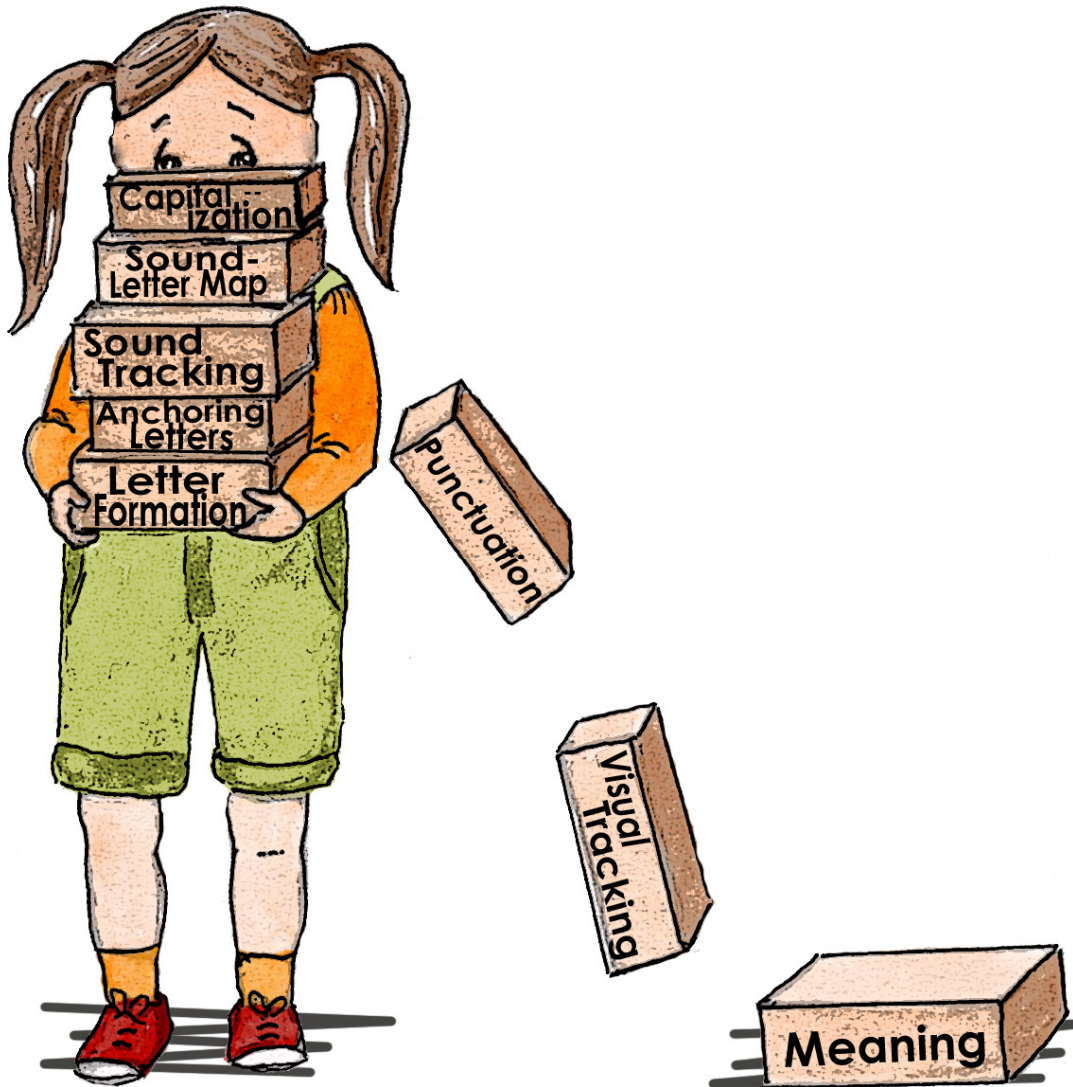# Lulu Learns to Write

A Graphic Metaphor

Lulu practices writing every week. There are so many things to learn! Grown-ups forget that just learning sounds and letters and how to put them on the line is a lot of hard work. There are so many skills to consolidate that mistakes are just a part of learning. But Lulu keeps practicing…

Thanks to lots of mini lessons, Lulu learns to consolidate some skills into one box. The more she practices, the fewer boxes she has to hold.

Pretty soon Lulu's foundational writing skills become automatic and eventually use very little cognitive workspace.

Lulu is awesome!

Lulu can do this because of the process known as the *Cognitive Load Theory*. Lulu uses this learning process when she learns her multiplication tables, takes her swimming lessons, or plays her cello.
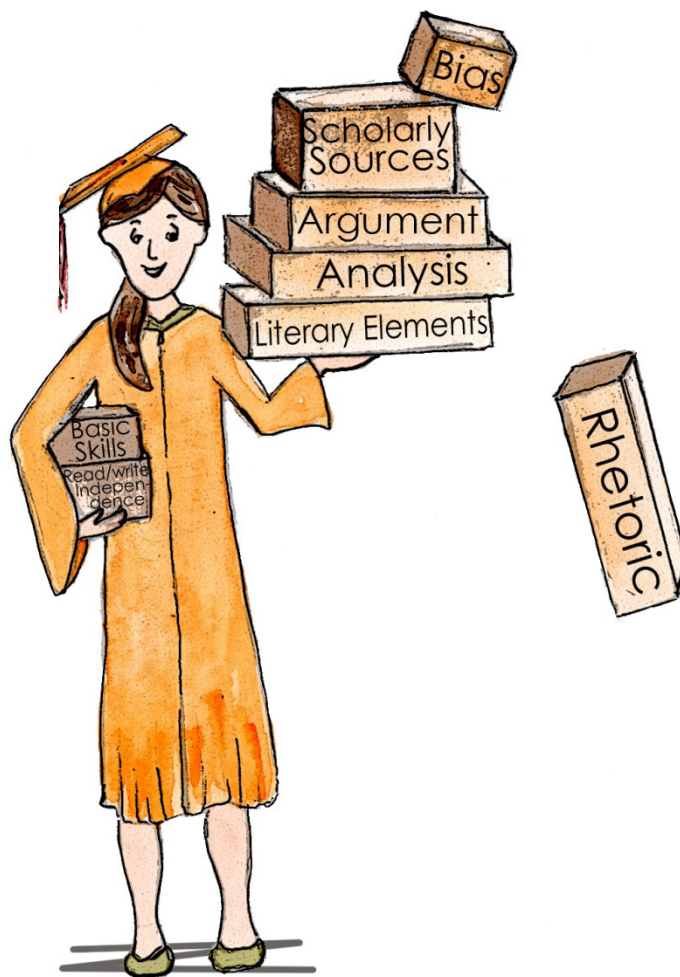
Maybe Lulu loves writing. She creates stories and imitates her favorite authors.

Or maybe she only tolerates writing. Yet, thanks to her writing practice, Lulu is ready for the advanced writing demands of secondary education.

The more she writes, the better she learns to juggle all these new demands. The more she advances, the more her foundational skills grow.

Now as Lulu is ready to face the world, she continues to coordinate and consolidate even more sophisticated writing skills. The more she learns, the more challenges she can master.

Congratulations, Lulu!

At every stage of Lulu's life, she knows she will never stop honing her writing skills. With life-long practice, she obtains higher and higher levels of cognitive thought, abstract analysis, and linguistic advancement.

Lulu will never stop reading and writing.

At any age, our reading and writing skills continue to advance with practice. Even into our 80s and 90s, the rich still get richer . . .

Cognitive Load Theory refers to the cognitive effort needed when learning, which taxes the working memory system. John Sweller, who coined the term, suggested reducing cognitive load for learning new tasks.