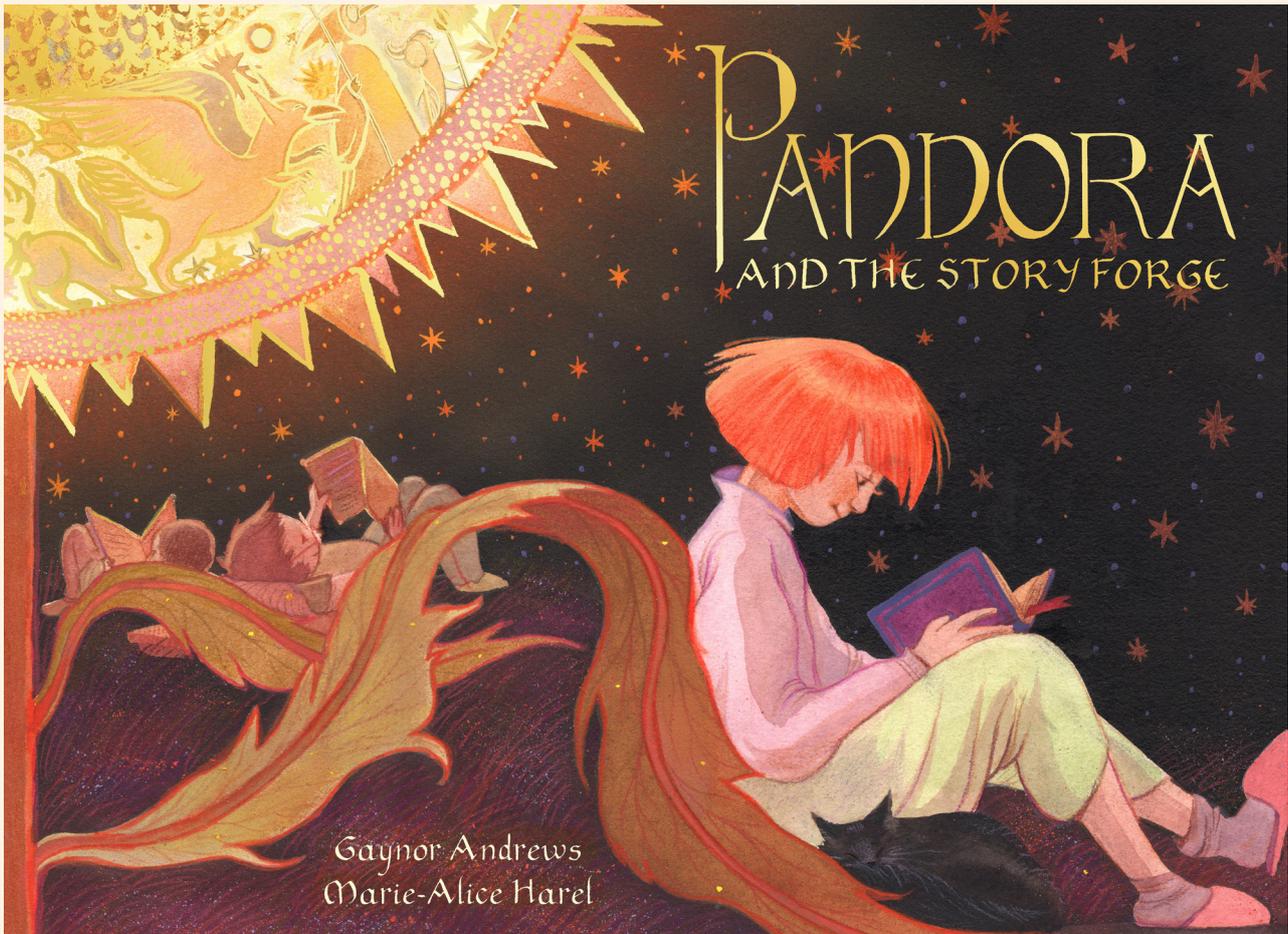


# Pandora and the Story Forge

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 KS2

<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

**‘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 some word cards or word ribbons to match Pandora’s words and hide them in the playground or on a nature walk. (*List provided at the end.*) Prepare a box or basket with soft fabric.

Take the children on a word hunt. They may need a brush or a stick to poke them down from high places! Collect the words and put them carefully in the basket to carry them back to the classroom.

### 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?

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

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

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SESSION 1 **continued**

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.

Are they different from what the children imagined?

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. Did the children notice anything about them? (They may notice that they all began with 'm' and have two syllables.)

Say the line together, perhaps in groups:

**Magic and mischief and music and mist**

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).

This line is an example of **alliteration**. Explain that alliteration is when the first sound of nearby words (usually a consonant) is the same.

Can the children find other examples of alliteration in these pages?

The children could try creating their own or a group version of the first four lines, replacing line 3 with their own choice of beautiful words. They could also replace line 4 if they want to make it rhyme with line 3. Perhaps the children could try to find words with the same starting letter.

Allow time for the children to perform their lines. They may like to write it out and illustrate it, using the style of the illustrations from the book.

**Activities:**

**Make** collections of words the children like. Write the words on flipchart paper and keep adding to the lists throughout the project.

**Look** at a selection of picture books and rhyming poems. Can the children find and clap out the rhythms in these?



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## SESSION 2

### The Story:

Read the story from the beginning and continue to read from

**Pandora wades out to She scoops them up gently and 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? Can they predict what will happen next?

Did the children spot any more alliteration on these pages? What about gnarly and knobbly? Does that count as alliteration? (Yes, because it is the sound, not the letter, that matters!)

Do the children know any other words with silent first letters?

Look at the rhyming words at the end of the lines and notice the spelling patterns. Some rhyming words have endings which are spelt alike (mist, twist or rush, hush). Others have different spellings (reeds, beads, words, birds).

Try making sentences using alliteration. Share them with the rest of the class.



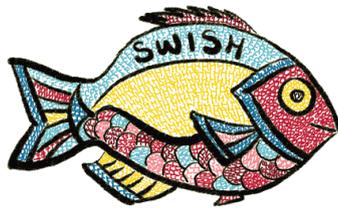
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## SESSION 2 *continued*

### Activities:

**Keep** collecting words to add to the lists.

**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.



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## 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**.'

**Onomatopoeia** is when a word sounds like what it means. They help us to hear what is happening in a story. Crash, bang, miaow, woof – are all examples of onomatopoeia. They are often found in superhero comic books:



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

The children could write a description of the room – or a different room entirely – making use of onomatopoeia.

### Activities:

**Keep** collecting words to add to the lists.

**Draw** a picture 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 Pandora sits watching. The hours tick away.**

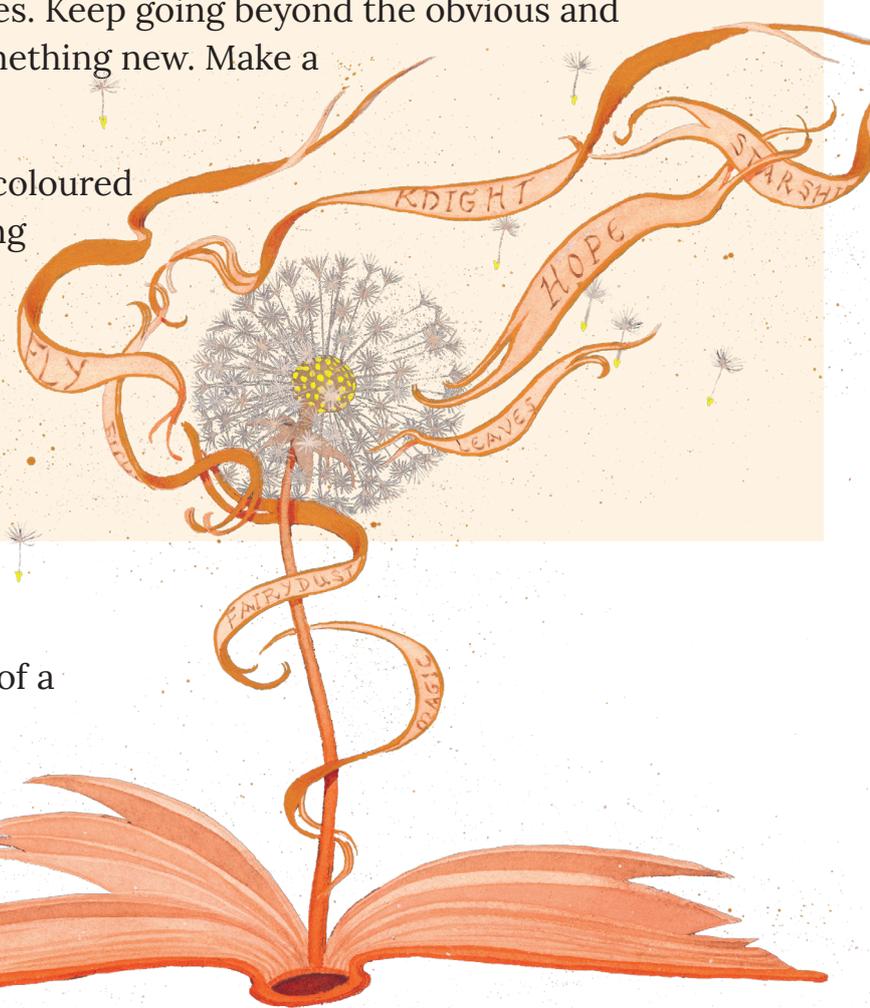
Ask the children if they noticed what the words were *compared with* in the story. (Fireflies and candlelight.)

When we say something is like something else, we are using similes.

Provide some images for the children to look at – a crescent moon, a tree, drops of rain, storms.

Work with the children to invent similes. Keep going beyond the obvious and encourage the children to look for something new. Make a class poem with the similes.

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’.



#### Activities:

**Science** – Make notes on the lifecycle of a dandelion.

Why do the children think the illustrator has chosen this image for the events of the story?

## 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.**

Look at these words: **shivers** and **tingles**.

These words illustrate **assonance**. Assonance is when the vowel sound is repeated in nearby words, like the 'i' in shivers and tingles. Can the children spot the assonance in this line: They glitter like gemstones; they shimmer like stars. ('glitter' and 'shimmer')

What about this line? They circle around her, they twirl and they twist.

(circle and twirl – assonance, twirl and twist – alliteration)

The children could look through the story for examples of alliteration and assonance.

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.

This could make useful curriculum links to the Iron Age or Vikings, where smiths hammered red-hot iron into tools and weapons.

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

Pandora is also a baker and a weaver. Discuss the different types of stories she makes. The magic of story-writing is in the baking or weaving or forging. The same words can be used over and over again and make a different story each time.

A collection of words doesn't make a story. Stories need characters and plot and conflict. The children could use story mountain templates to begin mapping out a story.

When writing stories, allow the children time to plan their stories, choose their characters and think about plot.

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SESSION 5 *continued*

**Activities:**

**Put** a collection of words in a mixing bowl, give it a stir with a wooden spoon. Pull 2 or 3 words out and write your own story, using these 3 words somewhere in the story. Give the spoon to the next person to choose their 3 words. It doesn't matter if two people have the same words. The stories will always be different.

Set a word limit. Write a story in 25 words, using the words from the mixing bowl. Or develop into a 200 word story, depending on the age and ability of the children.

Revisit these stories on another occasion. Give the children opportunities to refine and improve them.



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### SESSION 6

#### The Story:

Recap the story and continue to read from:

**Pandora's a spinner to Bright patchwork colours to thrill and delight.**

Start with a boring story. E.g. The wind was blowing. It started to rain. The ship was in the sea. It went against the rocks.

Tell the children they are going to give the story the 'Pandora' treatment. How could they weave this into an exciting story to listen to, while snuggled under blankets?

Make a collection of exciting verbs. Listen to the sounds of a storm. Use short sentences to convey tension, as the storm builds in intensity. Practise telling the story to a partner or in a group. Finally, write a description of the storm and shipwreck. Share the stories.

Did any of the stories 'thrill and delight'? What did the children do well? What could they do better?

#### Activities:

Try some weaving activities. You could:

- weave on different group looms to represent sky, water and forest floor, choosing appropriate colours. Tie on beads and feathers and small laminated words to go with each habitat.
- make smaller looms out of card and weave paper strips through, with words written on them using different fonts and colours.
- make a dreamcatcher, weaving wool onto old CDs. Hang pictures or words from your CD.



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## SESSION 7

**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.

**Make** a vocabulary bookmark, featuring ribbons with words from the story.

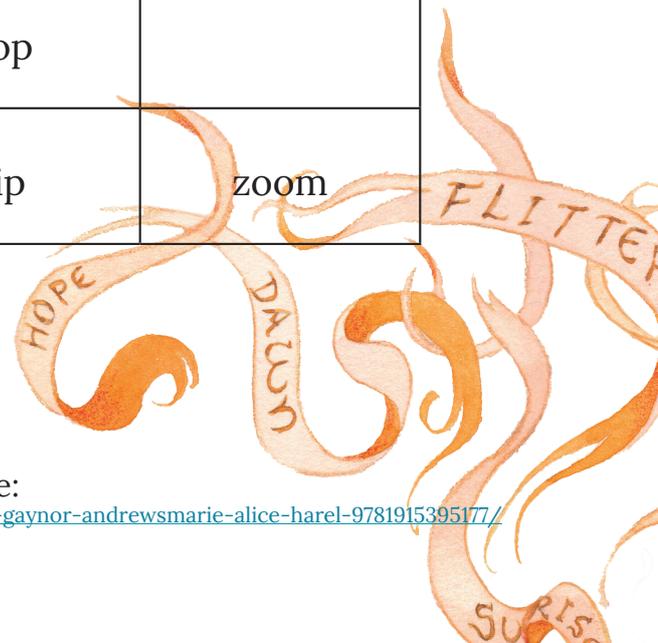
**Drama** – in groups act out a scene from the story. It could be the bird-words, fish-words, hedge-creatures, Pandora making stories, children catching word-ribbons. In turn, each group creates a freeze-frame. Can the rest of the class guess the scene? What did they think the group did well?



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## Pandora's Words

magic	mischief	music	mist
shimmy	flutter	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



More resources here:

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