

Hypothesis

With explicit training in the use of visualization strategies and paraphrasing students will be able to improve their comprehension skills beyond literal levels in fiction texts

Aims of this teaching unit

- This unit has been designed for a small group (2students) of year 6 students who have demonstrated difficulty in comprehension of texts beyond literal levels .
- The teaching unit is made up of ten 40 minute sessions in which the students are withdrawn from the classroom to work together . This method was chosen in order to aid students to move quickly towards independent learning.
- The format of each session remains a constant to help students to explicitly practise the skills of paraphrasing and visualization and to build a large bank of contextualised synonyms to assist and expand the student's vocabulary.

SESSION OUTLINE – COMPREHENSION INTERVENTION

PARAPHRASING / VISUALISATION

ACTIVITY	TASK DESCRIPTION A	TIME
Text Retelling Passage from previous session	Students re-tell passage from the previous session. What is the picture of the events in their mind ? What do they remember about the text?	5mins
Text reading Interactive reading strategy. Passage from previous session	Student and teacher re-read passage from previous session. Teacher uses cue of paraphrasing during the reading. The reader reads the sentence and retells in own words changing as many words as possible	5mins
Retell using 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 text CUES- WHO, WHAT, WHEN, WHERE, WHY, HOW, WHAT IF,	5mins
Reading Target Words New passage	Students match key content words from the text to be read with synonyms !0 synonyms chosen to match key words from text (table 2)	5mins
Text Reading (Shared Reading)	Students say the paraphrasing strategy (including visual prompts) before they begin to read “ <i>After I have read each sentence I will make a picture in my mind of what the text says and say it in my own words</i> ”. <i>The teacher cues the student to paraphrase aloud after each sentence read in the text</i>	10mins
Reflection	Student will comment on what has been learnt in the session.	3mins
		43mins

This model was used for each of the ten sessions following exactly the same procedure.

Reading Texts

Texts chosen for use in the sessions were evaluated for suitability using the Fry's Readability scale. As both students were decoding at age appropriate of approximately 12 years, but comprehending at approximately 10 years of age I chose to use texts used regularly in the CLaSS model for guided reading. The following texts were used

Title	Publisher	RR Level	Genre	
The Mystery of Mrs. Kim	Rigby Literacy	22	Narrative Fiction	
A Prince Among Donkeys	Rigby Literacy	22	Narrative Fiction	
Joshua Poole and Sunrise	Rigby Literacy	21	Narrative Fiction Chapter book	
Kalulu's Pumpkin	Rigby Literacy	24	Narrative fiction Chapter Book	

Each of these books were narratives with simple literal plots at reading recovery levels 21 to 24.

The Mystery Of Mrs. Kim

Naomi and Charlotte are late for school and take a short cut down Taylor Street. They see a strange lady who appears very dark and scary just like the houses in Taylor Street. What is the mystery that makes Mrs. Kim appear so frightening?

A Prince Among Donkeys

Adam is about to lose an important part of land that he has played on all his life. Why has the owner of the land sold it? Why is she so mean to animals and why doesn't she care about anything but money? Or has Adam got it wrong?

Joshua Poole and Sunrise

School's out for summer, Joshua Poole plans to spend summer riding Sunrise, his favourite horse at Glenbrook Stables. But the stables' owner, Uncle Ben, has other plans...

Kalulu's Pumpkin

Kalulu was a very wise rabbit and a kind friend. When he decides to grow some pumpkins, he shares the seeds with his friend, Buru the elephant. But when one of Kalulu's pumpkins is ready to be picked, it mysteriously disappears. Who stole Kalulu's pumpkin?

Prior to first session students were given an outline of what was going to happen in the next ten lessons to help students gain more comprehension from what they read.

First text read together as shared reading The Mystery of Mrs. Kim to page 11 prior to lesson 1

SESSION 1 OUTLINE – COMPREHENSION INTERVENTION

PARAPHRASING / VISUALISATION

ACTIVITY	TASK DESCRIPTION A	TIME
Text Retelling Passage from previous session	Students re-tell passage from the previous session. What does Taylor St. look like in your mind?	5mins
Text reading Interactive reading strategy. Passage from previous session	Paraphrase this paragraph- <i>Say this paragraph in your own words changing as many words as possible while still maintaining the meaning</i> “The row of big old houses seemed to go on forever. The houses were tall and dark. Each one had fences along the front and shutters on the windows”	5mins
Retell using Synonyms passage from previous session	WHO , are the main characters WHAT were they scared of WHEN did the events take place WHERE were they going WHY do you think they hesitated about going down Taylor St. WHAT IF the sun was shining on the houses in the street ?	5mins
Reading Target Words	Match these words with the text words in bold Aim is to help students build a list of synonyms in context of the text. puffing/ panting , haunted/ spooky , absolutely/ perfectly , angry/ cross , faster/ quicker , doors/ shutters , muttered/ said , strolled/ walked , one/ each , laugh/ giggle	5mins
Text Reading Mystery of Mrs. Kim pt 2 New Passage in preparation for next lesson (Shared Reading)	Tell me in your own words what happened in the story. Paraphrase changing as many words as you can. “My big brother always says that you shouldn’t judge people by the way they look”	10mins
Reflection	Student will comment on what has been learnt in the session.	
		40mins

SESSION 2 OUTLINE – COMPREHENSION INTERVENTION

PARAPHRASING / VISUALISATION

ACTIVITY	TASK DESCRIPTION A	TIME
Text Retelling Passage from previous session	Students re-tell passage from the previous session. What happened to the girls' when they finally met Mrs. Kim? What do they remember about the text?	5mins
Text reading Interactive reading strategy. Passage from previous session	Paraphrase this paragraph- <i>Say this paragraph in your own words changing as many words as possible while still maintaining the meaning</i> "So why does she stand behind the railings all the time? Asked Charlotte. " She likes listening to the kids as they go by on their way to school" Naomi frowned.	5mins
Retell using Synonyms passage from previous session	WHO , were the girls afraid of? WHAT do you think made them see things from a scary point of view? WHEN did you realize they had made a mistake about Mrs. Kim? WHERE do you think the old lady came from WHY did Mrs. Kim wait for them WHAT IF Robert had never told them Mrs. Kim was blind	5mins
Reading Target Words	Match these words with the text words in bold Aim is to help students build a list of synonyms in context of the text. Crashed/ charged , confront/ face up to , prompt/ on time , farewell/ goodbye , smiled/ grinned , strange/ weird , approached/ went up to , winked/ blinked , together/ side by side , daily/ every day	5mins
Text Reading New Book A Prince Among Donkeys to p 12 New Passage in preparation for next lesson (Shared Reading)	Tell me in your own words what happened in the story. Paraphrase changing as many words as you can. Suddenly he heard a noise. Someone was crashing through the bushes. Adam froze. It must be the new owner. A grey shape darkened the doorway. Adam breathed a sigh of relief. It wasn't the owner at all. It was a little grey donkey.	10mins
Reflection	Student will comment on what has been learnt in the session.	3mins

		43mins
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SESSION 3 OUTLINE – COMPREHENSION INTERVENTION

PARAPHRASING / VISUALISATION

ACTIVITY	TASK DESCRIPTION A	TIME
Text Retelling Passage from previous session	Students re-tell passage from the previous session. Why was Adam so upset about the paddock being sold? What picture of Adam do you have in your mind?	5mins
Text reading Interactive reading strategy. Passage from previous session	Paraphrase this paragraph- <i>Say this paragraph in your own words changing as many words as possible while still maintaining the meaning</i> “Then all of a sudden, something terrible happened. The donkey began to make an ugly painful sound. Youré choking” gasped Adam. He didn’t know what to do. The donkey kept making the terrible noise.	5mins
Retell using Synonyms passage from previous session	WHO , discovered the land was sold WHAT made Adam think that he wouldn’t be able to play in his cubby any more? WHEN did Adam discover he wasn’t alone? WHERE do you think the donkey come from? WHY was Adam angry about the donkey? WHAT IF it was your cubby house?	5mins
Reading Target Words	Match these words with the text words in bold Aim is to help students build a list of synonyms in context of the text. Distressing/ bad , special/ important , possibility/ chance crawled/ ducked sound/ noise , mule/ donkey hungry/ starving , blemishes/ sores , awful/ terrible amazed/ surprised	5mins
Text Reading A Prince Among Donkeys p 13 –24 - (Shared Reading)	Tell me in your own words what happened in the story. Paraphrase changing as many words as you can. <i>“I’ll need a helper with the donkeys, too. Someone who doesn’t mind walking around the paddock. Someone who the donkeys will like. You, um, you don’t know anyone like that do you?”</i>	10mins
Reflection	Student will comment on what has been learnt in the session.	3mins
		43mins

SESSION 4 OUTLINE – COMPREHENSION INTERVENTION

PARAPHRASING / VISUALISATION

ACTIVITY	TASK DESCRIPTION A	TIME
Text Retelling Passage from previous session	Students re-tell passage from the previous session. Were Adam’s fears about the paddock correct? Tell me about the person who bought the land? Make a picture in your mind of the new owner. How different is it to your original idea of her?	5mins
Text reading Interactive reading strategy. Passage from previous session	Paraphrase this paragraph- <i>Say this paragraph in your own words changing as many words as possible while still maintaining the meaning</i> “. As Emma spoke, the donkey put his head close to Adam, nuzzling in his pocket again. Adam stroked the donkey’s ears.	5mins
Retell using Synonyms passage from previous session	WHO gave Adam permission to build on the land WHAT did the lady want from Adam WHEN did Adam realise he had misjudged the new owner WHERE did the donkey come from WHY was the donkey in the paddock WHAT IF Adam had reported the lady for cruelty to animals	5mins
Reading Target Words	Match these words with the text words in bold Aim is to help students build a list of synonyms in context of the text. Concerned/ worried , chewing/ munching , likely/ probably Cubby/ hideout , castle/ palace , assistant/ helper Suggestions/ ideas , smiled/ grinned , searching/ nuzzling Stroking/ patting	5mins
Text Reading new text Joshua Poole and Sunrise to p15 short chapter book, few picture prompts	Tell me in your own words what happened in the story. Paraphrase changing as many words as you can. <i>A happy whinny answered the boy. Sunrise stepped forward. He leaned his head over the gate of the stable and nuzzled Josh’s shoulder.</i>	10mins
Reflection	Student will comment on what has been learnt in the session.	3mins
		43mins

SESSION 5 OUTLINE – COMPREHENSION INTERVENTION

PARAPHRASING / VISUALISATION

ACTIVITY	TASK DESCRIPTION A	TIME
Text Retelling Passage from previous session	Students re-tell passage from the previous session. Why was Joshua so happy about being on holidays? Tell me about what picture you have in you mind about horse riding.	5mins
Text reading Interactive reading strategy. Passage from previous session	Paraphrase this paragraph- <i>Say this paragraph in your own words changing as many words as possible while still maintaining the meaning</i> “A happy whinny answered the boy. Sunrise stepped forward. He leaned over the gate of the stable and nuzzled Josh’s shoulder.	5mins
Retell using Synonyms passage from previous session	WHO , owned Sunrise WHAT made Josh so attracted to Sunrise WHEN was Josh planning to see Sunrise WHERE do all the horses live WHY was Sunrise so difficult to manage WHAT IF Sunrise is sold to anther stable before Josh can ride him	5mins
Reading Target Words New passage	Match these words with the text words in bold Aim is to help students build a list of synonyms in context of the text. Rode. Pedalled , shiny/sleek, called/ named , Energy/ spirit , manage/ handle , twinkled/ sparkled , Timetable/ roster difficult/ hard munched/ chewed Above/ over	5mins
Text Reading (Shared Reading)	Tell me in your own words what happened in the story. Paraphrase changing as many words as you can. <i>But he’s getting better” Josh argued. He’s calming down. It’s just that he’s got more spirit than the rest of the horses.</i>	10mins
Reflection	Student will comment on what has been learnt in the session.	3mins
		43mins

SESSION 6 OUTLINE – COMPREHENSION INTERVENTION

PARAPHRASING / VISUALISATION

ACTIVITY	TASK DESCRIPTION A	TIME
Text Retelling Passage from previous session	Students re-tell passage from the previous session What was Joshua’s winning idea. Visualize how he felt	5mins
Text reading Interactive reading strategy. Passage from previous session	Paraphrase this paragraph- <i>Say this paragraph in your own words changing as many words as possible while still maintaining the meaning</i> “At the end of each day , Josh rubbed Sunrise down. Josh stroked the horse’s coat and mane with kindness and love.	5mins
Retell using Synonyms passage from previous session	WHO , is Uncle Ben WHAT did Josh want to do to save Sunrise WHEN did Josh decide to help WHERE was the horse show held WHY was there no time to waste WHAT IF Sunrise won the competition	5mins
Reading Target Words New passage	Match these words with the text words in bold Aim is to help students build a list of synonyms in context of the text., Play around/ horse around , chores/ jobs , hurried/ rushed Option/ choice , strong/ firm , instructions/ orders Walked/ paraded , steady/ sure , coat/ fur Competitor/ contestant	5mins
Text Reading (Shared Reading)	Tell me in your own words what happened in the story. Paraphrase changing as many words as you can. <i>Looks like you’ve spun some sunshine into the horse’s coat</i>	10mins
Reflection	Student will comment on what has been learnt in the session.	3mins
		43mins

SESSION 7 OUTLINE – COMPREHENSION INTERVENTION

PARAPHRASING / VISUALISATION

ACTIVITY	TASK DESCRIPTION A	TIME
Text Retelling Passage from previous session	Students re-tell passage from the previous session. What is the picture of the events in their mind ? Why was it so important for Joshua and Sunrise to make a good impression in the competition	5mins
Text reading Interactive reading strategy. Passage from previous session	Paraphrase this paragraph- <i>Say this paragraph in your own words changing as many words as possible while still maintaining the meaning</i> “ The announcer’s words sent a shiver through Josh. He hated to be called Joshua, but today it didn’t matter.	5mins
Retell using Synonyms passage from previous session	WHO , <i>thought of a way to save Sunrise</i> WHAT <i>did Sunrise do in the competition</i> WHEN <i>Uncle Ben change his mind</i> WHERE <i>do horses compete</i> WHY <i>did Josh lose heart</i> WHAT IF <i>the Josh and Sunrise had won the competition</i>	5mins
Reading Target Words New passage	Match these words with the text words in bold Aim is to help students build a list of synonyms in context of the text. Perspiration/ sweat , attached/ tied , discovered/ found Microphone/ loudspeakers , muffled/ drowned , speaker/ announcer silently/ quietly sign/ warning Teaching/ training	5mins
Text Reading (Shared Reading)	Tell me in your own words what happened in the story. Paraphrase changing as many words as you can. You’ll be the best advertisement for Glenbrook stables we will ever get.	10mins
Reflection	Student will comment on what has been learnt in the session.	3mins
		43mins

SESSION 8 OUTLINE – COMPREHENSION INTERVENTION

PARAPHRASING / VISUALISATION

ACTIVITY	TASK DESCRIPTION A	TIME
Text Retelling Passage from previous session	Students re-tell passage from the previous session. What is the picture of the events in their mind ? What do they remember about the text?	5mins
Text reading Interactive reading strategy. Passage from previous session	Paraphrase this paragraph- <i>Say this paragraph in your own words changing as many words as possible while still maintaining the meaning “</i> I am sorry, I don't know what came over me!	5mins
Retell using Synonyms passage from previous session	WHO , <i>grew the seeds</i> WHAT <i>did Kalulu plan to do with the pumpkin</i> WHEN <i>were the seeds planted</i> WHERE <i>were the seeds planted</i> WHY <i>was Kalulu angry with the elephant</i> WHAT IF <i>the elephant had helped Kalulu with the planting</i>	5mins
Reading Target Words New passage	Match these words with the text words in bold Aim is to help students build a list of synonyms in context of the text. Clever/ wise think/ suppose whinged/ grumbled Lifted/ scooped pile/ mound bought/ fetch Dug/ stabbed show/ fit sprayed/ sprinkled Barely/ hardly	5mins
Text Reading (Shared Reading)	Tell me in your own words what happened in the story. Paraphrase changing as many words as you can. But I am willing to forgive you for giving me bad seeds. We are friends after all.	10mins
Reflection	Student will comment on what has been learnt in the session.	3mins
		43mins

SESSION 9 OUTLINE – COMPREHENSION INTERVENTION

PARAPHRASING / VISUALISATION

ACTIVITY	TASK DESCRIPTION A	TIME
Text Retelling Passage from previous session	Students re-tell passage from the previous session. What is the picture of the events in their mind ? What do they remember about the text?	5mins
Text reading Interactive reading strategy. Passage from previous session	Paraphrase this paragraph- <i>Say this paragraph in your own words changing as many words as possible while still maintaining the meaning “</i> The earth was badly scraped together in tiny piles and the seeds lay scattered on the top.	5mins
Retell using Synonyms passage from previous session	WHO , was <i>Buru</i> WHAT did <i>Buru</i> think he could do with the seeds WHEN <i>Buru</i> was given the hoe, what did he do with it WHERE did <i>Buru</i> take the seeds WHY did <i>Kalulu</i> feel ashamed of himself WHAT IF <i>Kalulu</i> hadn't listened to <i>Buru</i>	5mins
Reading Target Words New passage	Match these words with the text words in bold Aim is to help students build a list of synonyms in context of the text. Small/ tiny soft/ crumbly wonderful/ beautiful Thrown/ scattered left/ discarded almost/ nearly Squashed/ flattened sound/ noise drop/ fall off Ask/ invite	5mins
Text Reading (Shared Reading)	Tell me in your own words what happened in the story. Paraphrase changing as many words as you can. Kalau's friends came running to see what was the matter	10mins
Reflection	Student will comment on what has been learnt in the session.	3mins
		43mins

SESSION 10 OUTLINE – COMPREHENSION INTERVENTION

PARAPHRASING / VISUALISATION

ACTIVITY	TASK DESCRIPTION A	TIME
Text Retelling Passage from previous session	Students re-tell passage from the previous session. What is the picture of the events in their mind ? What do they remember about the text?	5mins
Text reading Interactive reading strategy. Passage from previous session	Paraphrase this paragraph- <i>Say this paragraph in your own words changing as many words as possible while still maintaining the meaning</i> “ Without another word, Buru took his seeds and stomped off to another part of the garden	5mins
Retell using Synonyms passage from previous session	WHO , <i>stole the pumpkin</i> WHAT <i>did Buru do with the pumpkin</i> WHEN <i>did Kalulu realise the pumpkin was inside the elephant</i> WHERE <i>did Buru disappear to</i> WHY <i>was Kalulu sad about his beautiful pumpkin</i> WHAT IF <i>Kalulu had not been able to get out of the elephants stomach</i>	5mins
Reading Target Words New passage	Match these words with the text words in bold Aim is to help students build a list of synonyms in context of the text. Yelled/ shouted hardly/ barely lift/ heave Party/ feast piece/ strip frighten/ scare Looked/ peeked bang/ beat ceased/ stopped Tired/ exhausted	5mins
Text Reading (Shared Reading)	Tell me in your own words what happened in the story. Paraphrase changing as many words as you can. As the sun started to light the morning sky , Kalulu heard A NOISE	10mins
Reflection	Student will comment on what has been learnt in the session.	3mins
		43mins

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