Oliver Jeffers
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About Oliver

Oliver Jeffers was born in Australia and brought up in Northern Ireland. His first picture book *How to Catch a Star* was published in 2004 and has been followed by many others each as breathtaking as the last. His latest book is the first in an exciting new series called The Hueys.

About this resource

This resource is designed to help teachers use four Oliver Jeffers books in the classroom: *Stuck, Lost and Found, The Incredible Book Eating Boy* and *The Hueys in the New Jumper*.

The resource gives suggestions for cross-curricular activities, and can be used as a whole or dipped into and adapted as you see fit.
This picture book is a fun introduction to individuality. The thing about the Hueys is that they are all the same. When Rupert knits himself a new jumper, everyone is horrified – he stands out like a sore thumb. Will the trend catch on? Or will everyone follow Rupert’s lead and try to be a bit different?

**SCIENCES**

One of the Hueys in the book is watering his tree. You could grow a plant and have children take care of it just like the Huey.

**HEALTH AND WELLBEING: PHYSICAL WELLBEING**

The Hueys are all the same. Play a game of follow the leader. The teacher or a pupil could be the Huey who leads the group and the rest of the class have to follow.

**TECHNOLOGIES**

The Hueys might be all the same, but when they’re hanging their pictures, they all have different frames. Ask pupils to design and make their own frames for their pictures.

**TALKING AND LISTENING/TECHNOLOGIES**

You can download a Huey from the Scottish Book Trust website: www.scottishbooktrust.com/learning/authors-live/oliver-jeffers

Dress your Huey however you would like.

Ask your learners to present their Huey to the rest of the class. Make a display of all your Hueys.

**WRITING/EXPRESSIVE ARTS**

Ask pupils to pick a scene from the book, and get them to draw it, adding in speech bubbles showing what the Hueys are saying to each other.
At the end of the book Rupert decides he likes the idea of a hat. Ask your learners to write the story which follows. You can use the following prompts to help them along:

- What would happen if one of the Hueys lost their hat?
- What different kinds of hats could they wear?
- What other ideas could the Hueys have about things to wear? (You could link this to the ‘Design your own Huey’ task).
- Could the Hueys start deciding to do different things as well as wear different things?

You may also wish to ask pupils to bring in some hats from home, or you could provide a selection of hats for them to choose from, to help them create characters who wear the hat they have chosen.

**EXPRESSIVE ARTS**

After completing the task above, you could ask pupils to act out some of their stories.

Have a look at the Scottish Book Trust guide for adapting picture books into drama productions:


**WRITING/EXPRESSIVE ARTS**

Ask your learners to imagine that they are going to visit the Hueys.

Ask them to think of one thing that they like that makes them different from others (e.g., a hobby, piece of clothing, toy, book or other possession).

Now ask them to draw/paint a picture of their visit to the Hueys, in which they show the Hueys the item they have chosen.

You can also ask them to write an accompanying paragraph saying what happens during their visit.

**READING/TALKING AND LISTENING**

General questions:

- How are people sometimes different from one another?
- How are people sometimes the same as each other?
- Name one thing you like about your friend/parent/sister which makes them different from you.
- Would you like to be a Huey? Why or why not?
This picture book is a great introduction to creative problem solving, trial and error and sequencing. Floyd throws a variety of things at a problem in an attempt to find a solution. The result is a funny and unpredictable adventure of a little boy who really just wants to get his kite down from the tree.

**WRITING/EXPRESSIVE ARTS**

Using the opening text as a starting point, pupils can make up their own stories starting with:

“It all began when.... The trouble really began when..”

You could:

- write the story as a class and then children can illustrate their own mini book
- provide props and have children follow the structure of Stuck but personalise the story as they wish
- write the story using the memory game suggested in this resource

**TALKING AND LISTENING**

Memory game using *Stuck* –

My kite got stuck in a tree and I tried to knock it down with a shoe

My kite got stuck in a tree and I tried to knock it down with a shoe and a ladder...

Children sit in a circle. Using the phrase above, one child starts the chain. Ask the children to either use something from the book or use their ideas. Can they listen and remember each other’s objects? How many objects in a row can they remember?

This could be simplified by putting the children into smaller groups or by making this an alphabet game
TECHNOLOGIES/READING/W RITING

It’s easy to make your own kite. These two web resources provide step by step information using easy to access materials.

www.skratch-pad.com/kites/make.html
www.wikihow.com/Make-a-Kite-Out-of-a-Plastic-Bag

Whole school activity:

- Pair younger primary children with older primary children and have them work together to build and fly their kites
- Functional writing: after you have made your own kite, have the children write a guide for others to build their own kite. They can also document the process with photos to use in their guide to kite making.

MATHS/NUMERACY/TECHNOLOGIES

Ask pupils to estimate how many objects get stuck in the tree.

After they’ve read the story, get them to have a look at the last page and see if they can estimate the number of objects.

Count them – were they right?

MATHS/NUMERACY/TECHNOLOGIES

Ask pupils the following questions:

- Do you think the tree could have held that many things?
- How heavy do you think the different objects were?

Practice weighing different objects with your pupils.

EXPRESSIVE ARTS

Pin the object on the tree!

Teacher creates a tree for the class. Children can draw an object and cut it out and then stick their object on the tree.

WRITING

On the last page of the book, someone has an idea to get them all down from the tree. Pupils can extend the story and write about how they all get down from the tree.

EXPRESSIVE ARTS

Floyd borrows some items from his neighbours. Have the children role play as the neighbours whose items were borrowed. You could use the scenario that they have arrived home to find their object missing. How would they react if they saw it in the tree?
EXPRESSIVE ARTS

Using the Scottish Book Trust resource, adapt Stuck into a dramatic play:

READING

General questions:

○ When Floyd fetched the ladder, what did you think he was going to do with it?
○ What about when Floyd fetched the saw?
○ How did everyone else get down from the tree?
○ What would you do if you were stuck in the tree
○ What would you do if your kite got stuck in a tree?
The Incredible Book Eating Boy

This picture book is clever and quite distinct. Henry loves books – but not like you and I love books. Henry loves to eat his books. The more books he eats, the smarter he becomes. But as Henry soon learns, eating your books has some consequences.

EXPRESSION ARTS

Look carefully at all the pages of the book. The illustrations are drawn on top of different kinds of paper. Give your class different kinds of recycled/scrap paper and have them use that as the background for their own illustrations.

READING/TALKING AND LISTENING/TECHNOLOGIES

Visit your local or school library to find all the different kinds of books that Henry likes to eat (story books, dictionaries, atlases, joke books, fact books and maths books).

- Discuss the different kinds of texts. What is the purpose of each text? What are your favourites?
- You could make a wall chart of different kinds of books and conduct a class survey.
- You can extend the activity by asking each child to choose a book and share it with the class. Have them explain what they liked about the book.

READING/WRITING

Host your own quiz show.

Have your learners research different topics using the books they found at the library. Create your own quiz and have a quiz show in your classroom. Will they be as smart as Henry?

You could write your quiz as a class and ask other classes to participate.

WRITING

Plan a menu.

You could use a cookbook and plan a meal. You could plan a menu of different books that you would serve Henry if he came over for lunch.

You could use other books to draw inspiration for your book-themed menu.
Word Salad

Print out tricky words that you’re learning in your class. Put them into a salad bowl. Have each child choose a word and read it aloud. Can they use the word in a sentence or tell the class what it means.

You could also look up your word in either the dictionary or the thesaurus.

THINGS TO TALK ABOUT:

- What kind of books do you think tasted the best?
- How would you become the smartest person on earth?
- How do you digest learning?
- What background paper do you like the best?
- What advice would you give to Henry about choosing books?
Lost and Found

READING/LISTENING AND TALKING

Research tasks:
- Find information about Penguins. Visit your library and find a book about penguins.
- Also visit the Edinburgh Zoo website to watch a video about Penguins www.edinburghzoo.org.uk/EZPenguinCam.html

Discussion questions:
- What do you know about penguins?
- How would you discover where penguins come from?
- What do they eat?
- How would you look after a penguin that turned up on your doorstep?

NUMERACY/SCIENCES

In the story, the boy and the penguin take out a rowboat and “test it for size and strength”. The boy has a hammer and the penguin uses a measuring tape.

Activity:
- Test a variety of objects for size and strength. Measure objects around the classroom.
- Measure the pupils’ height and have them arrange themselves from tallest to smallest.
- Ask pupils to try putting different objects in water to see if they float. You could add different weights to see if that impacts how they float.

Discussion questions:
- How would you test something for strength?
- What would happen if your boat wasn’t strong enough?
- Notice what the penguin is using to sail back from the South Pole to find the boy. Do you think the umbrella makes a good boat?

TECHNOLOGIES

You can make a boat out of scrap paper or newsprint. Follow these instructions to make your own boat.

www.origami-instructions.com/origami-boat.html
EXPRESSIVE ARTS

The pictures in this book are painted with watercolours. Ask pupils to look at the pictures of the book carefully, and to notice the shading and the way the colours are used. They can experiment with different colours and shading and make their own pictures. They might consider painting a picture of the boy and the penguin’s journey home.

LISTENING AND TALKING

The boy makes up stories to tell the penguin on the trip to the South Pole. Ask the pupils what kind of stories they would tell to help pass the time? Talk about made-up stories, or about telling a story of something that actually happened to them. Have the pupils pair up and tell each other stories: have different props on hand to help them get started.

LITERACY/EXPRESSIVE ARTS

Put the children in groups of three. Two children stand facing each other and hold hands. This forms a boat. The other child gets into the middle of the boat. Have the child in the middle hold the arms of the other children as they sway back and forth.

Teacher leads the class in singing Row Row Row your boat. Children rock along in the boat. At the end of the song, the teacher yells an instruction like ‘Find a faster boat’. When all the children have changed boats, everyone sings Row Row Row again (faster if called faster). Try faster, slower, louder and quieter!

GENERAL DISCUSSION QUESTIONS

● Do you ever feel too small that your voice isn’t heard?
● If you found a penguin, what would you do?
● What would you pack on an adventure to the South Pole?