



The Ones with No Shadows

Author **Daniel Hernández Chambers** / Illustrations **Antonio Lorente** / 168 pages / Book Series **Eyes of Midnight**

Objectives

- To give students an **insight into a fantasy-within-fantasy world** which they could use as a model for their own creative writing.
- To build students' confidence in **understanding stories written in English**.
- To provide students **with new lexical items** within the context of the story.
- To encourage students to **notice loan words and cognates**.

Word bank

Key vocabulary

Words related to the Middle Ages: witchcraft, plague, duel, stand trial, heir, spell, sword, glassblower, lord, compass, sentry, trade, servant

Key structures

Past perfect structures: "The plague had arrived one morning in Nagol", "My father hadn't taken part in that war because he had lost a foot in an accident when he was a boy", etc.

Tips and ideas

Before reading

- Encourage creative, higher level thinking skills by getting students to predict the theme of this story from its title.
- Ask your students if they can think of any words which are very similar in Spanish and English. Do they both have Greek or Latin roots? Are they a certain sort of word? (e.g. more formal, more scientific)
- Introduce the idea of loan words with words from English used in Spanish (for example, shopping, parking, football, influencer, brunch, etc.). Do some dictionary work by asking students to open a page at random and find all the loan words – and report back.

During reading

- Introduce your students to the idea of Think Aloud Questioning, so as the stories unfold they have a pad of sticky notes and every so often you pause in the reading (either you read to them, or give them a section to read and a time limit) and they write a question.
- Get students to share their questions in small groups and to suggest their ideas and answers. Where possible, this is done in English, but the most important thing here is to spark curiosity and check comprehension, so any use of L1 should be permitted.

- Encourage students to doodle as you read to them – Harvard studies have concluded that shading shapes or drawing random patterns actually focus the mind better when listening.

After reading

- Questions – and doodles – are shared in post-story plenaries. Once the story-telling finishes, go through the students' questions and see how many the class can answer. This way of checking comprehension using their own questions is just as relevant as using pre-prepared published questions, but far more motivating.
- Think about ways that the text could be simplified – if your students had to tell the story to a five-year-old child or to their grandma or to an alien, would they tell it in the same way?
- Review the vocabulary which came up during the reading session. Ask students to find other contexts (stories, songs, situations) where this lexis appears.
- What have the readers found out about the different characters in the story? Share out the characters among the groups in your class and give them seven to ten minutes to pool their ideas. Ask them to team-write a profile for their character.

Teacher support activities

Great Games: Fox and Geese

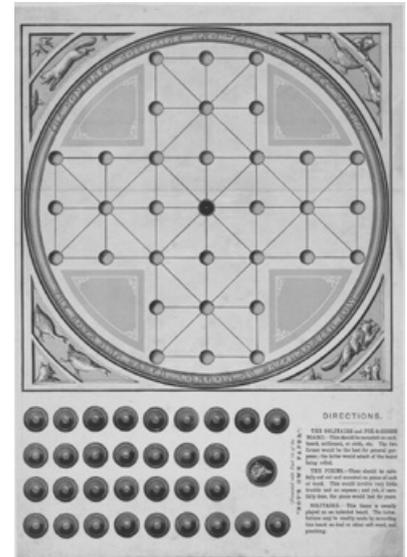
This game is played with two players. A cross can be drawn on a piece of paper, with three to seven dots drawn across and down (as shown in the picture). One player is the fox, the other is the geese.

Decide who will be the fox and who will be the geese. The person who is the geese moves first.

Take it in turns to move, one counter each at a time. Each goose can only move forward, either straight ahead or diagonally, to the next point on the board. The fox can move to the next point on the board in any direction.

If a goose is on the next adjacent point and there is a space behind it, the fox can jump over the goose to capture it. The captured goose remains out of play for the rest of the game.

The geese win if they hem in the fox so that it cannot move. The fox wins if he captures so many geese that the remaining geese are unable to hem him in.



CLIL Link: Historical Applications

This novel is set in the Middle Ages. Brainstorm students' knowledge of this period. Ask them what they know about it and if they have watched any TV series or read any books set in this period.

Then divide up the class into groups and give each a topic to research on: medieval sports and games, medieval art, medieval castles, medieval feudal system, medieval literature, medieval films. These categories may well overlap.

Allow the class 24 hours to gather as much information as possible from at least three different sources. Then give them paper and pencils to write down their findings and share them with the class.

English Theatre: Perform your Version

Ask your students to skim the chapters and find a scene that they thought was particularly entertaining. Direct different groups of students to note down the dialogues, stage directions and props (the sword, etc.) in their chosen scene.

In small groups, including a director and producer – who don't have to act but do have the final word about what their troupe do, give the class 20-25 minutes to decide on the dialogue they want to use (taken straight from the book or adapted if they wish) and the actions they will need, and to rehearse their play.

Either get groups to perform their versions in front of the class or film them and post them on the class blog. Ask for and give constructive feedback on every version.