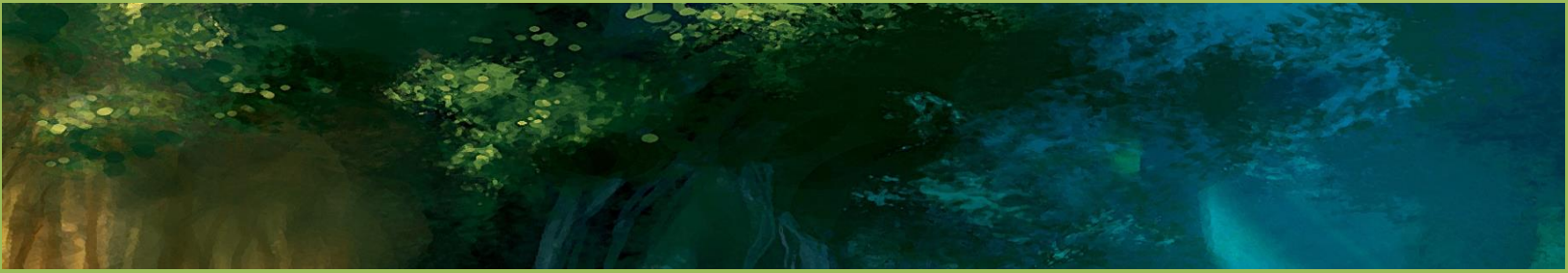




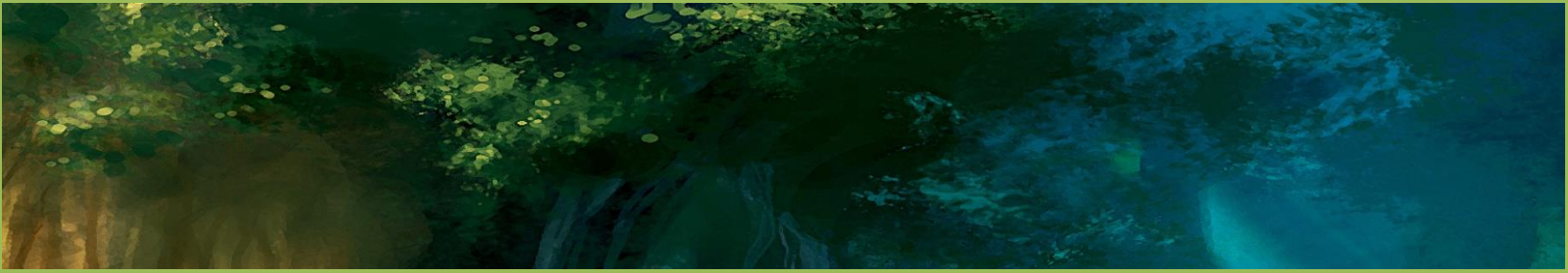
Saving Hollow Woods Book 1 in The Door in the Woods Series by Wendy Haynes.  
Teacher notes written by Vanessa Ryan-Rendall



*Saving Hollow Woods* Book 1: The Door in the Woods Series

by Wendy Haynes

*These teacher notes have been created by Vanessa Ryan-Rendall  
([www.educateempower.com.au](http://www.educateempower.com.au)) for use in the classroom for students in Grades 3-6.  
The questions can be modified for classroom use, depending on the abilities of the  
students but all themes can be related to by this age group*



## Introduction

### Who puts a door in a tree trunk?

Twelve-year-old orphans Gertrude and Tristan find themselves on a train heading for the countryside to live on a farm. Gertrude is worried her missing parents will never find her. Tristan sees the trip as one more adventure, which isn't going to end well.

But when they discover a hidden door deep in the woods life on the farm soon takes a twist. Once inside the door they find themselves in Hollow Woods the land of the Elves. Mortar is the leader of the Elves and ruler of The Four Lands, where the Trolls, Goblins, and Dwarfs live.

Strange things start to happen which threaten the very existence of Hollow Woods. Can Gertrude and Tristan help save Hollow Woods from the Evil High Elf Folmar?

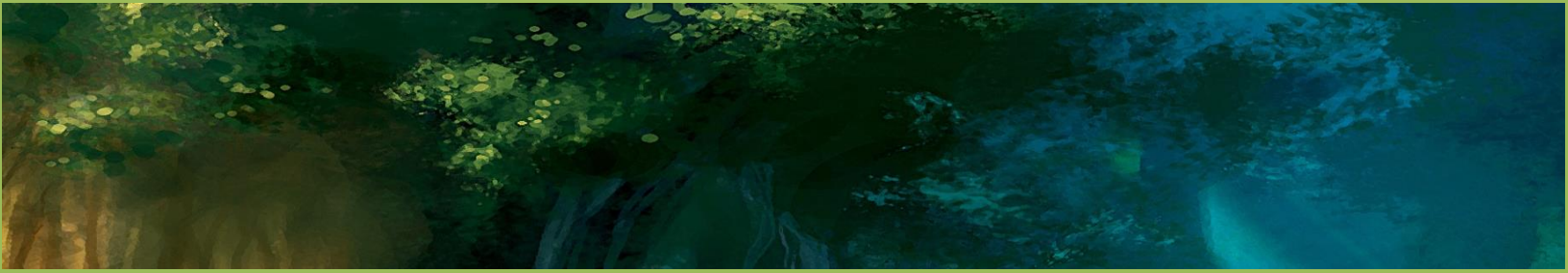
Join Gertrude and Tristan on a journey of new beginnings, discovery, believing anything is possible, and unusual friends.

### About the author



Wendy Haynes completed a Diploma in Creative Writing at Southern Cross University. Her writing focuses on middle-grade fantasy, historical, and contemporary stories for children, picture books, junior fiction, and Young Adult.

Her first picture book *Hayden's Bedtime* was published in March 2019 and is on the 2019 NSW Premier's Reading Challenge List. *Saving Hollow Woods: Book 1 The Door in the Woods Series* a fantasy fiction is her first book for 8 -12-year olds.



## Links to the Australian curriculum

### English

#### Year 3

Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning (ACELA1475)

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

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

Develop criteria for establishing personal preferences for literature (ACELT1598)

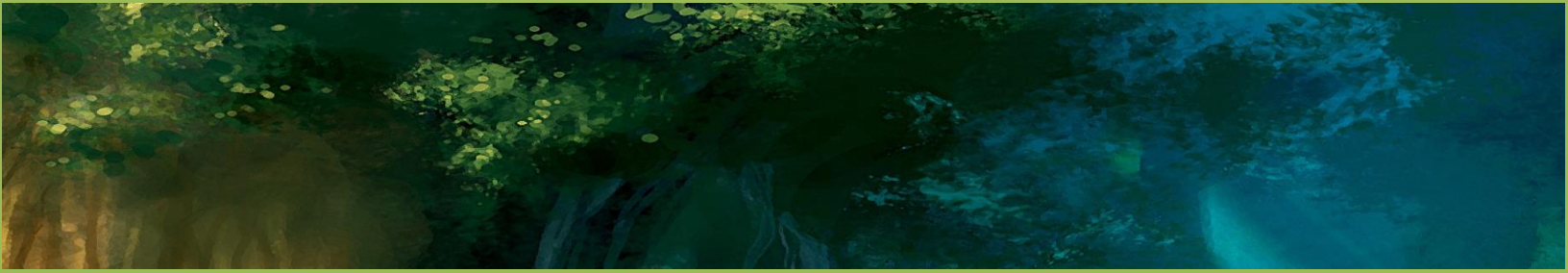
Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the **narrative** (ACELT1599)

Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose (ACELT1600 )

**Create** imaginative texts based on characters, settings and events from students' own and other cultures using **visual features**, for example perspective, distance and angle (ACELT1601 )

Identify the point of **view** in a **text** and suggest alternative points of **view** (ACELY1675 )

**Listen** to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676 )



Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of **context**, **text** structures and **language features** (ACELY1680)

Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over **text** structures and **language features** and selecting print, and multimodal elements appropriate to the **audience** and purpose (ACELY1682)

Re-read and edit texts for meaning, appropriate structure, grammatical choices and punctuation (ACELY1683)

#### **Year 4**

Understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA 1489)

Make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1602)

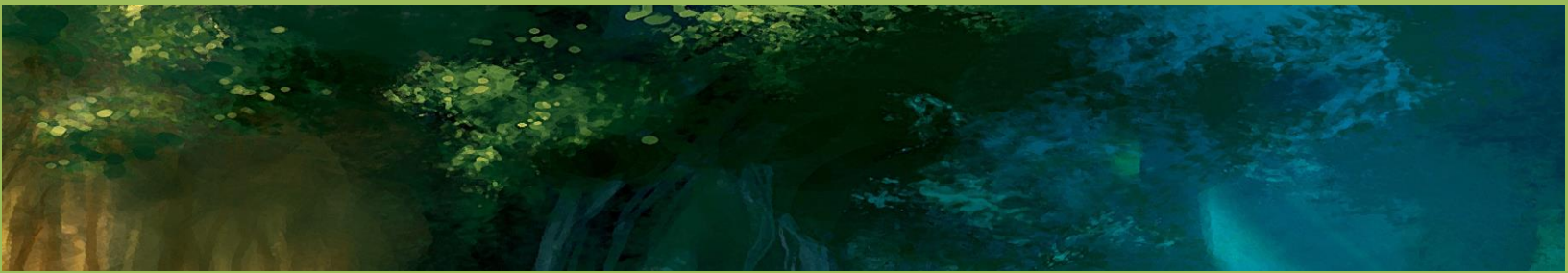
Discuss literary experiences with others, sharing responses and expressing a point of **view** (ACELT1603)

Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension (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)

**Create** literary texts by developing storylines, characters and settings (ACELT1794)

Interpret ideas and information in spoken texts and **listen** for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687)



Use interaction skills such as acknowledging another's point of **view** and linking students' response to the topic, using familiar and new vocabulary and a range of **vocal effects** such as tone, pace, pitch, and volume to **speak** clearly and coherently (ACELY1688)

Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692 )

Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over **text** structures and **language features** (ACELY1694)

## **Year 5**

Understand how to move beyond making bare assertions and take account of differing perspectives and points of view (ACELA1502)

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

Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608)

Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (ACELT1609)

Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences(ACELT1795)

Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610)  
Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced (ACELT1612)



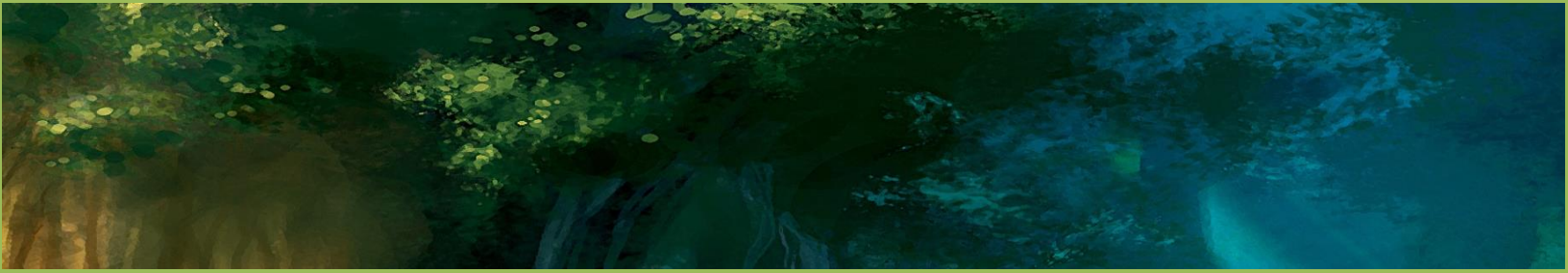
Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context (ACELY1698)

Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view (ACELY1699)

Identify and explain characteristic text structures and language features used in imaginative, informative, and persuasive texts to meet the purpose of the text (ACELY1701)

Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning (ACELY1702)

Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704)



## Year 6

Understand how authors often innovate on **text** structures and play with **language features** to achieve particular **aesthetic**, humorous and persuasive purposes and effects (ACELA1518)

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

Analyse and evaluate similarities and differences in texts on similar topics, themes or plots (ACELT1614)

Identify, describe, and discuss similarities and differences between texts, including those by the same **author** or illustrator, and evaluate characteristics that define an **author's** individual style (ACELT1616)

**Create** literary texts that adapt or combine aspects of texts students have experienced in innovative ways (ACELT1618)

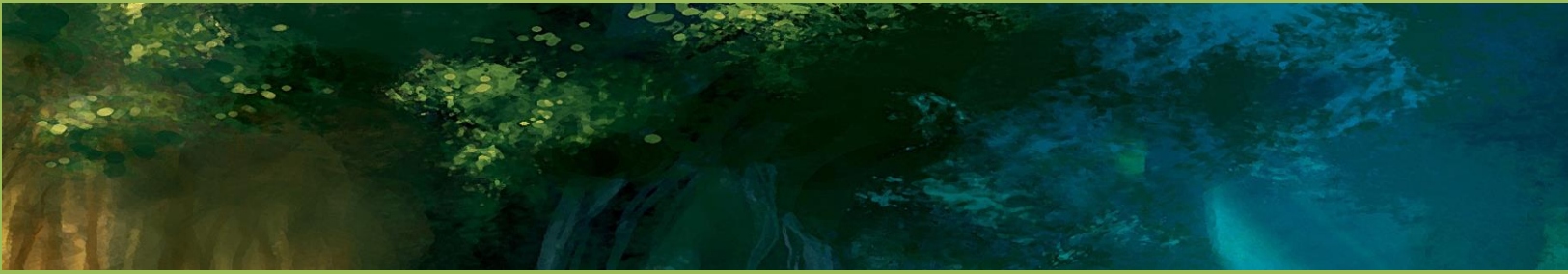
Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)

Analyse how **text** structures and **language features** work together to meet the purpose of a **text** (ACELY1711)

Analyse strategies authors use to influence readers (ACELY1801)

Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with **text** structures, **language features**, images and digital resources appropriate to purpose and **audience** (ACELY1714)





## Before you read

### Front Cover

- What information do the illustrations on the front cover give you?

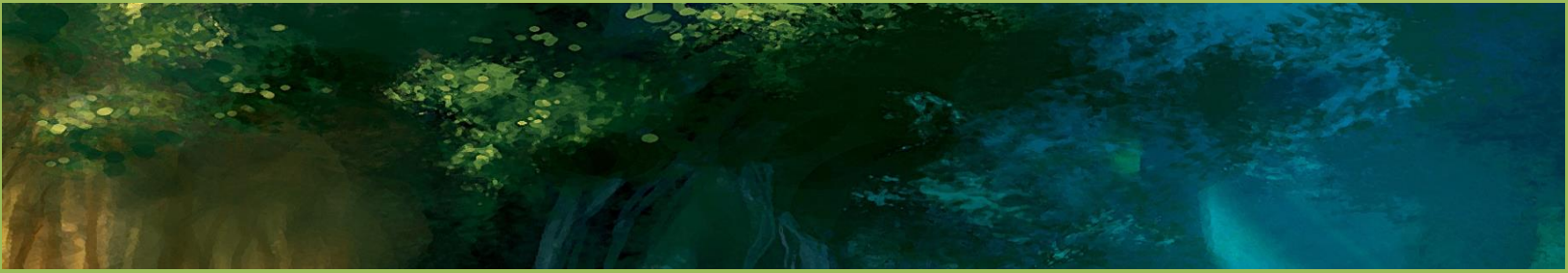
### Read the blurb

### After reading the blurb

- What do you think this novel will be about? Why do you think this?

### Who is the author?

- Who is the author?
- Explore other works this author might have written.
- Explore why this book was written and how the idea came about.
- Visit the author website to learn more about Wendy Haynes  
<http://inprintpublishing.com.au/>



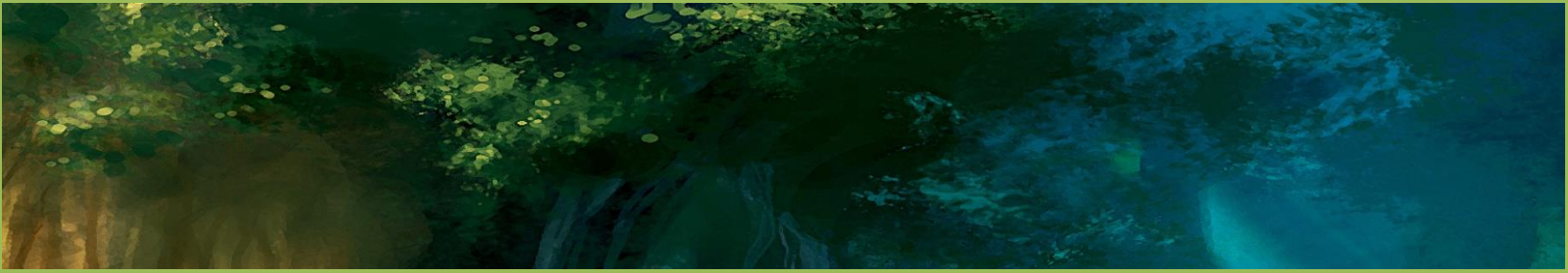
## Making connections as we read

### As students read the novel. (Skills of inference, summarising, reflecting)

Ask students to record their thoughts in this simple chart as they finish each chapter or session of reading. Use all or some of these questions depending on the comprehension abilities of students.

If students prefer to record their thoughts through voice recording, encourage this too.

Chapter	How did I feel during this chapter?	How did the main characters feel? What did they do?	What do I think will happen next and why I think this	Reflection after following chapters have been read: What actually happened? How were my thoughts different?
	Links to other fiction and/or non-fiction texts	How has the author persuaded you to think a certain way about a place or character? Is there any bias formulating?	New language used	



## **Comprehension Strategies to embed throughout the novel.**

**Students should work through the following comprehension strategies at their own pace. Each of these strategies not only deepens student's comprehension skills but they allow the teacher to explicitly teach skills and monitor the progress of each student.**

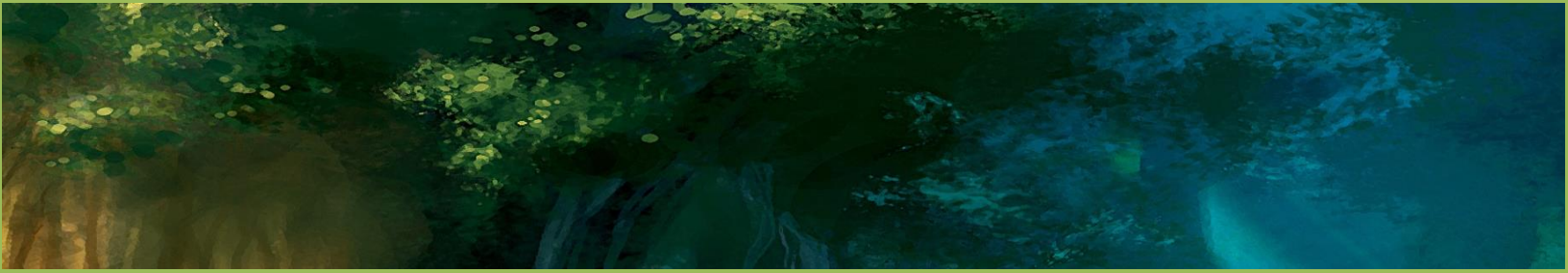
Many of these tasks are open ended so encourage a variety of responses and ways to respond.

**(Strategies drawn from a collaboration between Learning and Teaching Directorate, NSW Department of Education and the English Teachers Association NSW)**

### **Understanding**

Students analyse texts and in their responding and composing explain information and ideas for particular audiences and purposes. They use their knowledge of texts to make generalisations about how texts work

- When we meet Gertrude and Tristan, we quickly learn that they are from orphanages and both apprehensive about what awaits them. Describe in your own words the journey that Gertrude and Tristan go on as they grow and change throughout the story. How do they change their way of thinking, their outlook on life or how they feel about themselves and their situation? You could use a timeline to show this change or a graph to show the ups and downs of change.
- This story is set during the War. How does the language spoken by the characters in this story reflect this period? How do the children's dress code, thoughts and actions reflect a time of war and before television! If this story was set now, how would some of the language differ? Re write a paragraph that could be changed to suit language used in today's world.



- Half of this story is set in our world, and the other in the land through the door in the woods. Find the similarities and differences between these two lands and how these similarities and differences change throughout the story. Use a Venn diagram to explore this at least 3 times throughout the story and then compare.

### **Engaging personally**

Students respond to and compose texts reflecting their widening world. They identify ways in which their own experiences, perspectives and contexts influence their responses.

- Can you relate to Tristan or Gertrude? Have you ever had an experience where you have had to go somewhere without your parents? Have you ever felt lonely or misunderstood? How do you think you would react to being in the same situation Gertrude and Tristan are in?
- This story is set during the war. Explore how children coped during this time with many families being split apart. Do you think this still happens now? How do you think children react now if they are split from their parents? How does technology play a role now?



## **Connecting**

Through responding and composing students make connections between information, ideas and texts. They compare texts to understand the effects of different choices of language, form, mode and medium for various audiences and purposes.

- This novel is in the fantasy genre. Why do you think we need a fantasy genre in the library? Find other books that are in this genre and compare the different types of fantasy books there are. Which books are similar to 'Saving Hollow Woods'?
- Compare non-magical characters from other fantasy style books to Tristan and Gertrude. Do they have similarities and why do you think this? Create a table to outline the various children in different novels who enter magical worlds. Describe how they find the world, what the world is like and how the children change.

## **Engaging Critically**

Through responding and composing students explore the different ways texts can be interpreted. They identify ways in which composers position the audience to accept particular views and perspectives and make judgements about these.

- Discuss some descriptive paragraphs or phrases that have really created a vivid image in your mind of the real or imaginary world that Tristan and Gertrude move between. Compare different choices and examine the language used in these paragraphs to see why they stand out for different people.
- How do Tristan and Gertrude change throughout the novel? How do they move from shy, reserved children who lack confidence in people wanting to love them to children who devour adventure and are able to save the magical realm? How does their relationship change?



- Trees are a vital part of Hollow Woods. How do you think this addresses our current world and the need for more natural spaces? Do we need the natural world for more than just animal habitats and clean air? Can these green spaces also bring about peace and imagination? Explore our current concept of trees and the concept of trees within this novel.

### **Experimenting**

Students use, adapt or subvert particular textual conventions across modes and media to experiment with a range of meanings and textual concepts.

- Read the Ancient song as sung by Tutu in Chapter 22. Create your own song about your own magical land that needs the natural world to survive. Use the rhythmic pattern and descriptive language.
- There are many magical names in this story of places and people. Create a list of these characters and who they are. Once you have established this, try to sketch what you think they may look like. Can you work out how these names have been created?

### **Reflecting**

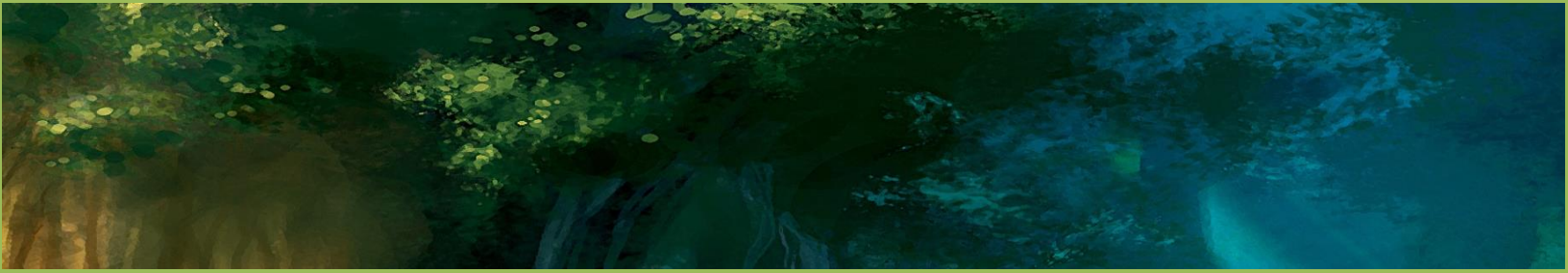
Students begin to personalise their metacognitive processes, identifying their own pleasures and difficulties in responding, composing and learning. They are able to plan and monitor their work, articulate their own learning processes and begin to assess which learning processes may suit them and will suit particular tasks and why.

- Rewrite Chapter 7 with your own characters discovering a magical world of some sort. Include a sense of discovery, bravery and adventure.
- Create a criteria to peer assess another students work. Discuss as a class what we look for in creative writing (Figurative language, adjectives, grammar, use of five senses, character description etc)



### Visualising breaks

- What do you think Gertrude and Tristan look like? Discuss why you think this and draw a picture on a paper bag. Inside this paper bag, throughout the novel study, you can add pictures and thoughts to these two characters.
- What do farms look like now and during the war? Compare and contrast different types of farms from different time periods, different crops and different parts of the world.
- How might the woods have looked to the children before and after Chapter 7? Discuss how people, places and objects may look scary before we know more about them and how knowledge can change how we see things.
- What does the moon look like? Visualise the moon at different phases and in somewhere like the countryside compared to the city. How does the moon feel when you see it in different locations and phases? Discuss how magic may be felt when the moon appears differently.
- When you first opened the door in the tree with Gertrude and Tristan what did you see through the door in the woods?



## Focus questions throughout the chapters

### Chapters 1-2

#### Meet the characters

- Write down your initial feelings about each of the characters. Review this throughout the novel and reflect on how your viewpoint changes and why.
- How do you feel when you meet someone for the first time? Compare the different feelings Tristan had to Gertrude. Why do they have different feelings about meeting Aunt Betty?
- Sketch Aunt Betty using the description in Chapter 2

### Chapters 3 - 6

#### Adventure

- How is an adventure like a holiday? How is an adventure like a kaleidoscope?

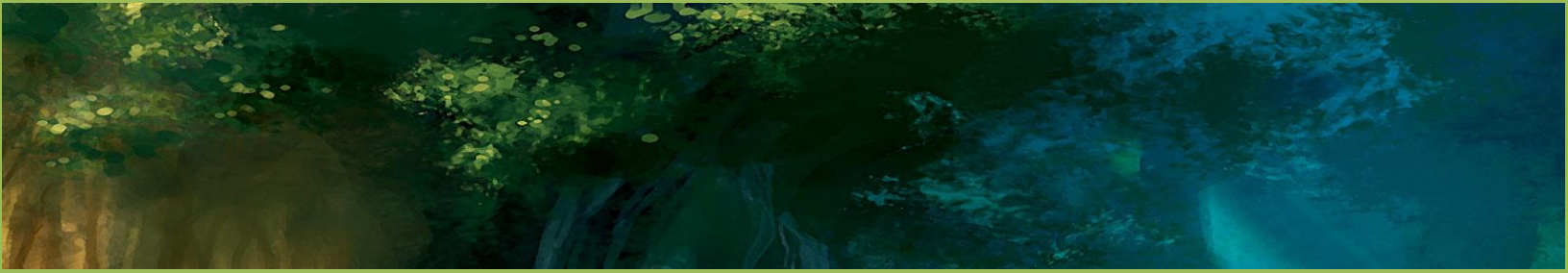
#### World Wars

- During the war, many families were split apart. Why does Tristan think Gertrude's hopes of finding her parents are ludicrous?

#### Farm Life

- There were many jobs for Tristan and Gertrude to do around the farm. List these jobs and describe what had to be done and the length of time it took.





- With the improvement of technology discuss if we could now live without what we have now and go back to the technology used 100 years ago. Could we live without it? What would have to change?

### **Characters**

- Who is Mr. James?
- Why does Tristan not want to go to church? Explain the different reasons he has for not wanting to go and compare to Aunt Betty's reasons for wanting to go.

## **Chapter 7 - 9**

### **The Woods**

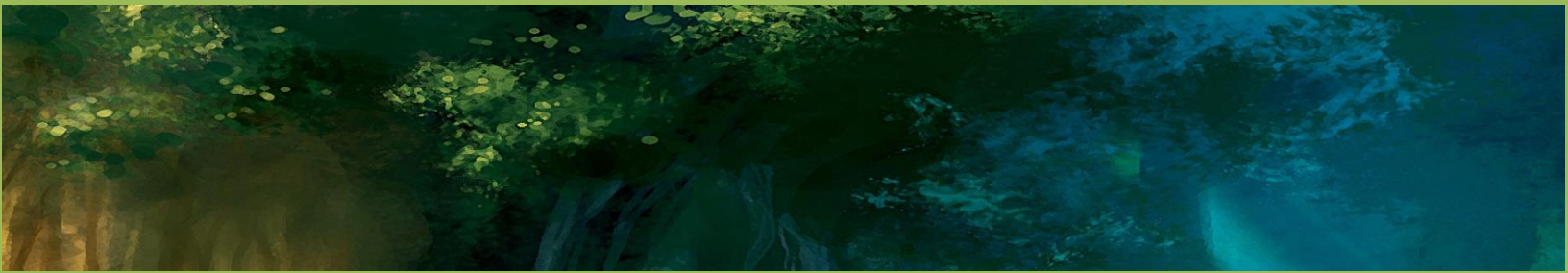
- Rewrite your own description of the tree with the magical door. Swap this with another class member who can then use a rubric to assess your description. (This could be a class or teacher developed rubric) Once this has been done, sketch an image of the tree using the description to help with this.

### **Language of description**

- Examine the language used to describe the apprehension the children felt about the door. Rewrite this in your own words and change the feeling of apprehension to excitement about opening the door.
- Consider why the children would feel excited about a strange door as opposed to apprehension.

### **Imagery**

- Tristan and Gertrude saw a winged creature. Re write this description as if it was you who saw it.



## Mapping

- Gertrude and Tristan write a letter to Aunt Betty. Write a letter to your parents or teacher telling them where you have gone. Use description of the different places, direction and step counts to show exactly where you are.
- Draw a map of the farm, the woods and other areas described in the novel.

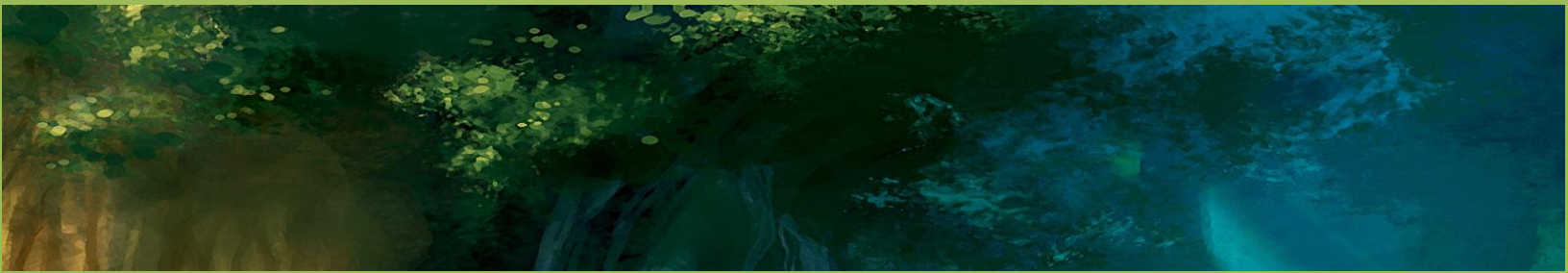
## Chapters 10 - 13

### Characters

- Write an interview with different characters from the story. The interview questions should explore things such as: their feelings about what happens, their likes and dislikes, their hopes and dreams.
- Create a mind map of the different characters the children meet in the woods. Add information about what they look like, their characteristics and who they are related to.
- If you had a secret password, what would it be? How would you ensure it would stay secret?

### Council of the Four Lands

- What is the council of the four lands? Draw your own map of what you think this might look like.
- Why are there different councils in this story? Why do we, in our own world have different councils? Compare and contrast councils in Hollow Woods and your own area. Discuss the positives and negatives of having councils in Hollow Woods and our own world.



## **Magical Creatures**

- Construct a model or a presentation to show the differences between Elves, Dwarves, Goblins and Trolls in Hollow Woods and other stories. Explore how these different magical creatures be portrayed in different stories throughout history.

## **Time**

- Time passes differently in Hollow Woods to our world. Can you work out the time difference? Can you think of other stories where this happens? Why does time often pass faster than our world in magical stories?

## **The Moon**

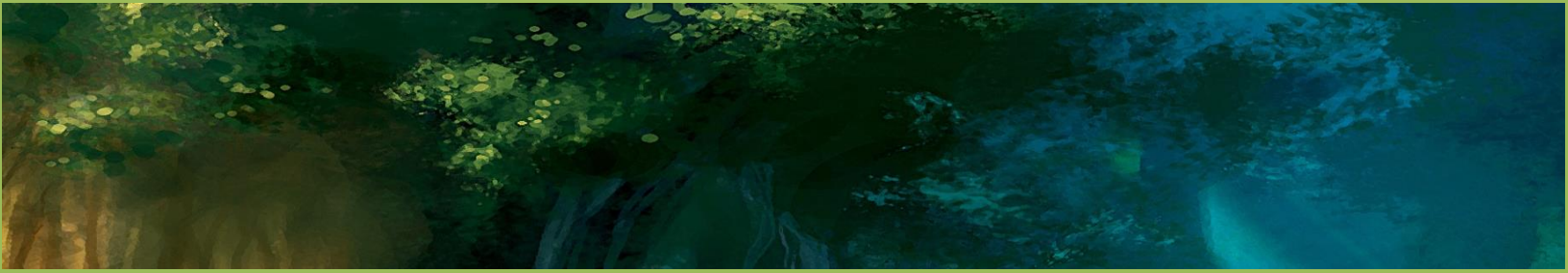
- The Moon plays an important role in Hollow Woods, what is it? Draw how the moon looks at different times in Hollow Woods.
- If we did not have science in our world, what might the current belief of the moon be? How would our lives be different?

## **The Sun**

- The Sun also plays an important role in Hollow Woods. Describe the different phases of the sun and what happens at each phase.
- How has the Sun played a role in myths and legends throughout history? Compare different stories about the sun from different countries and cultures.

## **Description of places**

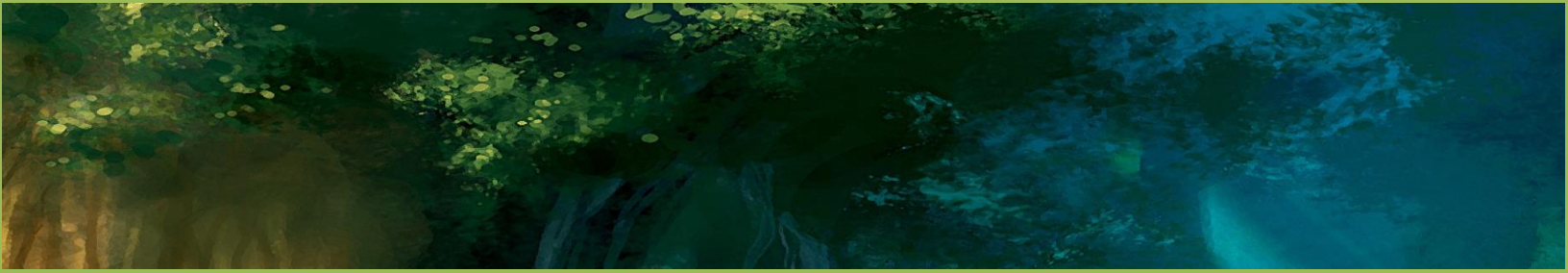
- Look at the language used to describe the Great Hall in Hollow Woods. Sketch what this may look like.
- Find other descriptions of places and objects in Hollow Woods to add to this sketch or a mind map of Hollow Woods.



## Chapters 14 - 15

### Comparing places and time

- Why do the children need to shrink on entry into Hollow Woods?
- The children learn to greet the people of Hollow Woods in their own special way. Write a step by step instruction guide on how to do this.
- Compare the Hollow Woods greeting to how we greet people in our world. Explore how different cultures greet people?
- Gertrude and Tristan found Hollow Woods because they were playing outside and exploring. Do you think children of today would find Hollow Woods? Why? Why not?
- Hollow Woods celebrates each season. Describe the Spring Festival.
- What do you think the other seasonal festivals would look like in Hollow Woods? Use ideas from current seasonal festivals around the world.
- In Hollow Woods they talk about taking from the earth but always giving back. How can we do this in our world? What are some changes you can make to ensure the world you live in is in balance?



## Chapter 16-20

### Trees

- Read the description of Shandalar. Imagine you are Gertrude or Tristan and write a diary entry about how you felt when you saw the tree come alive.
- How does Shandalar provide for the magical creatures of Hollow Woods? What does she do for them?
- How do trees provide for us and other animals and insects in our world?

### War

- There is a war brewing in Hollow Woods. Why is this happening?
- How do wars begin? Explore the various reasons war has started throughout history.

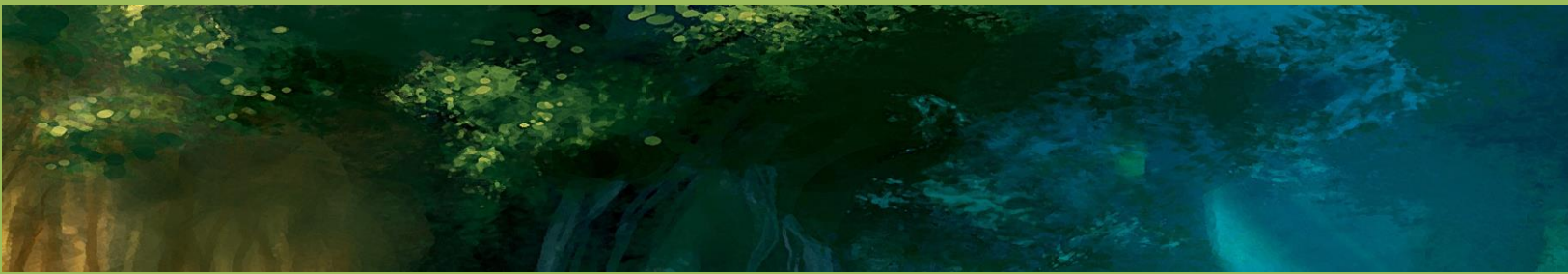
### Birthdays

- Write a diary entry from the perspective of Tristan to show how he felt about his birthday.
- Explore why we celebrate birthdays and if there are any cultures or reasons we don't celebrate them.

## Chapters 21 - 23

### Pets

- How does having a pet change or help Tristan?
- Describe a pet that you would love to have.
- Why do people love having pets?



## Rules of Hollow Woods

- Describe, step by step, the secret handshake that Tristan needs to remember.
- Draw a map of Hollow Woods using the description in Chapter 22 to help you. You may add to this throughout the novel.
- Who is Tutu? How does the importance of this owl relate to how we should respect animals?
- They speak a different language in Hollow Woods. Create a language that you think would suit Hollow woods. In order to help others to understand this language, create a small booklet with simple words and phrases they can use if they happen to enter the door into Hollow Woods.
- What are scrying stones?
- Write a description of how to use the scrying stones.
- How have people used stones throughout history to help them with foreseeing the future, healing or charms? Research various times in history and cultural beliefs. Present this to the class with examples as to how these stones may have powers of some description.



## Chapters 24 - 31

### Characters in Hollow Woods

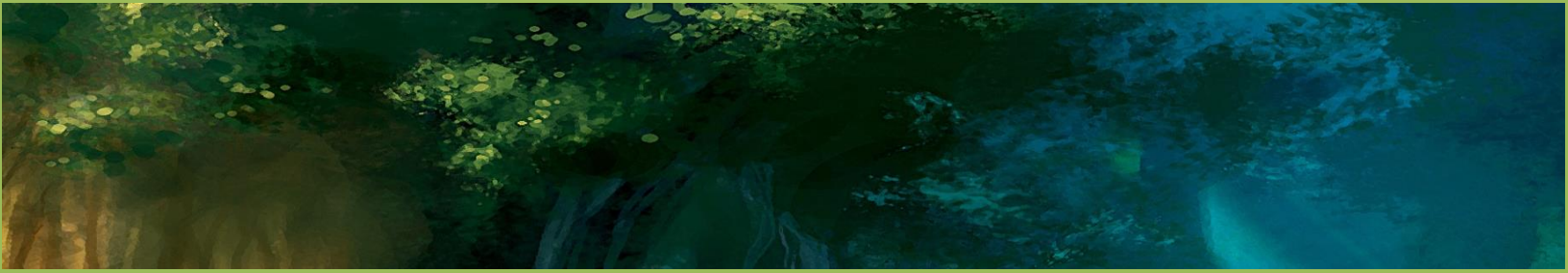
- Write a wanted poster for Baxter. Add description so that others in Hollow Woods understand what he is up to.
- There are many statues of Elves who have been leaders. What do you think an Elven leader would look like?
- Draw a statue of an Elven leader and write a small description of how they served Hollow Woods that would be on a plaque below the statue.
- Why do we create statues of people that we think are great? Explore the different statues that are in your own country and the history behind them. Have any statues ever been controversial? Explore these statues and how society has seen them.
- How does someone become a leader in Hollow Woods? Do you think this is fair?
- How do people become leaders throughout our world? Compare and contrast different ways to become a leader.

### Emblems

- Outlined different emblems that have been described throughout the novel.
- Describe the emblem that Gertrude receives for her bravery.
- Read further about the scrolls and the information they provide along with emblems

### Family and friendship

- Using a graph, outline how Gertrude and Tristan's friendship changes over time.
- Using a graph, outlined how Gertrude and Tristan's care for Aunty Betty changes over time.



- How do good characters turn bad? Explore why Baxter and Folmar have decided to become nasty in this novel?
- Rank some events that occur in Hollow Woods from sad to happy from Tristan or Gertrude's perspective. Then do the same again but from Folmar or Baxter's perspective. How are they different and why?

### **Chapters 32 - 34**

#### **Change**

How has the events of Hollow Woods changed the two children? Compare how they were at the start of the novel to how they are at the end.

Have you been in a situation where you have had to be brave? How did this change you?

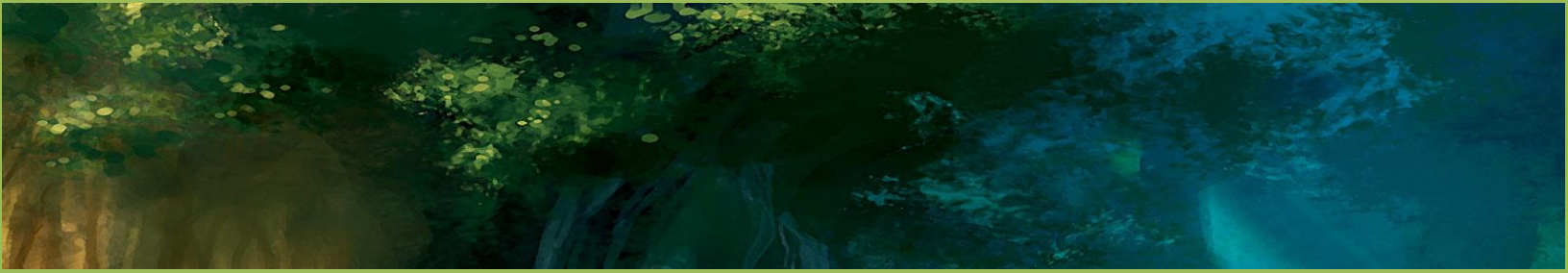
Gertrude learns that her parents have not been found. How does this change how she feels about life? What is her final decision and do you think this wish will be granted?

#### **Reflection**

#### **Creative Writing**

- Create a poster, an Instagram post or a website about this book which reflects on the main themes and issues.
- Write a review about this novel, outlining who you think would enjoy this story and why they should read it.
- Using ideas and structure from 'Saving Hollow Woods', create your own magical world. Start with drawing a map of what this world might look like using the map you have created from this story. You may also like to draw on maps from Narnia





by C.S.Lewis, Hogwarts by J.K.Rowling and The Hobbit by J.R.R Tolkien (just to name a few)

- Create some characters who might live in your land and interview each of them to find out more about them.
- Look at the story structures for adventure stories and heroes' quests to help you develop your plot outline.