




Supporting Playful & Cross-Curricular Learning with Story Workshop

Wednesday, February 28th

8:30am – 2:30 pm

Connect with us online!

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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 Grade 2 & 3 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

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.

Checking in - you and story workshop

How would you describe your prior experience and comfort level with Story Workshop?

1. Haven't tried it yet
2. Have tried it a bit
3. Feel pretty comfortable with it
4. Feel very comfortable with it

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



Margo's Story

Grade 1



The First Day the Dinosaurs and the Bunnies Raced By Margo

One beautiful sunny morning the dinosaurs wanted to race with the bunnies. So they decided to race in the forest. "One...two...three GO!" said the dinosaur and they went.

But when they raced the smallest dinosaur got lost and they went to look for him, and the biggest dinosaur found the smallest dinosaur. But the Dinosaur was stuck. So they dinosaurs had a good idea, they went to get scissors but the scissors didn't work. All the dinosaurs pulled and pulled and finally got the dinosaur out. The dinosaur was really happy and they invited their friends.

Vancouver Reggio Association – Story Workshop in the Grade 1 Classroom



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?

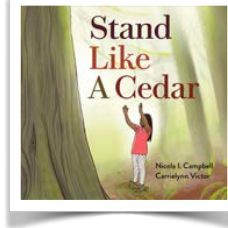
What can I learn **FROM** trees, plants, animals, land, water...?

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



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

What?

Where?



Who?

When?

Why?

Story Sharing

Each session of story workshop ends with a whole-group reflection on the work that happened during story creation

- it's a time for zooming in, paying attention, listening, and making connections
- it's a journey to explore the territory of understanding, imagination, curiosity, and empathy

Writing Workshop Connection: Author's Chair

one child sharing a piece of writing, sometimes to get feedback from peers (compliments, questions, or suggestions); or a few children are asked to share what they tried in their own writing; or small groups or pairs share with each other from their ongoing work

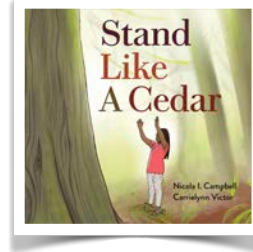
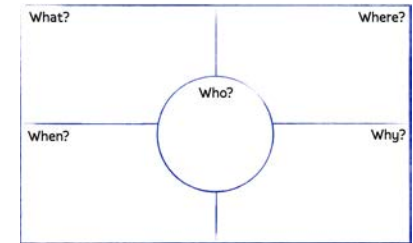
Engaging in story sharing by focusing on connection

It takes time to learn to listen deeply.
We can ask questions like:

- Who was reminded of their own story?
- What pictures did you make in your mind?
- What are you wondering?
- How did the story make you feel?
- Do you have any connections?
- What inspired you?
- What does listening sound like, look like, and feel like?
- How do you feel when someone listens to you?
- What do you do when you get stuck?
- Why do people tell stories?

Story Sharing - share your graphic organizers

At your tables, take turns sharing what you wrote on your graphic organizers.



- How did the story make you feel?
- What connections did you make?
- What inspired you?
- What might be your next step?

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?

Reflect, Connect & Share

What are you **noticing** or **wondering** about, in relation to these five elements of story workshop?

1. Preparation
2. Provocation
3. Invitation & Negotiation
4. Story Creation
5. Story Sharing

Reflect on the information just shared and connect it with your own personal **story workshop** experiences, and share your **thoughts, questions, ideas** etc. with your table group.

The Value of Loose Parts

Reflect & Discuss

- ✓ promote active learning
- ✓ deepen critical thinking
- ✓ promote divergent and creative thinking
- ✓ support developmental domains –
 - ★ physical development
 - ★ social-emotional development
 - ★ cognitive development
- ✓ are developmentally inclusive
- ✓ promote a wide range of play –
 - ★ functional play
 - ★ constructive play
 - ★ dramatic and symbolic play
- ✓ are sustainable and economically feasible
- ✓ support the curriculum –
 - ★ math, language/literacy, science, art, dramatic and symbolic play, sensory exploration, movement and music



Grade 1 Students on Story Workshop

“I like doing lots of things like making cool stories and getting to write and draw, it’s fun” – Taylor

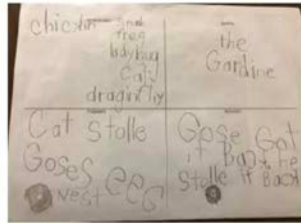
“I like to build stories with my hands” – Luke

“It’s fun to make stories with friends, they help make my story better” – Maeve

“Because you already have a picture it helps you write.” – Ryan

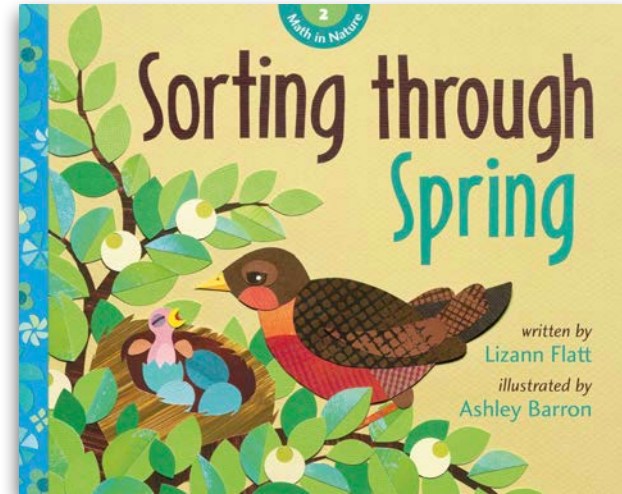
“Well you make stories with different materials, it helps you to write stories because it gives your brain ideas.” – William





The Garden
By Kate

Once there was a garden. One night in the garden there was 1 chicken, 1 cat, 1 snake, 1 frog, 1 lady bug, 1 dragon fly. The cat stole the chicken's egg and chicken stole it back.



Objects and shapes have attributes that can be described, measured, and compared - Grade 2 Math
The likelihood of possible outcomes can be examined, compared, and interpreted - Grade 3 Math

Story workshop and math

Questions:

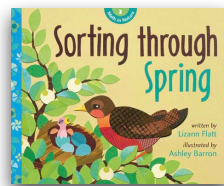
Can you find a Spring story in the loose parts at your table?
How might numbers, patterns, or shapes live in this story?

Sharing - oral connections

-Choose **one** math connection or takeaway 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



Objects and shapes have attributes that can be described, measured, and compared - Grade 2 Math

The likelihood of possible outcomes can be examined, compared, and interpreted - Grade 3 Math

Regular changes in patterns can be identified and represented using tools and tables - Grade 4 Math

Horizontal lines for writing answers to the questions.

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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Info Links

[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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