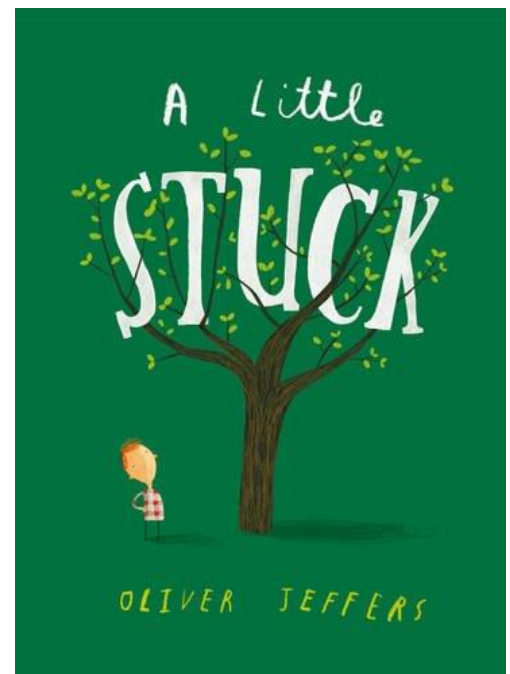
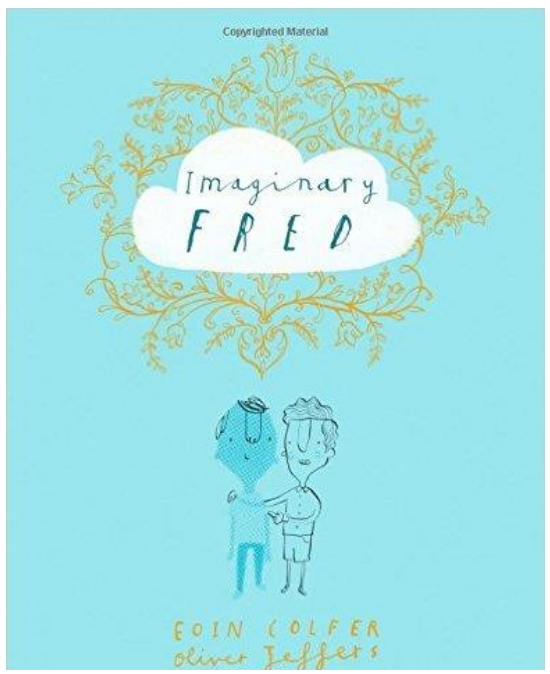
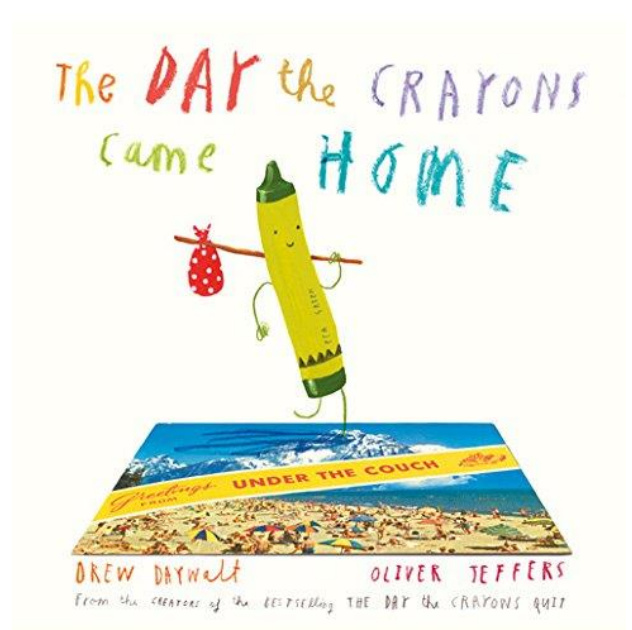
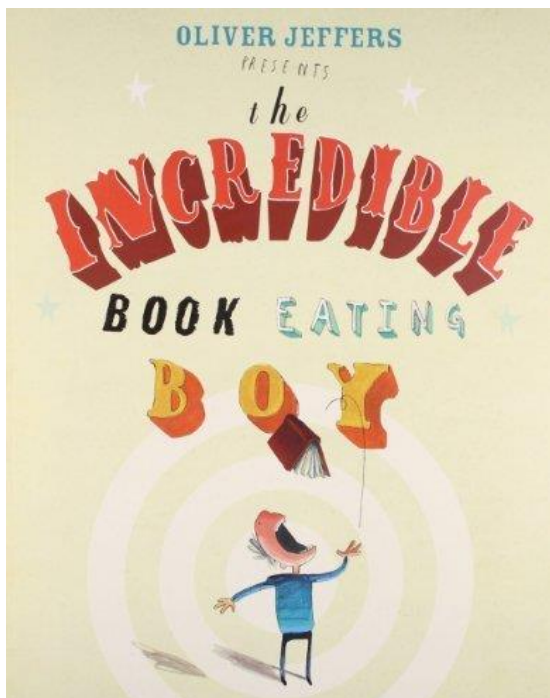


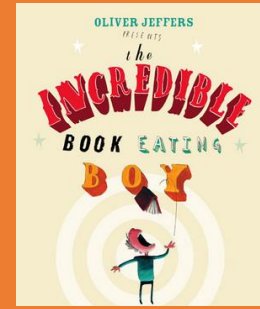
OLIVER JEFFERS

DISCUSSIONS AND ACTIVITIES

We have been working with teachers to develop a range of ideas for you to use with the following Oliver Jeffers picture books across Reception, KS1 and KS2. The titles include **The Incredible Book Eating Boy**, **The Day the Crayons Came Home**, **Imaginary Fred** and **A Little Stuck**.



The Incredible Book Eating Boy



Discussion

Reading for pleasure

- A great book for promoting reading for pleasure. Share quotes about reading – what are they telling you? Discuss characters and settings that have been enjoyed. Great opportunity to share favourite books and make recommendations.
- Library skills e.g. Dewey Decimal System could be explored at KS2.

PSHE (KS2)

- Henry goes through three big changes: two positive (becoming smarter and smarter; finding a new love for reading) one negative (losing his smarts). Discuss how he feels at different points of the story. Consider his confidence. When and why does it change? Share times in your own life when you have experienced a big change (especially useful around school transition times) and how this has made you feel.
- What does 'Smart' mean? Discuss children's perception of what 'smart' means. Henry is called smart because he knows the answers to lots of questions. Is this what it means to be smart? Look at the 'smart' characters in books. How are they labelled by the author? Good/bad, popular/unpopular

Activities

Reception

- Work in healthy eating choices. You don't need to eat books! What things help your body to grow fit and healthy? Create a healthy food choice plate collage. Use tissue paper etc and glue to plate. Children can then label the foods. (Personal Development)
- So Henry believed eating books would make him smarter! I wonder what would happen if we decided to eat lots of just one thing? Draw/Paint a picture showing yourself eating lots of what? Create a caption for it. Why did you choose that? What super skill would it give you? Storyboard it. (Literacy)

KS1

- Creating a Book restaurant – write a Menu of books and what you will get out of eating them.
- Creating a Healthy book eating / reading lifestyle. Link in with healthy eating. E.g. I love chocolate, Cakes and crisps and if I eat them all the time I would not be well – what advice could you give Henry to keep a healthy book lifestyle?
- Creating the Smart Readers guide – what books will make you smart?

Science (Healthy Eating – You are what you eat)

- Henry becomes unwell because he is only eating books. Investigate healthy eating – food groups, vitamin and minerals. What should a person eat to stay fit and healthy. This could be extended in to cooking: children could come up with a menu for Henry (one meal or even breakfast, lunch and dinner) to try to tempt Henry away from his book-eating habits. This could then be cooked and shared (cross curricular link with maths for measures, ratio, etc).
- Henry's body cannot digest the books properly. Study the digestive system: What can the human body digest? What is left at the end? How does the body get energy from what is eaten? Children can write an explanation of the digestive system (opportunity for showing passive voice)

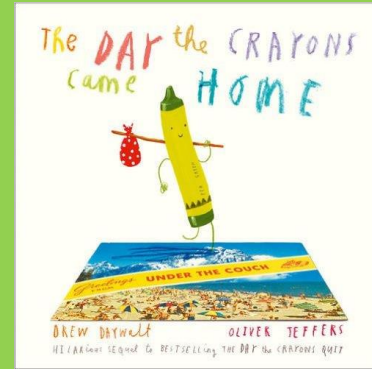
Spelling, punctuation and Grammar

- Great for looking at different punctuation e.g. colons, ellipses and colons, tenses e.g. past perfect and simple past, adverbials and sentence types. There is plenty to explore and discuss.

English (creative writing)

- **Writing in role:** Write in role as Henry at various points of the story e.g. when he first tries eating a book, when starts getting smarter, when he becomes ill. This could be extended to writing in role as Henry's best friend, parent or teacher, requiring more inference from the text and imagination.
- **Newspaper article:** Incredible Book Eating Boy. An article about Henry at the height of his book-eating. This could also been written as a magazine interview (descriptive opening section with information and background detail and personal opinions/feeling about the meeting followed by questions from the interviewer (the writer) and answers from Henry).
- **Persuasive writing:** Write a letter to persuade Henry to read books rather than eat them. This could use evidence from the book as well as the child's own knowledge and thoughts.
- **Poetry:** Henry eats a range of different types of books from atlases to dictionaries. What do the different books taste like? Children could look at food descriptions from packaging and menus to get an idea of phrases used and should combine this with the type of book. Each stanza of the poem could describe the taste of a different type of book.
- **Consider and justify (short writing):** If you could eat a book like Henry, which one would you eat and why?
- **Biography:** use the information in the text to write a chapter of Henry's biography – The Book-Eating Years (this could also be done as an autobiography).
- **Formal letter of complaint:** Write a letter from the library to Henry, complaining about his book-eating habits

The Day the Crayons Came Home



Discussion

Themes: Friendship, Kindness, Compassion & Round the World

Reception / KS1

- There are lots of talking opportunities on each page, helping children 'read' the picture.
- Hide crayon characters around the setting. Go and find them! Talk about how it got there? What adventures could it have had?
- Choose another crayon colour; children can discuss what could have happened to it?

PSHE

- Children can discuss how the different crayons felt, picking out the emotions: frightened, neglected, lost, abandoned. Why did they feel this way? Move on to discussing times when the children have felt these emotions.
- How do different colours make you feel? What emotions are linked to them? E.g. red could represent anger, love or warmth.

Activities

Reception

- Geography: Identify places the crayons visit around the world.
- EAD: Design a lovely home for your crayons. What would you include? What would they need to be happy?
- Literacy: Children to write diary entries from a travelling crayon. Draw a story board - first/next/then/finally sequence. Each child creates a page to make a class book.
- Drama: Tell the story as puppets - you could stick goggle eyes onto chunky crayons? Or children act out the particular page? Film it.

KS1 Literacy

- Choose another crayon colour - what could have happened to it? Write an additional page to the story with a letter describing the experience of a crayon not in the original story.
- Choose your favourite crayons from the story. Write in the 1st person a review of this crayon and why you like it.

- Look at a pack of crayons – explore what we use each colour for. Children to write a sentence from the point of view of each crayon or a selection of colours: ‘I’m red crayon and my job is colouring in the apples and tomatoes etc...’
- Develop work from Oliver Jeffers’ earlier book, *The Day the Crayons Quit*, called *The Day the Toys Quit*. Take a photo of under a child’s bed of the lost toys that are often forgotten. Bring in a toybox and take out the main toys... what are the toys left at the bottom? What is the story of these toys? Children to explore what happens to the lost toys.
- They can choose a different toy to write a complaint postcard to Duncan about. This could be further developed into an anthology of letters that could become another book.
- They could also write about Toys that have been completely lost, the ball at the park, teddy on the bus etc... Children could write letters from these toys about what happened to them: *The Day the Toys Came Home*.

KS2

Geography (maps and atlases)

- Using the clues and places referred to, locate the continents that Neon Orange has visited. On his way home to Duncan (Cleveland) which continents, oceans would he pass through? Children could also work out the continents/oceans that Neon Orange would pass through if he was return to the child’s own home.
- Explore the equator, northern hemisphere and southern hemisphere whilst looking at Neon Orange crayons journey.
- Neon Orange refers to or is shown in several countries (China, Canada, France) cities (Newcastle) and places of interest (The Amazon Rainforest, Pyramids of Giza). Children can find these on a map, looking at their longitude and latitude.
- With a little research on one of the places Neon Orange visits, children could create a fact file of the location or write a non-chronological report.

Art (colours)

- Explore mixing colours, colour wheels, primary and secondary colours, complimentary colours and colour clashes.
- Sienna and Pea Green introduce us to different colour names. Using their own knowledge, music and stories, generate a rainbow of colours (e.g. Emerald from the Wizard of Oz, Ebony from Snow White, lyrics from Joseph and the Amazing Technicolour Dream Coat). Children can use these new colour-words in their writing and also discover where the words come from; is there a link between the colour name and something real?

Spelling, Punctuation and Grammar

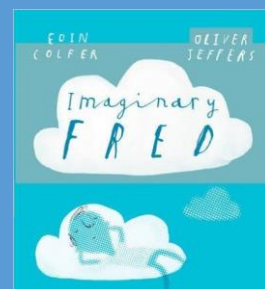
- Explore abstract nouns through the feelings of the crayons that are expressed in the letters. This could be extended by considering Duncan’s emotions on receiving the letters and the crayon’s feelings as they return home (or, in the case of Pea Green, try to leave for an adventure, and Neon Orange, get gradually closer to home).
- Identify the features that make the letters informal language e.g chatty style, contractions, capitalisation for emphasis, use of phrases such as “Nooooo!” and “Huh?” Re write one of the postcards in Standard English.

English (Creative Writing)

- **Diary of a crayon:** Select one of the crayons. Using the details in the letter along with own imagination, write a diary extract for the crayon, focusing on his thoughts and feelings. What had the crayon been upset/angry about? Why has the crayon decided to come home? What does the crayon hope will be different? Children could also take a crayon that has not been used and write their own letter to Duncan.
- **Letter of complaint/apology:** write a letter of complaint from the Crayons to Duncan, addressing the frustrations that had led to them leaving and making a clear request for change upon their return ('The Day the Crayons Quit' would be a helpful book to support this activity). Alternatively, write a letter of apology from Duncan to the crayons. How can Duncan change his actions? He should think of various things he could do so that all of the crayons will be happier on their return.
- **Poetry:** Poetry that focuses on the abstract nouns (e.g. sadness, anger, regret) from the story would allow children to explore personification, simile and metaphor through free verse. Think about where the emotion resides, what it would look like, how it would move and sound. In addition children could write poems based around the colours they have learned. This could be a descriptive poem called a general name e.g. Blue but then uses all of the other shades e.g. cobalt, cerulean, sapphire, navy, aegean, cornflower possibly in an order like light to dark. Children could explore the use of the actual shades in their published poems. Alternatively they could select any of the colours that have explored and write a poem to help someone who has never seen that colour (an extension if this would be to describe the colour through poetry to a blind person, encouraging the use of senses other than sight).
- **Story (adventure) Neon Orange/Pea Green:** Neon Orange has been on a pretty magnificent adventure and Pea Green is desperate to go on an adventure too (if it stops raining). Children can write a story where the crayon goes on an adventure to a particular place and then returns home. The setting could be somewhere very exciting and faraway (e.g. China or The Amazon) encouraging research of different places or maybe linking to another topic being studied. Alternatively, to encourage thinking from a different view point and use of imagination, the setting could be very ordinary (e.g. the supermarket, the zoo, the swimming pool) because for a small crayon on their own in the world for the first time, everything would seem to be a huge adventure.
- **Story (Lost):** many of the crayons have been lost. Children can look at other stories that contain things or people that have been lost or have lost something important to them. Aim to write a story about character that has been lost or a character that has lost something important. Think about times when they have been in a similar position and consider their thoughts and feeling so that these can be included within the story.

Resource created by Torie Walton, Marie Berry and Lynnette Voisey for ReadingZone.com

Imaginary Fred



Discussion

Themes: Friendship, Feelings, Loss, Bullying, Courage

Reception / KS1:

- Explore if children have ever had an imaginary friend. Why would someone need an imaginary friend?
- This can lead on to discussions around loneliness and the importance of friends.

KS2:

- Discuss loneliness. What is loneliness? What does it feel like to be lonely? Is there a time when you felt alone? What did you do? How can we tell if someone is feeling lonely? Discuss what we can do if we think someone is feeling alone. This could lead to setting up a friendship bench, playground buddies or a circle of friends around a certain child
- A great book for talking about friendship. What are the qualities of a good friend? How can friends make us happy/unhappy? Discuss ways of making new friends. This book can also up discussions about the importance of having lots of friends and how it is ok to have more than one really good friend. Is there only room in a heart for one best friend? Fred was always worried when Sam was not there as he thought he might be forgotten but once he met Sammi and Frieda there were more people to have fun with and so he didn't have to worry any more. In addition, towards the end of the story, Fred and Sam begin to drift away from each other as their interests change. They are not unkind and they still like each other but see less and less of each other. This theme is an important one for children in upper KS2 who often find friendships drifting apart.

Activities

Reception

- Plan a day out with your imaginary friend. Where would you take them? What would you do?
- Create an invitation to invite them to it. (Literacy)
- Plan a picnic – how much of each thing would you need? (Maths)

KS 1

- Teaching sequence – Outcome: Write the story of your own imaginary friend. Explore if children have ever had an imaginary friend. Why would someone need an imaginary friend?
- ‘My day with Fred...’: Children to write a recount of a day with Fred and develop ideas about Fred. How could you persuade Sam not to let Fred go? What makes Fred a good friend to have? (Y1 - Sentence focus, writing a first person sentence, expressing an opinion about a particular subject).
- How do we cope with jealousy when a new person comes into our friendship group? After a circle time discussion, write a letter to Fred giving him some advice on how to cope with Sam’s new friend. (PSHCE writing)
- The characters enjoy creating comic books. Explore the features of comics and create a comic strip of Sam, Sammie, Frieda and Fred’s day together. (Literacy, Art)

KS 2

Art

- Pointillism style is used to create Fred. Look at the effects of the different sized dots and the spacing. Look at artwork by Roy Lichtenstein (artist study). Create own artwork in the style.

English

- **Poetry:** Using personification, describe loneliness as if it were a person or a creature. Alternatively, similes could be used to describe Fred who ‘floated like a feather on the wind.’ Imagine you are seeing Fred for the first time and describe him using similes and metaphors.
- **‘How to’ Guide:** How to be a good imaginary friends (instructive text). Identify the imperative verb to show a command/instruction. Alternatively, children could use a recipe style to write a recipe for a friend. They should look at different amounts a measures and think about the qualities a friend should have to us in their recipe.
- **Writing in role:** In the role of Fred write two diary extracts. One should be on a day when Fred is confident and busy and the other on a day when he feels himself fade. Show the contrast in feelings and thoughts between the two days. In the role of Sam, write about the day he first met Fred.
- **Comics:** The friends like to draw and create comic books. Look at different feature of comics (thought bubbles, speech bubbles, text boxes for showing time, place and to summarise key details). Children can create a comic to support their work on friendship. These could be shared across the school to promote making friends and being a good friend.
- **Narrative:** Children could write their own story about an imaginary friend (they could design the imaginary friend thinking about what it would enjoy and the type of friend it would need). The story could begin from the moment the imaginary friend is created to when it blows away with the wind ready to meet their next friend...

Spelling, Punctuation and Grammar

- Look at the direct speech in the book. There are example of interrupted speech and description within the reported clause. These are excellent examples to explore. How does the speech help us understand more about the characters/How does it move the story on?

Resource created by Torie Walton, Marie Berry and Lynnette Voisey for ReadingZone.com

A Little Stuck by Oliver Jeffers



Discussion

Reception / KS1

- Read and discuss the story which is about unlikely things getting stuck in the tree, then continue from the story ending. How did the rest of the things left in the tree get out? Younger children enjoy the repetition in the story and the humour.

KS2

PSHE

- Discuss being stuck. Examples of times when they have been stuck (different ways of being 'stuck'). How does it feel?
- Look at the emotions of the boy – frustrated, determined. Talk about times when the children have felt this way.
- Discuss methods of becoming 'unstuck' – develop classroom tips for what children can do when they feel 'stuck.' Display around the classroom as a visual guide.
- Discuss resilience. How was the boy being resilient? Use resilience as a key value/learning quality for the classroom.

Activities

Reception

- Send a letter asking for help and equipment
- Draw / paint your own tree with things stuck in it

KS1

- Phonics - Phase 5 phonics reading all the words in the book. Identifying digraphs, alternative graphemes, polysyllabic words.
- How would you get the things out of the tree? Children suggest ideas and write a letter to Floyd giving him their suggestion.

Cont.

KS2

English

- **Writing in role:** Children could write an extended narrative for the story. This could be completed from the boy's point of view but also from any of the other characters (the cat, the fireman). Children should look at developing characters and settings to maintain the reader's interest. They should also consider the characters thoughts and feelings as the story develops.
- **Narrative:** Following the discussions on the themes and structure of a story about being 'stuck' children can write a story on this topic. They can use any character, setting and idea as long as the story is about being stuck and how this was resolved.
- **Newspaper report:** Children can write a newspaper article about the event in the story. This could involve quotes from witnesses or anyone involved in the incident.
- **Continuing the story:** at the end of the story the fireman has an idea. Children could write the next 'chapter' of the story which develops this idea.
- **Explanation:** Children could design a device that will get a kite out of a tree. They should explain how this would work. As an extension to this they could write an advert or article to persuade someone to buy/use their device.

Resource created by Torie Walton, Marie Berry and Lynnette Voisey for ReadingZone.com