

## ABSTRACT

Teaching Year 3 & 4 students to use synonyms and to paraphrase text improves their reading comprehension.

The ability to fully comprehend information is an important skill. Many students in Years 3 & 4 are good text decoders but poor at comprehending information. They may not understand the meaning of key words or sentences or are unable to link information from one sentence to another. They may not fully understand how the text is organized or fits together and this may lead to lack of interest or motivation by the reader.

The hypothesis of this study is 'Teaching Year 3 & 4 students to use synonyms and to paraphrase text improves their reading comprehension'. Many of the children in this study come from non-English speaking backgrounds and their pre-test results have shown that some have difficulty understanding information they have read. Studies have shown that by using synonyms and being able to paraphrase – or restate information in one's own words improves one's understanding of the text. Paraphrasing enables students to make use of their current knowledge and then link new ideas or concepts to this. The teaching sessions undertaken incorporated the students' reading, writing and oral language skills at the sentence, conceptual and topic level. Pre-test data suggests that many of the children were operating at the word level, focusing on the meaning of individual words rather than whole sentences, paragraphs or concepts.

To investigate the hypothesis, two separate classes of Year 3/4 students participated in this study. The intervention group received explicit instruction on synonyms and paraphrasing whilst the control group remained in their own class participating in usual literacy sessions. Students in the intervention group were given time to practice the skill of paraphrasing both in oral and written form and shared their information with the class. Lists of synonyms were also generated for the class to discuss and refer to regularly during the teaching sessions. Both cohorts of students did participate in the same pre and post testing assessment tasks.

Whilst the study focused on only one class of students, the results obtained in both the pre-assessment and post assessment tasks do support the hypothesis. They show that when teaching is explicit, targeted, reflective and repetitive gains can be made by all children, regardless of language background. One child in the intervention group is also funded for 'severe language disorder' and he too, improved greatly.

## INTRODUCTION

In Victorian schools it is expected children completing year 2 should be able to satisfactorily decode a level 28+ text when assessed during the post-testing period. However, whilst many of these children are good text decoders they have difficulty fully comprehending information they have read. This is evident when they are asked questions relating to the text, are asked to retell the information in their own words or complete an activity such as a cloze exercise based on the text.

It is of course important that children learn to improve their decoding skills, as these skills are the basis of successful reading. Some parents and teachers in school communities presume that once children are decoding texts efficiently, comprehension also exists. And while this may be fact for many students, researchers have identified students who have difficulty with comprehension but are excellent decoders. (Caccamise & Snyder, 2005; Duke, Pressley, & Hilden, 2004; & Underwood & Pearson, 2004; cited in Hagaman & Reid, 2008). As students move up through the year levels, their ability to successfully read and comprehend information in different subject areas is essential to improving their knowledge (Smagorinsky, 2001; cited in Hagaman & Reid, 2008). As the demands of various subject areas increases so do the demands in comprehending abstract information, sometimes removed from their own personal experiences. For students who operate at the sentence level and have difficulty with the meaning of sentences, the outcome often results in poor literal and inferential comprehension (Munro 2006).

According to Munro (2002), students who find it hard to transfer written information into knowledge will be at a disadvantage. This is because they cannot access information from what they have read and in turn cannot reinterpret it into a written format. Paraphrasing is a strategy that incorporates the use of synonyms to improve reading comprehension. Many studies have shown that when explicit teaching to improve comprehension takes place, students' understandings and recollections of a text are improved. By undertaking this project on paraphrasing with year 3/4 students, I am hoping to improve their comprehension of texts read. This project incorporates the use of synonyms, visualizing, identifying key words and recognising the main ideas/topic in prose. It is hoped children will move away from the literal interpretation of words and sentences and move into more in-depth understanding of what they are reading.

As many of the students involved in this study are from non-English speaking backgrounds, it is important to expose them to language they are familiar with but also introduce some new terminology. Vygotsky suggested that the abstract quality of written language rather than the 'mechanics' of reading causes problems for some children. He also stated that to read with meaning requires an understanding of words and grammatical forms which may be different from language used when children are engaged in 'hands on' activities (Gibbons 1991). It is therefore important that students have the opportunity to report back and reflect on their learning. It is a practical way of giving children practice and opportunity to hear and use language at a more abstract level, as well as giving them a reason to reflect on and clarify their own learning.

## METHOD

The design of this study will include pre-assessment, intervention and post-assessment (OXO) of year 3/4 students. Two classes of year 3/4 students will be assessed and compared, thus making it a naturalistic setting. It is hoped that improvements in the students' ability to paraphrase sentences after reading will improve their literal and inferential comprehension. Lessons administered to the intervention class were based on Munro's Comprehension Intervention Format: Paraphrasing (2006).

All children in the two classes were involved in this study – one class being the intervention class and the other class being the control group. The main reason behind having a control group was to compare results with the intervention group and determine whether the explicit teaching of paraphrasing improved comprehension. Some information obtained from working with the children has not been included due to parents not giving permission for their child to be part of the project. The intervention class consists of 23 children of which 11 are year 3 students and 12 are year 4 students. The control class consists of 21 children of which 12 are year 3 students and 9 are year 4 students. The ages of the children in the intervention group range from 95 months to 117 months whereas the children in the control group are slightly older, ranging from 97 months to 118 months.

Both classes have an integrated child, funded for 'severe language disorder' and each receives 3 hours of one-to-one assistance on a weekly basis coinciding with literacy sessions. Two children in each class have also undertaken the Reading Recovery program during year 1 and exited the program at above level 18. Four other children were tested for eligibility for Reading Recovery but their decoding level was too high when compared to other candidates. The language and cultural backgrounds of the children vary. There are 13 different cultural backgrounds amongst the two classes; of these Vietnamese, Chinese, and Filipino are the most common. Many of the children attend weekend language classes as well as extra tutoring in English and Maths. Some children speak a language other than English at home with family members and predominately speak English at school, with friends and when translating for their parents. In the intervention group, 65% of the children have a non-English speaking background compared to 47% in the control group.

Table 1  
Participants in Intervention and Control Groups

Name	0 or 1 Teaching/Control Group	Age in MONTHS	Gender 0=Female 1=Male	Year Level	ESL No=0 Yes=1	LNSLN funding 0=SLD 1=ID 2=Asp	Earlier Intevention No=0 RR=1 Bridges=2 ERIK=3...	Burt Word	EMA No=0 Yes=1
I 1	0	95	0	3	1		0	52	0
I 2	0	102	0	3	1		0	59	0
I 3	0	102	1	3	1	0	0	46	0
I 4	0	103	0	3	1		0	78	0
I 5	0	102	1	3	1		0	53	0
I 6	0	98	0	3	1		0	71	0
I 7	0	110	1	3	0		0	52	0
I 8	0	98	1	3	1		0	54	0
I 9	0	104	0	3	1		0	67	0
I 10	0	109	0	4	0		0	81	0
I 11	0	108	1	4	1		0	82	0
I 12	0	117	0	4	1		0	45	1
I 13	0	117	0	4	1		0	42	1
I 14	0	99	1	3	0		0	56	0
I 15	0	113	1	4	0		0	66	0
I 16	0	113	0	4	0		0	90	0
I 17	0	116	0	4	0		0	87	0
I 18	0	115	1	4	0		0	73	0
I 19	0	113	1	4	0		1	46	0
I 20	0	111	1	4	1		1	55	0
I 21	0	114	1	4	1		0	63	0
I 22	0	111	1	4	1		0	61	1
I 23	0	101	0	3	1		0	60	1
C 1	1	103	0	3	0		0	56	0
C 2	1	106	0	3	0		0	84	0
C 3	1	106	0	3	0		0	58	0
C 4	1	109	1	4	1		0	57	0
C 5	1	104	1	3	1		0	91	0
C 6	1	98	1	3	1		0	91	10
C 7	1	111	1	4	1		0	62	0
C 8	1	98	0	3	0		0	76	0
C 9	1	99	1	3	0		0	60	0
C 10	1	97	1	3	0		0	35	0
C 11	1	110	1	4	1		0	61	1
C 12	1	105	0	3	1		0	69	1
C 13	1	107	0	3	0		1	78	0
C 14	1	112	1	4	0		0	94	0
C 15	1	118	1	4	1		0	87	0
C 16	1	116	1	4	1		0	57	0
C 17	1	104	1	3	1		0	61	0
C 18	1	116	1	4	0		0	75	1
C 19	1	109	1	4	0		0	84	0
C 20	1	113	1	4	0	0	1	84	0
C 21	1	98	0	3	1		0	85	0

As my intention was to improve the children's reading comprehension through use of synonyms and paraphrasing, a series of materials were used to ascertain pre and post testing results. These materials include PROBE (2002) reading comprehension assessment materials (both fiction and non-fiction), the Synonyms task: group administration (Munro 2005) and the Paraphrasing task: group administration (Munro 2005). The assessment tools were administered firstly to the intervention group and then the following week, to the control group. Instructions were read aloud according to directions provided and the children administered the tasks individually. Sufficient time was given for children to fully complete tasks and all tasks were administered within the usual literacy block over 2 weeks. The literacy block for both the intervention and control group is between 9-11 am.

Both the pre and post test tasks were administered as a whole class of students in their own classrooms. Therefore there was no need to withdraw children from their normal working environment. First, the fiction and non-fiction PROBE reading comprehension tasks were administered to the children to assess reading ability in the area of comprehension. The year 3 children completed PROBE fiction text River Journey and PROBE non-fiction text Long Ago (age equivalent 7.5 – 8.5) and the year 4 children completed PROBE fiction text High Dive and non-fiction text Glow Worms (age equivalent 8.5 – 9.5).

The next assessment task undertaken was the synonyms test. Instructions were administered orally and the four practice words used as examples and to clarify the task for students. The test words were read aloud to the students and the children were given adequate time to record their responses. The following day the paraphrasing test was administered. The four practice sentences were administered orally and the children were encouraged to share their responses. They then read all other sentences to themselves and provided information to the best of their ability. At this stage, many children sought assistance on the meanings of words but were told to try their hardest as I was unable to assist them.

The synonyms task took approximately 45 minutes for the children to complete, whilst the paraphrasing task took about one hour and a half to complete. The completion of the PROBE tasks varied in time, from approximately half an hour for some children to one hour for others. Many children did not fully complete any of the assessment tasks, despite being given adequate time to do so.

Given the fact that many students have an ESL background and there's a need to further develop their oral language and comprehension, work on synonyms became an important aspect of many of the teaching sessions. Before teaching a new session, components of the previous session were reviewed and discussed to remind children of what was taught. There was also the opportunity for discussion amongst the students. This occurred initially in small groups, then in pairs and then individually. It is hoped that giving the children the opportunity to share openly with their peers will further enhance their understandings (Fisk & Hurst 2003). Each session lasted approximately 40 minutes and concluded with a reflection by both the students and the teacher. The series of 8 lessons was based on the paraphrasing teaching sequence developed by John Munro (2006). The lessons also ensure that children are working on paraphrasing smaller amounts of information rather than long texts that they may become overwhelmed by. The lessons are also structured to provide the students with lots of initial support, by first working in small groups. I also wanted to ensure that the children retained the paraphrasing strategy in their long term memory and I therefore ensured they verbalized what they did as part of the reflection. (Munro & Munro 1994)

The PROBE assessment task consists of a written text which the child reads and then answers 8 questions based on the passage. It is marked out of 8 and each student's result was then converted to a percentage. The 8 sentences in both the fiction and non-fiction tasks assess six areas of reading comprehension; being literal, inferential and evaluative comprehension and reorganization, vocabulary and reaction. In the intervention group 15 of the 23 students gained a score of 50% or above in the fiction task and 12 out of the 23 students gained a score of 50% or above in the non-fiction task. Whereas in the control group, 17 of the 21 students gained a score of 50% or above in the fiction task and 14 of the 21 students gained a score of 50% or above in the non-fiction task. In percentage terms, 65% of the intervention group achieved a score above 50% in the fiction task, compared to 80% of the control group. The control group's results are also better in the non-fiction task, comparing 66% to the intervention group's 52%. The differences may be due to the fact the intervention group have a higher amount of children from non-English speaking backgrounds and are slightly younger in age.

Despite my best efforts in giving clear instructions and examples on how to complete the synonyms task, some children wrote antonyms instead of synonyms and others wrote rhyming words. In the paraphrasing task, some children changed the subject to the first person, for example, instead of 'the young man' they wrote 'I'. Many sentences were not grammatically correct due to the ESL background of many of the students. Some words were substituted for others that then changed the meaning in the passage and in a few cases extra information was added which altered the sequence of the story. Many children changed only adjectives in the passage and kept the same nouns. Only a few children changed the order of the information in each sentence whilst still retaining similar meaning. It became obvious that the children would need to learn that paraphrasing involves retaining the author's voice whilst also concentrating on expressing the main ideas in one's own words (Fisk & Hurst 2003).

To undertake the sequence of paraphrasing lessons, I chose a fiction text. This being: Seven Foolish Fishermen (PM Library). This text was chosen because it was between a year 3 and year 4 level on the Fry's Readability Scale (1977) and also because it was supported by visuals and phrases that contained commonly used words.

## RESULTS

The hypothesis investigated by this study, that teaching students to use synonyms and to paraphrase text improves their reading comprehension is examined in this section. Studying the results achieved in the paraphrasing task among the students of the intervention group, it is apparent that almost every student in the class either maintained or improved on their pre test score. Student 10's post test results were slightly lower than her pre-test results and this may be due to the fact that she was absent for two of the paraphrasing teaching sessions. Significant gains were made by Students 2, 3, 4, 5, 14 and 18. Of these students, four of them have a language background other than English, with Student 3 also funded for 'severe language disorder'. Student 3 achieved zero in the pre-test activity and then 9 in the post test activity. He became quite confident during the teaching sessions, wanting to share his information and answer questions in whole class share time.

Figure 1  
Pretest & Post test Paraphrasing Results for Intervention Group

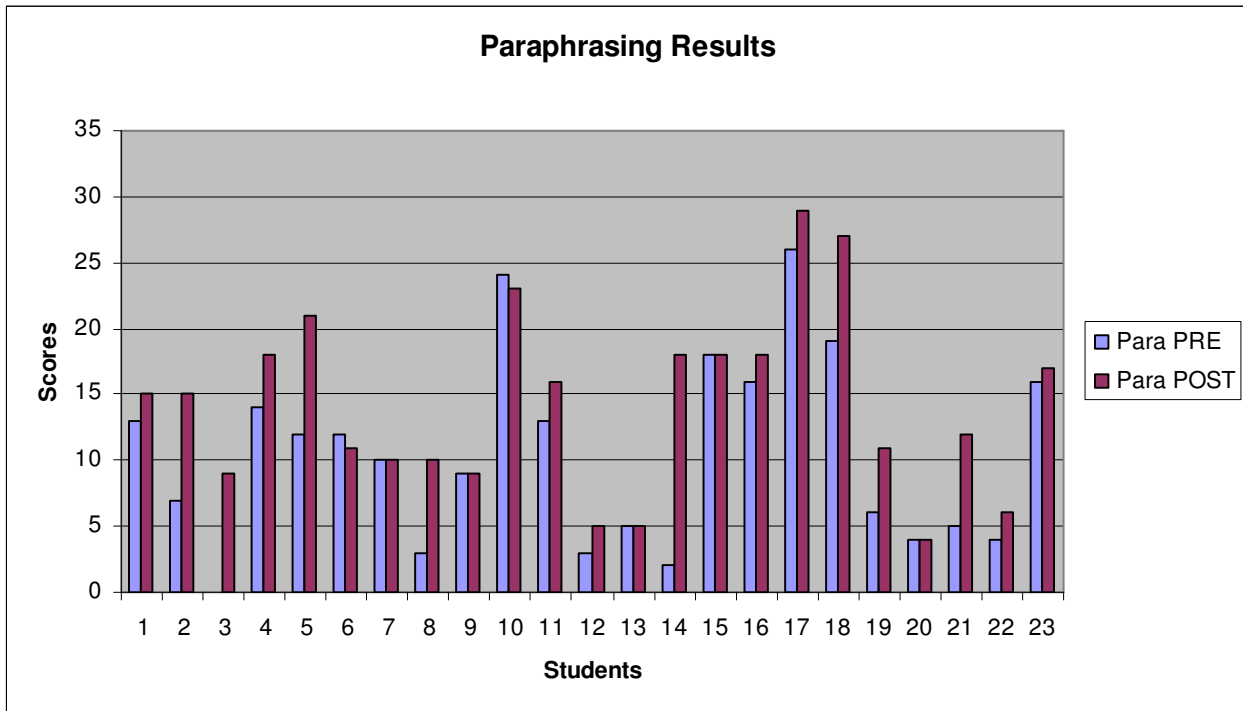
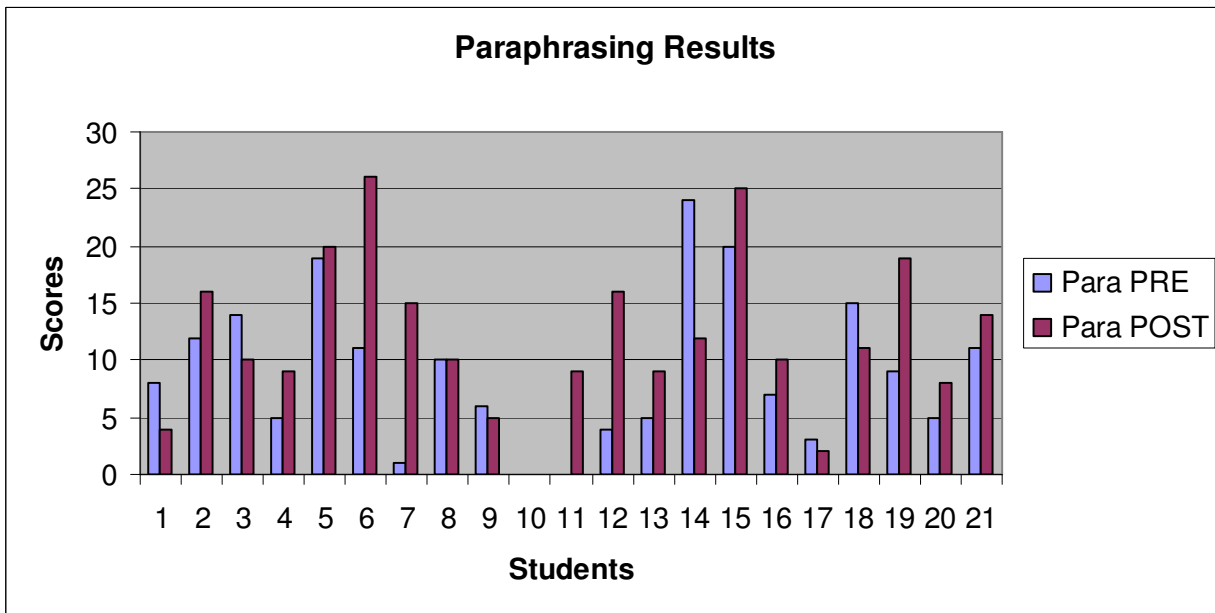


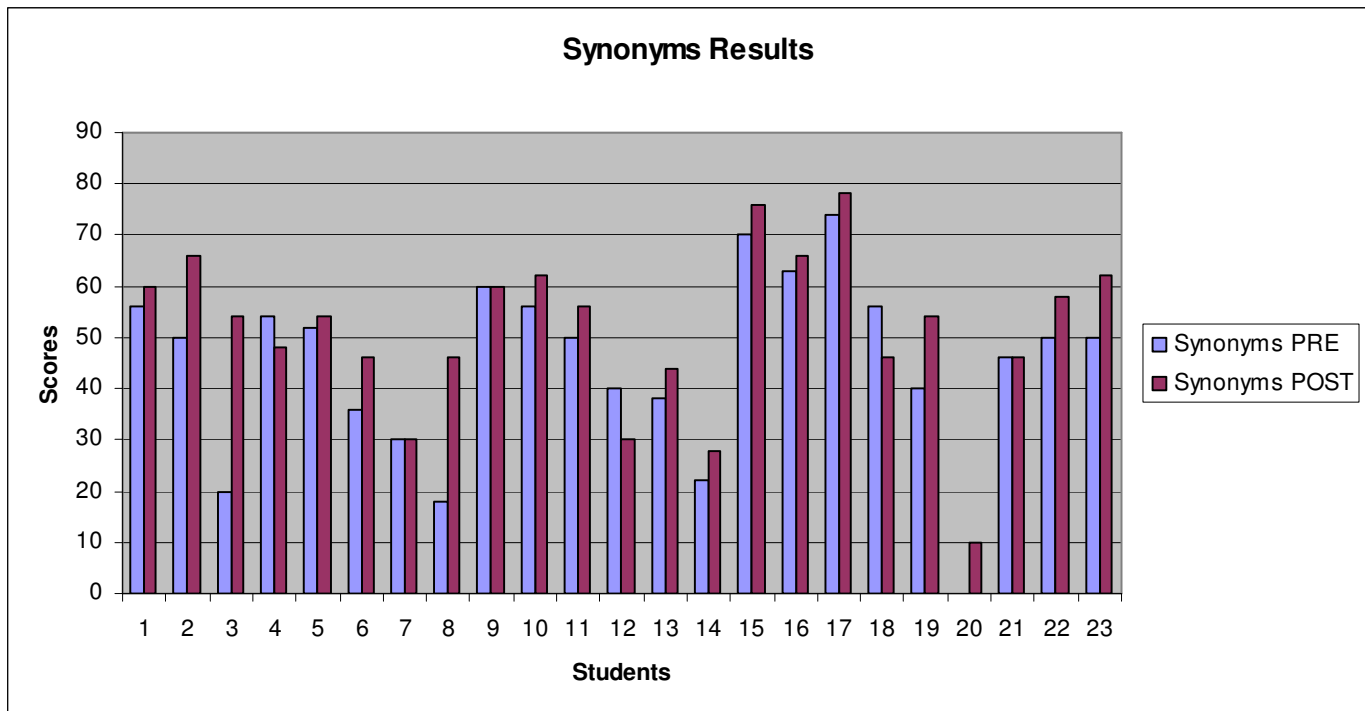
Figure 2  
Pretest & Post test Paraphrasing Results for Control Group



Of the 21 students in the control group, 5 achieved a lower post test result compared to their pre-test results. Student 10 who does not have an ESL background achieved a pre and post test score of zero. This student does require teacher assistance to complete tasks in all curriculum areas and has difficulty expressing his thoughts and understandings. As a result of these findings and his teacher’s and parents’ concerns about his progress, Student 10 is now awaiting an educational assessment. Students 6, 7, 11, 12, 15 and 19 made significant gains in being able to paraphrase

text without explicit teacher instruction. Of these six students, four have a language background other than English. Student 11 who has been in Australia for approximately four years and who has some oral language difficulties also scored zero in pre-test results and then nine in post test assessment task.

Figure 3  
Pre and Post testing Results for Intervention Group

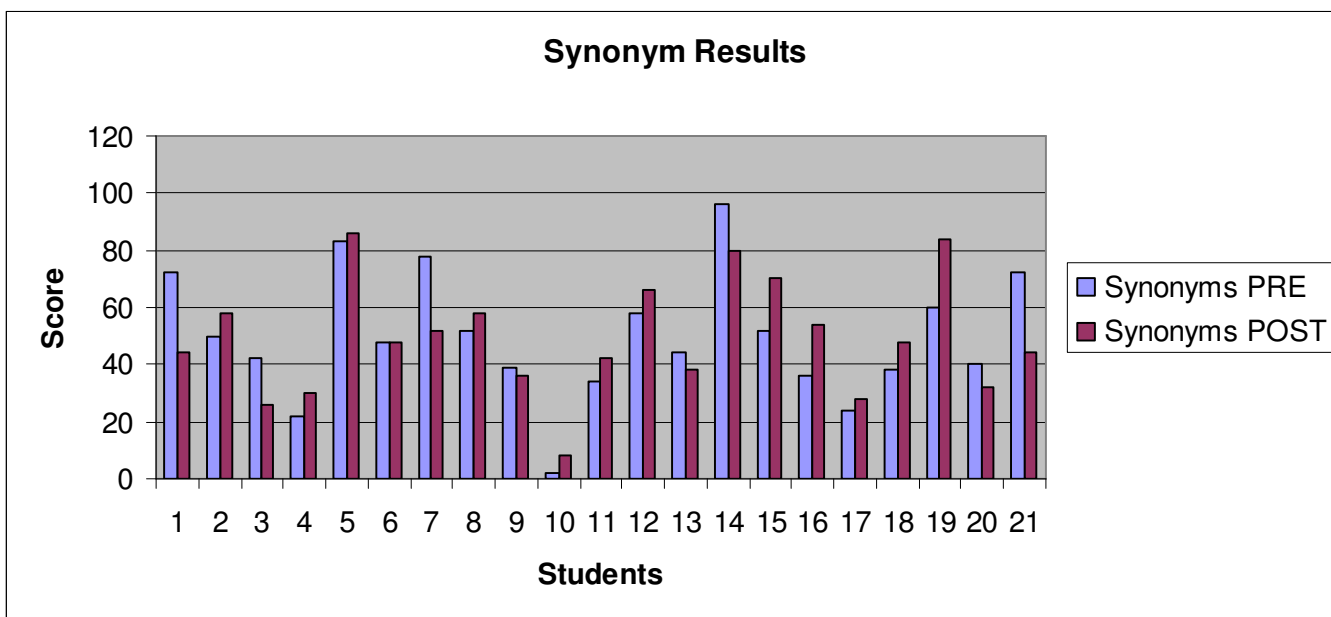


Apart from Students 4, 12 and 18, all of the students improved on their pre-test results in the Synonyms task. Student 20 who has a non-English speaking background and expressive language difficulties had trouble in completing the pre-test task correctly. Instead of providing synonyms for the words provided, he added endings to the words, provided antonyms or rhyming words or left many spaces blank. He had difficulty understanding the instructions to the synonyms task and needed extra teacher assistance during the eight teaching sessions. Despite this, he did achieve a post test result of 10, which is a great achievement considering his literacy difficulties.

Once again, Student 3 also made significant gains achieving a post test score of 54. Despite his spelling errors, many of the synonyms he supplied were suitable and retained meaning.



Figure 4  
Pre and Post testing Results for Control Group



Of the 21 students in the control group, a third of them did not improve on their pre-test result. However, two thirds of the students did improve on the pre-test result and good gains were made by some of these students. This was despite this cohort of students missing out on the explicit and repeated teaching of synonyms.

Student 10 once again achieved the lowest score, but his post test results did improve slightly. During the post test administration of the Synonyms task, Student 10 was very fidgety and easily distracted. Many of the words recorded by this student had no relevance to the words provided by the teacher. For example, for the word ‘hit’, he wrote ‘need’ and ‘fat’.

For the control group, 66% of students were able to record above 40 synonyms in both the pre and post test assessment tasks. The intervention group commenced slightly higher with 69% of students recording at least 40 or more synonyms in the pre-test task but this figure jumped to 83% in the post test task

Figure 5  
PROBE Pre and Post Testing Results for Intervention Group

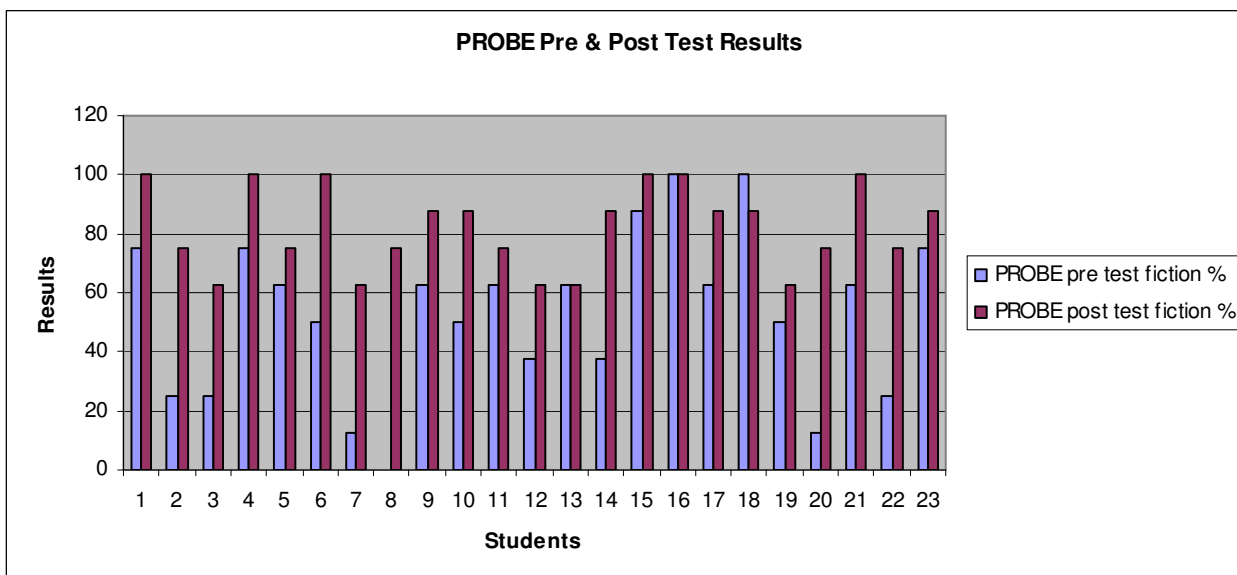
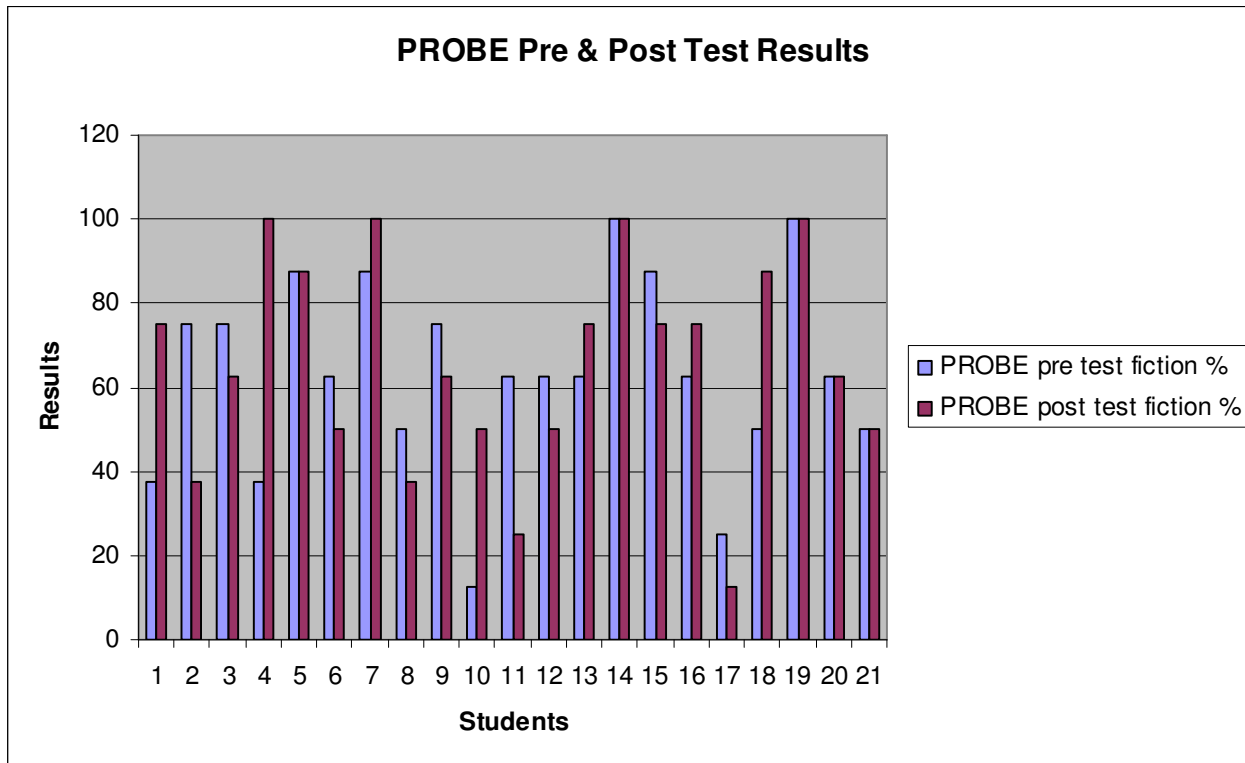


Figure 6  
 PROBE Pre and Post Testing Results for Control Group



By looking at and comparing Figure 5 and 6, it is evident gains have been made by many students in both the intervention and control groups in relation to their literal, inferential and evaluative comprehension. However, upon closer inspection it is found that all students in the intervention group achieved a score of 50% or above and 26% of students achieved a perfect score of 100%. The control group's results are now slightly below that of their counterpart's; 80% of students achieved a score of 50% or over and 19% achieved 100%.

Therefore when you compare the pre-test and post test results, 35% more of the intervention group gained over 50% of answers correct. The control group's result did not change (80% pre test to 80% post test).

Table 2  
 Pre and Post testing Results of Intervention and Control Groups

Name	0 or 1 Teaching/Control Group	Attendance No. of sessions	Para PRE	Para POST	PROB E pre test fiction %	PROB E pre test non fiction %	PROB E post test fiction %	PROB E post test non fiction %	Synonyms PRE	Synonyms POST
I 1	0	8	13	15	75	37.5	100	62.5	56	60
I 2	0	8	7	15	25	37.5	75	75	50	66
I 3	0	8	0	9	25	25	62.5	50	20	54
I 4	0	8	14	18	75	75	100	62.5	54	48
I 5	0	8	12	21	62.5	37.5	75	75	52	54
I 6	0	7	12	11	50	62.5	100	62.5	36	46
I 7	0	8	10	10	12.5	12.5	62.5	50	30	30
I 8	0	8	3	10	0	12.5	75	75	18	46
I 9	0	7	9	9	62.5	87.5	87.5	75	60	60
I 10	0	8	24	23	50	50	87.5	100	56	62
I 11	0	8	13	16	62.5	75	75	75	50	56
I 12	0	8	3	5	37.5	25	62.5	50	40	30
I 13	0	8	5	5	62.5	50	62.5	62.5	38	44
I 14	0	7	2	18	37.5	50	87.5	50	22	28
I 15	0	7	18	18	87.5	62.5	100	75	70	76
I 16	0	8	16	18	100	50	100	62.5	63	66
I 17	0	8	26	29	62.5	75	87.5	75	74	78
I 18	0	8	19	27	100	62.5	87.5	87.5	56	46
I 19	0	8	6	11	50	12.5	62.5	50	40	54
I 20	0	8	4	4	12.5	0	75	50	0	10
I 21	0	8	5	12	62.5	87.5	100	62.5	46	46
I 22	0	8	4	6	25	37.5	75	87.5	50	58
I 23	0	8	16	17	75	62.5	87.5	62.5	50	62
C 1	1		8	4	37.5	87.5	75	50	72	44
C 2	1		12	16	75	62.5	37.5	75	50	58
C 3	1		14	10	75	50	62.5	75	42	26
C 4	1		5	9	37.5	50	100	50	22	30
C 5	1		19	20	87.5	100	87.5	75	83	86
C 6	1		11	26	62.5	75	50	62.5	48	48
C 7	1		1	15	87.5	37.5	100	50	78	52
C 8	1		10	10	50	25	37.5	75	52	58
C 9	1		6	5	75	37.5	62.5	75	39	36
C 10	1		0	0	12.5	25	50	12.5	2	8
C 11	1		0	9	62.5	75	25	37.5	34	42
C 12	1		4	16	62.5	87.5	50	75	58	66
C 13	1		5	9	62.5	50	75	87.5	44	38
C 14	1		24	12	100	25	100	75	96	80
C 15	1		20	25	87.5	100	75	100	52	70
C 16	1		7	10	62.5	62.5	75	62.5	36	54
C 17	1		3	2	25	37.5	12.5	12.5	24	28
C 18	1		15	11	50	50	87.5	37.5	38	48
C 19	1		9	19	100	75	100	75	60	84
C 20	1		5	8	62.5	37.5	62.5	37.5	40	32
C 21	1		11	14	50	62.5	50	75	72	44

## DISCUSSION

The purpose of this study was to investigate whether teaching students in years 3/4 to use synonyms and to paraphrase text would improve their reading comprehension. The results obtained do support the hypothesis as the students in the intervention group improved in their use of synonyms, their ability to paraphrase text and their deeper understanding of the text. Most are no longer operating at the word or sentence level, but now at the conceptual and topic level. It was apparent that some of the students were operating at the word level from their PROBE pre-test results and also through an interesting incident that occurred during the teaching sessions.

During session 2, students 11, 21 and 22 from the intervention group wrote an interesting sentence which was shared and discussed during the reflection. The sentence the class was asked to paraphrase was *'That way we can all catch fish together'*. These three students broke the sentence up into single words and exchanged the word 'way' for 'path' and the word 'catch' for 'capture'. Their paraphrased sentence became *'That path we will capture lots of fish.'* As a class, we discussed the issue of changing individual words and not thinking about the sentence or the main idea in the text. We discussed that some words have more than one meaning and that it is therefore extremely important to think deeply and sometimes visualize what is happening in the text before paraphrasing. Some of the students also asked to use a thesaurus in this session, but I asked them to refrain from doing so as I wanted them to think about the main idea in the text and not focus on individual words.

Student 17 from the Intervention Group is a very capable student and performed well in all pre-test activities. However, during session 3 this student encouraged her small group to add extra information to the paraphrased sentences. At times, this altered the meaning of the sentences as the group added unnecessary information such as adjectives when they were not needed. This was brought up for discussion when her group shared their information with the class.

During the fourth session, student 18 from the Intervention Group paraphrased the phrase *'Stop, that reminds me'* to *'Stop that rings a bell'*. This example was used to discuss that colloquial language can be used provided meaning is maintained. Many of the ESL students had not heard of the example provided by student 18 and so other examples were discussed. The use of colloquial or less formal language whilst maintaining meaning is a good indication that the student has comprehended the text and paraphrased it into language he/she would most likely use.

Throughout the sequence of lessons, the students' confidence and self-efficacy improved. Many of the students who are usually hesitant at speaking and sharing information with the class, became more actively involved in classroom discussions and in the sharing of information. When sharing group, partner or individual responses the students were encouraged to provide positive feedback or examples of how a phrase could be improved. The children listened to the feedback and it was reviewed in the next teaching session.

Whilst this study based on 8 sessions of explicit teaching of synonyms and paraphrasing achieved good gains, it is important that it also achieves long lasting effects. In order for this to be achieved, the students need to be encouraged to review their own reading comprehension regularly. Paraphrasing involves changing information into one's own words and using synonyms whilst retaining meaning. In a year 3/4 class, this strategy can be achieved in both small group and whole class activities.

Guided Reading or Reciprocal Reading activities allow small groups of children to work with their teacher. The teacher can monitor their reading comprehension by asking them inferential and evaluative questions to further clarify their understanding. Evaluative comprehension involves the ability to make connections in the text and works at the conceptual and topic level. Reciprocal Reading activities also allow for each child to become a leader in the small group by posing questions to the group and reflecting on their answers. This backs Vygotsky's theory that students should be allowed the opportunity to report back, reflect on and clarify their learning (Gibbons 1991).

The paraphrasing strategy is one of many reading strategies and does not need to be used in every reading situation. It is however, a strategy that can be utilised on a regular basis as it helps students process and comprehend what they are reading and learning (Fisk & Hurst 2003). It is a valuable strategy that assists students to comprehend information that they may have little or no connection with and may also improve motivation to read and comprehend.

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## TEXTS

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## APPENDICES

### Appendix 1

#### Paraphrasing Teaching Sessions 1-8

<p>Session 1</p>	<p>Revise 'synonyms'.</p> <p>Introduce text <u>'Seven Foolish Fishermen'</u></p>	<p>Reintroduce term 'synonym' and elicit examples of synonyms for the word 'big'. Record student responses for all to view. Repeat above activity using other words such as 'game', 'look' and 'city'.</p> <p>Then, introduce the paraphrasing strategy to the students.</p> <p><i>"Today we're all going to learn something that will improve our reading. It's called paraphrasing and we'll work together as a class and in small groups to complete the activities. Paraphrasing involves reading information and then changing some words (synonyms) whilst saying the same thing in your own words. After a few sessions, you'll be expected to have a go on your own. But let's practice first."</i></p> <p>Teacher reads first paragraph from text aloud to the students.</p> <p>The paragraph is broken up into sentences, and as a class group, paraphrase each sentence whilst still retaining similar meaning. Ensure children focus on retaining the author's voice.</p> <p>Then, the children are divided up into small groups (no more than 4 in each group) and attempt paraphrasing each sentence. Share responses and ask children to reflect on whether meaning was retained and consider types of words they changed (e.g. only adjectives were changed, names couldn't be changed, punctuation cues such as quotation marks remain the same.)</p>
<p>Session 2</p>	<p><u>'Seven Foolish Fishermen'</u></p>	<p>In the second session, the teacher teaches the children that words in a sentence can be put into different order provided the meaning is retained. This example was used from the text <u>Seven Foolish Fishermen</u>: <b><i>'This time Sam did the counting as his friends stood in a row'</i></b> was changed to <b><i>'While Sam's mates stood in a row, he counted them'</i></b>. The children were encouraged to keep this strategy in mind during the session.</p> <p>Similar to the previous session, the teacher reads next paragraph from the text aloud to the students.</p> <p>Then, the paragraph is broken up into individual sentences for children to work on. The children are once again divided into small groups but given different children to work with.</p> <p>Each group's responses were shared and discussed as to whether meaning was maintained.</p>

Session 3	<u>‘Seven Foolish Fishermen’</u>	<p>A paragraph consisting of four sentences from the text is written up on the board and read aloud to the children by the teacher. As a whole class group, the first pair of sentences from the example is referred to for further discussion. Once synonyms are brainstormed and listed, the class tries to paraphrase the sentences using suitable synonyms. The focus however, is on paraphrasing the text at sentence level and not at word level. The children work in small groups of 3-4 to paraphrase the next pair of sentences.</p> <p>Share time – each group shares their paraphrasing with the class. As a class, discuss the synonyms used and alternative words/phrases that could be used. Discuss whether the meaning was maintained or changed in each pair of sentences.</p>
Session 4	<u>‘Seven Foolish Fishermen’</u>	<p>The text covered in the previous session is reviewed with student input. Students are given the opportunity to predict what they think may happen next.</p> <p>The students are then provided with a photocopied version of the text. Together the students read aloud one paragraph which consists of 3 sentences. Synonyms are brainstormed and used when paraphrasing the text.</p> <p>Then in small groups the children paraphrase the next sentence and share with the class.</p>
Session 5	<u>‘Seven Foolish Fishermen’</u>	<p>In this session, the students once again read aloud a page of the text which consists of three paragraphs. Orally, the students and teacher paraphrase each paragraph of the text in whole class activity. Then each group writes their own paraphrase of each paragraph. At this stage, children are reminded to maintain similar meaning and work at the sentence and concept level, by ensuring ideas are linked.</p>
Session 6	<u>‘Seven Foolish Fishermen’</u>	<p>The students read aloud the next page of the text which consists of four paragraphs. Orally, each sentence is paraphrased in the whole class activity. Then, each student must write a paraphrase of each sentence individually. The results are shared and discussed.</p>
Session 7	<u>‘Seven Foolish Fishermen’</u>	<p>This time, the students read the next page of the text to themselves but the paraphrasing once again occurs with the whole class. The students orally share their interpretations and suitable synonyms. Back in small groups, the children paraphrase each paragraph.</p>
Session 8	<u>‘Seven Foolish Fishermen’</u>	<p>Lesson 8 is similar to lesson 7, but the students need to individually paraphrase each paragraph silently. There is no whole class share time during the session, but instead this occurs at the end of the session.</p>



