



**SESSION 26 - TEACHING NOTES - Emporium Story - Chapter 3
– ‘A Discovery’. Focus – suspense builds
Monday 7th June 2021 9.30 – 10.30 am**

Today’s Game – Basic Storytelling Game - good news/ bad news.

Partner A starts announcing some good news; partner B then announces the bad news... and so on. At half-time, swap roles:

The good news is that I have won the lottery.

The bad news is that the ticket was in my jeans pocket and Mum washed my jeans.

The good news is that she emptied my jeans before the wash.

The bad news is that my brother has taken the ticket.

The good news is that I found it under his pillow.

The bad news is that my Dad has grounded me for stealing!

The good news is that I have sneaked out of the house and I am on the train to collect the money.

The bad news is that the train has broken down.

The good news is that I have hired an elephant-dragon to pull the train along.

The bad news is that the elephant-dragon has gone on strike...

The Objective – to enjoy the creative challenge of making sentences with dilemma and resolution.

Padlet – this third narrative session is aimed at getting the main character exploring new world and building suspense. On the padlet, the children have to practice using a colon to introduce a list. Isolate the pattern so that it can be studied and then the children work to use the underlying grammatical pattern to invent new examples and post them.

The house had everything she needed: a bed, plenty of food and a cosy fire.

Thousands of toys appeared: packages, balloons, train sets, miniature planes, dolls, soft toys and tiny cars.

She was afraid of three types of dragon: storm dragons, snow dragons and, worst of all, the macaroon dragon.

There were three choices: run to the market, hide in the castle or wait for the dragon.

She wanted to see the 2 places: the midnight lake as well as the old well.

It was a terrible dilemma: eat the cookies or slice up the coffee cake.

They often saw the elf: swinging through the trees, hiding behind parked cars and riding on the back of nighttime cats.

She knew one thing: running was not an option.

Objective – writing sentences using a colon to introduce a list and punctuate accurately.

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

Jotcast activity – experiment with using a colon to introduce a list that then uses semi-colons to separate the items to avoid becoming muddled. I've included further work on semi-colons in the appendices.

Original - *Then he saw it: a copper body glinted; a pair of beady eyes stared towards him; and metal claws grazed the bonnet's rusted skin.*

New version - *Then she saw it: a green body smothered in slime heaved towards her; scarlet eyes bulged out of a grotesque head; and razor sharp talons clawed the ground.*

Original - *In this world, I discovered: gulleys where goblins skulk; valleys where trolls roam; sly corners where secrets hide; mantraps ready to trip you up and snare your legs in metal teeth; and sharp corners ready to snap your bones.*

New version - *In this world, I saw: tiny fish like splinters of light swimming in cool rock pools; black sand drifting into ominous dunes; herons waiting at the sea's edge, watching; and tongue-tied swimmers standing silently by a life-guard's post.*

Objective – using a colon to introduce a list and using semi-colons to separate items in the list to avoid becoming muddled.

Gallery Challenge – This week the challenge is to create a creature using an ink or paint blotch and press. Take a piece of paper. Fold in half. Open up. Put some blotches of ink or paint in the middle and either side of the central line. Now fold across and press. Open up and dry. I have added eyes to my first creature using blue paint. The other one looks to me like some sort of weird dragonfly. These are creatures that might appear in my new world. They could be named and labeled as we did with our dragon drawings.





Blogging Activity – Write the third chapter for your Emporium story in which the main character explores the new world but gets in trouble and suspense builds.

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 - suspense.

Chapter 4 – escape and return.

Objective – write own third chapter building suspense

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 2 – A warning disobeyed

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.

Chapter 3 – Through The Door

It was a pretty, stone cottage with flowers in the garden and roses growing up against the walls and round the windows. The door was open and without really thinking about it, she stepped inside, her heart thudding expectantly. The house had everything that you might need: a cosy sitting with a sofa and a wood fire burning brightly; a tiny kitchen with blue cups and plates and an old cooker; a table that was set for two with a teapot steaming; and a plate of toasted teacakes ready to be eaten.

"Hello," called Poppy, wondering if anyone else was there. But she was met by silence. She made her way up the stairs to a darkened landing. There was no one in either bedroom though the beds were made up with colourful quilts and soft pillows. For a moment, she

wondered if she had stepped straight into the story of the three bears!

She had thrown into her drawing a wish and it didn't seem as if that was going to come true. There were no signs that a man lived there. She had never met her Dad but she was certain that he was not there. It didn't feel right. Then that she heard it.

Something downstairs; something moving and it wasn't exactly using footsteps. It was a strange dragging sound accompanied by a low hiss. She stared down the stairs, plucked up courage and descended step-by-step, trying to keep dead silent. She paused and peered round the door into the kitchen. Nothing moved. Only the steam from the teapot still drifted.

A moment later, she heard the sound again. Spinning round, she pushed the sitting room door open. It was then that she saw it: a dark shadow-shape heaved towards her; scarlet eyes bulged out of a grotesque head; and razor sharp talons clawed the ground. There was no hesitation this time. Poppy shoved the cottage door open and as fast as her legs could carry her, she dashed back up the pathway, through the forest and towards where the door had been.

But there was nothing there. Nothing that is except for more forest, stretching endlessly on, darkening with shadows and shapes and vague silhouettes that moved without meaning. "Come back," hissed a voice behind her!



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Semi-colons

A piece of old wallpaper fluttered in the breeze; a door tilted at a crazy angle.

Ask the children why they think the writer has used a semi-colon and what is happening either side of the semi-colon. They will hopefully see how the semi-colon is asking the reader to pause between two ideas that are related.

You could then write the same sentence up in a different way:

A piece of old wallpaper fluttered in the breeze and a door tilted at a crazy angle.

Ask the children if the sentence still makes sense but what has happened to it now. This can help them see how the conjunction '**and**' has taken the place of the semi-colon.

Lastly, I would write the sentence up as two sentences:

A piece of old wallpaper fluttered in the breeze. A door tilted at a crazy angle.

Ask the children if the two sentences make sense. Hopefully, they will be able to see that both sentences are simple sentences that make sense on their own. This will help them see that the clauses either side of our original

semi-colon example would both make sense if written on their own. They act rather like main clauses without a conjunction. The semi-colon makes the relationship between the two sentences stronger - they relate to each other.

The children can then create their own innovation on a whiteboard:

A piece of old wallpaper fluttered in the breeze; a door tilted at a crazy angle.

A torn curtain was swept by the wind; a chair swung from a metal railing.

Play around with some of the other sentences in a similar way:

She began to take out all sorts of things. Motz stared at the pile of Grandma's treasures.

She began to take out all sorts of things; Motz stared at the pile of treasures.

Can the children explain the sentence structure now?
Try an innovation:

He began to unpack the holder; Ellie gawped at the contents.

Similarly:

Her eyes were red and she was coughing

could be a sentence on its own:

Her eyes were red and she was coughing.

Or:

Her eyes were red. She was coughing.

Or:

Her eyes were red; she was coughing.

You can have a useful discussion about which version they like and why; how the punctuation changes the way in we read the sentence; and the effect that altering the punctuation has on the reader.

At this point, you may want to talk about how semi-colons can be used in detailed lists. See if they can explain the difference between the following:

There was: wallpaper, a door, chairs, bricks and smoke.

Or:

There was: a piece of old wallpaper; a tilting door; battered, broken chairs; fragments of brick; and smoke that filled the air.

The children should easily be able to spot and explain why commas have been used in the first instance and semi-colons in the second. They will also probably comment on the use of the semi-colon before 'and' especially as we are usually trying to stop them using a comma with 'and'. However, they relish the opportunity of being able to do something they usually can't but are allowed to do!

You can go on to create other lists, both short and detailed for them to practice.

We had: sandwiches, crisps, cake and oranges.

Or:

We had peanut butter sandwiches; cheese and onion crisps; chocolate cup cakes; and sweet, mandarin oranges.