

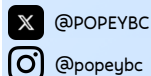


## Supporting Playful & Cross-Curricular Learning with Story Workshop

Tuesday, March 5th

8:30am -2:00 pm

Connect with us online!



Facilitator  
Lisa Thomas  
POPEY Program Manager



## Our learning objectives

Today we will share strategies, resources, and ideas to incorporate Story Workshop, loose parts, and materials into your primary literacy block, as we:

- ✓ nurture curiosity and joy as students build their identity as storytellers
- ✓ use big questions and mentor texts to inspire meaningful learning experiences
- ✓ make natural connections to reading and writing across curricular areas

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Throughout the day, we will engage in hands-on exploration of loose parts and provocations, engage in rich and reflective conversations, and consider how the stories we tell support our sense of identity and agency. POPEY will provide practical ideas that you will be able to use in your classroom right away.



## Shape of the Day

- 8:30-10:15am
  - ✓ Setting the stage for story workshop
  - ✓ Cross-curricular connections and big ideas
  - ✓ Fiction and nonfiction mentor texts to connect to science
  - ✓ Graphic organizers to bridge story workshop to writing
  - ✓ Gallery walks as community learning experiences – connect & reflect
- 10:30-12:00pm
  - ✓ The power of questions to guide our thinking, learning, and storytelling
  - ✓ The five elements of story workshop
  - ✓ Narrative nonfiction mentor texts to connect to social studies
  - ✓ Story creation into writing about our stories
  - ✓ Reflecting on your practice, planning for our final session (May 22nd)
- 12:30-2:00pm
  - ✓ Playful learning and the benefits of loose parts
  - ✓ Story workshop and connections to numeracy, SEL, art, nature, and writing
  - ✓ Reflect, discuss, plan, and share – looking back and looking ahead



## Why Story Workshop?

Story Workshop helps teachers work with students who exclaim they have nothing to write about during writing workshop.

Students start to understand that they:

- \* can be curious about the environment around them
- \* are competent communicators
- \* have important stories to tell
- \* can make connections to other people's stories
- \* have big emotions they can explore and share with others

Story Workshop is the confluence of meaning-making, play, and the arts.

Story Workshop: New Possibilities for Young Writers – MacKay



## The Five Elements of Story Workshop

### Preparation

organizing materials and environments specifically designed to support both the children's story creation and the teacher's research

### Provocation

the whole-group session that begins each story workshop, including a proposal the teacher introduces to the children to engage, sustain, and extend their interests and curiosity

### Invitation and negotiation

is the transition between provocation and creation; intended to support each child with a plan to get started

### Story creation

makes up the bulk of a session of story workshop; a time for using the arts and play as well as writing to make meaning, to imagine, to create, and to share stories

### Story sharing

brings closure to story workshop each day, and is a time for building community through story and reflection

Story Workshop: New Possibilities for Young Writers – Harris MacKay



## Loose Parts as Provocations in Story Workshop



When children interact with loose parts, they enter a world of "what if" that promotes the type of thinking that leads to problem solving and theoretical reasoning. Loose parts enhance children's ability to think imaginatively and see solutions, and they bring a sense of adventure and excitement to children's play.

–Daly & Beloglovsky in  
Loose Parts: Inspiring Play in Young Children





## Story making is world making

What **three words** do you feel are most important when it comes to supporting your students as **story tellers** and **world makers**?

Equity	Inventiveness	Meaning making	Creativity
Voice	Innovation	Emotional literacy	Generosity
Agency	Problem solving	Compassion	Hope
Empathy	Leadership	Humour	Care
Collaboration	Engagement	Interdependence	Power
Listening	Vision	Perspective taking	Uncertainty
Imagination	Trust	Community	Reading
Inquiry	Play	Connection	Writing
Curiosity	Art	Flexibility	Self-efficacy

What questions do these words inspire you to ask?

Discuss & share your three words with your table group

Adapted from: Story Workshop: New Possibilities for Young Writers – Harris MacKay



## Read, Reflect, Discuss & Connect...

Read through the Big Ideas for all subject areas for the grade(s) you teach.

Extra Handout:  
Curricular Big Ideas



- ✓ How do you use nonfiction read alouds with your students?
- ✓ How could story workshop support cross-curricular learning?
- ✓ How could story workshop support writing across the curriculum?
- ✓ Chat and share with your table group.
- ✓ Be ready to share one takeaway with me afterwards



## Read Aloud to Launch Story Workshop

### I Hear You, Forest

Kallie George + Carmen Mok



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## Using mentor texts to launch story workshop

**Questions:** If you listen carefully, what have you heard the forest say? What do your senses tell you?

Think about **2-3 things** you've **noticed**, **heard**, or **learned about** – in the forest – on a hike, a walk, or while camping.

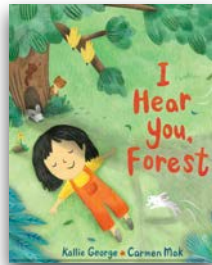
**Sharing – oral storytelling**

–Choose **one** of your things to describe, and share a brief description with your table group

**Finding & Creating Stories – loose parts**

–Using the loose parts available, tell your story

–Take a picture if you want to document it



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## Graphic Organizers & Story Workshop



Documenting story creation and building a bridge to writing...

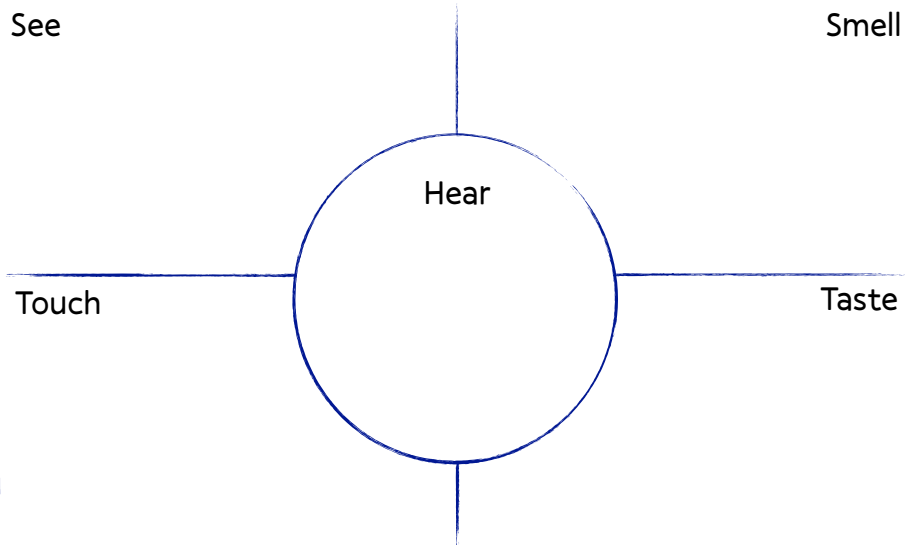
See?      Hear?      Touch?      Smell?      Taste?

Who?      What?      Where?      When?      Why?

Setting	Characters
Problem	Solution

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## Graphic Organizer - Using Your Senses



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## Reflect, Connect & Discuss - fiction and nonfiction

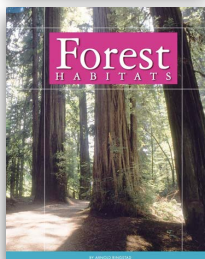
### Questions:

If you listen carefully, what have you heard the forest say? What do your senses tell you?

What plants and animals live in a forest?

How do forests change over the seasons? Do all forests change?

How do these books build on your thinking and ideas, and what forest stories do you want to tell?



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## Doing a Gallery Walk



Gallery Walks allow children to see themselves and their peers as sources of knowledge who can guide and shape their own and their peers' learning.

Gallery Walks that share work in progress enable children to look at and learn from the work of their peers, and to offer feedback to each other on how to move forward – a benefit to both the creator and the viewer.

Gallery Walks give young people the opportunity to develop their abilities to offer, accept, and negotiate different points of view, and to become more comfortable with the sometimes-sensitive topic of assessment.

[Opal School - Gallery Walks](#)

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"Play and art and story are tools that allow us to experiment with life and to take charge of it...we need to create opportunities for ourselves to witness the power of play in our classrooms..." -Susan Harris MacKay



Image from [Invitations to Play - An Introduction to the Reggio Emilia Approach](#)

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## Asking the right questions...

It's a small shift, but reframing our thinking from:  
 What can I learn **ABOUT** trees, plants, animals, land, water...  
 to:  
 What can I learn **FROM** trees, plants, animals, land, water...  
 is a powerful step towards a deeper connection to  
 – and respect for – all living entities.



Workshop by David Osorio & Krista Spence, Dr. Eric Jackman Institute of Child Study Lab School, OISE, University of Toronto  
 Transforming Students' Perspectives of the Natural World Through Land-Based Learning



## Connecting story workshop to Social Studies

### Questions:

What can I learn from Indigenous peoples about respecting diversity,  
 including respecting ourselves, plants, animals, and the land?

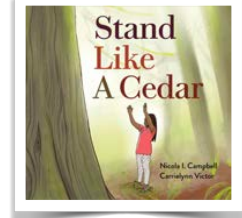
What can I learn **FROM** trees, plants, animals, land, water...?

### Sharing – oral connections

–Choose **one** of your noticings or takeaways from  
 the book and share it with your table group

### Finding & Creating Stories – loose parts

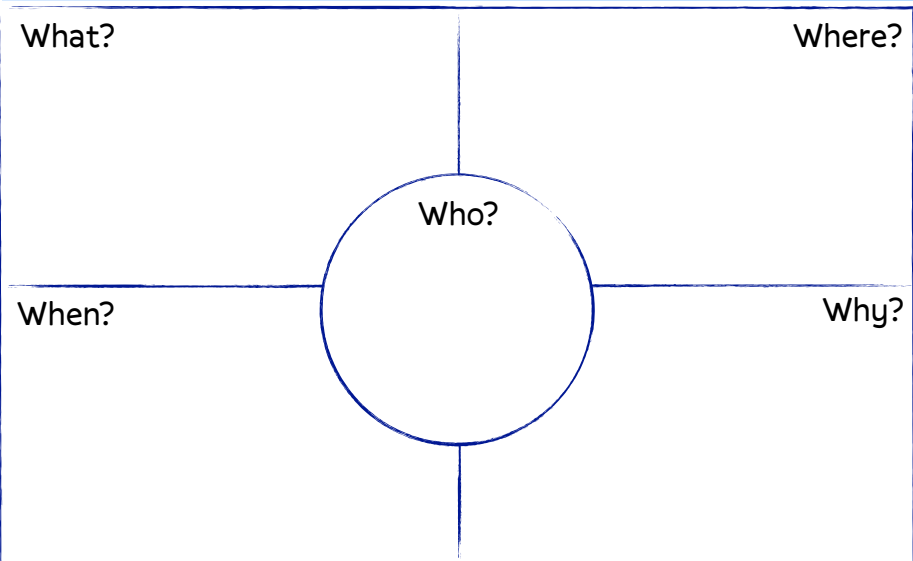
–Using the loose parts available, tell your story  
 –Take a picture if you want to document it



Stories and traditions about ourselves and our families reflect who we are and where we are from.  
 Healthy communities recognize and respect the diversity of individuals and care for the local environment.  
 Indigenous knowledge is passed down through oral history, traditions, and collective memory.  
 Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors.



## Graphic Organizer - documenting your story creation




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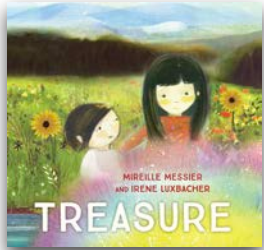
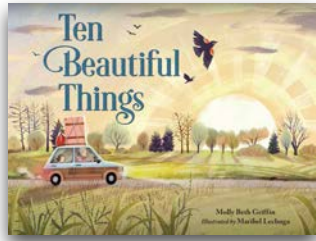




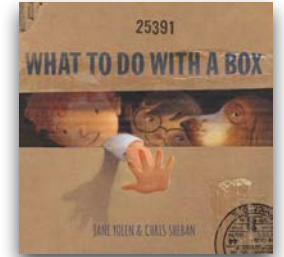
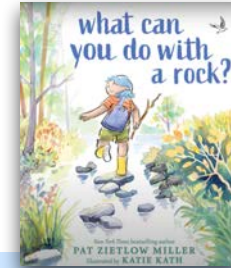
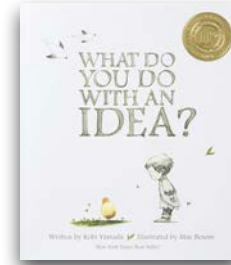
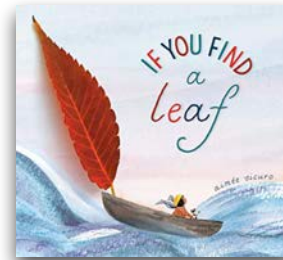




Read alouds to launch story workshop



Read alouds to launch story workshop



Story workshop in Kindergarten

Mentor Text: The Napping House

Question/Invitation: What happened next in the story? Document it on paper with paint.



They went outside and made a garden. - Raahat

Blank lined writing area for student responses.

## Story workshop in Kindergarten

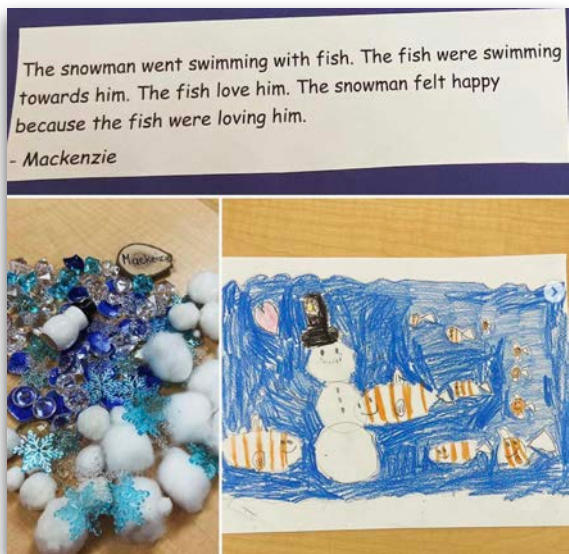
Mentor Text:  
Snowmen at Night

Question/Invitation:

What did your snowman do at night?

Build your story with materials.

Documentation: Draw a picture to tell the story that you made.



[Instagram: Seamless Day Kindy - SD53](https://www.instagram.com/seamlessdaykindy)



Claire Vipas-Potts  
@clairevpotts



We have been looking closely at the painting *The Starry Night*. We shared all the different things that we see, think and wonder. We realised that we all see something different. Using mixed media we recreated our own collaborative version by painting on tinfoil. [#aismlerns](https://twitter.com/aismlerns)



Claire Vipas-Potts, Reggio Inspired International Early Childhood Educator



## Students' collaborative version of *Starry Night*



Claire Vipas-Potts, Reggio Inspired International Early Childhood Educator



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## Todd Parr read aloud - Be Who You Are

QUESTION: What would a Todd Parr-style self-portrait look like?



Todd Parr - Be Who You Are

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## Todd Parr read aloud - Be Who You Are

QUESTION: What would a Todd Parr-style self-portrait look like?



brave, silly, excited, fun, confused, adventuresome, pretty, super, happy

Shannon Stewart's Kindergarten class - SD60

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## Supporting story workshop connections at home

### Inspire

- read, view or listen to a book
- explore outside using your senses
- learn something new in science, socials, math or any subject
- remember an experience at school, at home, on holidays
- retell how to do something...

### Create

- Using 'stuff' build a picture to explain your learning
- Move the stuff around to play out the story of your learning
- Play out the learning story one or more times adding stuff or using new stuff.
- Recreate the learning story with paints, pastels, crayons, clay, play-doh, sand, sidewalk chalk...

### Share

- tell someone the story
- draw the story by copying what you have created
- label the drawing with letters and words
- write a sentence to summarize the story
- write out the whole story
- video record the story as you play it out

Delta Learns - Story Studio at Home

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## Story workshop & playful engagement

Play is an avenue to these vibrant engagements that is the basis of all learning. As children engage with the world they delve into inquiries, generate new ideas, solve problems, and build theories of people, places, and materials. Providing time, space, and materials rich with possibilities for experimenting, imagining, and transforming allows children to create and explore in diverse ways based on their interests.

BC Early Learning Framework

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## Info Links

## Sources

[Opal School: Why Story Workshop?](#)

[Invitations to Play – An Introduction to the Reggio Emilia Approach](#)

[Vancouver Reggio Association – Story Workshop in the Grade 1 Classroom](#)

[Opal School – Translating Ideas Between Different Materials](#)

[Habitat Conservation Trust Fund Educational Resources](#)

[Opal School – Gallery Walks](#)

[Delta Learns – Story Studio at Home](#)

[BC Ministry of Education – ELA Curriculum](#)

[BC Early Learning Framework](#)

[Epic Books](#)

## Videos

[J Allair – Kindergarten Story Workshop inspired by Opal School](#)

[Opal School: Children on Play & Learning](#)

[Rights of Children – North American Reggio Emilia Association \(NAREA\)](#) [Opal School Video – Setting the Table](#)

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## Books & Presentations

## Sources

Shifting the Balance – Burkins & Yates

Units of Study in Reading – Calkins & The Reading and Writing Project

Loose Parts: Inspiring Play in Young Children – Daly & Beloglovsky

Story Workshop: New Possibilities for Young Writers – MacKay

Thinking Alongside Materials to Explore Numeracy & Place-Conscious Education: presentation by Matthew McBride, SFU, VSB

Storytelling and Story-Reading in Early Years – Medicott

Transforming Students' Perspectives of the Natural World Through Land-Based Learning: Workshop by David Osorio & Krista Spence, Dr. Eric Jackman Institute of Child Study Lab School, OISE, University of Toronto

A Teacher's Guide to Development Across the Day – Wright

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## Provincial Outreach Program for the Early Years



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