Teaching the strategy of paraphrasing to Grade 6 children will improve their literal comprehension.

TEACHING PARAPHRASING

SESSION ONE:

Relax each of the readers before session begins.

Before Reading:

Introduce the strategy.
Explain to children that we are going to work on a strategy that can help you read. One of the things we will be doing is making a picture in our mind but as well as this we will be learning something else we 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 in the sentence as you can. Let’s practise it.

Teacher models paraphrasing by taking a sentence from the text being studied. Look at the first sentence. I will read it and I want you to read it to yourself with me. Then I will try saying it another way.

Sentence read
Hazards are dangerous conditions or events that can cause injury, loss of life, and/or damage to property or the environment.

Teacher paraphrase.
A hazard can kill people, destroy houses and ruin land and animal homes, they can be very destructive.

2nd Sentence read
Hazards can originate from natural or unnatural causes.

Paraphrase as a group.
A hazard can be caused by something or someone or can come from the environment.

List synonyms for the words that are replaced in the text. Add to this list as children work through the text.
Read the next sentence in the text:
Disasters of all kinds and sizes happen when hazards seriously affect communities.

Each child puts this sentence into their own words.
(It might help to write it down).
Student A: Communities are really damaged when disasters of all kinds and sizes happen.
Student B: Disasters many kinds no matter how strong or weak can cause serious damage to places and people.
Student C: Disasters happen when hazards of all shapes and sizes seriously affect places and people.
Share each of the sentences and decide which one best matches the meaning of the original sentence.
List synonyms that children have used to replace words in the sentences.

With the introduction of these three sentences children should have an insight into what the text is going to be about. From what we have read so far ask them to picture in their minds what a hazard or disaster might look like. Share this with the group.

Scanning for words in the text we may have difficulty understanding.
Get children to scan the text and highlight words they may not understand.
List these on a large sheet and get children to suggest synonyms for each of them. Have a thesaurus for children to access.

Reflect: Discuss with children how putting sentences in our own words could help us understand what we are reading better.
SESSION 2 Teaching Paraphrasing

Inform children that the strategy they used in the previous session is called paraphrasing. Ask children to suggest how this strategy may improve their reading.

Text Retelling
Children retell what they remember about the text we looked at in our first session. What were the main points we remember?

Text Reading
Students and teacher re-read the passage from previous session. Choose a sentence from each student to practise paraphrasing.

Synonyms
Play a game of concentration with the words and synonyms discussed in the previous session.

Text Reading
Shard Reading Strategy used to read the second part of the text.
Students say the paraphrasing strategy before they begin to read: "After I have read each sentence I will try to say it my way. I will change as many words as I can."
Students read the passage. The teacher cues the student to paraphrase aloud selective sentences in the text. Use synonym list for key content words to support children in this strategy.

AFTER READING.

Reflect: Ask the students to comment on the new strategy they have learnt in this first session. Did it help with reading this text? How did it help them.
Introduction to Session 3 was a writing task that involved the target students working in a whole class setting.

PROCEDURE
Introduce children to some of the vocabulary that will be in the text. Discuss their meanings.

Children make predictions about what they think the text will be about.
Build on children’s predictions by:
Asking children to expand on their predictions with clear explanations as to why they were made.
Teacher giving background information about the text that will help build a picture of the text’s content.

Strategy used to explore the text.
Teacher completes a Read To:

At the completion of the text refer back to children’s predictions.
Ask if children need any part of the text clarified.

Children work in small groups to complete a sensory response to the text. (see attached sheet)

Share each groups responses with the whole class.

INDEPENDENT TASK.
Children spent 20 minutes writing a snapshot of the prelanding to Anzac cove from one of the soldier’s viewpoints. (Chn use the vocab established by their group in previous task to support their piece of writing.)
WRITING SESSION ON GALLIPOLI

Step 1.
Establish the meaning of some words in the text.

Rendezvous – engagement, date, meeting

Aroused – stimulate, wake up, awaken

Waned – decrease, subside, lessen

Civilian – a person not serving in the armed forces

Disembark – land, go ashore, get off

Midshipman – a sailor ranking next above a cadet.

Pinnaces – a light boat propelled by sails or oars

Brigade – a group of people organised for a special purpose. group, squad, team

Suppressed – keep something from being known or seen; put an end to something forcibly or by authority.

Abreast – side by side

Cable – chain, cord

Grim – gloomy, harsh

Menacing – frightening, terrifying, threatening.
BEING BRAVE AND BEING THERE

To write convincingly, you have to make your reader feel they are actually there. If you were a soldier on the ship ready to disembark onto the banks of Turkey soil think about what you would:

SEE

HEAR

TOUCH

SMELL

TASTE

FEEL

Ready – For one minute, everyone calls to their scribe what they ‘see’.
For the next minute, everyone says what they ‘hear’.
Minute three is what they touch etc.......
Session 3 on Paraphrasing:
LEVEL  GRADE 6  SMALL GROUP

Text: Armed With a Typewriter:
Article by: Noelene Martin
(The School Magazine April 2005 [Vol. 90 No. 3] pg 76 -77
TOUCHDOWN

Tuning children into the text.
Explain to children that the text we are going to read is about a war journalist that was at Gallipoli. Explain the role of journalist during the war. Show children a newspaper that was circulated on a ship during World War11.
(5mins)

Reading Target words:
(New Passage)
Read through a list of content words from the text with the children.

Synonyms
Ray a quick synonym game on the computer to expand children’s understanding of content words.
(See attached activity)
(10 mins)

Text Reading
(Shared Reading Strategy)
Teacher reads text while students follow with their own copy of the text.
Reread highlighted sentences in the text. (Sentences highlighted will contain the content words explored by children at the beginning of the session.)
Students say the paraphrasing strategy before they begin to read these sentences. “After I read each sentence I will try to say it my way. I will change as many words as I can.”
- Teacher to model the first sentence.
- Paraphrase the next sentence as a group.
- Children paraphrase the next sentence individually, share with the group, and decide which sentence best matches the meaning of the sentence in the text.
- Children then paraphrase their own individual sentence check with the group that meaning has not been lost.
- Children continue to practice the paraphrasing strategy with the remaining sentences.
(20mins)

Reflection:
Children comment on what has been learnt in the session and how it might have helped their reading. (5mins)
COMPUTER TASK
Session 3 on Paraphrasing:

Text: Armed With a Typewriter:
Article by: Noelene Martin
(The School Magazine April 2005 [Vol. 90 No. 3]

TOUCHDOWN

Task
Read each of the words in the table. Look at the words on page two. You have 5 minutes to match words of similar meaning and then cut and paste the words on page two into the table. Print out your complete table ready to discuss with the group.

Reading Target words:
(New Passage) Answer sheet

<table>
<thead>
<tr>
<th>descend</th>
<th>climb down</th>
</tr>
</thead>
<tbody>
<tr>
<td>freelance</td>
<td>independent</td>
</tr>
<tr>
<td>concise</td>
<td>summary</td>
</tr>
<tr>
<td>eyewitness</td>
<td>observer</td>
</tr>
<tr>
<td>ballot</td>
<td>vote</td>
</tr>
<tr>
<td>contingent</td>
<td>Large group</td>
</tr>
<tr>
<td>disorderly</td>
<td>badly behaved</td>
</tr>
<tr>
<td>mutterings</td>
<td>mumblings</td>
</tr>
<tr>
<td>pap</td>
<td>soft food for babies</td>
</tr>
<tr>
<td>correspondent</td>
<td>reporter</td>
</tr>
<tr>
<td>anticipation</td>
<td>prediction</td>
</tr>
</tbody>
</table>
Session 3 – Student form
Reading Target words:
(New Passage)

<table>
<thead>
<tr>
<th>descend</th>
<th>freelance</th>
<th>concise</th>
<th>eyewitness</th>
<th>ballot</th>
<th>contingent</th>
<th>disorderly</th>
<th>mutterings</th>
<th>pap</th>
<th>correspondent</th>
<th>anticipation</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>observer</th>
<th>Large group</th>
<th>prediction</th>
<th>soft food for babies</th>
<th>climb down</th>
<th>mumbles</th>
<th>reporter</th>
<th>independent</th>
<th>summary</th>
<th>vote</th>
<th>badly behaved</th>
</tr>
</thead>
</table>
Session 4 on Paraphrasing LEVEL  GRADE 6  SMALL GROUP

Text: Armed With a Typewriter:
Article by: Noelene Martin
(The School Magazine April 2005 [Vol. 90 No. 3] pg 78 - 79
TOUCHDOWN

Text Retelling
Students retell passages from the previous session. They say what they remember about the text.
(5 mins)

Synonyms:
(content words from the previous text)
A quick quiz: teacher to call out words from previous text and students are to quickly write a synonym for each word. Compare and discuss as a group at the end.
(5 mins)

Practising the paraphrasing strategy:
(Use previous text)
Students choose a highlighted sentence from previous text and practise the paraphrasing strategy.
(5 mins)

Reading Target words.
Read through a list of content words with the students. Read through the synonym list. With different coloured pencils students quickly try to match up a synonym for each content word. Compare and discuss as a group. Compare student’s answers to an answer sheet.
(10 mins)

Text Reading
(Shared Reading Strategy)
Teacher reads text while students follow with their own copy of the text.
Six main sentences from the text are written on cards. These are distributed to students so that each student has two sentences from the text that they have to paraphrase for the group.
The group need to determine if the meaning of the sentence was retained after it was paraphrased.
Students say the paraphrasing strategy before they begin to read these sentences. “After I read each sentence I will try to say it my way. I will change as many words as I can.”
(20 mins)

Reflection:
Students comment on what has been learnt in the session and how it might have helped their reading.
(5mins)
FINDING SYNONYMES FOR CONTENT WORDS

Read the content words for this piece of text and then match it with a synonym. Draw a matching coloured line to a word on the right hand side of the table.

<table>
<thead>
<tr>
<th>CONTENT WORDS</th>
<th>SYNONYMS AND MEANINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>aft</td>
<td>middle of</td>
</tr>
<tr>
<td>foc’sle</td>
<td>guard</td>
</tr>
<tr>
<td>amidst</td>
<td>restrained</td>
</tr>
<tr>
<td>sentry</td>
<td>close to stern of ship</td>
</tr>
<tr>
<td>muzzled</td>
<td>important army messages</td>
</tr>
<tr>
<td>ferocious</td>
<td>upper deck of a ship</td>
</tr>
<tr>
<td>despatches</td>
<td>earth embankment</td>
</tr>
<tr>
<td>parapet</td>
<td>violent</td>
</tr>
</tbody>
</table>

**ANSWER SHEET**

FINDING SYNONYMES FOR CONTENT WORDS

<table>
<thead>
<tr>
<th>CONTENT WORDS</th>
<th>SYNONYMS AND MEANINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>aft</td>
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<td>ferocious</td>
<td>violent</td>
</tr>
<tr>
<td>despatches</td>
<td>important army messages</td>
</tr>
<tr>
<td>parapet</td>
<td>earth embankment</td>
</tr>
</tbody>
</table>
Session 5 on Paraphrasing

Text: Armed With a Typewriter:
Article by: Noelene Martin
(The School Magazine April 2005 [Vol. 90 No. 3] pg 80 - 81

Text Retelling
Students retell passages from the previous session. They say what they remember about the text. Encourage children to use the visualising strategy as they are not very familiar with this.
(5 mins)

Synonyms:
Place content words and synonyms on magnetic cards. Place all words on the white board. Students work as a group to match content words and synonyms. Give students a 3 minute time frame to work in.
(5 mins)

Practising the paraphrasing strategy:
(Use previous text)
Teacher reads a sentence to individual student. Student paraphrases orally, concentrating on the first part of the paraphrasing strategy ie: I will try to say that in my own words.
(5 mins)

Reading Target words.
Students locate a words highlighted in the text. Write these on whiteboard. Ask children to suggest synonyms for these words, if unable to make a suggestion get students to find a synonym in the thesaurus.
(10 mins)

Text Reading
(Shared Reading Strategy)
Teacher reads text while students follow with their own copy of the text. Locate sentences in the text where a content word has been highlighted. Students take it in turns to paraphrase these sentences. Students say the paraphrasing strategy before they begin to read these sentences.
"After I read each sentence I will try to say it my way. I will change as many words as I can." (Today we are only practising the first part of the strategy)
(20 mins)

Reflection:
Students comment on what has been learnt in the session and how it might have helped their reading.
(5 mins)
<table>
<thead>
<tr>
<th>CONTENT WORDS</th>
<th>SYNONYMS AND MEANINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 5</td>
<td></td>
</tr>
<tr>
<td>evacuation</td>
<td>emptying/Leave a place in an orderly fashion</td>
</tr>
<tr>
<td>publication</td>
<td>a published item</td>
</tr>
<tr>
<td>slaughter</td>
<td>kill</td>
</tr>
<tr>
<td>devastated</td>
<td>shocked</td>
</tr>
<tr>
<td>carnage</td>
<td>massacre / killing</td>
</tr>
<tr>
<td>Pozieres</td>
<td>A city in France</td>
</tr>
<tr>
<td>densely</td>
<td>thick</td>
</tr>
<tr>
<td>somme</td>
<td>River in france</td>
</tr>
<tr>
<td>dugout</td>
<td>underground shelter</td>
</tr>
<tr>
<td>representation</td>
<td>symbolise</td>
</tr>
<tr>
<td>relics</td>
<td>souvenir</td>
</tr>
<tr>
<td>urged</td>
<td>desire</td>
</tr>
<tr>
<td>promoted</td>
<td>helped</td>
</tr>
<tr>
<td>reality</td>
<td>something real</td>
</tr>
<tr>
<td>knighthood</td>
<td>gives a person the right to put sir before their name.</td>
</tr>
<tr>
<td>elimination</td>
<td>remove</td>
</tr>
</tbody>
</table>
Session 6 on Paraphrasing

Text
Hazar generated, Disasters and your Community
EMA Emergency Management Australia
Pg 8-9

Text Retelling
Read children an extract from the Age newspaper that refers to the article we read in previous session. Ask children to recall what they remember about our previous text.
(5 mins)

Synonyms:
Repeat the board matching game for synonyms from the last session. Give students 2 mins to match words with a synonym.
(5 mins)

Practising the paraphrasing strategy:
(Use a sentence from the newspaper that is related to our previous text)
Children say what they will do when they paraphrase. (We are still only practising the first part of the strategy) Discuss the sentence paraphrased by each child to determine if meaning is maintained
(5 mins)

Reading Target words.
Because some of the words and their meanings are difficult in this text we are going to use pictures and words to introduce the content words. With lots of discussion and the use of a thesaurus the children will help determine synonyms for the words in this text.
(15 mins)

Text Reading
(Shared Reading Strategy)
Teacher reads text while students follow with their own copy of the text.
Because this is a short text we will go back and paraphrase each of the sentences in turn.
Students say the paraphrasing strategy before they begin to read these sentences.

"After I read each sentence I will try to say it my way. I will change as many words as I can." (Today we are only practising the first part of the strategy)
(15 mins)

Reflection:
Students comment on what has been learnt in the session and how it might have helped their reading.
(5 mins)
Pictures used for Session 6
Text used for sessions 6
HAZARDS, DISASTERS AND YOUR COMMUNITY.

NATURAL HAZARDS AND DISASTERS

Some hazards and disasters originate from meteorological causes. This means that many hazards and disasters are caused by different weather patterns. Some examples of meteorological hazards and disasters that occur in Australia are cyclones, bushfires, droughts, floods, severe storms and tornadoes. Compared to some other countries, disasters caused by these hazards in Australia rarely take a large death toll, mainly because we are not densely populated and are quite well prepared.

Australia is a country that is considered to be geographically stable. This means that we do not have a lot of movement in the land around us. We are not affected by volcanoes or intense earthquakes in populated areas however several moderate earthquakes have caused some damage in different parts of Australia. In 1966 and 1997 two landslide disasters claimed lives in Western Australia and New South Wales.

Sometimes disasters can be caused by things such as a mice plague, food crop disease or an infection such as hepatitis. When disease is spread from living organisms such as these the disaster is of biological origin.

A disaster of extraterrestrial origin presents a low risk to Australia however the impact on Earth by a comet or asteroid could cause anything from a major disaster to a worldwide catastrophe.

NON NATURAL HAZARDS AND DISASTERS

Not all disasters are of natural causes, disasters that are caused by human error such as urban fires, riots, wars etc are a non natural hazard or disaster.

With our ever increasing technological world and increasing population in Australia we are increasing the likelihood of hazards and disasters being of technological origin. These types of hazards and disasters include things such as transport accidents, industrial explosions, fire and bridge collapses and oil and chemical spills.
Session 7 on Paraphrasing

TEXT
The School Magazine
June 2005 [Vol.90 No5]
Touchdown page 166 – 167 ‘Hard Ice Soft Ice’ Article by Bill O’Brien

Text Retelling
Children classify pictures used in previous lesson to tune them into the text read on the different causes for hazards and disasters. Children to recall information read about in previous lesson. Teacher to ask questions to help organize the information.
(10 mins)

Synonyms:
Play a game of Bingo using the content words from previous text and the synonyms the children found for these on the computer.
(5 mins)

Practising the paraphrasing strategy:
Give students a copy of two sentences from the previous text. Students say the paraphrasing strategy before they begin to read these sentences. “After I read each sentence I will try to say it my way. I will change as many words as I can.”
Children paraphrase their sentence and record. Reread changing as many words in the sentence as possible. Share and discuss meaning and use of synonyms.
(10 mins)

The discussion that took place while children were practicing the paraphrasing strategy took some time so we left the remainder of the lesson for the next session.
### BINGO CARDS FOR SESSION 7

<table>
<thead>
<tr>
<th>rarely</th>
<th>meteorological</th>
<th>Biological</th>
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<tbody>
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<td>catastrophe.</td>
<td>Organisms</td>
</tr>
<tr>
<td>riots</td>
<td>industrial</td>
<td>Geographically</td>
</tr>
<tr>
<td>technological</td>
<td>moderate</td>
<td>Intense</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>industrial</th>
<th>geographically</th>
<th>Extraterrestrial</th>
</tr>
</thead>
<tbody>
<tr>
<td>meteorological</td>
<td>technological</td>
<td>Moderate</td>
</tr>
<tr>
<td>organisms</td>
<td>intense</td>
<td>Rarely</td>
</tr>
<tr>
<td>catastrophe.</td>
<td>riots</td>
<td>Biological</td>
</tr>
</tbody>
</table>

<table>
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<th>moderate</th>
<th>Riots</th>
</tr>
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<tbody>
<tr>
<td>geographically</td>
<td>organisms</td>
<td>Extraterrestrial</td>
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<tr>
<td>biological</td>
<td>meteorological</td>
<td>catastrophe.</td>
</tr>
<tr>
<td>industrial</td>
<td>rarely</td>
<td>Technological</td>
</tr>
</tbody>
</table>
From our discussion held in session 7 it became very obvious that the students have difficulty visualizing a sentence or group of sentences. I decided to incorporate some of this strategy in the session.

**Tuning Into new text:**
Show students a quick slide show of the Hail Storm that hit Sydney in April 1999. Discuss what it would have been like to be in this storm. Get students to use their senses to grab the essence of this event. What would they see, hear, feel etc.
(15 mins)

**Reading Target words:**
Flash cards – front of card content word – back of card a synonym for that word.

**Text Reading**
*(Shared Reading Strategy)*
Display the first two sentences of this new text on the last slide of the slide show. Read these with the children. Get the students to create a picture in their head when they read these sentences. Ask students to say the sentences their own way. Put the nouns and adjectives and verbs in the sentence in italics; get students to change as many of these words as possible using synonyms.
(15 mins)

**Reflection:**
Students comment on the effectiveness of using the visualizing strategy as well as both parts of the paraphrasing strategy.
(5mins)
<table>
<thead>
<tr>
<th>direct</th>
<th>terrible</th>
<th>devastating</th>
</tr>
</thead>
<tbody>
<tr>
<td>weaker</td>
<td>common</td>
<td>damaged</td>
</tr>
<tr>
<td>cell</td>
<td>devastating</td>
<td>destructive</td>
</tr>
<tr>
<td>harmlessly</td>
<td>massive</td>
<td>immediate</td>
</tr>
</tbody>
</table>
Session 9 on Paraphrasing.

Text
The School Magazine
June 2005 [Vol.90 No5]
Touchdown page 166 – 167 'Hard Ice Soft Ice’ Article by Bill O’Brien

Text Retelling
Students recall information from both visual and written text about the Sydney storms in 1999.
(5 mins)

Synonyms:
Revise synonyms from previous sentences. Use flashcards from session 8.
(5 mins)

Practicing the paraphrasing strategy:
Revisit the two sentences looked at in the previous session, put in a third sentence composed by the teacher on the subject so that all students have an individual sentence to practice on.
(5 mins)

Reading Target Words
Write target words on the white board; get children to make suggestions for synonyms to match these words. Look words up in the thesaurus if unable to suggest an appropriate synonym.
(5 mins)

Text Reading
(Shared reading strategy)
Teacher reads part 2 of the text about the Sydney storms in 1999.
Students practice paraphrasing two or three sentences each. Ask children to say what they do when they paraphrase. Emphasis the importance of visualizing. Children need to say, After I read a sentence I need to make a picture of it in my head and try to say it my way. I will change as many words as I can.
(10 mins)

Reflection: As this is our last session it is important to allow the students to reflect on the program they have been involved in and suggest how their involvement may or may not be beneficial for them as a reader.