


# STORYTAILORS FOR SCHOOLS



## KEY SKILLS

- Master vocabulary and expressive reading
- Learn how to read a simple story (on their own)




## DEVELOP INTELLIGENCE

- linguistic
- interpersonal
- intrapersonal



## METHODS

- oral expression
- master the vocabulary




## OBJECTIVES

Students will be able to **understand the story, share, comment and explore** its content in order to **associate the characters** (animal card) that correspond **to the different heroes** of the story read.



A game  
by Marie and Wilfried Fort  
Publisher: Red Cat Games



2 - 6 students  
20 min



## DESCRIPTION

In this game, you have to complete the story by choosing the right characters.

## KIDS PARTICIPATION

- from 5 to 8 years old: accompanied discovery
- from 8 to 10 years old: with the teacher's help
- from 10 years old: on their own with the teacher's help if needed



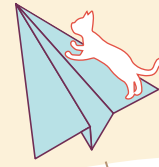
# SKILLS

## TRANSVERSAL COMPETENCES:

- Follow instructions.
- Communicate the information, its approach, its results and have a controlled argument with other students.
- Memorize and appropriate information.
- Use information: reinvest knowledge and know-hows
- Choose the most favorable working hypothesis.
- Assess oneself, adjust one's behavior.

## USE OF LANGUAGE:

- Orient one's reading according to the communication situation:
  - ➔ Adapt your reading strategy according to the project, the document and the time frame: integral or selective reading.
  - ➔ Adopt reading speed conducive to information processing.
- Develop comprehension (when students read by themselves):
  - ➔ Manage document comprehension to extract explicit information.
  - ➔ Manage document comprehension to identify implicit information.
  - ➔ Manage document comprehension to perceive the overall meaning in order to be able to reformulate and use the information.
  - ➔ Link a text to non-verbal elements.
- Adapt one's speaking and listening skills according to the communication situation, taking into account the following criteria (when students are accompanied by an adult):



- ➔ the intention pursued,
- ➔ the constraints of the activity,
- ➔ the terms of the situation
- Elaborate meanings:
  - ➔ Practice reading the texts aloud, with prior reading in silence.
  - ➔ React to a document, possibly interacting with others.

## IN COOPERATIVE MODE:

- React to a document by expressing a personal opinion, accompanied by a coherent justification.
- Present explicit and coherent information.

## DEBATES AND REASONING:

- Construct logical reasoning.
- Establish criteria for taking a position.
- Take a well-reasoned position.
- Boost self-esteem.
- Broaden students' perspectives.

## IN COOPERATIVE MODE:

- Listen to others to understand them.
- Prepare for the debates.
- Debate collectively.
- Make a decision collectively.



## FLOW OF THE GAME

Storytailors offer three game modes suitable for different ages:

- a **competitive** mode,
- a **cooperative mode**, where students play together against the game itself,
- a mode to play with **younger players**.

### To discover the game:

We suggest you start with the mode for the **youngest players**, which helps children to further develop their language skills. This will also allow students to focus on the stories in order to preserve the narrative part.

### To go further:

After having played the youngest kids' mode, we strongly advise you to use **the cooperative mode with the whole class**. Divide the students into sub-groups where they'll choose the animal and vote on the basis of the criteria and arguments of each group in order to reach a consensus.

This way the game opens up debates and familiarizes the students with the democratic debate process.

1. **Place the book and the scoring track in the center of the table** as indicated in the rules. The adult plays the role of the narrator and supervises the game.
2. **Place the first story card** in the transparent sleeve provided for this purpose. **Deal 5 animal cards** to each player. **Draw the next card** which is now **the first character** with whom we begin our adventure.

The cards always fit into transparent sleeves; on the right side there should be the story card; on the left - the animal card.

3. **The narrator reads the first story card, then the second one**, which he also places in the book.

**The students then choose a character** from their hand and give it to the narrator face down so as not to influence the choice of others.

When they have all chosen their animal, a debate begins so that **together they can elect the most appropriate animal for this part of the story**. Once selected, the narrator puts the chosen animal in the pocket provided for this purpose.

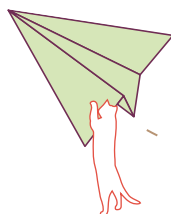
4. Then **redistribute** an animal card to each player. Then the narrator reads the next story card.

Repeat these actions until the end of the story.

**At the end of the story, no one loses or wins the game.**

In this mode of play, the narrator oversees the exchanges between the children, and guides the debate and argument in choosing the most appropriate animal.

To play with the other two game modes (competitive or cooperative), please refer to the rules.





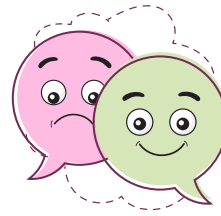
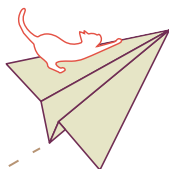
## DIFFERENT WAYS TO PLAY

- A. First, it is a good idea **for the adult to take charge of the activity in order to help** the students debate, defend their ideas and choose the characters.
- B. With students who are not fluent readers, **the adult reads the story.**
- C. In the “younger player” mode of play as described in this sheet, suggest adding a vote for the animal choice after the debate. This way, **the students take a stand in choosing the character.**
- D. Start with the same story for different groups and **compare character choices.**
- E. Before playing the **competitive** mode, go through the **cooperative** mode proposed in the game rules.
- F. **Invent and write new scenarios** for the game in connection with the various school and class projects.



## ABOUT THE GAME

- **Use of language:** vocabulary range, lexical skills, expressing an idea in a clear and structured way, story structure, narrative outline, reading aloud, expressive reading, understanding explicit and implicit information in a story, writing skills (writing a story), reading fluency, arguing for choice, inference, pragmatics.
- **Creativity:** create animal identity card by yourself.
- **Leadership:** self-understanding, understanding other people, listening to others, taking a stand.



## EXPERIENCES IN THE CLASSROOM

When preparing your activity, be sure to consider potential barriers. We have found that students may have difficulties with:

- Understanding the vocabulary used in stories.
  - ➔ Before playing, prepare and build a lexicon that includes the complicated words in the stories. (Dictionary search and writing of definitions made by the children).
- Understanding the stories.
  - ➔ Work on explicit and implicit information when reading the stories.
  - ➔ Verbalize and rephrase for each card read.
- Mastering the vocabulary on animals.
  - ➔ Before playing, sort the known and unknown animals. Initially play with the known animals.
  - ➔ Research and create a lexicon for the class with the unfamiliar animals to then incorporate into the games.



## RESOURCES

### Game Rules

Watch the rules in 5 minutes

See the accompanying glossary (in FR)

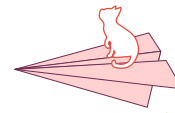
**Discover the expansion - Storytailors : New adventures await!**

- 6 new stories
- 30 new characters





# OBSERVATION CHART



Below is a list of skills that you can observe and/or assess with your students during the activity. Of course, feel free to select the most relevant criteria in your practice, or to add new ones.

NAMES →





































Reads audibly and clearly							
Understands the story							
Understands the explicit information							
Understands the implicit information							
Chooses a character							
Follows instructions							
Listens without interruption							
Plays fairly							
<b>IN COOPERATIVE MODE</b>							
Explains his\her choice of character with arguments							
Speaks in front of the others							
Expresses his/her ideas clearly							
Gives his/her teammates time to speak							



# SELF ASSESSMENT FORM

Name: \_\_\_\_\_

## By playing this game...

Self-assessment criteria			
I am able to understand the story.			
I am able to choose a character.			
I am able to follow instructions.			
I am able to listen without interrupting			
I am able to play fair.			
In cooperative mode			
I am able to pertinently explain my choice of character.			
I am able to speak in front of others.			
I am able to speak in front of others.			
I am able to take into account the opinions of others.			
I am able to give everyone in the group an opportunity to speak.			



## ADDITIONAL MATERIALS

A glossary is available for each story in the accompanying folder to help students understand the vocabulary in each story. It is also possible to create your own lexicon in class.

**Download the accompanying glossary (in French)**

Materials to be cut out and laminated in order to assign roles to students when they are working on their own.

