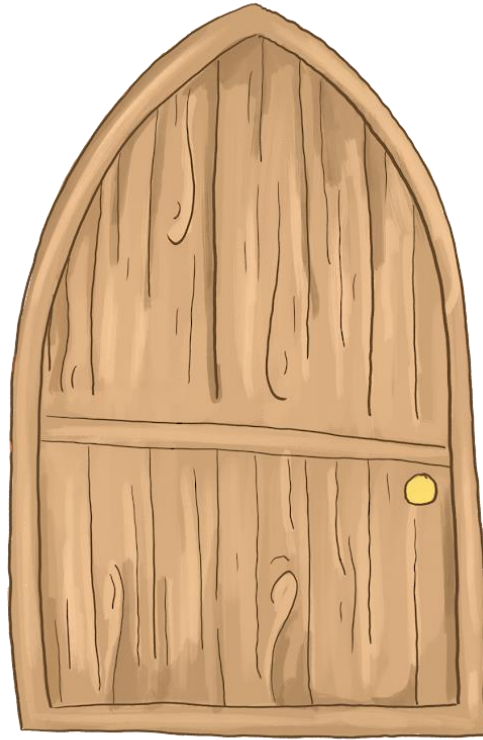


# Teachers' Notes



## *The Christmas Door*

Written by Penny Macoun

Illustrated by Paul Nash

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## 1. Synopsis

The Christmas Door is a poem about the magic of Christmas. A little girl finds a door in the floor of her living room on Christmas Eve. When she opens it, Santa and his reindeer emerge to continue their present delivery. This poem teaches children about the magic of Christmas, and being kind to others is just as important as gift giving. After all, being kind is more important than a toy.

## 2. About the Author – Penny Macoun

Penny Macoun was born in Sydney, Australia, and has been writing since 1993 when her story about a funnel web spider was printed in a school newsletter. Ever since, Penny has loved the ‘other worlds’ that words create, and hopes to continue to create these worlds for many years to come. *The Christmas Door* is her third book. Other titles include *Gorkle* (2020) and *Rollo’s Wet Surprise* (2021). When she is not writing, editing, or teaching, Penny dabbles in various forms of visual arts and enjoys being in the garden. By profession Penny is a primary school teacher with a Postgraduate Certificate in Editing and Publishing from UTS and BA DipEd from Macquarie University.

For more information about Penny please visit <http://www.pennymacoun.com.au>

## 3. About the Illustrator – Paul Nash

Working in the field of Illustration has taken me all over the world, working in London, and Dublin. Now back home to sunny Perth.

Broadening my artistic talents over the many years by delving into the world of children’s picture book illustration. Bringing stories to life with my vibrant colourful illustration. Creating wondrous creatures and worlds for characters to inhabit, for authors home and abroad.

To see more of my work please visit <https://www.nashyart.com/>

## 4. Australian Curriculum Links

### English

#### Foundation Year

##### Responding to Literature

Shares thoughts and feelings about the events and characters in texts. (ACELT1783)

##### Examining Literature

Identify some features of texts including events and characters and retell events from a text. (ACELT1578)

Replicate the rhythms and sound patterns in stories, rhymes, song and poems from a range of cultures. (ACELT1579)

##### Interpreting, analysing and evaluating

Use comprehension strategies to understand and discuss texts listened to, viewed or read independently. (ACELTY1650)

#### Year 1

##### Examining Literature

Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts. (ACELT1854)

Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme. (ACELT1585)

##### Texts in context

Respond to texts drawn from a range of cultures and experiences. (ACELY1655)

## Year 2

### **Text structure and organisation**

Understand how texts are made cohesive through language features, including word associations, synonyms, and antonyms. (ACELA1464)

### **Examining literature**

Discuss the characters and settings of different texts and explore how language is used to present these features in different ways. (ACELT1592)

Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs. (ACELT1592)

### **Interpreting, analysing and evaluating**

Identify the audience of imaginative, informative and persuasive texts. (ACELY1668)

## Year 3

### **Literature and context**

Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons. (ACELT1594)

### **Responding to literature**

Draw connections between personal experiences and the worlds of texts, and share responses with others. (ACELT1596)

### **Creating Literature**

Create texts that adapt language features and patterns encountered in literacy texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue. (ACELT1791)

## Year 4

### **Text structure and organisation**

Recognise how quotation marks are used in texts to signal dialogue, title and quoted (direct) speech. (ACELA1492)

### **Examining literature**

Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques. (ACELT1605)

Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns. (ACELT1606)

## Year 5

### **Text structure and organisation**

Understand how texts vary in purpose, structure and topic as well as the degree of formality. (ACELA1504)

### **Texts in context**

Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context. (ACELY1698)

## Year 6

### **Literature and context**

Make connections between student's own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts. (ACELT1613)

### **Examining literature**

Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse. (ACELT1617)

## 5. Themes

### Poetry

*The Christmas Door* is a picture book, but it is written as a poem. This poem includes the use of rhythm and rhyme throughout. Children in primary school are exposed to poetry in English lessons and are encouraged to write their own poetic texts. This book can assist to broaden their experience of poetry in a fun way.

### Kindness

Exploring the happiness a person feels when they are kind to others and to animals. Simple gestures can bring joy to others and to the individual showing kindness. This poem explores the concepts of kindness with reference to showing positive gestures to others at Christmas time such as a present that is equally as important as a physical present.

### Christmas

Every child who celebrates Christmas knows who Santa is. This poem brings Santa into a child's home in a very unique way, exploring the delight a visit from Santa brings and the Christmas traditions of leaving Santa warm milk and mince pie to enjoy when he leaves presents for the children.

### Magic

This poem creates a little bit of magic with the idea that an old oak door appears in the floor and only the child can open it. Through the door emerges the reindeer and Santa, which is the magical part of Christmas for children.



