

Optimal Learning Model for Problem – Solution

(This progression worked well in Jan-Feb, 2004 – Because this served as the introduction to Story Map Writing for the students, we only used the Aunt Eater stories. The repetition helped the students to gain self-confidence and understanding of the process – the questions to ask ourselves, the jobs of the sentences in the recipe, etc.)

Week 1	The Giant Jam Sandwich	Teacher Models (model the metacognitive strategy of thinking out loud – the questions we can ask ourselves to help our thinking for each step.) Teacher is as consistent as possible with the language so that it is reinforced through repetition, and eventually internalized by student.	Demonstration
Week 2	Aunt Eater Rides the Train	Teacher asks students questions (the metacognitive language) that guide them toward certain conclusions, and asks students to come up with sentences. Teacher writes student-generated sentences for whole class using the overhead projector, and students copy (for both Story Map and Paragraph)	Demonstration ↓ Shared Demonstration
Week 3	Aunt Eater Sees a Shadow	Same as Week 1 for Story Map. For paragraph, teacher helps class come up with Introductory and Concluding Sentences. Students write paragraphs on their own – using Story Map created by class.	Shared Demonstration
Week 4	Aunt Eater Collects her Mail	Same as Week 1 for Story Map. For paragraph, teacher helps class come up with Introductory and Concluding Sentences. Students write paragraphs on their own – using Story Map created by class.	Shared Demonstration

Week 5	Aunt Eater Solves a Mystery	Beginning and Ending boxes are done together as whole class (with the teacher's language helping to guide the students). Students then work on events individually (checking with teacher after each event). When Story Map is complete, teacher helps class come up with Introductory and Concluding Sentences. Students write paragraphs on their own.	Shared Demonstration ↓ Guided Practice
Week 6	Aunt Eater Follows a Sweater (missing ring)	Students come up with their own Beginning and Ending boxes (check with teacher before going on to Events). Students work on their own Events (checking with teacher after each event). Intro and Concluding Sentences talked about as whole class.	Guided Practice
Week 7	Aunt Eater Rides the Train (repeat if students need extra practice)	Students come up with their own Beginning and Ending boxes (check with teacher before going on to Events). Students work on their own Events (checking with teacher after each event). Intro and Concluding Sentences talked about as whole class, but each student works on his/her own and then checks with teacher.	Guided Practice ↓ Independent Practice
Week 8	Aunt Eater Tastes Some Soup (missing bone)	Students come up with their own Introductory and Concluding sentences.	Independent Practice (used as assessment)