

Trouble in withy wood

Teacher Resources, Week 1

This PDF contains:

- **Text Questions:** In this section, you will find questions about the chapter. These can be used orally in guided or shared reading discussions, as an independent comprehension exercise, or as part of a written homework or reading club activity.
- **Making the Choice and Voting:** Before choosing how to vote, students could discuss, as a group or a class, the wider context of the story and the consequences for the characters of each voting option at the end of the chapter. Students should be encouraged to use a variety of resources in their research, including books and the Internet.
- **Writing Activities:** Fiction Express for Schools provides a brilliant springboard into writing and some ideas and inspiration are provided in this section.
- **Vocabulary List:** This section contains some words that students might find useful in their writing.
- **Other Extension Activities:** This section provides ideas for cross-curricular extension activities related to the chapter.
- **Key Words and Phrases:** This section provides a selection of key words and phrases from the chapter for use in a classroom literacy display or 'working wall'.
- **Worksheets:** This section provides printable worksheets for student use. Answers are also provided where appropriate.
- **Picture Resources:** This section provides images to inspire student discussion. These images can be displayed on a whiteboard or printed.
- **Resources:** Here you will find a list of relevant websites and books that students might find useful.

Trouble in withy wood by Tommy Donbavand

Text Questions

Chapter 1: The Quest

1. How does Usman treat his sister? Find the evidence in the text to support your answer.
2. How does Usman work out which direction to walk in to find the oak tree even though he is blindfolded? Do you think *you* could do this?
3. Who is to blame for Usman hitting the tree? Why does this happen? What does this tell us about the size of the brother and sister?
4. Usman teases Fatima about the size of her feet. What two mythical creatures does he mention to describe her feet? Go back to the story to find out.

TEACHER NOTE: pixie and fairy

5. Why aren't Fatima and Usman allowed to go into the wood?
6. Why do you think Fatima *'looked up at the house'*?
7. How does Usman persuade Fatima to climb the fence and go in the woods?
8. What metaphorical phrase does the author use to describe the winding woodland path? Go back to the story to find it.

TEACHER NOTE: a narrow path snaked between the trees

9. What is happening in the wood that tells us it is spring?
10. Explain how Usman had made a 'quest' for Fatima? Why did he do this? What does this tell us about Usman?

TEACHER NOTE: Fatima likes puzzles, as does Usman

11. Where does Fatima find the first clue? Go back to the chapter to find out. What does it say?

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12. What does the small stream look like? Go back to the text to find out. Have you ever noticed the light as it bounces off the surface of running water?
13. What is the 'ring' that Fatima must find?
14. Why is Fatima *'clutching one of the trees, trying hard to slow her breath'*?
15. What do Fatima and Usman see when they get to clue number three? Were you surprised when you got to this part of the chapter? Give reasons to support your answer.
16. To begin with, what does Usman think the small figure is? Who tells him what it is? What effect does seeing the wood sprite perched on his shoulder have on Usman? Go back to the text to find the word to describe what he does and how he feels.
TEACHER NOTE: He froze
17. Do you think you would have reacted like Usman and tried to swat the sprite away?
18. Why does Poppy get cross?
19. What does Captain Campion look like? What is his job? Is he friendly?
20. Why does the Captain Campion let out a shrill whistle?
21. What does the word *'platoon'* mean and why does Captain Campion shout this word at the top of his voice?

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Making the Choice and Voting

What will happen next?

Option 1: Poppy causes a distraction, allowing the children to escape.

Do you think Poppy would do this? Do you think Usman and Fatima would be able to escape? Would you like to see them escape from these wood sprites? Can you imagine what they will do if they manage to get back home? Can you predict what the story will be like next week if you choose this option?

Option 2: The soldiers tie up the children and take them to the wood sprite's village.

Would you like to see this happen? What do you think the sprite village will be like? Can you imagine how Usman and his sister will feel if this happens? How do you think Usman will feel when he sees his sister being tied up and led away? Can you predict what the story will be like next week if you choose this option?

Option 3: Another creature bursts out of the bushes.

Can you imagine what sort of creature this could be? Would you like to find out? What do you think Usman and Fatima could do when the creature bursts through the bushes? Can you predict what the story will be like next week if you choose this option?

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Writing Activities

Write a summary of chapter 1. Introduce the main characters first and then give a short, clear description of what happens in the chapter.

In chapter 1 Fatima mentions there are lots of rumours surrounding the wood. Write your own myth about Withy wood and the mystical powers that make people afraid to enter it.

Look at the voting options at the end of chapter 1. Write the opening sentence of chapter 2 based on each of these options. Make your opening sentences really exciting so that you grab your reader's attention and make them want to read more.

The author doesn't tell us what Usman and Fatima look like. Write a piece of extra text that could be added to this chapter describing their appearance. Make your description as interesting and as realistic as possible. Illustrate your descriptions.

How do you think Usman and Fatima like to spend their free time? Remember they like puzzles. Write a description of the specific things you think they would like to do. You might want to discuss this with a partner first.

Do you have a brother or sister? What sorts of things do you like to do together? If you don't have a sibling, what sorts of things do you enjoy doing with your best friend. Write a description of how you spend your favourite times together.

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Have your parents forbidden you from doing something you *really*

wanted to do? Write a sentence for each of these things, explaining why you were

forbidden to do them. Did you do it anyway? What happened then?

Do you think Usman and Fatima get on well as brother and sister? Go back to the story to find the proof to support your answer. Then complete one of the following sentences.

I think Usman and Fatima get on well together because

I don't think Usman gets on well with his sister because

Have you ever watched water flowing in a stream or river? Have you noticed what the water looks like at different times of day and in different weather conditions? Write a description of a stream for each of the days listed below. Remember to describe the appearance of the stream, but also the insects, plants and trees that are close by.

1. A sunny, breezy day on a spring morning.
2. A dull, hot day on a summer afternoon.
3. A wet, rainy day in autumn.
4. A cold, frosty day in winter.

TEACHER NOTE: vocabulary list provided

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Vocabulary List

Here are some words to get you started on your writing exercise. You might want to get into small groups and try to come up with other adjectives of your own before you start your writing.

**fresh, sparkling, shimmering, flashing, humid, slowly, trickling, gurgling,
babbling, rushing, dashing, damp, muddy, dripping, torrent, bees, humming,
butterflies, chirruping, crystal, murky, crisp, frozen**

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Other Extension Activities

Art Activities

Draw a picture of one of the wood sprites. Then write a caption explaining who your picture is of and what they are like.

Make a costume for the wood sprite platoon, Captain Campion, Poppy or Clover. Think carefully about the natural materials available, shapes of leaves or petals and the camouflage colours they may choose. You could dress up a toy or even make a life size costume for you to wear!

Research Activities

The sprites are all named after wild flowers. Using the Internet, or books in your school library, find out exactly what these plants look like. Then write one or two sentence describing each of the plants mentioned in the story – clover, poppy and campion.

Have you ever looked at an old oak tree? Can you understand why Usman and Fatima and their dad call it the 'Old Man'? Using the Internet, or books in your school library, look for photographs of old or ancient oak trees. Or you can look at the picture in the Picture Resources section at the end of these resources. Look carefully at these pictures and then think of as many adjectives as you can to describe these trees. Use your best adjectives to write a short description of an oak tree. Make your description as interesting and as accurate as you can.

Key Words and Phrases

Here is a list of challenging or potentially unfamiliar vocabulary used in Chapter 1 of *Trouble in Withy Wood*: **leapt, scoffed, shrill, innocently, scavenger, trail, snaked, extraordinary**

You may wish to explore this vocabulary with your pupils, to aid their understanding of the chapter and enhance, or 'up level', the quality of their own writing.

You might like to use the boxed versions of the words below on your 'working wall' or literacy display!

leapt

scoffed

shrill

innocently

scavenger

trail

snaked

extraordinary

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Worksheet – Adjectives (page 1 of 2)

Underline the adjectives in the following sentences.

1. Usman felt the warm spring sunshine on his face.
2. Usman leapt over the knee-high wooden fence.
3. Ahead of them was a narrow, twisty path.
4. The first bright green leaves were emerging.
5. A piece of coloured, crumpled paper was wrapped around a branch.
6. Captain Campion had a thick brown moustache.

Improve the following sentences by adding powerful adjectives. Try to add at least 1 or 2 adjectives to each sentence.

1. Usman and Fatima lived near to a wood.

2. At the end of the garden was an oak tree.

3. Usman walked towards the oak tree.

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Worksheet – Adjectives (page 2 of 2)

4. Fatima’s feet were small.

5. Fatima ran after Usman.

6. Fatima climbed over the fence.

7. Jenny’s mother made tea.

8. The first clue was pinned to the branch of a tree.

9. Fatima jumped over the stream.

10. The wood sprite flew into the air.

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Worksheet – ANSWERS

1. Usman felt the warm spring sunshine on his face.
2. Usman leapt over the knee-high wooden fence.
3. Ahead of them was a narrow, twisty path.
4. The first bright green leaves were emerging.
5. A piece of coloured, crumpled paper was wrapped around a branch.
6. Captain Champion had a thick brown moustache.

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Picture Resources

This picture shows a very old and gnarled oak tree.

Is this what you thought the 'Old Man' oak tree at the end of Usman and Fatima's garden might have looked like?

How do you know that this tree is very old?

How can you tell how old a tree is?



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Picture Resources

This picture shows a beautiful bluebell wood.



Is this what you thought the bluebells in the story might have looked like?

When do bluebells usually flower?

Can you think of three adjectives to describe this bluebell wood?

Is there a bluebell wood near you?

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Picture Resources

This picture shows a stream running through a woodland.



Is this what you thought the woodland stream in the story might have looked like?

Can you see the sunlight 'shimmering' on the water?

Would you be able to 'bound' over a stream like this one? If not, how else could you cross it?

Do you have a stream near you? Or have you ever played in a stream on holiday?

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Picture Resources

This painting is called 'Midsummer Eve'. It was painted by Edward Robert Hughes.

Why do you think he called it 'Midsummer Eve'?

There is a famous play about fairies at midsummer. Do you know what it is called? Who wrote it?

Find out more about Edward Robert Hughes. Research on the Internet to find out when he lived and died, what sort of painter he was and other famous pictures he painted.



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Resources

Websites:

Usman says he has created a scavenger trail for Fatima in the woods. Click on this link to create your own treasure hunt using QR codes:

<http://www.classtools.net/QR/>

Type in the clues, create a QR code, which can then be printed off and hidden anywhere over the school grounds. Pupils then download a free QR code reader, scan the codes and write down the answers.

This website has some great traditional games:

http://www.headington.org.uk/adverts/songs_games/games.htm

This website shows you how to make a treasure hunt:

<http://www.scholastic.com/teachers/lesson-plan/make-your-own-treasure-hunt>

<http://www.mykidsadventures.com/treasure-hunt-kids-guide/>

Close up photo treasure hunt

<http://www.treasure-hunt-ideas.co.uk/>

Cicely Mary Barker's Flower Fairies website. Click on the Grown Ups link for a timeline of her link and a video interview about memories of Cicely.

<http://www.flowerfairies.com/UK/home.html>

Note to teachers: Every effort has been made by the Publishers to ensure that these websites are suitable for children, that they are of the highest educational value, and that they contain no inappropriate or offensive material. However, because of the nature of the Internet, it is impossible to guarantee that the content of these sites will not be altered. We strongly advise that Internet access is supervised by a responsible adult.

Books

Fiction

Arthur Spiderwick's Care and Feeding of Sprites by Holly Black and Tony DiTerlizzi, Simon and Schuster, 2006

Spiderwick's Notebook for Fantastical Observations by Holly Black and Tony DiTerlizzi, Simon and Schuster, 2005

The Complete Book of the Flower Fairies by Cicely Mary Barker, Warne, 2002

How to find Flower Fairies by Cicely Mary Barker, Warne, 2008

Trouble in withy wood by Tommy Donbavand

Into the Forest by Anthony Browne, Walker Books, 2005

Children of the Forest by Elsa Beskow, Floris Books, 2005

The Minpins by Roald Dahl, Puffin, 2008

Non Fiction

Life Cycles: Acorn to Oak Tree by Camilla de le Bedoyere, QED Publishing, 2012

Trees (Usborne Beginners) by Lisa Jane Gillespie, Usborne Publishing Ltd, 2009