

Teaching Year 2 students, who are accurate decoders but have difficulties in comprehension, to paraphrase text, will increase their reading comprehension.

TEACHING UNIT

Paraphrasing

MLOTP Students will be working at sentence level.

John Munro's Comprehension-Paraphrasing Strategy (2005)

All 10 lessons were taught with the whole class during Shared Reading where all students read the text together. The teaching group was then withdrawn for a further 20 minutes to continue working with the text used with the whole class to continue practising the paraphrasing strategy.

Lesson 1

Text: The Funny Old Man and the Funny Old Woman (*Martha Barber*)
(*Bookshelf Big Book*)

Whole Class

1. Introduction of the strategy:

We are going to learn something new that you can do, to help you understand what you are reading. It's called paraphrasing. First you read the sentence. Think about what the idea is in the sentence. Try and change as many words as you can without changing the meaning. Say the sentence again in your own words.

2. Teacher modelling of strategy:

Let's read the first sentence together. What are the main ideas in the sentence?

I will now try and change as many words as I can without changing the meaning. I will write my sentence on the board and read my new sentence.

3. Reviewing the action:

Let's have a look at what we did. We read the first sentence together. We discussed what the main idea in the sentence was. I changed as many words as I could without changing the meaning. Did it help you understand what the sentence said?

Teacher has following steps on a poster

- Read the sentence and think about the main idea in the sentence.
- Change as many words as you can without changing the meaning
- Say the sentence again in your own words

Teacher and students read the steps on the poster. Poster is displayed.

4. Students practise:

Let's read the next sentence together. Students try and change one or more words to practise the strategy. They tell a partner what word/s they will be changing and read the whole sentence to them. Ask for some individual responses and record.

5. Students review the action:

What do you now know about paraphrasing? What steps do you use to help you paraphrase?

Students say the steps orally.

Teaching Group Lesson 1

Text: The Funny Old Man and the Funny Old Woman (Big Book)

1. Reviewing the action:

Students review what they did when they paraphrased with the whole class.

What did we do when we were reading the story this morning? Ask students for their responses. *Did it help you understand what the sentences said?*

2. Reviewing the strategy

Students review the strategy using the poster to read the steps.

3. Text Reading from previous session

Students re-read sentences from the session with the whole class.

They read one sentence at a time and then re-read paraphrased sentences (one at a time), from the previous session, recorded by the teacher.

4. Teacher modelling of strategy:

Let's continue with the story from this morning. Together let's read the next part of the story. Let's read this sentence together. What are the main ideas in the sentence? I will now try and change as many words as I can without changing the meaning. I will write my sentence on the board and read my new sentence.

5. Introduction of new text:

Students say the paraphrasing strategy before they begin reading.

Students read new text together.

In pairs students paraphrase 3-4 sentences.

6. Students review the action:

What do you now know about paraphrasing? What steps do you use to help you paraphrase?

Lesson 2

Text: The Funny Old Man and the Funny Old Woman (Big Book)

1. Reviewing the strategy

Students review the strategy using the poster to read the steps.

2. Text Reading from previous session

Students re-read sentences from the previous session.

Re-read paraphrased sentences, from the previous session, recorded by the teacher.

3. Teacher modelling of strategy:

Let's continue with the story from yesterday. Together let's read the next part of the story. Let's read this sentence together. What are the main ideas in the sentence? I will now try and change as many words as I can without changing the meaning. I will write my sentence on the board and read my new sentence.

6. Introduction of new text:

Students say the paraphrasing strategy before they begin reading.

Students read new text together.

In pairs students paraphrase 3-4 sentences.

In lesson 3 and 4 students paraphrase **individually**

5. Reviewing the action:

Students review what they did when they paraphrased.

Lessons 3-4

Text: Hubert Hunts his Hum (Sue Lock)

(Read it again Big Book)

Lessons 5-6

Looking at animals in the Ocean (Moirra Butterfield)

(Non Fiction Big Book)

1. Restating the strategy:

Students state the steps taken to help them paraphrase. Use the poster to remind them of the steps.

2. Reviewing the strategy

Students review the strategy.

3. Text Reading from previous session

Students re-read sentences from the previous session.

Re-read paraphrased sentences, from the previous session, recorded by the teacher. *What did we do?*

4. Introduction of new text:

Today we are going to try and practise the paraphrasing strategy using non fiction text. We are going to read some information about animals in the ocean. What will you do in your mind before you start reading?

Students read new text together with the teacher.

In pairs students have a go at paraphrasing at least one sentence.

Students say their responses and teacher provides feedback.

5. Reviewing the action:

Students review what they did when they paraphrased.

6. Restating the strategy:

Students state the steps taken to help them paraphrase. Use the poster to remind them of the steps.

Lessons 7-8

The sunflower that went FLOP! (Joy Cowley)

(Story Box Big Book)

Lessons 9-10

Rain and us (Jillian Powell)

(Non Fiction Big Book)

1. Restating the strategy:

Students state the steps taken to help them paraphrase. Use the poster to remind them of the steps.

2. Reviewing the strategy

Students review the strategy.

3. Text Reading from previous session

Students re-read sentences from the previous session.

Re-read paraphrased sentences, from the previous session, recorded by the teacher. *What did we do?*

4. Introduction of new text:

What will you do in your mind before you start reading?

Students read new text together with the teacher.

Individually students paraphrase 3-4 sentences.

Students are asked to paraphrase one sentence orally to a partner and then **write** the response and teacher provides feedback.

5. Reviewing the action:

Students review what they did when they paraphrased.

6. Restating the strategy:

Students state the steps taken to help them paraphrase.