



SESSION 17 - TEACHING NOTES - Emporium Story - Chapter 4 – Escape through the portal.

Monday 14th June 2021 11.00 – 12.00

Today's Game – Basic Storytelling Game - carrying on a story, with a partner's suggestion:

Partner A starts a story off. B then has to provide a word that really would not fit in. Partner A has to continue the story, using that word.

At half time swap roles.

If the story dries up, begin again.

Tell it sentence by sentence, using the suggestions.

The Objective – to enjoy the creative challenge of creating a story, skillfully using suggestions.

Padlet – children have a few minutes to complete one or more 'post it notes'. The challenge is to write story sentences using a range of different 'sentence starters':

Starter	Example	Other examples
Ed	<i><u>Excited</u>, Poppy ran towards the cave.</i>	disappointed, scared, bewildered, annoyed, worried, fascinated, astonished, ...
Ing	<i><u>Hoping</u> that the wolf could not swim, Poppy leaped into the river.</i>	wishing, remembering, running, leaping, joking, grinning, staring, roaring, snarling, following, ...
Simile - like'	<i><u>Like a whippet</u>, she dashed between the trees.</i>	Like....
Simile - 'as'	<i><u>As hot as a furnace</u>, the sun blazed.</i>	As.... cold as, fast as, angry as, hard as, silent as, loud as, still as, tall as, small as, soft as...
'How'	<i><u>Quietly</u>, Poppy crept forwards.</i>	slowly, luckily, unfortunately, cautiously, angrily, sadly, rapidly, carefully, hopefully, desperately,...
'When'	<i><u>Later that day</u>, she reached Starcaster Hills.</i>	that morning, later on, after that, soon, once, next, one day, that night, at midnight, at dusk, early in the morning
'Where'	<i><u>Behind an oak tree</u>, Poppy rested.</i>	Into, above, below, beside, underneath, beyond, inside, outside, ...

Objective – writing sentences using a range of starters.

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

Jotcast activity – Extending sentences - using a conjunction, an 'ing' verb, an 'ed' verb or an 'ly' adverb.

Poppy crept through the forest.

Poppy crept through the forest **until** she reached the warren.

Poppy crept through the forest, **hoping** that the wolf would not find her.

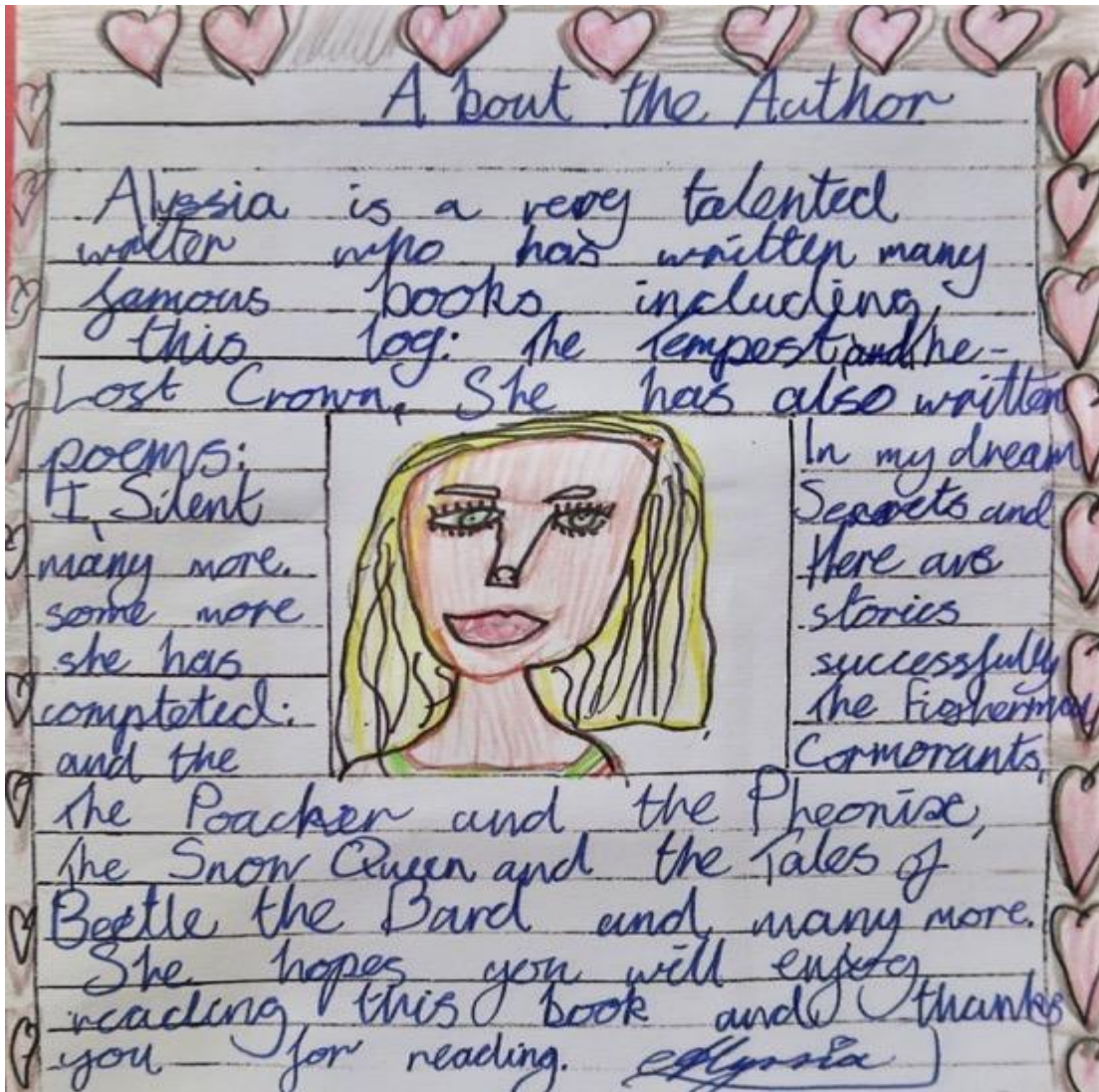
Poppy crept through the forest, **worried** that she was lost.

Poppy crept through the forest, **silently** as a thief.

Conjunctions	'ing'	'ed'
and, but, so, so that, when, while, where, because, as, as soon as, until, before, after, although...	wishing, remembering, running, leaping, joking, grinning, staring, roaring, snarling, following ...	disappointed, scared, bewildered, annoyed, worried, fascinated, astonished ...
'ly' adverb	slowly, silently, cautiously, carefully, rapidly, angrily, moodily, slyly, sneakily, desperately, immediately, bravely, boldly, bitterly, easily, greedily, willingly...	

Gallery Challenge – This week the challenge is to create the back cover for your chapters. To do this activity, get the children to use ideas from the back covers of different books.

(back cover)



Alyssia is a very talented writer who has written many famous books including this log: The Tempest and the Lost Crown. She has also written poems: In my dream I, Silent Secrets and many more. Here are some more stories she has successfully completed: The Fisherman and the Cormorants, The Poacher and the Pheonix, The Snow Queen and the Tales of Beetle the Bard and many more. She hopes you will enjoy reading this book and thanks you for reading. (Alyssia – Year 4 (as typed by Alyssia))

Blogging Activity – Write the fourth chapter for your Emporium story in which the main character has to escape back to the Emporium.

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 fourth 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.

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

The Secret Emporium, Contd

End of chapter 3 – Through The Door

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!

Chapter 4 – The Return

Ignoring the insistent voice that rang in her ears, Poppy paused where she was sure that the door must have roughly been standing. There was no door but there was a small pool that had been hidden between the trees. It was a strange green with the odd bubble of marsh gas breaking the still surface. Silver-green reeds grew round the edges. Peering into the clear water, she could just see what looked like the shape of a door.at the very bottom

Immediately, she plunged into the pool. Poppy had expected it to be icy cold but it was actually quite warm. Luckily, that summer she had worked hard at school in her swimming lessons. Mr Carruthers had said that she was like a dolphin and, 'knew no fear'. She could hear the sound of footsteps approaching fast. She took a deep breath and dived down.

Down, down through the clear green water towards the outline of the door at the very bottom of the pool. Her heart hammered in her chest. Desperately, she needed to breathe but she held on and kicked harder. Grasping the door handle, she tugged. With a whoosh, as if the pool was emptying itself, she shot through the door and in to the corridor. Exhausted, she lay there panting, like a fish out of water. The door was shut. The corridor was dry. Amazingly, her clothes were dry. She was back in the Emporium but really none the wiser. What had happened?

Guiltily, she tiptoed back, sneaked through the curtains and stepped into the shop. Mr Luciano Gold stared at her, "Ah, I see you have come back to us. Did you find what you were looking for?" Poppy shook her head.

"The thing is," Mr Luciano Gold explained, "you can visit many wonders but the past cannot be undone, so we do not always find what we expect. Still, there is always another day." He put down the small silver beetle that he was polishing, wound up its clockwork and smiled.

"Come again another day," he said, holding the door open.

Poppy stepped out into the street and then, wanting to find out more, turned round. But Mr Luciano Gold and the Emporium had disappeared. It had quite simply disappeared as if it had never existed. She felt the shiver of magic and shuddered.

Maybe tomorrow, she thought to herself as she trudged home. Maybe tomorrow.

What she did not notice was that she was being followed by an owl. It perched in a tree outside her house and watched as she let herself in. The owl tilted its head to one side and sighed. It had all the time in the world.

@ Pie Corbett 2021



Creating effective Openings and endings

Pile up books and let children sort out openings to stories that grab them and make them want to read on. Try categorising openings into different types, eg:

Warning – *‘Don’t you go near that old house,’ snapped Mr Korkle*

...

Mentioning the monster – *Timo had never believed in ghosts ...*

Using the character’s name and showing what they are feeling through what they are doing – *Betty glared out of the window, tapping her foot impatiently.*

The setting – *Outside the castle, the wind howled and snow blew across the forest ...*

Starting with a question – *“Where are you two going?” hissed Mrs Buckley ...*

Read openings to favourite books and imitate the same approaches. Many stories begin with some sort of ‘trigger’ that is designed to hook the reader’s interest. This could be:

- **something dramatic** – *A car screeched round the corner...*
- **something out of the ordinary** – *The Old Bridge was sinking ...*
- **an odd character** – *At the end of the lane, a clown appeared ...*
- **a strange object** – *On the ground was an enormous broomstick*
- **mentioning a monster** – *Baz had always been afraid of trolls ...*

- **dismissing a monster** – *Simrach had never believed in ghosts ...*
- **a warning** – *‘Don’t play by the canal. It’s dangerous!’*
- **a question** – *‘Where are you going?’*
- **an exclamation** – *‘Run for it!’*
- **a magical object** – *The teapot stretched its legs and tiptoed across the table ...*
- **something scary in the setting** – *In the distance a dark storm cloud appeared ... or even scarier* – *She thought that she saw a shadow but it was gone before she could be certain.*
- **starting with a native character** – *The old man glared at Sivo as he walked by ...*
- **an unusual characteristic** – *Mrs Jenkins had once been a wrestler.*

Collect openings from stories and list them – as potential patterns for writing or just because they remind us of stories that we love. Here is one of my favourite openings plus an imitation:

"Where's Papa going with that axe?" said Fern to her mother as they were setting the table for breakfast. Charlotte's Web. (EB White)

"What are you going to do with that dynamite?" said Billi to his Father as they settled down to watch the television. (Me)

It is worth comparing openings and endings. The children will soon realise that the opening draws the reader into the story. Try seeking out the words or ideas that ‘hook’ us in as readers. Make lists of possibilities and ‘magpie’ them for future use. The opening is also setting up the story. We can start with:

- **a character** – who is this person? It can help to start with a problem, eg hunger, loneliness, poverty, greed. Or focus on

what the character really wants. Send them on a mission to get something or go somewhere.

- **a setting** – make this a special place or use it to create atmosphere. Introduce a character or special creature or object. Set the mood by describing the setting and then begin the action.
- **an event** – start with an explosive bang by having something unexpected or dramatic happening. Then introduce the main character who is involved or a bystander. Lure the reader in by making them feel sorry for the character.

The end of a story usually wraps the tale up but also shows the reader how the character's feelings have changed – *Bill grinned* – or comments on what has been learned – *They knew it had been stupid ...* stories are about ourselves – what happens to us and how we are changed. Try teaching the children to save an extra paragraph at the end of a story, after the story has been resolved, in which they will show the change or comment on what has happened. This could be done by having a character comment (*"I'll never go down a rabbit hole again!"*) or by the narrator commenting (*The children knew that they would never steal again*).

Play a game where you provide 5 openings and their endings – muddled up. Can the children match the openings and their partner endings. Provide openings or endings. Discuss what is happening.

Toolkit for Openings – to hook the reader's interest and set up the story, you can

- Use a 'hook' to make the reader want to read on – *Usually, John enjoyed walking to school but ...*
- Start with a character – *Bill stared at the goblin and smiled* - and show how your character feels – *Mandy felt sad.*
- Start with a setting – *The forest was cold in winter ...*
- Start with action – *Jo ran.*
- Set up the story and get it going with a 'trigger' – *someone wants something, is warned not to do something, has to go somewhere, is threatened, has lost something ...*

Toolkit for Endings – to round the story off, you can

- Reread the opening and make a link
- Show how the main character's feelings have changed – *Bill grinned.*
- Let the narrator comment on what has been learned – *They knew it had been stupid ...*
- Let a character comment – *"I'll never run away again," sniffed Barry.*

© Pie Corbett 2021