

The Twits The Glass Eye and The Frog



Overview

Learning objective

- To explore how Mr and Mrs Twit use language devices to aid their trickery.

Learning outcome

- To create a new chapter for the story, in which Mr and Mrs Twit play a new trick on each other, using similar language devices.

Book reference

- Chapters 5 and 6: The Glass Eye and The Frog.

Cross-curricular link

- Literacy, Drama.

Resources

- Objects, or pictures of objects - one per group or pair. For example, a toy hamster, rotten fish, old cheese, stinky socks, toenails and/or a rubber chicken.



Starter

- Give each pair or table group an object or a picture of an object.
- The children have five minutes to come up with a way in which the object may be deployed as part of an effective trick to play on someone.
- Discuss the following:
 - Whether the trick is to be played upon Mr Twit or Mrs Twit;
 - Where the object could be put;
 - How it could be used.
- The pairs or groups feedback ideas to the whole class.



Main teaching activity

- Read the fifth and sixth chapters of *The Twits*, *The Glass Eye* and *The Frog*.
- As a class, discuss:
 - How do Mr and Mrs Twit carry out their trick? Why do they choose to put the objects in each particular place?
 - How do Mr and Mrs Twit use language to make the trick even more foolproof?
 - Draw out and discuss the impact of:-
 - Exaggeration and invention by Mr Twit, when he calls the frog a Giant Skillywiggler.
 - Mrs Twit's use of alliteration and simile as when she says, "I watch you like a wombat."
 - The Twits' attempts to play upon each other's fears by using warnings – such as when Mr Twit says "It'll bite off your toes" and when Mrs Twit says "I've got eyes everywhere so you'd better be careful."



Group or independent activity

- In groups, the children return to the idea they produced during the Starter activity, using the object for a trick.
- Pairs or groups create phrases using the following language devices for the character to use when carrying out the trick:
 - A metaphor for the object using wordplay to make it sound scarier or nicer than it is (Mr Twit calls the frog a 'Giant Skillywiggler'; Mrs Twit calls the wormy spaghetti 'Squiggly Spaghetti.')
 - Exaggeration to make the object seem scarier than it is.
 - Use of alliteration and simile to describe the object.
- Pairs or groups then produce a role play showing the trick scene between Mr and Mrs Twit. The character carrying out the trick should use the phrases produced above.



Plenary

- The children present their role plays to each other.
- After watching each role play, the class can identify each group's use of the language devices and the effectiveness of these.

Other activities

- Create a storyboard showing the new trick.
- Develop the role play into a piece of writing, a new chapter for *The Twits*.