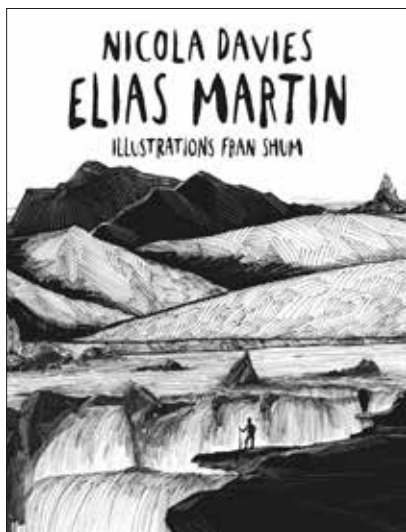


Shadows and Light series

Elias Martin by Nicola Davies



- Author Nicola Davies
- Illustrator Fran Shum
- Hardback, 40 pages
- Size 200 x 150mm
- For readers aged 9 +
- Recommended for teaching Year 5+
- Price £8.99
- ISBN 9781910862506

Author's website:

www.nicola-davies.com

Reading Log

Keep a reading log so you can record thoughts, ideas and viewpoints as they develop and change during the course of the story. This can include:

- Predictions
- Plot development – summarising each chapter
- Character studies – deduction and making inferences and refining opinions as the story progresses
- Author techniques – style analysis: form, language, imagery, foreshadowing, motifs, themes, viewpoint, tone.
- Vocabulary – clarifying unfamiliar words and extending personal vocabulary.

When considering discussion points, try out your ideas with a response partner before entering into whole class discussion.

ELIAS MARTIN

First Impressions

Discussion points

(Prediction and inference)

Make a note of your opinions.

- Look at the title only – don't peep at the blurb! What do you think this book will be about?
- Think, pair, share: discuss possible ways that the plot might develop, map these out quickly and share with the class.

Consider:

- What will happen to Elias Martin?
- Read the blurb to see whether this confirms your ideas or alters them.
(All ideas can feed into your own writing, so none are wasted.)
- Think, pair, share: describe the design of the cover of the book to each other.
 - Discuss the different features and evaluate the overall effect.
 - How do you think the artist created the illustration?
 - What further ideas does it give you about the story?

End papers

Look carefully at the end papers.

- What sort of mood do these images create?
- What do they convey about the landscape?



Writing challenge

- Create a word shower, generating vivid words which relate to the different elements in the scenes.
- Write either:
 - A prose description: you could focus on the distance and move in or start with a close up and pan out.
- Or:
 - A class poem, perhaps using prepositions as focus points above, across, ahead, around, below, behind, beside, between, beyond, down, far away, inside, next, outside, over, throughout, under.

Play around with the word order by reading aloud to see what works most effectively.

Art challenge

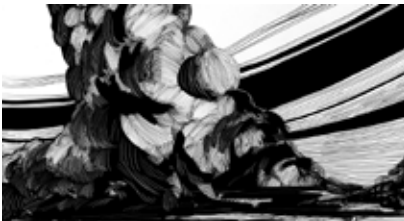
- Practise the different hatching techniques.
- Choosing your own art materials (e.g. pencil, ink, felt pen, scraper board), create your own landscape using these techniques. You might want to use an image you have photographed, the view from a window, images from the internet.



Title page

Discussion

- What does the illustration on the title page suggest to you about the story?



Pages 2 and 3

Vocabulary

- Scan the text on page 3 to find the following words/phrases:
 - prospectors
 - lumberjacks
 - fur-trappers
 - hounded
 - wrong side of the law
- Can you work out what they mean from the context?
- Look it up in the dictionary to confirm that you are correct.
- Choose three words/phrases and construct a sentence, using each one.

Research

- Find out about the Pole Star
 - What is its scientific name and which constellation does it belong to?
 - How do you find it in the night sky?
 - How is it used for finding directions?
 - Use the internet/an app to look at the Pole Star's position in the northern hemisphere.

Discussion

- In which country do you think this story is set? Look at a globe or an atlas to help you form an opinion.

Writing challenge

- Re-read the first two paragraphs and work out how the author, Nicola Davies, has constructed them.

Paragraph 1:

- statement (description)
- statement (personification)
- statement (warning)

Paragraph 2:

- Balancing statement
- Magic 3 repetition in short sentences.
- Using this device, construct your own draft, with double spacing (to allow you to refine your ideas) You are free to choose your subject!

Research and Write

- Look at the illustration on page 2. Search the internet for a photographic image that is similar. Decide which words will make your search entry work most effectively.
- Using the same device as above, write a two paragraph piece to accompany your chosen image.

Big question

- Is it possible to shape your own destiny?
- Give reasons for/against in order to weigh up what your opinion is.

Pages 4 and 5

Close reading

- Create a role on the wall cut-out of Elias Martin, with a timeline running below.
- Write down the qualities you discover he has on post-its as you read the story.
- Decide whether these qualities are more closely linked with the heart or the head and post them in the relevant area.
- Using different coloured post-its, add the different external elements which affect Elias, posting these on the timeline below his shape.



Discussion

- Why is 'quitting ...not a possibility'?
- How do you feel when you quit something?
- How do you think you would act if you found yourself in that situation again?
- Look closely at the different ways lines have been used to create texture in the illustration on page 5. What is strange about the picture?

Pages 6 and 7

Discussion

- What does 'on credit' mean?
- Find out about payday loans on the internet.
- Do you think it is a good idea to use credit?
- Are there circumstances which might alter your opinion?
- Select the most powerful vocabulary from the first paragraph on page 7. What do they tell you about Elias's character?
- How do you think Elias's story will develop?
- Why will tracking prey be easier in winter?

Drama

- Devise some questions and possible answers to find out what the trappers think of Elias
- In pairs, take it in turns to hot seat a trapper.
- What is your opinion of Elias Martin?



Writing challenge

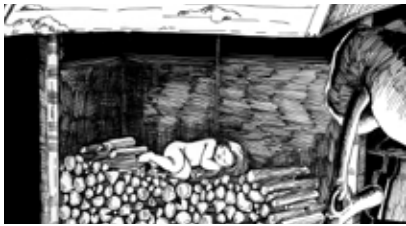
- Discuss how you feel about trapping animals. Draw up a list of pros and cons.

(This site gives different viewpoints: <http://ouroneacrefarm.com/the-truth-about-trapping-wildlife/>)

- Write either:
 - A discussion on the pros and cons of trapping
- Or:
 - A persuasive piece, either in favour of or against trapping.

Rapid research

- Find out about North American animal tracks. (E.g. <http://www.naturetracking.com/itrack-wildlife/>)
- Compare them with European mammals. (E.g. <https://itunes.apple.com/gb/app/mammal-tracker/id872674808?mt=8>)

**Pages 8 and 9****Discussion**

- What does the author mean by 'All manner of tides and currents he'd thought long dried were running anew in his heart.'?
- Why do you think he uses this metaphor?
- Where do you think the child has come from?

Design challenge

- Create a scene showing the log cabin with the wood store and footprints in the snow. Think about whether you want to set it within a larger landscape and what would be the best materials to use.

Pages 10 and 11**Vocabulary**

- Scan the text on page 11 to find the following words:
 - indispensable
 - curing
- Can you work out what they mean from the context?
- Look it up in the dictionary to confirm that you are correct.
- Construct a sentence, using each one.

Discussion

- How important do you think it is for adults to have had a good role model of how to raise a child?
- Think, pair, share: create a list of what you think is important to ensure a child's well-being?
 - Discuss with another pair and feed back to the class, prioritising the most important
 - Compare your findings and decisions with the United Nations Rights of the Child.

Close reading

- Create a role on the wall for Birch and write post-its showing what you have learned about her character.

Rapid research

- Find out about berries, plants and fungi which are edible and inedible.
- Create an infographic. (You could use one of the following programmes: <https://about.canva.com/education/>; <https://www.easel.ly/>; <https://venngage.com/>; <https://infogram.com/>)



Pages 12 and 13

Drama

- Look at the double page spread.
- In pairs: create a freeze frame of the scene to find out what each of the characters is thinking and feeling.

Pages 14 and 15

Writing challenge

- Re-read the first paragraph on page 14 about noticing things.
- Create a senses flow-chart and brainstorm good memories relating to the different senses.
- Create a prose piece or a poem, detailing these.

Pages 16 and 17

Vocabulary

- Scan the text on page 16 to find the following word:
- grits
- Can you work out what it means from the context?
- Look it up in the dictionary to confirm that you are correct.

Quick research

- Find out how maple syrup is collected.
- Find a recipe on the internet which uses maple syrup.

Drama

- Hot seat the three characters of Elias, Birch and the Captain.
- In threes, act out the scene between Birch, Elias and the Captain. Decide whether you want to present it as a mime or write a short play script.

Discussion

- Why did Elias's heart hurt?

Pages 18 and 19

Art challenge

- Create a class menagerie of clay animals listed in the story.

Writing challenge

- Create a fact file of the animal you have chosen to create. Decide on the sub-headings you need in your fact file.
- Find out about wolverines

Discussion

- What do you think will happen to Elias and Birch at this point in the story?

Word challenge

Find the oxymoron!

Pages 20 and 21

Discussion

- What do you think Birch might be dreaming about?

Writing challenge

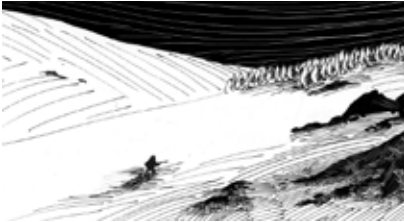
Either:

- Create a comic strip or storyboard of Birch's dream.

Or:

- Create a comic strip or storyboard of one of your dreams.





Pages 22 and 23

Vocabulary

- Scan the text on page 23 to find the following word:
 - doggedly
- Can you work out what it means from the context?
- Look it up in the dictionary to confirm that you are correct.
- Create a sentence, using this word.

Discussion

- How does the illustration complement the text at this point in the story?
- Why do you think Elias has a sudden change of heart?

Author technique

- What image does the writer use to denote Elias's change of heart?
- How and why is the metaphor extended?



Pages 24 and 25

Author technique

- How does the author build up tension?

Discussion

- What is significant about the cabin being stone cold?
- What do you think has happened to Birch?
- How do you think Elias will respond to her loss?

Pages 26 and 27

Discussion

- What does 'The wolverine, like all wolverines, was the very soul of the North' mean?
- Look at the second sentence on page 26. Which words are chosen to make you think more deeply about what has happened?

Writing challenge

- Create your own sentence, with a subordinate clause, which makes the reader think differently; e.g. about an episode in Red Riding Hood.



Pages 28 and 29

Author technique

- Why do you think the author chose the word 'chanted'?

Writing challenge

- Create your own chant for either:

- The wolverine's death

Or:

- The rediscovery of Birch.

Remember that chants do not have to rhyme, but they do need a strong sense of rhythm. You could make a drum accompaniment using instruments or a music app such as Garageband.

DT challenge

In small groups:

- Create a small scale model of a deadfall trap (why do you think it is so called?), so that when a Lego or Playmobile figure is placed on it, they fall in and 'logs' (twigs) fall on top of them.

Discussion

- What do the words 'Birch came to him' mean?

- What do her words 'Why do you fight the wild?' mean?

Pages 30 and 31



Creative challenge

- Create a sound challenge of footsteps in the snow, owls calling and wolves howling. (E.g. audioblocks.com)
- Create your own pictures or slide show to play alongside the sound effects.

Pages 32 and 33

Drama

- With one person reading the text, mime the scene of Elias approaching the trap, finding the contents of the trap to the end of the story.
- Freeze-frame at different points to explore how Elias is feeling.

Discussion

- What do you think Elias has learned from his experience?
- Do you think this will affect his future behaviour?
- What would you do, in his place?
- What is the last word of the tale?
- How do you feel about the wild? (E.g. Should wolves be re-introduced into Scotland; should beavers be re-introduced across Britain?) Conduct research to weigh up the pros and cons before deciding. (<http://www.bbc.co.uk/earth/story/20150421-the-truth-about-wolverines>).

Pages 34 and 35

Discussion

- What does this double page spread suggest to you?
- What do you think the main message of the tale is?



Page 36

Discussion

- What does this illustration suggest to you now?

Pages 38 and 39

Rapid Research

- Bullet point the information you have on Nicola Davies and Fran Shum.
- Would you rather be an author or an illustrator? Give reasons for your answer.

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SHADOWS AND LIGHT SERIES:

- Elias Martin
- Mother Cary's Butter Knife
- The White Hare
- The Selkie's Mate

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