



### Supporting Playful K–2 Literacy Learning Through Story Workshop

Monday, January 15th

8:30am – 2:30 pm



### *Our learning objectives*

Today we will become more familiar and comfortable with Story Workshop, including how to start, and how to deepen practice, including...

- ✓ noticing the connections between Story Workshop and oral language development and writing
- ✓ exploring the connection between Story Workshop and the Early Learning Framework

Throughout the day, we will explore **loose parts** and **provocations**, engage in rich and reflective **conversations**, and consider how the **stories** we tell support our sense of **identity** and **agency**. We will provide **practical ideas** that you will be able to use in your classroom **tomorrow**.

### *Shape of the Day*



- 8:30–10:15am
  - ✓ Setting the stage and making connections
  - ✓ BC's ELA curriculum and the Early Learning Framework
  - ✓ Story workshop – the five elements; setting the table
  - ✓ Story workshop, oral language, and writing – building on ideas and connections
  
- 10:30–12:00pm
  - ✓ Connecting to mentor texts and being inspired by what we read
  - ✓ The role of play and loose parts as provocations
  - ✓ Asking the big questions – reflect, discuss, and plan
  - ✓ Using documentation to inform your practice
  
- 12:45–2:30pm
  - ✓ Playful pathways to engagement with materials and the world
  - ✓ Resources to support careful noticing and observation
  - ✓ Connecting to meaningful writing experiences
  - ✓ Story workshop at home – suggestions for families
  - ✓ Putting it all together – reflect, discuss, and plan your needs and next steps

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## Reflect & Share: What are your Big Questions?

Think of a **big idea** you are exploring with your students this year, or would like to explore with them before June. It might be related to Literacy, Science, Social Studies, Math, Art, or Music...

What is the **big question** you are inviting (or can invite) your students to **wonder** about?

Are there 3 – 4 **smaller questions** you are guiding (or can guide) your students as you **explore, discover, and reflect together**?

A beautiful question  
shapes a beautiful mind.  
-poet David Whyte

## Your Turn! Asking the Big Questions

Take some time for **reflection** and **table chats**, and see if you can come up with some questions for story workshop together.

- What can we learn about \_\_\_\_\_?
- How can you use \_\_\_\_\_ to \_\_\_\_\_?  
*(material) (explore, capture, imagine) (idea, question, experience)*
  - How can you use **watercolour** to **imagine** where stories come from?
  - How can you use **clay** to **capture** your reflections on today's discussion?
- What stories can we find in \_\_\_\_\_?  
*(material)*
- As you play, what stories will you find in \_\_\_\_\_?  
*(material)*

## Using Documentation to Inform Practice

**Consider Intentions:** What is your learning intention? What materials will you need? What provocations will you use? What will you invite the children to do?

**Prepare:** What do you want to gather more information about? What tools will you need? How will you position yourself to observe with an open mind?

**Observe:** Capture through notes, writing down children's dialogue, take photographs to support your memory.

**Interpret & Speculate:** What do you notice? What patterns do you see? What evidence do you see that supports your interpretation. What surprises or confuses you?

What documentation tools work for you?  
What can support story workshop for you?

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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.

### A bird flying

by Mattia, 3 years old

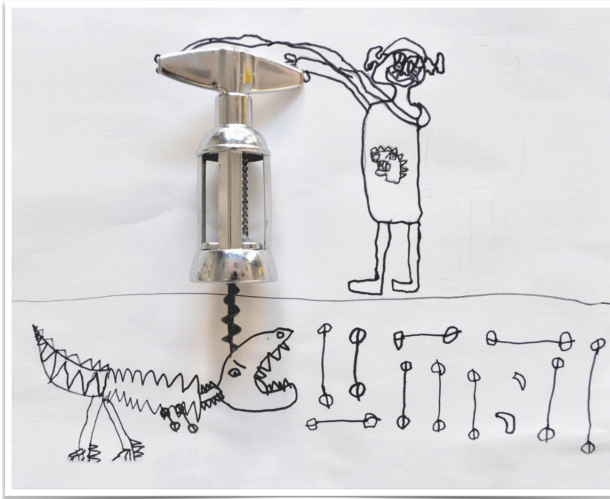


### Corkscrew drill

by Gianmaria, 5.7 years old

*"A paleontologist digging for dinosaur bones with a playstoric drill."*

The making of metaphor is a process that leads to unusual, unexpected and often original outcomes and that invites our thoughts to open up and expand...



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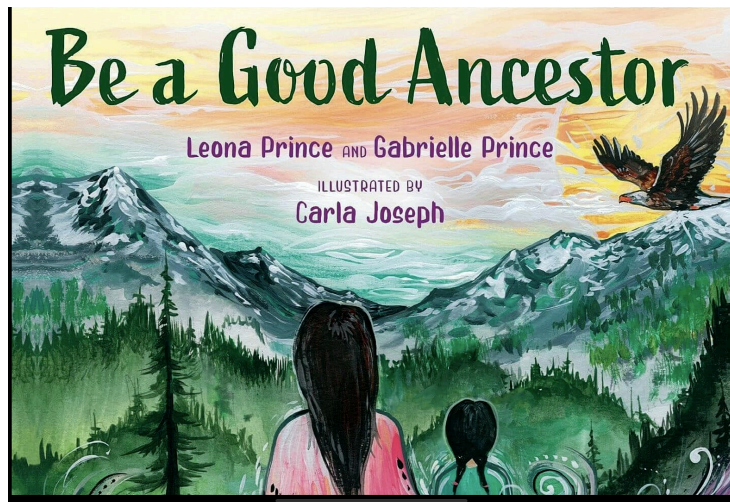
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**Making personal connections to place through story**



**Being a good ancestor in your community**



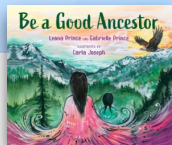
How can you use **loose parts** to **capture your respect for the natural world**?

- Use **loose parts** to create a representation of your region of BC.
- What parts of your environment need to be **cared for and protected**?
- How can you be a **good ancestor**?

Share in collaborative and reflective conversations with your colleagues as you each find your story.

How did using **these materials** **deepen your thinking** about this topic?  
What story did **these materials** **reveal** about **your relationship** with your environment?

**Reflection on working with the materials**



**Question:** What becomes **possible** when you take time to reflect?

- What did you notice?
- What did you wonder?
- How did using **different materials** help to **deepen** or **extend your thinking**?
- Compare the **qualities** of the **materials** you used. What are their **gifts**? Their **limitations**?
- What might happen if you explored the **same question** with **different materials**?

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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](#)

POPEY 

What kind of practices ensure that each child walks into the classroom each day knowing that they matter? That the work that goes on there each day couldn't happen without them - that it wouldn't be the same without them? We can ensure children learn how to live like they matter, and in so doing, explore what it feels like for ourselves. We can practice. We can write a new story. We can fulfill our commitment to offer joy, not to protect us from the hard stuff, but to find out what it means to move through it together.

-Susan Harris MacKay

## Sources

### Info Links

- [BC Ministry of Education – ELA Curriculum](#)    [Opal School: Why Story Workshop?](#)  
[BC Early Learning Framework](#)    [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](#)    [Delta Learns – Story Studio at Home](#)  
[Habitat Conservation Trust Fund Education – FREE Downloads of Tree Cards](#)

### Books

- Story Workshop: New Possibilities for Young Writers – MacKay  
Loose Parts: Inspiring Play in Young Children – Daly & Beloglovsky  
Storytelling and Story-Reading in Early Years – Medicott  
A Festive Thought: Visual Metaphor in Children's Learning Processes – Reggio Children Publishing

### Videos

- [Opal School Video – Setting the Table](#)    [Opal School: Children on Play & Learning](#)  
[J Allair – Kindergarten Story Workshop inspired by Opal School](#)  
[Rights of Children – North American Reggio Emilia Association \(NAREA\)](#)

POPEY 



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Program for the Early Years



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