



*"Language and story can be a source of creativity and joy." Big Idea from British Columbia's curriculum*

## Read

*"Stories and other texts help us learn about ourselves and our families." Big Idea*

Using the Foxy and Friends stories, teachers begin with the Read phase of the Read, Play, Talk, Write process. The reading may be through **Shared, Guided or Independent Reading** of the books. Sharing a common text helps build the **vocabulary** and **background knowledge** needed for richer language and deeper connections during the Play, Talk and Write times.

## Play

*"Curiosity and wonder lead us to new discoveries about ourselves and the world around us." Big Idea*

Children are then encouraged to play using toy animals from the stories or other animals. Teachers may set up a **provocation** with materials from nature or take the students outside to play in their **local environments**. Children play collaboratively creating scenarios using the animals and **loose parts**.

## Talk

*"Everyone has a unique story to share.*

*Through listening and speaking, we connect with others and share our world." Big Ideas*

**Oral language** is fostered and developed as the children participate in **story creation**. Children experiment with new vocabulary and story language. Our role as facilitators is to ask questions that will help the children develop their stories. The stories can be collaborative or individual, depending on the teacher's purpose and the needs of the students. This is a wonderful activity to do with older buddies (who love to play and create stories too!)

## Write

*"Stories and other texts can be shared through pictures and words.*

*Playing with language helps us discover how language works." Big Ideas*

The writing phase can include drawing/painting/sculpting (or whatever form of **representation** the students and teachers want to use). After the children have developed their stories through play, oral storytelling, and art, they record them in written format. Again, this can be an individual or group process. Some schools have gone on to **publish** class books. Many teachers have also made videos of their students using materials to act out their stories. This is an empowering step for children to see their work visually represented in this way. For samples of this work, check out the website: <https://foxyandfriendsbooks.ca>

The Read, Play, Talk, Write process has its roots in the Story Workshop process.

For more information on Story Workshop see Susan Harris MacKay's book:

***Story Workshop: New Possibilities for Young Writers***