

A :

E
C

: 2006

C

POISSONNIER Pascale
 Nursery School Marcel Ragnol, rue P de 54 NANCY
 Phone : 3 83 28 9 47
 School mail : .0541805 @ - -
 Contact person : 4@ .
 Classe(s) : **PS-MS** (1st and 2nd year)

BOUCHE Edith
 Salm Nursery School 5454 BA NANCY
 Contact person : E .B @
 Classe(s) : **PS-MS**

ANATRIELLO Laurence
 Nursery School Villebois
 Classe(s) : **MS**

CAMENT Danièle
 Nursery School Florian, rue des Tilleuls NANCY
 Phone : 3 83 53 24 4
 School mail : . @
 Contact person : @
 Classe(s) : **MS GS** (2nd and 3rd year in school)

GUERIN Joëlle
 Nursery School Montaigu 5441 NANCY
 Contact person : @
 Classe(s) : **MS GS**

HACOT Sylvie
 Nursery School Trois Fontaines 54 NANCY
 School mail : .0540874 -
 Classe(s) : **MS GS**

LUCAS Dominique
Nursery School 5441 CIREY sur
 Classe(s): **MS GS**

PADAR Monique
Nursery School Emile Gebha
 Classe(s): **MS GS**

MISSIOS Christine
Nursery School Marcel Pagnon /VILLERS LES NANCY
 Phone : 3 83 28 9 47
 School mail: [.0541805 @](mailto:_.0541805@)
 Contact person: :
 Classe(s): **GS**

SIEBERT Marie Angèle
Nursery School Paul Bert, Amers (ZEP)
 Phone : 3 83 55 14 12
 School mail: [.0541110 @](mailto:_.0541110@)
 Contact person: [.0541110 @](mailto:_.0541110@)
 Classe(s): **GS**

HENRY Solange
Nursery School Paul Bert, /DOEUVRE
ZEP
 Phone : 3 83 55 14 12
 School mail: [.0541110 @](mailto:_.0541110@)
 Contact person: [.0541110 @](mailto:_.0541110@)
 Classe(s): **GS**

BONNEAU Isabelle
Primary School Marcel Pagnon, rue va /LERS LES NANCY
 Phone : 3 83 28 28 5
 School mail: [.0541790 @](mailto:_.0541790@)
 Contact person: [. @](mailto:_.@)
 Classe(s) : **CP** (1st year in prim

TISSERAND Bénédicte
Primary School V.Hugo, 4, rue de r /18 HEILLECOURT
 Phone : 3 83 55 4 71
 Fax : 3 83 55 4 71
 School mail: [.0541904 @](mailto:_.0541904@)
 Contact person : [. @](mailto:_.@)
 Classe(s): **CP**

LEVERNIER Frédérique
Primary School Maréchal /Evrard 5414 JARVILLE
REP
 phone : 3 83 57 9 93
 School mail: [.0542005 @](mailto:_.0542005@)
 Contact person : [. @](mailto:_.@)
 Classe(s): **CP**

A :

(C 1

2)

EL HAKIMI Odette
 Primary School P Brossolette, 14 rue de la République, 545 Vandœuvre
 phone : 3 83 5 51 81
 Fax : 3 83 57 84 88
 School mail : .0542240@.
 School website :
 Contact person : @
 Classe(s): **CE1**



- Children don't understand like adults do, which means they ask questions uneasily. We want to make them enter what we think to be the « true » meaning whereas it is only our own perception and interpretation.
- Rewording in a more explicit way and confidence in the present rewording in favour of a better understanding. (telling stories true from the nursery school on).
- The reminding-rewording of a text by a teacher (with or without pictures) them (evocation language),
 - ▶ is a real learning situation,
 - ▶ gives the primary school teacher a model of how a child understands a story.
- The reminding activity can be done with a text written to be read (without pictures).
- In addition to this reminding activity, several activities can be used:
 - ▶ Debates after a questionnaire
 - ▶ Children's reactions to reminding
 - ▶ The use of pictures to help understanding
 - ▶ Drawings,
 - ▶ Explicit building of the text

Structures	Subjects
	F

- Understanding is not a simple process, it is a complex one that calls into one's own experience and knowledge.
- Understanding is not a simple process, it is a complex one that calls into one's own experience and knowledge.
- Each person has got its own interpretation of a text
- Every interpretation is possible as far as the text doesn't go against it.

Learning comprehension starts (Nursery school) and continues (Cycles 2 and 3) with the comprehension of texts read by the schoolteacher. [Official Curriculum]

A :

C 2)

(C 1

The rewording of a text by the child (or by a group of children) is an excellent means to work on comprehension and to compare different interpretations.

[M.E.N. Document on Evaluation CE2 2004]

1° E C E E E E

a) Difficulties due to situations

We often have difficulties understanding what children don't understand, because, for us, adults, it seems very easy.

When reminding texts, it appears that children don't always understand the reason why something happened and we are always surprised.

The multiplicity of characters and their interaction are difficulties to the understanding of a text, it is the same for the sequence of events (the simultaneity of events can be a problem).

b) Difficulties due to the vocabulary

Even if the reference universe and the vocabulary are explained beforehand, we are always surprised by the lack of comprehension of certain words and expressions which seem quite simple to us.

It seems that we have to correct the comprehension mistakes due to vocabulary after the reminding activity, working on the reference universe and the necessary knowledge to access the vocabulary.

The initial telling, by the many rewordings induced by the children's reactions, helps us get rid of these difficulties. A written version of the text can then be read.

c) Difficulties due to the notion of beginning and ending of a story

Some children don't know what « beginning » and « ending » of a story mean during the reminding activity.

They tell one fact that had a great impact on them.

The beginning is not the same for everyone, it is understood as the first action and not the introduction of the story.

Hence the importance in cycle 1 to choose simple books in terms of comprehension and vocabulary.

2° ED CA A AC CE

a) Choosing the story

When we work on a story with children, we must read the text many times beforehand, without the pictures to make sure that the text stands on its own and that pictures are not required to understand it or to explain vocabulary or reference universe.

Analysing the text beforehand is necessary to pinpoint the possible difficulties the child might be faced with.

b) Awaited Horizon, reference universe

For difficult text, it makes it easier to tell them the story before reading it.

A :

C 2)

(C 1

The teacher can :

- first, tell the story once, explaining with his own words according to the children's reactions (we noticed that children who are not accustomed to reading situations pay more attention to the teachers when they tell stories).
- then, read the written text.

c) **How to read the story**

From the first year in nursery school on, it is best to read the whole story without giving the title and without showing the pictures or the book cover (which gives hints) in order to accustom them to listen to words and to create mental images ; then, after a collective reminder, we can show the title, the cover and read with the pictures.

When the story is rewritten by the teacher, he must explain the children it is the same story.

It is better not to give the title because it gives hints to the children and can sometimes put them on false tracks.

We noticed that showing the pictures paralysed the reminding activity as the children would

A :

C 2)

(C 1

For the child to be at ease, he must have played with the microphone beforehand inside the classroom and listened to his voice.

It's necessary to have a quiet area inside school where the child is alone or with an adult during the reminding activity.

When children hear "reminders" from previous years (« what story is it? », « did you understand the same thing? ») they get more confident as it is a proof children can do « reminders » (it's not only the schoolteacher).

This practise develops one particular skill : comprehension self-regulation.

f) **Other ways to work on comprehension**

Reminders are not the only means to check the children 's comprehension.

When the child draws characters or one moment of the story, he starts thinking and he enters comprehension.

When the main character changes during the story and we ask the child to draw this character at the beginning and at the end of the story there is a problem with the beginning and the end (*Bon appétit Monsieur Lapin, La fée au long nez*).

We suggest children to draw the beginning and the end of the story together after a group discussion in order to help them.

Learning how to remind a story and learning how to draw a story is done in the same way. At the beginning, it's a collective work done with the schoolteacher : « To your opinion, what's the beginning of the story ? If we drew it, what would we do? ». Therefore, it becomes a guided activity, children say that the teacher is drawing.

g) **When a child doesn't get into a story, don't insist.**

It means that the story didn't have a symbolic dimension. **To check his comprehension level we can ask him to tell his favorite story.** We can measure his evocation vocabulary or language by asking him to tell something he actually lived.

3° E ECE

E ED E

We noticed that children have difficulties to remember stories we've told them if no links are made during the schoolyear and the school career (they get confused and mix different stories when they relate one story, with the wolf character for example): it is therefore important to work within a network and on a school schedule.

We can, indeed, choose the archetype of a character as a theme but we cannot limit our choices to this even with first years ; other criteria can be chosen like :

- Tricks not to be eaten
- Tricks to eat ...

(see work on networks).

We can say that some tales which cannot be overlooked like :

« the three bears », « the three little pigs », « the little red riding hood », « the little red hen », « roule galette »... can be read or told as soon as the first sections (PS) without doing any reminding activities. Moreover, the more you read these tales, the more things they understand.

A :

C 2)

(C 1

The school schedule allows the teacher to reactivate the memory of stories worked in the previous years and to link these stories together. In that way, the child gradually builds his literary culture.

The building of a personal reading notebook (*My favorite stories*) promote the access to culture.

4° E ECE F E F - EAD

We must not systematically do reminding activities.

Children need to « knit » the stories on their own.

The ideal is to have a moment every day to tell (it can be from pictures) or to read a story, which can be split up and introduced on several days (in nursery schools or primary schools). Of course, we must not tell a new story every day.

The teaching staff

E A A EDE C E E EA
DE A D F C C E 1 C C E 2»

1.

Our research places us in a third pedagogical issue: « didactics and knowledge meanings » of the PARI (academic forum of research and innovation).

Our research goals are the tricky implementation of a real learning of comprehension. Many studies show the limits of the traditional teacher's questioning to get expected answers; this work, initiated in nursery schools, is followed in cycle 2 by non less traditional silent reading questionnaires.

2.

The INRP research focuses on *progressively learning how to understand written texts from cycle 1 to cycle 2*. The importance of the reminding-rewording activity of oral stories first, then the writing of comprehension, defined as interpretation. The primary school research goes into this perspective. During training sessions where these reminding activities were introduced and tested, schoolteachers are faced with the limits of their own practices and they wonder how to implement new practices : what to do with more than those expected ? How to evaluate story reminders ? how to organize them to give a chance to every child?... This research was made to build, experiment and build tools in order to help schoolteachers implement « reminding activities » courses.

3.

At first we had to propose this research group to any volunteers, schoolteachers who had a previous training about PROG. Approximately 30 people in 7 districts of Meurthe Moselle were interested. But quickly, we faced organization problems (one group in the north and one group in the south were expected) and to build such a big research group was not possible in the end.

4. A

The experimenting year 2002-2003 happened to be very difficult regarding the initial choices we had made : volunteers were not officially recognized, small groups meeting without common goals...

In 2003-2004, a local initiative gave the opportunity to 15 teachers to participate in a training course (one week in January, then 2 days during 5 weeks) which launched the whole research project. We had some members from the first group and some others proposed by the districts. Therefore we had to federate the group around common didactic referents (mainly what we had learned from the PROG research). This change in the group brought a slight redirecting which was beneficial : some participants had done other courses than "PROG". Whereas we had first decided to work on read written text without pictures we finally enlarged the choice of materials to introduce stories and to learn comprehension.

The following two years(2004-2006), we made « card-indexes » from the many « story reminders » transcriptions we had done and from the results(heavy but necessary task to achieve regarding the research goals). The research orientation towards the creation of diversified tools was not compatible with a last year dedicated to writing.

5.

The first evolution was based on the choice of materials). The second evolution was based on evaluating the children's reminders when reading. These reminders disconcerted school teachers. In a story (symbolic dimension) never talked nonsense, but the situation happened to be rich. The many hours spent rewriting led to thorough analyses. This led us to add an important heading: *sometimes feel it's nonsense and yet the child works on the*

6.

Inspectors (Lunéville, Nancy 1, Vandœuvre, Villers) were informed from the beginning with the research project.

7.

After the initial training course sessions were organized the following years to continue the work. (2 days, 3 times a year for two years)

8.

Each group member took an active part in the research, the preparation of each session, choosing the stories, writing the reminders, writing the pedagogical devices implemented. One group member took part in the writing of the final report.

The group presented its work at conferences organised by the training institute (IUFM):

- Conference « Nursery school »
- Conference « PARI » 25 May

Our works dealing with the analysis of the stories and the reminders and the pedagogical devices helped the research group INRP-PRC. J-L Gaillard is a member of the "Outils d'évaluation-apprentissage" from the book *Mode au cycle 2*, released by Hatier Education, took our works into account.

Other published works: n° 30 "Les pratiques pédagogiques en formation initiale et continue", A. Delbrayelle, J-L Gaillard, J Rilliard "Apprentissage du langage aux cycles 1 et 2 : d'un modèle à la formation. Dans quelles pratiques langagières se transforment les représentations langagières ?".

8.

The whole project led to be positive on the personal and professional levels, for the teachers and the training sessions participants.

- On a didactic level, the tools produced during our project proved their validity during the evening training sessions. You can find them in the [redacted].

1. : refining the texts analyses criteria allowed us to determinate the potential comprehension difficulties. Locating these difficulties answers two extra purposes and opens other leads : in differentiation, we anticipate those difficulties to help the child enter the comprehension of the story ; we evaluate how the child copes with these potential difficulties and should this happen, propose targeted learning situations to help him overcome these difficulties.

2. ...er to take decisions and propose overcome targeted difficulties (self-regulation / learn to auto-control).

3. " ... : ... class ... present, for a same story, ... S ... reminders or children's words ... understand at different levels ... and what obstacles the ... common comprehension difficulty (... stories with reading and learning ... cannot avoid in the education ... (is document)).

- On pedagogical level, ... and « *the most beautiful didactic collection* ... *the material, temporal and pedagogical* ... proposed tools that were

1. ... PS to CE1.

2. ... introduces different means to make a class library work.

3. A ... , integrated in a school project, proposes stories from PS to GS, chosen to work on certain notions like archetypal characters. The same stories with some variations from one year to another.

- On a professional level, each member gained from the exchanges, the common work and they also looked at children in a new light thanks to the reminders transcriptions.

A few significant testimonies of these changes :

WHAT I GAINED FROM THIS RESEARCH

The possibility to exchange, to think, to question my own educational practices, in a group where everybody's word is respected, listened to, even if we sometimes disagree.

The stimulus of a project we can get our teeth into, based on thinkings and convictions, I could experiment in class right away and I could improve thanks to theoretical contributions directly linked to the questions I had in mind.

The confirmation of this necessary listening attitude we must have towards the child (deepened thanks to the recordings of the reminders) and this obligation to explain how I do in my head to do such and such things. A greater attention to his intellectual demarches.

A change in my practices as I integrated reminders and the learning of comprehension daily.

The importance of telling, starting with the youngest and accompanying the comprehension of this language, oral of course but yet, very different from « the here and now » language they use; another language close to writing which tells stories that always move children (and grown ups too). They can take what they want from these stories when they receive it. When I tell a story, I can see the children, their reactions, I can add a word right away to explain the one they didn't understand without stopping the story to make a complete explanatory note.

The conviction that it's important to take your time, to repeat things in this world of zapping.

This research project allowed me to

- + have contacts and exchanges about my job and other topics with colleagues that became friends,
- + to question my class practices, to listen to my pupils more carefully (to hear them first) thanks to the individual notes we took after the reading of a book,
- + search and search again : it's good for your head, isn't it ?

The PARI research helps me evaluate the children's oral language.

First reminder : diagnostic evaluation

Second and third reminder : Child's evolution throughout the year.

I discovered many albums and I really looked into the texts. Of course, I don't think I will type children's reminders all my life but having done it for three years made me understand how children worked. I also know that a child that doesn't talk or a child that moves a lot is not a child that will not understand. I also know that learning by heart is not the best way to understand things. Lots of small things which from start to end made this research very good to me.

My participation to this research project will remain a rewarding experience professionally and personally. It enriched my practices, my way of teaching but also my conception of what and how children learned.

J-Luc Gaillard