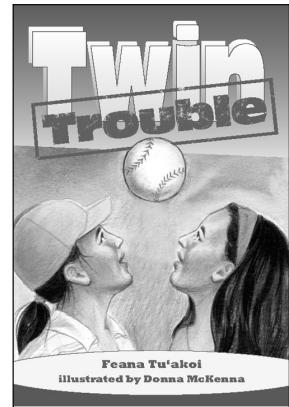


Twin Trouble

by Feana Tu`akoi
illustrated by Donna McKenna



Book Summary

Rosa and Maria are mirror-image identical twins. They decide to swap for a day to prove that they can be the same. After some difficult situations, they trick *almost* everyone. This narrative explores the humorous outcomes of their switch.

Features of the Book

- Realistic fiction
- School and family settings
- Scientific information in a fictional story
- Everyday exploration of genetics

Purpose

Twin Trouble can be used to introduce and reinforce the following skills and understandings:

- S** making inferences;
- S** making and checking predictions;
- S** recognising how each organism carries in its genes a set of instructions for how it looks and behaves;
- S** understanding that no two people are exactly the same – even identical twins are different in many ways, for example, they have different fingerprints.

Investigation Tools

- Looking Closer – DNA, page 29
- Digging Deeper – What Makes Us Unique?, pages 30–31
- What's the Background? – Gregor Mendel, page 32

The Guided Reading Lesson

- S** Making inferences
- S** Making and checking predictions
- S** Understanding how no two people are exactly the same – even identical twins are different in many ways, for example, they have different fingerprints

Introducing the text

Show the students the front cover and ask them to predict what the book might be about. Read the blurb aloud and ask for more predictions.

- *What information did you use? What did you infer from the title, the illustration, and the blurb?*

Explain that it's usual to make predictions about a book before we read it. We use the information on the cover and our prior knowledge of similar topics to make inferences.

Tell the students that as they read this book, you will be asking them to make predictions and inferences. Point out that these two strategies are often used together.

Reading and discussing the text

Read the table of contents with the students and discuss any clues of what the book will be about. Discuss “mirror-image twins” and what it might mean. The students should be able to make an inference based on their knowledge of twins and of seeing themselves in a mirror.

- *Read the first chapter, thinking about the twins and their relationship. What inferences can you make about them?*
- *How can you use your inferences to make predictions?*

- The last line implies the twins are going to do something. What might that be?

Ask the students to read Chapter 2, thinking about where the author is taking the story. To do this, they will be making predictions based on their inferences.

- Note any places where the author hints what might happen later.

Discuss the students' predictions before, during, and after reading the chapter.

- When were you able to confirm or revise your predictions?
- Did you notice any hints? (You could infer from the hints on pages 7 and 8 that Mum might not be fooled.)
- On page 10, why does Rosa grin as she hands in the essay? Why might Mr Lucas be pleased? How do we know what's happening?
- What will happen next? What do you base your predictions on?

The students can make further predictions from the Chapter 3 heading, then read on, checking for inferences to refine their predictions. After reading page 14, ask the students what will happen next.

- What would you do?
- From what you've learnt about the twins, do you think they'll be able to save the situation? How?

Have the students work through Chapter 4 in the same way, noticing where they need to make inferences and predict what will happen.

- Did the other students notice that the twins had switched? How do you know? (From "Hey! Rosa's back" we can infer that they hadn't noticed the switch.)
- What can you infer when Jerry Johnson says he should get Rosa's autograph? (that Rosa will one day be famous)

The students can read to the end of the story (page 28), then share their thoughts about their predictions.

- What can we infer about Dad? What kind of person is Mum? What information have you used to make these inferences?

Review how reading strategies work together to help us make sense of texts. Many of your students will use these automatically, but by drawing attention to them, you help your students to become metacognitive readers. This means they are aware of how they read and they can consciously use these strategies if they get stuck.

Finally, read and discuss the information on pages 29 to 32.

- How does this information relate to the story?
- What did you already know about twins?
- What do you know about how science helps us to understand how we look and behave?

Revisiting the Text

The activities below can be used immediately after the guided reading lesson, during later reading sessions as mini-lessons, or as independent activities.

S Making and checking predictions

The students can think of other situations where the twins might try to fool people. They need to describe the reason for the switch, the situation, and some possible outcomes.

✎ These can be charted on the blackline master.

S Understanding how no two people are exactly the same – even identical twins are different in many ways, for example, they have different fingerprints

Ask the students to reread Gregor Mendel on page 32, then research other examples of how genetic information is passed from parents to children. For example, some families may have photographs that show strong resemblances being passed down through generations. The students may have pets that have passed features on to their offspring. The students can then record their findings.