

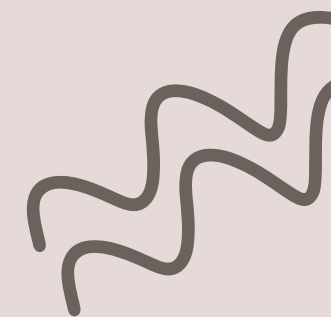
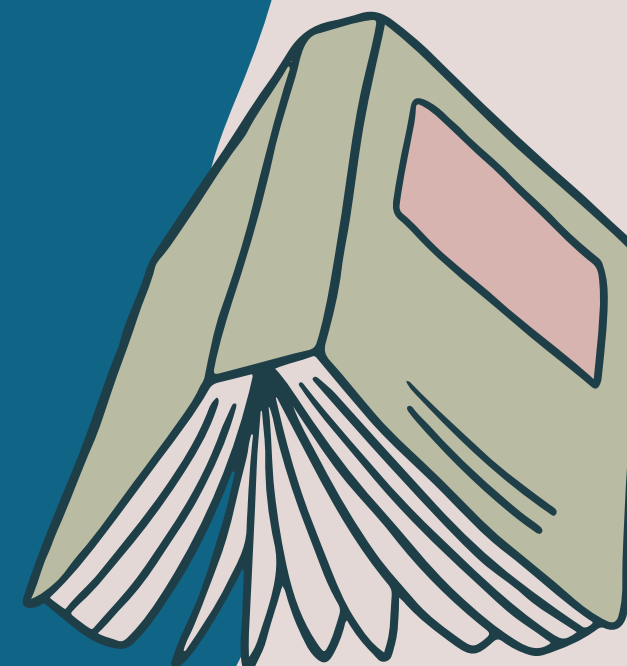


SOW Children in Search of Worderland

Work package Our Library, Our Words



Rocabey-Daniel Gélin School
France

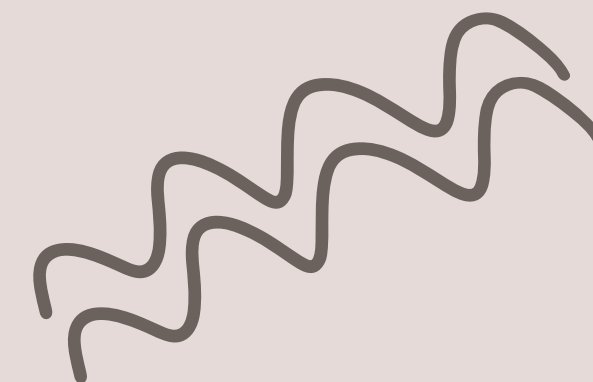
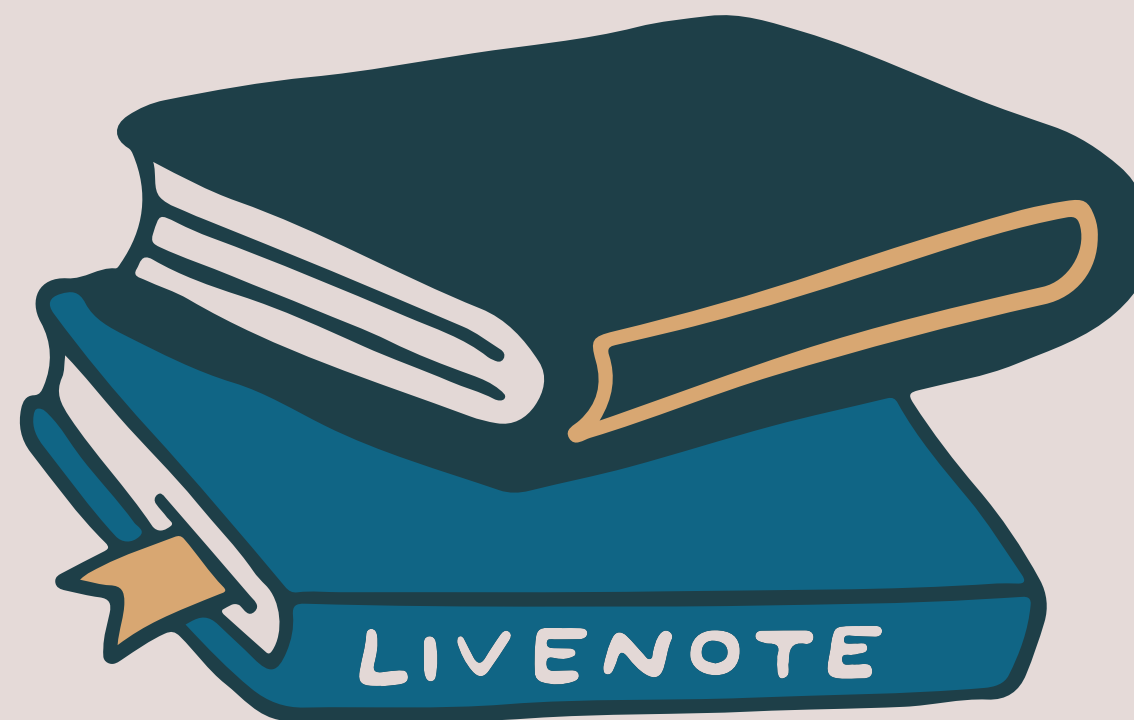


Erasmus project : KA220-SCH-FC50A5D5



Work package:

Our Library, Our Words

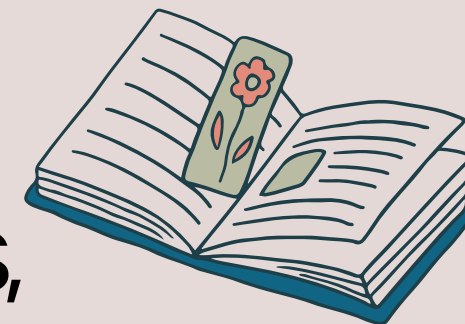


Main objectives:

- **develop students' reading and writing skills** using inclusive educational tools while involving them in a large-scale European initiative.
- raise students' **awareness of environmental issues** and encourage them to take action to preserve their surroundings, particularly the marine environment.



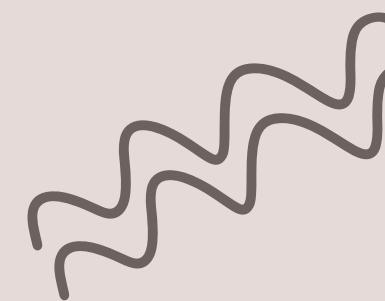
**Jonathan
Fernandez,**
French
teacher –
researcher –
in Cognitive
Psychology

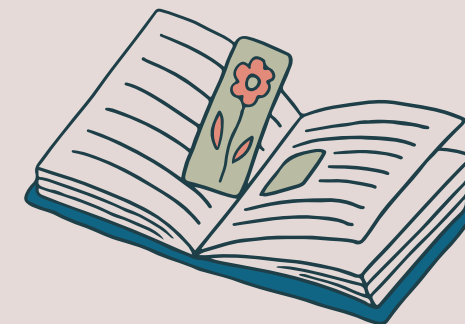


Observation: In many elementary schools, students have difficulty to write structured texts that integrate multiple ideas and contain the information necessary for reader comprehension.

The **Self-Regulated Strategy Development** (SRSD) intervention is an educational program designed to develop students' writing skills.

This intervention, which has demonstrated its effectiveness through numerous experimental studies, is based on the principles of cognitive psychology and **explicit instruction**.





What is explicit instruction?



An active conception of the teacher's role



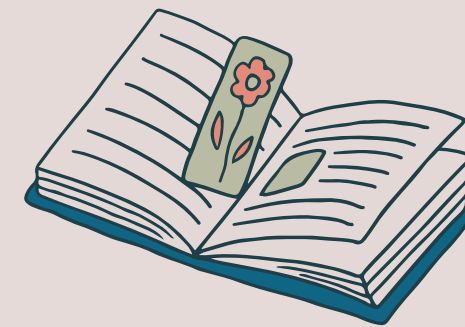
A reflection on the teaching content and its breakdown



A way to structure teaching sessions

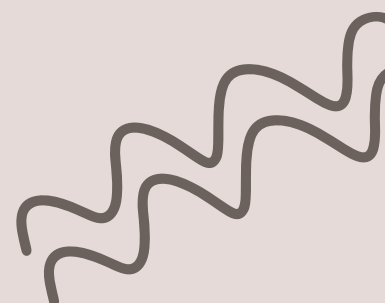


The Self-Regulated Strategy Development (SRSD)



The Self-Regulated Strategy Development (SRSD)'s aims are:

- 1) to teach students **writing objectives and strategies**
- 2) to show them **how to write texts through modeling and verbalizing mental activity**
- 3) to guide them in **implementing the strategies** until they are able to apply them independently.



Self-Regulated Strategy Development



Self-Regulated Strategy Development (SRSD)

1: introduction

Teaching Writing Objectives and Strategies

2: modeling

Modeling the Application of Strategies

I DO

3: memorizing

Memorizing Objectives and Strategies

4: guided training

Guided Training in the Application and Regulation of Strategies

WE DO

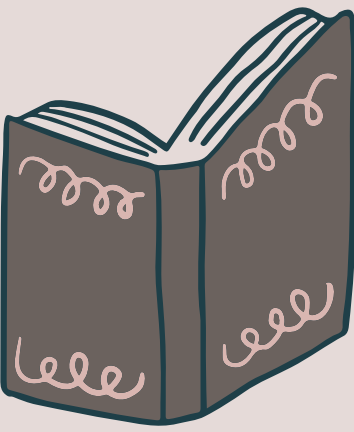
Guided Practice

⇒

Independent Practice

YOU DO

SRSD : the 3 stages

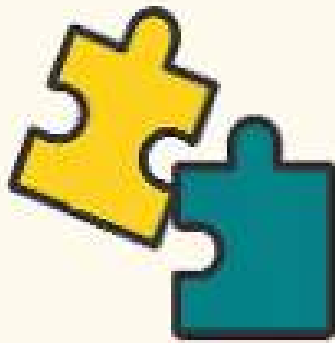


The 3 Stages of 'I Do, We Do, You Do'



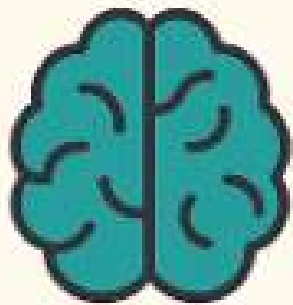
STAGE 1

Teacher demonstrates the skill using explicit instruction



STAGE 2

Teacher and students work together collaboratively

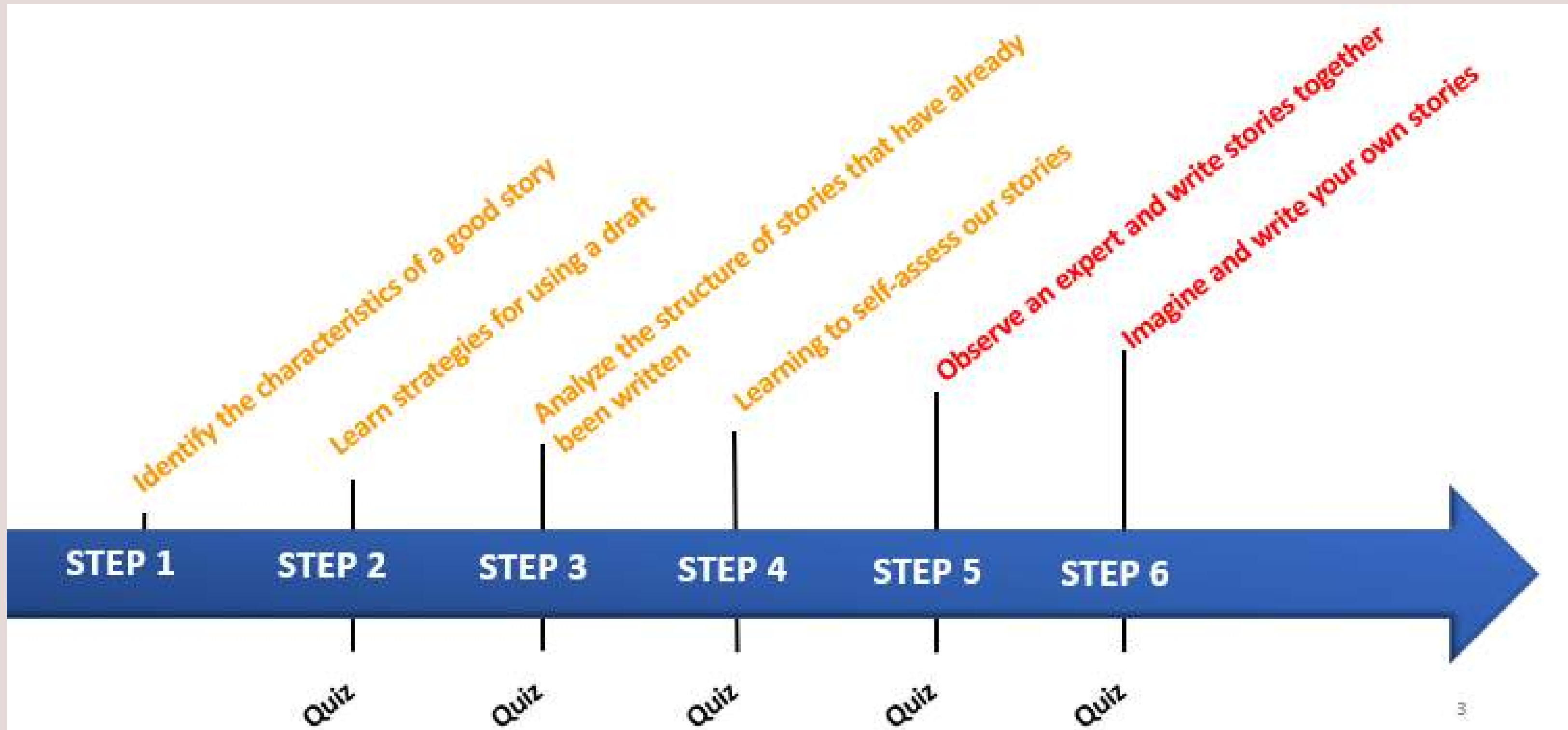
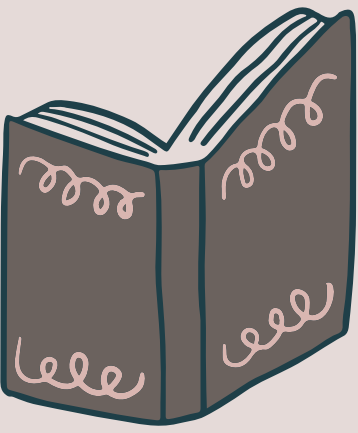


STAGE 3

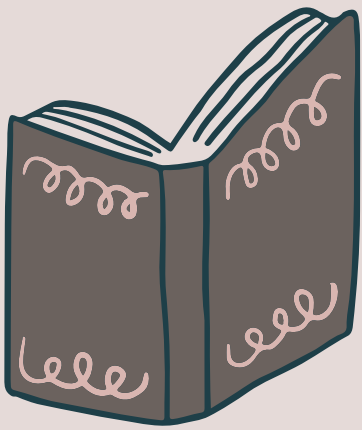
Students practice the new skills independently



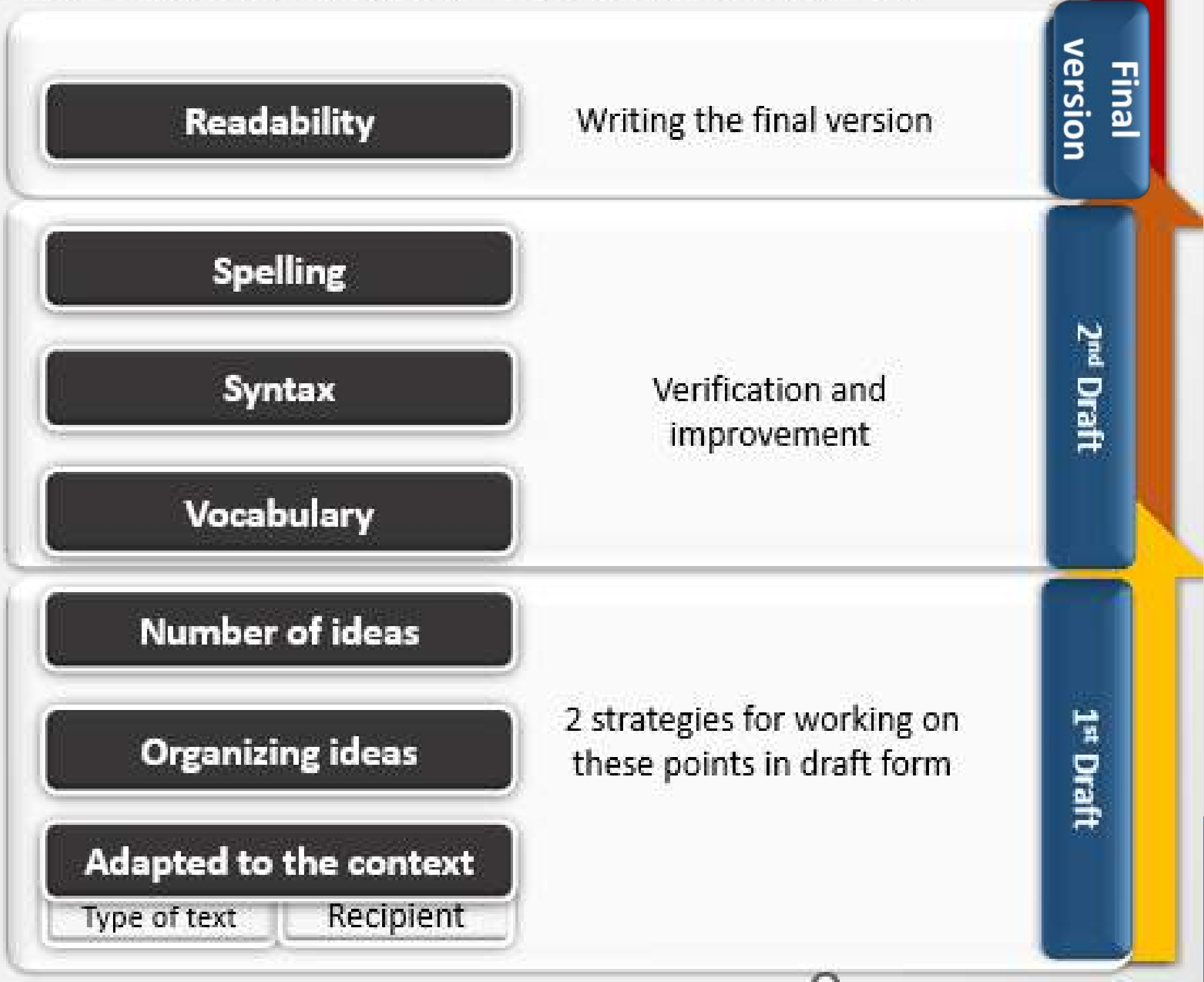
Sessions procedure



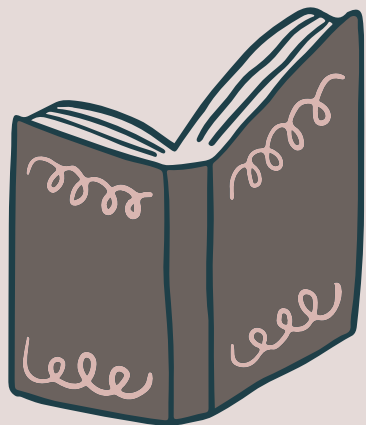
Step 1: Identify the characteristics of a good story



The 7 INGREDIENTS of a Quality text



Step 2: learn strategies for using a draft



Strategy 1

POW	Pick my idea
	Organize my notes
	Write and say more

Strategy 2

Who? When? Where? What? X2, How? x2			
Who are the main characters of the story?	When does the story take place?	Where does the story take place?	
What is happening? What is the main character doing?	What happens next? What happens to the other characters in the story?	How does the story end?	How do the main character and the other characters feel?

Step 3: analyze the structure of stories



Text 1	Text 2	Text 3	Text 4
Modeling	Guided practice		Independent practice
Entire class		By pair	Individual

Step 3: analyse the structure of stories: 1/ Modeling

Texte 1

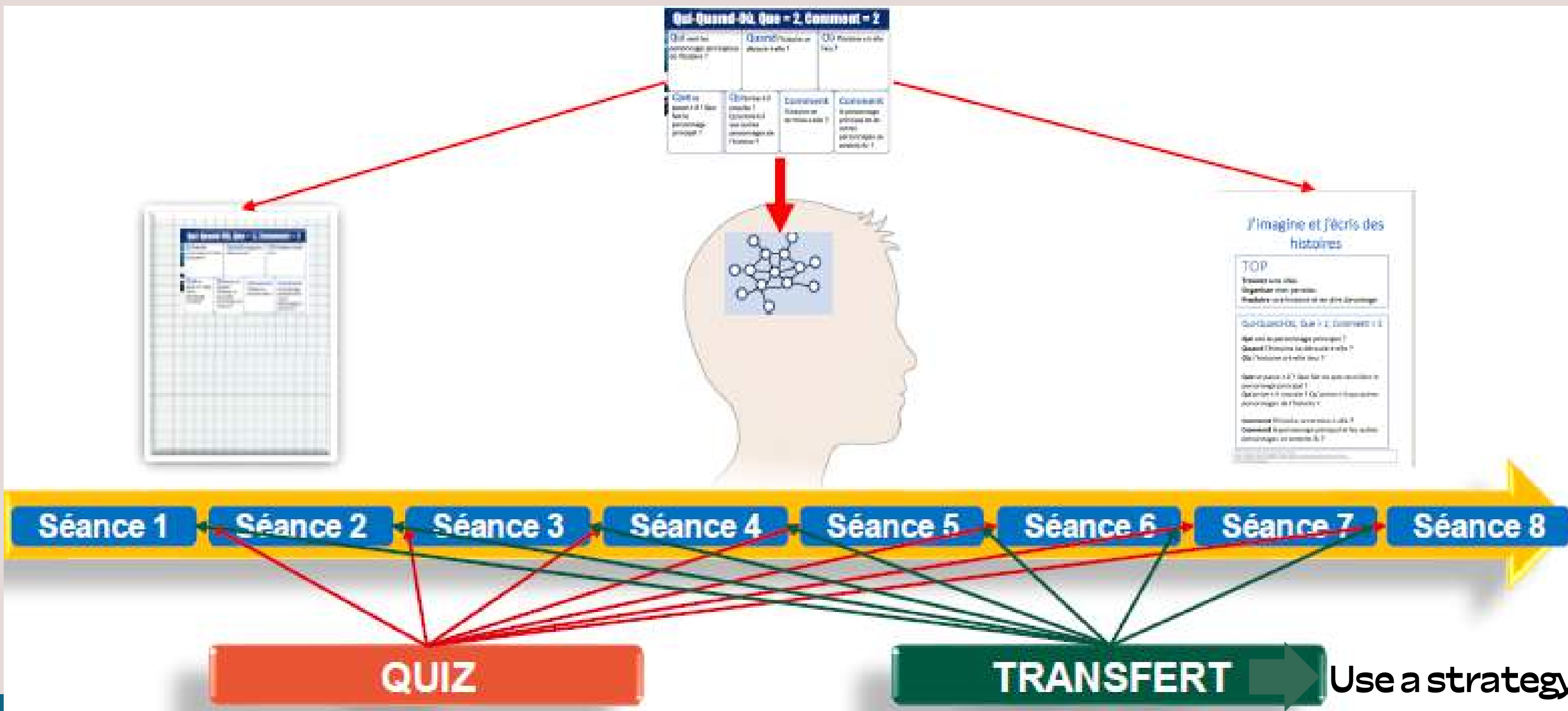
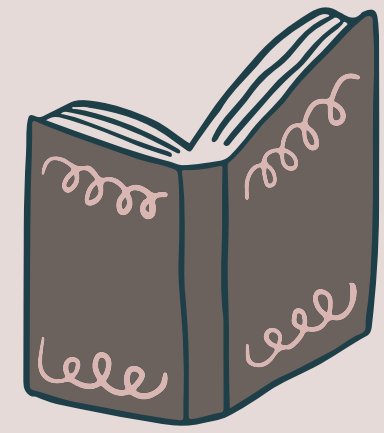
Freddie, a big fish, lived in a large pond. One summer day, while Freddie was swimming peacefully in the pond, he saw a maggot floating in the water. Freddie was hungry and thought that this maggot would make a perfect snack. He swam over to the maggot and swallowed it in one gulp. Suddenly, he felt himself pulled out of the water and landed straight into a boat. He had been caught by a fisherman!

Freddie, very sad, regretted not having been more careful.

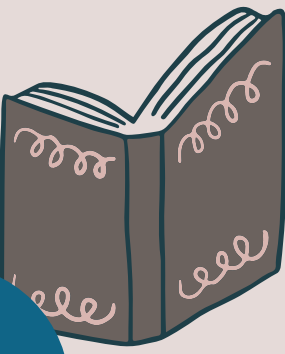
Who		When	Where
Freddie → Fish		Summer day	Pond
↓			↓
big.....			large.....
.....			Boat

What	What	How	How
Freddie.....	Freddie.....	Freddie.....	Freddie.....
↓	↓	↓	↓
saw a maggot.....	swallowed a maggot.....	caught.....	sad.....
hungry.....	pulled out of the water		regretted.....
.....			

Consolidation in memory of the strategy



Step 4: learn to self-assess your stories



1/ Structure
your own story

2/ Evaluate the
structure of
your story

Les fusées d'auto-évaluation

Qui	Quand	Où
IRINA -> Chef de village	Bien longtemps	Village
Villageois -> paysans		Province milles montagnes
Dragon -> blessé		Blés brillent la nuit
Chercheurs d'or		Rodères souterraines DB
		Montagnes Feu

Qui	Que	Comment	Comment
Blés ne brillent plus			
L. Barrage montagne			
Irina veut sauver village			

13

Step 4: learn to self-assess your stories

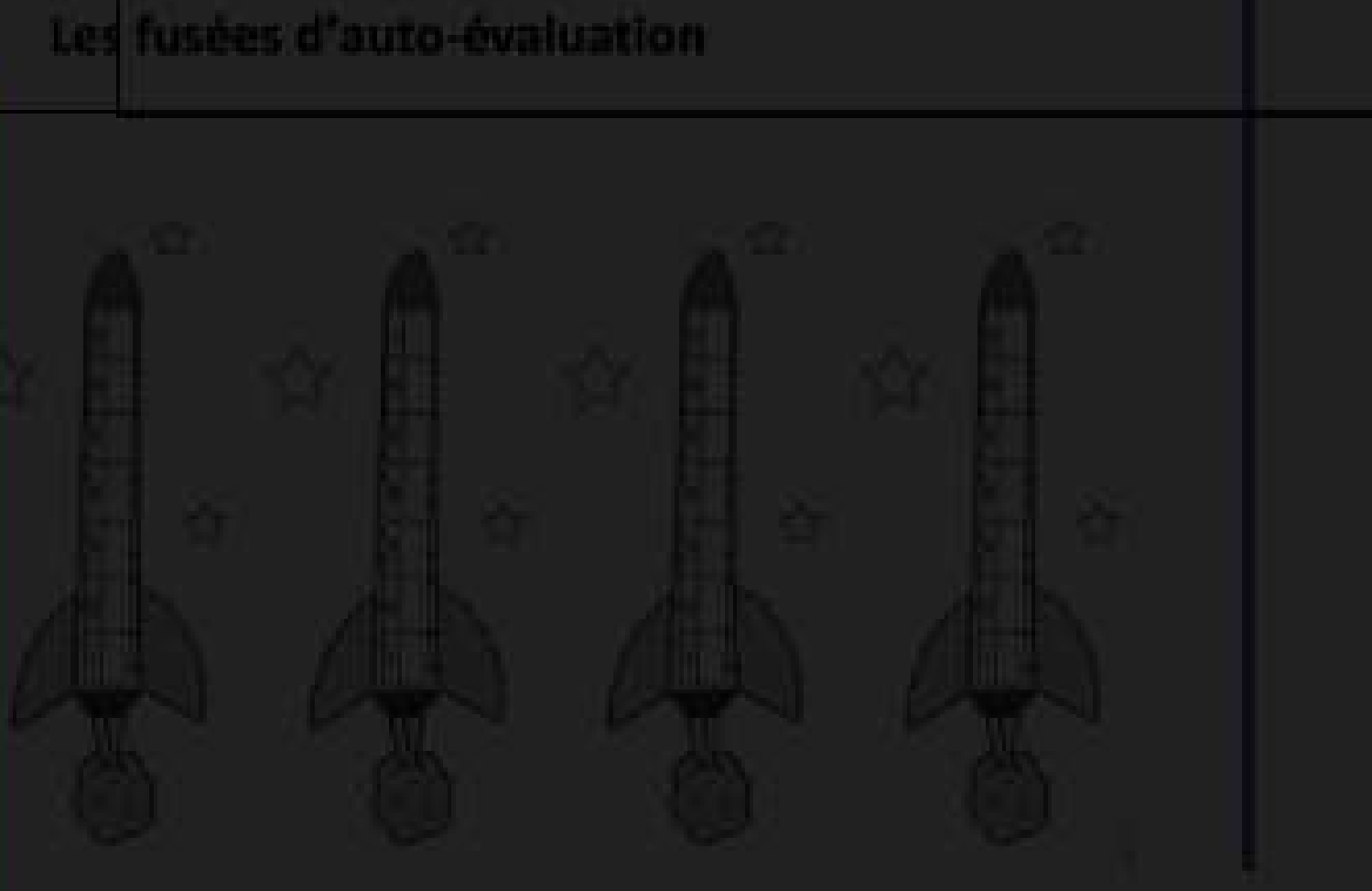


Qui		Quand	Où	
IRINA -> Chef de		Bien longtemps	Village	
village			Province milles montagnes	
Villageois -> paysans			Blés brillent la nuit	
Dragon -> blessé			Rivières souterraines OR	
Chercheurs d'or			Montagnes Feu	
Que		Que	Comment	Comment
Blés ne brillent plus				
Barrage montagne				
Irina veut sauver village				

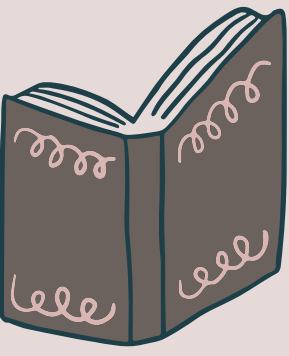
1/ Structure your own story

2/ Evaluate the structure of your story

3/ Count the number of ideas included in your story



Step 5: observe an expert and write stories together



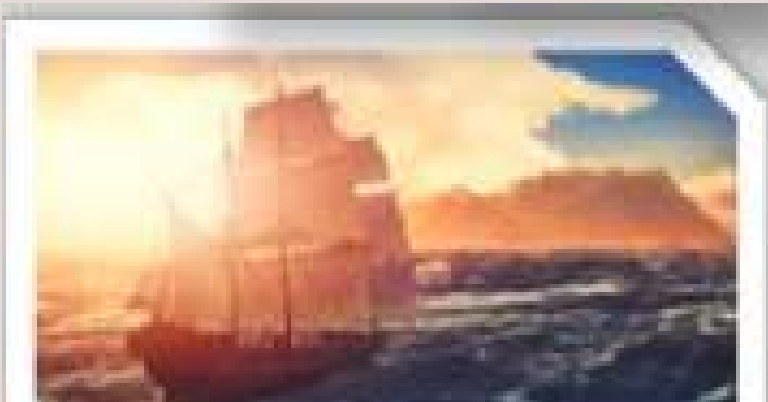
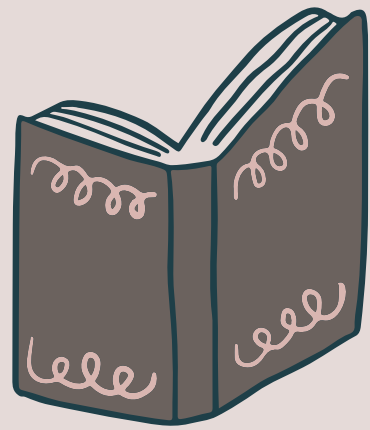
"We are going to imagine and write a story together based on this image"



Follow the two strategies:
POW and the "Who?..." table
step by step to write the story
with the pupils.

(5 lessons: modeling and guided
practise)

Step 6: imagine and write your own stories



Whole class: teacher: strong presence

Q1	Q2	Q3

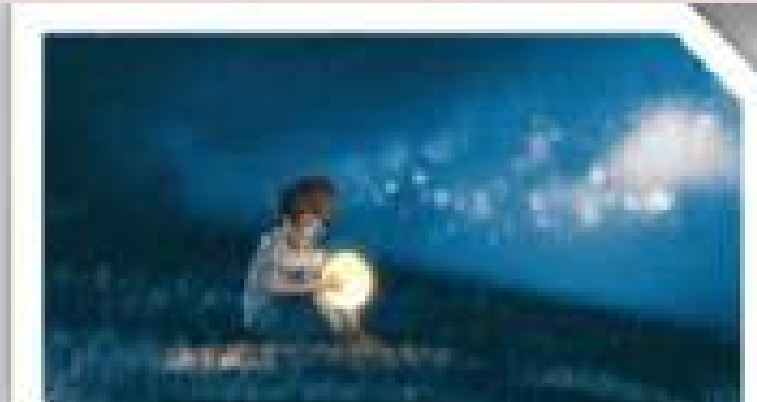
Q1	Q2	Comment	Comment



Whole class: teacher: low presence

Q1	Q2	Q3

Q1	Q2	Comment	Comment



Independently: teacher: feedbacks

Q1	Q2	Q3

Q1	Q2	Comment	Comment

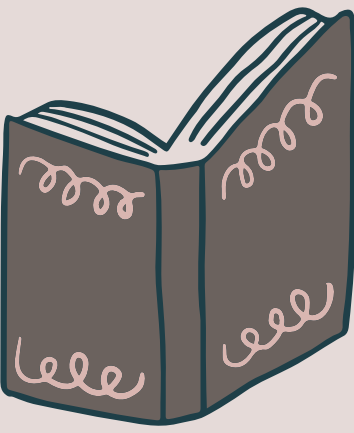


Independently: teacher: feedbacks

Q1	Q2	Q3

Q1	Q2	Comment	Comment

Important:



QUIZ



At the beginning of each lesson:
propose a quiz asking students
“What is the first strategy? And the
2nd strategy?”

TRANSFER



Regularly ask students if they have
used the strategies in another
writing situation



**Thank you for your
attention!**