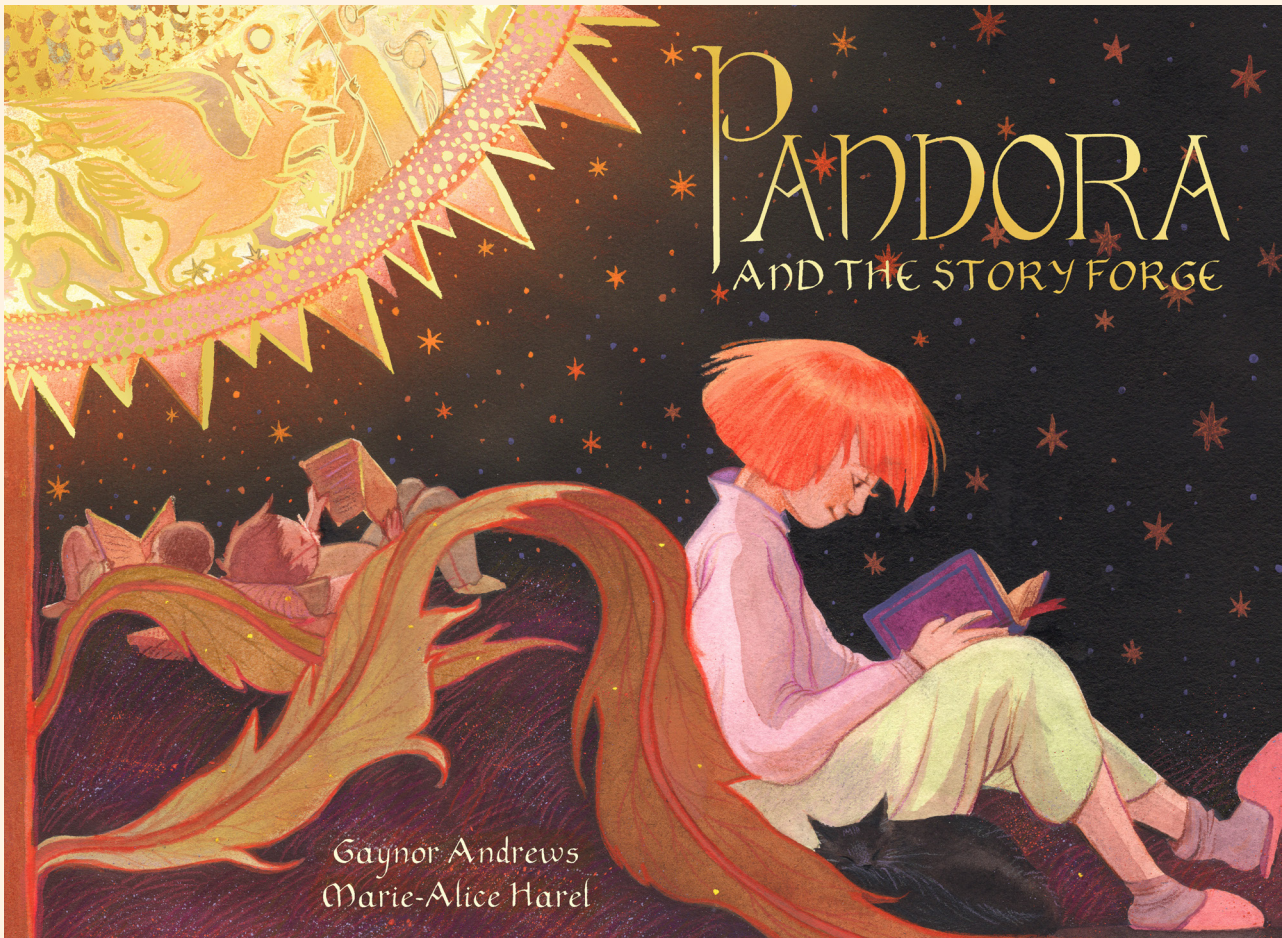


Pandora and the Story Forge

GAYNOR ANDREWS · MARIE-ALICE HAREL

A book about cherishing and collecting words, the alchemy of the story-writing process and how stories create writers of children.



TEACHING RESOURCES KS1

<https://gaynorandrews.online>

<https://www.scottishbooktrust.com/authors/gaynor-andrews>

<https://www.instagram.com/gooseygandering/>

<https://bsky.app/profile/gaynorandrews.bsky.social>

<https://www.maharel.com/>

<https://www.rocketbirdbooks.co.uk/>

... a dreamy book that feels like a modern classic.

With its poetic narrative and stunning artwork, **Pandora and the Story Forge** is a celebration of imagination and creativity. Perfect for young readers and storytellers of all ages.


THE SCOTSMAN

BOOKS FOR KEEPS

Pandora and the Story Forge – Gaynor Andrews & Marie-Alice Harel



‘Picture books are for all ages, not just for very young children.’

CHOOSING & USING QUALITY CHILDREN’S TEXTS *What we know works*
 - Centre for Literacy in Primary Education Research from the Power of Reading Project

‘In every writer, there is a reader. Give them reading. Let them lift the words off the printed page to enrich their own written work.’

WRITING IN PRIMARY SCHOOLS *What we know works* - Centre for Literacy in Primary Education

SESSION 1

Preparation:

Before looking at the story, make word cards or word ribbons to match some of Pandora’s words and hide them in the playground or on a nature walk. (*Lists provided at the end.*) Prepare a box or basket with soft fabric.

Take the children on a word hunt. Perhaps they need a brush or a stick to poke them down from high places? Tell the children these words are precious. They must put them carefully in the basket to carry them back to the classroom.

You could also collect small twigs from the ground for the nest-making activity.

The Story:

Show the book cover. Ask the children:

- What do you think is happening? Look more closely. What else can you see?
- Who do you think is the character on the back cover? What is she doing?
- Why are there two names on the cover? What do authors and illustrators do?
- Can you name any of your favourite authors and illustrators?

Look at the inside cover. Who published the book?

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SESSION 1 *continued*

Pandora, adorer of ...

What does 'adore' mean?

What do the children love? Football? Chocolate ice cream?

Pandora loves beautiful words. In her magical world, she finds them all around her.

Without showing the pictures, read aloud the first two double pages of the story, from:

Pandora, adorer of beautiful words to their own little bed.

Do the children have a picture in their mind of what is happening? What is Pandora doing?

Read the pages again, showing the illustrations to the children.

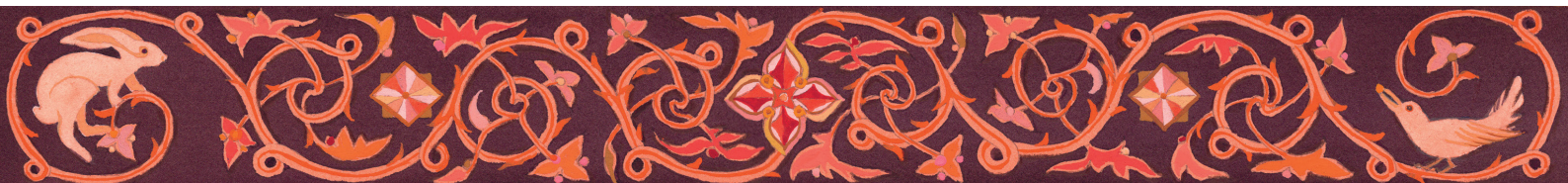
What do they think Pandora is like? How do they know? (Clues: you're safe with me, she tucks them up in bed.)

Look at the words she collected. What do they mean? Say the line together:

Magic and mischief and music and mist

Children could look for these words in the word basket. Whisper the line, say it slowly, say it fast, clap it (emphasising the first syllable of the word – try to find the rhythm CLAP tap tap CLAP tap tap CLAP tap tap CLAP).

These are words Pandora likes. Make collections of words the children like as they come across them in stories. Write the words on flipchart paper and keep adding to the lists throughout the project.



SESSION 2

The Story:

Read the story from the beginning and continue to read from

Pandora wades out to soothes with a hush.

Pandora made a nest/bed for her bird-words. What do the children think she will do with her fish-words and hedge-creatures/ mini-beasts?

Activities:

Drama – in pairs, children lead a partner on a word hunt through the landscape of Pandora’s story. One child closes their eyes and their partner tells them where they are (reaching high for bird-words, wading through water or scrabbling under hedges). Put paper obstacles to represent trees, mud or ponds, on the floor so that they can be led around them.



Cut out a bird or fish shape and decorate, using mark-making techniques. Choose a favourite word to write along the curve of the body. Add them to a Pandora’s World display.



SESSION 3

The Story:

Remind children of the earlier pages. Continue to read from:

Pandora's a hoarder to **They hoot** and they **jingle**, they **zip** and they **zoom**.

Look at these lines.

'They **toot** and they **fizz** and they **pop** round the room.

They **hoot** and they **jingle**, they **zip** and they **zoom**.'

These words help us to **hear** what is happening in a story. Crash, bang, miaow, woof – are all examples of words like these. They are often found in superhero comic books:

BOOM!**ZAP!****THWACK!**

What do the children think it must be like in Pandora's house when the words fall out of their bottles and boxes?

Activities:

Draw a picture of Pandora's room and add some comic book style sounds.



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SESSION 4

Preparation:

Beforehand, prepare a jam jar. Either add a string of LED fairy-lights to represent the glowing words or ask children to write some of their favourite words to add to the jar.



The Story:

Continue to read from:

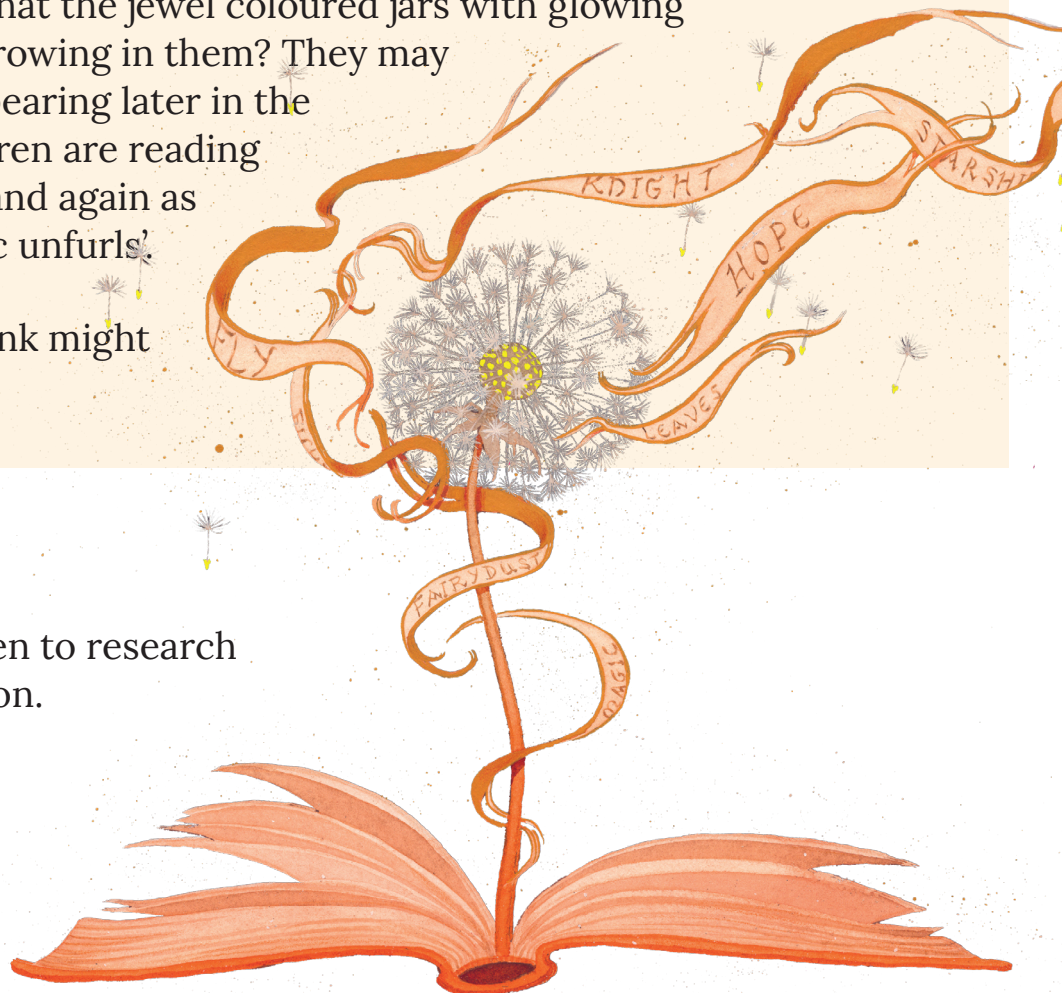
The words gently flicker to **The hours tick away.**

Did the children notice that the jewel coloured jars with glowing words have something growing in them? They may notice the dandelion appearing later in the story, e.g when the children are reading (and on the cover page) and again as a seedhead, as ‘the magic unfurls’.

What do the children think might happen next?

Activities:

Science – Ask the children to research the lifecycle of a dandelion.



SESSION 5

The Story:

Recap the story and continue to read from:

But now morning's here to Bright patchwork colours to thrill and delight.

What is Pandora doing with the words? (She is turning them into stories.)

Forge means to make or shape (a metal object) by heating it in a fire or furnace and hammering it.

What kind of stories is Pandora 'forging'? Look at the words used in on that page. Do you like those kinds of stories?

Pandora is also a baker and a weaver. She mixes words and bakes them to make story-cakes. Can the children name any books about dragons or unicorns?

Activities:

Put a collection of words in a mixing bowl, give it a stir with a wooden spoon. Pull 1 or 2 words out and make up a story together, using these words somewhere in the story.

Draw a picture or write some sentences to go with your picture.

Children could also try a weaving activity.



SESSION 6

The Story:

Recap and read through to the end.

Why does Pandora let her stories go? Do the children think she is sad? Or excited to share her stories? How do they feel when they share their writing?

Rumble and tumble and warble and whoop.

What do these words tell us about how the children feel?

Activities:

Make a class display of colourful words with trailing ribbons.

Drama – in groups act out a scene from the story. It could be the bird-words, fish-words, hedge-creatures, Pandora making stories, children catching word-ribbons. In turn, each group creates a freeze-frame. Can the rest of the class guess the scene? What did they think the group did well?



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Selection of Pandora's Words

magic	mischief	music	mist
gurgle	giggle	whisper	wish
moonglow	starshine	seafoam	spray
shivers	tingles	adventure	quest
unicorn	fairy dust	broomstick	bat
pirate	shipwreck	storm cloud	gale
rumble	tumble	warble	whoop
toot	fizz	pop	
hoot	jingle	zip	zoom



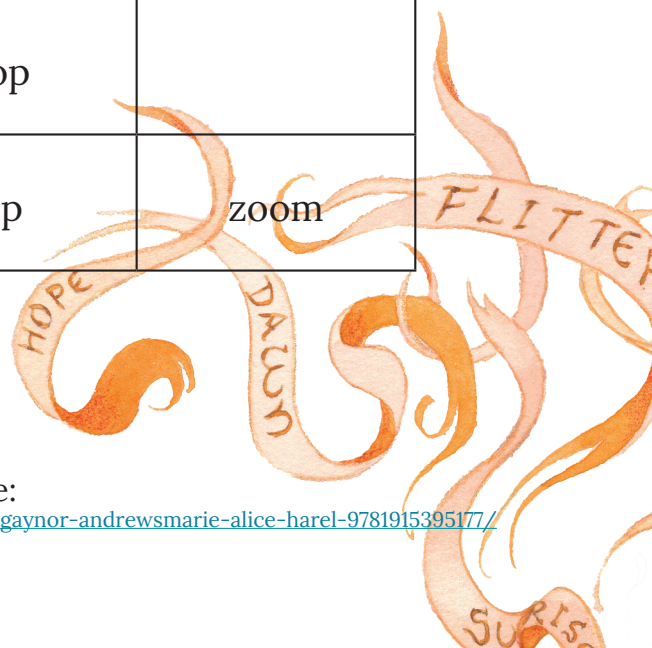
More resources here:

<https://www.rocketbirdbooks.co.uk/products/pandora-and-the-story-forge-gaynor-andrewsmarie-alice-harel-9781915395177/>

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Pandora's Words

magic	mischief	music	mist
shimmy	flitter	float	
gurgle	giggle	whisper	wish
gnarly	knobbly	rummage	rush
moonglow	starshine	seafoam	spray
shivers	tingles	adventure	quest
unicorn	fairy dust	broomstick	bat
pirate	shipwreck	storm cloud	gale
rumble	tumble	warble	whoop
toot	fizz	pop	
hoot	jingle	zip	zoom



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