



SESSION 24 - TEACHING NOTES - Emporium Story - Chapter 1
– ‘Through the door’. Focus – prologue and setting
Monday 17th May 2021 9.30 – 10.30 am

Today’s Game – Amazing things inside the Emporium

This week's theme is to do with things that might be in the Emporium at the start of your story – what marvels, wonders and treasures might you find there? The game is to generate a descriptive list of real things that you might find inside the shop but you have to make them sound amazing, e.g.

Leather books with spidery writing and coloured pictures of other worlds.

Ornate cages with songbirds

Huge dolls with painted faces

Stuffed birds of paradise

Golden and silver clocks and watches ticking

Photos of distant mountains and snowy peaks sunlit

Pencils of every shade

Broad brimmed hats made of feathers and felt

Coloured bags filled with tiny, wrapped gifts

Oriental masks with grinning smiles

Polished shoes with silver laces

Rings glittering with emeralds and rubies

Cups and plates with hand-painted flowers

Old, wooden, painted toys

Sun hats in bright colours

Boxes covered in shells and filled with buttons

Brooches, necklaces and badges like gemstones

The Objective – to enjoy the creative challenge of rapidly generating ideas of items that might be used later on when building a description of the setting.

Padlet – this first narrative session is aimed at getting the main character into the setting of the Emporium and describing it. They should take their ideas about what might be in the shop and turn these into sentences that start with the main character's name. They could list one, two or three items in the sentences. Then they should try sentences that describe some of the contents either using a prepositional phrase to start:
- on the ceiling; on the counter; on the floor; to one side; in the corner; under a table; by the door... Or just create a descriptive, list sentence.

1. Poppy saw a silver cage of canaries.

2. Poppy saw an ebony violin and ivory chess set.

3. Poppy saw a display of ancient toy soldiers, china dolls and stuffed animals.

Poppy stared up at a silver cage of canaries hanging from the ceiling and their song filled the shop. A miniature lighthouse beamed as it rotated, casting shadows. Several hand-painted clocks ticked together as their second hands edged round their faces. On one counter, a bowl of sweets glittered invitingly. There was a display of ancient toy soldiers, china dolls and stuffed animals. Coloured bamboo umbrellas swung from a wooden beam making it seem as if the ceiling was like a rainbow. To one side, stood a rack of clothes, covered in pearls and sequins. Brilliant fish swam in a glass tank, their scales like polished gold. But what interested Poppy most of all was an old leather bound book. As she turned the pages, the writing seemed to spring alive and the letters swarmed like ants forming different pictures.

Reminders:

- *Use accurate punctuation.*
- *Use concrete images and describe details.*
- *Use your senses - what you saw, heard, etc.*
- *Each word earns its place and 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 – list ideas drawing, bringing alive with detail.

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.

Sight - Poppy saw a model sky-ship made from Persian coloured silks complete a tiny, solar-powered motor to help it fly.

Sound - Poppy heard a metallic, mechanical beetle scuttling along the counter, clicking its feet and spreading its polished wings before taking off.

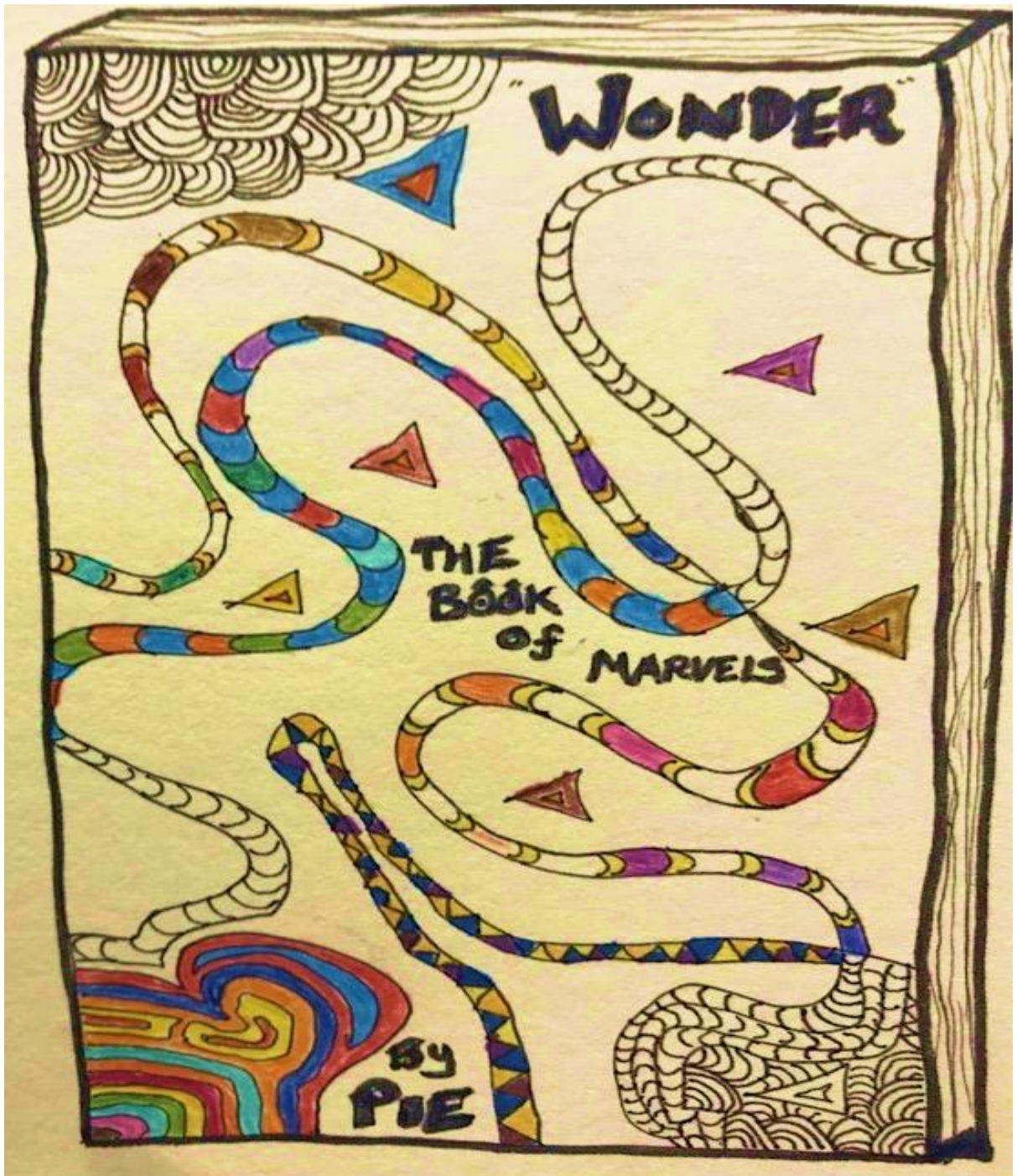
Scent - Poppy could smell the sugary donuts and candy popcorn.

Touch - Poppy stroked the kitten’s soft fur and felt its purr beneath her hands.

Taste - Poppy took a bite from the free candy whistle-pop which tasted of almonds and peaches and with one puff it squeaked like a mouse.

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

Gallery Challenge – This week the challenge is to design the cover of the book of wonders. You could use either a patterned design such as the one below that I have just started or an image.



Blogging Activity – Write a prologue and first chapter for your Emporium story in which the main character enters the Emporium and meets the owner. Make sure that you describe what the Emporium looks like inside.

Please remind them to invent their own titles. The 4 sessions will follow this pattern:

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 prologue and first chapter with a strong description of the 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. This could be worked on in pairs or threes so that children can develop their performance.

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The Secret Emporium

Prologue

There are some places where no one ever goes. The Secret Emporium was like that.

Even though at Christmas, the lights in the window would sparkle like gemstones glittering. Even though, the toys in the window seemed to be alive and would beckon you in. Even though, you could smell baked bread or the tang of salted chips. Even though, you heard the sound of laughter from within. Even though, the displays were piled high with rainbow coloured sweets of every shape and size, like a treasure chest over spilling.

But no one ever entered. The doorway was too heavy and too dark. It was as if the Emporium wanted you to enter at any cost and no one ever did. No one that is until Poppy.

Chapter 1 – Through the Door

Poppy had always been curious and her mother had often warned her that it would lead into trouble. One sunny afternoon, she was walking down Elf Road when she noticed something unusual about the Emporium. For once, the door was open and without really thinking about it, she stepped inside.

Everywhere she looked, it was packed with wonders and things that she wanted to touch. She saw a silver cage of canaries hanging from the ceiling and their song filled the shop. A miniature lighthouse beamed as it rotated, casting shadows. Several hand-painted clocks ticked together as their second hands edged round their faces. On one counter, a bowl of

sweets glittered invitingly. There was a display of ancient toy soldiers, china dolls and stuffed animals. Coloured bamboo umbrellas swung from a wooden beam making it seem as if the ceiling was like a rainbow. To one side, stood a rack of clothes, covered in pearls and sequins. Brilliant fish swam in a glass tank, their scales like polished gold. But what interested Poppy most all was an old leather-bound book. As she turned the pages, the writing seemed to spring alive and the letters swarmed like ants forming different pictures.

“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.

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Elf Road

Poppy had always been curious. One sunny afternoon, she was walking down Elf Road when she saw something unusual. In the brick wall, there was an ancient, wooden door. The metal handle was shaped like a dragon's mouth. Gently, she turned it and the door creaked open.

Inside, there was a huge, dark hall. On an enormous table, someone had set out a great feast with thick slices of juicy chicken, huge bowls of green salad, glass jars of fresh fruit and silver plates of sweet puddings. Hundreds of tiny people were serving steaming pies, scarlet strawberries like gleaming embers and tall glasses of creamy drinks. They were dressed in curious clothes with scarlet cloaks, yellow shoes and crimson caps. Poppy tried to talk to the tiny people but they did not say a single word!

In the middle of the table, there was a glittering dragon carved out of ice and in its beak she could see a folded piece of paper.

'Look where you wish,
but don't touch a dish.'

So, Poppy wandered further into the hall, walked past a great fireplace and, at the end, she found a crystal

cupboard. Amazed, she opened the door and inside was a golden apple sitting on a silver plate. It smelt so sweet and her mouth was so dry that she picked it up and took a bite. The glistening apple tasted of sunlight! At that very moment, Poppy gasped because she had remembered what she had been told.

Instantly, she could hear a thousand mocking voices ringing in her ears like sharp, clanging bells. Poppy shuddered and ran from the echoing sound. Clutching the apple, she dashed through the dark hall, past the great table with the tiny people running behind her. Just in time, she found the wooden door that led her back to her own world.

Amazingly, two very strange things happened after Poppy reached home. First, Poppy planted the apple pips. One grew into a beautiful tree with blossoms of silver and apples of gold that glowed like tiny suns. Her mother said that the fruit tasted sweeter than starlight itself. Secondly, poor Poppy never found the door again even though she walked up and down Elf Road many times. At school, they said that Poppy was always lost in her daydreams. She dreamed of dark halls, fantastic feasts and golden cupboards. Sadly, that other world had disappeared and Poppy never found her way back again. Well, at least, Poppy never found her way back ...

Teaching Notes

Our work on The Emporium is based around previous work that I have done on Portal stories. Here is another model text and some teaching ideas that you could apply to the Emporium story as it grows.

There are many stories around the world about gateways into other worlds where 'the little people' live. This 'portal' story has a warning at its core. It is a great story for year three and four children though it can also be used with older pupils. Children love describing the new setting, the little people and the magical feast.

Storytelling and reading

Draw story maps and use actions to retell the story. Let the children work in groups. Weaker writers benefit from knowing a text word for word as this helps them to internalise sentence patterns and vocabulary. Stronger writers retell in their own words, embellishing. Make sure they perform their stories using expression.

Once the class is familiar with the story, read it. Discuss any vocabulary and also the following questions:

- What does curious mean?
- Which words make the door sound different?
- Discuss the effect of the words that make the hall sound scary: *Gently, she turned it and the door creaked open. Inside, was a huge, dark hall.*
- Give two reasons to explain why she picked up the apple.
- Which words suggest that the apple was amazing?
- How do we know how Poppy felt once she had eaten the apple?
- Why were the voices 'mocking'?
- Explain why Poppy shuddered.

- How has the adventure changed Poppy?
What do we know about Poppy's mother that might suggest what happened?
- What does the final line suggest?

Grammar

Use the story to teach several 'grammar for writing' focuses.
Use the first paragraph for the children to discuss the function/job of the three fronted adverbials:

Poppy had always been curious. One sunny afternoon, she was walking down Elf Road when she saw something unusual. In the brick wall, there was an ancient, wooden door. The metal handle was shaped like a dragon's mouth. Gently, she turned it and the door creaked open.

Let them talk it through – they should be able to work out that one tells you 'when, one says 'where' and, finally, the last one tells us 'how'.

Notice the use of the comma, except before 'and', in the lists:

- a great feast with thick slices of juicy chicken, huge bowls of green salad, glass jars of fresh fruit and silver plates of sweet puddings.
- steaming pies, scarlet strawberries like gleaming embers and tall glasses of creamy drinks.

Underline the nouns in one colour and the adjectives in another colour. Children love writing descriptions of food so bring in a tablecloth, plates and a tea set to create a tea table. Make a list of favourite foods and brainstorm possible adjectives before creating new descriptive lists, building up noun phrases to describe food, e.g. *On the table, she could see chunks of cheese, tasty teacakes and plates of buttery crumpets*. Bring in some

items of clothing to stimulate descriptive lists to describe what the little people wear. List items of clothing and possible adjectives before writing descriptive lists, e.g. They were wearing flat cloth caps, mauve silk shirts and emerald green ribbons in their hair.

Drama

Use a 'feelings graph' to show how Poppy's emotions alter during the story, noting quotes from the text to mark the ups and downs. Push back the tables and create a space in the classroom. In role as teachers or classmates, children speak aloud what they know about or think of Poppy before she had her adventure and afterwards. How has she changed? Children step into the space and freeze to become an object in the great hall. As the teacher moves round in role as Poppy, children say aloud what object they are and describe themselves. Encourage them to use adjectives to build description and similes to show what things look like, e.g.

- *I am the flame's flicker in the great fireplace, like the scarlet tongue from a dragon's mouth.*
- *I am the great table, made from ancient oak and carved with strange creatures and peculiar patterns.*
- *I am a silver plate, complete with a pile of ruby raspberries that have sugar sprinkled on top like snow.*

After the descriptive work, turn what the children have said into a descriptive paragraph. Show the scene through Poppy's eyes (Poppy stared round the hall) and use prepositions to build the description, e.g. *in the middle, on top, to one side.*

Poppy stared round the hall. In the middle of the room stood a great table, made from ancient oak and carved with strange creatures and peculiar patterns. On top of it was a silver plate, complete with a pile of ruby raspberries that had sugar sprinkled on top like snow.

To one side, flames flickered in the great fireplace like the scarlet tongue from a dragon's mouth.

Let the children draw the little people, colour in their clothes and provide descriptive labels. This will help children imagine the scene. In role as Poppy, children write a diary entry about what happened.

Writing

Tune the children into the idea of a journey into a 'magical world' theme by using a playful poetry pattern. Read the poetry example below, use shared writing to show children how to generate and craft their own ideas before they write independently. The aim is to create interesting sentences of three, using commas and alliterative adjectives:

- I opened the magical door and saw
a diabolical dragon, an elegant elf and a greedy goblin.
- I opened the magical door and saw
a silent snake, a gorgeous goat and an elegant elephant.
- I opened the magical door and saw
a charming cherub, a sunlit saucer and a fragile photo.
- I opened the magical door and saw
a silky sunset, serious stars and mournful moons.
- I opened the magical door and saw
meager mountains, ravenous rivers and ferocious forests.

Box it up

Now box-up the story with the children. This should help them begin to see the underlying pattern that eventually they will be able to use when writing their own 'portal' story. Complete the planner with the class giving ideas for a new story. The children then complete their own planner for their own story.

Underlying pattern	New ideas
Main character (MC) finds magical portal and enters	<i>Josie finds door in cupboard under stairs and goes through it</i>
Describe new setting	<i>It leads to world of magical animals, guarded by tiny elves</i>
MC warned not to do something in new world	<i>She is told she can explore the world but not to touch the birds</i>
MC explores new world and disobeys warning	<i>She frees a 'bird of paradise' that has been trapped and picks up a feather!</i>
MC has to escape and return through the portal	<i>She is chased and just manages to escape through the portal</i>
MC cannot find portal again and has brought back some magical item	<i>She can never find the door again but the feather grants her a magical wish</i>

Writing toolkit

Create a writing toolkit with the children, focusing on learning to write effective descriptions. Draw attention to the use of descriptive lists, well-chosen adjectives and similes to show the reader what things look like. Also, draw attention to the way in which the prepositions help the reader see where things are placed when describing. Illustrate the toolkit by referring to the story as well as creating new ideas.

Tools	Example from the story	New example
Separate lists with commas	<i>... curious clothes with scarlet cloaks, yellow shoes and crimson caps.</i>	... lemon biscuits, rich cake and malted scones.
Select adjectives carefully	<i>Billy dreamed of dark halls, fantastic feasts and golden cupboards</i>	She dreamed of glittering rivers, jagged rocks and slender reeds
Use similes to help reader picture the scene	<i>The metal handle was shaped like a dragon's mouth</i>	The door was carved like an ancient face
Use prepositions to show where things are	<i>Inside the room ...; On top of it was ...</i>	Beside the river ...; ... behind the door
Use comparisons to help reader picture the scene	<i>sweeter than starlight</i>	larger than an elephant
Use fronted adverbials showing how, when, where to introduce new ideas	<i>One sunny afternoon, ...; In the brick wall, ...; Gently, ... etc</i>	Late one night, ...; Under the table, ...; Carefully, etc

Use shared writing to create the class version of the story with the children planning and writing their own versions. Stretch this over a number of days so that their stories gradually emerge, for example:

Josie had always been nosy. Early one morning, before she set off for school, she noticed a strange looking door at the back of the cupboard under the stairs. It had peculiar carvings on the door and the handle was shaped like a pair of strange wings. Carefully, she tugged it open, crouched down and crawled into the darkness.

The inside opened out into what looked like a vast park. In the distance, there stretched a bright green forest. Far away, she could see a thin blue line that must have been the sea. Everywhere she looked, she could see strange creatures. Ahead there were yellow monkeys with scarlet wings, tiny tigers with ragged ears like elephants and giant, striped giraffes. Thousands of tiny people seemed to be guarding these strange animals. They were dressed in flat, blue caps, mauve, silk shirts and had emerald green ribbons in their hair. Josie asked one of the tiny people where she was but he just said, "You can wander wherever but don't touch a feather!"

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