



PARTICIPATORY STORIES

Karl Katz (5 – 6 age group)

Learning objectives

Working in small groups, throughout the 4 sheets the children will work on their writing skills with narrative & writing tools in order for them to be able to detail animals and objects in nature, give directions, attribute numbers to nouns and imagine an ending to the story.

Helpful Narrative & Writing Tools

- Reference chart of letters for children to practice when/if they copy parts of sentences to the sheets (in general/preparatory tool)
- Paper and drawing utensils (2nd sheet)
- Dice with random numbers glued to each side (3rd sheet)
- Origami figures from Karl Katz or box/hat with slips of paper for descriptions (4th sheet)
- Writing checklist (in general/post-writing exercise)

1st sheet: DESCRIBING NATURE

Set the mood of the beginning of the story by reading aloud the writing prompts:

The goatherd Karl likes to watch animals in nature. He looks up at the sky and sees clouds.

To immerse your class into the dreamy and imaginative atmosphere of the story at the beginning, **ask pupils in the groups to close their eyes and think of an animal they can see in nature.** Have the pupils then open their eyes and share the animal they thought of with their group. Keep groups small (4-5 pupils) to avoid them having to add too many animal words to the story. The animals they think of should be added to the first sentence like so: “The goatherd Karl likes to watch animals in nature like _____.”

For co-creating the second sentence, have the children discuss their prior experiences in groups: **Have you ever seen a cloud that looked like something else? What did it resemble?** Weather permitting, this exercise can also be done using real-time observations of the clouds through the classroom. The ideas they come up with should be added to the second sentence like so: “He looks up at the sky and sees clouds that look like _____.”

After you've completed brainstorming and writing, read aloud the first writing prompt again followed by the students' modified version.

What may result is something like:

The goatherd Karl likes to watch animals **like birds, rabbits and butterflies** in nature. He looks up at the sky and sees clouds **that look like ships, hearts and faces**.

Then, have each of the groups take turns reading aloud amongst themselves the sentences they came up with.

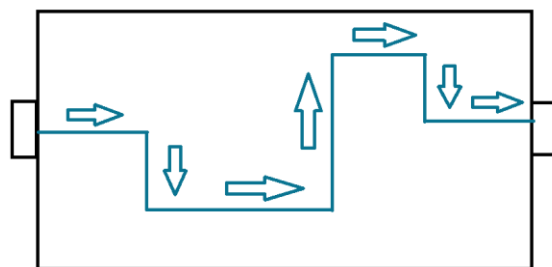
2nd sheet: ASSIGNING DIRECTIONS

Read aloud the writing prompts to the children:

One day Karl loses his favourite goat in a castle. The castle is like a maze.

Explain to the children that a maze is a place that has many turns to get from the entrance to the end. Then, **demonstrate how to draw a maze** to them (do not make it too complicated), so that they can **draw their own examples** in their groups. Mark the entrance and exit of the maze, to signify the beginning and end of Karl's journey through the castle.

Your maze might look like so:



Once each group has drawn one maze for co-creating the writing prompt, have them **explain the route which Karl would have to take to get from the beginning to the end of their maze**. Instruct the children to use “right, left, up, down” vocabulary (more advanced children can be instructed to go into more detail).

What may result is something like:

One day Karl loses his favourite goat in a castle. The castle is like a maze. **Karl walks right, down, right, up, right, down and right again to reach the end.**

Then, as with the first sheet, have the group take turns reading aloud each of the prompts and what they came up with.

3rd sheet: ADDING NUMBERS

Read aloud the writing prompts to children.

Finally, Karl discovers giants and their horses. They play a game, throwing balls at pins. Karl joins them and drinks magical juices.

In order to help the pupils co-create these prompts, give each group a **dice** to roll (either an already-existing cube or one you've constructed yourself).

The dice should have **random numbers pasted on each of the sides** (example, 2, 10, 5, 20, 7), with one of the sides being labeled 'Choose your own number', so that the children can have the freedom to 'go outside the box' with their number proposals.

Have the groups take turns rolling the dice to determine **the number of: giants, horses, balls, pins and magical juices**.

What may result is something like:

Finally, Karl discovers **20** giants and their **10** horses. They play a game, throwing **7** balls at **5** pins. Karl joins them and drinks **50** magical juices.

Then, read aloud the prompts with the children as done in the previous two sheets.

4th sheet: IMAGINING AN ENDING TO THE STORY

Read aloud the two writing prompts for the children:

Karl wakes up the next morning and walks to his village, but everything is different. He looks different and his village does, too.

For the final activity, you can **make use of the origami figurines from the Karl Katz StoriasKit** to prompt pupils to brainstorm changes that have occurred to Karl and his village (the house, horse, goat, woman and elder figurines can symbolise Karl's village). To help children visualise the changes, you can draw them on the figurines – long beard on Karl, wooden leg on the horse, broken windows on the house, etc.

Alternatively, for children that have difficulties brainstorming on their own, you can write some possible changes to Karl and his village on **paper slips and put them in a hat/box**. Have children pull out 1 paper slip at a time and decide who/what they can attribute those changes to.

What may result is something like:

Karl wakes up the next morning and walks to his village, but everything is different. He looks different and his village does, too. **Karl now has a long beard and ripped clothes. The village houses have broken windows and ugly paint. The townspeople look older and sad.**

As with the other sheets, read aloud the prompts with the children.

* For a post-writing exercise, if the children have had a larger contribution in the writing tasks, prepare a **Writing Checklist** and have them double-check their work before recording their stories.