



**SESSION 15 - TEACHING NOTES - Emporium Story - Chapter 2
– ‘A Warning Broken’. Focus – Character reaction and invented
setting**

Monday 24th May 2021 11.00 – 12.00 am

**Today’s Game – Basic Storytelling Game using
conjunctions or adverbials**

This week the game is a simple and fun way to generate confidence in telling a story, creating new ideas. David and Pie will play the game first of all. The idea is to keep using the word ‘because’, picking up a detail from what the partner has just stated, or using ‘while’, e.g.

*Mr Luciano lay on the sofa **because...** he was tired.*

*Mr Luciano was tired **because...** he had been running.*

*Mr Luciano was running **because....** he was being chased...*

And so on. You can also play the same game using ‘while’:

***While** Mr Luciano lay on the sofa, a firework exploded outside.*

***While** the firework exploded outside, it began to rain.*

***While** it began to rain, the traffic lights changed.*

***While** the traffic lights changed, the dustbin van called. ...*

The Objective – to enjoy the creative challenge of making story sentences using ‘because’/ ‘while’.

Padlet – this second narrative session is aimed at getting the main character into a new world through one of the magical doorways. At this point in the story there will need to be some speech. On the padlet, the children have to practise writing speech, using a basic pattern:

“Hold this penguin,” he said, staring at Poppy.

It is important to add on the ‘ing’ clause which is rather like a stage direction and shows the reader what the speaker is doing. Here are more examples:

“What is your name?” she replied, tapping her foot impatiently.

“I see you have been feeding my owl,” he said, wagging his finger at Poppy.

“This is my wonderful Emporium,” Mr Luciano exclaimed, throwing his arms wide.

“I am innocent!” shouted Poppy, spinning round and facing her tormentor.

Objective – writing sentences using basic speech, accurately punctuated with a stage direction added to reveal what the speaker is doing.

Children’s Audio – *Objective – to listen attentively, enjoy and reflect on what makes effective writing and performance.*

Jotcast activity – using the senses - encourage children to build a setting using their senses.

Sentence idea	Example
– Describe what sort of world your main character finds through the door.	Tobi stared at the cliff edge where the waves broke and sent spray high.
– Describe what your character sees happening there.	Dolphins leaped out of the sea, circling round a red and blue fishing boat. The Captain stood on the deck with a telescope to his eye. He was watching a distant thunder cloud that was rapidly approaching.
– Describe how the character reacts.	Tobi grinned, waved to the fishing boat and called out, "I'm over here!"

Objective – describing a setting using their senses to build the picture for the reader.

Gallery Challenge – This week the challenge is to build on previous door designs. Outline a simple door shape. Put a pattern of bricks round it. Have the door wide open and draw/ design / colour in what lies on the other side in your story:



Blogging Activity – Write the second chapter for your Emporium story in which the main character disobeys a warning and enters a new world.

I've included another portal story in the appendices.

Chapter 1 - through the door + meeting the owner and Book of Wonders.

Chapter 2 - warned not to touch the book – disobeys warning - creates and enters a new room + wonder.

Chapter 3 – adventure in new room/ world.

Chapter 4 – escape and return.

Objective – write own second chapter with main character passing through a magical portal into a different setting.

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.

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The Secret Emporium, Contd

End of chapter 1 – Through the Door

"I see you've found my book of marvels," hissed a voice. Poppy gasped, closed the book and looked up at the owner. He was an old man whose eyes shone like rubies. On his shoulder perched a white barn owl. It shook its head at her, disapprovingly.

Chapter 2 – A Warning Disobeyed

"My name is Luciano Gold," he said, staring at Poppy until she shifted from one foot to the other, uncomfortably. "This is my shop. Do you like it?" Poppy didn't know what to say so she just nodded her head. "Here is my Book of Marvels. You are free to look round my shop but do **not** touch the book!"

A moment later, Mr Luciano Gold had disappeared with a swirl of his long, black overcoat, behind a curtain and Poppy was alone. She realized that she had been holding her breath. She had meant to continue looking round the shop but there was something about the book that called to her. She longed to look at what was hidden in its forbidden pages. She peeked round the curtain and could just see down a long, empty corridor which had what appeared to be at least hundred doors. Where do they all lead, she wondered?

Turning back, she opened the book. Each page contained a different idea for some sort of wonderful world. There were drawings and notes about cities,

towns, villages, sky-worlds, forest houses, deserts, ocean ships, mountains and more. In each place there were wonders beyond imagining.

The next thing Poppy knew, there was a pen in her hand and she was drawing a forest and inside the forest there was a cottage and, through the window, she drew the outline of the one thing that she longed for most of all.

"This way," said the owl. Poppy closed book and, without thinking, followed. The owl flew down the corridor until it came to the one door that had been freshly painted. It stood on the floor, put its head to one side and tapped on the door with its beak. Poppy knew exactly what she was supposed to do. She opened the door and entered.

She stepped, not into a room, but into a forest. Sunlight filtered through the trees. She paused and listened. It was quite still, except for the sound of the birds flitting through the trees. A path curled away from her, towards a cottage. The strangest thing was that it all looked exactly as she had imagined; exactly as she had drawn inside my Luciano's book. Without pausing for a second, without looking back, without any concern, Poppy ran down the path towards the cottage.

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Back in time

Every year class 5 went to visit the Fitzwilliam Museum and this year was no exception. The guide stopped at each display to tell the children about the different artefacts. It was only when they reached the Egyptian display that Emily became interested. A scarab beetle caught her attention: glittering wings flickered in the light; greens and blues shimmered like an iridescent gemstone and elongated feelers stretched towards her.

As class 5 meandered into the Viking section, Emily waited. As soon as they had gone, she reached out and touched the beetle. She felt a hot, stabbing pain and withdrew her hand as if she had been stung. A moment later and ... she was standing at the edge of a desert. Huge, sand-coloured pyramids jutted upwards; white birds circled above, calling; a vast river oozed by and tall palm trees lined its edge. Emily gasped for she knew exactly where she was.

A procession wound its way from the river towards Emily. At the front, a tall man dressed as Anubis (god of the afterlife), wearing a jackal's mask, strode towards her. Drums beat, rattles shivered and the procession sung a low chant. Six men carried a huge, golden stand on which there was a throne. A beautiful woman surveyed the procession from on high. She was the only person without a mask and she was staring right at Emily, pointing!

Without thinking, Emily dashed towards a door set into the closest pyramid. Inside, it was cool and as she ran down a passageway, torches burned to light the way ahead. On the walls, she saw carved images - an owl, fish, warriors and hieroglyphs that were hard to comprehend. She could hear voices shouting and the sound of running feet behind her but

the way ahead was blocked! Spinning round, she found the jackal in front of her. The mask seemed to grin.

Something itched against her leg; a shiny beetle glittered. Emily recognised the greens and reds glimmering in the torchlight. She reached down, touched the beetle and once again felt a hot, sharp stabbing pain and... there she was, back in the museum with Mrs Hardy striding towards her. "The museum has been closed for half an hour. We're all in the coach. Where have you been young lady?"

"In Egypt," Emily stammered but Mrs Hardy did not look at all pleased with her answer!

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Teaching Notes

Have you ever dreamed of time travel? Most children have and this story taps into their natural desire to cross the boundaries of time and space. This simple 'portal story' takes the main character whizzing back in time. It is an ideal accompaniment to a topic on ancient Egypt but could also be used as a model story so that your children can take a character back in time to any historical period that you are studying. The story hinges around the idea that there are 'portal' objects that when touched can magically can take characters back and forth in time.

Getting to know the story

Read the story through, underline difficult vocabulary and discuss any words or expressions that might present a barrier to understanding, e.g. *museum, guide, artefacts, scarab beetle, iridescent, Viking, desert, pyramid, oozed, palm trees, lined, exactly, procession, Anubis, afterlife, jackal, chant, throne, mask, carved images, hieroglyphs, comprehend, striding, stammered*.

Try processing the words in different ways. Provide simple, child-friendly definitions. List examples or synonyms and then try using the words in sentences. Some words are easily explained such as *scarab beetle* or *palm trees* by using an image. Use the words over a number of days for grammar games as well as rapid reading, spelling and when writing creative sentences.

To deepen understanding, ask the following sorts of questions:

- What does the author mean by '*this year was no exception*'?
- At the start of the story how did Emily feel and how do we know?

- Describe what it was about the beetle that caught her eye.
- Why do you think she touched the beetle?
- How did she know so quickly where she was?
- What is the possible effect of the words '*rattles shivered*'?
- Where is the woman sitting and how do you know?
- What does the fact that she has no mask suggest?
- Explain the word '*surveyed*' and what does it suggest about the woman.
- What do the exclamation marks indicate?
- Why does it say, '*without thinking*'?
- It was cool inside. What does that suggest about outside?
- How does the author make it seem as if Emily has no hope of escape?
- Does the mask grin? Explain what you think the sentence is suggesting – what impression is the author trying to create?
- Explain the choice of the word, '*striding*'.
- Explain what Mrs Hardy thinks about Emily.
- Why does the author use ellipsis?
- Describe Emily's feelings as they change across the story and use quotes to support your ideas.

Explore the Story through Drama

Drama is a key strategy to help children deepen their imaginative engagement with a story. It can also help to have children writing in-role as if they were one of the characters.

- hot seat Emily, the guide and Mrs Hardy
- in pairs, be 'eye-witnesses' to what happened at the pyramids
- draw one of the key scenes and create a cartoon
- role-play what Mrs Hardy says to the other teachers
- in role, as Emily, tell your best friend about what happened and then write a diary entry by Emily

- write a formal report about the event by Mrs Hardy for the school's Head
- in role as soldiers, 'gossip' about what has happened
- draw hieroglyphs to show the key events
- make a phone call from the bus driver to his company, explaining why he is late back
- in pairs or threes tell the story of what happened when Emily is tempted to go back to the museum on another day – try changing the 'portal' object that she touches

Grammar

Identify, or build into the model, several grammar focuses. For instance, focus on the use of the semi colon that creates a descriptive list in the first paragraph.

A scarab beetle caught her attention: glittering wings flickered in the light; greens and blues shimmered like an iridescent gemstone and elongated feelers stretched towards her.

Use the same pattern when changing the story. Choose the 'portal' object for the chosen time period. For instance, you might have a character put on a gas mask that sends them back in time as an evacuee or a stone axe to return to the Stone Age! Notice how in the opening of the sentence, the character notices the 'portal' object. It would help to provide several images of possible objects so that the children can write descriptive phrases. Use a colon to introduce the list, e.g.

An old gas mask grabbed his attention:

He noticed an old gas mask:

He saw an old gas mask:

Now create a descriptive list, using semi colons to divide each item, e.g.

He noticed an old gas mask: its wobbly eyes hung down; the strap had long since broken and the material seemed faded beyond repair.

Story Writing

Children love this story type. It is fun to send a character back in time to a favourite period, especially if the children have been studying a historical period in depth. This could tie into a visit to a castle, manor house or ancient site. Visits provide children with a deeper experience of history and can be used as a resource for writing.

<u>Underlying pattern</u>	<u>New ideas</u>
Main character (MC) sees a historical artefact	<i>Jon finds a flint axe in a field</i>
The MC touches the object and is transported back in time	<i>He picks it up, puts it in his rucksack and is transported back in time to the stone age</i>
The MC is threatened by something/ someone	<i>Some hunters are chasing deer, see him and give chase</i>
The MC flees but is chased	<i>He flees into the forest and hides in a cave</i>
The MC touches the object again and comes back to the present	<i>As it is dark, he grabs the axe to spark a fire and is transported back to the field</i>
A character makes a final comment	<i>He visits a museum to see if he can find another magical object</i>

Writing toolkit

A key aspect to this sort of story is description. It is important to be able to describe the portal object but also to draw upon historical detail and use it to describe the new setting. The key to description lies in the writer having a strong picture in their minds of the object or setting. Here is a simple toolkit:

- use well-chosen adjectives to build the description, e.g. *huge, sand-coloured pyramids*

- use historical details to bring the description alive, e.g. *in a jackal's mask*
- describe what you can see but also use other senses, e.g. *white birds circled above, calling*
- use a semi colon to write a detailed list, e.g. *glittering wings flickered in the light; greens and blues shimmered like an iridescent gemstone*
- use commas in a list to pile up description, e.g. *sand-coloured pyramids jutted upwards; white birds circled above, calling; a vast river oozed by and tall palm trees lined its edge*
- use similes to help the reader imagine what something is like, e.g. *like an iridescent gemstone*

Shared Writing

Begin by using the boxed up planner to demonstrate how to plan. Use bullet points for ideas and involve the children. Draw on a historical period that is familiar. On the planner, list lots of their ideas so that there is a bank of possibilities for them to use as they plan. Share a few plans with the whole class.

It is worth emphasising that the boxed up planner does not mean that their stories will only be 5 paragraphs long. Each section of the story might well take a number of paragraphs and that you expect the children to develop their stories. Weaker writers may hug closely to the model but more confident writers should move away and base their stories on their plan and use the writing toolkit to develop their descriptions of the object and the new setting.

In this example, I have moved away from the original text but am using the toolkit and the original plot idea.

All afternoon Jon had stumbled across Darker's field searching for his Mum's phone. He had been daft to take it in the first place but had so badly wanted to ring Miram. He would be in double trouble if he could not find the phone. Not for the first time, he regretted his stupidity. Why did he always act first before thinking?

Something caught his eye in the grass. He knelt down and stared: a smooth, green stone lay on the grass; strange marks snaked in circles across its polished surface and the edge was sharpened to a fine point. He knew what it was at once. They had studied Stone Age axes and he had actually seen several in their visit to the London Museum. One of them was exactly like this one. It was made of jade and had been found in the River Thames.

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