

## **Developing meaning through the explicit teaching of paraphrasing will improve the reading comprehension and oral retell of students.**

### Procedure:

The first session began by introducing the children to 'synonyms' and 'paraphrasing' through oral matching games, the use of pictures and by playing games such as 'Celebrity Heads', 'Guess Who?', 'I spy...', '20 Questions' etc.

Each of the following 10 sessions ran for between 30-45 minutes. They had a focus of substituting words with synonyms and then paraphrasing short sentences from the story. The word substituted had to reflect the meaning of the sentence. Each student had a turn and a list of synonyms was built up for that word. The students then attempted to retell the sentence, trying to change as many words in the sentence as possible. The children then discussed which sentence they thought was the best substitute and why.

The children were encouraged to 'think out loud' and verbalize their individual strategies for choosing synonyms and for paraphrasing.

Each session preceded as follows:

1. Text retell from the previous lesson
2. Articulation by children of what they are need to do and why
3. Read the new text
4. Practice paraphrasing focus sentences from text
5. Synonyms
6. Individual paraphrasing of sentences
7. Oral sharing of what they have done and why

### Teaching Plan:

The aim of this intervention is to develop meaning through the explicit teaching of paraphrasing to improve reading comprehension and oral retell.

- This intervention has been designed for small instructional groups (4 children)
- Designed for Year 2 children
- Each session was approximately 30/45 minutes each (flexibility of time required)
- Total of 11 teaching sessions
- Intervention group remained in the class but work on the floor with the teacher.

### **Lesson Outline:**

#### Session 1:

1. Playing games – ‘20 Questions’ & ‘I spy’ **(15 minutes)**
2. Brainstorm definitions of what synonyms and paraphrasing are and write them and examples on the blackboard. **(15-20 minutes)**
3. Play ‘Celebrity Heads’ **(10 minutes)**

#### Session 2:

1. Teacher reads big book –‘The Little Red Hen’
2. Select sentences from the text written on sentence strips.

#### Procedure for each sentence as follows –

- Read focus sentences
  - Identify the words / synonyms
  - Ask-‘What do you think this means?’ Discuss
  - Ask-‘How could you say this in another way?’/ ‘What is another word you could use that still means the same?’
  - Discuss
  - Add to synonyms chart
  - Re-read sentence with synonyms in place
  - Ask- ‘How could you paraphrase this whole sentence now?’
  - Highlight the words that were changed
  - Re-read new sentence
3. Re-read text. Each student is asked to paraphrase each sentence strip.
  4. Group sharing of children’s sentences.
  5. Ask- ‘What did we do while reading?’ ‘What does this help us do?’
  6. Implement Oral Re-tell Checklist.

Session 3:

1. Teacher re-reads the big book –‘The Little Red Hen’
2. Revise definitions of synonyms and paraphrasing.
3. Students verbalize what they did in the previous lesson and how it helped. Read through synonyms chart.
4. Teacher reads new big book –‘The Gingerbread Man’
  - Read focus sentences
  - Identify the words / synonyms
  - Ask-‘What do you think this means?’
  - Discuss
  - Ask-‘How could you say this in another way?’/ ‘What is another word you could use that still means the same?’
  - Discuss
  - Add to synonyms chart
  - Re-read sentence with synonyms in place
  - Ask- ‘How could you paraphrase this whole sentence now?’
  - Highlight the words that were changed
  - Re-read new sentence
5. Re-read text. Each student is asked to paraphrase each sentence strip.
6. Group sharing of children’s sentences.
7. Ask- ‘What did we do while reading?’ ‘What does this help us do?’
8. Implement Oral Re-tell Checklist.

Session 4-11:

Sessions 4-11 all follow the same format as the previous lessons using the following big books:

- Session 4: ‘Chicken Little’
- Session 5: ‘The Tree Billy Goats Gruff’
- Session 6: ‘Little Red Riding Hood’
- Session 7: ‘The Ugly Duckling’
- Session 8: ‘Hansel & Gretel’
- Session 9: ‘Saggy Baggy Elephant’
- Session 10: ‘The Three Bears’
- Session 11: ‘Cinderella’

This document was created with Win2PDF available at <http://www.daneprairie.com>.  
The unregistered version of Win2PDF is for evaluation or non-commercial use only.