

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:

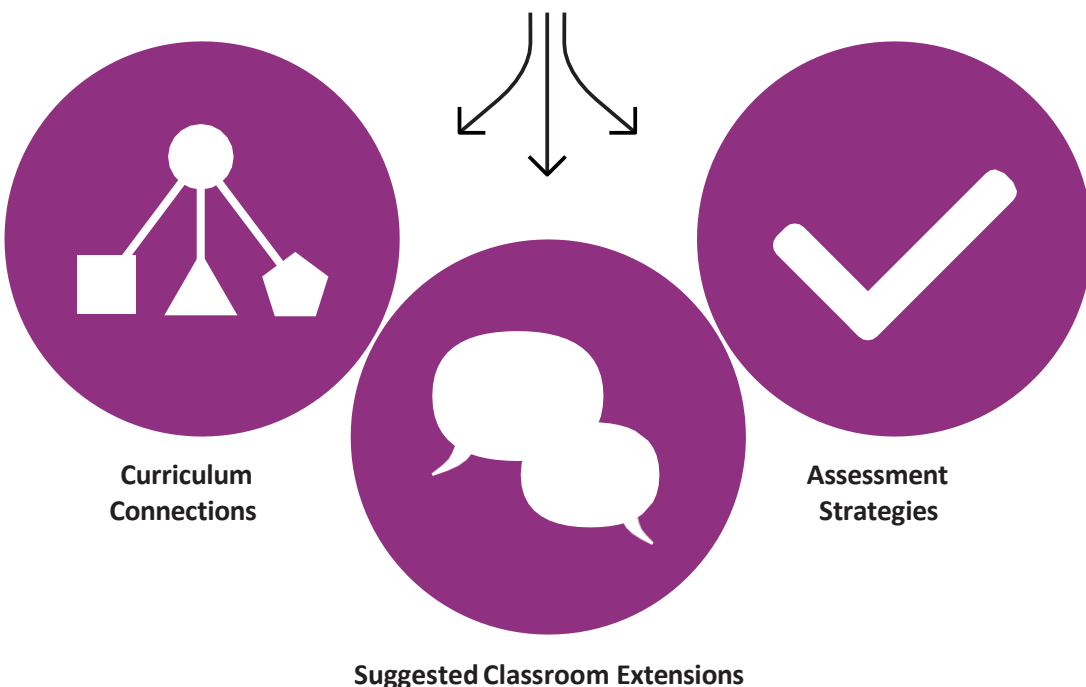


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STUDY GUIDE: LITERARY ARTS

WITTY WORDS, AWESOME ANIMALS: A POETRY

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: Kids will use their “poetry toolkits” to uncover meaning and music in a variety of animal poems, then generate their own. Includes an exploration of poetic techniques as well as a look into animal behaviour, habitats, and interactions. The workshop will begin with an overview of Jen's early artistic development and the creative process, and end with a Q&A period.

Artistic Discipline: Literary Arts

Recommended Grade Levels: K - 6

Session Logistics: In person only

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



WITTY WORDS, AWESOME ANIMALS: A POETRY

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)

WITTY WORDS, AWESOME ANIMALS: A POETRY

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 is a poem? Have you ever heard one?
- What is your favorite animal? What sounds does it make?
- Where do animals live? Can we pretend to be that animal?

During

- What animal is this poem about?
- What fun sounds can we hear in the poem?
- What do you notice about the way the words sound?

Post

- What poem did you like the best? Why?
- What animal would you write a poem about?
- Can you make a sound poem with your voice or body?

GRADES

1-3

Pre

- What do you think makes a poem different from a story?
- Can you name some animals that live in different places (forest, ocean, desert)?
- How do you think animals “talk” or show feelings?

During

- What do you notice about the rhythm or beat in this poem?
- What words in the poem help you imagine what the animal is doing?

Post

- What new poetry tools did you learn today?
- Which poem gave you the clearest picture in your mind?

GRADES

4-6

Pre

- What poetic devices do you already know or use?
- Why might a writer choose to write about animals in poetry?
- How do science and writing go together when writing about animals?

During

- How does the poet use rhythm or sound to mimic the animal’s behavior?
- What kind of imagery stands out in the poem? Why?

Post

- Which poetic tools did you find most useful or interesting?
- How can writing poetry help us understand animals better?
- What steps will you take to write your own poem?

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:

- **Poem:** A special kind of writing that uses rhythm, sounds, and imagination to share ideas or feelings.
- **Poetry:** The art of writing poems. It often uses rhythm, rhyme, and vivid words.
- **Rhythm:** The beat or pattern of sounds in a poem, like music made with words.
- **Rhyme:** When two or more words sound the same at the end (like "cat" and "hat").
- **Alliteration:** When words close together start with the same sound (like "slippery, slithering snake").
- **Onomatopoeia:** A word that sounds like the noise it makes (like "buzz," "snap," or "roar").
- **Imagery:** Words that help you picture things in your mind using your senses.
- **Metaphor:** A way to describe something by saying it is something else (e.g., "The moon is a silver coin").
- **Stanza:** A group of lines in a poem, like a paragraph in a story.
- **Habitat:** The natural home or place where an animal lives.

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