

Notes for teachers and librarians on
Mortimer Keene: Attack of the Slime!
by Tim Healey and Chris Mould

INTRODUCTION

Mortimer Keene: Attack of the Slime, written by Tim Healey and illustrated by Chris Mould, is the perfect KS1 and early KS2 rhyming story for young readers, aimed at children aged 6+. These notes include reading comprehension questions to improve inference, retrieval and predictive skills, as well as suggestions for classroom activities to enjoy the book across different areas of the curriculum – from creating Slime Generators, to learning about molecular bonds and exploring the effects of slime-flooding!

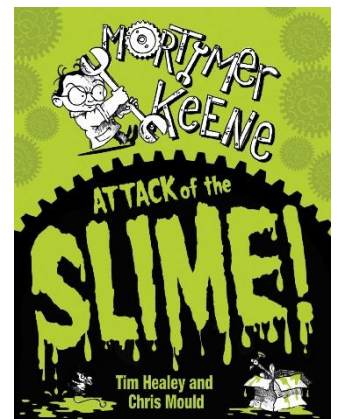
ABOUT THE BOOK

Mortimer Keene is full to bursting with madcap plans, and if it's trouble you're after, look no further! With laugh out loud illustrations, rollicking rhymes, and short chapters ideal for new readers, this is the first book in a wickedly funny series featuring a small kid with big ideas.

When waves of gloopy slime cover the whole school, a special task force of teachers sets out to find Mortimer Keene and his slime machine at the source of the crime ...

Includes slimy facts and activities at the back, perfect for helping young readers to engage further with the story.

Mortimer Keene: Attack of the Slime
by Tim Healey and Chris Mould, available now

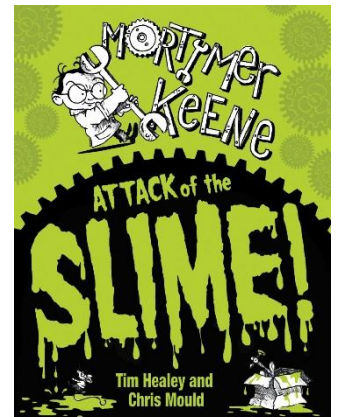


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READING GROUP QUESTIONS

1. What do you learn about Mortimer Keene from his Saint Barnabas school profile on page 4? What is his favourite thing? How can you tell that he might be confident or arrogant?
2. What do you learn about Mrs Moray's relationship with Mr. James from their school profiles on pages 5-6? How are these two characters different?
3. 'Part One' begins: 'It struck without warning . . .' What is the effect of these words? What type of story do you think this will be? What do you predict might happen from the opening pages?
4. How does the slime go under the door on page 12? What verb is used? What is the effect of this verb?
5. Why is Chris Mould's illustration of Mr. Bevan's classroom effective on pages 14-15? Do you find it funny? Why?
6. How do the children feel about the slime on page 16? What do you think the word 'aghast' means here? Can you do an action to show the meaning of the word?
7. In 'Part Two', who does Mr. James immediately call for help on page 22?
8. Can you list all of the different places where the children find the slime, mentioned on pages 28-30?
9. In 'Part Three', what do we find out Mortimer Keene's Slime Generator is made of?
10. What do you learn about Mortimer Keene in 'Part Three'? Pick out words and illustrations that help you to find out more about his personality.

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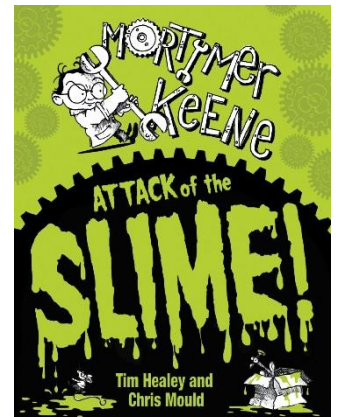


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READING GROUP QUESTIONS CONTINUED

11. Can you list three ways in 'Part Four' that the teachers and children try to escape the slime.
12. How can you tell that Mr. James, the Headmaster, is panicking on page 47? How is Mrs Moray's reaction different? What is her idea?
13. How does Mortimer Keene feel on page 60 when the teachers find him and try to stop him from creating the slime? Which words show you his emotions and motivations?
14. Which teacher eventually finds the switch to turn off the Slime Generator?
15. How do the different characters – Mortimer Keene, Mr. James, and the school children – feel at the end of the story? Why? How do you know?

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SUGGESTED ACTIVITIES

Literacy

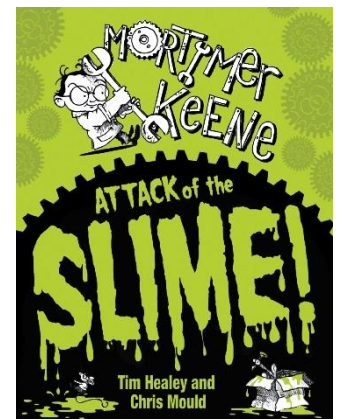
- Create your own school profile using Mortimer Keene's (page 4) as an example. What is the name of your school? What are your special features, weak points and favourite phrases?
- Write an instruction manual for how to use Mortimer Keene's Slime Generator, described in Part Three of the book and also on pages 78-79. Remember to include information about how the Generator works, what features it has, and what purpose it has.
- Choose one of Mortimer Keene's 'Secret Projects' from the list on page 93 and create a storyboard for what might happen if he created one of these ideas.
- Imagine that your own classroom is suddenly covered in slime. Use the five senses to describe what it would be like: what it would smell like, taste like, look like, feel like and sound like.

Drama / Speaking & Listening

- On pages 22-23, Mr James is so panicked by the slime that he calls the police. In pairs, act out this conversation. How would Mr James be speaking and behaving? What would the policeman or woman be saying to him on the other end of the line?
- In groups of three, create a freeze-frame to show the feelings of the following different characters when the slime takes over the school building: Mortimer Keene, Mrs Moray and Mr James.

Science - Biology

- Follow the instructions on pages 88-89 to create your own gooey slime! Write a list of the ingredients that you use and the methods of mixing them together. Record what happens at each stage.
- On page 37, the author talks about Mortimer's knowledge of 'molecular bonds'. What are 'molecules' and 'molecular bonds'? How can you create two different definitions using building blocks or objects in the classroom?



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SUGGESTED ACTIVITIES CONTINUED

Geography

- In the story, the slime becomes like a river that has flooded the school building. What is a flood? How are floods caused? Carry out some research into some recent floods around the world and their effects.
- How can people make steps to prevent flooding? Create a pamphlet that warns people of the impact of flooding and what they can do to protect themselves against it in their local communities.

Art & Design

- Create a badge or coat of arms for your own school. What is your school motto? Use plenty of bold colours to make your badge really stand out!
- Using Mortimer Keene's Slime Generator as inspiration, create your own machine for creating something weird and wonderful. Make sure that you label your machine with all of its features, referring to pages 78-79 as a guide.

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