening situation. I did not include this in all sessions as it did take more time, as the students were all slow and reluctant writers.

In session 2, I also introduced the acronym RAP (see appendix 2 for the cue card). From previous research (Lee & Colln, 2003; Katims et al, 1997) it was found to be a beneficial tool to help cue the students into the steps of the paraphrasing strategy. **R**- read the text, **A**- ask yourself questions about the main ideas and important information and **P**- put these main ideas into words using full sentences. As the students were younger, they found these valuable for the first few lessons. As they became more confident with the use of the strategy they referred to them less frequently.

During some sessions, I taped the student's paraphrasing attempts. I found this helpful for monitoring and evaluating their progress throughout the program. The students responded well to this as they enjoyed hearing their voices played back.

Results

The results from the Record of Oral Language (figure 1) showed that only student C made any progress and it was only minor. Student B scored the same on the Pre and Post Tests for her ROL. Student A actually recorded a lower score on the Post Test. This could be attributed to the time of day the Post Test was given, being just before the end of the school day and she was quite distracted and obviously concerned about the bell ringing.

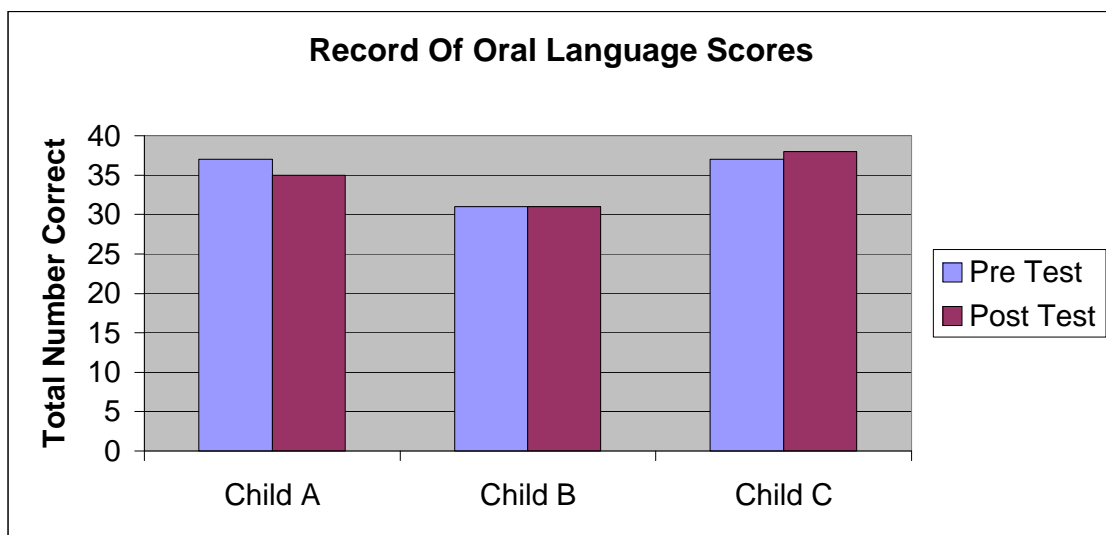


Figure 1 Pre & Post Test Results Of Record Of Oral Language

The results of the Synonyms Test (figure 2) show a significant improvement for all three students. All three students improved more than 100% on this test, showing a greater understanding of synonyms due to the explicit teaching of them being included in the sessions taught on the paraphrasing strategy.

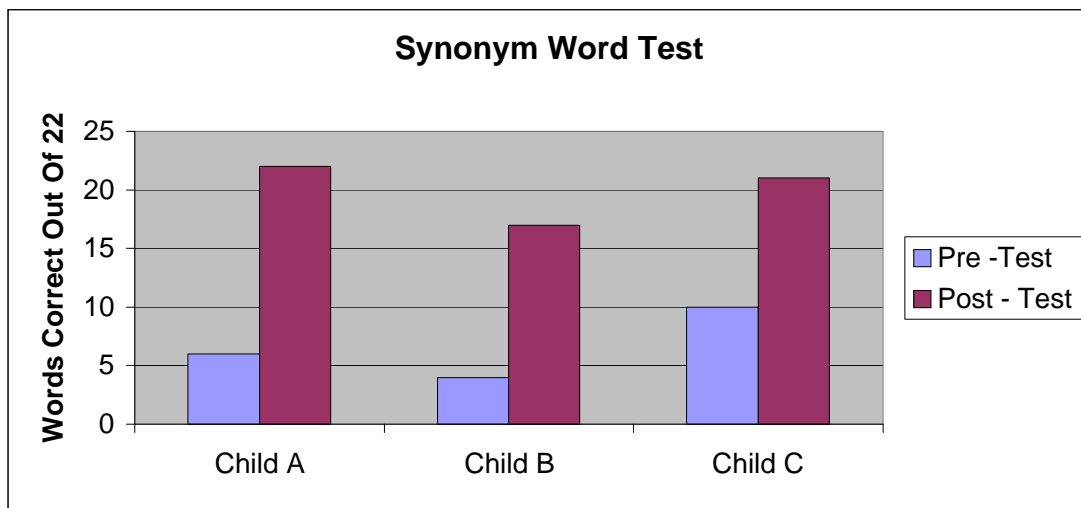


Figure 2 Pre & Post Test Results of Synonym Word Test

Student A showed the greatest progression in the knowledge of synonyms and she expressed her delight in being able to recall synonyms more readily on the Post Test than she did on the Pre Test. She was aware that she did not understand what synonyms were before we began the teaching sequence and she explained that she had found this knowledge helpful in her daily writing. When asked to explain what she meant, she said that she could now make her writing more interesting by using synonyms rather than using the same “describing words” all the time. Although this was not the specific intention of this research, it was a positive outcome for Student A in a different way. She was articulating that she could transfer her new learning to other areas of her literacy.

The Pre-Test Data for the Paraphrasing Test (figure 3) shows that student A and student B were unable to paraphrase any sentences, whereas student C was able to correctly paraphrase one sentence. After the explicit teaching of the paraphrasing strategy, all three students were able to correctly paraphrase all four sentences required. This trend fully supports my prediction that all of the three students are now able to use this skill competently.

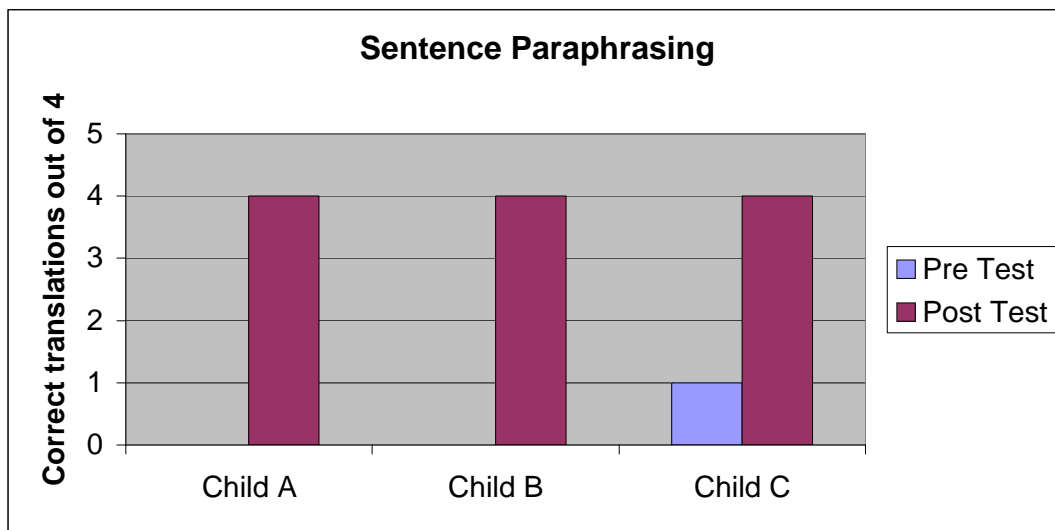


Figure 3 Pre & Post Test Results of Sentence Paraphrasing Task

The Neale Analysis Of Reading Ability tested the student’s reading in three ways: for accuracy, comprehension and reading rate. The analysis of the Pre and Post Test data reveals positive trends for all students in all three areas.

The following graph (figure 4) illustrates the progress in Accuracy rates. All three students made similar progress in this area of analysis, although only minor. This may imply that explicitly teaching paraphrasing can impact on the accuracy rate of student’s overall reading ability.

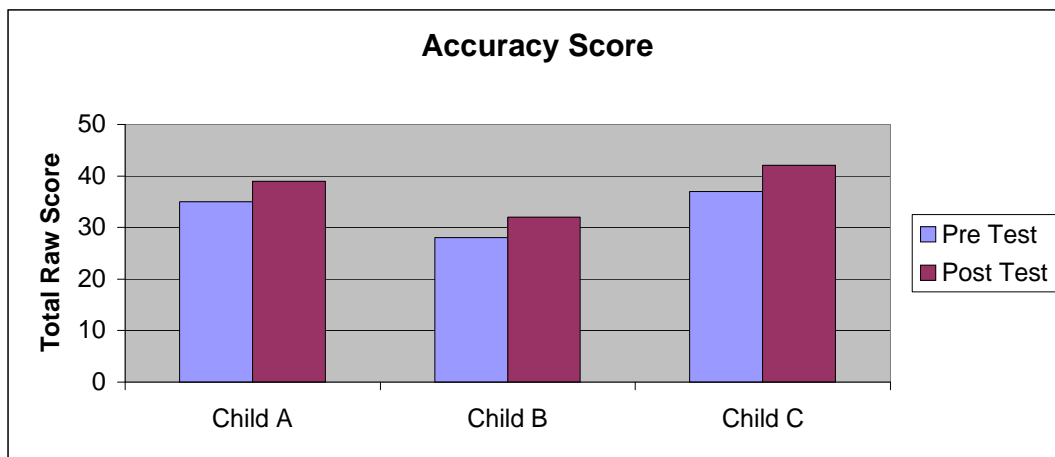


Figure 4 Neale Analysis of Reading Accuracy- Pre & Post Test Scores

The data gathered by the Neale Analysis of Comprehension (figure 5) reveals further improvement in the area of comprehension. All three students made positive progress, particularly student A. Her results display a 100% increase in comprehension. Student B also made significant progress and student C showed a smaller amount of improvement. This trend fully supports my

prediction that the explicit teaching of the paraphrasing strategy can improve reading comprehension.

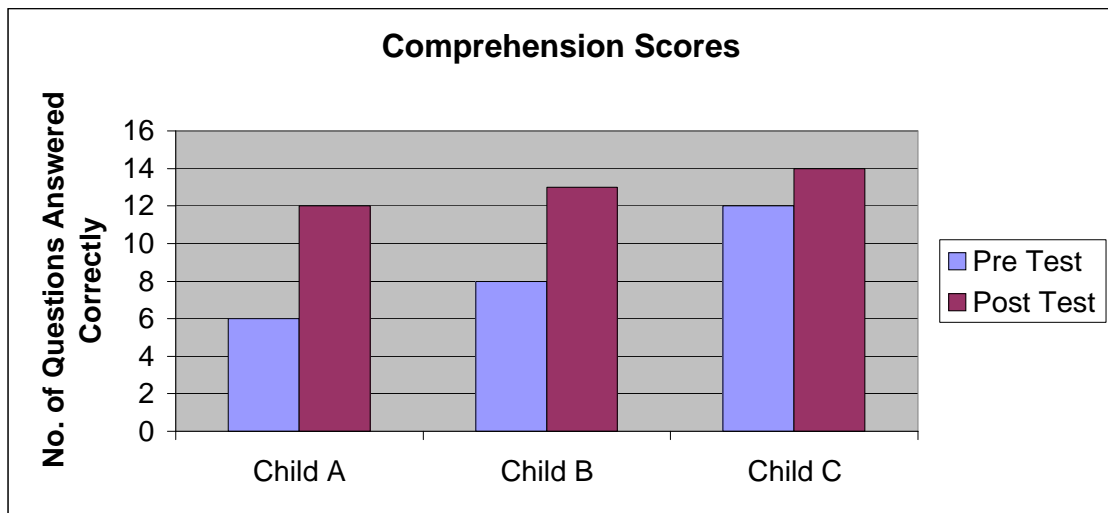


Figure 5 Neale Analysis of Reading Comprehension – Pre & Post Test Scores

The Neale Analysis also revealed an improvement in the reading rate (figure 6) for all three girls. Both student B and student C made good progress and student A made less significant progress, although any improvement is a success.

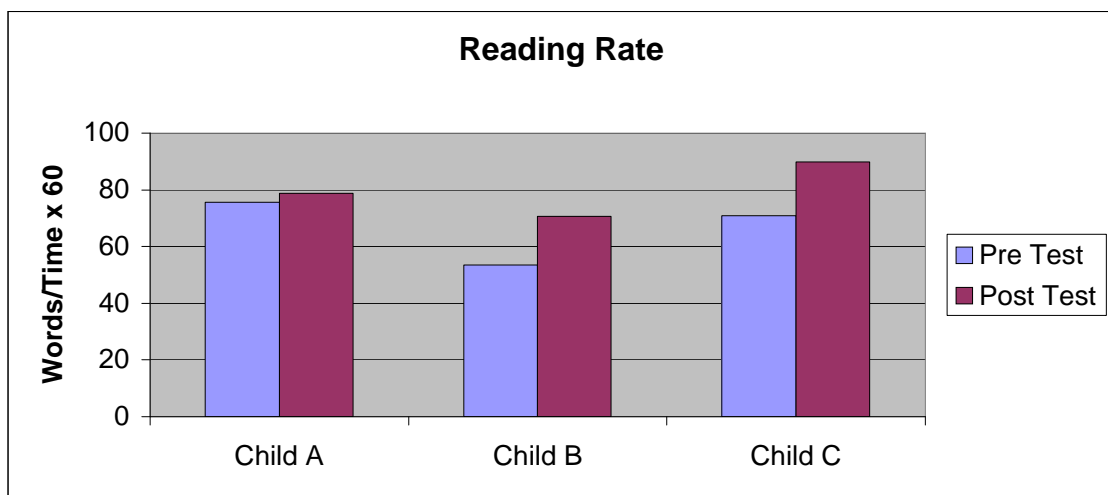


Figure 6 Neale Analysis of Reading Rate – Pre & Post test Scores

Informal data was also audio taped during some teaching sessions. The following tables indicate the student's attempts to paraphrase at the sentence level (table 2) and at the paragraph level (table 3). Also included is the student's use of synonyms in each example.

	Sentence	Student's Paraphrase	Synonyms
Student A	The tiny fairy was scared of the huge monster in the mansion.	The small fairy was frightened of the big monster in the mansion.	Small Frightened Big
Student B	The huge monster was paddling in the pond.	The humungous monster was rowing in the lake.	Humungous Rowing Lake
Student C	The pretty fairy was floating around the garden.	The beautiful fairy was flying around the roses.	Beautiful Flying Roses

Table 2 Paraphrasing attempts in Lesson 2: sentence level

	Paragraph	Student's Paraphrase	Synonyms
Student A	Josh told his first fib when he was five years old. "Dad ran over the dog with the car!" he said to his mother. She dropped her cup of tea and ran outside.	Josh told his first lie when he was 5 years old. "Dad runned over the dog with his car." Mum spilt her cup of tea & ran outside.	Lie Mum Dropped
Student B	Next day, Josh told his Mum, "There's no school today. It's a holiday." Mum rang up the school.	Next day, Josh said to his mother "there is no school today. It's a holiday" Mum rang up his school.	Said Mother His
Student C	"Ha, ha. Tricked you!" he said with a grin. Mum told Josh off, but she did not smack him.	"Ha, ha, I tricked you", he said with a smile. Mum told Josh off but she did not hit him.	Smile Hit
Student A	It was not a holiday. Mum sent Josh to school with no play lunch. Josh said to Miss Bell, "Grant took my play lunch. Can I go to the shop please?"	It was not a holiday. Mum took Josh to school with no play lunch. "Grant took my play lunch. Can I go to the supermarket please?"	Took Supermarket
Student B	Miss Bell rang up Josh's mother. She told Miss Bell it was a fib. Josh had to sit by himself in class.	Josh's teacher rang up his mother & said it was a lie. Josh had to stay in class all play lunch	Josh's teacher Lie Stay in
Student C	His best friend Grant was cross with him. At lunchtime, Josh had no one to play with. Josh promised never to fib again.	His favourite friend Grant was upset with him. He promised to never tell lies ever again.	Favourite Upset He Lies

Table 3 Paraphrasing attempts in Lesson 4: paragraph level

In table 3, the sentences are not tabled in order as the students were asked randomly to respond to each sentence.

Overall, the data collected shows a significant trend in support of my prediction and that the explicit teaching the strategy of paraphrasing can impact on young student's overall reading comprehension.

Discussion

The aim of this study was to determine whether teaching the paraphrasing strategy to Year Two students would improve their reading comprehension. Assessments were made by comparing the student's results on the pre and post tests. The findings were positive.

The results of the Synonym Test (see figure 2) show that all three students had a greater understanding of what synonyms are through the inclusion of them in each of the teaching sessions. This knowledge of synonyms enabled the students to draw upon their prior knowledge of vocabulary from their long-term memory and make connections and sense of what they are reading and enables them to paraphrase it successfully.

I placed emphasis on explicitly teaching synonyms during the first few teaching sessions through playing Memory Word Games; using words selected from the texts to be read and matching synonyms, prior to the students reading the texts.

In the pre-test results of the Synonym Test, it was evident that students A and B confused synonyms with antonyms and were unable to give responses to some vocabulary within the test. Student C was more able to offer synonyms for some basic vocabulary. However she was also unable to give a response to other words within the text.

As the lesson sequence progressed, the students displayed evidence of understanding synonyms and their purpose in the paraphrasing strategy. It was no longer necessary to scaffold the use of synonyms by playing games. The students were able to quickly suggest synonyms verbally for important content words within the texts.

The educational implications of this study suggest that younger children benefit from vocabulary knowledge. It suggests that Year Two students would find it valuable to develop lists of vocabulary to refer to in the classroom setting i.e. lists of synonyms, antonyms, of verbs, nouns and adjectives. Student A acknowledged that she found the knowledge of synonyms helpful

for her writing. This also supports the relevance of vocabulary study within a literacy program.

A further implication of this study is the importance of talk in our literacy lessons within the classroom setting. During this study providing the students with the time to suggest and discuss synonyms gave them the opportunity to learn from each other. Sharing and expressing their ideas and words also provided them a wider vocabulary to draw upon when we began reading the text in each lesson.

In this present study, the data clearly showed that the explicit teaching of paraphrasing greatly improved their individual ability to apply this strategy. This is particularly evident at the sentence level (see figure 3). This is supported by Munro's (2004) findings i.e. that children can learn these strategies and his data supported the teaching of strategy instructions such as paraphrasing to younger children.

For possible future research, I suggest that the Pre and Post Paraphrasing Tests include more samples. My study test only contained four sentence examples for the students to paraphrase. I was unfamiliar with the abilities of Year Two students and was unsure of what my expectations should be. As a result of this research, I conclude that a minimum of six sentences would provide more evidence to support the findings. However, the informal evidence gathered also supports this study's findings (see table 2 & 3).

Fisk and Hurst's study (2003) claimed that explicitly teaching the strategy of paraphrasing may improve reading comprehension in all children but stated that there has been very little research to support this for younger children. This current study assists in substantiating the benefits of teaching paraphrasing to improve reading comprehension in children as young as Year two students i.e. seven and eight year olds.

The results of the Neale Analysis clearly show the positive outcomes in reading comprehension for this present study (see figure 5). Student A had displayed the least amount of comprehension ability of the three students before the explicit teaching of paraphrasing as well as little to no

understanding of paraphrasing (see figure 3). The data in figure 5 shows that Student A's comprehension ability doubled after the explicit teaching.

I was surprised by this outcome, as she was the student who required most assistance in remaining focussed during each of the lessons. Environmental factors had a large impact on her. Having the lessons in different classrooms distracted her. I was expecting her to show the least improvement. Student A was the reason that sentences and paragraphs given for paraphrasing were asked randomly of the students (see table 3). She had shown that she was not applying the strategy for herself unless she thought it was her turn to share with the group. I did not ask the students to respond in a set order for this reason, assisting her to keep applying the strategy for herself.

Although my objective was to assist these students in the area of comprehension, it is interesting to note the other findings assessed by the Neale Analysis. The data shows that all three students improved in their reading accuracy (see figure 4). Although the gains are not substantial, any gain should be noted as an achievement brought about by the intervention of the explicit teaching of the paraphrasing strategy. It could be interpreted that improved comprehension skills in turn affect student's ability to read with enhanced accuracy.

The data collected from the pre and post testing of the Neale Analysis also showed an improvement in each child's reading rate. (see figure 6) Student B and C showed the greatest improvement in their reading rates. As they were reading with better comprehension I assume that they needed to stop less frequently at the word level and were able to use the meaning cues at a better rate to improve their sentence reading ability. This would also be applicable for student A, even though she showed less improvement in this area.

An educational implication of this study is the necessity to begin teaching comprehension strategies to younger students, and not to delay this until the middle area of primary school, which has been the past practise of many schools.

An assumption that students just learn to comprehend independently without being taught explicitly does not apply to all children. Many children need explicit teaching in order to be able to apply these strategies independently.

This research's study group was only three students who were struggling in the area of comprehension and who, with ten explicitly taught lessons, showed improvement in their reading comprehension. It would be interesting to see if a further ten lessons were explicitly taught, would the comprehension of these three students continue to improve?

In the future, it would be interesting to use a larger cohort in a similar study, to evaluate the improvement in reading comprehension, whether it is a larger withdrawal group or a study using a whole class.

Another implication is that if teaching paraphrasing can improve reading comprehension in year two students, what would be the benefits of teaching these students a range of comprehension strategies? Do all strategies assist students comprehension at all times when reading or do they employ particular strategies in certain situations? This would be interesting research for the future and could assist in validating Munro's (2004) recent research.

Some teachers have the belief that it is important to teach young students to visualise as a strategy to improve their comprehension. However, not all students are visual learners. An implication of this study is that we need to begin teaching paraphrasing as another strategy for these young students to use. At the class level it would be important for teachers to begin modelling the paraphrasing strategy for those that would benefit from exposure to it. This would be possible in the whole class forum during 'shared' or 'modelled' reading that begins each classroom literacy lesson.

Overall the findings of this research support the initial hypothesis. That is, the teaching of the paraphrasing strategy to year two students will improve their reading comprehension.

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Appendix 1

The following teaching sequence was implemented for a withdrawal group of three students in Year Two.

Teaching Sequence-

Lesson 1: Introducing paraphrasing.

Introduce the strategy: *“We are learning things you can do to help you read. One thing you can do is to make a picture in your mind. Today we are going to learn another thing you can do.*

What you do is tell yourself what you have read. After you have read a sentence, you say it to yourself, in your own way. You try to change as many words as you can.

Let’s practise it.”

Teacher models paraphrasing and cues student activity: *“Look at the first sentence. I will read it and I want you to read it to yourself with me. Then we will read it allowed together. After this, I will try saying it another way. Then I will ask you to try.”*

Have the sentences written up in enlarged text for the children to read easily together:

Sentence read	Teacher	Students paraphrase
A monster came to live in a city. He wanted to find a place to live.	<p>Read sentence twice. Firstly read aloud to them with them reading along silently. The second reading can be aloud & read together.</p> <p>Model paraphrasing: “This monster moved to a new town. He needed to get a house for him to stay in.”</p> <p><i>“Now you try saying it in your words.”</i></p>	
He needs to get to know the city. After he bought a map he looked for a bus.	<p>Read sentence twice. Firstly read aloud to them with them reading along silently. The second reading can be aloud & read together.</p> <p>Model paraphrasing: “He wants to find what is in the town. First he got a map. Then he searched around for a bus stop.”</p> <p><i>“Now you try saying it in your words.”</i></p>	

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

Do you have any questions?” Respond to any questions.

Teacher models and students practise: *“Let’s do this together with another paragraph. Read this together.”*

Sentence read	Teacher	Students paraphrase
<p>He got off the bus near the mall. He needed some dinner.</p>	<p>Read sentence twice. Firstly read aloud to them with them reading along silently. The second reading can be aloud & read together.</p> <p>Model paraphrasing: “The monster left the bus next to some shops. He was feeling hungry.”</p> <p><i>“Now you try saying it in your words.”</i></p>	
<p>He saw a shop that sold Monster Meals. He ran in and scared people.</p>	<p>Read sentence twice. Firstly read aloud to them with them reading along silently. The second reading can be aloud & read together.</p> <p>Model paraphrasing: “He spotted a food place that sold Monster meals. He rushed in and frightened everyone.”</p> <p><i>“Now you try saying it in your words.”</i></p>	

Teacher reviews the action: *“What do you tell yourself to do when you paraphrase?”* Students respond in their own words to explain.

Student transfers the action to other texts

Students paraphrase sentences individually: *“Now you are going to practise doing this with some sentences all by yourself. Try to think of a different way of saying each sentence. Read each sentence. Say it to yourself in another way and write down what you thought of. Try not to use words that are written in each sentence you read here.”*

Sentence read	Students paraphrase
Read sentence twice. Firstly read it silently, then aloud. The huge monster was paddling in the pond.	
Read sentence twice. Firstly read it silently, then aloud. The little monster was jumping on the trampoline.	
Read sentence twice. Firstly read it silently, then aloud. The pretty fairy was floating around the garden.	
Read sentence twice. Firstly read it silently, then aloud. The tiny fairy was scared of the huge monster in the mansion.	

Students review what they did. *Teacher says: “At the end of our first session can you tell me what you know about paraphrasing and what steps you should follow to paraphrase a sentence or a paragraph”.*

Students' possible answers:

1. The first step in paraphrasing is to read a sentence/story.
2. The second step is to think about and ask yourself questions about the main idea and information in it.
3. The third step is to put the main idea and information into your own words using sentences.

* I praised each students attempts at paraphrasing in order to set up a non-threatening environment, conducive to them learning.

Lesson 2

During this session, the students consolidate the use of the strategy. The students review the steps involved in paraphrasing and the teacher gives additional practice in paraphrasing single sentences and paragraphs. I used the same sentences as the first session, but had the children responding to different sentences than those from the first lesson. Monitor the students' work and give appropriate feedback. The children will begin to transfer the use of this strategy to new texts by being shown a text and saying what they will do.

Students' possible answers:

1. The first step in paraphrasing is to read a sentence/story.
2. The second step is to think about and ask yourself questions about the main idea and information in it.
3. The third step is to put the main idea and information into your own words using sentences.

*I praised each students attempts to paraphrase to continue setting a non-threatening environment, conducive to them learning.

Introduce the **RAP** cue card (see appendix 2).

Lessons 3-10

Activity	Task Description	Time
Text Retelling (Passage from Previous Session)	Students re-tell passage from the previous session. They say what they remember about the text.	5 – 8 mins
Text Reading (Shared Reading Strategy) (Passage from Previous Session)	Students and teacher re-read passage from previous session. Teacher cues use of paraphrasing during the reading. "How would you say it another way?" The reader reads each sentence and then retells it in her / his own words, changing as many words as possible, while retaining the meaning .	5 - 10mins
Synonyms (Passage from Previous Session)	Students are cued to retell in their own words sentences read to them from the story they read in the previous session.	5 mins
Synonyms (Taken from new story)	Students play a Memory card game using selected words from the text & appropriate synonyms. E.g. large/big, pretty/beautiful, hot/warm	5 mins
Reading Target Words (New Passage)	Students match the key content words from the text to be read with synonyms. They can do this by sorting word cards (from the memory game) and placing each card on synonyms in the story.	4 - 6 mins
Text Reading (Shared Reading Strategy) (New Passage)	Students use the RAP card to cue in the paraphrasing strategy before they begin to read: <i>"After I have read each sentence I will try to say it my way. I will change as many words as I can."</i> Students read the passage to themselves. Teacher reads the passage aloud with the students for the second reading. Teacher	10 - 20 mins

	cues the student to paraphrase aloud after each sentence read in the text.	
	*In some lessons, have children write their sentences that they paraphrase & then read them aloud to share with the others. This gives the teacher the opportunity to evaluate children's individual responses in paraphrasing without them having been influenced by others responses. Children also benefit from learning from each other when comparing responses. Teachers may also tape the responses given as another alternative.	
Reflective	Student comments on what has been learnt in each session. Praise the student's efforts at applying the paraphrasing strategy.	6 mins
		40-60 minutes

Texts for lessons 3 – 10

Lesson 3

The Sand Castle page 26 of Easy Reading: short stories for reluctant readers (see reference)

Lesson 4

The Boy Who told Fibs page 29 of Easy Reading: short stories for reluctant readers (see reference)

Lesson 5

A Mouse In The House page 32 of Easy Reading: short stories for reluctant readers (see reference)

Lesson 6

Moppet On The Run by Jenny Giles. PM Library (see reference)

Lesson 7

A New School For Megan pages 2-8 by Jenny Giles. PM Library (see reference)

Lesson 8

A New School For Megan pages 8-16 by Jenny Giles. PM Library (see reference)

Lesson 9

Muffin Is Trapped by Patricia Simpson. PM Library (see reference)

Lesson 10

Giant Pandas by Marilyn Woolley & Keith Pigdon Momentum 3.3 (see reference)

Vocabulary & Synonyms for Memory Game

'The Sand Castle'

<i>Word</i>	Synonym	<i>Word</i>	Synonym
hot	warm	beach	sea
Dad	Father	bigger	larger
friend	mate	big	huge
children	kids	look	search
shop	milkbar		

'The Boy Who Told Fibs'

<i>Word</i>	Synonym	<i>Word</i>	Synonym
fib	lie	smack	hit
cross	angry	mum	mother
playlunch	snack	phoned	rang up
by himself	alone	ran over	drove over

'A Mouse In The House'

<i>Word</i>	Synonym	<i>Word</i>	Synonym
cotton	thread	small	Tiny
smart	clever	mouse	rat
look	see	trash	Rubbish
under	below	smell	Sniff
house	home	picked up	held

R- read a story

A- ask yourself questions
about the main idea and details

P- put the main ideas
and details into your own
words using sentences

Appendix 3

Synonym Word Test

Name: _____

Date: _____

Friends _____

Road _____

Shouting _____

Frightened _____

Quickly _____

Watching _____

Mum _____

Many _____

Field _____

Small _____

Little _____

Said _____

Wonderful _____

Grin _____

Children _____

Eat _____

Scared _____

Fun _____

Beach _____

Going _____

Boat _____

Class _____

Appendix 4

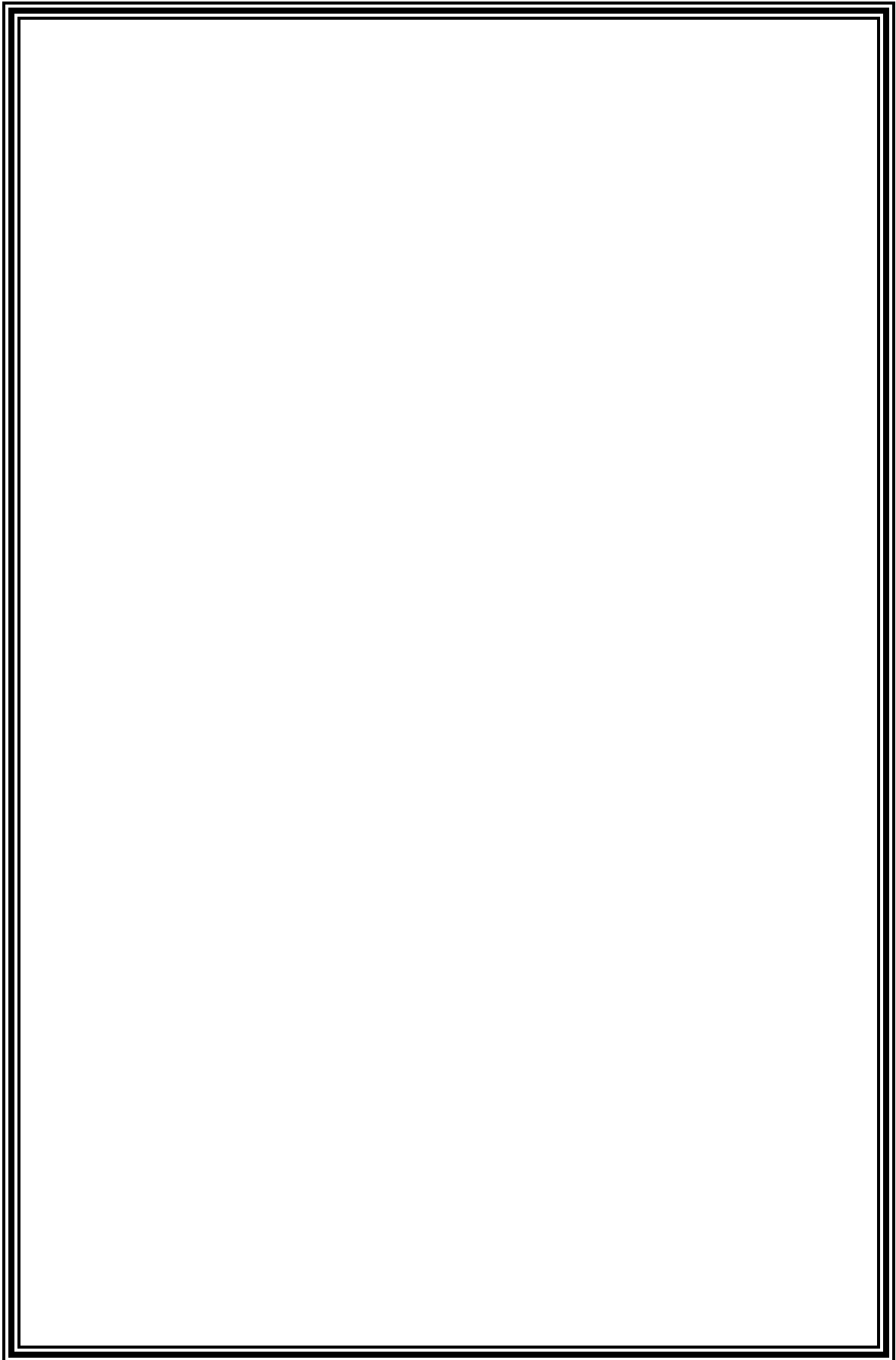
Oral Paraphrasing Pre Test

Name: _____ Date: _____

Story read to/with the student first then given each sentence.

Sentences	Student's Translation	Meaning Retained	Synonyms included
Mr James rang up and told his mother.			
"Go straight to bed without any tea."			
Steve moaned and groaned all the way to his bedroom.			
It was very cold outside and Steve wished he had put on a warm coat.			

Taken from the story 'Running Away' (Reading Recovery level 23) page 59
EASY READING: short stories for reluctant readers by Sonya Stoneman
(see reference)



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