



SESSION 12 - TEACHING NOTES - 'The Door'
Monday 26th April 2021 11.00 – 12.00 am

Today's Game – Things you can do with a door + what could you do if you were the size of a fly?

This week there are 2 games to play – we will swap games after two minutes.

- a. First game - create a list of things that you can do with a door, e.g. use it as a surfboard, wear it as a hat, hide snakes under it, turn it into a table top, use it as a sledge, etc.
- b. Second game – what could you do if you were the size of a fly, e.g. search under the floorboards, hide in letters and get posted, crawl into your ear, tickle someone's toes, etc.

This could be played in solo, pairs or as a class together. The children will be given a set time limit to play the game. David and Pie will model the game first bouncing ideas back and forth.

The Objective – to enjoy the creative challenge of rapidly generating creative solutions and ideas.

Padlet – to get everyone back into the swing of things, this second session is really aimed at building confidence and drawing on the different poetic and writing techniques that we have touched on during the last two terms.

**Go and open the door.
Maybe, you'll see a mirror
staring right back at you.**

Go and open the door.
Maybe, you'll see a ragged rook
flying like a jagged arrow.

Go and open the door.
Maybe, you'll see an ancient tree
as rough as a buried parchment.

Go and open the door.
Maybe, you'll see a tower
on a distant hill,
surrounded by a ring of cold flames.

Go and open the door
marked Curiosity,
in case there is a box
waiting to be opened.

Go and open the door.
even if there's only
rainy Manchester on the other side.

Go and open the door.

At least
there'll be
the breeze.

Reminders:

- *Use accurate punctuation.*
- *Use concrete images and describe details.*

- *Use your senses - what you saw, heard, etc.*
- *Each word earns its place.*
- *No overwriting.*
- *Alliteration, similes and metaphors to build pictures.*
- *Personification to add atmosphere – the wind moans.*
- *Name it – ‘Mr Jabbers’ not ‘the man’; ‘Kings Street’ not ‘the road’.*

This activity is aimed at beginning to build possibilities for passing through different doors in the Emporium and what might lie beyond.

Objective – using rhythm, a set pattern and experimenting with personification, similes, alliteration, ‘name it’, abstract nouns and juxtaposition.

Children’s Audio – encourage children to listen carefully to the reading as it was chosen because it was well written but also because it was read aloud effectively. Later on, get the class to discuss why they think the reading was chosen.

The Objective – to listen attentively, enjoy and reflect on what makes effective writing and performance.

Jotcast activity – using colour - This is aimed at encouraging children to build on the pattern. There is a slightly different format to try that involves the challenge of doors of different colours. The children have to make a link between the colour of the door and what lies beyond. The colour grids below should help with ideas during the session and could be added to after the session to build lots of possibilities. *Objective – writing imaginative ideas using a variety of techniques.*

Through the red door
there is molten lava oozing
towards a vulnerable city.

Through the orange door
there is the tip of a candle flame
that no one can extinguish.

Through the grey door
there is the ash left over
from an unsolved fire.

Through the yellow door
you can just hear the sound
of a canary's song.

Through the blue door
you will see sky, sea
and someone's eye glaring.

Through the orange door
there is a sunlit backyard
where a marmalade cat snoozes.

The 2 lists below would be useful for the children during the session to have in their books as they provide some ideas that they could draw on.

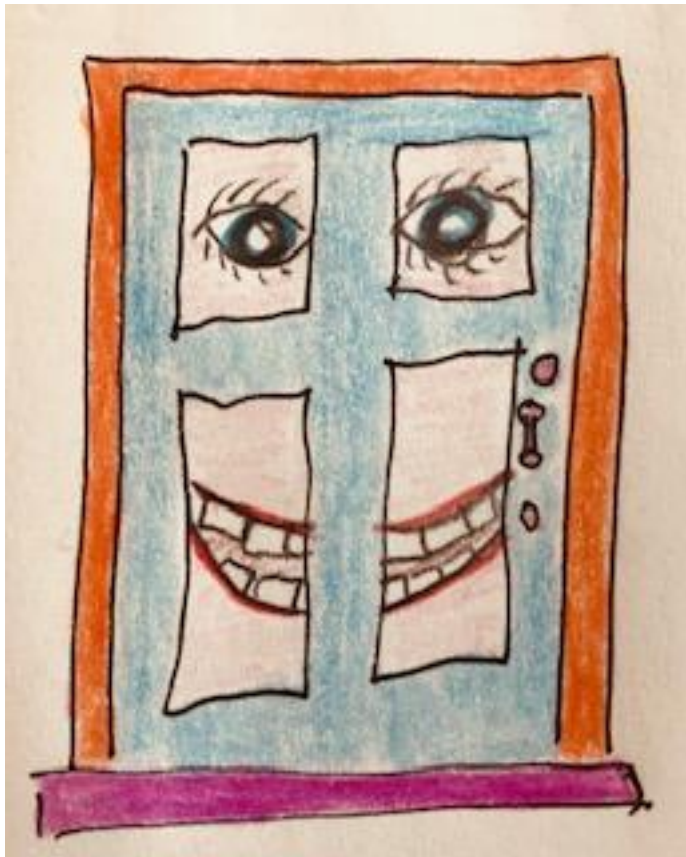
Red	Orange	Yellow	Green	Blue
blood	apricot	bananas	broccoli	blue whale
chilli	baked beans	butter	cactus	butterfly
fire	basketball	canary	emerald	eye
fire engine	carrot	cheese	frogs	gas fire flame
hair	flame	corn	grass	blueberry
heart	goldfish	daffodils	leaves	grapes
poppy	marmalade	ducklings	lettuce	jeans
post box	cats	lemon	limes	Neptune
rose petals	peppers	stars	lizard	pacific ocean
strawberry	pumpkin	sun	mint	sky

Black	White	Pink	Brown	Grey
bat	cloud	candy floss	acorn	elephant
car tyre	cream	cherry blossom	bears	fire ash
cloak	doves	cotton	chocolate	grey parrot
coal	milk	flamingo	coconuts	metal nails
crow	paper	pig	conkers	mouse
mine shaft	sheep	raspberries	cow	old hair
night	snow	skin	dogs	pebbles
rook	sugar	slice of ham	tree bark	pigeon feathers
shadow	talcum powder	tongue	violin	seal
skin	tennis ball	tulips	wood	wolf fur

Gallery Challenge – This week the challenge is to design a door. The photos in the appendix show some of the doors in

one street in Maderia where each door has a painting on it. You can also see my quick design for doors below.





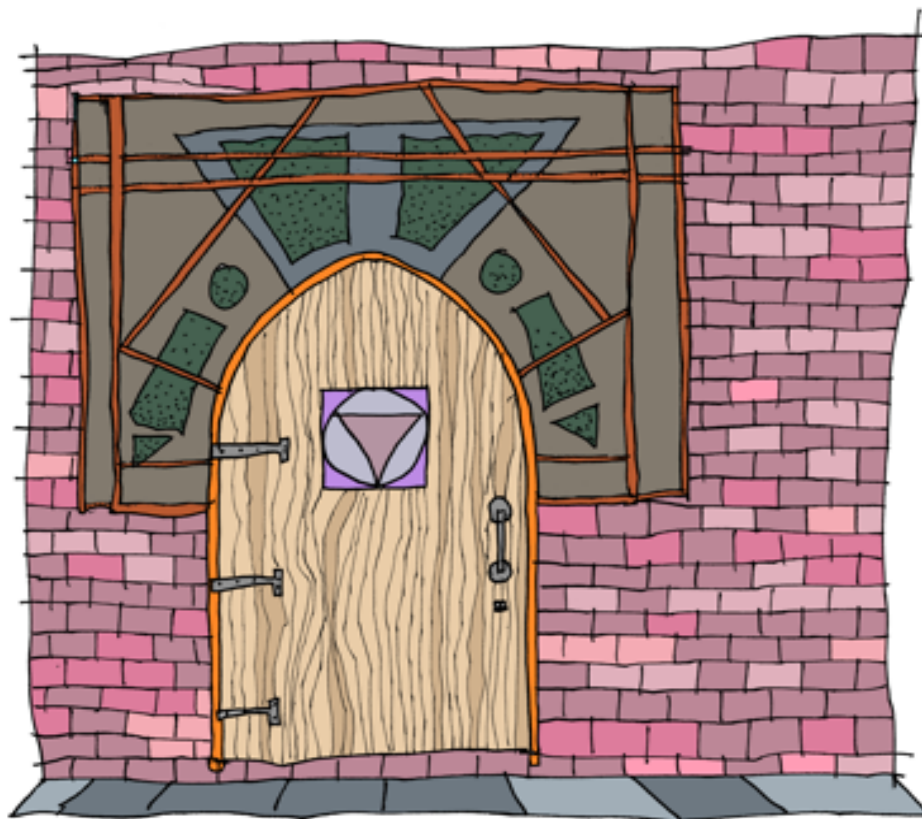
Blogging Activity –

Write a magical poem imagining what might be found beyond different doors in the Emporium.

The options are endless...

- a. Coloured doors as in Pie's poem
- b. Abstract doors – as described in the appendices
- c. Doors of their own making...
- d. Change the word 'door', e.g. hatch, gateway, window, entrance, exit, flap, etc.

Objective – write their own poem (based on the notion of creating magical doors and describing what might lie beyond) by drawing on the range of techniques introduced over the last few terms without ruining the impact of their writing.



Go and open the blue door,
maybe there is -
an eye staring back at you,
the sky waiting patiently
or a kingfisher diving.

Go and open the yellow door,
maybe there is a primrose forging promises,
a canary singing
or a shred of lemon tingling your tongue.

Go and open the red door,
maybe there is a field of poppies,
one fiery eye fidgeting
or a tomato peeling back its skin.

Go and open the white door,
maybe you'll see a barn owl's face,
a blank page
or a clown's mask waiting.

Go and open the black door,
maybe there is an ebony cat,
charcoal fingers fumbling
or a cloak made of shadows.

Go and open the green door,
maybe there is a tuft of mint,
an emerald catching the light
or a cactus surviving.

Audio Challenge – If children want to record their own blog ensure that they have read it aloud a number of times. They should read it slowly and clearly with expression. This could be worked on in pairs or threes so that children can develop their performance.

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TalkforWriting

Going through The Door.

Miroslav Holub's poem 'The Door' makes a great model for writing something imaginary. You can hear the poem being read aloud here:

<https://www.youtube.com/watch?v=bazJvnuOLMM>

<https://www.bbc.co.uk/programmes/p011kx3r>

It can help to invent different sorts of doors. The simplest idea is to have different colours – what might be found through the scarlet door? And make a list of scarlet things, e.g.

*Through the scarlet door
I found a sunset crying for the darkness,
A letterbox closing its mouth,
A heart waiting for its rib cage,*

A traffic light's warning....

This could be quite an extended piece but somewhat relies on knowing lots of scarlet things. Alternatively, try couplets for different coloured doors.

*Beyond the red door –
a poppy-faced clown sobs.*

*Beyond the white door –
a slice of bread slithers silently.*

*Beyond the black door –
charcoal fingers fumble.*

This colour grid is from

<https://ingridsundberg.com/2014/02/04/the-color-thesaurus/> This

blue	slate	sky	navy	brown	coffee	mocha	peanut	green	chartreuse	juniper	sage	grey	shadow	graphite	iron
indigo	cobalt	teal	ocean	carob	hickory	wood	pecan	lime	fern	olive	emerald	pewter	cloud	silver	smoke
peacock	azure	cerulean	lapis	walnut	caramel	gingerbread	syrup	pear	mint	shamrock	seafoam	slate	anchor	ash	porpoise
spruce	stone	aegean	berry	chocolate	tortilla	umber	tawny	pear	parakeet	mint	seaweed	dove	fog	flint	charcoal
denim	admiral	sapphire	arctic	brunette	cinnamon	penny	cedar	pickle	pistachio	basil	crocodile	pebble	lead	com	fossil
orange	tangerine	merigold	cider	white	pearl	alabaster	snow	black	ebony	crow	charcoal	red	cherry	rose	jam
rust	ginger	tiger	fire	ivory	cream	egg shell	cotton	midnight	ink	raven	oil	merlot	garnet	crimson	ruby
bronze	cantaloupe	apricot	clay	chiffon	salt	lace	coconut	grease	onyx	pitch	soot	scarlet	wine	brick	apple
honey	carrot	squash	space	linen	bone	daisy	powder	sable	jet black	coal	metal	mahogany	blood	sangria	berry
marmalade	amber	sandstone	yam	frost	porcelain	parchment	rice	obsidian	jade	spider	leather	currant	blush	candy	lipstick
tan	beige	macaroon	hazel wood	pink	rose	fuchsia	punch	yellow	canary	gold	daffodil	purple	mauve	violet	boysenberry
granola	oat	egg nog	fawn	blush	watermelon	flamingo	rouge	flaxen	butter	lemon	mustard	lavender	plum	magenta	lilac
sugar cookie	sand	sepia	late	salmon	coral	peach	strawberry	corn	medallion	dandelion	fire	grape	pettwinkle	sangria	eggplant
oyster	biscotti	parmesan	hazelnut	rosewood	lemonade	taffy	bubblegum	bumblebee	banana	butterscotch	dijon	jam	iris	heather	amethyst
sandcastle	buttermilk	sand dollar	shortbread	ballet slipper	crepe	magenta	hot pink	honey	blonde	pineapple	tuscan sun	raisin	orchid	malberry	wine

would be helpful as it provides a variety of colour words beyond the basic. It might be best to download from the internet.

You could make the doors more interesting by having them associated with more intriguing concepts, using abstract nouns, e.g.

*Through the door of disaster
I found my mother's wedding ring.*

*Through the door of eternity
I found a shattered mirror.*

*Through the door of anger
I found your lips sewn together.*

*Through the door of sorrow
I found all the goodbyes ever spoken....*

If they don't want to do doors then try windows or a gate or a tunnel or a passageway....

The Open Door - portals

This is a brief account of working with year 5 and leading into story writing. To tune the children in, I started by asking them how characters in their writing could move between time and place. I made a list of their suggestions on the flipchart. They came up with magic portals but also added objects, such as pictures, mirrors, doorways, windows, dreams, a globe, a storm, a thirteenth hour, an extra season, rare plants, unusual drinks or food (Ellie had a tube of jelly beans: 'Quickly, I grabbed the first Island Punch I saw, chucked the tube to the Pirates and popped it into my mouth. The world jotted...'), wishing trees

and talking creatures or objects that will transport them somewhere else.

We started by reading Miroslav Holub's poem called *The Door*. After discussing the structure and language in the poem, we made a list on the flipchart of any other things you might be able to open and see beyond. We came up with:

Blinds, window, hatch, shutters, cat flap, sunroof and curtains.

We then brainstormed what could be on the other side. We came up with:

The moon's shadow, a puddle of tears, dark abyss, sea of love, rummaging fox, lifeless bird, stretching emptiness, humorous man strolling, never-ending fog, sun inferno.

We discussed the difference between concrete and abstract nouns and decided we would try to use both in our poem.

Next, I modeled a first verse, based on the poem but keeping the ideas very structured so they would be easy for the class to share and imitate. I decided each verse would have a sentence of three ideas to consolidate some basic comma and full stop punctuation. On the flip chart I modeled the following, talking it through as I wrote. This was my example, so that I could demonstrate what we would be doing:

Go and open the door.

*Maybe you'll see the scarlet tail of a phoenix,
the jointed rattles of an American snake
or a light bulb bursting like a conducting spark.*

We stopped to notice the proper noun I had used (name it) and thought that it was much more interesting for the reader to know it was an American snake rather than just a snake. Using the simile gave us the opportunity to try out further examples of similes and metaphors which you will see in our shared writing. In the shared writing, the children were giving ideas as I

was writing them down, pushing and challenging so that we ended up with the best that we could do:

*Go and open the hatch.
Maybe you'll see the sun's inferno circling clouds of
blurred blossom, breathing,
a knife-like thorn protecting a crimson rose
or a humorous customs officer lying to clueless citizens.*

*Go and open the hatch.
Maybe you'll hear sea rumbling, stumbling through ebony
shadows,
a lifeless bird floating through a puddle of empty tears
or a fox rummaging like a dachshund digging for Australia.*

*Go and open the hatch.
Even if there's only an imaginative fog swirling, curling
round crisp leaves,
even if there's only bullet rain, paining the windows,
even if there's only stretching emptiness,
go and open the door.*

*At least
there'll be
a gust of dust.*

You can see how we tried to use different sorts of nouns, plenty of alliteration, similes and personification. We also played around with using internal rhymes, such as 'rumbling, stumbling' and Jazzy's brilliant 'gust of dust' at the end. Children respond well to using grammar and literary techniques in the context of their writing. They can understand their meaning, see how they work and use them imaginatively themselves.

Finally, the children edited and wrote up their poems, designing a 'doorway' that opened. Pictures of hidden or derelict doorways are perfect, too, for stepping into other times and

places, in way of preparation for time-slip stories. With a Year 6 group of writers, we shared what we thought lay behind a door, trying to create a feeling of mystery.

We made a short plan: first person, steps, tunnel, water, rats. I used the introduction of an old SATs writing task, 'It's a Mystery' as our starting point. *Ali stood silently, looking at the door. With a slow creaking sound, it opened. Taking a deep breath, Ali walked inside...* Our co-constructed version:

I stood silently, looking at the door. With a slow creaking sound, it opened. Taking a deep breath, I walked inside... As I edged tentatively forwards, the door locked behind me – its echo reverberating like a low, living growl. My eyes widened; my fists were wet with sweat. In front of me (even though my vision was clouded), I could just make out a stark staircase leading down to the shivering shallows below. Nervously, I took a step forwards. Thud! Out of the darkness came a scurry...a rapid movement...nothing more. It sounded like penetrating hail, but it couldn't be, because it was the middle of summer. I let out a weak shriek.

Stumbling forwards, I skidded down past several steps. Particles of rubble cascaded like running rain, echoing to the pinnacle of my fears. I released a breath I didn't know I was holding.

Working on a short paragraph in this way helps children successfully transfer their poetic writing into a narrative context, while still paying attention to the alliteration, personification and internal rhymes we practised in our poetry.

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Wenda Mair, the year 5/6 teacher at Coastlands Primary School sent me this poem. Wenda said, *'This poem was written for me by Chloe, as she waited at the bus stop one*

morning (the school bus was late). Miroslav Holub's 'The Door' had recently been our poem of the week.'

Jump into the sea
There might be an orchard
full of seaweed

Jump into the sea
There might be a shop
full of shells

Jump into the sea
There might be a cave
of mermaids

Do it
Jump
Or you will never know

Chloe Owen, age 10

