

# Trouble in withy wood

## Teacher Resources, Week 4

### 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.
- **Other Extension Activities:** This section provides ideas for cross-curricular extension activities related to the chapter.
- **Worksheet:** This section provides printable worksheets 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'.
- **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 4: Search!

1. Why does Captain Campion say, “*we’ll be moving back into a new set of homes in a day or two*”, when there isn’t *much left of the village at all*? Go back to the text to find out.
2. Who needs to be rescued? Who puts together the *rescue team*?
3. What are the beds in the hospital tent made from? Go back to the chapter to find out.
4. Why are Fatima and Usman heroes?
5. Why is Poppy going to have to wear trainer wings for quite a while?
6. Why is Fatima going to have to learn to fly? Go back to the chapter to find out.
7. Why do you think Clover says, “*Or, you could wait here in the village while we go to rescue your brother*”?
8. How does Fatima make her wings move?
9. What is the first place Fatima flies to?
10. What does ‘closed the ranks’ mean in the phrase, ‘*Clover and Fatima closed the ranks*’?
11. What is the sprite armour made from?
12. What does Captain Campion say that makes the village sprites cheer as the rescue party takes off towards the goblin village? Go back to the text to find out.
13. How does Fatima describe the experience of flying? Go back to the text to find the descriptive phrase she uses. Why do you think the author chose this phrase.

**TEACHER NOTE:** “It’s like swimming in the air.”

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14. Describe the fence that the sprites see in front of the goblin village? What does Fatima compare the fence to?

**TEACHER NOTE:** a chessboard

15. What happens to Larkspur when he goes through the hole on the far side of the top row? What happens to Mayweed when he goes through the hole directly on the left?
16. Who explains the booby-trapped nature of the holes? How does she demonstrate her theory?
17. Why do Fatima's eyes twinkle when she says, "*It's a puzzle!*"? Why is there an exclamation mark at the end of this sentence?

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### Making the Choice and Voting

#### What will happen next?

**Option 1: Fatima indicates the safe holes for the sprites to pass through.**

Do you think Fatima really knows how to solve the puzzle? What if she is wrong? What makes you think she might be able to solve it? Do you think the sprites will trust her? Can you predict what will happen in the last chapter if you choose this option?

**Option 2: The goblins are alerted by the booby traps going off and come to investigate.**

What will have happened to Captain Campion's surprise attack if the goblins turn up? What do you think the sprites would be able to do? Do you think this would be the failure of the rescue mission? Do you think the goblins would attack the sprites? What do you think might happen?

**Option 3: Usman appears at the top of the fence and tells them to leave.**

Why do you think Usman would tell the sprites to leave? Do you think he is happy living among the goblins? Do you think he likes being a teddy bear? Why else might he be saying this? Is this the most surprising thing that could happen at the beginning of next week's chapter? Can you imagine what will happen in chapter 5 if you choose this option?

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### **Writing Activities**

Choose one of the options at the end of chapter 4 and predict what is going to happen in chapter 5 based on this option.

Which option at the end of chapter 4 are you going to vote for? Write down this option and explain why you have chosen it.

Write down three questions you would like to ask the author about this story. Post your questions as comments on the Fiction Express blog.

What do you think has been happening to Usman while Fatima has been learning to fly and a rescue team was being assembled? Write Usman's story. Make it as interesting and as entertaining as you can. You might like to first discuss your ideas with a friend or partner. Illustrate your story.

If you could fly what places would you like to fly to that you normally couldn't see or reach? Write a few sentences about your flight.

Have you ever been in hospital or visited someone in hospital? Write an account of this experience.

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Do you remember what it was like learning how to swim or to ride a bike or mastering some other skill or activity? Write an account of any memorable moments that you had when you were learning a new physical skill.

Fatima enjoys flying. She says it feels like 'swimming in the air'. Think of any of the physical activities that you like to do, such as swimming, running, dancing or riding your bike really fast. Now try to come up with some interesting descriptions that conjure the feelings you have when you are doing these activities.

Try to summarise chapter 4 in less than 120 words.

Write down 3 questions that you would like to ask one of the main characters in the story. Get a friend or partner to answer those questions in the role of that character.

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### Art Activities

Draw a diagram of the fence outside the goblin village. Using what you know from the story, mark the holes that have been booby-trapped. Can you see a pattern? Can you solve the puzzle?

Illustrate the scene where Fatima flies up into the branches of a tree with Clover. Reread the description in the chapter and think about the things that Fatima might be able to see. You might like to make your piece of artwork a drawing, painting, or even a collage.

### New lower-level e-books

Fiction Express now publishes a third e-book every half term for reading age 6-7. If you would like to upgrade your subscription to include this lower level, please email [info@fictionexpress.co.uk](mailto:info@fictionexpress.co.uk) for pricing details.



**Key Words and Phrases**

Here is a list of challenging or potentially unfamiliar vocabulary used in Chapter 3 of *Trouble in Withy Wood*: **crumpled, shimmering, quivered, perched, darted, bellowed, nestled, closed the ranks.**

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!

crumpled

shimmering

quivered

perched

darted

bellowed

nestled

closed the  
ranks





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## Puzzle

Complete this anagram puzzle containing words and character names from *Trouble in Withy Wood*.

TRSIPES

S	P	R	I	T	E	S
---	---	---	---	---	---	---

NOLGBIS

G	O	B	L	I	N	S
---	---	---	---	---	---	---

FIRAY SUTD

F	A	I	R	Y
---	---	---	---	---

D	U	S	T
---	---	---	---

TAMIFA

F	A	T	I	M	A
---	---	---	---	---	---

COLVRE

C	L	O	V	E	R
---	---	---	---	---	---

NUMSA

U	S	M	A	N
---	---	---	---	---

TACIPNA CAPIMON

C	A	P	T	A	I	N
---	---	---	---	---	---	---

C	A	M	P	I	O	N
---	---	---	---	---	---	---

PIVRAET ALRSKUPR

P	R	I	V	A	T	E
---	---	---	---	---	---	---

L	A	R	K	S	P	U	R
---	---	---	---	---	---	---	---

CDOOTR HARTHER

D	O	C	T	O	R
---	---	---	---	---	---

H	E	A	T	H	E	R
---	---	---	---	---	---	---

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### Picture Resources

This is a photograph of red campion wild flowers.



Where might you find red campion growing?

When do red campion flowers bloom?

What other types of campion are there?

What is your favourite type of wild flower?

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### Picture Resources

This is a close-up photograph of a birch tree trunk.



What in the chapter was made of birch bark?

Why do you think birch bark might have been chosen for this purpose?

Do you think the bark of this tree would be easy for the sprites to remove?

Can you think of a better resource that the sprites could use instead of birch bark?

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### Resources

#### Websites:

The Wildlife Trusts:

Red Campion <http://www.wildlifetrusts.org/species/red-campion>

White Campion <http://www.wildlifetrusts.org/species/white-campion>

Wild flowers <http://www.wildlifetrusts.org/wildlife/species-explorer/wildflowers>

BBC Gardening:

Red Campion [http://www.bbc.co.uk/gardening/plants/plant\\_finder/plant\\_pages/12799.shtml](http://www.bbc.co.uk/gardening/plants/plant_finder/plant_pages/12799.shtml)

Rose Campion [http://www.bbc.co.uk/gardening/plants/plant\\_finder/plant\\_pages/7569.shtml](http://www.bbc.co.uk/gardening/plants/plant_finder/plant_pages/7569.shtml)

### Books

*British Trees and Flowers* by Clare Collinson. Franklin Watts, 2015.

*British Wild Flowers* by Victoria Brooker. Wayland, 2015.

*An Introduction to British Wild Flowers* by Liz Gogerly. Wayland, 2006.