



TEACHING RESOURCE

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THE_REBEL_READING_SOCIETY



MINI.MIDNIGHT.READS

in collaboration with

Amy Sparkes and Walker Books



SPARKES_AMY



WALKERBOOKSUK

THE UNCHOSEN ONE

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With a fun sense of adventure certain to have you giggling, this is an breath of fresh air to the well worn hero story. Tassie is on a mission to prove the prophecy wrong and locate the true chosen one. The story has twists, turns and riotous escapades, making for a fantastic story for engaging children in reading. The book, in accompaniment with this guide link in with many areas of the National Curriculum for KS2 & KS3, particularly English, Science and Design & Technology.



Word of the Chapter - For each chapter there is a word of interest selected from the text. These can be used in a variety of ways -

- Discussion of the word meanings.
- Prompts for looking up in dictionaries independently.
- As writing prompts to embed with the correct context within sentences.

Discussion Prompt - Each chapter also features a question to discuss. They range from discussing the characters and predictions for the book, to reflecting on the situations presented. Many of these questions are specifically worded to tie in with the KS2 & KS3 National Curriculum.

Activity Ideas - There are a selection of activity ideas that link in with the text, they're numbered by the page that they tie in with and can be found below the chapter breakdown. There's a mix of writing prompts, and more - all linking in with the National Curriculum.

Book Club Questions - These questions are designed to reflect on the book as a whole, in a group setting or individually, after reading.



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CHAPTER BREAKDOWN

Prologue

- Word – *wielded*
- Discussion Prompt – With reference to the books cover, how do you predict the prophecy in the prologue might feed into the story?

Chapter 1

- Word – *solemn*
- Discussion Prompt – In this chapter the author is setting the scene. Which elements inform us that the book is set in a fantasy world?

Chapter 2

- Word – *odorous*
- Discussion Prompt – Now that we have read a few chapters of the book, what are your first impressions of the story?

Chapter 3

- Word – *interpret*
- Discussion Prompt – With reference to the text, how do you think Tassie feels about the prospect of being the chosen one?

Chapter 4

- Word – *magnitude*
- Discussion Prompt – On page 44 the story narrates “her thoughts were chaotic and tumbling”, in reference to Tassie. How has the author expressed this in Tassie’s actions, before we are told about her thoughts?

Chapter 5

- Word – *imperative*
- Discussion Prompt – How does the last sentence of the chapter make you curious to keep reading?

Chapter 6

- Word – *wavered*
- Discussion Prompt – Do you think the information Tassie has about her ongoing journey is sufficient or do you think there’s anything else that would be beneficial to know?



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Chapter 7

- Word – *estranged*
- Discussion Prompt – On page 71 the caverns are described as “filled with rows of stalagmites and stalactites that resembled giant teeth set in the jaws of a forgotten monster.”. How has this use of figurative language helped to form our opinion of the setting?

Chapter 8

- Word – *clonked*
- Discussion Prompt – On page 76 Tassie says, “Why can’t people just translate it into modern speech and make life easier for everyone?”. Can you think of any other benefits of translation, and do you think there are any potential negatives?

Chapter 9

- Word – *undertones*
- Discussion Prompt – With reference to inferences in the text, do you think that Tassie can trust Darley?

Chapter 10

- Word – *quaint*
- Discussion Prompt – How do you predict the trio might escape from their current predicament, of being surrounded by swords?

Chapter 11

- Word – *mottled*
- Discussion Prompt – How would you describe the character of the security bird? How does this contribute to the story?

Chapter 12

- Word – *deemed*
- Discussion Prompt – Has learning more about Darley’s past experiences helped you to understand why he might have taken certain actions?

Chapter 13

- Word – *befall*
- Discussion Prompt – This chapter centres on the wraiths. How do you think we might see this link in with what is happening with Tassie?



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Chapter 14

- Word – *lurch*
- Discussion Prompt – How do the dragons in this story compare to dragons in other books you have read?

Chapter 15

- Word – *ferocity*
- Discussion Prompt – How would you describe the wraiths in one sentence?

Chapter 16

- Word – *courage*
- Discussion Prompt – Which elements of the orc family have been added by the author as part of the fantasy world?

Chapter 17

- Word – *relinquished*
- Discussion Prompt – What do you think makes Tassie so sure she's not the chosen one? Using explanation for your answer, do you agree with her?

Chapter 18

- Word – *clemency*
- Discussion Prompt – On page 178 Tassie shouts, "There is always choice!". How can we apply this to our own lives?

Chapter 19

- Word – *crystallised*
- Discussion Prompt – This chapter contains a lot of action. How has the authors use of language helped us to feel this?

Chapter 20

- Word – *foliage*
- Discussion Prompt – Now that we are nearing the end of the book, how do you predict it will conclude?



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Chapter 21

- Word – *embrace*
- Discussion Prompt – How would the book have been different without Darley in it?

Chapter 22

- Word – *astute*
- Discussion Prompt – On page 228 the story reflects “Out of everyone who could be walking next to her right now, Tassie was glad it was them.”, in reference to Darley and Spin. Is this something you thought possible earlier in the book?

Epilogue

- Word – *unfathomable*
- Discussion Prompt – After finishing the book do you think that we have had closure of the story, or do you think there is more to come?

Book Club Questions

1. If you could spend a day in the life of one of the characters, who would you choose and why?
2. If you were to recommend this book to a friend, which parts would you highlight to convince them to read it?
3. Which character do you think went through the most change during the story?
4. How do you think this story is different from other fantasy books you have read before?
5. At which point in the book did you think that Tassie and Darley might become friends?



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ACTIVITY IDEAS

Page 35 - Writing Challenge



- The Keystone has a protective incantation written on it in an ancient language that nobody can decipher. Write what you image this stone could say.

Page 102 - Science Activity



The burning of the cloak is an example of an irreversible change. There are however many examples of reversible changes. Select one or more of the options below to see this in action. When exploring these options, bring the discussion to comparing to the burning of the cloak in the story.

- Mix salt with water, then evaporate to extract salt as a solid, from a solution.
- Mix soil with water, then create a DIY water filter to clear solids from water logged soil. (Don't drink it!)
- Mix sand with pebbles, then sieve to separate back out.

Page 115 - Writing Challenge



Create a short written piece of what could be inside one of the scrolls named in this section. Consider the world they are set in and the audience they might be aimed at.

- The Great Hopping Disaster
- The Wise if Slightly Far-Fetched Predictions of Norris the Cobbler



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Page 134 - Art Challenge



- In this section the Wraiths consider the collective noun for a group of Fauns. Research the collective noun for another group of other animals and create an art piece inspired by it. Include the phrase "A Group of ___ is called a ___".

Page 173 - STEM Challenge



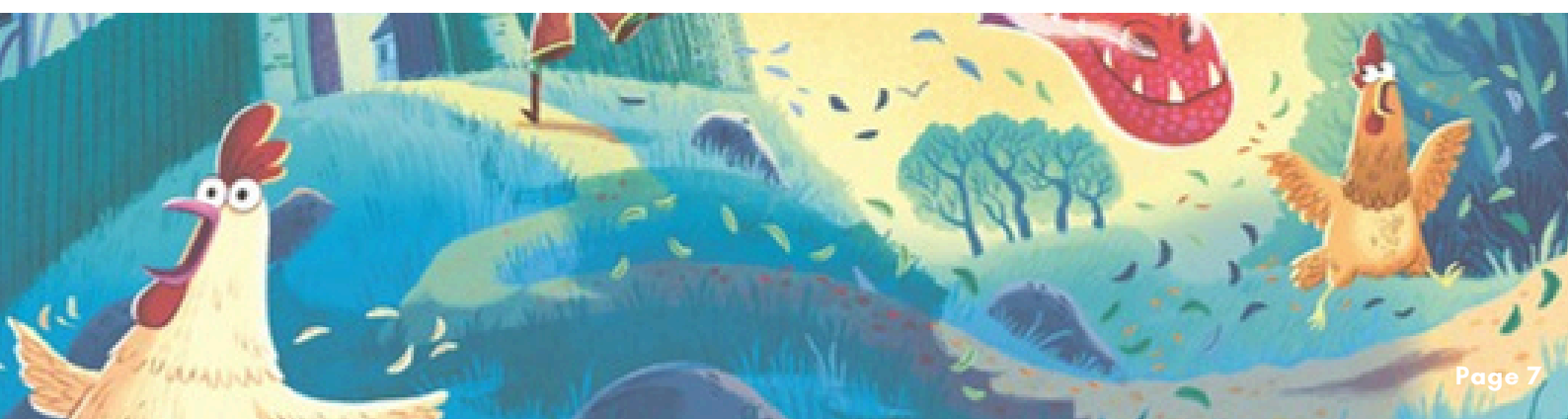
Create a model of a wraith that can move in an upwards direction. Pick one of the options below to include in your design. This could be extended to include learning on the force of gravity acting on unsupported objects.

- Create a to scale diagram of your design, prior to building.
- Use a pulley to lift the Wraith.
- Consider how you could reduce the air resistance acting on the Wraith, if dropped from a height.

Page 207 - Design Activity



- Create designs for a saddle for Arrow the Wolf. You will need to consider how it functions, as well as creating an appealing design.



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CURRICULUM LINKS - KS2 & KS3

Included in this list are both links that are found directly within the book and ideas that have been extended upon within this guide.

English

- Spoken Language
- Reading Comprehension – recommending books, meaning of words in context, drawing inferences, predictions, figurative language, challenging views courteously through discussion.
- Writing – identifying the audience, writing for a wide range of purposes.

Maths

- Number – use standard units of length.
- Ratio, proportion & rates of change – use scale factors and scale diagrams.

Science

- Properties and Changes of Materials – know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from solution. Systematic understanding of materials by exploring and comparing the properties of a broad range of materials. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.
- Forces – Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Recognise that some mechanisms, including pulleys allow a smaller force to have a greater effect. Identify the effects of air resistance and friction, that act between moving surfaces.

Design & Technology

- Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations.

Art

- Improve art and design techniques

