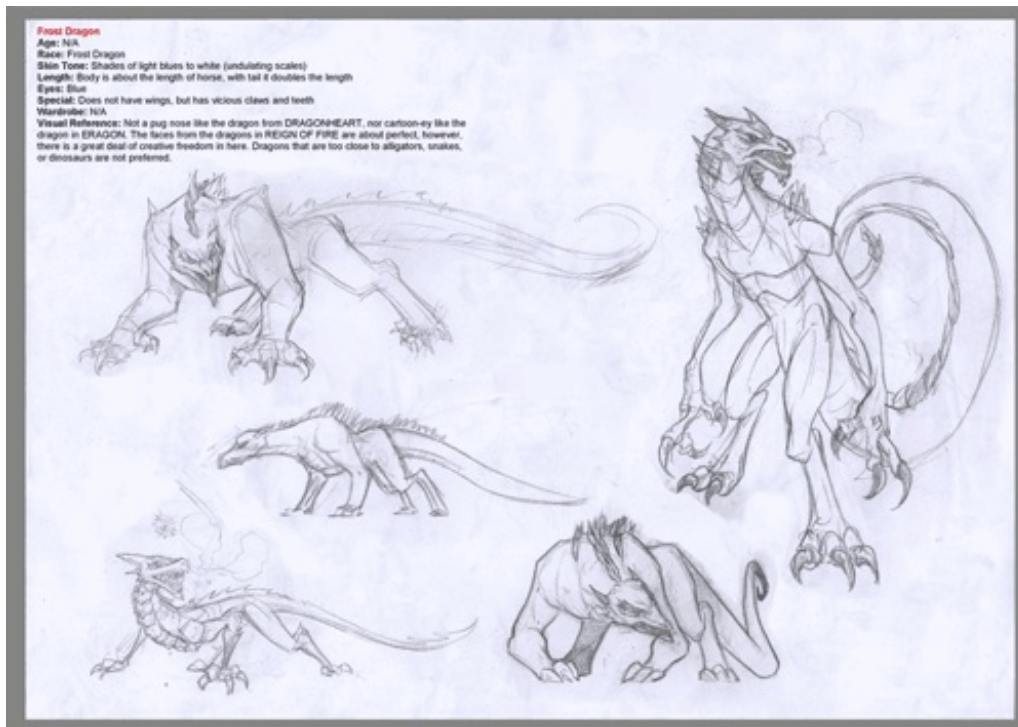


Teaching Guide to Revenge of the Shadow King | Scholastic.com

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The Revenge of the Shadow King by Derek Benz and J. S. Lewis, with its nonstop action and rich fantasy, is a great vehicle to teach children how to comprehend and yet enjoy children’s literature. This reading comprehension guide is based on several teaching ideas. First, children understand better when they connect the story to their personal feelings and experiences, to their general background knowledge, and to other stories they’ve heard or read. Secondly, all literature contains the literary elements of character, setting, plot, and theme. This guide uses the strategy of connections for the first section of the book, and literary elements for the second and third sections. Prereading, art, and writing activities are provided for each section, as well a special section to relate the book to the tenets of “Character Education.”



The reading strategies in this guide are based on three books: *The Mosaic of Thought: Teaching Comprehension in a Reader’s Workshop* by Ellin Keen and Susan Zimmerman (Heinemann, 2007); *Strategies That Work: Teaching Comprehension to Enhance Understanding* by Stephanie Harvey and Anne Goudvis (Stenhouse Publishers, 2007) and *Transforming Story Times into Reading and Writing Lessons* by Annie Weissman (Linworth, 2001.)

This guide can be used to direct a literature study or to make a read aloud of the book better connected to standards and the curriculum.

Making Connections

Introduce the unit by using *Where the Wild Things Are*, the touchstone book, to teach making connections.

Materials

- a copy of *Where the Wild Things Are* by Maurice Sendak
- Sticky notes
- Chart on white or smart board or bulletin board like the one below.

Text to self Text to world Text to text

Objective:

Students will make personal, world, and textual connections to the picture book read.

Direct Instruction

Explain that good readers make connections between a story, their own lives, the world, and other stories. Tell students to think about questions about *Where the Wild Things Are* in three categories: Is there something in the story that's like me? (**text to self**) Are there people in the story who remind me of people I know? Do things happen in the story that are like things going on around me: in my family, among my friends and neighbors, in what I learn from the news? (**text to world**) Is there something in this story that's like another story I've read? (**text to text**)

Read aloud *Where the Wild Things Are* or another picture book with a hero, monsters, and several settings.

Model the connections by choosing a few pages of the story that connect to you, to your world, and to another book. Jot these down on sticky notes and place them in the correct column on the chart.

Examples

- In *Where the Wild Things Are*, Max dresses like a wolf and acts out. I used to do this all the time when I was a kid. We wore cowboy outfits and acted out cowboy dramas. (text to self)
- My mother was too sweet to send me to bed without supper, so I was shocked when I learned that my friends' parents actually did this to punish them. (text to world)
- In *Where the Wild Things Are*, there are monsters. I remember another book, *There's A Nightmare in My Closet*, where the little boy encounters nightmares that looked like monsters, just like Max encountered monsters. (text to text)

Guided Practice

Students are paired and asked to think, and then tell their partner a connection they have to the book, and which of the three connections it is. After the partners share with each other, have a brief general discussion.

Independent Practice

Each student is given three sticky notes and the directions to write one of each connection to *Where the Wild Things Are*.

Closure:

Students read and place their notes in the correct column of the chart, with the teacher reinforcing the type of connection.

Introducing *The Revenge of the Shadow King*

Set

Let the students look closely at the cover of the book. Use partner sharing to have students discuss what type of book it might be, (fantasy.) Read the plot description on the back of the book. Invite questions and responses from the class. Point out the Round Table Glossary at the end of the book.

The First Section, Pages 1-100

Vocabulary:

The vocabulary words can be taught before or after reading the section where they are found. Create a space on a wall for vocabulary and encourage children to add other words they don't understand.

- Prologue: prologue and illuminated p.1
- Chapter 1: ancient, p.5; defeat and opponents p.9; casualties, p.15; valiantly, p.16; portals, p.19
- Chapter 2: impeccable, p.21; devastated and demoralizing, p.22; ominous, p.27; silhouette, p.30
- Chapter 3: dismay, p.49
- Chapter 4: mesmerized, p.51; meticulous, p.52; underestimate and adversary, p.53; claustrophobic, p.57; glowering, p.61; destiny, p.64
- Chapter 5: malodorous putrescence, p.65; formidable, p.66; menacing, p.68; contempt, p.69; girth, p.74; miscreant, p.76
- Chapter 6: suspicious, p.84; scenarios, p.88; destitution, p.89; oppressive analysis, p.91; betraying, p.93

Plot Summary

Max and his friends Ernie, Natalia, and Harley have to deal with the faerie world of Spriggans, Slayers, and Shadows as well as the school bullies Ray and Dennis. They know things are not right when the field is covered with slimy ooze in the middle of the first morning of school.



Prereading Questions and Activities

1. Show students where Minnesota, the setting of the book, is on a map of the United States.
2. Have a discussion about good and evil as a battle in the world and in themselves.
3. Ask the students what it means to be a hero or heroine, and have them give examples of their favorites from books, movies, and television. Let the students list the qualities of these favorite heroes and heroines. Record these. Who are their heroes and heroines in real life? What are some of their qualities? Record these. Compare the real and the fantastic qualities.

Lesson on applying the strategy of Making Connections to the first section of the book

Materials

- Copy of prompt questions (from guided practice) on board or copies for each student
- Sticky notes
- Chart on white board or bulletin board like the one below.

Objective:

Students will make personal, world, and textual connections to the first section read of *The Revenge of the Shadow King*.

Direct Instruction

After reading the first section of the book either aloud, in pairs of students, or individually, explain that to deeply understand *The Revenge of the Shadow King*, it is necessary to make connections just as they did to *Where the Wild Things Are*. Model the connections by choosing places in the story that you relate to yourself, your world, and other stories. Read the selections aloud and tell the students how you connect. Write your connections on sticky notes and place on the correct place on the chart.

Examples

- The first paragraph on p. 21 about Max's luxurious house but the absence of a homey atmosphere. The connection to my life is that my family was just the opposite of Max's. We lived in an ordinary house, but my parents made it a homey place for me and my sister and brother. **(text to self)**
- Max and his friends meet and play a special card game. There are many card games that children play. Sometimes they play "go fish" or "rummy" with regular cards, and sometimes they play with special decks of cards, like Pokemon. **(text to world)**
- ". . . Dr. Diamonte Blackstone, the school's ill-tempered band instructor and acting principal. . . (p. 75-76) reminds me of Severus Snape at Hogwarts in the Harry Potter series. **(text to text)**

Guided Practice

Prompt with questions such as:

- Which of the four main characters is the most like me? How?
- Is there anyone in Sam's family or town who's like someone I know?
- Did something in the book remind me of something that happened to me?
- Ask the students to think of one connection and share it with a partner. Have a few students share their connections with the whole class. Ask the class under which category each connection might go.

Independent Practice

Students are given time to think of at least one connection for each category. They write these on sticky notes and affix them to the chart in the correct category.

Closure

Students share some of their connections and why they put them in a particular category.



Art Activity

Students brainstorm the characters and then the settings (Max's house, the tree house, Shoppe of Antiquities, Grandmother's house and/or attic, etc.) in the first section as the instructor writes them on the board. Each child or pair is given a person or setting to illustrate with as much detail as possible, referring to the pages in the book where it's described. The pictures are hung around the room.

Writing Activity

The authors use cold temperatures to describe some of the scenes:

- "... the same cold breeze was blowing through the drapes. Strangely, it felt like there was frost on

the floor under his toes, and he could see his breath in the air.” (pp.29-30)

- “As his finger passed through the darkness, a chill ran up his arm and coursed through his body, freezing him to the spot.” (p.60)
- “But tonight was different. It started with the temperature dropping suddenly, and in no time Ernie was complaining that his glasses were frosting over.”
- “It’s not your glasses, Ernie,” explained Max as the forest grew dark. “It’s fog.” (p.95)
- Ask the students what they think cold might mean in the story. Let the students write several sentences on what cold and warmth mean to them.

The Second Section, Pages 101-228

Set the stage with these lessons on character and plot.

Lesson on Character

Materials

- Copies of *Where the Wild things Are* and *The Revenge of the Shadow King*.
- Overhead projector, white board, smart board, or poster with the chart on character traits
- Ten copies of the character traits work sheet

Objective:

Students will demonstrate five ways of talking about characters.

Review

Show the pictures of *Where the Wild Things Are* and ask the students, in partners, to summarize the book.

Direct Instruction

Tell the students that there are at least five ways to understand a character in a book. Readers know about characters by what they look like, what they do, what they say, what others say about them, and sometimes what the author says about them. Using partners, ask the students to describe Max in *Where the Wild Things Are* by what he looks like and says. After bring the group back together for a discussion, record the character traits on the board, projector, or poster. Repeat the activity for what Max does and what other characters say about him.

Guided Practice

Divide the class into groups and assign tasks such as recorder, spokesperson, and researcher. Assign each group one of the characters from *The Revenge of the Shadow King*: Max, Ernie, Natalia, Harley, Sprig, Iver, Dennis or Ray, and Logan. Have each group peruse *The Revenge of the Shadow King* to find the character traits of each of the characters and record them on a sheet. Collect the worksheets after the lesson, making sure the students put their names to identify each group.

Closure

Have each spokesperson present the character traits of the assigned character. (To take the concept to a higher level, ask the students to evaluate if the characters are “round (have many traits and capable of surprising the reader) or “flat” (a stock or stereotypical where the characters actions and words can be predicted.)

Evaluation

Were the students able to describe specific traits of a character as evidenced by their worksheets and presentations?

Worksheet on Character

- Names of the students in the group
- _____ Character being described
- Part 1 (pp.1-100) Part 2 (pp.101-228)
- Appearance (looks like)
- Says
- Does
- What others say
- What the author says

Lesson on Setting

Materials

- Copies of *Where the Wild things Are* and *The Revenge of the Shadow King*.
- Overhead projector, white board, smart board, or poster with the chart on settings and markers
- Ten copies of the settings work sheet

Objective:

Students will describe the settings in both books.

Review

Show the pictures of *Where the Wild Things Are*.

Direct Instruction

Tell the students that setting is the time and place of a book. In pairs, have the students describe the two

settings of *Where the Wild Things Are*. After bringing the group back together for a discussion, record the setting details on the board, projector, or poster. Ask the students which setting is shown in more detail and ask why.

Guided Practice

Divide the class into groups and assign tasks such as recorder, spokesperson, and researcher. Assign each group one of the settings from *The Revenge of the Shadow King*: Max's house, the Shoppe of Antiquities, Grandma's attic, the school yard after the "prank," the tree house fort, the forest, and a portal. Have each group peruse *The Revenge of the Shadow King* to find the details traits of each of the settings and record them on a sheet. Collect the worksheets after the lesson, making sure the students put their names to identify each group.

Closure

Have each spokesperson present the details of the assigned setting.



Evaluation

Were the students able to describe specific details of the setting as evidenced by their worksheets and presentations?

Worksheet on Setting

Names of the students in the group

_____ setting being described

Details

Part 1 (pp.1-100) Part 2 (pp.101-228)

Vocabulary

The vocabulary words can be taught before or after reading the section where they are found. Continue to post the vocabulary and encourage children can add other words they don't understand.

- Chapter 7: pact, p.102
- Chapter 8: betrayal, p.117
- Chapter 9: testy, p.132
- Chapter 10: malicious, p.150; calculate and exuberant, p.152; persistent, p.155; harrowing, p.158; shrouded, p.162
- Chapter 11: conspicuously, p.164; paranoia, p.171; catacombs, p.174
- Chapter 12: devour and ignited, p.175; ambush and immense, p.180; overwhelmed, p.183; inferno, p.184
- Chapter 13: wont, p.185; wretchedness, p.189; aggressive and coincidence, p.190; preoccupied and ingenious, p.191; surveillance, p.193; deterrent, p.194; contemplated, p.198
- Chapter 14: implication, p.207; betrayal, exile, and revenge, p.211; vigilant and vain glory, p. 215
- Chapter 15: frustration, p.217; excruciating, p.218; vulnerable, p.219; launched and abducted, p.220; pathetic, p.221; chastised, p.222

Plot Summary

As the weather continues to worsen, and the fog and forest grow thicker, Max, Ernie and Harley spend a scary night in the tree house with goblins as Harley battles an alien presence. The boys trick Natalia into going into the forest by telling her she'll see her favorite animal, a unicorn. The children manage to escape the Slayer goblin and the transformed Ray, and learn about the Knights Templar. During the Harvest Festival, Ray takes the *Codex* and starts a fire that is blamed on the Grey Griffins. The Grey Griffins learn more about their mission.

Prereading Questions and Activities

1. Review the list of heroic qualities from the first section.
2. Are any of the Grey Griffins proving themselves to be heroes? How?

Lesson on applying the literary elements to the second section of the book

Character lesson

Materials

- Board ready copy (to be used on an overhead projector, Proxima, or smart board) of the character worksheet from the group that did Max in a previous lesson
- Character worksheets from a previous lesson as well as a blank sheet

Objective:

Students will be able to pinpoint changes in characters' traits.

Review

The five ways to know about a character in a book (appearance, words, deeds, what others say, and what the author says.)

Direct Instruction

After reading the second section of the book whether aloud, in pairs of students, or individually, reread the character worksheet done by the "Max" group. Using partners, students add more information about Max that they learned in the second section of the book. The pairs report to the whole group. The teacher writes the added traits in the column labeled "part 2" on the worksheet.

Guided Practice

Distribute character trait worksheets from the previous lesson and assign the jobs of recorder, researcher, and spokesperson. The assignment is for each group to look for changes or additional traits for their assigned character. The recorder writes the comments in the appropriate column. (Ask the "Max" group to do a character trait worksheet on Morgan LeFey.)

Closure

Each spokesperson presents the additional information about the character. The worksheets are again collected for future use.

Evaluation

Were the students able to describe specific traits of a character as evidenced by their worksheets and

presentations?

Settings Lesson

Materials

- Board ready copy (to be used on an overhead projector, Proxima, or smart board) of the setting worksheet from the group that did the forest in a previous lesson
- Setting worksheets from a previous lesson as well as a blank sheet

Objective:

Students will be able to pinpoint changes in settings.

Review

Setting is the time and place in a book, and is important to understand plot and characters.

Direct Instruction

After reading the second section of the book whether aloud, in pairs of students, or individually, reread the setting worksheet done by the forest group. Using partners, students add more information about the forest that they learned in the second section of the book. The pairs report to the whole group. The teacher writes the added traits in the appropriate column on the worksheet.

Guided Practice

Distribute setting trait worksheets from the previous lesson and assign a recorder, researcher, and spokesperson. The assignment is for each group to look for changing or additional details for their assigned setting. (Ask the “forest” group to do a setting worksheet on the Harvest Festival or the clock tower.)

Closure

Each spokesperson presents the additional information about the setting. The worksheets are again collected for future use.

Evaluation

Were the students able to describe specific details of the setting as evidenced by their worksheets and presentations?

Art Activity

The teacher rereads the paragraphs on p.125-126 that vaguely describe the Slayer. Students make their

own drawings to reflect their individual versions of what the Slayer looks like. Students compare their drawings in groups of four, noting the similarities and the differences.

Writing Activity

Copy the character trait worksheet on “Max” so each student has a copy. As a class, write several paragraphs about Max, using the specifics found on the worksheet. Ask students to suggest the first sentence in the paragraph, and then have them pinpoint which information should fit into that paragraph.

The Third Section, Pages 229-369

Set the Stage with these lessons on character and plot.

Lesson on Plot

Materials

- Copies of *Where the Wild things Are* and *The Revenge of the Shadow King*.
- Overhead projector, white board, smart board, or poster with the chart on character traits
- Ten copies of the plot work sheet

Objective:

Students will state the beginning, middle, and end of *Where the Wild Things Are*, as well as the problem and solution, and the climax.

Review

Show the pictures of *Where the Wild Things Are* and ask the students, in partners, to summarize the book by saying what happened in the beginning, the middle, and the end.

Direct Instruction

Tell the students that the plot is the events that happen in a book. Plots have beginnings, where the main characters, setting, and problem are introduced. The middle of the book is attempts to solve the problem that result in more problems or events. The end of the book has the climax, the most exciting part, where the problem is resolved. Using partners, ask the students to state the main characters, setting, and problem in *Where the Wild Things Are*. After bringing the group back together for a discussion, record these items under “beginning” on the board, projector, or poster. Repeat the activity for the middle of the book, the events that show Max and the wild things making a ruckus, and record on the board. Ask the partners to pinpoint the climax (when Max decides to return home) and the resolution of the problem and record these under “ending.”

Guided Practice

Divide the class into groups and assign tasks such as recorder, spokesperson, and researcher. Each

group outlines the plot thus far of *The Revenge of the Shadow King* by choosing at least ten events and recording them on the work sheet. Have each group use *The Revenge of the Shadow King* to find the events. Collect the worksheets after the lesson, making sure the students put their names to identify each group in order to evaluate the learning.

Closure

Have one spokesperson present the events in the “beginning” and another for “the middle.” After each spokesperson reports, ask the students to compare their ideas and suggest alterations.

Evaluation

Were the students able to pinpoint the plot events as evidenced by their worksheets and presentations?

Worksheet for plot

Students names in the group

The beginning (the first part of the book, pp.1-100)

Event 1
Event 2
Event 3
Event 4
Event 5

The middle of the book, (pp.101-228)

Event 1
Event 2
Event 3
Event 4
Event 5

The middle (the second part of the book, pp.101-228)

Lesson on Theme

Materials

- Copies of *Where the Wild things Are* and *The Revenge of the Shadow King*.
- Ten blank sheets of paper
- Overhead projector, white board, smart board, or poster with the chart on settings and markers

Objective:

Students will infer the themes of both books.

Review

Show the pictures of *Where the Wild Things Are*.

Direct Instruction

Tell the students that the theme is the idea that the author wants you to think about after you read a book. It is not the events of the book. Use an example of *Where the Wild Things Are*: Max realized there was no place like home. He acted wild at home, and annoyed his mother, but found that he missed his mother when he was away being wild. In pairs, have the students think of other themes, and the reasons for them, for *Where the Wild Things Are*. After bringing the group back together for a discussion, record the theme ideas on the board, projector, or poster

Guided Practice

Divide the class into groups and assign tasks such as moderator, recorder, and spokesperson. The task is for the group to talk among themselves and figure out some themes for *The Revenge of the Shadow King* and the evidence in the book that points to this. Have the recorder write down the theme ideas on a blank sheet of paper. Have each spokesperson report the themes which the instructor writes on the board.

Closure

Have the students compare the variety of themes.

Evaluation

Were the students able to the themes as evidenced by their presentations?

Plot Summary

Using nails as weapons against the goblins, the Grey Griffins follow the path through the woods but hurt Spriggan by mistake. Natalia falls into a faerie ring, but is rescued by Max and Harley. The Grey Griffins escape Ray by using a portal in the basement of the Café Boa. Ernie proves himself as he spies on Morgan LeFey and Dr. Blackstone. After more adventures, their teacher, Ms. Heen, tells them about Titania's jewel. The Grey Griffins go to the Chapel of the Mist, Max passes the three tests, and the final battle ensues.

Prereading Questions and Activities

1. The climax of a book is the point at which the most action occurs and the solution to the problem is known. Where is the climax in *The Revenge of the Shadow King*?
2. "Test" had a special meaning in *The Revenge of the Shadow King*. What are the tests Max has to pass? What are some tests, not school, that happen in the real world?

Vocabulary

The vocabulary words can be taught before or after reading the section where they are found. Continue to post the vocabulary and encourage children can add other words they don't understand.

- Chapter 16: immersed and canopy, p.229; paranoia, p.23; infuriated, p.232
- Chapter 17: diminutive, p.238; grotesque and pirouetted, p.239; fiendish, p.241 intact, p.243; malice and archenemy, p.244; tenacity, p.247
- Chapter 18: dank, p.253; conspirators, p.257; crimson, p.259
- Chapter 19: preposterous, p.264; concoct, p.265
- Chapter 20: urchins, p.278; prod and jimmy, p.282; treacherous, p.283; despicable, feral, retribution, p.284; plummet, p.286; earnest, p.287
- Chapter 21: sanctuary, p.295; excavation, p.310
- Chapter 22: dismal, p.311; canvassing, p.316; decrepit and niche, p.319; abyss, p.320; traumatized, p.324; grotto, p.325; millstone, p.326; portcullis, p.331; intangible, p.332; hewn, p.333; siege and perilous, p.335;
- Chapter 23: constrained, p.346
- Chapter 24: ominous, p.352; incantation, p.354; fathomless, p.355; devour, p.359; errant, p.363

Lesson on applying the literary elements of plot and theme to the third section of the book

Materials

- Sticky notes
- Timeline for the last third of the book

Objective:

Students will identify the sequence of events and the climax in the last third of the book.

Review

The climax is usually the most exciting event and points to the solution of the story's problem.

Direct Instruction

After reading the third section of the book whether aloud, in pairs of students, or individually, review chapter sixteen. Model for the students how to write a major event on a sticky note and put it on the timeline by skimming the chapter and talking it through aloud. (The Grey griffins use nails as defense against the goblins on the path in the woods; Spriggan is hurt accidentally and almost kills Harley; the Grey Griffins encounter what's left of Ray.)

Guided Practice

Students are put in groups of three or four, jobs of moderator, scribe, and spokesperson are given, and each group is assigned a chapter between 17 to 24. Their task is to write the two to four important plot events in their assigned chapter on sticky notes. After this is done, each group presents the events and places them on the timeline. Each group is then asked to pinpoint the climax of the book. All ideas are shared and discussed.

Closure

One of the spokespersons is asked to outline the climax, which has been decided by the whole class, in a colored pen, and restate it.

Art Activity

Each student chooses a character from the book and draws it using the descriptions in the book. These can be cut out and arranged on a bulletin board to represent a scene in the book.

Writing Activity

Review that a theme is the idea authors want readers to think about after the book is read. Remind students that we all come to literature with different experiences, so we see different themes. Choose a theme, such as friendship, good against evil, people's vulnerabilities, etc., and model how to write a paragraph about that theme. (Brainstorm specific events or characters that support that theme choose a topic sentence that states the theme, and supporting sentences.)

Character Education

Six qualities of good character and how they relate to *The Revenge of the Shadow King*:

Trustworthiness

Be honest: What did Max do near the beginning of the book that was the opposite of honesty?

Have the courage to do the right thing: How did each of the Grey Griffins show this in the book?

Don't deceive, cheat or steal: Were the boys justified in deceiving Natalia about the unicorns?

Be loyal and stand by your friends: How did Spriggan betray the Grey Griffins? How did she make up for the betrayal?

Respect

Treat others with respect: How and why did Ray show a lack of respect for Ernie in the first part of the book?

Be tolerant of differences: In what ways was Natalia intolerant of Ernie's differences?

Responsibility

Persevere: How did Max show perseverance in his quest to get the jewel and save the world?

Think before you act. Consider the consequences: When did Max act rashly, starting the whole problem,

before he considered the consequences?

Fairness

Be open-minded and listen to others: What characters are examples of open-mindedness? What characters are narrow-minded?

Caring

Be kind: How do the following characters show kindness in the book? Ivor? Ms. Heen? Harley?

Be compassionate and show you care: How did Natalia use her detective skills to show compassion for Harley? (She found proof and exonerated him from starting the fire.)

Forgive others: Why did Spriggan forgive the Grey Griffins after they wounded her?

Help people in need: How did the following characters help others in need? Max? Harley? Logan?

Citizenship

Cooperate:

What is evidence that the Grey Griffins cooperated to solve the story's problem?

Obey laws and rules: Were the Grey Griffins justified in breaking their parents rules of being grounded? Why? How do you know when it's important to break a rule?

- Subjects:

Reading Comprehension, Reading Response, Teacher Tips and Strategies