

STUDY GUIDE

DISCIPLINE:
LITERARY ARTS

ARTIST:
JEN LYNN BAILEY

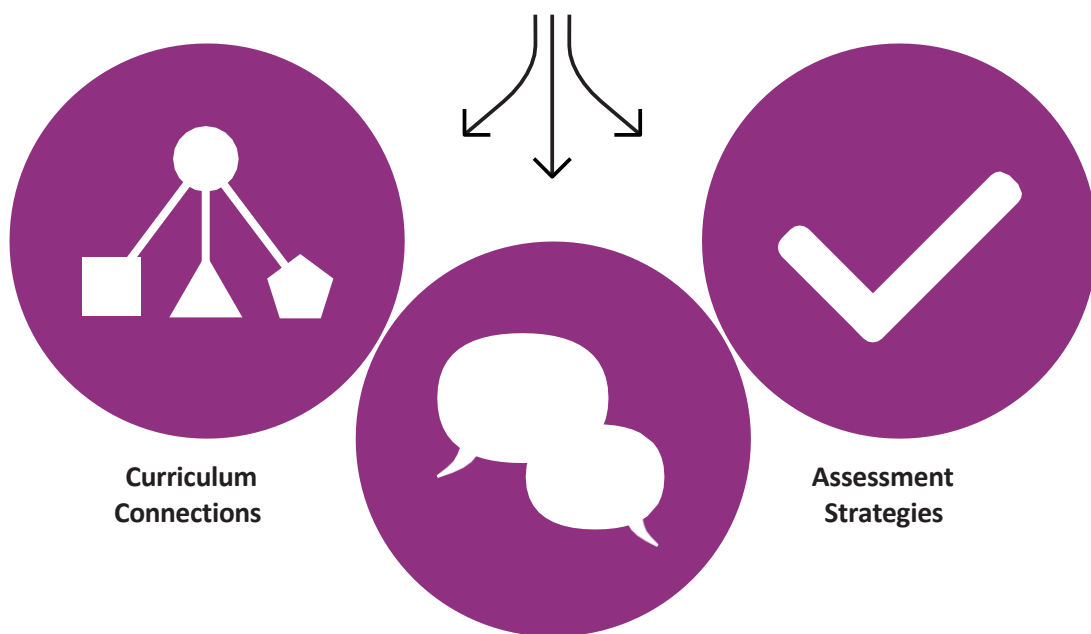


The following package is provided as a supplemental resource to enhance and support the artist’s visit.

It includes curricular connections, assessment strategies, and suggested classroom extensions. All materials are intended for use at the teacher’s discretion and may be adapted as necessary to suit the specific needs of the students.

THIS STUDY GUIDE

Discipline / Artist Example:



Suggested Classroom Extensions

TABLE OF CONTENTS

STUDY GUIDE: LITERARY ARTS.....4

 Program Overview 4

 Curriculum Connections 5

 Extend the Learning (Discussion Prompts)..... 6

LITERARY ARTS OVERVIEW.....8

APPENDIX.....9

 Vocabulary bank/glossary:..... 9

 Student Health and Well-Being 10

 Additional Resources 10

STUDY GUIDE: LITERARY ARTS

ANIMALS AS STORY STARTERS

Program Overview

Artist Name: Jen Lynn Bailey

Artist Bio: Jen Lynn Bailey is an award-winning children's picture book author and Ontario-certified elementary teacher. She holds an MFA in Writing for Children and Young Adults and degrees in science and education. Jen enjoys exploring sounds and rhythms in writing and has taught science, French, writing, and editing. Her diverse interests inspire her creative work.

Program Description: Story ideas come from our real-world experiences with people, places, and things. One great source of inspiration is animals in their natural environments. In this workshop, we'll use animal behaviours, habitats, and interactions to generate story characters, settings, and conflicts. The workshop will begin with an overview of Jen's early artistic development and the creative process, and end with a Q&A period. *Kindergarten sessions are 40 minutes long.

Artistic Discipline: Literary Arts

Recommended Grade Levels: K - 6

Session Logistics: In person only

Vocab bank/glossary: [Click here](#)



ANIMALS AS STORY STARTERS

Curriculum Connections

Learning Themes:

- Demonstrate knowledge and skills gained through exposure to and engagement in drama, dance, music, and visual arts. (K)
- Strand A – Creating and Presenting
 - Apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings. (Grades 1-6)
- Strand B – Reflecting, Responding and Analysing
 - Apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences. (Grades 1-6)

ANIMALS AS STORY STARTERS

Extend the Learning (Discussion Prompts)

Here are optional discussion prompts to extend the artist session in the classroom. These are recommended and are not mandatory. Please use what is best for your classroom. You can also find suggested activities in the additional resources package.

K

Pre

- What animals do you like? Where do they live?
- Can animals help us tell stories?
- What do you think a storyteller does?

During

- What animal is Jen talking about? What does it do?
- What place does this animal live in? Can you imagine it?
- Does the animal have a problem or something tricky in its life?

Post

- What animal would you make a story about?
- What happened in Jen's story that you liked?
- Can you tell a story about an animal using "first," "then," and "finally"?

GRADES**1-3****Pre**

- Where do story ideas come from?
- What do you know about how animals live in the wild?
- How do stories help us learn about animals or nature?

During

- What part of the animal's life could be a problem in a story?
- How can a habitat become a setting in a story?

Post

- What animal would you choose to build a story around? Why?
- What kind of conflict or challenge would that animal face?
- What part of the workshop helped you think like a storyteller?

GRADES**4-6****Pre**

- How can observing real animals help us create fictional characters?
- What are some elements that make a good story setting?
- What kinds of conflicts do animals experience in nature?

During

- How did Jen connect animal behavior to storytelling?
- What real-world facts did she use to inspire her story ideas?
- How does understanding an animal's environment help develop a plot?

Post

- What was the most useful idea you got for your own writing?
- How would you turn a real animal's experience into a fictional story?
- What steps will you take to use the creative process Jen shared?

LITERARY ARTS OVERVIEW

Literary Arts education consists of storytelling, poetry, and creative writing and is foundational to developing literate, reflective, and critically engaged members of society. By engaging with diverse stories, students gain insight into complex perspectives and histories, fostering inclusion and emotional resilience. Writing and sharing stories also supports mental health and builds a sense of community and belonging.

The creative and critical analysis process guide students in imagining, crafting, and reflecting on literary work. These frameworks align with MASC's core values and, when paired with artist-led sessions, empower students to become thoughtful creators and engaged learners.

Literary arts naturally support cross-curricular learning. In social studies, students explore historical context through narrative; in science they use writing to explain concepts. These interdisciplinary links help students see knowledge as interconnected and relevant to real-world applications.



APPENDIX

Vocabulary bank/glossary:

- **Character:** A person, animal, or creature in a story.
- **Setting:** The time and place where a story happens.
- **Conflict:** A problem or challenge the character faces in the story.
- **Inspiration:** An idea or feeling that helps you create something new.
- **Habitat:** The natural home or environment of an animal.
- **Behaviour:** The way an animal acts or responds to things around it.
- **Interaction:** How animals (or people) act with each other or their surroundings.
- **Creative Process:** The steps you take to turn an idea into a story or art.
- **Story Idea:** The starting point for a story, something that makes you want to write.

Student Health and Well-Being

How did today's activity make you feel (body and mind)?

- Choose a colour to describe that feeling. Use one word to describe how your energy changed after the activity.

Mini-Activity: Feelings Freeze Frame (Tableau)

- Ask students to create a freeze-frame (tableau) that shows how they're feeling right after the activity.
- Then, they can:
 - Share it with a partner or small group
 - Draw their freeze-frame in a journal
 - Write or talk about what made them feel that way

Additional Resources

- Assessment Guide
- Cultural Protocol/Sensitivity Guide
- Evaluation Document
- Resource Database for Further Learning