

# Talk about it

SECTION

5

## Dad's gone mad!

**Objective:** To tell a story orally.

**What you need:** Copies of *The Twits*.

**Cross-curricular links:** Drama.

### What to do

- Use this activity after the children have read how Muggle-Wump has organised his family and the Roly-Poly Bird into turning the Twits' living-room upside down.
- Ask the children to re-read 'The Great Glue Painting Begins' to the end of 'The Furniture Goes Up', particularly noting the young monkeys' and the Roly-Poly Bird's reactions to Muggle-Wump's orders. Invite children to read aloud the monkeys' comments about their dad's behaviour, putting expression into their voice. Remind the children to stress words in italics.
- Elicit why Muggle-Wump does not stop to explain his plan but simply issues orders. (He is in too much of a hurry.)

- Arrange the children in pairs. Ask one of the children in each pair to tell the story, of what happened from a young monkey's point of view, to their partner. Offer the title: 'Dad's gone mad!' Explain that they will need to speak in the first person, in the persona of a child monkey.
- After a few minutes, ask the children to swap speaking and listening roles, allowing the second 'monkey' to give their perspective of events – possibly embellishing the first child's description.
- Ask the children to perform their role-plays to the rest of the class.

### Differentiation

**For older/more able children:** Encourage the children to retell their stories to the whole class. Be prepared to use prompt questions.

**For younger/less able children:** Help the children to identify direct speech and turn it into reported actions.

## Baked in a pie

**Objectives:** To identify social, moral or cultural issues in stories, and to discuss how the characters deal with them.

**What you need:** Flipchart and pen.

**Cross-curricular links:** Citizenship, Unit 02, Choices; History.

### What to do

- Remind the children of the rhyme 'Sing a Song of Sixpence', reflecting how, in former times, people did eat small birds in pies, just as the Twits do. Briefly discuss the way in which people's attitudes change over time.
- Explain that we can use terms such as 'What if...?' to examine issues through asking ourselves questions.
- Sort the children into groups of six to discuss the moral, social and cultural issues in the story. Write discussion springboards on a flipchart, such

as: should we be allowed to eat what we like?

- Compare findings as a class. Highlight how attitudes differ according to era and culture. Is the reader influenced by the anthropomorphism of the animals in this story?
- Ask the children to consider the Bird Pie in relation to other evidence of the Twits' attitudes. What if they *had* caught the boys?
- Finally, discuss the story's ending. Was it fair? What other endings might have given the Twits a taste of their own medicine? (Being put in a pie?) Is it justifiable to treat people in the same bad way that they treated others?

### Differentiation

**For older/more able children:** Ask groups to make a presentation of their findings.

**For younger/less able children:** Monitor the discussion closely, ensuring the children explore different possibilities.