



## PARTICIPATORY STORIES

### **Manneken Pis** (5 – 6 age group)

#### Learning objectives

The 4 sheets will focus on expanding writing skills through roleplay, sentence continuations and sound and dialogue boxes in order for the children to be able to identify the appropriate description words, choose their own narrative flow, understand the placement of onomatopoeia and speech in stories, and imagine an ending to a story with established characters, plot and setting.

#### 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)
- Division of groups for roleplay to act out battle scene and for the ending of the story (1<sup>st</sup> and 4<sup>th</sup> sheets)
- Three 'grab bags' with continuations for writing prompts (2<sup>nd</sup> sheet)
- Dialogue/onomatopoeia sound boxes (3<sup>rd</sup> sheet)
- Writing checklist (in general/post-writing exercise)



# 1<sup>st</sup> sheet: DESCRIBING CHARACTERS AND SETTING

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

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Enemies attack the city. A boy watches the siege from his room.

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To first immerse students into the story, divide the students in each of the groups into two roles: the enemies and the boy. Have them **roleplay the scene** described above and even expand it to add variety (For the enemies: What would you do first when approaching a city? For the boy: How would you look with your eyes if you saw a siege?). Then ask each group of 'actors' to describe their role:

- **What are the enemies like/How do you imagine the enemies?** (refer to good and bad adjectives suited to their reading level: friendly, scary, evil, etc.) **What do the enemies have?** (refer to weapons and means of attack: guns, knives, bombs, fire, etc.)
  - **If working with an advanced group of students:** encourage expansion with clauses by asking, "What else can the enemies do in the city?" (for example, eat the food, climb the walls, steal the money)



- **What is the boy like/How do you imagine the boy?** You can use the illustration of the boy to describe his **physical characteristics** (blonde haired, young, small, etc.) and leading yes/no questions to round out the description of his **character**: Is he scared? Is he brave? Is he curious?
  - **If working with an advanced group of students:** encourage expansion with clauses by asking, “What else might the boy be doing in his room? (for example, dresses for bed, eats a snack, plays with his toys, etc.)
- Have the whole group brainstorm about **the city** where this takes place:
  - Which city is it? (Brussels or otherwise)
  - Is it quiet or noisy?
  - What’s the weather like in the city?
  - When does this happen – in the morning, at night, after dinner, etc.
- Have the whole group brainstorm about the **siege** (refer to words such as: fiery, big, small, dangerous, loud, etc.)  
As this is a key word, you can use an accompanying image to help.

After each of the student’s answers to your questions, repeat after them and write down the most popular/most fitting words on the sheet. You should have descriptions for four words: enemies, city, boy and siege. Since those words will be written in different colours in the writing prompt, **use the corresponding colours when writing the descriptions for each of the words**. This will help the students be able to identify which descriptions go with which word if they get lost or confused.



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 evil and sly enemies steal the food and** attack the **quiet and rainy city of Brussels one winter morning**. A **tired, blonde-haired boy eats a snack and** watches the **fiery and dangerous siege** from his room.

Then, divide the groups into two parts that will each take turns reading aloud the modified sentences.



## 2<sup>nd</sup> sheet: EXPANDING ON ACTIONS WITH CONJUNCTIONS

Read aloud the writing prompts to the children:

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The boy wants to help.

The battle stops.

Everyone is happy.

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The way in which these prompts will be continued is left up to **three mystery grab bags** (one for each prompt), which contain conjunctions and clauses to continue the story. Divide each group into three assigning them a writing prompt and its corresponding grab bag. Each grab bag should contain **5 continuation sentences and 1 option to “Finish the sentence yourself!”**

Examples of the contents of the grab bag for the first prompt can be:



The boy wants to help...

- so he gets his toy sword.
- but he is scared of the enemies.
- and he runs outside.
- because he is good at fighting when he plays.
- and he loves his city.
- finish the sentence yourself!

Allow students assigned to each writing prompt to pick 2 options from their grab bag and to select the one they like best. The purpose here is for the children to identify the relationship between the prompt and continuation sentence and freely choose which one is most fitting to the story they are creating.

- **If working with an advanced group of students:** allow them to copy the continuation sentence to the end of the writing prompt they've been assigned (in the colour of each writing prompt to stay consistent). Otherwise, read the continuation sentence aloud (to and with the students) and write it down on the sheet next to the corresponding writing prompt.



## What may result is something like:

The boy wants to help **so he gets his toy sword.**

The battle stops **and the enemies run away.**

Everyone is happy **and the people start dancing in the streets.**

Then, as with the first sheet, have the group take turns reading aloud each of the prompts.



## 3<sup>rd</sup> sheet: ADDING DIALOGUE AND SOUND WORDS

Read aloud the writing prompts to children.

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Enemies hide. They put gunpowder in the city.  
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Turn their attention to the **empty dialogue box** next to the illustration of the soldiers and ask them what they think it is. Inform them of what the dialogue box signifies if they don't know. Do the same for the **sound effect box** above the fire illustration. By turning their attention to those boxes, the purpose is to ask the children to use their imagination to:

- ponder and propose ideas about what the enemies could be saying to each other
- think of onomatopoeia for the lit gunpowder (for example: WHAM, BAM, CRASH, HISS)

You can suggest **further elaboration** of this sheet as was done in the first sheet by asking leading questions:

- How many enemies are hiding? (for example: many, 2, 100, etc.)
- What happens when someone puts gunpowder? (for example: a fire starts, it gets hot and bright, etc.)





- **If working with an advanced group of students:** when writing the new sentences proposed by the pupils, inquire about the proper punctuation of dialogue (colon and quotation marks) and onomatopoeia (exclamation points)

### What may result is something like:

2 enemies hide. They say: **“They have no idea what we have planned HAHAHA”** and **“We will blow this city up!”** They put gunpowder in the city **and a fire starts.** It goes: **HISS! and BAM!**

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



## 4<sup>th</sup> sheet: IMAGINING AN ENDING TO THE STORY

Read aloud the two writing prompts for the children:

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The boy pees on the fire and puts it out. The king watches from his window.  
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For the final activity, make use of roleplay again by **dividing pupils of all groups into 3 roles** – the enemies (role 1), city inhabitants (role 2) and the boy (role 3). In order to spur creative writing ideas from the students, ask each role play group a question: **“What do you as the enemies/city inhabitants/the boy do next?”**

Stick to the order of the roleplay characters, so that the pupils can better understand the logical order of the story’s structure and cause-effect relationships (the enemies run away -> the inhabitants cheer in the streets -> the boy is given a huge trophy!). Have the pupils act out the activities they mention, further inspiring other ideas to emerge.

- **If working with an advanced group of students:** allow each group to write down the roleplay proposal of what they came up with for the story’s end in cursive. Otherwise, write their proposals on the sheet yourself.



## What may result is something like:

The boy pees on the fire and puts it out. The king watches from his window.

**The enemies run away.**

**The inhabitants cheer in the streets!**

**The boy is given a huge trophy!**

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.

