

Explicitly teaching strategies, such as paraphrasing through use of synonyms, will improve comprehension in 7-8 year old students of like decoding ability.

Session One

Comprehension-Paraphrasing Strategy (Munro, 2007) adapted

Text: The Window Garden.

Let's flick through the pictures to see what the book is about.

Synonyms Activity:

In this activity we will match words. Try to match the words so that they mean the same thing. For example: in the sentence: 'that is a large house', another word for large might be big, enormous or roomy. Large would match with big, enormous or roomy because they mean the same thing.

Synonym Match Activity (Provide words on large cards.)

Children briefly discuss or explain why they matched each set.

| | | | |
|----------------|------------------|--------------|---------------|
| make - create | put - place | write - draw | sticks - wood |
| need - use | sister - she | name - type | by – next to |
| seen - noticed | walking - moving | | |

Introduce the Strategy:

I am going to teach you something you can do that will help you to remember what you read. This is what you do. When you read a sentence, talk about the ideas in the sentence and then say the sentence in your own words.

Teacher models paraphrasing and scaffolds student activity:

- *We will read the sentence together. What is the idea in this sentence? Discuss ideas and details.*
- *Let's practice changing some of the words. Students brainstorm synonyms for the selected word, e.g. make: create, build, prepare etc.*
- *Now we will say it in our own words. Teacher models and then scaffolds as students practice the strategy. Each student records their sentence.*

Teacher reviews the action: *Let's think about what we did here. We read the sentence and asked ourselves about the ideas and details. Then, to help us remember the ideas, we put the sentence into our own words.*

Do you have any questions?

Students practice: *Let's do this together with another sentence.*

Students read together and are guided to practice the strategy.

Teacher reviews the action: *What did you do today? "Read the sentence, asked ourselves questions about the main ideas, changed the sentence into our own words."*

Lessons Two - Ten

| Lesson Structure | Lesson in Detail |
|--|--|
| Previous Text Retelling | Students retell details they remember about the text from the previous session. |
| Previous Text Rereading | Shared rereading of the text. Teacher cues use of paraphrasing and guides students to change key words. <i>“How would you say it another way”</i> In turn, each student reads a sentence and then retells it in her/his own words. |
| Articulating the strategy | Students say the paraphrasing strategy before they begin to read: <i>“after reading I ask myself about the words and ideas in the sentence and put it into my own sentence”</i> . |
| Introducing Text | Students briefly discuss the pictures in the new text making predictions or comments. |
| Text Reading | Students begin to read the sentences together. Students are guided to discuss key content words and ideas for each sentence. |
| <ul style="list-style-type: none"> ▪ Brainstorm Synonyms ▪ Paraphrase ▪ Write and Discuss. | <p>Students brainstorm synonyms for selected key content words, discarding words that do not match semantically.</p> <p>Students are prompted to paraphrase the sentence and write down their new sentence. Share and discuss sentences providing specific feedback.</p> |
| Reflection | Students review the actions taken in the lesson and articulate why they are using the strategy. <i>“It helps me to understand and remember the ideas in what I am reading”</i> . |

Adapted from John Munro Comprehension-Paraphrasing Strategy (2007)

Texts Used

| Lesson | Text | Genre | Series | Level |
|--------------|----------------------------|---------------------|------------------------------|-------|
| 1 | The Window Garden | Fictional Procedure | <i>Essentials A</i> | 10 |
| 2 | Which Plants? | Narrative | <i>Essentials A</i> | 10 |
| 3 | Where Is My Pizza? | Narrative | <i>Essentials A</i> | 10 |
| 4 | The Street Parade | Fictional Recount | <i>Essentials A</i> | 10 |
| 5 | The Frog Princess | Narrative | <i>Essentials B</i> | 13 |
| 6 7 | Grandpas Cup of Tea | Narrative | <i>Essentials B</i> | 13 |
| 8 9 10 | The Wolf and the Old Woman | Narrative | <i>Voyages Forging Ahead</i> | 18 |

Adapted text for Paraphrasing Task

| | | | | |
|-----------------------------|------------------------|-----------|---------|----|
| Pre-testing Post-testing | Prickles the Porcupine | Narrative | PM PLUS | 19 |
|-----------------------------|------------------------|-----------|---------|----|