



**SESSION 13 - TEACHING NOTES - Emporium Treasures -
Monday 10th May 2021 11.00 – 12.00 am**

Today's Game – Things you treasure

This week's theme is to do with things that might be in the Emporium – marvels, wonders and treasures. The game is to make a list of things that you 'treasure'. When we use the word treasure, most people think of gold, silver and jewels. But what are the real things in our life that we actually treasure – the simple, ordinary things that give us pleasure?

A cup of tea on a cold morning.

Looking at a full moon when it is very dark and the moon is very clear.

The smell of fresh mint.

Marmite.

Finding a new book with a great story to get lost in.

Seeing badgers at night in the lane by our house.

The first spring flowers and leaves turning green.

Cold water when it is really hot.

Songs that I know and can sing along to.

Riding my bike down the lane.

Colouring a drawing.

Daydreaming.

Toast and honey.

Meeting old friends.

Looking at photographs of things that we have done and places visited.

Laughing so much that I cry.

The Objective – to enjoy the creative challenge of rapidly generating ideas of things that we treasure.

Padlet – this third session is aimed at building ideas for ingredients that can be used when designing a treasure. For this treasure, you need to use the best ingredients that you can find – you can use different details from anything amazing, real or imagined. **On the grid below, I have listed possibilities. A huge class brainstorm for each category would provide lots of possible ideas for the children to develop.**

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’, ‘chaffinch’ not ‘bird’.*

Objective – listing ideas drawing on a wide range of sources and bringing alive with detail.

Category	My ideas	Your ideas
Creatures	<i>The wind-borne wings of a golden eagle</i> <i>The frost-bitten paw of a snow hare</i> <i>The swollen pain from a bee sting</i>	
Places	<i>A snowflake from the top of Mount Everest</i>	
Natural features and disasters	<i>The sweeping rage of a tsunami</i> <i>The north wind's power engine</i>	
Museums and history	<i>A golden brooch fashioned by druids</i> <i>A tear-stained page from an evacuee's diary</i>	
Space	<i>A ring from Saturn and a scatter of stars</i>	
Traditional tales	<i>A wish found from a wishing well</i> <i>A glass slipper found on a midnight staircase</i>	
Manmade wonders	<i>A tunnel inside an Egyptian pyramid</i>	
Mythology	<i>A reflection in a dragon's curious eye</i> <i>A fire-charred feather from a phoenix</i>	
Other ideas		

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 a reading was chosen.

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

Jotcast activity – using the senses - This is aimed at encouraging children to construct their ideas into sentences, drawing on the senses, using detail, juxtaposition, surprising word choices or ideas and personification where appropriate.

They might find having my example in their books useful as a way of triggering ideas and a reminder of the structure.

Objective – writing imaginative ideas using a variety of techniques.

If I was called in to create a wonder

I would take -

a golden bar of sunlight found sleeping on a window sill,
the red from a bus trundling down Chorley High Street
and the vivid blue of a damsel fish.

I would take the sound of
friend's laughter exploding after a bombshell joke,
the crush of a distant comet rushing past Mars
and the fury of a swarm of belligerent bees.

I would take the taste of
strawberry slices, like slithers of ruby, on vanilla ice,
the lick of salted skin after sea swimming
and my gran's goat curry simmering.

I would take the touch of
a pink seashell, smooth inside but covered in tough grit,
a cat's purr beneath soft fur
and baby Noah's chubby cheeks.

I would take
a clock's intricate design of wheels and cogs,
a clam's grip, a cloud's softness, a cloak's shadow,
a clown's clapped applause, a broach's clasp
and the click of a fingersnap.

Gallery Challenge – This week the challenge is to design a collage of possible treasures.

How to create a collage of ‘treasures’, ‘wonders’ and ‘marvels’.

Step 1 – take a bunch of magazines and newspapers. Cut out images of anything that appeals.



Step 2 – organise these onto a sheet of paper into a pleasing pattern and stick down.



Step 3 – now write a line for each image to create a poem that goes with the collage. I decided to write mine like a set of cooking instructions.

Instructions for Wonder

Take the strength of Mount Fiji in the Spring
and the delicacy of cherry blossom.

Peel the red from a tomato's skin
and find every shade from a thousand eyes.

Stir in a ballet dancer's leap,
the strength kick a winning goal
and the balance of a mouse with a fork.

Simmer as long as it takes
for the ice caps melt
and polar bears to become a memory.

Stir with the horns of the Minotaur
and the speed of a motorbike.

Serve this Oscar winning recipe
with a dash of frosted snow
found on a mountain's peak
and sprinkle on cherry blossoms.

Blogging Activity – Write a magical poem listing the ingredients needed to design a treasure, marvel or wonder for the Emporium. **The children can choose to develop any ideas or structures from the poems that I have provided for the padlet, jotcast, gallery or the one below or any version that they invent.**

Please remind them to invent their own titles.

Objective – write own poem based on the notion of creating a treasure out of wonderful ingredients found in the real world and beyond, by drawing on the range of techniques introduced over the last few terms without ruining the impact of the writing.

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.

Please do not duplicate, pass on, sell or upload notes on the internet. This is for your use in your classroom. © Pie Corbett 2021

Storm's Eye

If I were summoned
to create a treasure,
I would take:

the wing feathers from Pegasus,
the sudden rush of a storm cloud
and the song of the last whale,

the grey shrug of drifting mist,
the strength of a mammoth's tusk,
and a thin slice of slate,

the speed of Lewis Hamilton,
the crack of a whip
possessed by Indiana Jones,
and the ash from Vesuvius,

the stab of a heron's beak,
the flick of a salmon's tail,
the intricacies of a leaf skeleton
and the melody from a nursery rhyme,

a dragon's uncertain eye,
the scale from a Nile alligator,
the shine from a clown's joke
and the jaws of a triceratops,

the eye of a storm
the brow of a hill,
the mouth of a cave
the wind's teeth
and the cheek of a child.

© Pie Corbett 2021



Notes for 'Read and Respond' to the main poem

Loosening the imagination

It helps to begin sessions with some sort of quickfire game. Use a timer and get everyone involved. Here is a transformation game to try out:

Transformations

It was a phrase by Tzara that gave me the idea of a game in which you magically transform one thing into another like a conjuror. I've experimented many times with this idea and children love it, often producing copious ideas.

When I first began teaching, I had a year 3 class and one of the poetry ideas that I tried out was the idea of having a magical factory that could make anything – out of anything.

*In my magical factory I would make –
a car out of clouds,
a tree out of terrapins,
a clock out of courage....*

Put the children in pairs. Partner A starts the first half of the sentence, saying what will be made, e.g.

I would make a table

And partner B, completes the sentence with an impossible idea, e.g.

I would make a table... out of dust.

After several minutes, they swap roles. You could provide an edge to see which pair can invent the largest number.

I've tried using alliteration as a way of adding an extra edge so that the class are less likely to come up with what things really are made of! I asked the children to embellish, using adjectives, so 'a car out of clouds' and 'a tree out of terrapins' becomes -

*In my magical factory, I would make –
a curious car out of cunning clouds,
a tearful tree out of terrific terrapins...*

You could also do this as an alphabet.

Read and Respond

Before or following the programme, at a suitable time, select a model and read it through fluently and expressively. Begin with a discussion of preferences - which sections do they like or dislike and why. The aim of this initial discussion is to get them digging deeper into the poem, thinking about its effect on them as readers and the images and ideas it creates.

To generate thinking, use a variety of prompts such as:

- Which ideas are the most surprising and why?
- Which ideas interest you the most and why?
- Which one do you wish you had written and why?
- Any suggestions for improvements?
- Find and explain the hardest idea.

I'd go through it line by line, taking their thoughts about each idea. Create a simple display by the class choosing their favourite ideas and illustrating – any good ones could be popped onto the TeachingLive gallery.

Model how to write a short 'critical response' paragraph about a line of their choosing, using simple sentence stems, e.g.

My favourite line/ idea/ image is....

I like this because...

It suggests that...

The author is trying to...
It reminded me of....
Furthermore,...
The main effect that the poet creates is...
He manages this by...
To summarise, this poem is about

Perform

Split the class into groups so that each group has a section of the poem to perform. Work towards a whole class performance. If they work in threes or fours, then they only might have a few lines - which would speed this up!

Analyse the poem

Once everyone has had time to respond, discuss and think about the shades of meaning in the poem, begin to analyse the various different writing techniques and challenges that the children could use in their writing. This could involve a quick discussion and then immediately modeling with the class joining in before they write several examples using a similar technique or approach.

It's easy enough to spot obvious techniques such as using **alliteration** (repeating similar **sounds** at the start of words) or using a **simile** with 'like' or 'as' to make a comparison. Note too, the way in which the poems '**name**' things, e.g. *Chorley High Street*, *Mount Everest*. Encourage children to draw on people, places and objects in the locality by making a class list of possibilities such as names of local places and landmarks. This could lead to producing with the class a writing toolkit of possibilities, e.g.

To write a playful poem, you could –

- *use alliteration to create memorable sounds;*
- *use similes with like or as to build pictures;*
- *use real names of people, places, animals, objects and landmarks to make the poem sound real;*

- *choose words with care;*
- *try to surprise the reader with new ideas and new combinations;*
- *use detail;*
- *use personification to bring ideas alive.*

Discuss the structures with the children, letting them see if they can identify and explain the structure. Most of the poems that we have used rely on 'anaphora' which is where a writer repeats a phrase at the start of sentences. The children can of course borrow these but let's encourage them to vary or create their own.

Brainstorm

It is worth spend ten minutes or so doing a massive class brainstorm of things that could be written about – make a list with the children suggesting ideas using my initial grid, or other amazing things such as unusual animals, birds, water creatures, objects, vehicles, things seen in the city/countryside and in school or home, local place names and landmarks, favourite things, abstract ideas (grief, hope, etc). The list should be made fast and furiously so your handwriting on the flipchart might not be up to much. Children should be jotting down ideas that they might use at the same time. This means that no one can say, '*I don't know what to write about*'.

Shared writing

As a matter of principle, I always used to 'do one together first', before they wrote. Again, this would be fairly rapid and I'd be pushing and challenging their suggestions as 'the first thought isn't always the best'. I'd be getting them to generate ideas and then choose with care, avoiding clichés and create surprises.

When KS2 children write, I'd suggest total silence and give them a time limit of say 10 minutes. This creates a sense of urgency as you want the children's total concentration. Extend the time

if they are working hard. The writing might stretch over several sessions but don't let them overwrite.

Polishing

Use the IWB to show lines from different children, especially where there are teaching points to make. Children can then tweak and polish independently or in pairs. You could use the sentences below for some editing practice – what works, what does not and why and how can it be improved:

I would take the sound of a dog barking and the sound of a cat purring and the sound of a wolf growling.

I would take the touch of a cold, freezing glass of iced water, a hot, sizzling flame and a red, scarlet, crimson sunset.

I would take a car chasing a dream, the lights from a city at night and a planet going overhead.

I would take the speed of a racing car driver coming round a racing track.

I would take the triumph of winning a game, a huge giant coming along a lane and the sleep from a weary soldier's eyes, shut tight as a blind.

Blog it and Audio

Finally the children copy up their completed poem, using their own title, and then it can be blogged. If they have time, get them to perform for the audio padlet.

© Pie Corbett 2021