

Explicitly teaching current Year One Reading Recovery students to paraphrase improves literal listening comprehension.

Teaching Sequence - Overview

- Sequence of lessons designed for small group instruction for students currently receiving Reading Recovery Intervention (3 students)
- 9 sequential lessons following pre-test. Post-test administered at end of teaching sequence.
- Teaching activities in addition to Reading Recovery lessons and regular classroom literacy lessons.
- Children withdrawn to work in small group situation.

Lesson 1 – Procedure

1. Explicitly introduce purpose of session – *‘today we are going to draw pictures to help us to understand better what we hear’*.
2. Teacher reads aloud contrived text (from sentence strip).

‘ The boy went to the shop to buy an ice cream’
3. Students draw a picture about aural text, including as much detail as possible.
4. Introduce strategy training – *saying what I hear in my own words*. **LAP**
5. Teacher re-reads text. Students re-tell text using pictures as a prompt. Teacher scribes student responses on sentence strips.
6. Compare group responses recorded on sentence strips with original sentence heard – note similarities and check for accuracy in original meaning.
7. Note and list synonym use for words – *went → walked, ran .*
get → buy
8. Re-read original sentence.
Highlight key words. Students suggest appropriate synonyms.
Verbalize paraphrasing strategy, first by teacher, then by each student.
Verbalize paraphrased sentence with as many synonyms substituted. Teacher scribes on sentence strip.
Compare original and paraphrased texts – check that original meaning has been maintained.
9. Note student responses – *How does saying in our own words help us to understand better what We listen to?*
10. Share Time – students articulate learnings.

Lesson 2 – Procedure (using Munro’s lesson procedures for introducing paraphrasing – Appendix 3b – lecture notes 2006)

1. Introduce the ‘why’ of paraphrasing – *We are learning things you can do to help you understand better what you listen to.*
2. *One thing you can do is make a picture in your mind and to draw it. Today we are going to learn another thing you can do.*
3. *What you do is tell yourself what you have heard. After you have heard a sentence, you say it to yourself, in your own way. You try to change as many words as you can*
4. *. Let’s practice it.*

Teacher models paraphrasing and cues student activity ;

- Listen to the first sentence.
- I will read it and I want you to listen carefully to what I say.
- Then I will try saying it another way.
- Then I will ask you to try.

Read some sentences that have accompanying pictures with the child. After each sentence, you model paraphrasing it and then have the student practise it. You may need to begin with changing individual words in sentences first (that is, the students suggest synonyms).

For example

Sentence Read	Teacher	Students Paraphrase
A monster came to live in a city. He wanted to find a place to live.	Read sentence twice Model paraphrasing: <i>This monster moved to a new town. He needed to get a new house for him to stay in.</i> Now you try saying it in your own words.	
He needs to get to know the city. After he bought a map he looked for a bus.	Read sentence twice. Model paraphrasing : <i>He wants to find what is in the town. First he got a map. Then he searched around for a bus stop.</i>	

Teacher Reviews the action:

- Let us look at what we did here.
- We heard 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?

Teacher models and students practise:

- Let's do this together with another sentence. Listen to this sentence.

Teacher reviews the action:

- What did you tell yourself to do when you paraphrase?

Student transfers the action to other texts.

Students paraphrase texts individually:

- Now you are going to practice doing this all by yourself.
- Try to think of a different way of saying each sentence.
- Listen to each sentence.
- Say it to yourself in another way and tell someone what you thought of.
- Try not to use all the words you hear in each sentence.

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 you need to do to paraphrase what you hear.*

For example - **Listen** to a sentence.

Ask yourself what it means – questions about the main idea and details.

Paraphrase what you hear by putting the main ideas and details into your own words using sentences.

Lesson 3 - Procedure (using Munro's lesson procedures for introducing paraphrasing – Appendix 3b – lecture notes 2006)

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 contrived by the teacher. Monitor the students' work and progress and give appropriate feedback in order to scaffold and support development of cognitive training and metalanguage through strategic conversation. Students transfer the strategy to new aural texts by listening to a text and saying what they will do.

- **Listen** to a sentence.
- **Ask** myself what it means – questions about the main idea and details.
- **Paraphrase** what I hear by putting the main ideas and details into my own words using sentences.

Students listen to each other's paraphrase of aural text and provide feedback.

Students share learnings gained and articulate the 'how' and 'why' of the use of paraphrasing in helping us to understand better what we listen to. (Refer to Lesson 2 for procedure). Teacher notes down student responses.

Lessons 4,5,6,7,8,9 – Procedure

Lessons followed format as outlined in appendix 3 –

COMPREHENSION – PARAPHRASING

Based on Munro’s Comprehension – Paraphrasing Teaching Strategy – Appendix 3b –Notes 2006

Texts used for this intervention are as follows:

Lesson 4 – “The Toytown Helicopter”. (PM+ RR level 5) Pages 4,5 and 14.

Lesson 5 - “Mother’s Day”. (PM+ RR level 7) Pages 12 and 14.

Lesson 6 - “Carla Crocodile goes shopping”. (Macmillan RR level 3) Whole text used.

Lesson 7 - “Lunch in the park”. (Macmillan RR level 6) Whole text used.

Lesson 8 - “Billy at school”. (PM+ RR level 9) Whole text used.

Lesson 9 – “Baby Bear’s hiding place”. (PM+ RR level 10) Whole text used.

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