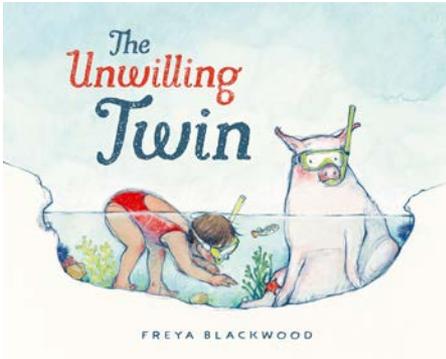


Classroom Resources



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The Unwilling Twin

Freya Blackwood

BOOK SUMMARY

Jules and George are the same in every way.

It is quite impossible to tell them apart.

Like all twins, Jules and George do everything together. But after a long, hot day at the beach, even twins sometimes disagree ...

From multi-award-winning picture book creator Freya Blackwood comes a cheeky and charming story about the ups and downs of sibling love.

KEY LEARNING OUTCOMES

- ACELA1439
- ACELT1580
- ACELT1783
- ACELT1785
- ACELT1831

THEMES

- Friendship
- Family
- Belonging
- Conflict
- Sharing
- Individuality

Recommended Ages: 3+

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Before Reading

A Fun Day

As a class, discuss what the students like to do for fun. In the discussion, encourage the students to think about where they like to spend time, who they like to spend time with and what they look to do.

Following the discussion, ask the students to create a drawing, painting or collage of their idea of a fun day. After completing the picture, invite the students to share them with the rest of the class.

If there is enough room, display the pictures around the classroom for the duration of the unit. Ask students to write descriptions, as well as verbally sharing stories with the class.

Exploring the Cover

Share an image of the cover with the students. As a class, discuss the following:

- What do you think the text is going to be about?
- What is unusual about the images on the cover?
- What do you think the pig on the cover is thinking?
- Why do you think that?
- What do you think the girl on the cover is thinking?
- Why do you think that?
- Do you notice anything else about the cover?

During Reading

What Just Happened?

Divide the class into pairs or small groups. As you read the text, ask the students to create a frozen picture or tableau of each page.

As the students become more comfortable with creating a frozen picture or tableau, ask them to create a sound, or say one word to go with their tableau.

After reading the whole book, ask the students to recreate the events in the text using frozen pictures or tableaux. Allow the students 5–10 minutes to prepare but encourage the students to be spontaneous and focus on the events as they remember them.

After preparing their frozen images or tableaux, invite the students to perform their work for the class. In their performance, the students should hold each image for five seconds before presenting the next image.

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After Reading

Demonstrating Understanding

Ask the students to complete each of the following sentences:

- I think George is sometimes an unwilling twin because ...
- I think if I was George, I would rather be ... because ...
- I think Jules is sometimes an unwilling twin because ...
- I think Jules would like George to be ... because ...

Personification

As a class, discuss the concept of personification, the concept of a non-human object displaying human characteristics.

- In small groups, ask students to discuss the characteristics of a person that George displays.
 - Invite the groups to share their discussion with the rest of the class.

Ask students to compare the human characteristics George displays with the human characteristics displayed by a non-human character in another book that they may be familiar with.

If students are not familiar with any other texts, or as a class you would like to explore another text, then see the suggested text list below.

- *Pea + Nut!* by Matt Stanton
- *Edward the Emu* by Sheena Knowles and Rod Clement
- *Edwina the Emu* by Sheena Knowles and Rod Clement
- *What a Lot of Nonsense* by Sheena Knowles and Jonathan Bentley

Imagining Dialogue

Divide students into pairs or small groups.

- Ask each pair or small group to imagine what they think Jules and George might fight about.
- Working in their pairs or small groups, ask students to develop a short dialogue of one argument between Jules and George.

Devices and Techniques

There are several examples of alliteration in the text, for example 'Sniffs, snuffles and scratches' and 'shovels, shapes and smoothes'.

- Working in small groups, create at least two more examples of alliteration based on a day at the beach.
- Using the photos of Jules and George at the beginning of the book, select another activity that Jules and George enjoy, and come up with appropriate examples of alliteration for the activity.

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In a picture book, it's not just the words that tell the story; the illustrations help us to understand what is going on, and can also provide humour.

- In the opening three spreads of the book, how does the illustrator show how similar, how twin-like, Jules and George are?
 - Think about facial expressions, body language and clothes.
- Ask students, individually or in pairs, to choose the spread that they think is the funniest.
 - How do the words contribute to the humour on the page?
 - What is it about the illustration that contributes to the humour on the spread?
 - How do the words and images work together to create humour?

About the Author

Freya Blackwood is a multi-award-winning illustrator and writer. Her picture books are beloved for her warm and perceptive drawings. Since publishing her first picture book in 2003, Freya has worked with writers such as Libby Gleeson, Margaret Wild, Jan Ormerod, Nick Bland and Danny Parker.

In 2010, Freya won the UK's most prestigious prize for illustrators, the Kate Greenaway Medal, for her book *Harry and Hopper*. And in 2015, she did what no other creator has ever done, taking out three CBCA Book of the Year awards in a single year.

Freya lives in Orange, New South Wales, with her daughter, Ivy.

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