



# Provincial Outreach Program for the Early Years



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

Wednesday, February 28th

8:30am - 2:30 pm

Connect with us online!



@POPEYBC



@popeybc

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

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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.

## *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

# What is Story Workshop?

Adults invite children to imagine, write, edit, revise, publish, and share their stories. Prepared spaces and organized materials inspire and entice children to overflow with thoughts and ideas and memories and imagination.



“Stories are maps  
of your life.”  
-Kellen, age 4



# What is Story Workshop?

Story Workshop **invites** children to **show** and to **tell** us what **makes sense** to them

- ✓ it is grounded in the stories children bring to school – real and imagined
- ✓ it encourages writing from those stories
- ✓ it supports children to develop an authentic relationship between their experiences and the way they choose to create and tell stories about them
- ✓ these tellings, in a variety of forms, nurture listening
- ✓ the reciprocity of storytelling and listening allows students to know themselves and each other better
- ✓ students learn that stories help us find each other, and that writing is a powerful tool for connection

# 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.

# *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 & Provocations



★ What story can these colours tell?



## *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 workshop examples



Question:  
What's a wonderful memory of a special place?



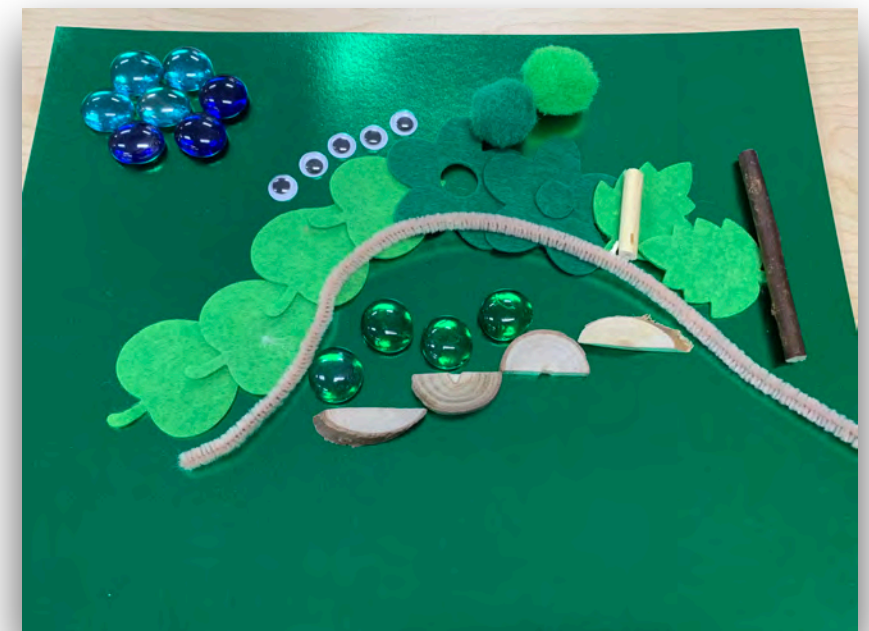
a camping trip



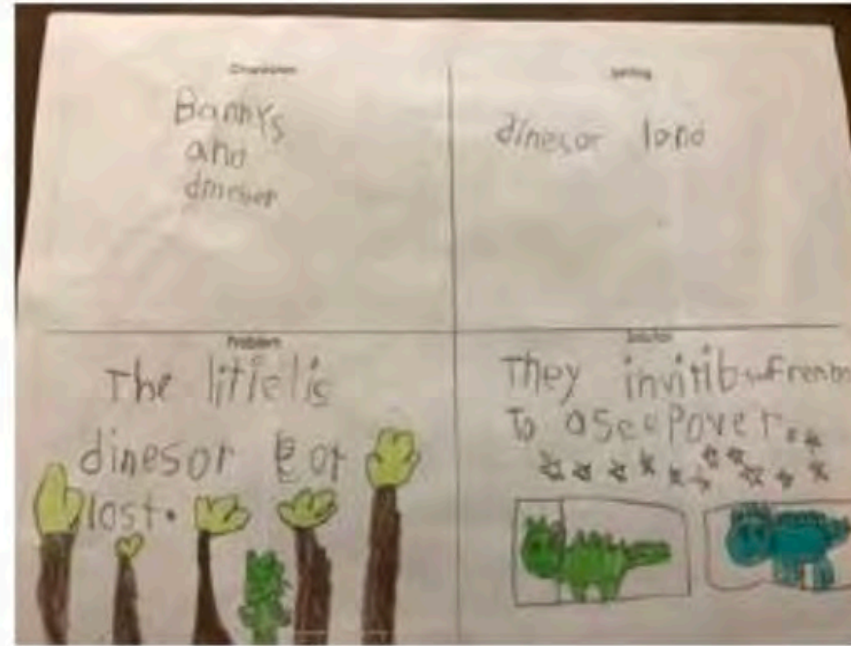
my grandparents' cabin on the lake



a family hike in the mountains







## 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.



# Graphic Organizer - Story Elements

Characters

Setting

Problem

Solution

# 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**?

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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

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What questions do these words inspire you to ask?

**Discuss & share your three words with your table group**

# Cross-Curricular Big Ideas - Grades 2, 3 & 4



## Big Ideas - Grade 2

Subject	Big Idea	Subject	Big Idea
Arts Education	Creative expression develops our unique identity and voice.	Mathematics	Numbers to 100 represent quantities that can be decomposed into 10s and 1s.
Arts Education	Inquiry through the arts creates opportunities for risk taking.	Mathematics	Development of computational fluency in addition and subtraction with numbers to 100 requires an understanding of place value.
Arts Education	Dance, drama, music, and visual arts are each unique languages for creating and communicating.	Mathematics	The regular change in increasing patterns can be identified and used to make generalizations.
Arts Education	People connect to the hearts and minds of others in a variety of places and times through the arts.	Mathematics	Objects and shapes have attributes that can be described, measured, and compared.
Applied Design, Skills and Technologies	Designs grow out of natural curiosity.	Mathematics	Concrete items can be represented, compared, and interpreted pictorially in graphs.
Applied Design, Skills and Technologies	Skills can be developed through play.	Science	Living things have life cycles adapted to their environment.
Applied Design, Skills and Technologies	Technologies are tools that extend human capabilities.	Science	Materials can be changed through physical and chemical processes.
English Language Arts	Language and story can be a source of creativity and joy.	Science	Forces influence the motion of an object.
English Language Arts	Stories and other texts connect us to ourselves, our families, and our communities.	Science	Water is essential to all living things, and it cycles through the environment.
English Language Arts	Everyone has a unique story to share.	Social Studies	Local actions have global consequences, and global actions have local consequences.
English Language Arts	Through listening and speaking, we connect with others and share our world.	Social Studies	Canada is made up of many diverse regions and communities.
English Language Arts	Playing with language helps us discover how language works.	Social Studies	Individuals have rights and responsibilities as global citizens.
English Language Arts	Curiosity and wonder lead us to new discoveries about ourselves and the world around us.		
English Language Arts	Curiosity and wonder lead us to new discoveries about ourselves and the world around us.		



For more information and resources visit: [hctfeducation.ca](http://hctfeducation.ca)  
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## Big Ideas - Grade 3

Subject	Big Idea	Subject	Big Idea
Arts Education	The mind and body work together when creating works of art.	Mathematics	Fractions are a type of number that can represent quantities.
Arts Education	Creative experiences involve an interplay between exploration, inquiry, and purposeful choice.	Mathematics	Development of computational fluency in addition, subtraction, multiplication, and division of whole numbers requires flexible decomposing and composing.
Arts Education	Dance, drama, music, and visual arts are each unique languages for creating and communicating.	Mathematics	Regular increases and decreases in patterns can be identified and used to make generalizations.
Arts Education	The arts connect our experiences to the experiences of others.	Mathematics	Standard units are used to describe, measure, and compare attributes of objects' shapes.
Applied Design, Skills and Technologies	Designs grow out of natural curiosity.	Science	Living things are diverse, can be grouped, and interact in their ecosystems.
Applied Design, Skills and Technologies	Skills can be developed through play.	Science	All matter is made of particles.
Applied Design, Skills and Technologies	Technologies are tools that extend human capabilities.	Science	Thermal energy can be produced and transferred.
English Language Arts	Language and story can be a source of creativity and joy.	Science	Wind, water, and ice change the shape of the land.
English Language Arts	Stories and other texts help us learn about ourselves, our families, and our communities.	Social Studies	Learning about indigenous peoples nurtures multicultural awareness and respect for diversity.
English Language Arts	Stories can be understood from different perspectives.	Social Studies	People from diverse cultures and societies share some common experiences and aspects of life.
English Language Arts	Using language in creative and playful ways helps us understand how language works.	Social Studies	Indigenous knowledge is passed down through oral history, traditions, and collective memory.
English Language Arts	Curiosity and wonder lead us to new discoveries about ourselves and the world around us.	Social Studies	Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors.



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## Big Ideas - Grade 4

Subject	Big Idea	Subject	Big Idea
Arts Education	Creative expression is a means to explore and share one's identity within a community.	Mathematics	Fractions and decimals are types of numbers that can represent quantities.
Arts Education	Artists experiment in a variety of ways to discover new possibilities.	Mathematics	Development of computational fluency and multiplicative thinking requires analysis of patterns and relations in multiplication and division.
Arts Education	Dance, drama, music, and visual arts are each unique languages for creating and communicating.	Mathematics	Regular changes in patterns can be identified and represented using tools and tables.
Arts Education	Exploring works of art exposes us to diverse values, knowledge, and perspectives.	Mathematics	Polygons are closed shapes with similar attributes that can be described, measured, and compared.
Applied Design, Skills and Technologies	Designs can be improved with prototyping and testing.	Mathematics	Analyzing and interpreting experiments in data probability develops an understanding of chance.
Applied Design, Skills and Technologies	Skills are developed through practice, effort, and action.	Science	All living things sense and respond to their environment.
Applied Design, Skills and Technologies	The choice of technology and tools depends on the task.	Science	Matter has mass, takes up space, and can change phase.
English Language Arts	Language and text can be a source of creativity and joy.	Science	Energy can be transformed.
English Language Arts	Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.	Science	The motions of Earth and the moon cause observable patterns that affect living and non-living systems.
English Language Arts	Texts can be understood from different perspectives.	Social Studies	The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada.
English Language Arts	Using language in creative and playful ways helps us understand how language works.	Social Studies	Interactions between First Peoples and Europeans lead to conflict and cooperation, which continues to shape Canada's identity.
English Language Arts	Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.	Social Studies	Demographic changes in North America created shifts in economic and political power.
		Social Studies	British Columbia followed a unique path in becoming a part of Canada.



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# Read, Reflect, Discuss & Connect...

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

Extra Handout:  
Curricular Big Ideas

Subject	Big Idea	Subject	Big Idea
Arts Education	The mind and body work together when creating works of art.	Mathematics	Fractions are a type of number that can represent quantities.
Art Education	Creative experiences involve an interplay between appreciation, inquiry, and personal choice.	Mathematics	Development of computational fluency in addition, subtraction, multiplication, and division of whole numbers requires flexible decomposing and composing.
Arts Education	Dance, drama, music, and visual arts are each unique languages for creating and communicating.	Mathematics	Regular increases and decreases in patterns can be identified and used to make generalizations.
Arts Education	The arts connect our experiences to the experiences of others.	Mathematics	Standard units are used to describe, measure, and compare attributes of objects/figures.
Applied Design, Craft and Technology	Designs grow out of natural curiosity.	Science	Using things are diverse, can be grouped, and placed in their categories.
Applied Design, Craft and Technology	Skills can be developed through play.	Science	All matter is made of particles.
Applied Design, Craft and Technology	Technologies are tools that extend human capabilities.	Science	Theoretical energy can be produced and transferred.
Applied Design, Craft and Technology	Language and story can be a source of creative analysis.	Social Studies	While water and air change the shape of the land.
English Language Arts	Stories and other texts help us learn about ourselves, our families, and our communities.	Social Studies	Learning and Indigenous peoples makes multicultural awareness and respect for diversity.
English Language Arts	Stories can be understood from different perspectives.	Social Studies	People from diverse cultures and societies share some common experiences and aspects of life.
English Language Arts	Using language to create and play is how we learn to understand how language works.	Social Studies	Indigenous knowledge is passed down through oral history, traditions, and collective memory.
English Language Arts	Curiosity and wonder lead us to new discoveries about ourselves and the world around us.	Social Studies	Indigenous societies throughout the world use the sun, stars, and seasons.

- ✓ How do you use nonfiction read alouds with your students?
- ✓ How could story workshop support cross-curricular learning?
- ✓ 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



# 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?

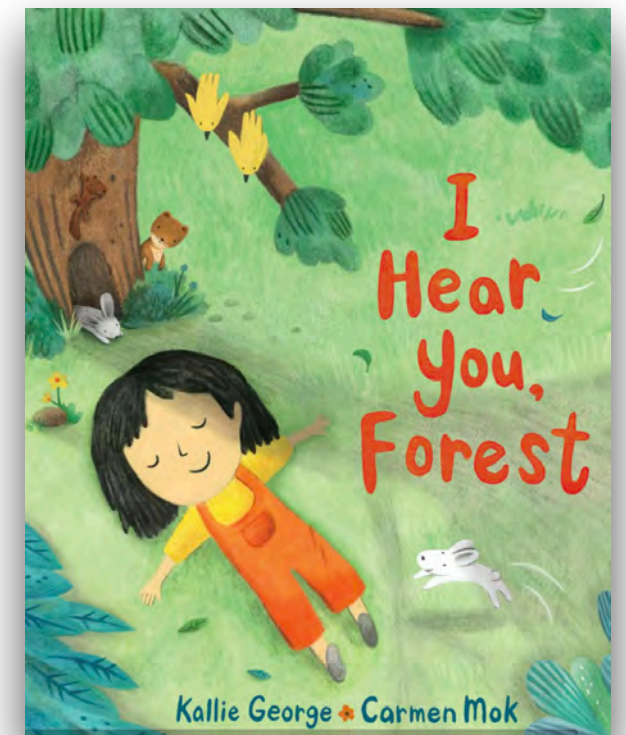
Think about **2-3 things** you've **noticed, heard,** or **learned about** – in the forest – on a hike, a walk, or while camping.

## Sharing – oral storytelling

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

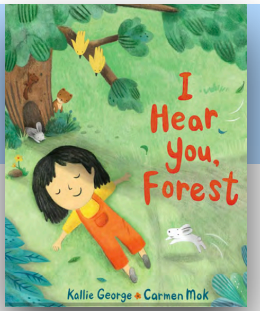
## Finding & Creating Stories – loose parts

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





# 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

# Graphic Organizer - Using Your Senses

See

Smell

Hear

Touch

Taste

# Graphic Organizer - Questions to Guide Your Writing

What?

Where?

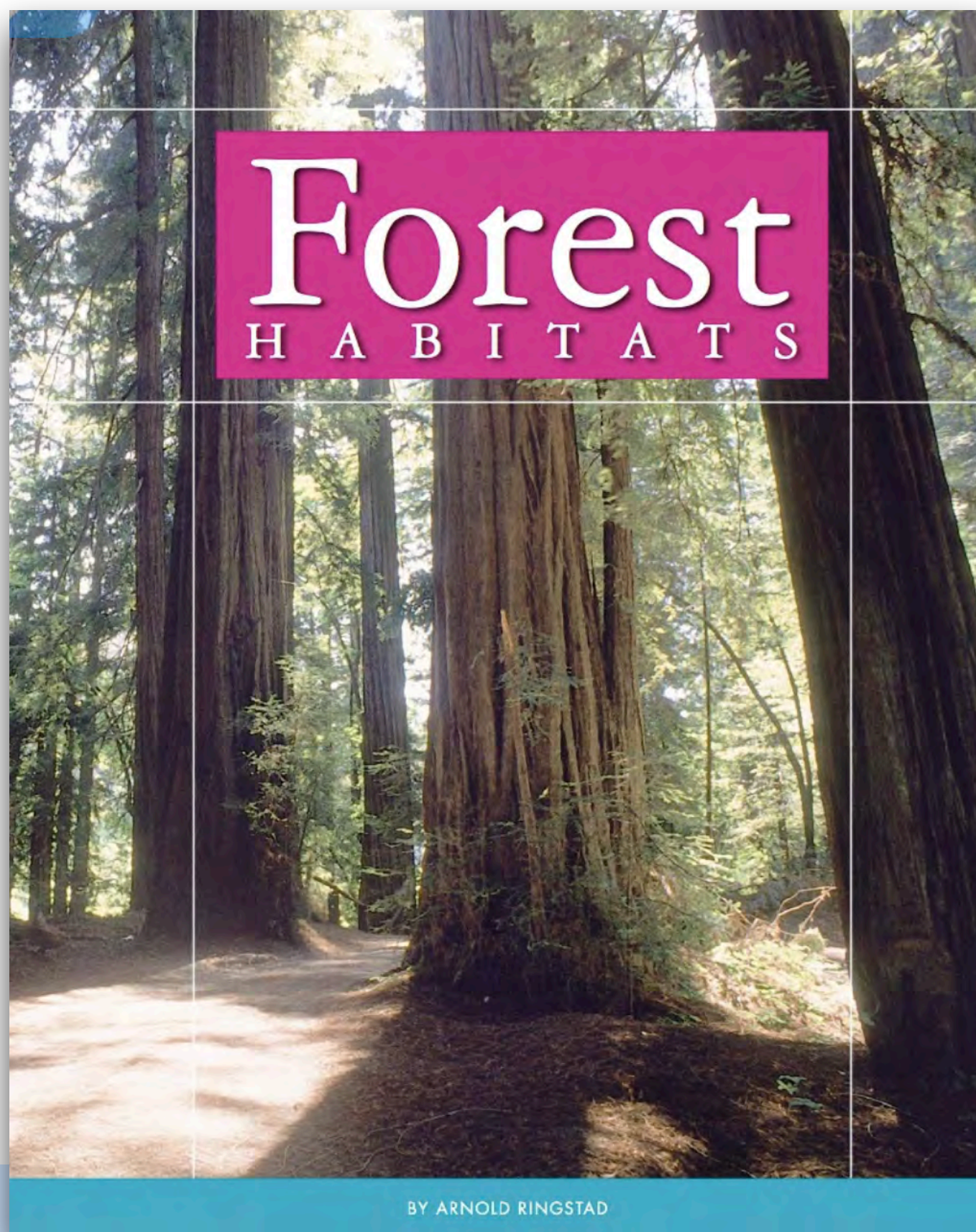
Who?

When?

Why?



# *Nonfiction mentor texts - cross-curricular connection*





# Graphic Organizer -

“What is this book teaching me?”

Topic



WOW Facts!

- ✓ Forests cover 1/3 of the land on Earth
- ✓ Deciduous forests are the only type with four seasons
- ✓ Animals can eat plants or other animals in the forest.

Vocabulary & Key Words

- ✓ canopy
- ✓ boreal
- ✓ coniferous
- ✓ deciduous
- ✓ nutrients
- ✓ undergrowth
- ✓ equator
- ✓ precipitation

Questions?

- ✓ What do different types of forests look like?
- ✓ What plants & animals live in the forest?
- ✓ What adaptations do animals use?

Living things have life cycles adapted to their environment – Grade 2 Science

Living things are diverse, can be grouped, and interact with their ecosystems  
– Grade 3 Science

All living things sense and respond to their environment – Grade 4 Science

# Reflect, Connect & Discuss - fiction and nonfiction

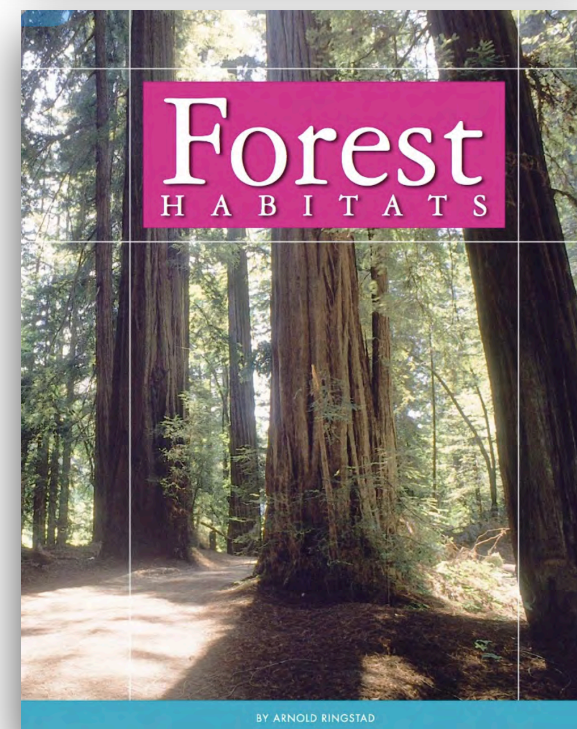
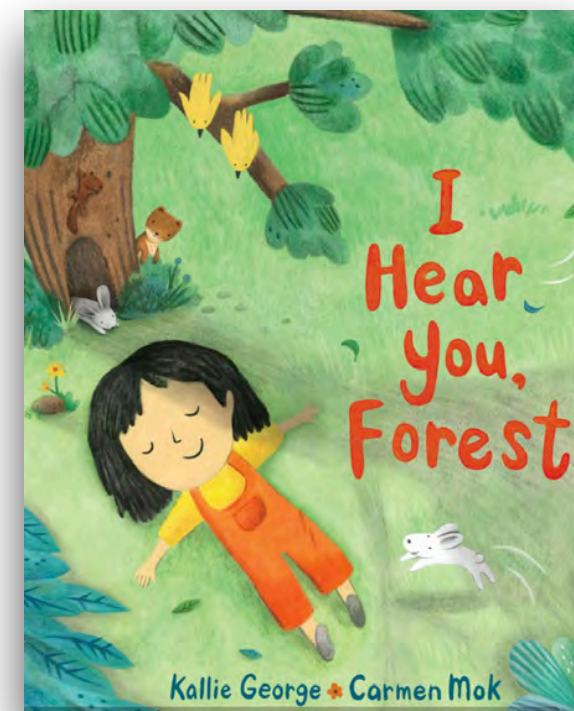
## Questions:

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?



## 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.



## Before the Break: Reflect & Discuss

Reflect on the story workshop process you engaged in, as well as the collaborative conversations as you worked alongside your colleagues to each find your story.



- ✓ What are your early impressions, connections, wonderings...?
- ✓ How did using these materials deepen or focus your thinking?
- ✓ What story lived inside these materials – for you?
- ✓ Chat and share with your table group.

Read through Opal School's overview of Gallery Walks

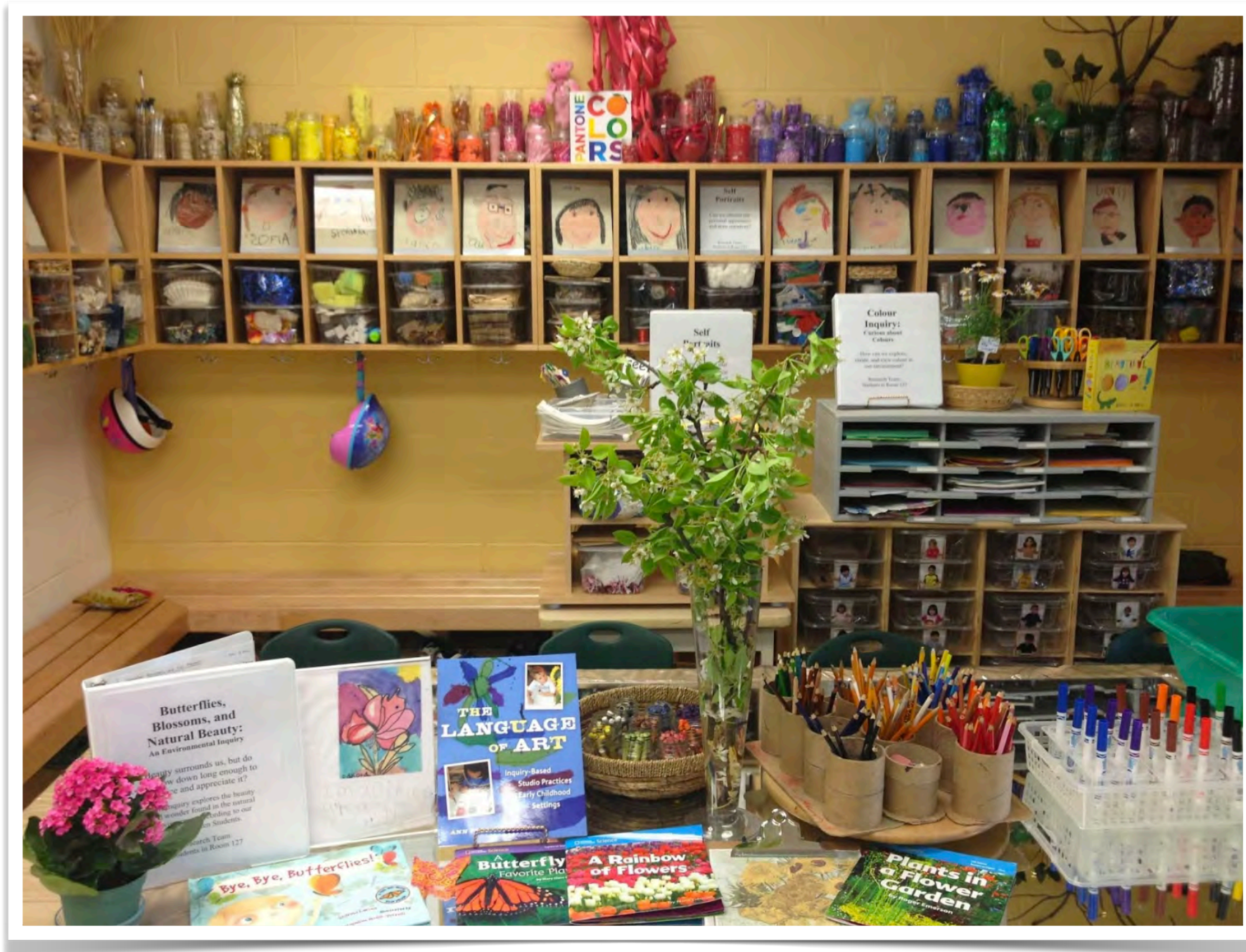
As we go to break, we'll do a [gallery walk](#) and check out each others' creations.

Extra  
Handout:

Gallery  
Walks



“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



# The Power of Questions

Story workshop is a structure and approach that supports language and literacy development. Adults work alongside children as they explore prepared environments and experiences and share stories.

Together with our students, we wonder..

Where do stories live?

What stories do I want the world to hear?

What stories do I need to tell?

How do stories influence me and our community?

How do my stories become part of my community, and how do the stories of others in my community become a part of me?



## *The power & expansiveness of a thoughtfully crafted question*

What stories live within...?

What do you notice when...?

What do you wonder about...?

What is the relationship between...?

What are the connections between...?

What happens when...?

How do these materials help you think about...?

Where do we see \_\_\_\_\_ in the world?

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



# *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

# Preparation

There are two kinds of preparation:

## 1. Setting intentions and documenting

Getting ourselves ready to LISTEN to children, meet them where they are, and learn alongside them

## 2. The physical space

Organizing a physical environment that supports research, relationship, and the construction of meaningful language and literacy.

“We are preparing ourselves for stories”

## Writing Workshop Connection

interesting paper, journals, good writing materials, staplers, tape, interesting office supplies, stapled blank books, clipboards, alphabet charts, personal dictionaries, folders...

# Provocation

## Invite children to play with ideas

- offering a proposal to children to engage, sustain, and extend their interests and curiosity as they begin the workshop
- like mini-lessons in writers' workshop – they both ready the children to use their independent time constructively
- a kind of prediction that a teacher makes – a hunch about what will spark and sustain children's curiosity

It's like a game of ball toss between teacher and children.

### Example & Context:

**longer term learning goal:** becoming more familiar with literary nonfiction in order to inspire students' own writing

**smaller goal:** exploring the topic of forests



# Invitation & Negotiation

## Overview & Expectations

- giving a daily overview of the materials available
- the teacher and students make agreements about where each child will get started and spend their time during story creation
- the teachers check in, listen, nudge, encourage, and hold children accountable each day
- the child and their work meets up with the teacher and their research, in genuine relationship and authentic inquiry

It's a moment to play with each child individually

## Writing Workshop Connection:

**transitioning to independent work** teachers take care to help children focus as they head to work; children may be asked to state an intention before they head to work

# *What invitation and negotiation sounds like*

- What's your plan? What are you working on?
- Where will you find your story?
- What part of your story are you working on?
- What materials are you going to use? What tools do you need?
- You used blocks yesterday and got stuck. What new material might help you get unstuck today?
- How will you capture your story?
- Would you like to start by telling a friend what you've got so far?
- What are you struggling with and how can I help you?
- What will you do if you get stuck?

# Story Creation

Independent work time devoted to using the arts, play, and writing to make meaning

- children play with materials (including art media), talk to each other, and tell and write stories
- teachers work with small groups and individuals, as they explore patterns, connections, and relationships through the arts and play
- young authors construct and share meaning – to make sense of their relationship to the world through story

Teachers create the conditions that promote 'relaxed alertness'

## Writing Workshop Connection:

teachers use children's own writing to teach writing skills and strategies; children are invited to write like readers and read like writers; children gain important skills through writing and then reading their own words



# Supporting Children Through Story Creation

When talking with children about their stories, use supportive language...

- Can you tell me more about...?
- I notice...
- That reminds me of...
- Your story makes me feel...
- I wonder... (where that idea came from, what will happen next, how that character felt)
- What would you like to do next?
- How do you plan to capture that story?
- What tools do you need?
- I look forward to hearing more!

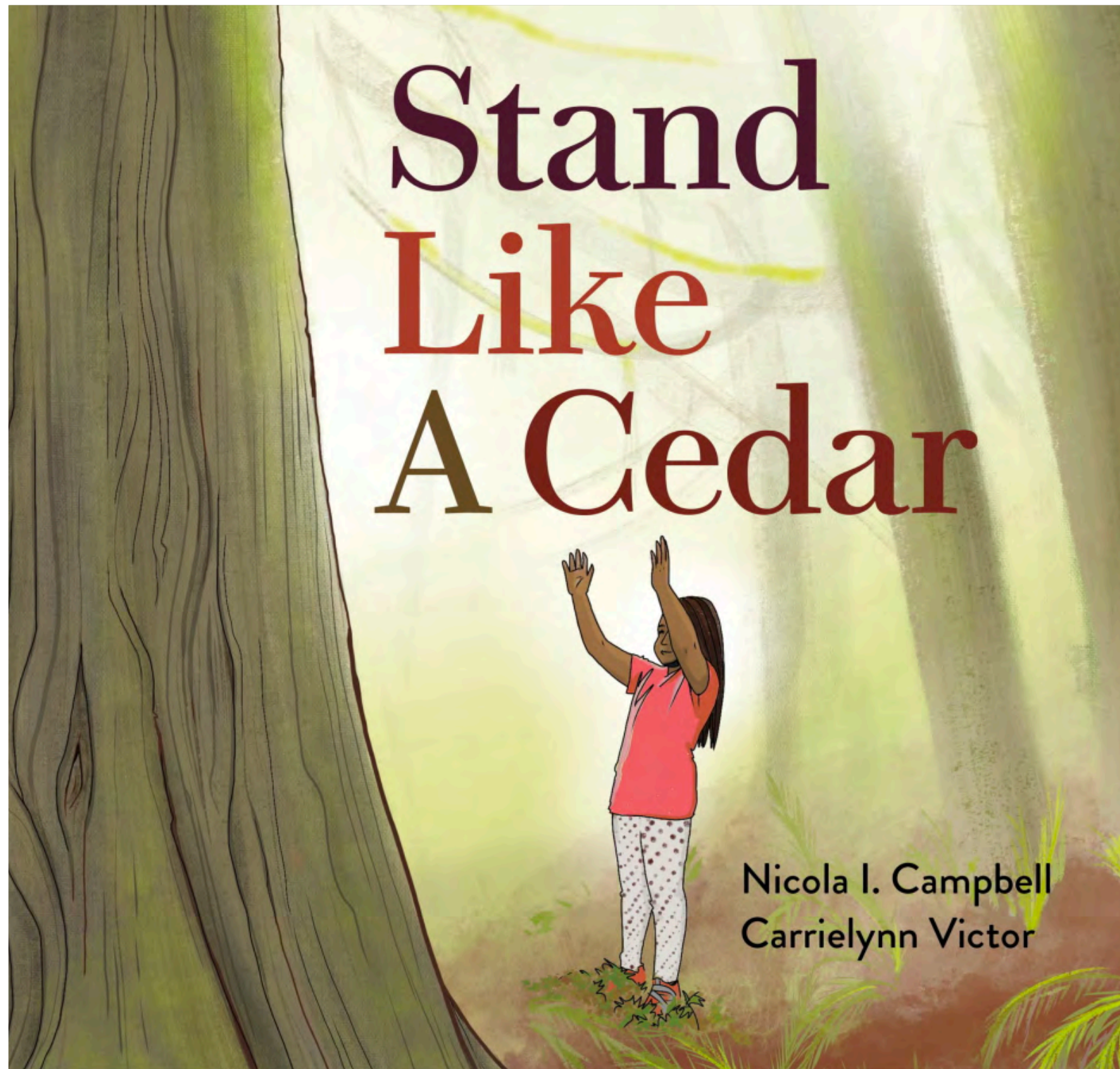
## Asking the right questions...

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.









# 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...?

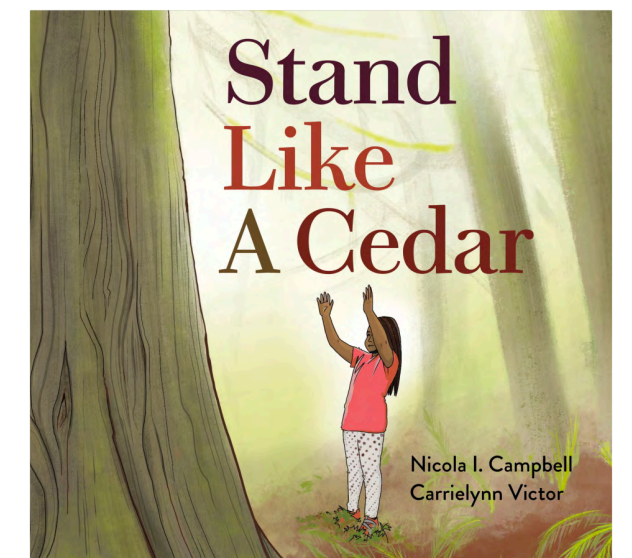
### Sharing – oral connections

–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.

# 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?



# 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.







- ✓ 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

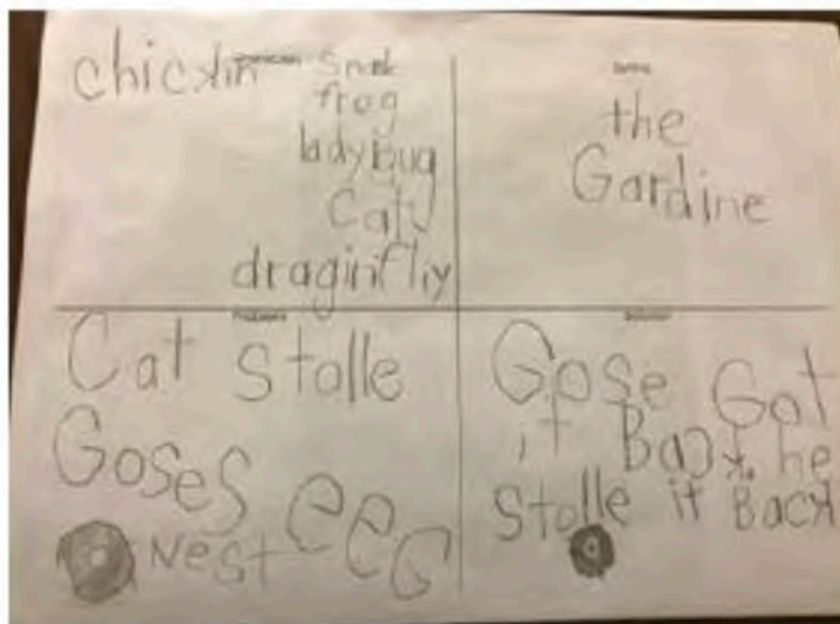
“It’s fun to make stories with friends, they help make my story better” – Maeve

“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.

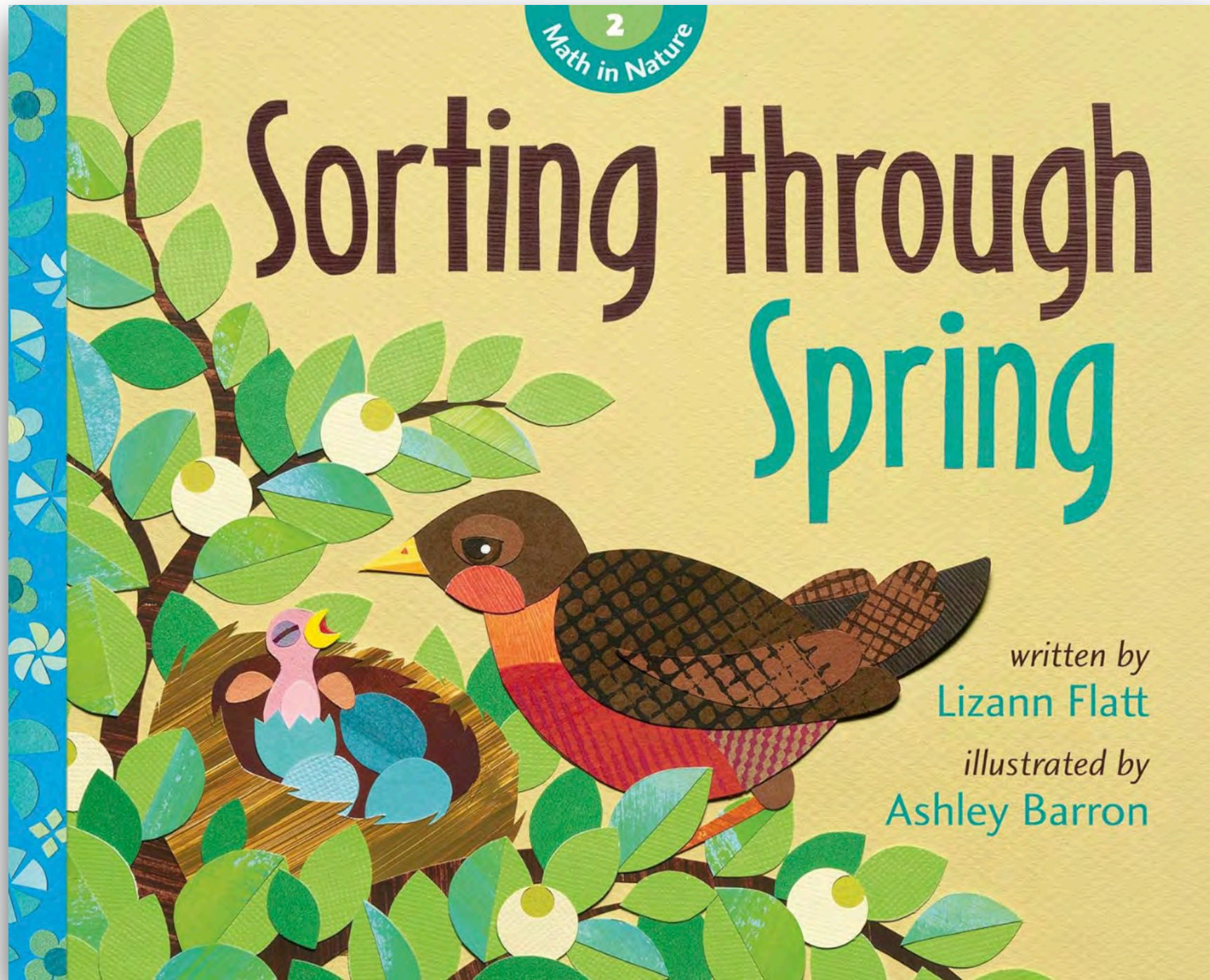


# Graphic organizers to document story workshop creations

and build a bridge to writing our stories

Characters	Setting
Problem	Solution

What?	Who?	Where?
When?	Who?	Why?



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:

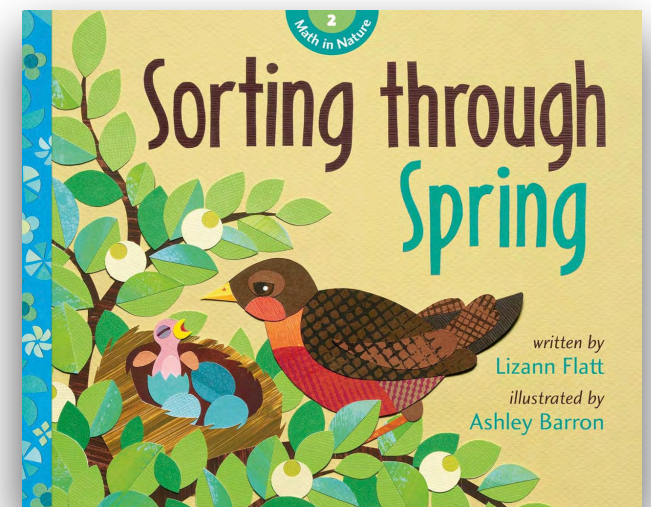
Can you find a Spring story in the loose parts at your table?  
How might numbers, patterns, or shapes live in this story?

### 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

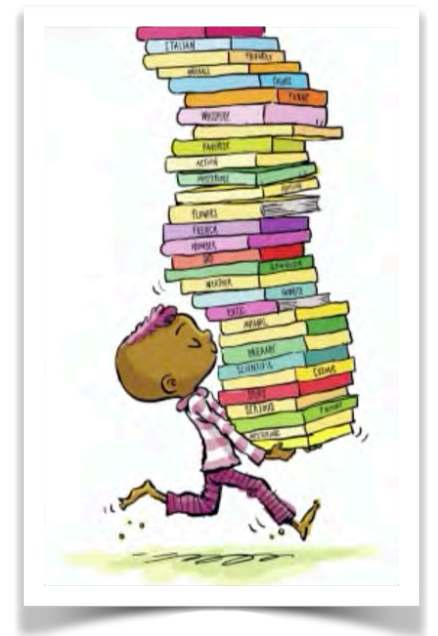
The likelihood of possible outcomes can be examined, compared, and interpreted - Grade 3 Math

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



Text sets are built around a particular topic or theme and represent a range of text complexity

- \* Multiple entry points
- \* Expand vocabulary around key topic
- \* Share knowledge among many different sources of information
- \* Multiple sources to look for answers to questions
- \* Students understand that there are multiple angles to consider
- \* Conversation creates a community of curious learners



Students engage in **co-construction** of new knowledge about a topic.

# Text Sets, Story Workshop & Cross-Curricular Literacy

What units, themes, subjects, and content are you teaching this year that could be supported by text sets?

Subject	Big Idea	Subject	Big Idea
Math	The world and how we live together	Math	The world is made up of many different parts
Math	Mathematical practices are essential for understanding the world	Math	Mathematical practices are essential for understanding the world
Math	Mathematical practices are essential for understanding the world	Math	Mathematical practices are essential for understanding the world
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- ✓ Chat with your table group or those in similar grades/roles
- ✓ Are there books in your room that could easily make text sets?
- ✓ Could your librarian help you find books at other levels?
- ✓ Are there digital resources (e-books, videos, podcasts) you can use?
- ✓ How could you use text sets to support students' co-construction of new knowledge about a range of topics that interest them?
- ✓ How can text sets and story workshop nurture student discovery, agency, voice, and choice?

# Emotions and story workshop

Can you use colours and lines to capture the feeling of angry?



“I used brown and black and I made scribbles because angry things feel scribbles. You might explode.”



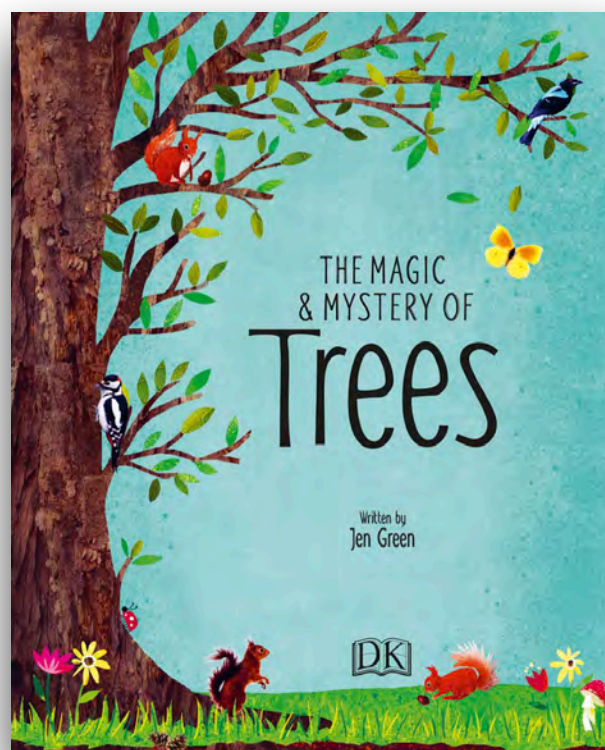
“When I’m angry, it is a loud angry, like thunder and lightning.”



“The pinkness is I’m mad because my cheeks get pink. The redness comes out of my ears like fire coming out of your ears.”

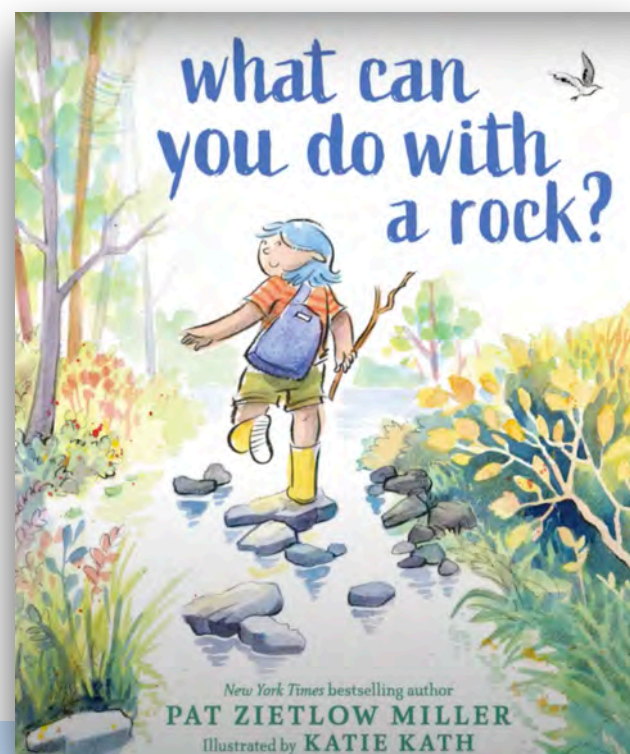
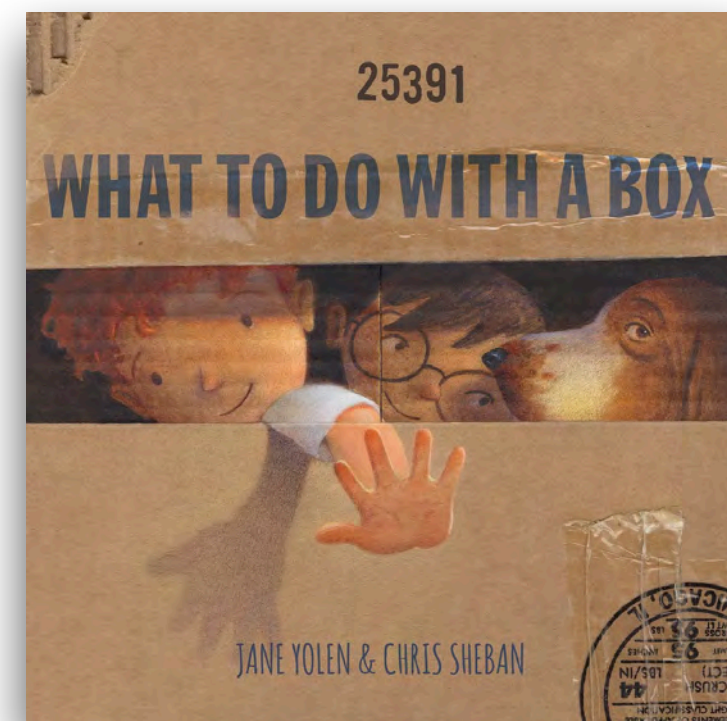
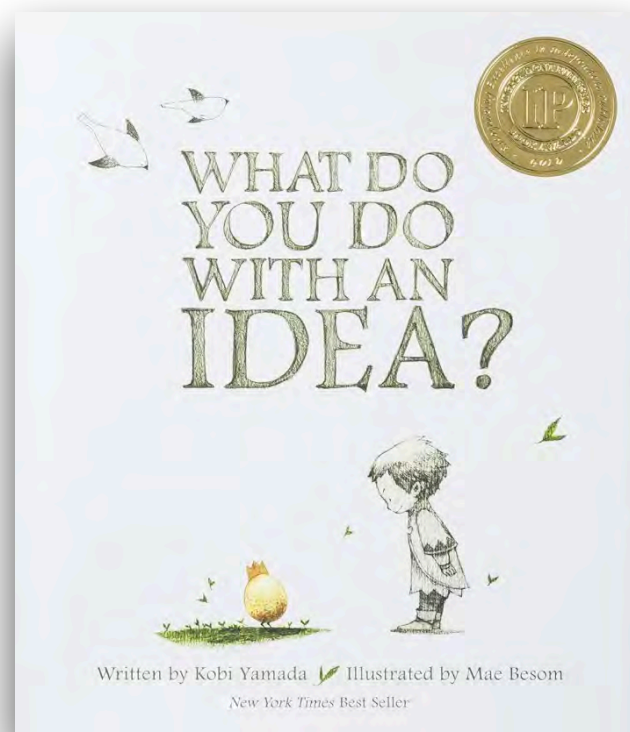
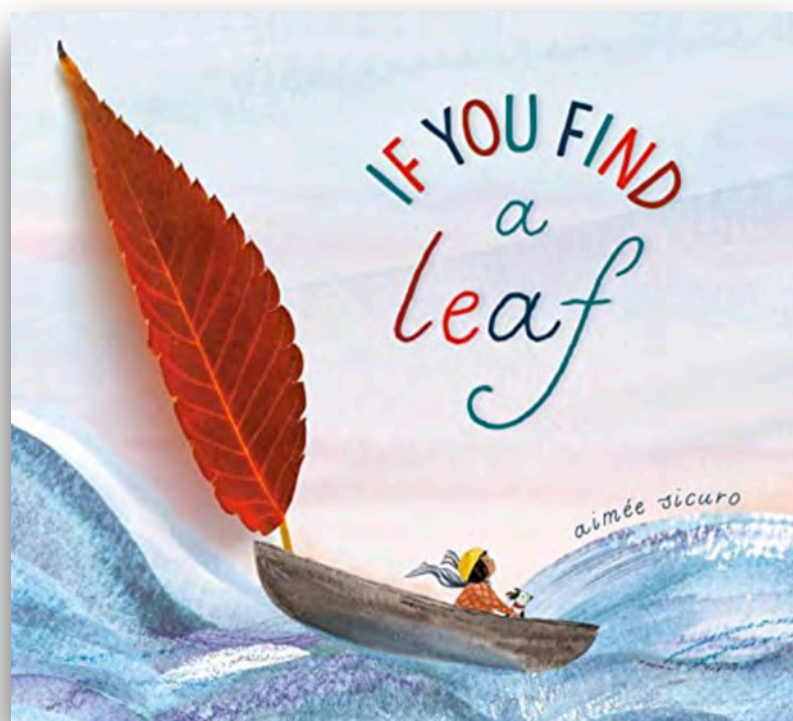


# Read alouds to launch story workshop





# Read alouds to launch story workshop







**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. [#aismlearns](#)



Claire Vipas-Potts, Reggio Inspired International Early Childhood Educator





# *Students' collaborative version of Starry Night*





# 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.



# 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

[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](#)



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



# Provincial Outreach Program for the Early Years



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