

October- November, 2020

The Environment, our Imagination, and Storytelling

This is the experiential process of how we connect our environment to the arts and literacy in an approach called ***Story Workshop***.



Building Stories with the Outdoors

During our outdoor learning time we explore sticks in the environment. We have been reading books about personal journeys and two of them involved sticks. ***What can a stick be?***

What stories live in the sticks we find?

With these questions in minds, and through the literacy inspiration, we head out to our school grounds to find sticks.



Children were connecting their world to the different forms they found on sticks, body parts, letters, and the creatures that inhabit these. There was much excitement in choosing carefully.





"It's like the tree skin!" (Title, 6)



"we make for fire!" (Mee-Tang, 6)

Back in class we use the magnifying lenses to explore the smaller parts of the sticks. Children notice how some branches are older than others and how the “skin” on them is a different color.



Experiential learning

How might the qualities in these sticks connect to you?



Learning with the environment stimulates connection to prior knowledge as children intuitively find literacy in the environment.

“It’s a Y, lower and upper case Y”.





“Children live
inside an
environment of
relationships,
which affect
their
development.”

Fiona Zinn

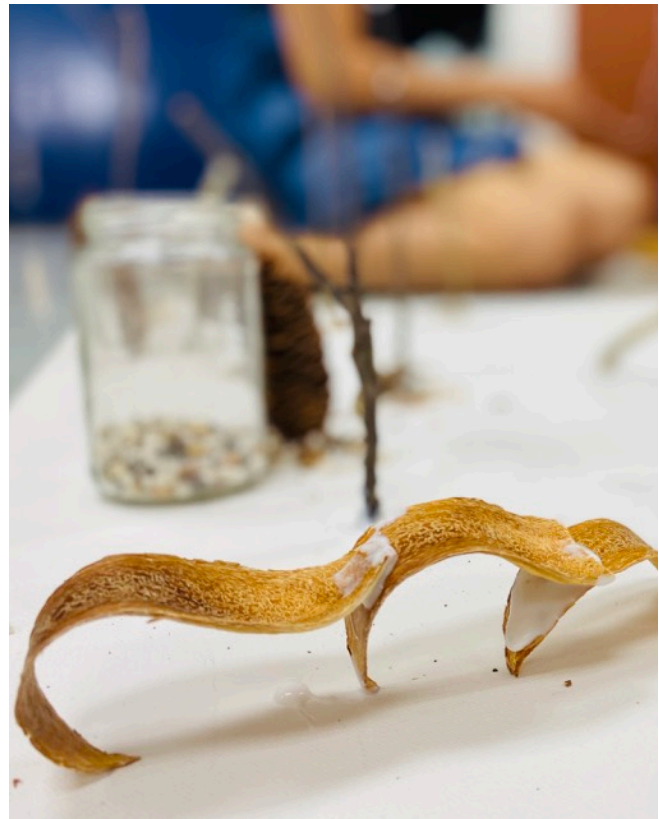




A playful inquiry is set-up to explore...
“what stories live in these sticks?”



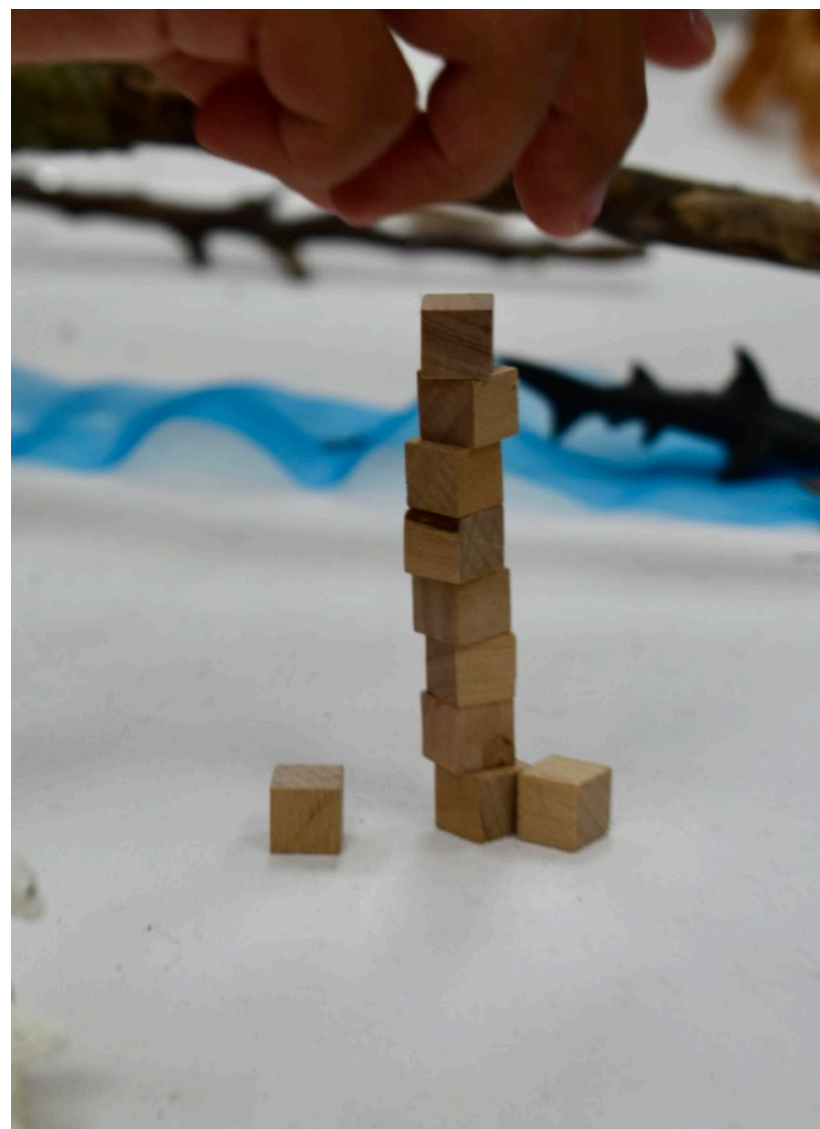




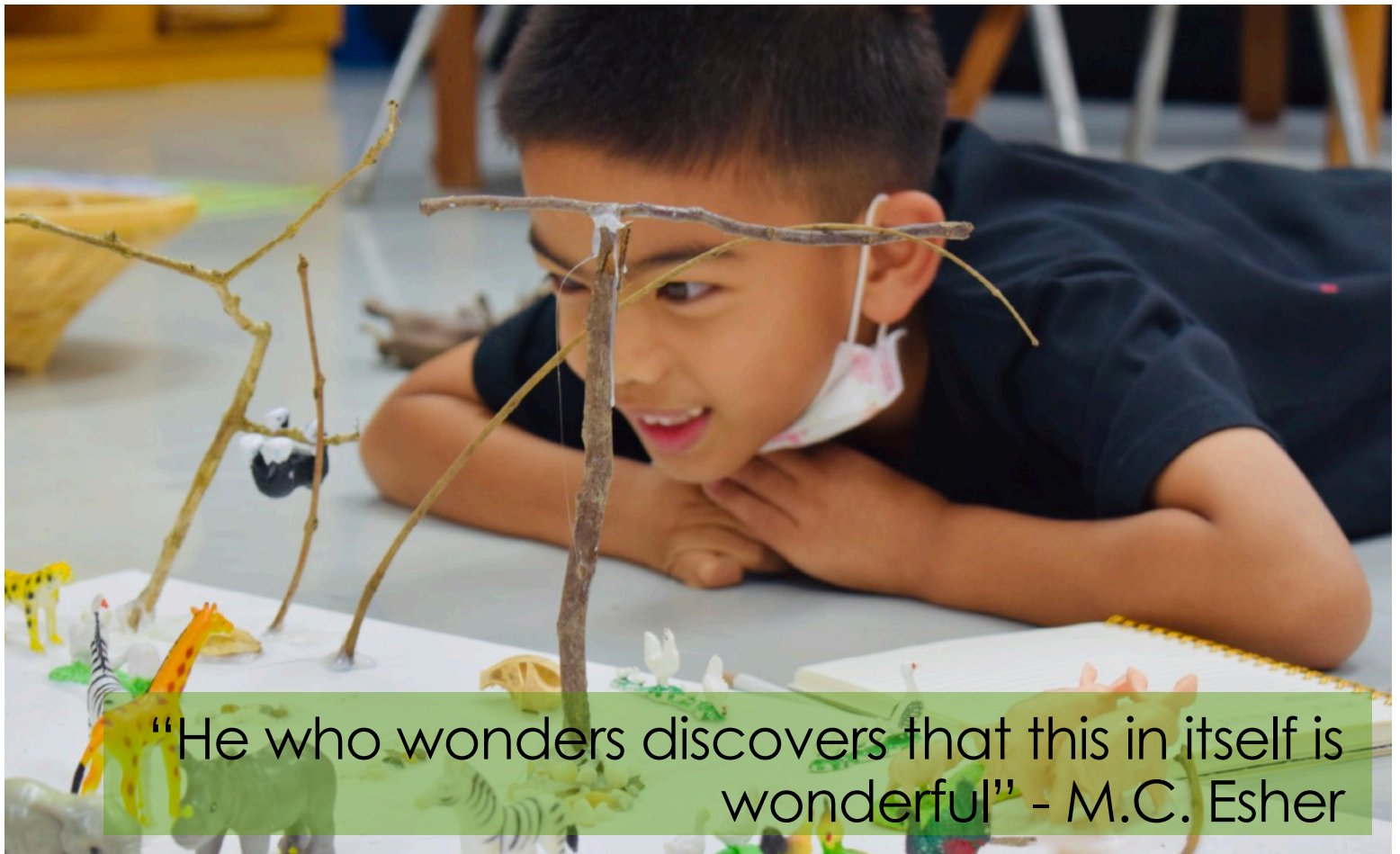
“Children see magic because they look for it”

- Christopher Moore

@MaiaBassett









We were able to find out a space to display this environment. Children inspected the way the canvas was placed over a table. They carefully inspected the stories they created together.



Observing and checking for details to add in the story.

Brainstorming

As we continue to explore more materials in our Story Workshop time, children develop the craft of storytelling and writing simultaneously as they acquire the knowledge of sight words, and encoding as they started putting sounds together.

One Monday morning we invited the children to tell us the story of what was happening in this organic environment they had created over several weeks. We started this invitation with poster paper and the prompt....



“This is a story made by KG and Grade 1. Once upon a time...”

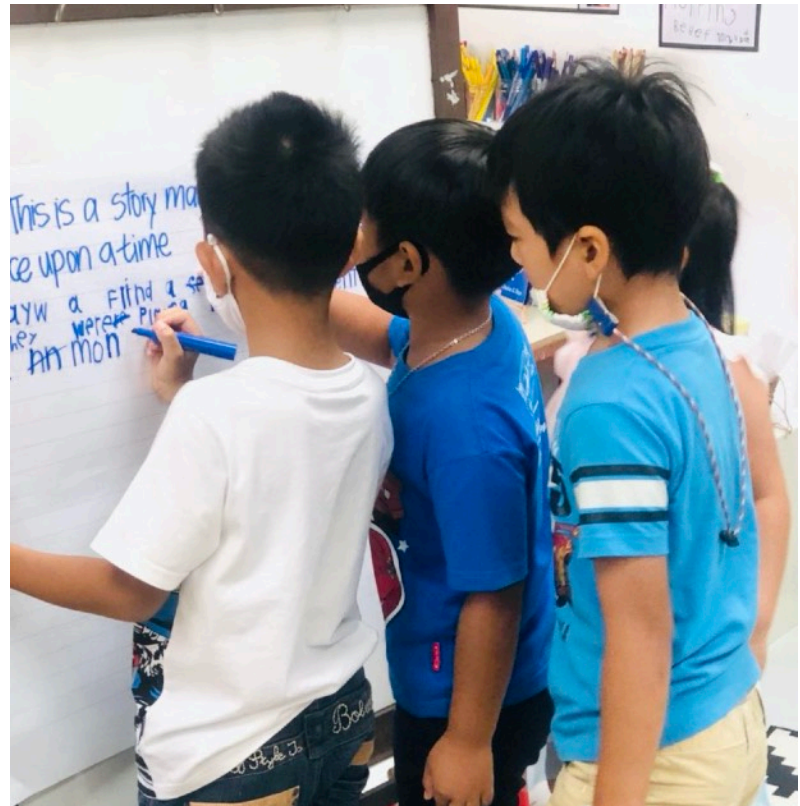
One of the children started telling us about a cheeky monkey, and without hesitation she took the marker and started writing as her peers observed and added details. They kept going back to the canvas to check on the details.

Drafting

Children took turns adding parts to the story as we drafted their story. When one of the children was lacking encoding knowledge, the other peers helped them by using the alphabet and word wall, and they used their sounding-out strategy as well as using printed materials in the classroom during their writing process.

Editing & Revising

Some days later we started tapping into our critical and creative thinking skills to try to find out ways to improve what we have written. They decided more details could be added to make the story more investing. We brought a new poster paper with the same prompt and the children started their process by going between this new paper and their draft.



Our Story

Drafting

This is a story made by KG and Grade 1.

Once upon a time There was a Ladybug she
saw a friend a spider they play together
play ball today. they go to a friend to
a tree then 1 monkey jump on a tree and eat a
banana

Next The Tree fall down because The cheeky
elephant knock it with his trunk. He want
to have fun. After that elephant made a boat with the wood
from the tree. The monkey play on the boat. The boat was sank in the park.

This is a story made by KG and Grade 1.

Once upon a time there was a Ladybug she

Saw a friend a spider they play together.
They were playing ball. They went with
1 monkey friend to a tree.
He jump on a rock and ate a banana,
it tasted yummy, it was soft like a pillow.

Next the tree fell down because the cheeky
elephant knock it with his huge trunk.

He wanted to have fun. After that the elephant made
a black big boat with the wood from the tree from
that the elephant knocked over. Finally a polar bear who
was working on a very long branch
he fell in the boat. They are going to
the park they will play with everyone.

The Park Island. By: Katoon, Mee-Tang, Title, Tatsuki, Diamond, Mano, Sherlyn

Once upon a time there was a ladybug she saw a friend a spider, they played together. They were playing ball. They went with 1 monkey friend to a tree. He jump on a rock and ate a banana, it tasted yummy, it was soft like a pillow. Next, the tree fell down because the cheeky elephant knocked with his huge trunk. He wanted to have fun. After that, the elephant made a black big boat with the wood from the tree that the elephant knocked over. Finally, a polar bear who was walking on a very long branch, he fell down in the boat. They are going to the park, they will play with everyone.

By: Katoon, Mee-Tang, Title, Tatsuki, Diamond, Mano, and Sherlyn.

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