

THE EMBER WREN MYSTERIES • BOOK THREE

Ember Wren and the Shard of *Shadows*

Teacher Resource Pack

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



CENTRAL TEACHING IDEA

The shard offers warnings about possible next movements. Ember's challenge is learning that possibility is not destiny, information is not permission, and protecting someone does not mean choosing for them.

12

story phases with questions
and activities

8

creative and analytical
activities

7

printable A4 worksheets

AC v9

English connections, Years 5-7

Annie Gibbins

Satinbird Press • Stories to carry with you.

satinbirdpress.com

INSIDE THIS RESOURCE

Contents

1. Educator quick reference
2. About this resource
3. About the book
4. Why teach this book?
5. Learning opportunities
6. The Shard Framework: Observe, Check, Ask, Pause, Choose
7. Key characters and narrative purpose
8. Major themes
9. Before-reading activities
10. During-reading guide by story phase
11. After-reading discussion
12. Creative and analytical activities
13. Assessment ideas
14. Australian Curriculum Version 9 connections
15. Printable student activity pages
16. Suggested teacher guidance
17. Trilogy synthesis
18. Classroom use and copyright

SPOILER GUIDANCE

Early sections can be used before or during reading. Character, theme and teacher-guidance sections contain major spoilers and are best used after students reach the relevant chapters.

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	Autonomy, possibility versus prediction, information and power, uncertainty, helping versus controlling, evidence, mistakes and growth.
Key teaching device	Observe – Check – Ask – Pause – Choose.
Best uses	Whole-class novel study, literature circles, library program, extension English, book club.
Sensitive content	Injury, loss of bodily control, coercive behaviour, bereavement and difficult family memories.
Major skills	Inference, source comparison, cause and effect, character analysis, ethical discussion, creative writing, multimodal creation.
Assessment options	Literary analysis, persuasive response, imaginative text, oral presentation, multimodal project.

Suggested unit rhythm

Stage	Focus	Possible duration
Launch	Prediction, shadows, warnings, possible futures	1–2 lessons
Early reading	Shard tests, Rowan's plans, rescue consequences	3–4 lessons
Investigation	Mirror workshop, Vire's demonstrations, missing versions	4–5 lessons
Ethical turn	Forced movement, evidence, helping versus choosing	4–5 lessons
Climax	Arcade apparatus, checking, shared action, refusal	3–4 lessons
Synthesis	Ember's trilogy arc, autonomy, uncertainty, assessment	2–4 lessons

2 About This Resource

This Teacher Resource Pack supports a rich study of *Ember Wren* and *the Shard of Shadows* as both an engaging fantasy mystery and a text about autonomy, prediction, evidence, helping, mistakes and uncertainty.

Book Three completes Ember's development across the trilogy. In Book One she learns that certainty does not grant authority. In Book Two she learns that an old answer must be allowed to change. In Book Three she confronts a new temptation: if she can see what might happen next, should she intervene before another person chooses for themselves?

Activities are flexible and may be adapted for whole-class study, literature circles, enrichment, independent reading and library programs.

3 About the Book

A shard of glass begins casting a shadow that moves before the object itself. At first, the strange behaviour looks like a warning system. Ember thinks that if she can see the next movement early enough, perhaps she can stop accidents before they happen.

That hope is shaken when Ember tries to prevent Rowan from falling and her intervention contributes to his injury. The shard has shown a possibility, but Ember has treated it as certainty.

In *Wetherwild*, Ember, Mum, Rowan, Quill, Sable and Miss Bell investigate a larger apparatus connected to the shard. Mistress Seraphine Vire can demonstrate useful results, yet her system hides alternatives and eventually moves people against their will. The conflict shifts from prediction to control.

To stop the apparatus, Ember must learn to separate evidence from selection, warning from destiny, and care from control. The final resolution depends not on Ember seeing everything, but on the group

checking what they know, respecting each person's account and leaving room for choice.

4 Why Teach This Book?

- ◆ It gives students a concrete fantasy model for discussing prediction, probability and uncertainty.
- ◆ It explores the ethical difference between giving information and making a decision for someone else.
- ◆ It supports evidence literacy by showing how selected information can be technically true yet misleading.
- ◆ It examines the danger of self-fulfilling predictions through Ember's failed rescue of Rowan.
- ◆ It provides strong opportunities to discuss mistakes as part of learning rather than something that can or should be eliminated entirely.
- ◆ It develops nuanced ideas about helping, autonomy, expertise and power.
- ◆ It completes a coherent trilogy arc suitable for comparative literary analysis.

ESSENTIAL QUESTION

If you know what might happen, what responsibility do you have – and what right do you have – to intervene?

5 Learning Opportunities

Reading and Viewing

- ◆ analyse character motivation and change
- ◆ distinguish possibility from certainty
- ◆ trace cause and effect
- ◆ compare accounts of the same event
- ◆ analyse how selective information shapes interpretation
- ◆ identify motifs including shadows, reflections, maps and movement
- ◆ examine how fantasy mechanisms embody ethical questions

Speaking and Listening

- ◆ justify interpretations with evidence
- ◆ listen to and restate another person's account
- ◆ discuss disagreement without forcing consensus
- ◆ evaluate whether helping respects another person's agency
- ◆ explore ethical dilemmas using textual examples
- ◆ respond to alternative interpretations

Writing and Creating

- ◆ write analytical and persuasive responses
- ◆ create imaginative systems with rules and consequences

- ◆ write scenes from alternative perspectives
- ◆ design diagrams, maps and evidence boards
- ◆ create multimodal responses
- ◆ write reflective pieces about uncertainty and decision-making

6 The Shard Framework

FIVE-STEP THINKING ROUTINE

OBSERVE – CHECK – ASK – PAUSE – CHOOSE

Step	Teaching meaning	Questions for students
OBSERVE	Notice what actually happened before explaining it.	What did we see? What is directly supported?
CHECK	Compare the observation with other evidence.	Can we repeat it? Is there another source? What is missing?
ASK	Include the people affected.	What do they know? What do they want? What is their account?
PAUSE	Admit when there is not enough information.	What remains uncertain? What could go wrong if we act now?
CHOOSE	Act proportionately and remain open to revision.	Is this my decision to make? How will we know if we need to stop?

This framework is not presented as a rule from the novel. It is a teacher-facing synthesis of Ember's Book Three learning and can be used as a classroom thinking routine.

DEEPENING QUESTION

Can a warning be useful without becoming an instruction?

7 Key Characters and Narrative Purpose

Ember Wren

Ember wants to protect people and is strongly tempted by advance warning. Her central challenge is learning that seeing a possible outcome does not make her responsible for controlling it. Her greatest growth is the ability to pause when she cannot see enough.

Rowan Vale

Rowan is building a future of his own through mapping and study with Sable. His plans matter even when they do not include Ember. His injury and his account of what happened force Ember to recognise that care does not give her ownership of his choices.

Mum

Mum investigates alongside Ember but remains a person with her own fears, evidence and autonomy. When her hand is moved against her will, the abstract issue of control becomes physical and personal.

Quill

Quill continues to provide humour, but its changed wing and ordinary shadow also become evidence. Quill helps show that useful clues may come from ordinary observation rather than magical certainty.

Archivist Sable

Sable compares accounts, records what people actually know and accepts responsibility for an unsafe landing. Sable models evidence-based practice and accountable correction.

Miss Bell

Miss Bell turns questions into tests and knows when skilled hands are required. She represents practical expertise that does not need to control everyone else.

Warden Hale

Hale gathers evidence and changes the written record when Ember corrects his account. He demonstrates that authority can revise its conclusions when better evidence appears.

Mistress Seraphine Vire

Vire reaches the logical conclusion of her control-based worldview. She can produce useful results while hiding alternatives, then treats her own judgement as sufficient reason to choose for other people.

Nanna Violet

Violet remains part of Ember's emotional landscape. The final book confirms that loving and missing someone can coexist with recognising their mistakes.

Character comparison: Ember and Vire

Question	Ember	Vire
What do they want?	To prevent harm and understand what is happening.	To prevent harm through a system she can direct.
What tempts them?	The possibility of knowing early enough to act first.	The belief that useful prediction justifies greater control.
What must they learn?	Not every possible future is hers to prevent.	Vire resists the lesson that protection without choice becomes coercion.
How do they respond to uncertainty?	Ember gradually learns to pause and ask.	Vire tries to remove uncertainty by narrowing other people's options.

8 Major Themes

Possibility Versus Prediction

The shard's images are tempting because they appear to reveal what will happen next. Ember must learn that a possible future is not the same as a fixed future.

- ◆ What changes when Ember treats a possibility as certainty?
- ◆ Why is Rowan's fall important?
- ◆ What evidence eventually shows that the shard is selective rather than all-knowing?

Autonomy

The book repeatedly asks who gets to choose. Advice, information and protection can help a person decide, but they become dangerous when they replace that person's decision.

- ◆ When does helping become control?
- ◆ Why does Mum's forced hand movement change the stakes?
- ◆ What choices belong to Rowan even when Ember cares deeply about him?

Information and Power

Vire's apparatus can show something true while hiding other possibilities. The novel therefore distinguishes truth from completeness.

- ◆ Can selected information be misleading without being false?
- ◆ Who controls what is shown?
- ◆ Why does missing information matter?

Uncertainty as Strength

Ember's maturity is visible when she can say, in effect, 'I do not know enough yet.' Pausing is not failure; it is an evidence-based choice.

- ◆ Why is uncertainty difficult for Ember?
- ◆ When is waiting wiser than acting?
- ◆ How does the climax reward checking rather than rushing?

Helping Versus Choosing

Ember, Mum and Vire all want to prevent harm. The novel asks whether good intentions are enough when the method removes another person's agency.

- ◆ What makes help respectful?
- ◆ Can unwanted help cause harm?
- ◆ How should someone respond after helping in a way that backfires?

Mistakes and Growth

Vire's worldview implies that mistakes should be prevented. The novel presents a different view: mistakes can be painful, but removing the freedom to make them can also remove learning and agency.

- ◆ Should every preventable mistake be prevented?

- ◆ What does Ember learn from the rescue that went wrong?
- ◆ How do characters repair trust after mistakes?

Evidence and Correction

Sable, Miss Bell and Hale model different forms of responsible expertise. A strong system is not one that never gets anything wrong, but one that can be checked and corrected.

- ◆ Why is Hale changing his written account important?
- ◆ What does Sable accept responsibility for?
- ◆ How do tests differ from demonstrations designed to persuade?

Choosing Your Own Future

Rowan's maps and study plans show a young person building a future that is not defined by Hearthhollow or by Ember.

- ◆ Why does Rowan's future matter thematically?
- ◆ What does Ember need to accept about plans that do not include her?
- ◆ How is this different from abandonment?

9 Before-Reading Activities

The Shadow That Moves First

Show students the premise of a shadow moving before an object. Ask for three possible explanations and what evidence would distinguish them.

Warning or Instruction?

Discuss the difference between being warned about a risk and being told what choice to make.

What Makes a Prediction Reliable?

Create a class list: source quality, repeated evidence, sample size, missing information, uncertainty and alternative explanations.

Helping Without Taking Over

Use neutral scenarios such as giving directions, helping with homework or warning someone about rain. When does help become control?

Possible, Probable, Certain

Give students statements and ask them to place each on a continuum from possible to certain. Discuss how language signals confidence.

10 During-Reading Guide by Story Phase

Phase 1: The Shadow That Went First

- ◆ What does Ember directly observe?
- ◆ What explanations does she consider?
- ◆ How does Mum's presence change the investigation?
- ◆ Why is the word 'warning' so tempting?

CLASSROOM ACTIVITY

Begin an Observation / Interpretation / Question chart and update it through the novel.

Phase 2: A Very Small Tomorrow

- ◆ What does the shard seem to show?
- ◆ What would count as proof that it predicts rather than suggests?
- ◆ What information is not available?
- ◆ How does Ember's desire to help shape her interpretation?

CLASSROOM ACTIVITY

Create two hypotheses for the shard and list evidence that would support or weaken each.

Phase 3: Rowan's Plans

- ◆ What does Rowan want from his study with Sable?
- ◆ Why do his plans matter beyond the main mystery?
- ◆ What does Ember need to understand about a friend's independent future?

CLASSROOM ACTIVITY

Map Rowan's goals that belong to him, not to Ember.

Phase 4: The Rescue That Went Wrong

- ◆ Why does Ember intervene?
- ◆ How does the intervention contribute to the injury?
- ◆ What is the difference between intention and outcome?
- ◆ What should Ember do after learning her help caused harm?

CLASSROOM ACTIVITY

Write two short accounts of the fall, one from Ember and one from Rowan. Compare what each knows.

Phase 5: The Mirror Mender's Workshop

- ◆ How does Miss Bell turn a mystery into testable questions?
- ◆ What is the value of repeating an observation?
- ◆ When do they need skilled expertise rather than more guessing?

CLASSROOM ACTIVITY

Design a fair test for a fictional magical object.

Phase 6: Vire's Demonstration

- ◆ What does Vire show?
- ◆ What does she not show?
- ◆ Can a demonstration be accurate and still persuasive in a misleading way?
- ◆ Why should students ask what alternatives were excluded?

CLASSROOM ACTIVITY

Analyse a fictional advertisement or demonstration for what is shown and what is missing.

Phase 7: The Missing Versions

- ◆ What does missing information reveal?
- ◆ How can a system produce a preferred result by removing alternatives?
- ◆ What evidence would restore confidence?

CLASSROOM ACTIVITY

Give groups four versions of a route, then remove two. Ask how the remaining sample changes the conclusion.

Phase 8: The Hand That Would Not Stop

- ◆ Why is involuntary movement different from receiving advice?
- ◆ How does Mum describe the event?
- ◆ Why does her own account matter?
- ◆ What does this reveal about Vire's system?

CLASSROOM ACTIVITY

Build a two-column chart: 'Information offered' versus 'Choice removed'.

Phase 9: The Safest Person in the Room

- ◆ Why is 'safety' persuasive?
- ◆ Who defines safe?

- ◆ What can be lost when a system prioritises one outcome above all others?

CLASSROOM ACTIVITY

Debate a fictional safety rule where both benefits and costs are real.

Phase 10: The Arcade Climax

- ◆ How does the group use ordinary tools and shared checking?
- ◆ Why is the shadow of the wheel useful?
- ◆ What happens when Ember cannot see enough?
- ◆ Why is stopping an active decision rather than passivity?

CLASSROOM ACTIVITY

Identify every moment where a character checks with another person before acting.

Phase 11: Correcting the Record

- ◆ Why does Ember resist blaming the shard itself?
- ◆ What is the difference between a tool and the way it is used?
- ◆ Why does Hale's corrected record matter?
- ◆ What does accountability look like after the crisis?

CLASSROOM ACTIVITY

Write a balanced incident summary separating tool, operator, evidence, uncertainty and consequences.

Phase 12: Room for the Next Thing

- ◆ How has Ember changed across the trilogy?
- ◆ What does she do with questions now?
- ◆ Why is listening to Mum different from searching for magical certainty?
- ◆ What does the quiet ending suggest about growth?

CLASSROOM ACTIVITY

Compare Ember in Book One's opening and Book Three's ending using a character arc table.

11 After-Reading Discussion

1. What is the most important thing Ember learns in Book Three?
2. Why is Rowan's fall essential to the story rather than merely an action scene?
3. How does the shard tempt Ember differently from the key and crown?

4. What does Vire believe she is protecting people from?
5. Why is selected information dangerous even when it is technically accurate?
6. When is uncertainty the most honest answer?
7. What makes Miss Bell's expertise different from Vire's control?
8. Why does Hale changing the record matter?
9. How does Rowan's future show the theme of autonomy?
10. Why does Ember correct people who blame the shard itself?
11. What does the final kitchen-table conversation show about Ember's growth?
12. How does Book Three complete the trilogy's ideas about choice and responsibility?

12 Creative and Analytical Activities

Possibility Map

Students create three plausible next outcomes from one scene and identify what evidence would make each more or less likely.

Design an Ethical Warning System

Create a system that can warn people about risk without making decisions for them. Include safeguards.

The Demonstration Vire Did Not Show

Write or storyboard a version of Vire's demonstration that includes the alternatives she excluded.

Rowan's Map

Design the smaller, checked map Rowan would be willing to share. Include what he deliberately leaves unfinished and why.

Incident Review

Create a neutral review of Rowan's fall using multiple accounts. Separate agreed facts, disputed interpretation and lessons learned.

Letter to Future Ember

Write a letter from Ember at the end of the trilogy to her younger Book One self.

Book Trailer

Create a spoiler-free trailer focusing on warnings, shadows, choice and uncertainty.

Trilogy Comparison

Compare the key, crown and shard as three magical systems that amplify different human problems.

13 Assessment Ideas

Assessment	Prompt	Evidence of learning
Literary analysis	How does the shard turn uncertainty into the central conflict of Book Three?	Theme, evidence, explanation, structure.
Character analysis	How does Ember's idea of 'helping' change across the novel?	Character arc, cause and effect, textual evidence.
Persuasive response	Knowing what might happen does not give a person the right to decide for others. Discuss.	Argument, counterargument, evidence.
Imaginative writing	Create a Wetherwild tool that predicts possibilities but must protect user autonomy.	World-building, internal logic, ethical design.
Oral presentation	When is pausing the strongest choice Ember can make?	Speaking, evidence, interpretation.
Multimodal	Create an evidence board tracing how the group discovers Vire's apparatus selects possibilities.	Sequencing, source comparison, visual communication.

14 Australian Curriculum Version 9 Connections

This resource is designed primarily for Years 5–7. The following links are indicative connections to Australian Curriculum: English Version 9. Teachers should select and adapt content descriptions for their year level, jurisdiction and program.

Year	Code	Indicative connection	Suggested use
Year 5	AC9E5LE02	Present an opinion on a literary text using specific terms about literary devices, text structures and language features.	Character and theme discussion.
Year 5	AC9E5LE05	Create and edit literary texts, experimenting with storylines, characters and settings.	Fantasy warning-system writing.
Year 5	AC9E5LY06	Plan, create, edit and publish imaginative, informative and persuasive written or multimodal texts.	Book trailer and persuasive response.

Year	Code	Indicative connection	Suggested use
Year 6	AC9E6LY02	Use interaction skills to question ideas, develop arguments and participate in discussions.	Autonomy and safety discussions.
Year 6	AC9E6LY03	Analyse how text structures and language features work together to engage and influence audiences.	Suspense, selected information and demonstrations.
Year 6	AC9E6LE05	Create literary texts that adapt plot, characters, settings and ideas from experienced texts.	Ethical magical-tool design.
Year 7	AC9E7LE02	Form and justify opinions about characters, settings and events, identifying agreement and difference.	Vire, Ember and Rowan interpretation.
Year 7	AC9E7LE03	Explain how literary devices and language features create character and influence emotions and opinions.	Shadow motif, dialogue and tension.
Year 7	AC9E7LE05	Identify and explain how characters, settings and events combine to create meaning in narratives.	Arcade apparatus and character choice.
Year 7	AC9E7LE07	Create and edit literary texts experimenting with language features and literary devices.	Extension creative writing.
Year 7	AC9E7LY06	Plan, create, edit and publish written and multimodal texts for varied purposes and audiences.	Analytical, persuasive and multimodal assessment.

Curriculum note: Connections are aligned to Australian Curriculum: English Version 9 materials current on 1 October 2026. This pack supports, but does not replace, school or jurisdictional curriculum planning.

General capabilities supported

- ◆ Literacy – close reading, discussion, writing, presenting and multimodal creation.
- ◆ Critical and Creative Thinking – testing explanations, identifying missing alternatives and generating options.

- ◆ Personal and Social Capability – listening, autonomy, boundaries, collaboration and responding to mistakes.
- ◆ Ethical Understanding – protection, coercion, responsibility, uncertainty and the use of information.

15 Printable Student Activity Pages

These pages are designed to be photocopied or exported individually.

Observe, Check, Ask, Pause, Choose

Name _____ Date _____

Choose one important scene and analyse it using the five-step framework.

Step	What happens?	What should the character consider?
OBSERVE		
CHECK		
ASK		
PAUSE		
CHOOSE		

Which step is hardest for Ember in this scene?

Possible, Probable or Certain?

Name

Date

Choose four claims made or implied in the novel and classify them.

Claim	Possible	Probable	Certain	Evidence / missing evidence
1.				
2.				
3.				
4.				

Which claim causes the greatest problem when treated as more certain than the evidence supports?

Helping or Controlling?

Name

Date

Action	What is the intention?	Who chooses?	Who carries the consequence?	Help, control or both?
Example 1				
Example 2				
Example 3				

Write one rule for respectful help.

Compare the Accounts

Name _____ Date _____

Use Rowan's fall or another disputed event.

Question	Ember's account	Another account	What can be confirmed?
What happened first?			
What caused the problem?			
What did each person know?			
What changed later?			

Why is it useful to preserve more than one account?

WORKSHEET 5

Ember Wren and the Shard of Shadows

Design an Ethical Warning System

Name _____

Date _____

- 31.** What risk does your system detect?
- 32.** What information does it show?
- 33.** What uncertainty does it display?
- 34.** How does it avoid choosing for the user?
- 35.** What is the stopping rule?
- 36.** How can the user challenge or verify it?

Ember Across the Trilogy

Name

Date

Book	Central challenge	What Ember initially wants to do	What she learns
Book One: Key			
Book Two: Crown			
Book Three: Shard			

In one paragraph, explain how Ember becomes wiser without becoming less curious.

WORKSHEET 7

Ember Wren and the Shard of Shadows

Analytical Paragraph Planner

Name _____ **Date** _____

Prompt: In *The Shard of Shadows*, uncertainty becomes a form of wisdom.

Topic sentence:

Evidence from the novel:

Explanation:

Second piece of evidence:

Concluding sentence:

16 Suggested Teacher Guidance

Worksheet 1

Strong responses separate observation from explanation and recognise that PAUSE is an active choice when evidence is incomplete.

Worksheet 2

Students should justify classifications rather than treating probability words as fixed. Emphasise that new evidence can move a claim along the continuum.

Worksheet 3

Good responses distinguish intention from authority. An action can be well-intentioned and still controlling.

Worksheet 4

Look for multiple perspectives and a shared factual core. Students should not assume disagreement means dishonesty.

Worksheet 5

Strong designs include uncertainty, user choice, a challenge mechanism, stopping rules and independent checking.

Worksheet 6

A strong trilogy response traces certainty and shared responsibility in Book One, changed answers and release in Book Two, and autonomy and uncertainty in Book Three.

Worksheet 7

Students should explain why pausing or admitting uncertainty matters rather than simply retelling events.

Facilitating discussion about autonomy and control

- ◆ Use age-appropriate examples such as group work, games, borrowing, warnings and school choices.
- ◆ Do not require students to disclose personal experiences of coercion or control.
- ◆ Distinguish guidance, persuasion and coercion without oversimplifying every disagreement.
- ◆ Return to the text and ask who had information, who had authority and who lived with the consequence.

Facilitating discussion about injury and mistakes

- ◆ Focus on cause, evidence and repair rather than blame alone.
- ◆ Allow students to distinguish accident, poor judgement and intentional harm.
- ◆ Emphasise that acknowledging a mistake does not require a person to define themselves by it.
- ◆ Use Rowan's own account as evidence, not merely Ember's interpretation.

Suggested responses to major discussion questions

Question	Teacher guidance
Is the shard evil?	No. The text distinguishes the shard as a source of selected information from the apparatus and choices used to control people.
Why is Rowan's fall important?	It shows how treating a possible event as inevitable can help create the harm Ember hoped to prevent.
What does Mum's forced hand movement establish?	It makes the loss of autonomy physical and confirms that Vire's system can move beyond warning into control.
Why is uncertainty important?	Because responsible action sometimes requires admitting the evidence is incomplete and checking again.
How does Rowan's arc matter?	His plans demonstrate that friendship does not give Ember authority over his future.
Why does Hale correct the record?	It models accountable authority that changes when better evidence is presented.

17 Trilogy Synthesis

Book	Magical system	Ember's temptation	Deeper lesson
Book One: The Key to Wetherwild	Key and Keeper system	If I have solved it, I should act.	Knowledge does not grant authority. Responsibility should be shared.
Book Two: The Crown of Echoes	Hear, keep, carry, answer, release	If I can hear the answer, I should keep listening.	A past answer must be allowed to change. Release is part of listening.
Book Three: The Shard of Shadows	Shard and predictive apparatus	If I can see what may happen, I should prevent it.	Possibility is not destiny. Information does not grant control.

SERIES-LEVEL DISCUSSION

Across all three books, Ember becomes wiser not by asking fewer questions, but by changing what she does with answers.



More from Wetherwild

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

Web satinbirdpress.com → Ember Wren

Email hello@satinbirdpress.com

Instagram @emberwrenmysteries

Share your group's feedback on the Reviews & Feedback page, or **book Annie** for a school or library visit, in person or online.



Scan to book an
author visit

18 Classroom Use and Copyright

This resource is designed to support classroom, library and educational use.

Educators may reproduce the printable student activity pages for use with students in their own class, school or educational program. Commercial reproduction, resale, redistribution as a standalone product or republication is not permitted without written permission from Satinbird Press.

Ember Wren and the Shard of Shadows © Annie Gibbins. Teacher Resource Pack © Satinbird Press.