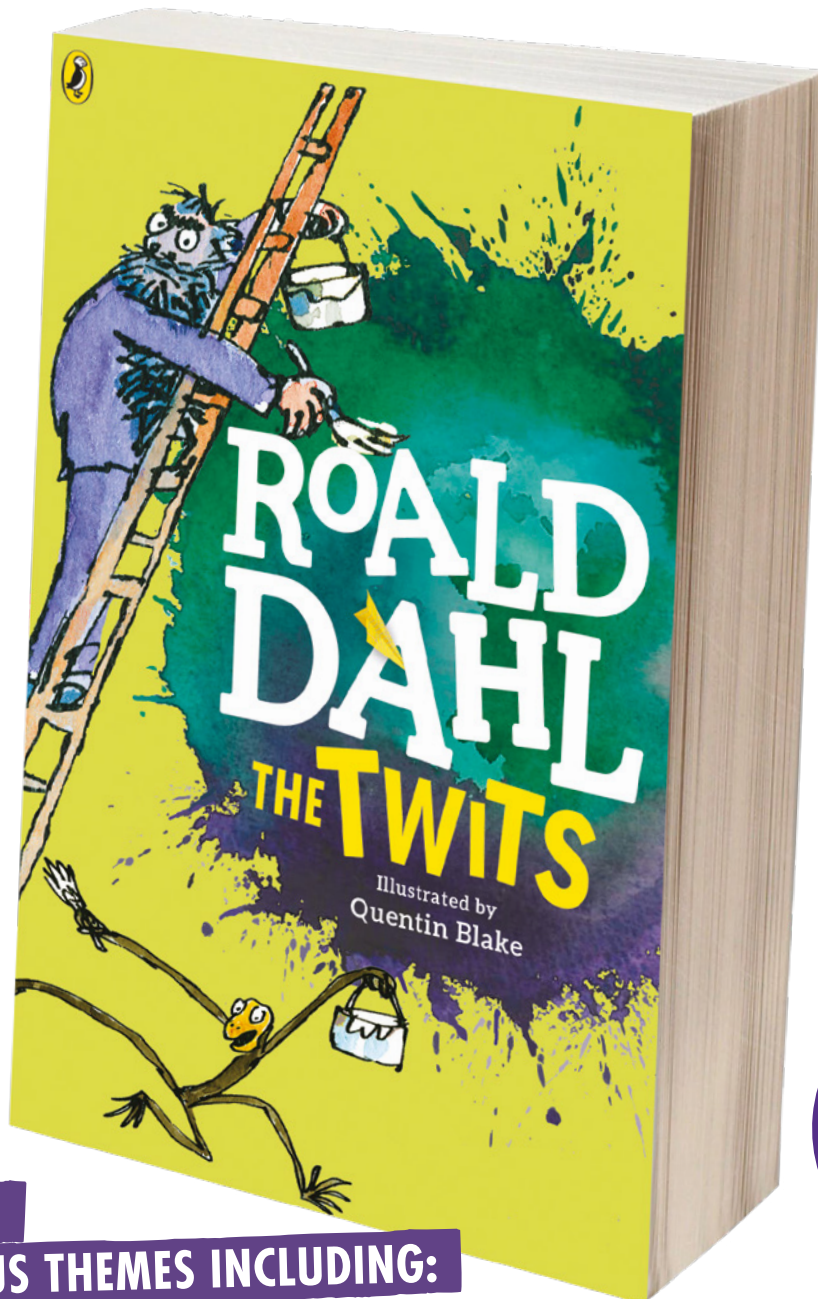


ROALD DAHL

THE TWITS

LESSON PLANS



EXPLORE MARVELLOUS THEMES INCLUDING:

- THE POWER OF WORDS
- EXCITING WRITING
- MIXED FEELINGS

These read-along resources include extracts, Literacy and PSHE learning objectives, lesson plans and fun activity sheets!



LESSON PLAN 1:

BOOK THEME: Good and bad

LITERACY OBJECTIVE:

Using adjectives to describe characters.
Identifying key information to make predictions and inferences.

PSHE OBJECTIVE:

Evaluating characters and developing an understanding of how good and bad characters are described.

EXTRACT USED:

'Mr Twit' (p.2), 'Dirty Beards' (p.3), 'Mrs Twit' (p.6)

LESSON PLAN 2:

BOOK THEME: Masters of invention

LITERACY OBJECTIVE:

Identifying the structure of Roald Dahl's writing.
Using this structure to create a similar piece of writing.

PSHE OBJECTIVE:

Sharing ideas within a group.

EXTRACT USED:

'The Frog' (p.12) 'The Glass Eye' (p. 9)

LESSON PLAN 3:

BOOK THEME: Makers of mischief

LITERACY OBJECTIVE:

Using an authentic first person voice in role.

PSHE OBJECTIVE:

Managing praise and criticism.

EXTRACT USED:

'Four Sticky Little Boys' (p. 41)

LESSON PLAN 4:

BOOK THEME: Champions of good

LITERACY OBJECTIVE:

Identifying and creating rhyming couplets.

PSHE OBJECTIVE:

Working co-operatively as part of a pair or group.

EXTRACT USED:

'The Roly-Poly Bird to the Rescue' (p. 46)

LESSON PLAN 5:

BOOK THEME: Makers of mischief

LITERACY OBJECTIVE:

Writing a set of instructions using the features of the text type.

PSHE OBJECTIVE:

Understanding that actions can have positive and negative consequences. Recognising how actions can affect the feelings of others.

EXTRACT USED:

The Great Upside Down Monkey Circus (p.44) and 'Muggle-Wump Has an Idea' (p. 57)

LESSON PLAN 6:

BOOK THEME: Champions of good

LITERACY OBJECTIVE:

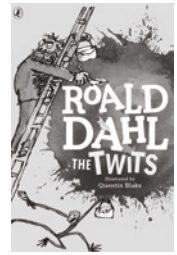
Identifying direct speech and its related features in a text. Using direct speech in writing.

PSHE OBJECTIVE:

Developing awareness of how relationships work and of the skills to maintain relationships.

EXTRACT USED:

'The Twits Are Turned Upside Down' (p. 78)



BOOK THEMES:

- Good and bad

LESSON OBJECTIVES:

- Using adjectives to describe characters
- Identifying key information to make predictions and inferences
- Evaluating characters and developing an understanding of how good and bad characters are described

THINGS YOU MAY NEED FOR THIS LESSON:

HB pencils, colouring pencils and whiteboards.
See page 40



PREPARATION:

Split your class into groups of four children. Ensure you have enough copies of **RESOURCE 1: PHIZZ-WHIZZING ADJECTIVES** for one per group. Each group will also need a set of **RESOURCE 3: DAHLICIOUS DISCUSSION CARDS** cut up ready for use.

Each child in your class will need a copy of **RESOURCE 2: CHARACTER PROFILE**.

STARTER ACTIVITY:

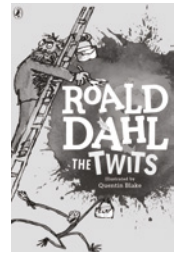
Read both extracts of text to the children and ask them to listen carefully to the character descriptions. Read them again and, as you read, invite children to draw a picture of what they think Mr and Mrs Twit look like without discussing the text.

Look at the drawings. Are most of them the same? What is different? Discuss how children achieved their drawings (by listening for key information from the text, by listening for describing words, by inferring that the Twits are disgusting people).

MAIN TASK: WONDROUS WORDS

1. Split class into groups of four children. Using **RESOURCE 1: PHIZZ-WHIZZING ADJECTIVES**, each of the children should work individually to write down as many adjectives as they can in two minutes to describe Mr and Mrs Twit. They should do so in their allotted section of the resource.

Continued . . .



2. After the two minutes is up, they should share their ideas as a group and choose the best adjectives to write in the middle box. Invite groups to share these with the whole class to create a bank of adjectives. This activity could be extended to include similes as well as adjectives, using examples from the text (e.g. page 3: “spikes that stuck out straight like the bristles of a nailbrush,” or page 7: “good thoughts will shine out of your face like sunbeams”.)
3. Use RESOURCE 2: CHARACTER PROFILE to write a character description of Mr or Mrs Twit using the adjectives and or similes from part 1. Encourage children to consider both the physical traits of the Twits and their personalities and attitudes.
4. Share character descriptions as a class or in groups and give feedback.

DEVELOPING THE ACTIVITY:

Look at this short extract

“A person who has good thoughts cannot ever be ugly. You can have a wonky nose and a crooked mouth and a double chin and stick-out teeth, but if you have good thoughts they will shine out of your face like sunbeams and you will always look lovely.”

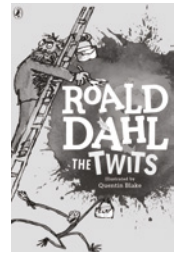


Use RESOURCE 3: DAHLICIOUS DISCUSSION CARDS as a prompt to discuss this extract as a group. Can they think of other fictional characters for whom this is true?

PLENARY:

Ask children the following questions, explaining that they will have to use their powers of inference and prediction!

1. What have we learned about Mr and Mrs Twits personalities? What kind of people are they? Would you like to be friends with them? Why / why not?
2. Why do you think Roald Dahl has spent so much time developing the characters at the beginning of the story?
3. What kind of relationship do you think Mr and Mrs Twit will have in the story and how do you think it might develop?



EXTRACT ONE

from 'Mr Twit/Dirty Beards' pp.2-4

Mr Twit

Mr Twit was one of these very hairy-faced men. The whole of his face except for his forehead, his eyes and his nose was covered with thick hair. The stuff even sprouted in revolting tufts out of his nostrils and ear-holes.

Mr Twit felt that this hairiness made him look terrifically wise and grand. But in truth he was neither of these things. Mr Twit was a twit. He was born a twit. And now at the age of sixty, he was a bigger twit than ever.

The hair on Mr Twit's face didn't grow smooth and matted as it does on most hairy-faced men. It grew in spikes that stuck out straight like the bristles of a nailbrush.

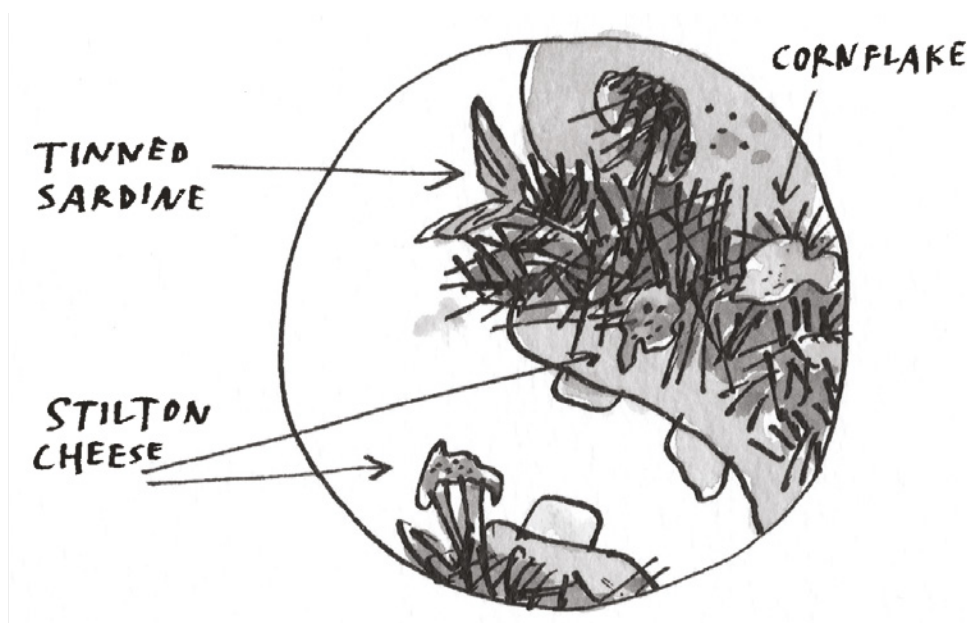
And how often did Mr Twit wash this bristly nailbrushy face of his?

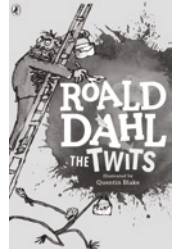
The answer is NEVER, not even on Sundays.

He hadn't washed it for years.

Dirty Beards

Mr Twit didn't even bother to open his mouth wide when he ate. As a result (and because he never washed) there were always hundreds of bits of old breakfasts and lunches and suppers sticking to the hairs around his face.





EXTRACT TWO

from 'Mrs Twit' pp.6-8

Mrs Twit was no better than her husband.

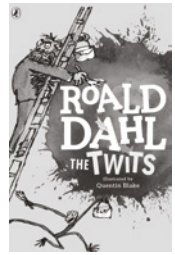
She did not, of course, have a hairy face. It was a pity she didn't because that at any rate would have hidden some of her fearful ugliness.

In her right hand she carried a walking-stick. She used to tell people that this was because she had warts growing on the sole of her left foot and walking was painful. But the real reason she carried a stick was so that she could hit things with it, things like dogs and cats and small children.

And then there was the glass eye. Mrs Twit had a glass eye that was always looking the other way.



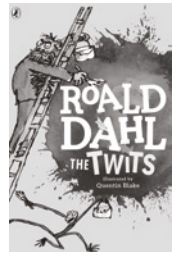
PHIZZ-WHIZZING ADJECTIVES



This page is divided into four sections, one for each member of your group. You have two minutes to each note down all the adjectives you can think of to describe the Twits. Once you have done so, choose the best from each list and write them in the central box.

A large, empty rectangular box is centered on the page. From each of the four corners of this box, a vertical or horizontal line extends outwards to the edge of the page, dividing the page into four quadrants. This layout is intended for students to write down adjectives in each quadrant and then select the best ones to write in the central box.

CHARACTER PROFILING



Using your ideas from today's lesson, write a profile of Mr Twit. Remember to use the **adjectives** and **similes** you have been discussing to make your character profile interesting and detailed.

Draw picture here

Appearance:

.....

.....

.....

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.....

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.....

Personality:

.....

.....

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.....

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.....



“A person who has good thoughts cannot ever be ugly. You can have a wonky nose and a crooked mouth and a double chin and stick-out teeth, but if you have good thoughts they will shine out of your face like sunbeams and you will always look lovely.”



**DO YOU AGREE
WITH ROALD DAHL,**
*‘A person who has
good thoughts cannot
ever be ugly’?*

WHY do you think
Roald Dahl included this
paragraph in the chapter
about **MRS TWIT**?

**WHAT DO YOU
THINK ROALD
DAHL MEANS BY**
*‘good thoughts will
shine out of your face
like sunbeams’?*

**WHO WOULD
YOU PREFER TO
BE FRIENDS WITH,**
someone like this, or
someone like Mrs Twit?

**DO YOU THINK THAT
HOW A PERSON LOOKS
IS VERY IMPORTANT?**
Why? Why not?

**WHAT DO YOU
THINK ROALD DAHL
IS IMPLYING**
about Mrs Twit’s
personality?



BOOK THEMES:

- Masters of invention

LESSON OBJECTIVES:

- Identifying the structure of Roald Dahl's writing
- Using this structure to create a similar piece of writing
- Sharing ideas within a group

THINGS YOU MAY NEED FOR THIS LESSON:

Highlighters, colouring pens and creative writing resources. See page 40



PREPARATION:

Prepare enough copies of **RESOURCE 1: WRITE LIKE ROALD DAHL** for one between every two children. You will also need to provide pairs with sets of highlighters. Gather a collection of objects such as: a piece of old fruit, a toy mouse, hair gel, a beard comb, a mirror.

Print one copy per child of the **RESOURCE 2: MAKING MISCHIEF** and **RESOURCE 3: SQUIFFING STORYBOARD**.

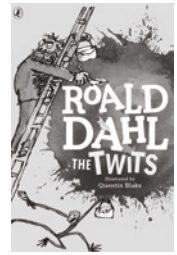
STARTER ACTIVITY:

Mr and Mrs Twit play many nasty tricks on each other throughout the book. Read extracts one and two with the children and discuss the way Dahl has structured these chapters. Does the reader know what is going to happen? If so, how? Explain to the children that they are going to write their own chapter and invent a new trick. Using **RESOURCE 1: WRITE LIKE ROALD DAHL** ask the children to work in pairs to highlight the chapter using the given headings.

Once they have done this, share the resources sheets as a class and discuss the following

1. Why does Roald Dahl create the image of the 'Giant Skillywiggler'?
2. Can you identify where Roald Dahl (through Mr Twit) uses fear to enhance the trick? E.g. 'It'll bite off your toes!' Why does he do this?
3. How does Roald Dahl (through Mr Twit) use exaggeration to enhance the trick? Children requiring a challenge could work in pairs to deconstruct one of the extracts and share their findings. Is each one constructed in a similar way? They might also try to identify the format headings themselves, rather than having them provided on the resource.

Continued ...



Children requiring a challenge could work in pairs to deconstruct one of the extracts and share their findings. Is each one constructed in a similar way? They might also try to identify the format headings themselves, rather than having them provided on the resource.

MAIN ACTIVITY:

1. Show children a range of objects or pictures of objects, for example: a piece of old fruit, a toy mouse, hair gel, a beard comb, a mirror. How might the Twits use these objects in a trick? Give pairs of children a few minutes to choose an object (either one of the objects provided or one of their own choosing) and decide how the Twits might use it.
2. Provide children with **RESOURCE 2: MAKING MISCHIEF**, which asks them to make notes on their trick using the format identified in the starter activity.
3. Ask the children:
 - a. How do Mr and Mrs Twit feel about each other?
 - b. Why do they constantly play tricks on one another?
 - c. What do you think will be the outcome of this continued trickery?

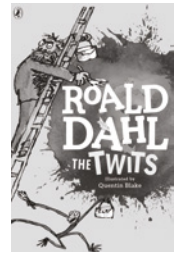
DEVELOPING THE ACTIVITY:

Children might like to create a storyboard/comic strip of their trick using **RESOURCE 3: SQUIFFING STORYBOARD**. This should include pictures and speech bubbles. Draw the children's attention to Quentin Blake's illustrations, which so cleverly convey the ugliness and emotions of the Twits.

PLENARY:

Invite pairs to prepare a short drama sketch to present to the class, in which they act out their trick as Mr Twit and Mrs Twit.





EXTRACT ONE

from 'The Frog' pp.12-15

To pay her back for the glass eye in his beer, Mr Twit decided he would put a frog in Mrs Twit's bed.

He caught a big one down by the pond and carried it back secretly in a box.

That night, when Mrs Twit was in the bathroom getting ready for bed, Mr Twit slipped the frog between her sheets. Then he got into his own bed and waited for the fun to begin.

Mrs Twit came back and climbed into her bed and put out the light. She lay there in the dark scratching her tummy. Her tummy was itching. Dirty old hags like her always have itchy tummies.

Then all at once she felt something cold and slimy crawling over her feet. She screamed.

'What's the matter with you?' Mr Twit said.

'Help!' screamed Mrs Twit, bouncing about. 'There's something in my bed!'

'I'll bet it's that Giant Skillywiggler I saw on the floor just now,' Mr Twit said.

'That *what?*' screamed Mrs Twit.

'I tried to kill it but it got away,' Mr Twit said. 'It's got teeth like screwdrivers!'

'Help!' screamed Mrs Twit. 'Save me! It's all over my feet!'

'It'll bite off your toes,' said Mr Twit.

Mrs Twit fainted.

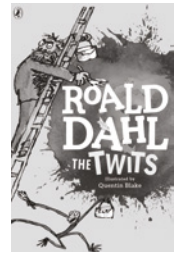
Mr Twit got out of bed and fetched a jug of cold water. He poured the water over Mrs Twit's head to revive her. The frog crawled up from under the sheets to get near the water. It started jumping about on the pillow. Frogs love water. This one was having a good time.

When Mrs Twit came to, the frog had just jumped on to her face. This is not a nice thing to happen to anyone in bed at night. She screamed again.

'By golly it *is* a Giant Skillywiggler!' Mr Twit said. 'It'll bite off your nose.'

Mrs Twit leapt out of bed and flew downstairs and spent the night on the sofa. The frog went to sleep on her pillow.





EXTRACT TWO

from 'The Glass Eye' pp.9-11

You can play a lot of tricks with a glass eye because you can take it out and pop it back in again any time you like. You can bet your life Mrs Twit knew all the tricks.

One morning she took out her glass eye and dropped it into Mr Twit's mug of beer when he wasn't looking.

Mr Twit sat there drinking the beer slowly. The froth made a white ring on the hairs around his mouth. He wiped the white froth on to his sleeve and wiped his sleeve on his trousers.

'You're plotting something,' Mrs Twit said, keeping her back turned so he wouldn't see that she had taken out her glass eye. 'Whenever you go all quiet like that I know very well you're plotting something.'

Mrs Twit was right. Mr Twit was plotting away like mad. He was trying to think up a really nasty trick he could play on his wife that day.

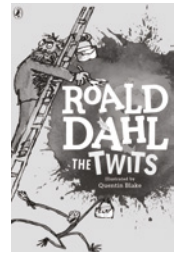
'You'd better be careful,' Mrs Twit said, 'because when I see you starting to plot, I watch you like a wombat.'

'Oh, do shut up, you old hag,' Mr Twit said. He went on drinking his beer, and his evil mind kept working away on the latest horrid trick he was going to play on the old woman.

Suddenly, as Mr Twit tipped the last drop of beer down his throat, he caught sight of Mrs Twit's awful glass eye staring up at him from the bottom of the mug. It made him jump.

'I told you I was watching you,' cackled Mrs Twit. 'I've got eyes everywhere so you'd better be careful.'





We are going to find out how Roald Dahl put this chapter together. Use highlighters or felt-tip pens to highlight or underline each section of the chapter in the colours shown below.

What you're looking for:	Underline in ...
Why play the trick? Tell the reader what the trick will be	Red
Description of the setting up the trick	Yellow
The trick begins ...	Green
Perpetrator's behaviour during the trick	Orange
Victim's reaction	Blue
Humorous ending	Purple

To pay her back for the glass eye in his beer, Mr Twit decided he would put a frog in Mrs Twit's bed.

He caught a big one down by the pond and carried it back secretly in a box.

That night, when Mrs Twit was in the bathroom getting ready for bed, Mr Twit slipped the frog between her sheets. Then he got into his own bed and waited for the fun to begin.

Mrs Twit came back and climbed into her bed and put out the light. She lay there in the dark scratching her tummy. Her tummy was itching. Dirty old hags like her always have itchy tummies.

Then all at once she felt something cold and slimy crawling over her feet. She screamed.

'What's the matter with you?' Mr Twit said.

'Help!' screamed Mrs Twit, bouncing about. 'There's something in my bed!'

'I'll bet it's that Giant Skillywiggler I saw on the floor just now,' Mr Twit said.

'That *what*?' screamed Mrs Twit.

'I tried to kill it but it got away,' Mr Twit said. 'It's got teeth like screwdrivers!'

'Help!' screamed Mrs Twit. 'Save me! It's all over my feet!'

'It'll bite off your toes,' said Mr Twit.

Mrs Twit fainted.

Mr Twit got out of bed and fetched a jug of cold water. He poured the water over Mrs Twit's head to revive her. The frog crawled up from under the sheets to get near the water. It started jumping about on the pillow. Frogs love water. This one was having a good time.

When Mrs Twit came to, the frog had just jumped on to her face. This is not a nice thing to happen to anyone in bed at night. She screamed again.

'By golly it *is* a Giant Skillywiggler!' Mr Twit said. 'It'll bite off your nose.'

Mrs Twit leapt out of bed and flew downstairs and spent the night on the sofa. The frog went to sleep on her pillow.





Mr and Mrs Twit play many nasty tricks on each other throughout the book. Using what you have learned so far, create your own mischievous trick to play on a friend!

Chapter title:

Who will play the trick?

Which object will be used in the trick?

Where will the trick take place?

Roald Dahl's layout	
Why play the trick?	
What will the trick involve?	
How will the trick be set up?	
How does the trick begin?	
How will the trickster act?	
How does the victim react?	
How does the trick end?	

SQUIFFING STORYBOARD



WHAT WILL THE TRICK INVOLVE?

HOW WILL THE TRICK BE SET UP?

HOW DOES THE TRICK BEGIN?

HOW DOES THE TRICKSTER BEHAVE?

HOW DOES THE VICTIM REACT?

HOW DOES THE VICTIM REACT?



BOOK THEMES:

- Makers of mischief

LESSON OBJECTIVES:

- Using an authentic first person voice in role
- Managing praise and criticism

THINGS YOU MAY NEED FOR THIS LESSON:

Talking tins, paper and pencils. See page 40



PREPARATION:

Split your class into groups of four children. Print and cut out one set per group of **RESOURCE 1: STICKY BOYS TASK CARDS** and **RESOURCE 2: TV REPORT ROLE-PLAY CARDS**.

You may find it useful to have an example of a TV news report with a witness statement in it to show your class.

STARTER ACTIVITY:

Read the text extract to the children and ask them to imagine they are one of the four boys as you are reading. After reading, split the children into groups of four and give them each one of **RESOURCE 1: STICKY BOYS TASK CARDS**. Explain to the children that they are going to create a freeze frame of a moment from the extract (for example, the four boys climbing tree, the four boys stuck in tree or the four boys running away) with thought tapping of the scene. Once they have created their freeze frame, you will tap someone on the shoulder and they will have to tell you what that boy was thinking at that moment in time.

MAIN ACTIVITY:

Provide each group of four with a set of **RESOURCE 2: TV REPORT ROLE-PLAY CARDS**. Give children a few minutes to prepare for their role in the TV report, discussing the content of their report in groups and rehearsing.

Continued ...



DEVELOPING THE ACTIVITY:

Invite groups to present their TV reports. Encourage the audience to give constructive feedback to their peers based on the learning outcomes, perhaps in the form of two positives and an area for development.

PLENARY:

How do children feel when given an area for development? Were the points fair? How should we manage praise and constructive criticism?





EXTRACT ONE

from 'Four Sticky Little Boys' pp. 41-43

On one Tuesday evening after Mr Twit had been up the ladder and smeared the tree with HUGTIGHT, four little boys crept into the garden to look at the monkeys. They didn't care about the thistles and stinging-nettles, not when there were monkeys to look at. After a while, they got tired of looking at the monkeys, so they explored further into the garden and found the ladder leaning against The Big Dead Tree. They decided to climb up it just for fun.

There's nothing wrong with that.

The next morning, when Mr Twit went out to collect the birds, he found four miserable little boys sitting in the tree, stuck as tight as could be by the seats of their pants to the branches. There were no birds because the presence of the boys had scared them away.

Mr Twit was furious. 'As there are no birds for my pie tonight,' he shouted, 'then it'll have to be *boys* instead!'

He started to climb the ladder. 'Boy Pie might be better than Bird Pie,' he went on, grinning horribly. 'More meat and not so many tiny little bones!'

The boys were terrified.

'He's going to boil us!' cried one of them.

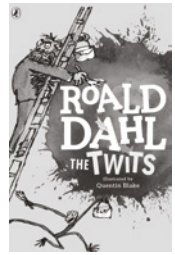
'He'll stew us alive!' wailed the second one.

'He'll cook us with carrots!' cried the third.

But the fourth little boy, who had more sense than the others, whispered, 'Listen, I've just had an idea. We are only stuck by *the seats of our pants*. So quick! Unbutton your pants and slip out of them and fall to the ground.'

Mr Twit had reached the top of the ladder and was just about to make a grab for the nearest boy when they all suddenly tumbled out of the tree and ran for home with their naked bottoms winking at the sun.





WORK WITH YOUR GROUP:

- How the boys are feeling?
Try to use powerful adjectives to convey their emotion.
- What might they do next?
- What might they be thinking about or what might they say to Mr Twit?

**YOU ARE BOY ONE.
YOUR NAME IS MARK.**

Freeze in position. You are going to share your thoughts. You could start with "He's going to boil us!"

WORK WITH YOUR GROUP:

- How the boys are feeling?
Try to use powerful adjectives to convey their emotion.
- What might they do next?
- What might they be thinking about or what might they say to Mr Twit?

**YOU ARE BOY TWO.
YOUR NAME IS JOHN.**

Freeze in position. You are going to share your thoughts. You could start with "He'll stew us alive!"

WORK WITH YOUR GROUP:

- How the boys are feeling?
Try to use powerful adjectives to convey their emotion.
- What might they do next?
- What might they be thinking about or what might they say to Mr Twit?

**YOU ARE BOY THREE.
YOUR NAME IS OMAR.**

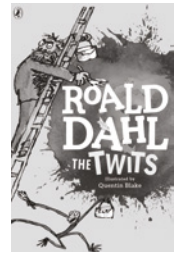
Freeze in position. You are going to share your thoughts. You could start with "He'll cook us with carrots!"

WORK WITH YOUR GROUP:

- How the boys are feeling?
Try to use powerful adjectives to convey their emotion.
- What might they do next?
- What might they be thinking about or what might they say to Mr Twit?

**YOU ARE BOY FOUR.
YOUR NAME IS OSCAR.**

Freeze in position. You are going to share your thoughts. You could start with "I'm thinking of a great idea ..."



YOU ARE THE NEWS REPORTER

- Explain the incident
- Prepare two questions for each of the two boys (refer to their role-play cards for guidance)
- Introduce the police officer who took the statements from the boys

YOU ARE THE POLICE OFFICER

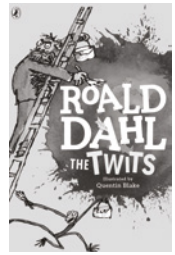
- Give your name
- Explain what happened when you arrived at the scene on Wednesday morning

YOU ARE ONE OF THE BOYS

- Explain why your other friends are not here (Were they too frightened of Mr Twit to go on TV? Were they in trouble with their parents for being out all night?)
- Answer the reporter's questions

YOU ARE ONE OF THE BOYS

- Give a description of Mr Twit
- Explain what happened and how you felt
- Answer any further questions



BOOK THEMES:

- Champions of good

LESSON OBJECTIVES:

- Identifying and creating rhyming couplets
- Working co-operatively as part of a pair or group

THINGS YOU MAY NEED FOR THIS LESSON:

Paper plates, feathers and glue. See page 40



PREPARATION:

Split your class into pairs and print one copy per pair of **RESOURCE 1: BRAINPOPPING IDEAS** and **RESOURCE 2: RHYME TREES**

You will also need to display the extract (specifically the Roly-Poly Bird's rhyme) in a large format on your interactive white board or on a flipchart.

Print one copy of **RESOURCE 3: MY ROLY-POLY RHYME**.

STARTER ACTIVITY:

Read the extract. Look at the features of the text; Roald Dahl has used repetition and rhyme. Now focus on the Roly-Poly Bird's rhyme. In pairs, ask children to discuss the Roly-Poly Bird's rhyme, identifying the rhyming words and their location (at the end of each line to create rhyming couplets).

MAIN ACTIVITY:

1. Explain to the children they are going to create further verses to the Roly-Poly Bird's rhyme. After all, he sang in the tree all day so must have had more verses to his rhyme!

Show the children the basic structure in their pairs. **RESOURCE 1: BRAINPOPPING IDEAS**

Structure:

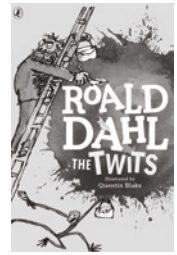
Line one: explains that there's glue/sticky stuff on the tree

Line two: warns birds not to land on the tree

Line three: advises birds what to do

Line four: outlines the consequences

Continued ...



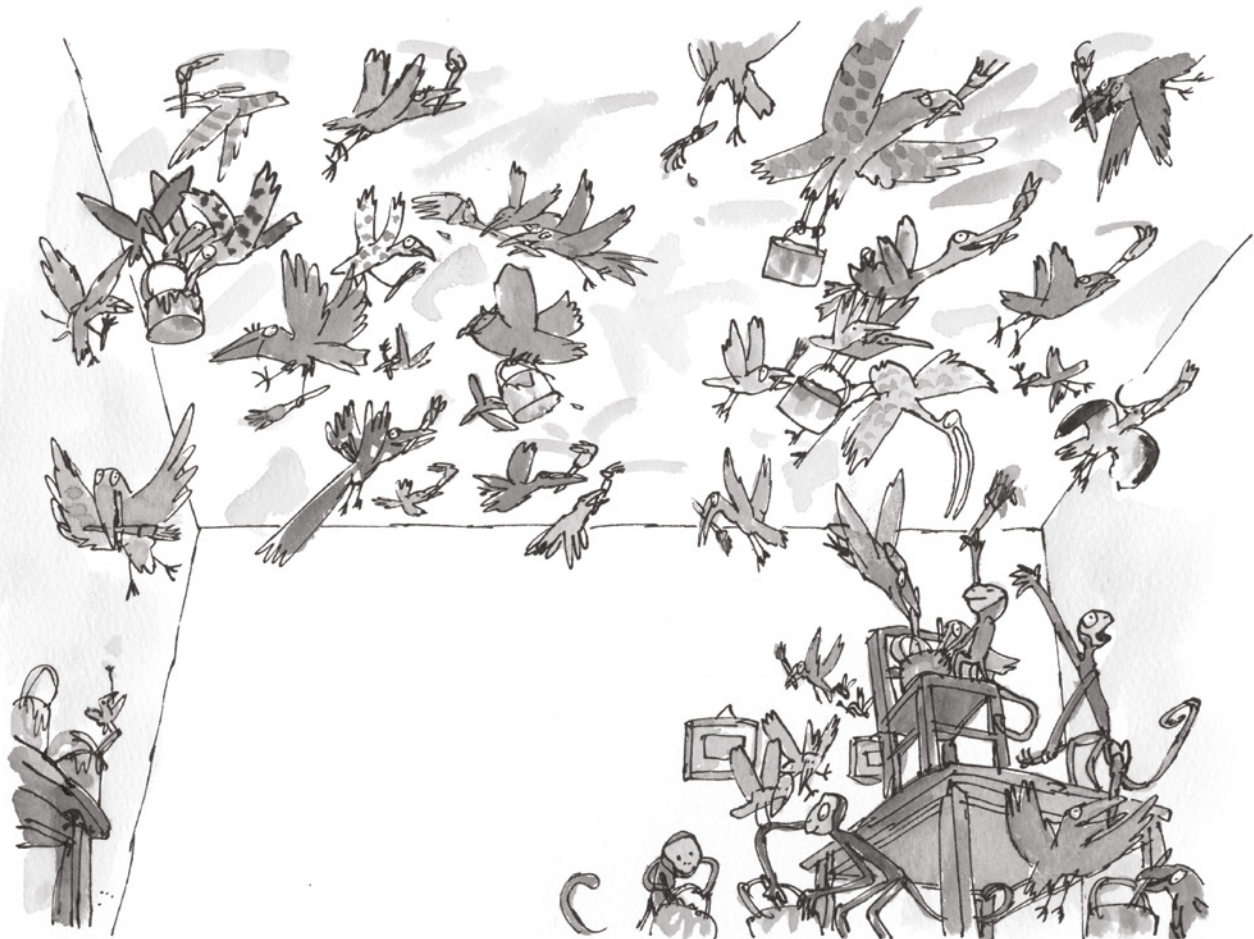
2. Children work in pairs to create rhyming strings for each word shown on **RESOURCE 2: RHYME TREES**. They should start with the word on the trunk and write words that rhyme with it on the tree branches. Children might like to extend this by making up words in the style of Roald Dahl.

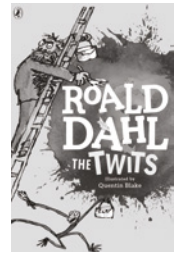
3. Children use all their ideas from these activities to write their own Roly-Poly Bird rhyme on **RESOURCE 3: MY ROLY-POLY RHYME**.

Children may like to create their own Roly-Poly Birds to display alongside their rhymes. Paper plates, construction paper and coloured tissue paper for feathers would be a great starting point.

PLENARY:

Invite children to share their rhymes with the class. Can the other children spot the rhyming couplets?





EXTRACT ONE

from 'The Roly-Poly bird to the Rescue' pp.46-49

Muggle-Wump and his family longed to escape from the cage in Mr Twit's garden and go back to the African jungle where they came from.

They hated Mr and Mrs Twit for making their lives so miserable.

They also hated them for what they did to the birds every Tuesday and Wednesday. 'Fly away, birds!' they used to shout, jumping about in the cage and waving their arms. 'Don't sit on that Big Dead Tree! It's just been smeared all over with sticky glue! Go and sit somewhere else!'

But these were English birds and they couldn't understand the African language the monkeys spoke. So they took no notice and went on using The Big Dead Tree and getting caught for Mrs Twit's Bird Pie.

Then one day, a truly magnificent bird flew down out of the sky and landed on the monkey cage.

'Good heavens!' cried all the monkeys together. 'It's the Roly-Poly Bird! What on earth are you doing over here in England, Roly-Poly Bird?' Like the monkeys, the Roly-Poly Bird came from Africa and he spoke the same language as they did.

'I've come for a holiday,' said the Roly-Poly Bird. 'I like to travel.' He fluffed his marvellous coloured feathers and looked down rather grandly at the monkeys. 'For most people,' he went on, 'flying away on holiday is very expensive, but I can fly anywhere in the world for nothing.'

'Do you know how to talk to these English birds?' Muggle-Wump asked him.

'Of course I do,' said the Roly-Poly Bird. 'It's no good going to a country and not knowing the language.'

'Then we must hurry,' said Muggle-Wump. 'Today is Tuesday and over there you can already see the revolting Mr Twit up the ladder painting sticky glue on all the branches of The Big Dead Tree. This evening when the birds come in to roost, you must warn them not to perch on that tree or they will be made into Bird Pie.'

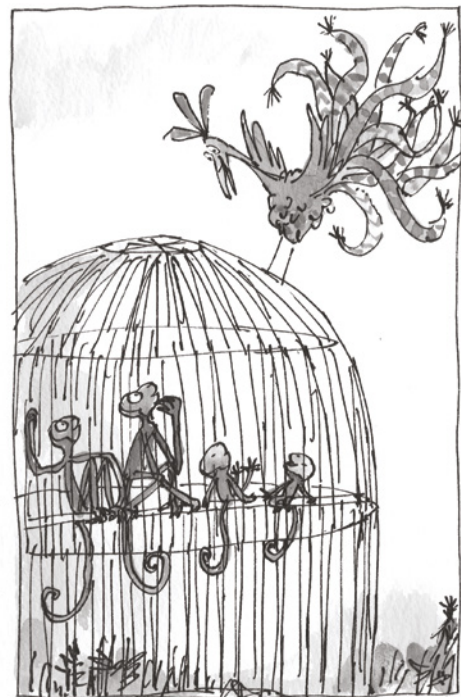
That evening, the Roly-Poly Bird flew round and round The Big Dead Tree singing out,

'There's sticky stick stuff all over the tree!

If you land in the branches, you'll never get free!

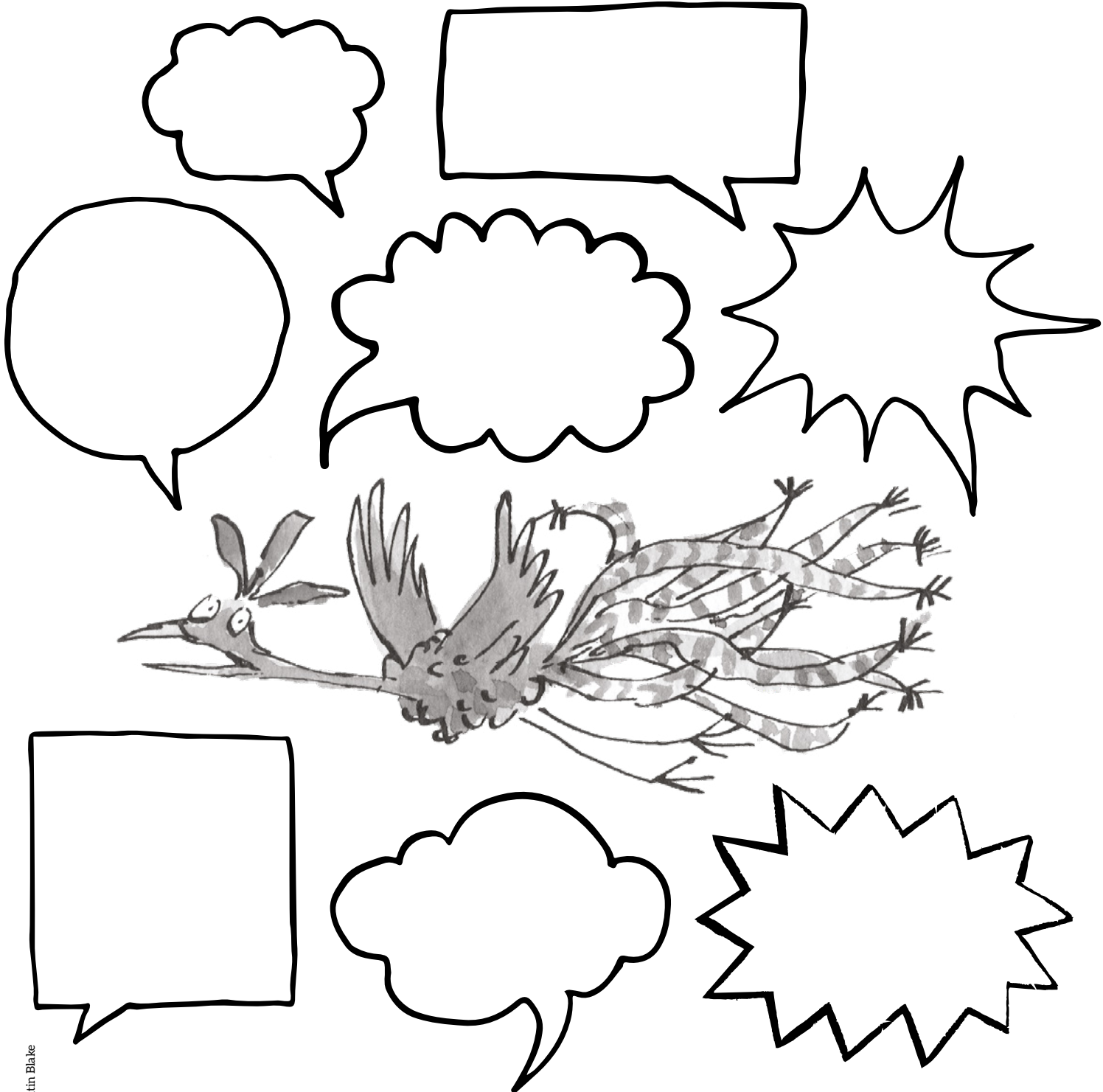
So fly away! Fly away! Stay up high!

Or you'll finish up tomorrow in a hot Bird Pie!'

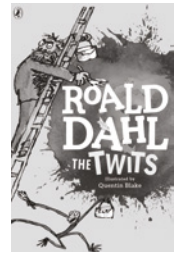




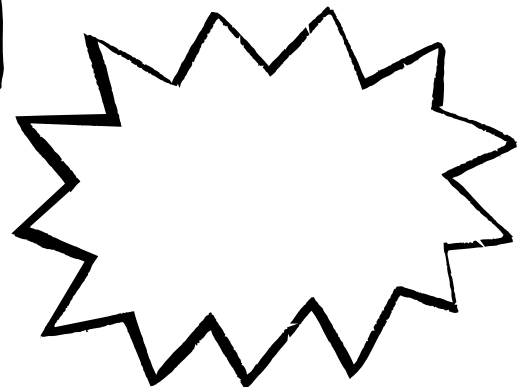
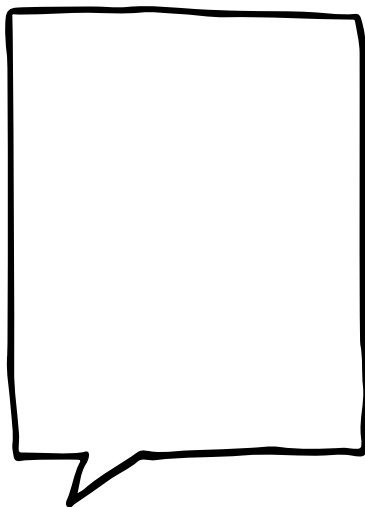
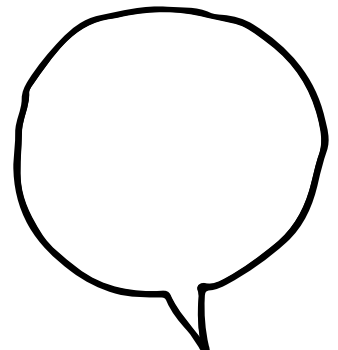
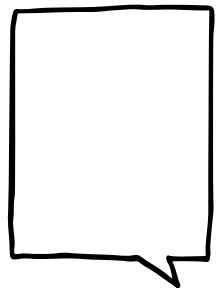
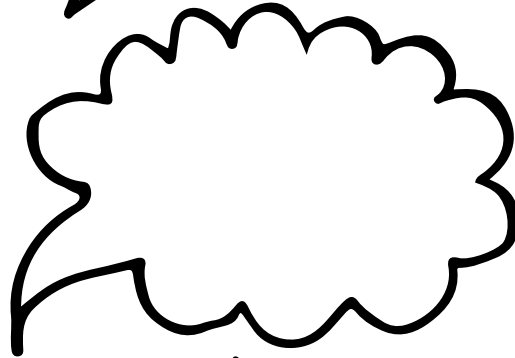
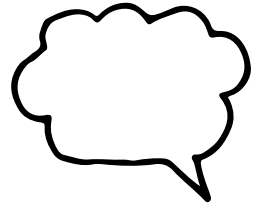
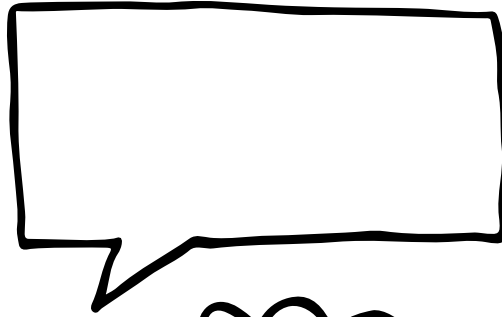
Work with your partner. In each bubble write an idea of something the Roly-Poly Bird might say to the other birds. Don't worry if it doesn't rhyme at this stage; just get as many ideas as you can!



BRAINPOPPING IDEAS

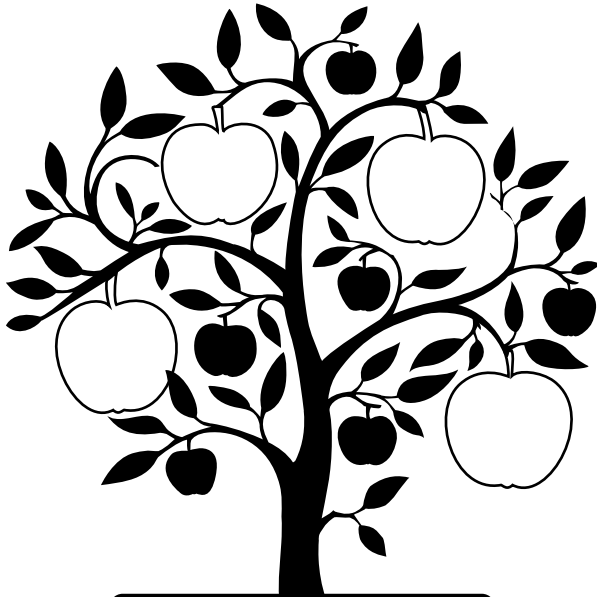


Work with your partner. In each bubble write an idea of something the Roly-Poly Bird might say to the other birds. Don't worry if it doesn't rhyme at this stage; just get as many ideas as you can!

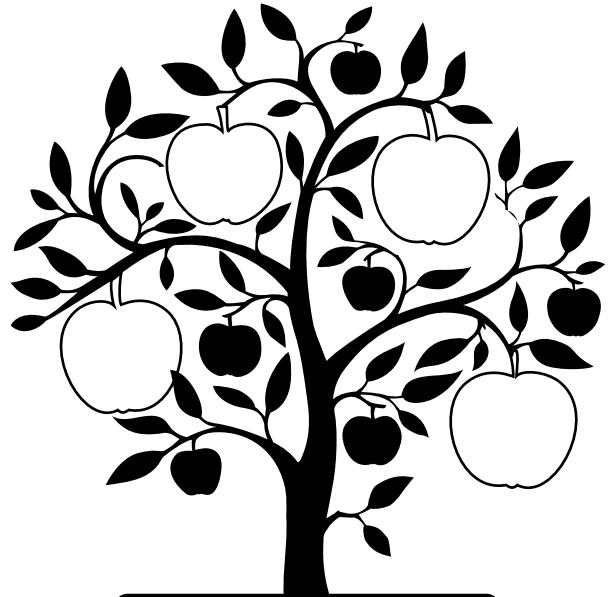




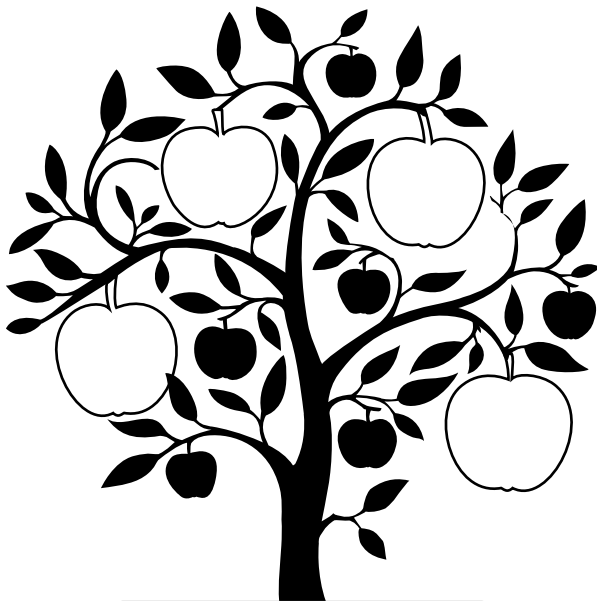
Work with your partner. Look at the word on each tree trunk and write words that rhyme with them on each apple of the tree. Remember: sometimes Roald Dahl made up new words of his own; you could do the same!



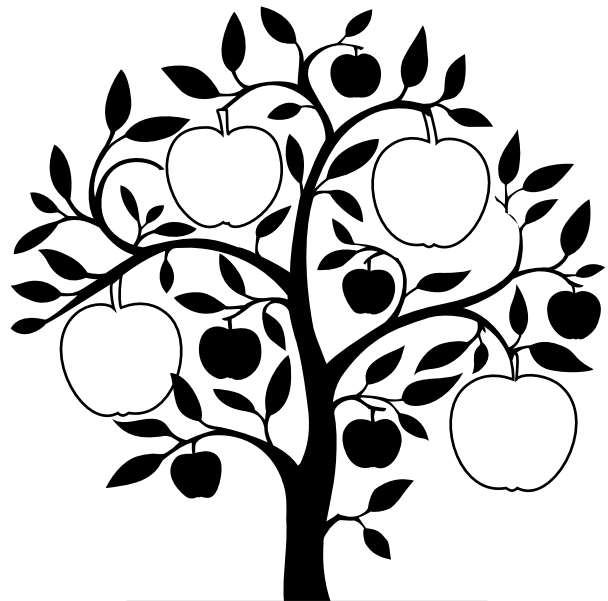
HUGTIGHT



PIE

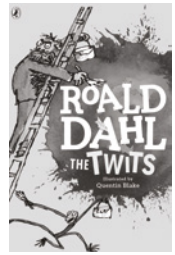


TREE



GLUE

MY ROLY POLY RHYME



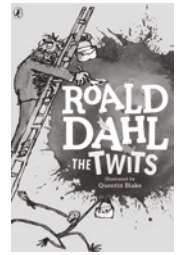
Use all your ideas from the brainpopping ideas sheet and the rhyming trees to create your own Roly-Poly Bird rhyme.

HERE'S AN EXAMPLE:

*The branches are covered in glue, it's HUGTIGHT,
Do not land here or you won't last the night.
So fly away! Fly away! Go up in the sky!
If you don't, Mr Twit will put you in his bird pie!*



A large rectangular frame with rounded corners, containing ten horizontal dotted lines for writing a rhyme.



BOOK THEMES:

- Makers of mischief

LESSON OBJECTIVES:

- Writing a set of instructions using the features of the text type
- Understanding that actions can have positive and negative consequences
- Recognising how actions can affect the feelings of others

THINGS YOU MAY NEED FOR THIS LESSON:

Emotions cubes, highlighters and pens.
See page 40



PREPARATION:

The materials in this lesson assume some prior knowledge of writing instructional texts.

Decide whether the children will be working in pairs or individually and print the appropriate number of **RESOURCE 1: REMOTE REVENGE**. Gather highlighters for completing the sheet.

You may wish to display a larger printed version of this sheet to highlight and model to the class.

Print one copy per child of **RESOURCE 2: HOW TO GET YOUR REVENGE**.

STARTER ACTIVITY:

Read extract one.

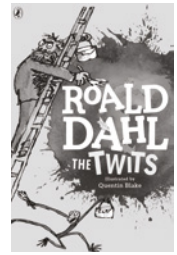
1. How do children think the monkeys feel after the way the Twits have treated them?

Read extract two.

2. What do children think the monkeys are going to do to the Twits' house and why?

Explain that the children are going to take the role of Muggle-Wump. Give them five minutes to think of different ways they would get their own back on the Twits. Share these ideas a class.

Continued ...



MAIN ACTIVITY:

1. Explain to the children that they are going to write a set of instructions for their revenge trick on the Twits. Re-cap the features of instructional texts (time connectives, imperative verbs, chronological order, short sentences, the present tense, a labelled diagram).
2. Give the children RESOURCE 1: REMOTE REVENGE! and ask them to highlight the features of the text as per the instructions.
3. Children should choose a revenge idea from the starter activity and write their own instructions using RESOURCE 2: HOW TO GET YOUR REVENGE!

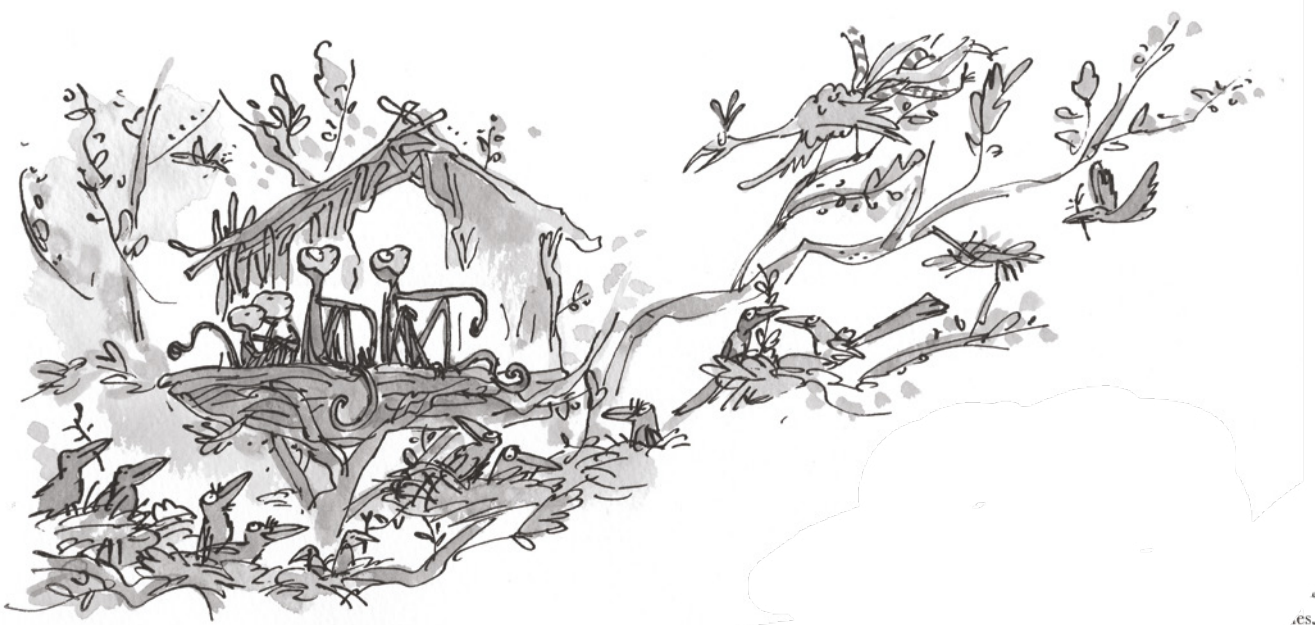
EXTENSION:

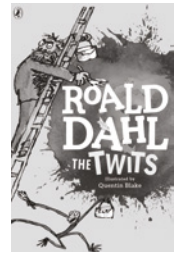
Challenge children to use RESOURCE 3: A LETTER TO THE RSPCA to write a letter in role as a neighbour of the Twits who is concerned by their treatment of the monkeys and birds.

PLENARY:

Share instructions and collate into a class book. Discuss:

1. What would be the consequences of these revenge tricks?
2. How would they make Mr Twit feel?
3. How might you feel after you had played the trick?





EXTRACT ONE

from 'The Great Upside Down Monkey Circus' pp.44-45

Now for the monkeys.

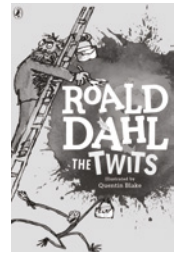
The four monkeys in the cage in the garden were all one family. They were Muggle-Wump and his wife and their two small children. But what on earth were Mr and Mrs Twit doing with monkeys in their garden?

Well, in the old days, they had both worked in a circus as monkey trainers. They used to teach monkeys to do tricks and to dress up in human clothes and to smoke pipes and all the rest of that nonsense.

Today, although they were retired, Mr Twit still wanted to train monkeys. It was his dream that one day he would own the first GREAT UPSIDEDOWN MONKEY CIRCUS in the world.

That meant that the monkeys had to do everything upside down. They had to dance upside down (on their hands with their feet in the air). They had to play football upside down. They had to balance one on top of the other upside down, with Muggle-Wump at the bottom and the smallest baby monkey at the very top. They even had to eat and drink upside down and that is not an easy thing to do because the food and water has to go *up* your throat instead of down it. In fact, it is almost impossible, but the monkeys simply had to do it otherwise they got nothing.





EXTRACT TWO

from 'Muggle-Wump Has an Idea' pp.57-60

As soon as Mr and Mrs Twit had disappeared down the road, the monkeys all flipped back on to their feet the right way up. 'Quick, get the key!' Muggle-Wump called out to the Roly-Poly Bird, who was still sitting on the roof of the house.

'What key?' shouted the Roly-Poly Bird. 'The key to the door of our cage,' cried Muggle-Wump. 'It's hanging on a nail in the workshed. That's where he always puts it.'

The Roly-Poly Bird flew down and came back with the key in his beak. Muggle-Wump reached a hand through the bars of the cage and took the key.

He put it in the lock and turned it. The door opened. All four monkeys leapt out together.

'We are free!' cried the two little ones. 'Where shall we go, Dad? Where shall we hide?'

'Don't get excited,' said Muggle-Wump. 'Calm down, everybody. Before we escape from this beastly place we have one very important thing to do.'

'What?' they asked him.

'We're going to turn those terrible Twits UPSIDE DOWN!'

'We're going to *what*?' they cried. 'You must be joking, Dad!'

'I'm not joking,' Muggle-Wump said. 'We're going to turn both Mr and Mrs Twit UPSIDE DOWN with their legs in the air!'

'Don't be ridiculous,' the Roly-Poly Bird said. 'How can we possibly turn those two maggoty old monsters upside down?'

'We can, we can!' cried Muggle-Wump. 'We are going to make them stand on their heads for hours and hours! Perhaps for ever! Let *them* see what it feels like for a change!'

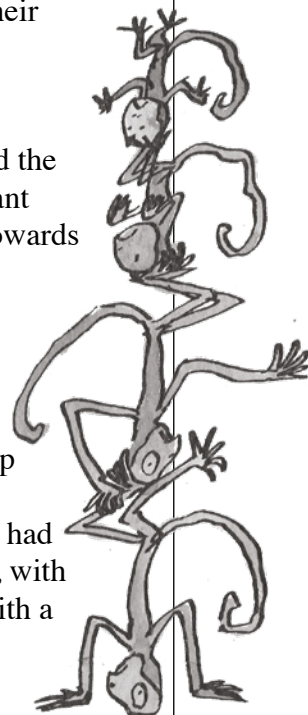
'How?' said the Roly-Poly Bird. 'Just tell me how.'

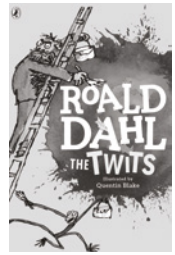
Muggle-Wump laid his head on one side and a tiny twinkling little smile touched the corners of his mouth. 'Now and again,' he said, 'but not very often, I have a brilliant idea. This is one of them. Follow me, my friends, follow me.' He scampered off towards the house and the three other monkeys and the Roly-Poly Bird went after him.

'Buckets and paint-brushes!' cried Muggle-Wump. 'That's what we want next! There are plenty in the workshed! Hurry up, everyone! Get a bucket and a paint-brush!'

Inside Mr Twit's workshed there was an enormous barrel of HUGTIGHT sticky glue, the stuff he used for catching birds. 'Fill your buckets!' Muggle-Wump ordered. 'We are now going into the big house!'

Mrs Twit had hidden the key to the front door under the mat and Muggle-Wump had seen her doing it, so it was easy for them to get in. In they went, all four monkeys, with their buckets of sticky glue. Then came the Roly-Poly Bird flying in after them, with a bucket in his beak and a brush in his claw.





Here is a set of instructions for a TV-remote trick!
Read them carefully and highlight the following
features, using a different colour for each.

- Time connectives
- Imperative verbs
- Chronological order
- Short sentences
- The present tense



REVENGE TRICK

- 1. First find Mr Twit's television remote control.**
- 2. Then take some HUGTIGHT glue and spread it thickly over the remote.**
- 3. After that, place the remote carefully on the arm of Mr Twit's favourite chair.**
- 4. Next, wait for Mr Twit to come home and sit down comfortably to watch some television.**
- 5. Now watch while Mr Twit picks up the remote and it gets stuck to his hand.**
- 6. Finally, enjoy watching Mr Twit get cross!**

HOW TO GET YOUR REVENGE



Write your instructions	Draw a diagram
1.	
2.	
3.	
4.	
5.	
6.	

HAVE YOU USED:

the present tense

imperative verbs

time connectives

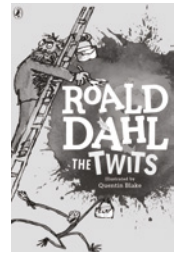
labelled diagrams

short sentences

chronological order

TIME CONNECTIVES:
First, after that, then,
now, next, finally.

A LETTER TO THE RSPCA



Address:

.....

.....

Date:

Dear

Paragraph 1: Explain why you are writing, making the reason clear.

.....

.....

.....

Paragraph 2: Add reasons and details. Use formal language, not chatty phrases or expressions.

.....

.....

.....

Paragraph 3: Summarise the points you have made and restate your reason for writing the letter. Then sign off e.g. I look forward to hearing from you.

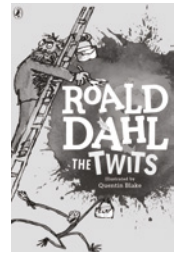
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Signature

End with 'Yours sincerely' if you have addressed your letter to a particular person, or 'Yours faithfully' if you have used 'Sir' or 'Madam.'



BOOK THEMES:

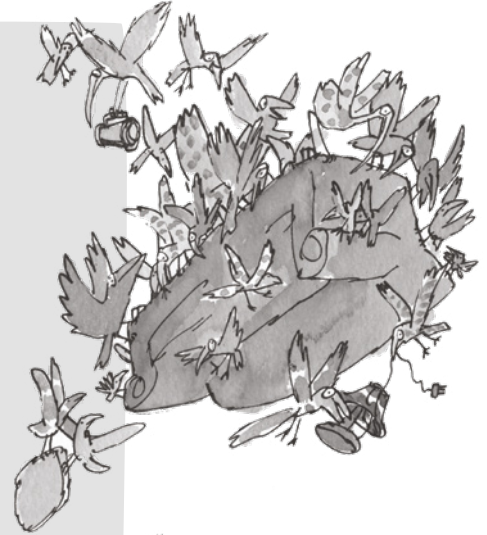
- Champions of good

LESSON OBJECTIVES:

- Identifying direct speech and its related features in a text
- Using direct speech in writing
- Developing awareness of how relationships work and of the skills to maintain relationships

THINGS YOU MAY NEED FOR THIS LESSON:

Highlighters, Roald Dahl Dictionary and emotions chart. See page 40



PREPARATION:

Prepare copies of the extract for children to highlight. You may also wish to prepare a large copy for yourself for modelling.

Print one per child of **RESOURCE 1: CREATE YOUR OWN DAHLICIOUS ENDING!**

STARTER ACTIVITY:

Read the extract to the children. Discuss:

1. Which emotions do the Twits display in this chapter? How do we know?
2. Why do you think Roald Dahl has included so much speech in this chapter?
3. What do you think might happen next in the story?

Continued ...



MAIN ACTIVITY: A TRIFLE MIXED UP

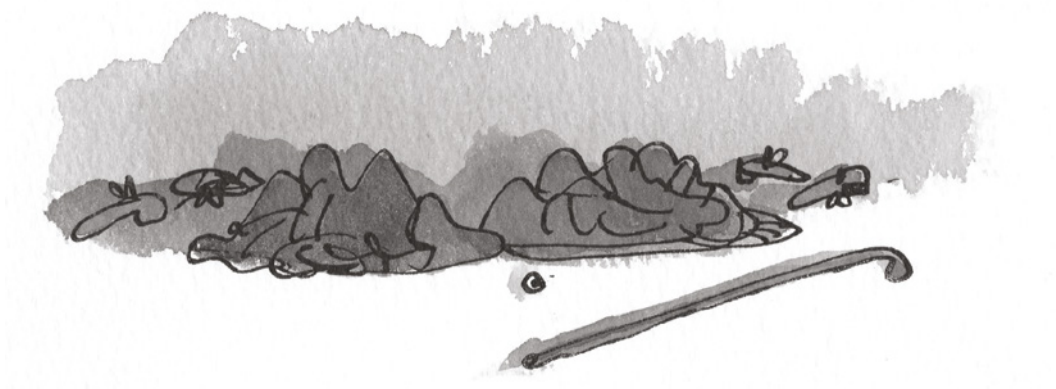
1. Give children a copy of the extract and ask them to highlight all the dialogue. In groups or as a class, identify the key features of speech (speech marks, commas, synonyms for said and so on). Children could also be encouraged to highlight words or phrases that show Mr and Mrs Twit's attitudes towards one another.
2. On **RESOURCE 1: CREATE YOUR OWN DAHLICIOUS ENDING!**, children should write an ending for the chapter, using dialogue to show what Mr and Mrs Twit might say to one another as they stand on their heads. Extra marks for writing in the style of Roald Dahl!
3. Read the end of the story as a class. Discuss:
 - Is the Twits' relationship a healthy, happy one? How do we know?
 - How could they resolve the problems within their relationship?
 - Why is it important to be in a happy, loving relationship?

EXTENSION ACTIVITY:

Challenge children to use their story ending as a basis for a play script. Would they need to use the same features of dialogue?

PLENARY:

Read out selected story endings and ask the children to imagine what the ending would be like if Mr and Mrs Twit had the opposite kind of relationship (i.e if they loved and cared for one another but ended up in the same position). What would be different and how might their ending change?





EXTRACT ONE

from 'The Twits Are Turned Upside Down' pp.78-81

'What's this?' gasped Mr Twit as they entered the living-room.

'What's happened?'

They stood in the middle of the room, looking up. All the furniture, the big table, the chairs, the sofa, the lamps, the little side tables, the cabinet with bottles of beer in it, the ornaments, the electric fire, the carpet, everything was stuck upside down to the ceiling. The pictures were upside down on the walls.

And the floor they were standing on was absolutely bare. What's more, it had been painted white to look like the ceiling.

'Look!' screamed Mrs Twit. 'That's the floor! The floor's up there! This is the ceiling! We are standing on the ceiling!'

'We're UPSIDE DOWN!' gasped Mr Twit. 'We *must* be upside down. We are standing on the ceiling looking down at the floor!'

'Oh help!' screamed Mrs Twit. 'Help help help! I'm beginning to feel giddy!'

'So am I! So am I!' cried Mr Twit. 'I don't like this one little bit!'

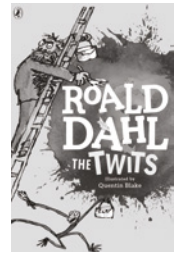
'We're upside down and all the blood's going to my head!' screamed Mrs Twit. 'If we don't do something quickly, I shall die, I know I will!'

'I've got it!' cried Mr Twit. 'I know what we'll do! *We'll stand on our heads, then anyway we'll be the right way up!*'

So they stood on their heads, and of course, the moment the tops of their heads touched the floor, the sticky glue that the ravens had brushed on a few moments before did its job. They were stuck. They were pinned down, cemented, glued, fixed to the floorboards.

Through a crack in the door the monkeys watched. They'd jumped right out of their cage the moment the Twits had gone inside. And the Roly-Poly Bird watched. And all the other birds flew in and out to catch a glimpse of this extraordinary sight.

CREATE YOUR OWN DAHLICIOUS ENDING!

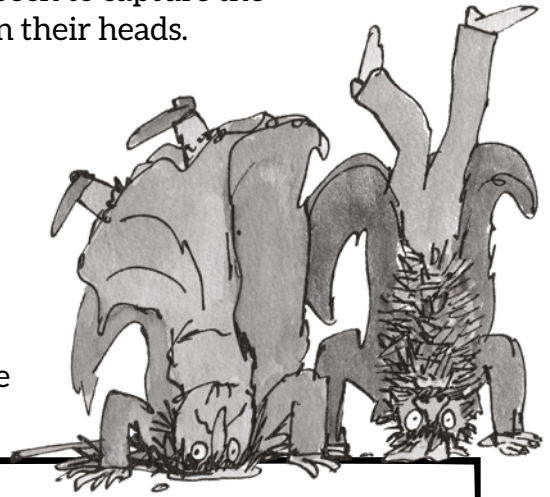


Finish the story in the style of Roald Dahl. Use direct speech to capture the conversation between Mr and Mrs Twit as they stand on their heads.

Don't forget to include:

- **speech marks**
- **commas where appropriate**
- **synonyms for said**

Through a crack in the door the monkeys watched. They'd jumped right out of their cage the moment the Twits had gone inside. And the Roly-Poly Bird watched. And all the other birds flew in and out to catch a glimpse of this extraordinary sight.

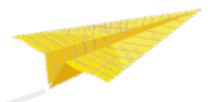


Handwriting practice area with 15 horizontal dotted lines for writing the story ending.

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- 730629 YPO HB Pencils** £0.49 pack of 12
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- 851973 30 Second Talk Time Cards** £19.99 pack of 3
- 877371 Oxford Junior Thesaurus Hardback** £8.69



LESSON PLAN 2

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- 751006 YPO Medium Colouring Pens** £0.99 pack of 12
- 730629 YPO HB Pencils** £0.49 pack of 12
- 706884 YPO Premium Handwriting Pens Black** £2.09 pack of 12
- 876877 Simple Sentences Reading Kit** £39.99
- 876687 Writer's Block** £14.99



LESSON PLAN 3

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- 876072 Creative Writing Tub** £99.99
- 112950 Recycled White A4 Paper** £3.30 Pack of 250
- 730629 YPO HB Pencils** £0.49 pack of 12
- 810312 Motivation Stickers Compilation Pack** £9.25
- 537640 Sparkly Animal Stickers** £0.90
- 537632 Sparkly Mixed Praise Stickers** £1.17



OTHER USEFUL RESOURCES

- 876094 Roald Dahl Dictionary** £11.99
- 876019 BrainBox Roald Dahl** £8.99



LESSON PLAN 4

- 706884 YPO Premium Handwriting Pens Black** £2.09 pack of 12
- 250155 Paper Plates** £2.62 pack of 100
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- 319791 Coloured Feathers Assorted 50g** £2.85
- 713384 Washable PVA Glue 180ml** £0.69
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- 530857 Emotions Cubes** £8.99
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- 730629 YPO HB Pencils** £0.49 pack of 12
- 706884 YPO Premium Handwriting Pens Black** £2.09 pack of 12
- 73232X YPO Highlighter Pens Yellow** £3.14 pack of 12
- 877371 Oxford Junior Thesaurus Hardback** £8.69



LESSON PLAN 6

- 73232X YPO Highlighter Pens Yellow** £3.14 pack of 12
- 876094 Roald Dahl Dictionary** £11.99
- 500103 Emotions Chart** £3.66



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