

# STUDY GUIDE

**DISCIPLINE:**  
**LITERARY ARTS**

**ARTIST:**  
**JEN LYNN BAILEY**

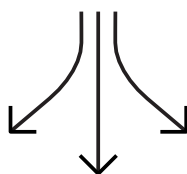


**The following package is provided as a supplemental resource to enhance and support the artist’s visit.**

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:



**Curriculum  
Connections**



**Suggested Classroom Extensions**



**Assessment  
Strategies**

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# STUDY GUIDE: LITERARY ARTS

## EXPLORE A BOOK! EXPLORE AN ECOSYSTEM!

### 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:** Students will explore the picture book 'This is the Boat that Ben Built' through the lens of a reader, writer, scientist, and artist. They'll discover how the author and illustrator work together to create a picture book, and how the animals of the northern river ecosystem are interconnected in the story and real world. The presentation will begin with an overview of Jen's early artistic development and creative process, and end with a Q&A period.  
\*Kindergarten sessions are 40 minutes long.

**Artistic Discipline:** Literary Arts, Visual Arts

**Recommended Grade Levels:** K - 6

**Session Logistics:** In person only

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





# EXPLORE A BOOK! EXPLORE AN ECOSYSTEM!

## Curriculum Connections

### Learning Themes:

- Demonstrate knowledge and skills gained through exposure to and engagement in drama, dance, music, and visual arts. (K)
- 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 9-12)

# EXPLORE A BOOK! EXPLORE AN ECOSYSTEM!

## 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 do you think a picture book is?
- Have you ever seen animals near a river? What kinds?
- What do authors and illustrators do?

### During

- What animals do you see in the book?
- What do you notice about the pictures and the words?

### Post

- What was your favourite animal or part of the story?
- What did you learn about the river or nature?
- If you wrote a book, what animals or things would you put in it?

**GRADES**

**1-3**

**Pre**

- What do you think goes into making a picture book?
- How are animals connected in a river habitat?

**During**

- How do the words and pictures work together in the book?
- Which animals seem to depend on each other in the story?

**Post**

- What part of Jen's creative process was most interesting to you?
- How does this book make you think differently about rivers and animals?
- If you could change or add something to the story, what would it be?

**GRADES**

**4-6**

**Pre**

- What do you think it means to look at a book like a writer, scientist, and artist?
- Why is it important to understand how ecosystems work?
- What do you already know about how authors and illustrators collaborate?

**During**

- How does the author use rhythm or repetition to tell the story?
- What science facts can you find in the book?
- How do the illustrations enhance or add meaning to the text?

**Post**

- What did this story teach you about interconnectedness in nature?
- How might you use writing or art to teach others about science or ecosystems?



# 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:

- **Author:** The person who writes the words in a book.
- **Illustrator:** The person who creates the pictures in a book.
- **Picture Book:** A book where both pictures and words tell the story.
- **Ecosystem:** A community of living things, like animals and plants, that live and interact in the same place.
- **Habitat:** The natural home of an animal or plant.
- **Interconnected:** Things that are linked or work together.
- **Riverbank:** The land along the edge of a river.
- **Repetition:** When words or phrases are used again and again for rhythm or effect.
- **Creative Process:** The steps someone takes to make a piece of writing or art.
- **Observation:** Looking closely at something to learn more about it.

# 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