

# The Twits - The Furniture Goes Up



#### Overview

#### Learning objective

- To develop research skills.
- To understand and interpret key features of birds.
- To develop empathetic skills.

#### Learning outcome

 To produce a piece of creative writing, written in the first person from the point of view of a bird.

#### **Book reference**

 Chapters 23, 24 and 25: The Great Glue Painting Begins, The Carpet Goes on the Ceiling, and The Furniture Goes Up.



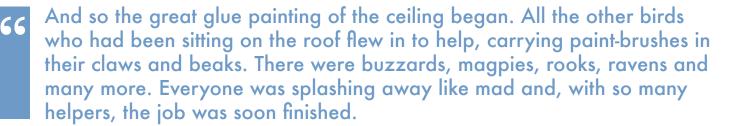
Literacy, Art, Science (living things and their habitats), PSCHE.

#### Resources

Research materials – you might consider creating fact cards about particular birds.

#### Starter

- Discuss in pairs: what makes a good team?
- Feedback ideas to the rest of the class.
- Read, or recap, Chapter 23, 24 and 25 from The Twits.
- Focus upon this extract from Chapter 23, The Great Glue Painting Begins:







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- How are the birds working well as a team?
- Draw out that a team can work well on a task when everyone contributes a skill they are good at.

#### Main teaching activity

- Pairs choose a bird to research. The bird may be from the text ("buzzard, magpie, rook, raven") but
  also any others with interesting features or unusual habitats (such as, from the UK: barn owl, cockerel,
  cuckoo, robin, black-headed gull, swan, vulture, green woodpecker; and from outside the UK: albatross,
  hummingbird, ostrich, parrot, peacock, pelican, penguin, puffin, vulture.)
- Pairs research key facts about the bird, using these guidelines:
  - The bird's habitat where it lives;
  - The bird's plumage the colours and patterns of its feathers;
  - What the bird likes to eat;
  - Any distinguishing features (for example: a long neck, a strong beak, a nice song);
  - The bird's behaviour (for example, owls are wise; puffins are very sociable and hang around in enormous groups; albatrosses spend much of their life flying.)





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### Group or independent activity

- Explain that the children will now create a new character, which will be the bird they have chosen.
- Pairs invent a name for their chosen bird-character. It could use assonance, alliteration or rhyme, just like Roald Dahl's inventive use of names (The Roly Poly Bird, Muggle-Wump.)
- Working in pairs or individually, the children write the story of the Great Glue Painting from the point of view of the bird-character. The story should include:
- A description of the bird's natural habitat where had the bird been during the day, before painting the Twits' ceiling with glue and moving all the furniture?
- The features of the bird for example, a strong beak and how that might help (or hinder) the bird to complete the task;
- How it felt to take part in the Great Glue Painting, moving the carpet to the ceiling, and then lifting the furniture up and sticking it upside down;
- How the bird feels towards Mr and Mrs Twit.
- Examples:

# Mafflewop the Magpie:

Ha! Ha! I was so excited when Muggle-Wump told us all to paint the ceiling with glue. I had spent all day stealing sparkly pennies when I thought, 'Hang on! Why do I always steal from people? Why don't I help the other birds for a change?' While we painted the Twits' ceiling with glue, I kept chattering and chattering about it, and the other birds told me to be quiet. I think I was annoying them.

## Beauzle the Buzzard:

For hours, I was circling and circling the hills, looking for worms to eat. I was delighted when I saw hundreds of worms wriggling around in a horrible overgrown garden below. I knew this must be the Twits' house because I know Mrs Twit sometimes disguises worms as spaghetti. I smoothly floated down to find a tasty one to eat for my tea, when I heard a big commotion coming from inside the house. I went inside, and found Muggle-Wump there, telling us all to paint the Twits' ceiling with glue. Soon I was holding a paintbrush in my big, strong beak. I have to say I was much better at holding onto it than those tiny sparrows with their tiny beaks.





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### Plenary

- Individuals can read out the beginnings of their stories to the rest of the class.
- Peers can comment on the effectiveness of particular words and phrases on the reader.

### Other activities

- Draw the bird for a class wall display that shows the Great Glue Painting in progress.
- Make a bird mask and prepare a dramatic presentation of the bird's monologue dressed in character.
- Natural environment: Go outside and see which birds can be spotted in the school grounds. Listen to their
  calls and observe their flight patterns and behaviour. Make a record of the findings and present it in a
  poster or oral presentation.

