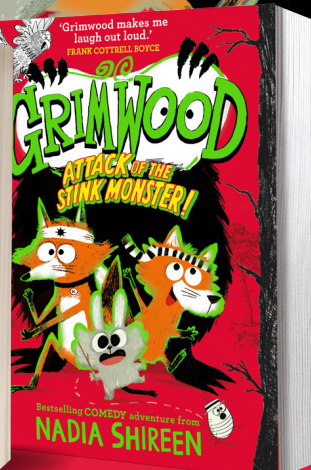
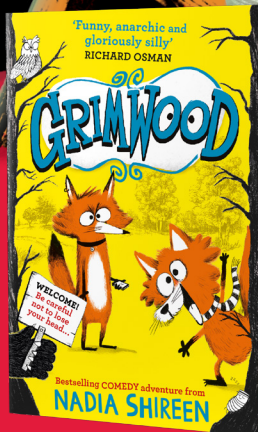


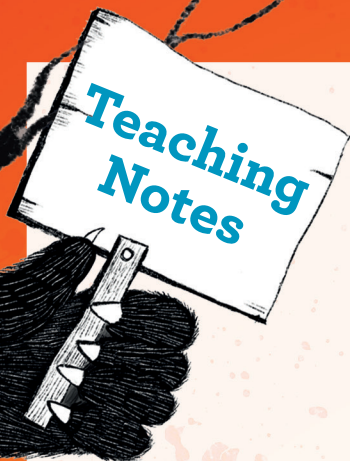
RESOURCE PACK FOR  
KS2 TEACHERS  
AGES 7+

# GRIMWOOD

Bestselling COMEDY adventure from

NADIA SHIREEN





NADIA SHIREEN



# GRIMWOOD

**Themes and Ideas:** MOVING home • MAKING friends • FEELING safe  
Understanding TRUST • STANDING UP for what is right  
WRITING about dreams • CREATING monsters!

**Subject Checklist:** Literacy • Art, Design & Technology • Science  
Drama • Geography • PSHE • Group reading

## ABOUT THE BOOKS

Laugh your head off with this fantastically funny series from award-winning Nadia Shireen, starring your favourite fox cub siblings, Ted and Nancy. Full of fantastic illustrations and brimming with heart, laughs and surprises, the Grimwood series is perfect for readers aged 7 to 107, fans of Dog Man, Roald Dahl, Mr Gum and David Walliams, and anyone who loves to laugh.

### GRIMWOOD (BOOK 1)

Fox cub siblings, Ted and Nancy are on the run from Princess Buttons, the scariest street cat in the Big City. They flee for Grimwood, in search of their long-lost parents, but instead of the peaceful countryside, they are met with thieving eagles, dramatic ducks, riotous rabbits and a whole host of unusual characters. Join Nancy, Ted and the animals of Grimwood as they unite in a mind-bending race against time . . .

### GRIMWOOD: LET THE FUR FLY! (BOOK 2)

Ted and Nancy love their new life in Grimwood, the (smelly) forest where anything can happen. But the dastardly mayor of neighbouring town, Twinklenuts, is on a mission to take it over and kick everyone out of Grimwood. Can Ted and Nancy muster their courage, rally their friends and show off their treebonking skills to save the home they've grown to love?

### GRIMWOOD: ATTACK OF THE STINK MONSTER! (BOOK 3)

A Bigfoot is on the loose! Ted, Nancy, Willow and the Grimwood gang embark on their greatest adventure yet, to save their home from a nasty, thieving stink monster. Monster hunters are GO!



NADIA SHIREEN



Teaching  
Notes

# GRIMWOOD

## CONTENTS, OBJECTIVES & OUTCOMES

### Introducing the Grimwood series! Page 4

Reading Group questions and reflections on the story.

*Objective:* Compare the series' book covers and make comedic predictions about what will happen in the stories.

*Outcomes:* A set of predictions; a new book cover for the Grimwood series.

### GRIMWOOD (BOOK 1) RESOURCES

Reading Group questions and reflections on the story. Page 6

#### Lesson 1: Moving Home Pages 7–8

*Objective:* To explore the idea of 'home' and the setting of Grimwood.

*Outcomes:* A house for two characters in the story; a map showing Ted and Nancy's route to Grimwood.

#### Lesson 2: Making New Friends Pages 9–11

*Objective:* To consider the theme of 'friendship' in the story and the importance of friends.

*Outcomes:* A new game designed to play with friends; a list of friends in the story; a friendship gift inspired by nature.

#### Lesson 3: Feelings: Grim and Not So Grim Pages 12–13

*Objective:* To understand and explore characters' feelings in the story.

*Outcomes:* A role-play and writing piece showing characters' feelings.

### GRIMWOOD: LET THE FUR FLY! (BOOK 2) RESOURCES

Reading Group questions and reflections on the story. Page 14

#### Lesson 4: Understanding Trust Pages 15–17

*Objective:* To explore the theme of 'trust' in the story and identify trustworthy and untrustworthy characters.

*Outcomes:* A table analysing Sebastian Silver's character; a sketch and description of a new character.

#### Lesson 5: Saving Grimwood Pages 18–20

*Objective:* To understand the importance of protecting green spaces and standing up for what is right.

*Outcomes:* A description of Twinklenuits; a persuasive petition to save Grimwood.

### GRIMWOOD: ATTACK OF THE STINK MONSTER! (BOOK 3) RESOURCES

Reading Group questions and reflections on the story. Page 22

#### Lesson 6: Weird and Wonderful Dreams Pages 23–24

*Objective:* To record our dreams and use ideas and imagery to write creatively.

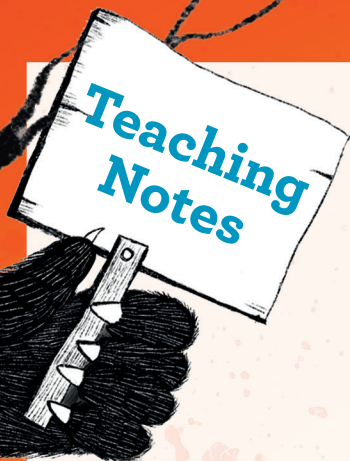
*Outcomes:* A list of dreams matched to the characters that dreamt them; a Dream Notebook, a creative description of a dream.

#### Lesson 7: Lesson 7: Monster Hunters, Go! Pages 25–28

*Objective:* To create a fictional monster!

*Outcomes:* A monster for Professor Cuthbert's book, an explanation of events in the story; a list of things that Nancy learns.





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# GRIMWOOD

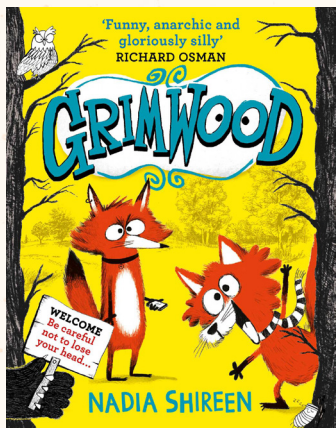


## INTRODUCING THE GRIMWOOD SERIES!

### Lead-in questions:

- Which of the Grimwood books have you read?
- What do you expect from the series based on the covers?

### Activity Suggestion 1:



Using the book covers, make two predictions about funny things that might happen in the Grimwood series. Share and laugh about your predictions together!

Book 1, prediction:  
\_\_\_\_\_

Book 2, prediction:  
\_\_\_\_\_

Book 1, prediction:  
\_\_\_\_\_

Book 2, prediction:  
\_\_\_\_\_

Next, create your own comedic book cover for another story in the Grimwood series on the next page.

Think about:

- Characters from previous books you could include
- Funny things these characters might be doing
- How to make your cover stand out



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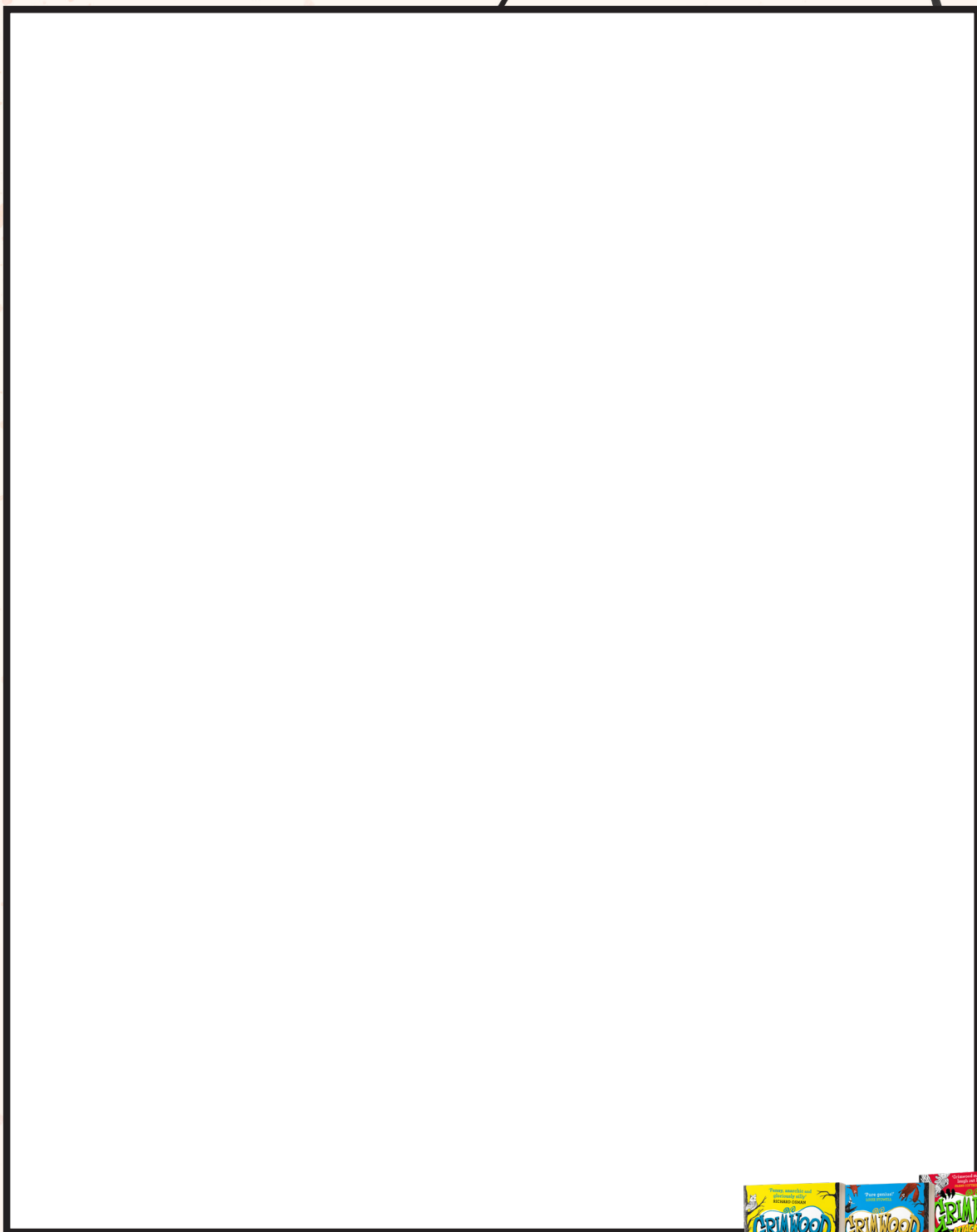




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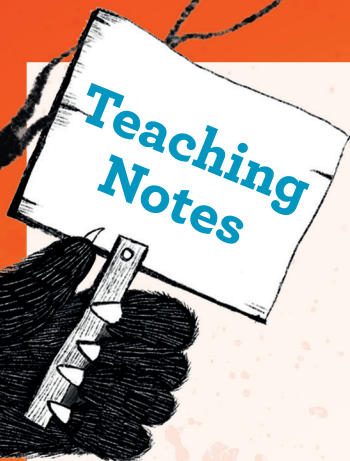


# GRIMWOOD



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# GRIMWOOD



## READING GROUP QUESTIONS

### GRIMWOOD (BOOK 1)

*Before you read the book:*

- Look at the two foxes on the front cover. Can you describe the sort of characters they might be?
- What do you think the welcome sign at the bottom means? Who (or what) does the hand holding the sign belong to?
- Where do you think the story is set? Give your reasons.

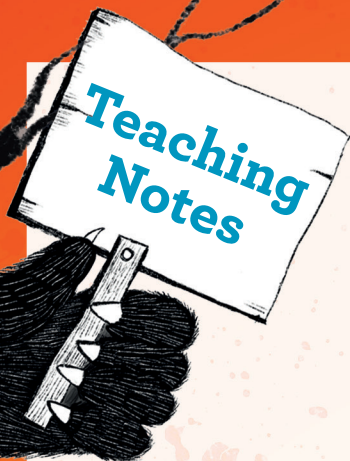
*When you are halfway through the book:*

- Do you think the coloured bins are the fairest way to share out the food from the Speedy Chicken? **P20**
- Is Titus the best choice as Mayor of Grimwood? Who would you choose and why? **P54**
- Should Ted have asked Nancy before he sneaked out to go with Willow to the Grimwood Players? **P88**
- Look at the history of The Grimwood Squirrel Wars. Discuss why the wars are so silly. **P98**

*When you have finished reading the book:*

- Why is Nancy so afraid something will happen to Ted? **P127**
- What do you think Pamela's podcast could have been about? **P147**
- When there is a plan afoot Eric says he can 'feel it in his exoskeleton'. What does he mean? **P196**
- What do you think happened to Nancy and Ted's parents?





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# GRIMWOOD

## LESSON 1: MOVING HOME

Based on GRIMWOOD (BOOK 1)

*In the story, Ted and Nancy didn't really want to move away from the Big City but they were no longer safe, so had to find somewhere new to live!*

- Can you think of any stories you have seen on the news where people are in a similar position to Ted and Nancy?
- If you suddenly had to leave your home and could only pack a small bag to take with you, what five precious items would you put in it? Why?
- Why is it sometimes a challenge to move home?

### Activity Suggestion 1:

Design the perfect house for Ted and Nancy in Grimwood. What rooms would you include and what would you put in them?

Think about what you know about the two foxes to help you with your design. For example, Ted loves meeting new people but Nancy is worried Princess Buttons is going to find them – is there a way you can keep them both happy? Where will Ted write his letters and practice his dancing? And how will you make it Treebonk-proof?

'Chill out,  
Nancy.'



'Thanks,  
bro.'



# GRIMWOOD



## Activity Suggestion 2:



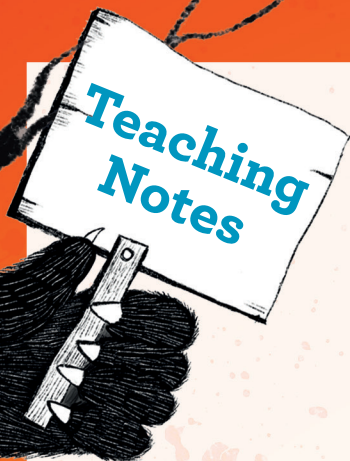
Look at the map of Grimwood at the front of both of the books.

- Why do you think maps are often included at the beginning of a book?
- What do you notice about the layout of the Grimwood map? Who do you think made it?

**DID YOU KNOW?** Someone who makes maps is called a CARTOGRAPHER!

Have a go at creating your own map to show Ted and Nancy's route from the Big City to Grimwood. This part of the story is missing from the book so you will have to imagine what they might have come across as they travelled underground out of the city and into the countryside. Consider what you would expect to find down there – perhaps there would be underground trains, sewage pipes, cables or the cellars of big buildings? Who might live beneath the city streets or under the trees of Grimwood?





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# GRIMWOOD

## LESSON 2: MAKING NEW FRIENDS

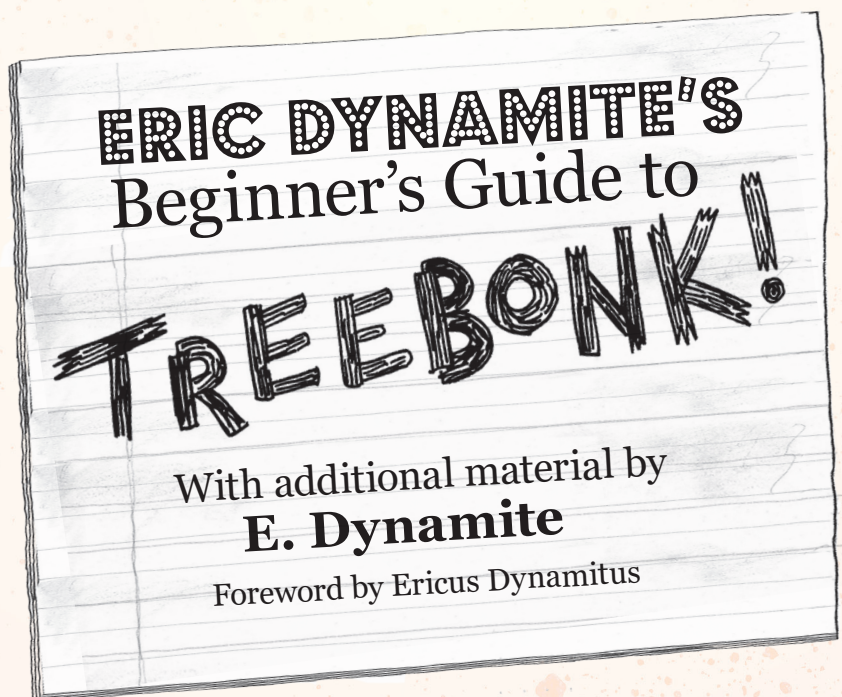
Based on GRIMWOOD (BOOK 1)

*In the story, Ted is desperate to make new friends. It takes him a while (and meeting some shady characters) to find proper friendship.*

- Why do you think Ted struggles to make friends in the Big City?
- Can you think of three brilliant questions you could ask a new person in your school to help make them feel welcome?
- What have you done recently that made you a good friend to someone?
- Has someone been a good friend to you this term? How?

### Suggested Activity 1:

Sometimes joining in a game or sport can help you make new friends. It can be fun to come up with new games of your own, too. Take a look at Eric's guide to Treebonk on [page 140](#).



Now have a go at making up a game of your own that you could play with friends in the park, playground or perhaps one for the classroom during wet play. Remember, no bouncing off trees please. That is only something for very silly squirrels!





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# GRIMWOOD



### Suggested Activity 2:

- It's time to test your memory! Can you remember the names of some of the characters that Ted and Nancy meet in the story? Their names have been jumbled up to give you a hand.
- Choose three characters that you think were good friends to the foxes and recount one thing they did to show true friendship

			
NAME	NAME	NAME	NAME
			
NAME	NAME	NAME	NAME

NAME-AGRAMS! Can you unjumble the characters' names?

LEAMAP OME MOAR SITTU OWLLIW

FKNAR IGINRD YWGIG OLLYD

Answers: Frank the mole, Ingtrd the owl, Ingtrd the mole, Titus the mole, Omar the mole, Emu Omar the mole, Titus the mole, Willow the rabbit.





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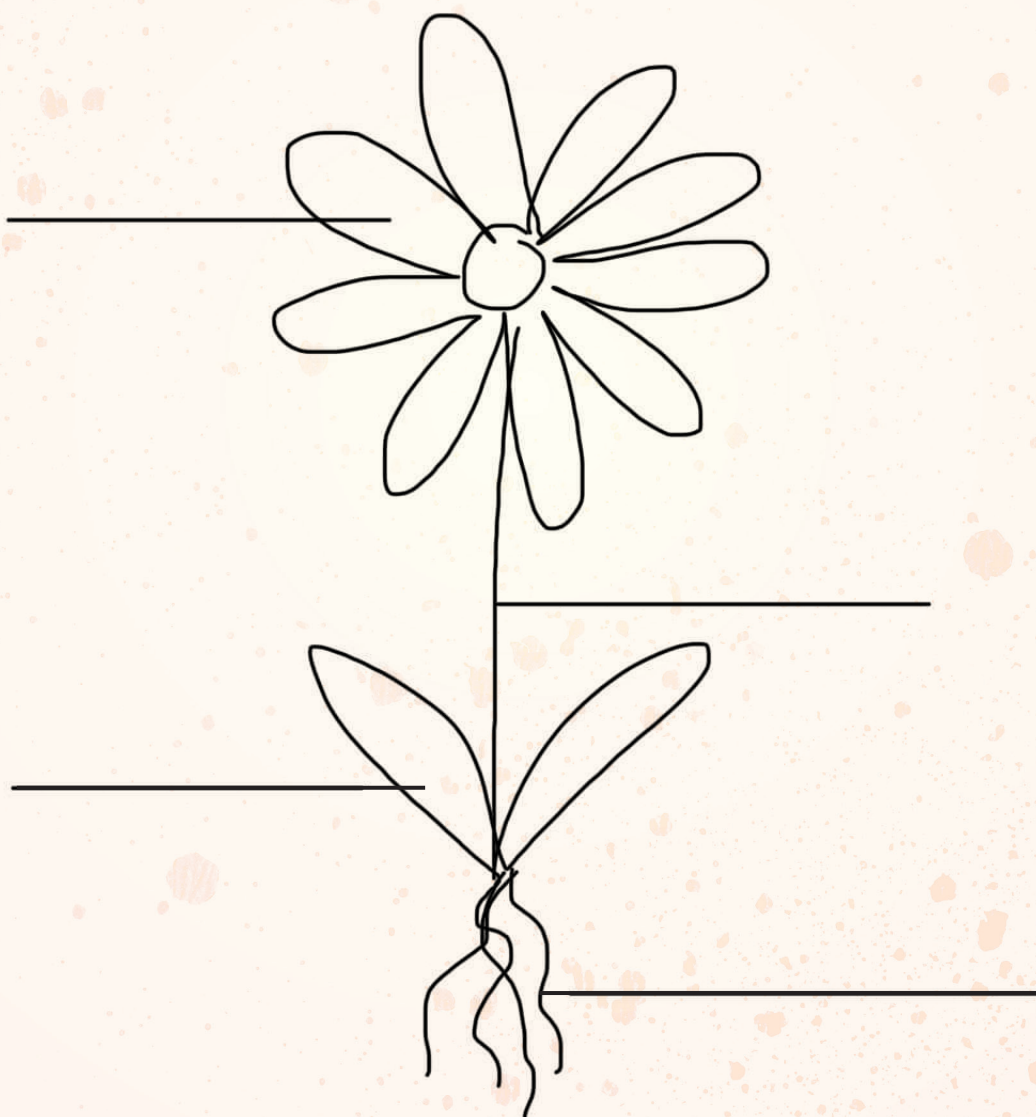


# GRIMWOOD

### Suggested Activity 3:

In the story, Willow makes a daisy chain as a friendship gift for Ted (P84). Why do you think she made this gesture? How did it make Ted feel?

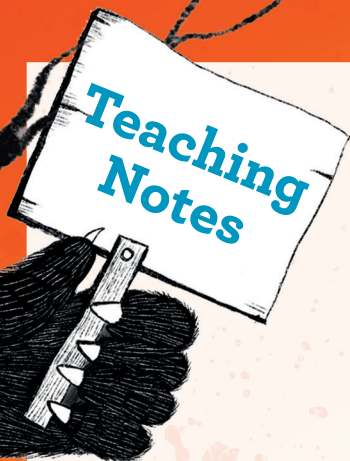
Can you label the parts of a daisy?



What other friendship gifts could you make using things nature provides? Remember to think about keeping yourself and the environment safe when using nature's gifts.

**Teacher's note:** If you have the appropriate outside space available you could guide the safe collection of a variety of twigs, leaves, flowers, stones etc. for nature modelling and then allow children to swap their model with a friend.





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# GRIMWOOD



## LESSON 3: FEELINGS: GRIM AND NOT SO GRIM!

Based on GRIMWOOD (BOOK 1)

*Ted experiences a real mix of feelings as he travels through his story. Some of them are nice to feel, while others are a little bit grim . . .*

**DID YOU KNOW?** It is absolutely okay and completely normal to feel a whole range of emotions. Sometimes we find a smile is never far away. Other times it can feel as though we are living under a big rain cloud.

- Can you think of something that happened in *Grimwood* to make Ted feel really happy? What about something that made him angry, excited, scared or extremely disappointed? Would you have felt the same in his situation?
- It is nice to try to make people feel happy but sometimes we make someone else feel angry, hurt or sad. What are some of the ways we can try to put things right when this happens?

### Suggested Activity 1:

Work in groups to act out your very own show just like Ted, Willow and the team did in *Grimwood*. As a warm-up, do as Ingrid says on P124:

Show me your joy!

Now show me your fear!

- What other emotions can you show?
- Act out some of your favourite scenes from *Grimwood*. How can you show the emotions the characters were feeling?
- You can also include some dancing in your show like Ted and Willow, if you like!





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# GRIMWOOD

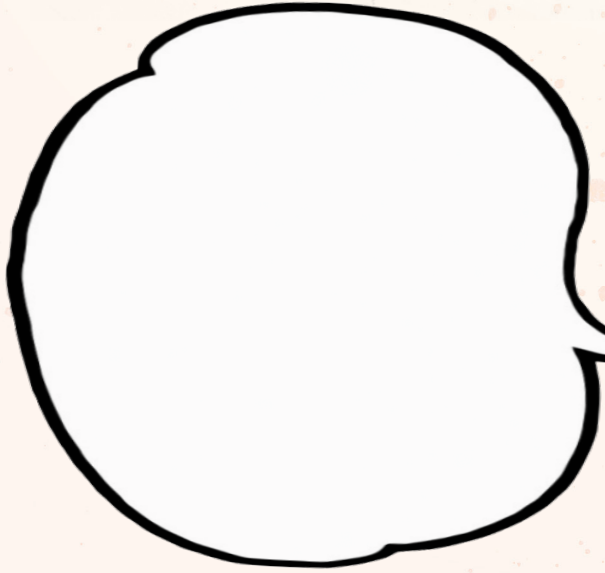
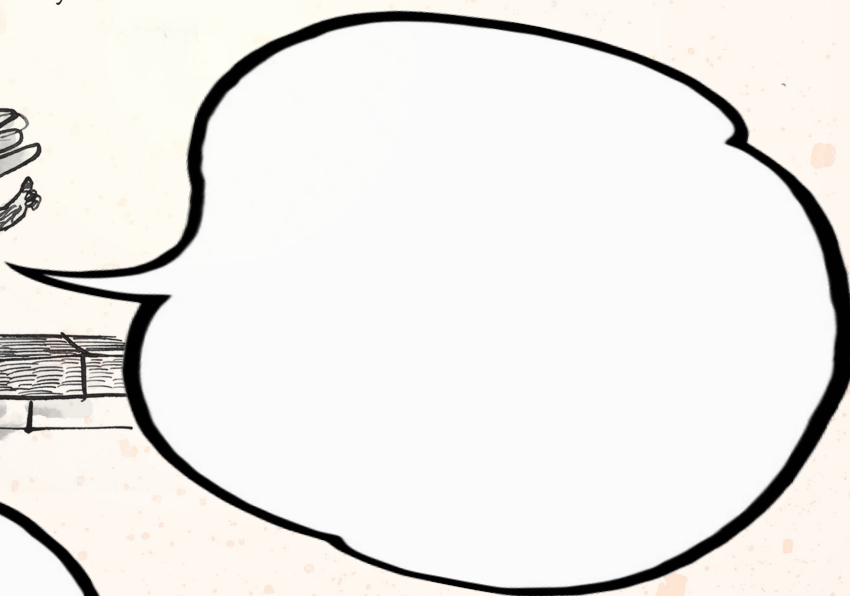
Find some suggestions for scenes to act out below:

- P29 - Ted bites Princess Buttons' tail off.
- P50 - Pamela steals Nancy's phone.
- P88 - Willow gives Ted the grand tour of Grimwood.
- P158 - Princess Buttons goes to see Dr Fairybeast.
- P224 - Everyone cheers Ted and Willow's performance.

### Suggested Activity 2:

*Both Nancy and Princess Buttons had good reasons to feel angry in the story. For example, Princess Buttons is furious when Ted accidentally bites her tail off; Nancy feels rage when Princess Buttons threatens Ted!*

Use the speech bubbles below to give the characters a voice. What would they say to each and what sort of strong words would they choose?





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# GRIMWOOD



## THE GRIMWOOD WORDSEARCH!

Below is a list of brilliant words that Nadia Shireen uses in *Grimwood* book 1. Can you find them all in the wordsearch?

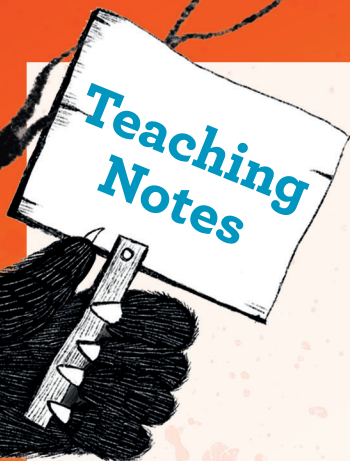
When you find a word, highlight it in **green** if it is a verb and **pink** if it is an adjective.

ROAMED REEDY DARTED SHADOWY DELICATE GREASY SNAFFLING  
SKULK GROTTY GNAWED FILTHY BEADY SCOFFED MOOCHED MURMURED  
WICKED ROTTEN PELTED CLEVER SAUNTERED

Choose your favourite words from the wordsearch to write a new scene for *Grimwood*. For example, you could show what happens when Denise and the other cats return to the Big City without Princess Buttons. Take another look at **P204** and continue your story from there! Or alternatively, you could continue Ted and Nancy's adventure from the final page of Book 2!

**CHALLENGE:** Create your own wordsearch using some of your favourite words and character names from *Grimwood: Let the Fur Fly!* Swap your wordsearch with a partner and see if you can solve one another's puzzles!





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# GRIMWOOD



## READING GROUP QUESTIONS

### GRIMWOOD: LET THE FUR FLY! (BOOK 2)

*Before you read the book:*

- How many different creatures can you spot on the front cover? What facts do you know about them?
- What game are Ted and Nancy playing? What do you think 'let the fur fly!' means?
- What words would you use to describe the front cover? Explain your ideas.

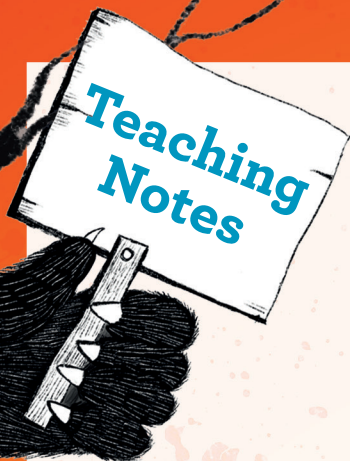
*When you are halfway through the book:*

- Who is the only fox on Grimwood's treebonk team? What attributes and skills do they have? **P3**
- Who has Ted written a letter to on **pages 14–16**? What do you learn from this letter?
- How do Ted and Nancy manage to cross the Swamp of Despair? Who helps them? **P59**
- Who has left Grimwood on page 95? What is Willow's plan to make sure no one else leaves for Twinklenuts?

*When you have finished reading the book:*

- How does Titus feel about Grimwood? Why can't he just sign it away? **P121**
- What does Ted realise about Sebastian Silver on **pages 123–124**? Why does this hurt his head?
- Who helps to save the day on **pages 227–228**? What have they created?
- What has Nancy found in hers and Ted's den? What does she need to know and why? **P238**





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# GRIMWOOD

## LESSON 4: UNDERSTANDING TRUST

Based on GRIMWOOD: LET THE FUR FLY! (BOOK 2)

*In the story, Ted always sees the best in everyone and this sometimes gets him into trouble – especially when he meets the smartly-dressed fox, Sebastian Silver, Mayor of Twinklenuts!*

- Which qualities do you associate with foxes? i.e. Clever? Cunning? Which of these apply to Sebastian Silver?
- What is trust? Why is it so important to be able to trust your friends?
- Which characters can Ted and Nancy trust in the story? Who can't they trust and why? Give examples.

### Suggested Activity 1:

Look over the illustration of Sebastian Silver; have a chat about why you think Ted trusts him to begin with. Then, go through each of the quotes from the book in the table on P15. See how there are lots of clues that show Sebastian Silver isn't all he appears to be and is not very trustworthy at all!





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# GRIMWOOD

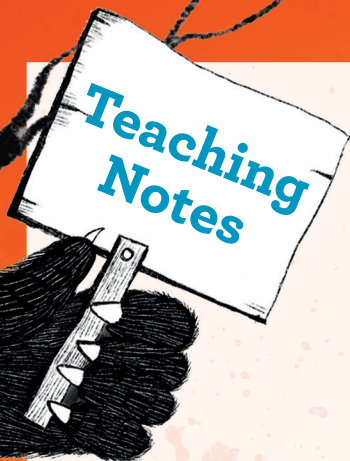


For each quote, explain what you think this reveals about Sebastian Silver's character. Pay close attention to the words highlighted in yellow to help you.

Quote about Sebastian Silver from the story	What does this reveal about Sebastian Silver's character?
<p>The <b>mysterious</b> figure quickly stepped back further into the <b>shadows</b>. 'Tell me, lad,' said the voice, which was <b>deep</b> and <b>smooth</b>... P26</p>	
<p>It was a fox. A tall and handsome one, with streaks of <b>dazzling silver</b> running through his fur ... His tail was <b>luxurious</b> and thick, <b>not scraggly and rough like Ted and Nancy's</b>. P69</p>	
<p>Sebastian turned to look at Nancy properly. A <b>strange smile</b> danced around his lips. It looked <b>sort of friendly, but also sort of not</b>. Nancy was no fool. She had seen <b>that kind of smile</b> before. P77</p>	
<p>'A <b>fox</b>? Playing treebonk? How terribly ... quaint. I honestly can't understand why <b>anyone</b> would want to play treebonk. It's such a <b>grubby, rough little game</b>' ... (Sebastian Silver) P81</p>	

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### Suggested Activity 2:

Look over the image and description of Titus from the opening pages of the story. How does the writer try to show that Titus is a trustworthy and good character, unlike Sebastian Silver? What clues are you given?



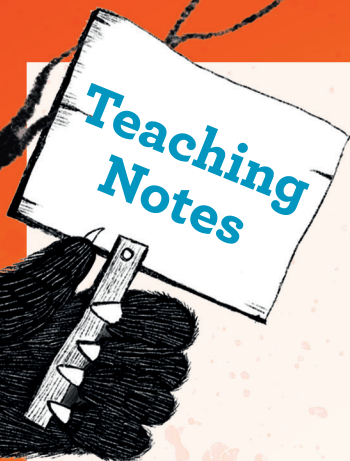
The mayor of Grimwood. Titus is a kind old stag who is good at baking and cries at sappy films about dolphins. Wants everyone to be lovely to each other.

Then, sketch your own character for the series and write a description of them. **Note:** Before you start, you have some important decisions to make. Be sure to keep your ideas a secret!

- Will they be a TRUSTWORTHY or UNTRUSTWORTHY character? What creature/illustrations will you choose to show this?
- What qualities do they have? How do they behave towards others?
- What words will you use to describe them? What are their hobbies? **Note:** You can't use the word 'TRUST' in any way!

When you have finished, swap your work with a partner. Can you correctly work out if each other's character is trustworthy or untrustworthy? What clues helped you decide? Have a chat together about the decisions you made.





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# GRIMWOOD



## LESSON 5: SAVING GRIMWOOD!

Based on GRIMWOOD: LET THE FUR FLY! (BOOK 2)

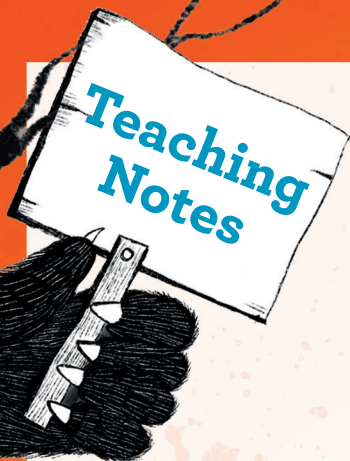
*In the story, the dastardly Sebastian Silver plans to claim Grimwood as part of Twinklenuts and turn it into roads, skyscrapers, a multi-storey car park and even a statue of himself!*

- Why would this plan be very bad for the environment? Who and what would be affected?
- What does Sebastian Silver stand to gain from these plans?
- Are there any green spaces near you that are under threat or need protection?

### Suggested Activity 1:

Look over the image of Twinklenuts from the story. Discuss together; does it look like a nice place to live? What is funny about the illustrations? How does it compare to descriptions and illustrations of Grimwood in the text? Give examples to explain your ideas.





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# GRIMWOOD



Then, write a detailed description of the beautiful and impressive Twinklenuts, using the image and the word bank from the story below. Try to include interesting verbs, adjectives, as well as sensory detail. **Note:** You can also use your imagination to include things that are not in the picture!

- |                 |                 |
|-----------------|-----------------|
| <b>LUSH</b>     | <b>SUNSHINE</b> |
| <b>SINGING</b>  | <b>SHIMMER</b>  |
| <b>FEASTING</b> | <b>FABULOUS</b> |
| <b>CRYSTAL</b>  | <b>PERFECT</b>  |
| <b>FLOWERS</b>  | <b>LAUGHING</b> |
| <b>DANCING</b>  |                 |

Take it in turns to read your work aloud whilst your classmates close their eyes – see how each of you have created a vivid picture of Twinklenuts in each other’s minds!

### Suggested Activity 2:

The creatures of Grimwood must all work together to stop Sebastian Silver flattening their home to build a theme park. Write a petition entitled ‘SAVE GRIMWOOD!’ persuading others to stand up for what is right:

In order to make your petition persuasive, make sure you include:

- Details about Sebastian Silver’s plans and why he can’t be trusted
- A summary of why Grimwood should be protected
- Direct address that speaks directly to the reader eg. we, us, you
- Instructive language that calls others to act eg. we must, we should, he can not

Make your petition eye-catching and include small sketches to make it stand out. Read and sign one another’s petitions if you have been persuaded to join the writer’s cause.





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# GRIMWOOD



## SAVE GRIMWOOD!

A large, empty rectangular box with a black border, intended for writing or drawing.

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# GRIMWOOD



## READING GROUP QUESTIONS

### GRIMWOOD: ATTACK OF THE STINK MONSTER! (BOOK 3)

*Before you read the book:*

- What colours stand out to you on the cover? What do they make you think of?
- Judging from the different characters' facial expressions, what do you think they are feeling/thinking?
- Who or what do you think the 'stink monster' might be? Does the cover give you any clues about the stink monster?

*When you are halfway through the book:*

- Why does Nancy visit Doctor Khan about her dream in **Chapter Three**? What do you think is bothering her?
- Can you find and note down the various clues that suggest that there is a monster in Grimwood?
- How do the residents of Grimwood identify the monster to be a Bigfoot?
- What do the characters decide to do about the monster in **Chapter Nine**? What is their chosen plan?

*When you have finished reading the book:*

- Why does Dr Khan give Nancy a flute on **page 163**? Why do you think this might be important?
- What has Rufus been doing? Can you match his actions to the events that have happened so far in the story? **pages 192–195**
- How do Nancy and Ted react to finding Rufus in the hole? Why do you think they react differently?
- How does Rufus' story on **pages 199–211** reflect Nancy's dream? What do Nancy and Ted find out about their past?





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# GRIMWOOD



## LESSON 6: WEIRD AND WONDERFUL DREAMS

Based on **GRIMWOOD: ATTACK OF THE STINK MONSTER!** (BOOK 3)

The story begins with descriptions of all the different characters' dreams; but Nancy can't remember hers. This becomes very important in the story, as Nancy tries to unlock her memories to find out more about her past...

- What is a dream? Do you ever have any strange or funny dreams?
- In **Chapter One**, lots of characters in Grimwood have been dreaming. Which dream is your favourite?
- Which characters are enjoying their dreams, and which are not?
- Which character doesn't dream at all? Why not?
- If you could ask any of the characters some questions about their dream, what would you ask?

### Suggested Activity 1:

Re-read **Chapter One** and then match the different dreams to the characters that dreamt them!

*'an excellent dream where he had found a very rare record by legendary jazz musician Gonzo McDougall.'*

*'tucking into a large all-you-can-eat breakfast buffet.'*

*'at a swanky awards ceremony, perched high above the stage.'*

Titus

Willow

Ted

Ingrid

Wiggy

Frank

*'she was a MASSIVE GIANT ROBOT BUNNY.'*

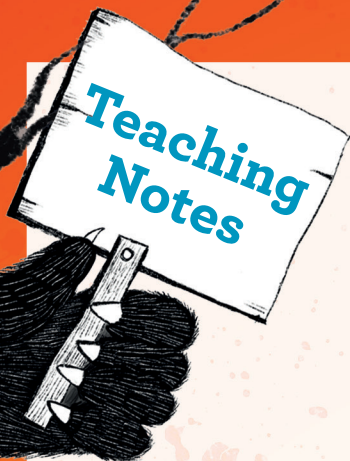
*'playing the guitar in front of thousands of screaming fans.'*

*'finally winning the Grimwood Jamboree, a ruthlessly competitive annual jam-making competition.'*

**Bonus Question!** What do the different dreams tell you about the characters' personalities, interests, desires, worries and fears?







NADIA SHIREEN



# GRIMWOOD

## LESSON 7: MONSTER HUNTERS, GO!

Based on GRIMWOOD: ATTACK OF THE STINK MONSTER! (BOOK 3)

*In the story, a monster stalks through Grimwood, scaring the characters and forcing them to become monster hunters! But who will find it? And what, exactly, will they find...?*

- When you think of the phrase ‘stink monster’, what sort of creature do you imagine?
- What is a monster? Is a monster always real, or can it be imaginary?
- When do the characters first suspect there is a monster? Can you pinpoint the exact moment in the story?
- Which clues appear throughout the story to convince the characters that a monster exists?
- Who encounters the monster? Make a list of characters.

### Suggested Activity 1:

Create your own monster to add to Professor Cuthbert’s book: *A Guide to Fantastical Monsters & Ghoulish Beings*. Use the examples on [pages 110–111](#) to help you come up with some ideas. Include the details below alongside a drawing of your monster:

- The monster’s name
- What the monster sounds/smells like
- The monster’s special or unique skills
- The monster’s footprint
- What annoys the monster





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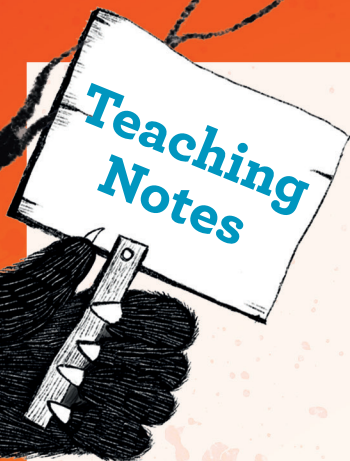


# GRIMWOOD

*A GUIDE TO FANTASTICAL MONSTERS & GHOULISH BEINGS*

by Professor Cuthbert





NADIA SHIREEN

# GRIMWOOD



### Suggested Activity 2:

On pages 192–194 we hear about the things Rufus has been up to while the residents of Grimwood looked for a monster. Can you match each of the events in the story to Rufus' explanation? How does Rufus shed a new light on what really happened?

What happened in the story...	Rufus' explanation...
The trashed buffet at the wedding P82–83	
The rubber tyres that came to life P92–94	
Huge 'Bigfoot footprints' P125–127	

### Suggested Activity 3:

The characters learn a lot by the end of the story, especially Ted and Nancy – and Nancy in particular. On each of the Bigfoot footprints below, write down something that Nancy has learned.

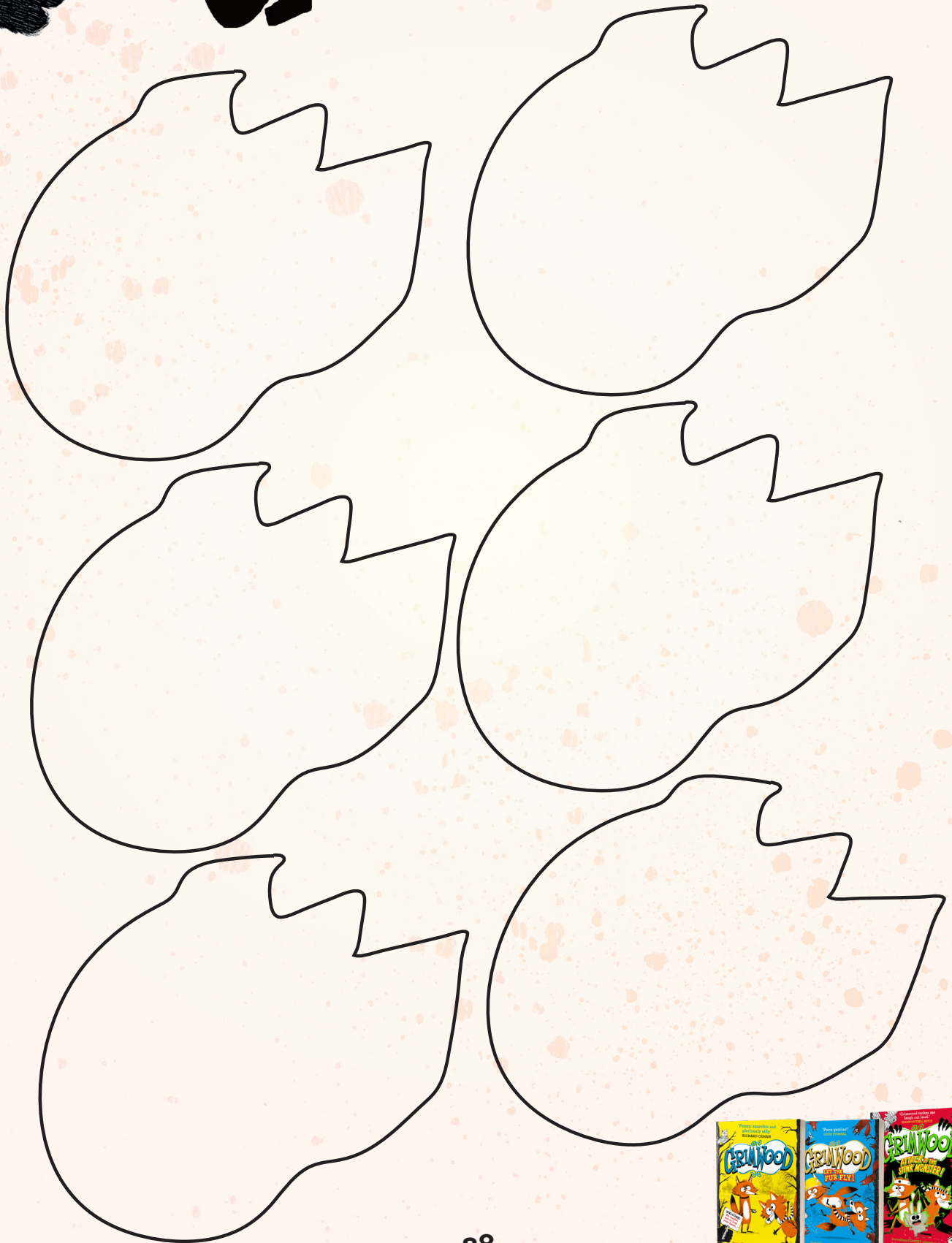




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# GRIMWOOD



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