

THE EMBER WREN MYSTERIES • BOOK ONE

Ember Wren and the Key to *Wetherwild*

Teacher Resource Pack

AGES 8-12 • YEARS 5-7 • AUSTRALIAN CURRICULUM V9



CENTRAL TEACHING IDEA

A useful observation can still support a mistaken explanation. Ember's first mystery teaches readers to separate what happens from what it might mean, compare accounts and notice what is missing.

24

chapter questions with
answers

6

activities and 3 lesson plans

3

printable A4 worksheets

AC v9

English connections, Years 5-7

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SPOILER GUIDANCE

Sections 1–6 and 9 can be used before or early in the unit. Sections 7 and 8 contain moderate spoilers. The during-reading guide is sequenced so that revelations stay protected until students reach them. Sections 13, 14 and 17 contain whole-book spoilers and are for teachers only.

1 Educator quick reference

Element	Guidance
Recommended readers	Ages 8–12. Most suitable for Years 5–7, with adaptation for cohort needs.
Genre	Fantasy mystery, adventure, family mystery.
Core themes	Curiosity and certainty, evidence and assumptions, asking for help, truth and missing information, grief and memory, love for imperfect people, shared responsibility.
Key teaching device	The Wren Pattern: SEEK, QUESTION, TEST, TURN, DOUBT, CHOOSE, SHARE.
Best uses	Whole-class novel study, literature circles, library program, extension English, book club.
Sensitive content	Bereavement (Ember's grandmother has died), a town held in a paused moment for seven years, the loss of a treasured memory, characters in danger, and a trusted adult's past mistakes.
Major skills	Inference, separating observation from explanation, comparing accounts, character analysis, vocabulary in context, creative writing with fair clues.
Assessment options	Analytical response, comparison of two scenes, imaginative text, oral discussion, collaborative exhibition plan.

Suggested unit rhythm

Stage	Focus	Suggested duration
Launch	Observation versus prediction; spoiler-free opening activities	1–2 lessons
Chapters 1–8	The clocks, the reflection, the key and the paused town	3–4 lessons
Chapters 9–16	The borrowed minute, trust and repair, comparing accounts	4–5 lessons
Chapters 17–20	The failing library, responsibility, memory as evidence	3–4 lessons
Chapters 21–24	Violet's memory, the shared solution, the ending	2–3 lessons
Synthesis	Exhibition plan, character development, assessment	2 lessons

Durations are suggestions only. Adjust to reading pace, year level and how many activities you choose.

2 About this resource

This Teacher Resource Pack supports a rich study of *Ember Wren and the Key to Wetherwild* as a mystery, an adventure and a story about how we decide what is true. It can be used for a full novel study or selectively, for example as discussion questions for a library group or a single creative-writing task.

The pack includes a chapter-by-chapter reading guide, vocabulary in context, six activities, three lesson plans, three printable worksheets, assessment guidance, indicative Australian Curriculum connections and answers. Questions are labelled **Find** (a checked detail), **Infer** and **Craft** (more than one supported response is possible) and **Predict** (answered before reading on).

A NOTE ON THE ACTIVITIES

Every activity can be completed orally, by drawing or by dictation as well as in writing. Any invented content should be labelled as fiction, so students keep the novel's evidence separate from their own ideas.

3 About the book

Eleven-year-old Ember Wren notices something impossible: three clocks lose exactly eleven seconds at the same moment. Her investigation leads from Nanna Violet's house, through a living reflection and into Wetherwild, a world where roads rearrange themselves, maps have opinions and a town called Hearthhollow has been frozen for seven years.

With apprentice Wayfinder Rowan Vale and the folded-paper rook Quill, Ember tries to discover what happened. The deeper she goes, the more complicated the truth becomes. Nanna Violet and Mistress Vire both made choices that shaped Hearthhollow's fate, and Ember must decide whether solving a puzzle is enough when other people have to live with the answer.

CENTRAL TEACHING IDEA

A useful observation can still support a mistaken explanation. The novel invites readers to separate what happens from what it might mean, compare accounts, and notice what is missing before deciding what is true.

4 Why teach this book?

- ◆ It builds inference skills through a fair mystery: clues are available to the reader, and first explanations are tested rather than simply confirmed.
- ◆ It models how evidence changes a prediction, and why revising an idea is useful work rather than failure.
- ◆ It invites discussion of competing accounts and deliberately missing information, an accessible introduction to source evaluation.
- ◆ It explores grief, memory and loving someone who made mistakes, through fictional characters at a safe distance.
- ◆ It shows the difference between taking responsibility and carrying every burden alone.
- ◆ Its vivid setting, from the laughing tree to the failing library, supports work on imagery and personification.
- ◆ It is the first book of a complete trilogy, so a class can continue with Books Two and Three and their matching resources.

ESSENTIAL QUESTION

When is being certain helpful, and when might it stop someone noticing more?

5 Learning opportunities

Learning objectives

- ◆ Separate a story detail from an inference and explain the connection.
- ◆ Track how new information changes a prediction across several chapters.
- ◆ Compare accounts of an event and identify what each leaves uncertain.
- ◆ Explain character development using an early and a later scene.
- ◆ Write a short mystery scene with fair clues and a purposeful revision.

Reading and viewing

- ◆ Locate and check details that support a claim.
- ◆ Distinguish observation, explanation and prediction.
- ◆ Analyse how setting and imagery create mood and tension.
- ◆ Follow a character's development across the novel.

Speaking and listening

- ◆ Explain the detail that shaped an interpretation.
- ◆ Respond to a different view without needing to win.
- ◆ Ask questions that test an explanation.
- ◆ Build a shared conclusion from several contributions.

Writing and creating

- ◆ Write an original mystery opening with fair clues.
- ◆ Draft captions that separate textual evidence from invention.
- ◆ Plan an exhibition that shows agreement, disagreement and gaps.
- ◆ Use new vocabulary precisely in a fresh context.

6 The Wren Pattern

Nanna Violet's seven words give the class a shared language for thinking like an investigator: **SEEK, QUESTION, TEST, TURN, DOUBT, CHOOSE, SHARE**. Use them as a recurring routine. When discussing a scene, ask which word Ember is using, and which she is skipping.

Word	Teaching meaning	Find a moment when Ember...
SEEK	Look closely for evidence.	...looks closely for evidence.
QUESTION	Ask what others have accepted.	...asks something others have accepted.
TEST	Check an idea rather than assume it.	...checks an idea rather than assuming it is true.
TURN	Look from another angle.	...looks at the problem from another angle.
DOUBT	Notice you may be wrong.	...realises she may be wrong.
CHOOSE	Decide, knowing there are consequences.	...makes a decision with consequences.
SHARE	Include others instead of acting alone.	...includes others instead of acting alone.

DEEPENING QUESTION

Which word is Ember best at at the beginning of the book? Which one does she most need to learn? Why do you think SHARE is the final word?

7 Key characters and narrative purpose

MODERATE SPOILERS

Ember Wren

Observant, funny and determined, and sometimes much too certain once she thinks she has solved something. Her arc moves from wanting to solve the mystery alone towards understanding that some answers must be shared.

Rowan Vale

An apprentice Wayfinder whose family is trapped in Hearthhollow. Rowan makes Ember's puzzle personal rather than abstract, and his response to her apology shows why words alone may not repair trust.

Quill

A folded-paper rook with a complicated relationship with maps, ownership and instructions. Quill brings humour, and at key moments Quill's actions seriously matter.

Nanna Violet

Ember's beloved grandmother, whose clues and past choices shape the mystery. What Ember learns makes her picture of Violet more complicated without making her love disappear.

Mum

Ember's connection to home, grief and a family history she does not yet understand. Small actions show Mum's care, even when Ember keeps things from her.

Mistress Seraphine Vire

A powerful figure who believes control can prevent terrible consequences. Vire is more interesting than a villain who simply wants to hurt people, which makes her claims worth testing.

Morrow

The librarian of the Library of Lost Knowledge, where records and the evidence of what has been removed become central to the mystery.

8 Major themes

Evidence and assumptions

The key follows Ember's intention rather than knowing the road (Ch. 5). The apparent future changes when she changes what she imagines (Ch. 14). Ask how a useful observation can support a mistaken explanation.

Truth and missing information

Two conflicting records become more useful once Ember notices the same information has been removed from both. Why does the story care so much about what has been deliberately removed rather than simply forgotten?

Love and imperfect people

Violet's final memory complicates Ember's understanding of her grandmother (Ch. 21). Loving someone does not require describing every choice they made as right.

Responsibility and cooperation

Ember's choices have consequences, including the price of the minute (Ch. 11) and damage at the library (Ch. 17-18). The shared solution in Ch. 23 changes who carries the burden.

Friendship and trust

Rowan's family matters to him beyond Ember's wish to solve the mystery. His response to her apology (Ch. 12) invites discussion of why words alone may not repair trust.

Grief and memory

Ember gives up the remembered sound of Nanna Violet's laugh for one minute of movement in Hearthhollow. The ending does not restore it, which gives her choices lasting weight.

Choice and consent

Which decisions belong to one person, and which should include everyone who will live with the consequences?

9 Before-reading activities

SPOILER FREE

1. Show the cover and read the title. Ask students to write one observation and one prediction separately. A key on a cover may suggest a locked place, but that is a prediction until the story supplies evidence.
2. Place a pencil, book and spoon on a table. Invite three different explanations for the spoon being there. Add a new detail, such as a recipe beside it. Which explanations become more plausible? Keep more than one possibility open.
3. Start a reading notebook with three headings: *What happened*, *What might explain it*, *What could test it*. Model a harmless everyday example before using Ember's discoveries.
4. Agree that a reader may change an answer after new evidence. Choose an opening question to revisit: When is being certain helpful, and when might it stop someone noticing more?

Adjust the reading and response

For readers who need support, read a short passage aloud before asking for an answer. Offer a choice of two scenes, allow drawing or speech before writing, and use a partner to locate evidence. Reluctant readers can take a manageable role such as clue finder, illustrator or question keeper without reading aloud unexpectedly.

For learners of English as an additional language or dialect, preteach a few key words with objects or sketches, rehearse answers orally and allow home-language notes. Offer stems such as "I notice...", "This might mean..." and "The detail in Chapter... supports...". Extend confident readers by asking them to consider a competing explanation or analyse a narrative choice.

SENSITIVE DISCUSSION

Discuss difficult themes such as grief and loss through the fictional characters. Students may pass, or choose another scene, at any time.

10 During-reading guide by chapter group

Look back in the novel. **Find** asks for a checked detail; **Infer** and **Craft** allow more than one supported response. Make each **Predict** answer before reading further. A partner may help locate the passage. After each group, record a chapter detail beside each answer and revisit one prediction.

Chapters 1–4 *Read before crossing into Wetherwild*

1. **Find:** What is unusual about the carriage clock's location, and why does Ember investigate it?
2. **Infer:** Why might the warning to avoid solving the mystery alone be difficult for Ember to follow?
3. **Craft:** Choose one ordinary household detail and one impossible detail. How does placing them together affect the opening?
4. **Predict:** Pause after Chapter 4. What might Ember need help with next? Record a clue and a second possible outcome.

Chapters 5–8 *Read before the clock tower*

5. **Find:** What does Ember discover when she imagines different destinations while holding the key?
6. **Infer:** Why might a paused town feel different to Rowan and to a new visitor?
7. **Craft:** Find a place where the narration gives a road, tree or object a human quality. What does that add?
8. **Predict:** At the end of Chapter 8, what would you want to find out before trying to wake the town?

Chapters 9–12 *Read before entering the library*

9. **Find:** What does Ember give up for the minute, and what remains of that memory?
10. **Infer:** Why does Rowan not simply accept an apology as a repair?
11. **Craft:** How does the brief movement of Hearthhollow change the paused people from background to characters?
12. **Predict:** After Chapter 12, what kind of evidence might the library offer, and what might still be missing?

Chapters 13–16 *Read before the choice at the library*

13. **Find:** How does Ember test whether the book bearing her name shows a fixed future?
14. **Infer:** Why is comparing two accounts more useful here than immediately choosing the one Ember prefers?
15. **Craft:** How does the book inside the novel invite us to question what we read?
16. **Predict:** At the end of Chapter 16, is there a question missing from the choices being offered?

Chapters 17–20 *Read before Violet's memory*

17. **Find:** What happens to Quill after it consumes the sentence in the library?
18. **Infer:** Why is admitting one's part in a mistake different from claiming responsibility for everything?

- 19. Craft:** Choose a detail from the failing library that makes losing knowledge feel physical. How does it work?
- 20. Predict:** After Chapter 20, what would make a memory useful evidence? What limits might it have?

Chapters 21–24 *Whole-book discussion*

- 21. Find:** How is the final solution different from making one person the permanent witness?
- 22. Infer:** How can Ember love Nanna and also question Nanna's choices?
- 23. Craft:** Why might the novel keep a real loss in its ending instead of restoring everything?
- 24. Reflect:** Return to one earlier prediction. Which detail changed your mind, and what is still uncertain?

A USEFUL DISCUSSION HABIT

Choose one answer your group did not all share. Let each reader explain the detail that shaped their view. Decide whether the evidence supports one interpretation, several possibilities or an open question. You may revise your answer without erasing the thinking that led to it.

11 Words in their story

These six words occur in the novel at the chapters shown. Read the surrounding sentence first. Cover the suggested meaning, offer a meaning of your own and check whether it fits the action. A word can have other meanings elsewhere.

Word	Chapter	Meaning in this context	Try this
intention	4	What someone means or plans to do.	Explain how Ember tests whether the reflection follows an intended movement.
verge	5	The edge of a road.	Find what lies beside the map road. Sketch and label a verge.
certainty	5	Being sure.	Explain why being sure does not make the key a truthful guide.
fragment	5	A small broken part.	Explain what the mirror fragments contain in this scene.
paused	10	Temporarily stopped.	Describe the difference between an action paused and an action finished.
witness	23	Someone who sees or can give an account.	Explain how this everyday meaning helps you understand the story's shared witnessing.

Make the meaning work

Choose two words. For each, write a new sentence outside Wetherwild that uses the same meaning, then explain how the word helps you understand the book. Partners check whether the new sentence actually demonstrates the meaning, rather than merely including the word.

Support: match words to small sketches, gestures or a spoken example before writing. **Extension:** find a second meaning or a related word and explain why it would or would not fit this passage. A dictionary can check a suggestion, but the sentence decides which meaning is relevant.

12 Creative and analytical activities

Choose the activities that suit your group. Suggested writing lengths are flexible; oral, drawn or dictated responses can show the same thinking. Release each activity only after its cited chapters.

1 The clue that changed my mind

CLOSE READING · 20 MINUTES · WORKSHEET 1

Choose the key test in Ch. 5 or the changing book in Ch. 14. Record an observation without an explanation. Add Ember's first idea, the test and what she can reasonably conclude. Swap with a partner, who underlines any conclusion pretending to be an observation. Revise it.

A successful response separates what happens from what it might mean; it need not claim to know every magical rule.

2 A fair clue for a new mystery

CREATIVE WRITING · 25 MINUTES · PAPER AND PENCIL

Invent a different house and a different young investigator. Write 180–250 words in which a misplaced everyday object prompts a question. Plant two details that support a possible explanation and one that challenges it. Do not borrow a magical rule from Wetherwild. Ask a partner to identify the clues before you revise.

Label the writing as an original story. Assess whether clues are available to the reader and whether the investigator has a reason to question the first answer.

3 Two accounts on the table

DRAMA AND DISCUSSION · 20 MINUTES · AFTER CH. 15

Pairs make brief evidence cards for the two histories Ember compares. Write what each account claims and what it leaves unclear. A third reader asks questions without declaring a winner. Finish with a joint statement beginning "We can support..." and another beginning "We cannot yet establish..."

Do not invent eyewitness testimony. Students may read cards instead of performing.

4 The seven-word message

WORD PUZZLE · 15 MINUTES · WORKSHEET 2

Solve the six reversed words on Worksheet 2, then add the final word. The seven words form an original classroom reminder inspired by the novel's puzzles. Work alone first, then explain the method to a partner. Create a second reversible message and test it with another reader.

The message is not a quotation or an additional clue from the novel. Give the direction "read each word backwards" when support is needed.

5 A town in one interrupted moment

ART AND EXPLANATORY WRITING · 25 MINUTES · AFTER CH. 8

Read Ch. 8 closely. Choose an interrupted action that is actually described, or label your drawing as an imagined extra town scene. Draw it and write a caption identifying the instant that has stopped. Add a second caption explaining how Rowan might understand the scene differently from a visitor.

Keep the textual scene and any invention clearly distinguished.

6 A council of witnesses

COLLABORATIVE PROBLEM SOLVING · 25 MINUTES · WORKSHEET 3

After finishing the book, plan an imaginary archive exhibition about Hearthhollow. Give each group member responsibility for a different chapter detail. Decide how to show disagreements, missing knowledge and the cost borne by people. End with an exhibition caption that no one person could have written from their evidence alone.

This is an imagined exhibition, not a missing scene. Assess how the group uses sources and shares the work, not whether everyone agrees.

13 Lesson plans

LESSONS 1–2 DURING READING · LESSON 3 CONTAINS WHOLE-BOOK SPOILERS

Lesson 1: When an answer needs testing

45 MINUTES · CH. 5, WORKSHEET 1, PENCILS

5 min	Recall the looping road without revealing later events. Ask what the key seems to promise.
10 min	Read the passage in which Ember imagines destinations. Model one observation and two possible explanations.
15 min	Pairs complete Worksheet 1. A partner checks that the conclusion fits the test.
10 min	Compare conclusions. Does the test tell us everything about the key, or only something useful?
5 min	Exit response: one claim that is better supported now and one question still open.

Look for a distinction between intention and reliable directions. Support with a shared reading; extend by asking what a different test could establish.

Lesson 2: Whose account are we reading?

50 MINUTES · CH. 14–15, PAPER FOR EVIDENCE CARDS

5 min	Recall a prediction that changed. Agree that revising an idea is useful work.
10 min	Reread a short part of the changing book and the comparison of histories.
15 min	Run Activity 3. Each card must include a chapter reference and an uncertainty.
15 min	Groups compare joint statements. Which detail would be lost if only one account were kept?
5 min	Exit response: the difference between a plausible account and a complete one.

Assess the evidence behind comparisons. Offer oral rehearsal or a scribe; extend by examining how the embedded book invites trust.

Lesson 3: Who carries the story?

55 MINUTES · WHOLE NOVEL, WORKSHEET 3

5 min	Recall what the ending changes and what it does not restore.
10 min	Reread selected moments in Ch. 22–24. Identify contributors to the shared solution.
20 min	Groups plan the archive exhibition using Worksheet 3. Each student contributes a checked detail.
15 min	Share captions. List where accounts agree and where interpretation remains open.
5 min	Each reader explains one change in Ember using an early and a late scene.

Assess character development and shared evidence. Offer a two-scene comparison scaffold; extend by asking whether the conclusion resolves every important question.

14 Assessment ideas

Task	What it shows	Format
Two-scene comparison	Character development: compare one early and one late decision by Ember, explaining what develops and what remains difficult.	Written or oral
Prediction review	Comprehension: return to an opening prediction and show which detail changed it.	Notebook entry
Mood analysis	Craft: choose a small detail in the closing chapter and explain how it contributes to the mood.	Paragraph response
Fair-clue mystery	Creative writing: an original opening with planted clues and a challenged first explanation (Activity 2).	Imaginative text
Archive exhibition	Collaboration and evidence: a caption built from several checked details (Activity 6).	Group multimodal

What to look for

A secure response identifies a relevant detail, explains the connection to the claim and acknowledges a limit or alternative when needed. Ask for a revision if an answer retells the plot without explaining it. Do not mark a supported interpretation wrong simply because it differs from the example. Use the novel rather than guessing the author's private intention.

15 Australian Curriculum Version 9 connections

This resource is designed primarily for Years 5–7. The table provides **indicative** connections to the Australian Curriculum: English Version 9. Teachers should select content descriptions that match their year level, local program and student needs.

Year	Code	Content description (summary)	Suggested use in this pack
5	AC9E5LA02	Move beyond bare assertions by taking account of differing ideas or opinions and authoritative sources.	Activity 3; Lesson 2; comparing accounts.
5	AC9E5LE04	Examine the effects of imagery, including simile, metaphor and personification.	Question 7; Question 19.
5	AC9E5LE05	Create and edit literary texts, experimenting with figurative language, storylines, characters and settings.	Activity 2.
5	AC9E5LY05	Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning.	Reading notebook; Predict questions.
6	AC9E6LA08	Identify authors' use of vivid, emotive vocabulary, such as metaphors, similes, personification and imagery.	Question 7; Words in their story.
6	AC9E6LE05	Create and edit literary texts that adapt plot structure, characters, settings and/or ideas from texts experienced.	Activities 2 and 5.
6	AC9E6LY02	Use interaction skills when paraphrasing, questioning, clarifying and interrogating ideas.	Discussion habit; Activity 6.
7	AC9E7LE02	Form an opinion about characters, settings and events, identifying agreement and difference with others' opinions.	Discussion habit; Lesson 3.
7	AC9E7LE05	Identify and explain the ways that characters, settings and events combine to create meaning in narratives.	Lesson 3; Activity 6.
7	AC9E7LY05	Use comprehension strategies including questioning and inferring to analyse and summarise ideas.	Infer questions; Worksheet 1.

Content descriptions are summarised. Check the full wording, elaborations and achievement standards at v9.australiancurriculum.edu.au.

16 Printable student worksheets

The following three pages are designed to print on A4 with low ink. Worksheet 1 supports Activity 1 and Lesson 1; Worksheet 2 supports Activity 4; Worksheet 3 supports Activity 6 and Lesson 3.

WORKSHEET 1

Ember Wren and the Key to Wetherwild

What the clue can tell us

Name _____ Date _____

Use after Chapter 5 or Chapter 14. Choose one scene. Keep the event separate from your explanation.

My scene and chapter

.....

What Ember actually sees or does

.....

.....

.....

Her first explanation and the detail that supports it

.....

.....

.....

The test or new evidence

.....

.....

.....

What she can now conclude, and what remains uncertain

.....

.....

.....

Partner check: circle a sentence that needs a more precise detail. Revise one claim together.

WORKSHEET 2

Ember Wren and the Key to Wetherwild

A message worth checking

Name _____ Date _____

This is a new classroom puzzle, not a quotation from the novel. Read each of the first six words backwards. Add TOGETHER as the seventh word.

KCEHC EHT EULC NEHT KSA SNOITSEUQ**Write the complete seven-word message**

Which reading method worked, and how did you test it?

Write your own short reminder and reverse each word

A partner decodes it here

Try changing the order of the reversed words. Explain why decoding the letters alone may not produce a sensible message.

WORKSHEET 3

Ember Wren and the Key to Wetherwild

An exhibition with more than one voice

Name _____ Date _____

Use after the whole book. Plan an imagined archive display. The display is your invention; its evidence must come from the novel.

The question our display explores

Detail one, with chapter and who contributes it

Detail two, with chapter and who contributes it

A disagreement or gap we should make visible

Our exhibition caption (60-90 words)

Check that the caption does not promise the return of the lost years or the sound of Nanna's laugh.

17 Answers and possible responses

TEACHER ONLY · WHOLE-BOOK SPOILERS

Factual answers can be checked directly. Interpretive answers are examples, not the only acceptable readings. Prediction answers are judged against the evidence available at the stopping point.

Chapters 1–4

1. It is in the attic, although Ember remembers it on the downstairs mantel. Its location makes it stand out from the other objects and leads her to investigate (Ch. 1).
2. She is curious, wants answers connected with Nanna and believes she can obtain evidence before telling Mum. These are supported interpretations, not proof that the warning is unimportant (Ch. 2–4).
3. Examples include the familiar attic and the clock mechanism, or the bedroom and the reflection that moves early. Everyday details can make the impossible feel close and surprising (Ch. 1–4). Accept supported alternatives.
4. Open prediction. Look for a connection to the warning, the mirror or her decision to cross. Assess the reasoning available at Ch. 4, not whether the prediction later comes true.

Chapters 5–8

5. The key changes towards what she thinks she wants. It follows her intention rather than independently knowing the correct road (Ch. 5).
6. Rowan recognises his home and family and has lived with their absence. A visitor may initially see an astonishing puzzle. Details of the family and interrupted actions support the difference (Ch. 7–8).
7. For example, the tree appears to laugh and the key seems pleased or innocent. Personification adds humour and makes the landscape feel responsive and unreliable (Ch. 5).
8. Open response: who caused the pause, what maintains it or what release might cost. Reward careful questions grounded in the frozen actions and the woman who blinks (Ch. 8).

Chapters 9–12

9. She loses the sound of Nanna's laugh. She can still remember the scene visually; the entire memory is not erased (Ch. 11).
10. Ember has acted despite his objection, and the consequences concern his family. An apology acknowledges harm but does not reverse it or automatically restore trust (Ch. 11–12).
11. Their voices, actions and relationships make their interrupted lives immediate. Responses may discuss Rowan's family or Sable's message, using Ch. 11.
12. Open prediction. The lead concerns a witnessed copy of Violet's final memory, so a reader might expect an account while questioning its limits (Ch. 11–12).

Chapters 13–16

13. She notices errors and changes what she imagines, including a goat. The scene changes, undermining the claim that it shows an inevitable future (Ch. 14).

- 14. Comparison reveals shared gaps and concealed connections between Violet and Vire. Preference alone cannot establish what happened (Ch. 15).
- 15. Its plausible scenes tempt Ember and readers, but errors and changes prompt checking. An apparently complete story can still be selective or misleading (Ch. 14).
- 16. Open response. Students may ask who chose the options, who pays their cost or whether another arrangement exists. Do not require knowledge of Ch. 17 onwards.

Chapters 17–20

- 17. Quill folds into lifeless paper after consuming the sentence. Its apparent loss matters to Ember; do not bring in the later return at this stopping point (Ch. 18).
- 18. Accurate responsibility identifies an action and its consequences while leaving other causes visible. Ember's actions matter, but she did not create every danger in Wetherwild (Ch. 17–18).
- 19. Readers may discuss vanishing or unstable records, routes and identities. The changing setting makes an abstract threat tangible (Ch. 18–19). Require a checked detail, not an invented example.
- 20. Open response: whose viewpoint it records, what that person could see or hear, and what remains outside the view. Do not reward certainty about an unseen event.

Chapters 21–24

- 21. People share the witnessing rather than leaving one individual to carry the whole burden. The solution involves cooperation and multiple witnesses (Ch. 22–23).
- 22. Violet's memory shows fear, care and harmful decisions together. Readers can hold affection and criticism without making either disappear (Ch. 21–24).
- 23. The missing laugh and lost years give choices lasting weight and make reunion more complicated than a reset. This is an interpretation of the effect, not a claim about the author's intention (Ch. 24).
- 24. Answers vary. Require the original prediction, a later chapter detail and a fair account of the change. Unresolved questions are acceptable; no later-book knowledge is needed.

Worksheet answers and checks

Worksheet 2 solution: CHECK THE CLUE THEN ASK QUESTIONS TOGETHER. Read each reversed word right to left while keeping the word order. This is an original classroom reminder, not a quotation.

Worksheets 1 and 3: check the chosen scene against the chapter and accept different conclusions when evidence supports them. A display may note that reunion does not erase the lost years or restore Nanna's laugh (Ch. 24).

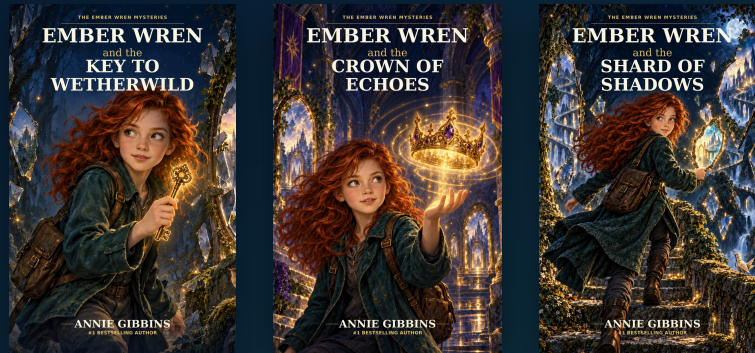
Vocabulary meanings are in Section 11. Activity success criteria appear beside each activity in Section 12.

18 Continue the adventure

The mystery continues in **Ember Wren and the Crown of Echoes**, when a voice from Nanna Violet's music box turns out to be Mum's own childhood voice. Book Two has its own Teacher Resource Pack and Book Club Guide, built around the crown's five functions: HEAR, KEEP, CARRY, ANSWER and RELEASE.

A QUESTION TO CARRY INTO BOOK TWO

What happens when an old choice keeps controlling someone long after they have changed?



More from Wetherwild

Free teacher packs and book club guides for all three books, plus a whole-trilogy guide.

Web satinbirdpress.com → Ember Wren

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