

Trouble in withy wood

Teacher Resources, Week 2

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.
- **Art Activities:** This section provides ideas for cross-curricular extension activities related to art and design.
- **Puzzle:** This section provides printable puzzles for student use. Answers are also provided where appropriate.
- **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'.
- **Extended Writing Planning Sheet:** A planning sheet for writing instructions.
- **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.

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Text Questions

Chapter 1: Captured!

1. What do Usman and Fatima notice about the sprites that surround them at the beginning of the chapter?
2. Do you think Usman regrets mocking the sprite soldiers? Give reasons for your answer.
3. What relationship do the sprites have with the fairies? Go back to the text to find out.

TEACHER NOTE: The sprites buy fairy dust from them.

4. Who doesn't take Captain Campion very seriously and why not?
5. Why aren't the sprites able to tie up Fatima?
6. What does the phrase, 'secure the prisoners' mean?
7. What does the following phrase mean: "*Dinnae give me any lip, sunshine!*"? Who is 'sunshine'?
8. Who would be happy to see Usman and Fatima set free and why? Go back to the text to find out.
9. Fatima says, "*That would make a lovely necklace. Can we weave some daises in there, too?*" How do you think she said this? What sort of expression would there be in her voice?

TEACHER NOTE: sarcasm

10. What do the sprites use 'sprite dust' for?

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11. What does the fairy dust look like when it is shaken over Usman? How does this make him feel? Go back to the chapter to find out.
12. Does Usman expect the fairy dust to work?
13. What happens that makes Fatima realize they are shrinking?
14. How much do you think Fatima and Usman shrank? What clues are there in the chapter to suggest this?
15. What does Usman notice about the sprites' voices, once he and Fatima have shrunk?
16. Why does Captian Campion say, *"I don't suppose anyone has a gag we can use on this prisoner?"*?
17. Are there any advantages for Usman and Fatima in being very small? Go back to the chapter to see if you can find any.
18. Why does Fatima think that being shrunk and meeting sprites is exciting? Does Poppy agree with her?
19. Poppy mentions the 'other side'? Do you think this suggests a good or a bad thing? Explain. Who do you think the 'other side' are?
20. Why does it take most sprites a year to take their flying test? Why does this surprise Usman? Go back to the story to find out.
21. Describe the slug that Usman and Fatima see as they journey through the woods? What comparison does the author use to explain how big the slug looks to the children?
22. What are the sprites' houses made from?

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23. In what ways is the sprite village similar to a human one? Go back to the text to find out. Why doesn't the sprite village surprise Fatima?
24. What is the cage that Captain Campion intends using for Usman and Fatima made from? Do the children go inside the cage? Why not?
25. Who makes the 'blood-curdling' cry?

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Making the Choice and Voting

What will happen next?

Option 1: Poppy and Clover lead the children underground to safety.

Can you imagine what it would be like underground? Can you think what Poppy, Clover, Usman and Fatima will do when they get underground? Do you think this might be a good time for Usman and Fatima to try to escape? Why, or why not?

Option 2: The children grab spears and join in the battle.

Do you think Usman and Fatima would help the sprites? Would you like to see them join in the battle? What do you think the sprites would say if they joined in? Do you think they would be much use? Can you predict what will happen in chapter 3 if you choose this option?

Option 3: The sprites surrender the village to the goblins.

Do you think the sprites would surrender without a fight? What might cause them to do this? Can you imagine what the goblins will do once the sprites surrender? Would you like to see the goblins take charge of the sprite village? Do you think there is any other way the sprites can get out of their predicament?

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Writing Activities

Look at the options at the end of chapter 2. Decide which one you are going to vote for. Write the first few sentences of chapter 3 based on your choice.

Remember to make the opening sentence as interesting and as exciting as you can so as to hook in your reader.

Imagine you have been sprinkled with fairy dust and have shrunk to the size of a mouse! From your very small viewpoint describe one of the following creatures – a bumblebee, a rat, a wild rabbit or a dragonfly. What would these creatures now look like? How would you feel if you met one? Try to use comparison similes to explain how big these creatures seem.

Imagine that during the night you have shrunk to the size of a mouse. Describe the journey you take from your bed down to the kitchen table where your breakfast is waiting for you. Explain how you negotiate all the hurdles and problems in your path.

Imagine you can fly. Write a description of your flight to school. Take your normal route, but remember you are looking down on it rather than at it. Describe what you see as you go along.

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Imagine you are Captain Campion. What questions will you ask

Usman and Fatima when you interrogate them? Write down at least four questions you think you should ask. Try to think of some funny or sarcastic responses that the children might make. Make sure you use the correct punctuation for each question and answer.

Have you ever wished you could fly? Where would you fly to and what would it feel like? Would there be any problems on your flight? How would you navigate? What would happen if it started raining, or got very windy? Write a description of the flight you would like to take.

Have you ever flown in an aeroplane? Were you able to look out of the window down to the ground below? Write a description of this experience.

What do you think the sprite football pitch would look like? What would the goal posts be made from? What would it be like using a chestnut as a football? What are the advantages and disadvantages of a chestnut football over one that you blow up? What do you think the rules of the game might be? Write down these questions and then answer them.

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Art Activities

Design a sprite poster with a list of the most important flying rules you need to learn before you take your flying test. Make sure that each rule is written as a sentence.

With a friend or partner, discuss what you think would be on the menu at the sprite tearoom. What ingredients do you think they would use in their cakes and sandwiches? Now design a menu for the tearoom to use. List all the drinks, cakes and sandwiches they supply to their customers. Make sure your description makes everything sound delicious! Decorate your menu so it looks attractive and appealing.

Imagine what a sprite's home looks like inside. You might like to discuss this with a friend or partner first. Now draw a diagram showing the inside of a sprite's toadstool home. Use labels to explain your drawing and write a caption to go with it.

Think about the scene in chapter 2 that you think is the most dramatic. Illustrate this scene. Write a caption to go with it to explain what is happening.

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Draw an annotated diagram of a sprite platoon member. Include their spear and rope made from grass and write notes about this and other equipment that you can invent for them.

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Puzzle: Wordsearch

Complete the wordsearch below containing words from chapter 1 and 2 of *Trouble in Withy Wood*.

Q	W	E	R	D	U	I	O	P	A	S	D	F	G	H		
Z	F	L	H	O	V	E	R	I	N	G	K	J	U	R		
X	C	A	V	O	B	N	M	Q	W	E	R	T	S	E		
Y	U	I	T	W	□	P	M	□□	U	H	□	E	L	P	M	G
O	E	P	M	I	N	L	H	G	F	D	S	I	A	N		
Q	T	W	R	E	M	U	T	R	A	I	L	K	N	E		
A	I	S	D	F	G	A	H	J	K	E	M	L	R	V		
T	R	R	Y	W	Q	D	F	P	U	J	N	E	M	A		
Y	P	U	P	I	O	P	J	L	G	H	V	Y	N	C		
F	S	□	I	P	K	M	L	C	O	F	O	B	T	B	S	□
J	K	U	O	L	N	K	X	R	L	A	D	E	V	C		
G	C	A	P	□	T	A	I	N	C	A	M	P	I	O	N	
V	F	Y	T	O	B	M	Z	T	W	Z	V	R	F	X		
B	A	W	E	P	V	C	S	Y	H	T	I	□	D	Z		
Z	P	L	A	T	O	O	N	A	Q	X	C	O	S	A		

CAPTAIN CAMPION

CLOVER

CLUE

FATIMA

HELP

HOVERING

PLATOON

POPPY

SCAVENGER

SPRITES

TRAIL

USMAN

WITHY

WOOD

Puzzle: Wordsearch ANSWERS

				D										
	↘F		→H	O	V	E	R	I	N	G			↓U	R
		A		O									S	E
	S		T	↑W					→H	E	L	P	M	G
	E			I									A	N
	T				M		→T	R	A	I	L		N	E
	I					A				E			R	V
	R		Y						U			E		A
	P		P					L			V			C
	S↑		P				↗C			O				S↑
			O						L					
	→C	A	↑P	T	A	I	N	↗C	A	M	P	I	O	N
									Y	H	T	I	W←	
	→P	L	A	T	O	O	N							

→ CAPTAIN CAMPION

↗ CLOVER

↗ CLUE

↘ FATIMA

→ HELP

→ HOVERING

→ PLATOON

↑ POPPY

↑ SCAVENGER

↑ SPRITES

→ TRAIL

↓ USMAN

← WITHY

↑ WOOD

Key Words and Phrases

Below is a list of challenging or potentially unfamiliar vocabulary used in Chapter 2 of *Trouble in Withy Wood*.

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!

squealed

quivered

plunged

clutched

screams began
to erupt...

a blood-
curdling cry

melted out of
the ...

as big as
dinner plates

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Writing Task Planning Sheet

WALT (We Are Learning To) or Learning objective: Plan and Write instructions for a wood sprite game.

In chapter 2 we enter the sprite village and see children playing football with a chestnut. Make up your own sprite game and write out a set of instructions for how to play.

Planning

Vocabulary (WOW words to describe the equipment eg prickly, huge, dark brown)	Conjunctions (words that join your ideas together)
Openers (time connectives to start each instruction)	Punctuation

Writing

What is the name of the sprite game you have invented?

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How many people can play and how do you win?

Make a list of equipment needed for the game. Think about items from Withy Wood that the sprites could use, e.g. acorn cups, leaves, petals, seed pods or moss.

Write a few brief notes for each instruction:

Think about a picture to illustrate each step and make a quick note or sketch below, you could even take a photograph of real leaves or seeds:

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Picture Resources

This picture shows a toadstool house a little like the toadstool tearoom in the sprite village.



What do you think it would be like inside?

Can you imagine what the other toadstool houses would look like?

Draw your own sprite village with toadstool houses.

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Picture Resources

This is a photograph of a real-life poisonous toadstool.



Do you know the name of this toadstool?

How does this fungi warn animals not to eat it?

Have you ever seen toadstools or mushrooms growing wild?

What do you think you have to be careful of when picking wild mushrooms?

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Resources

Websites and videos

Resources

Websites and videos

The Cottingley Fairies

These great sites look at the amazing fairy hoax of the early 20th century:

http://hoaxes.org/photo_database/image/the_cottingley_fairies/

http://www.bbc.co.uk/bradford/sense_of_place/unexplained/cottingley_fairies.shtml

<http://www.philipcoppens.com/cottingley.html>

These videos take you on a tour of some fairy gardens:

<https://www.youtube.com/watch?v=LmX3vo-f04o>

<https://www.youtube.com/watch?v=ELAu4F5QLzE>

Here are some videos showing how to make a fairy garden:

<https://www.youtube.com/watch?v=0N9BGeMxk8Y>

<https://www.youtube.com/watch?v=fAkdNdDLkkg>

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.

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Books

Goblins by Philip Reeve, Marion Lloyd Books, 2012

Stone Goblins by David Melling, Hodder Children's Books, 2008

Troll Wood by Kathryn Cave, Frances Lincoln Children's Books, 2013

Fairy Wonderland Handbook by Melissa Spencer, Create Space Independent Publishing Platform, 2015

The Borrowers by Mary Norton, Puffin Classics, 2014

Lavender's Midsummer Mix-up (Flower Fairies Secret Stories) by Kay Woodward, Frederick Warne Publishers Ltd, 2006

Fantastic Fairies (My Secret World) by Kay Woodward, Puffin, 2005