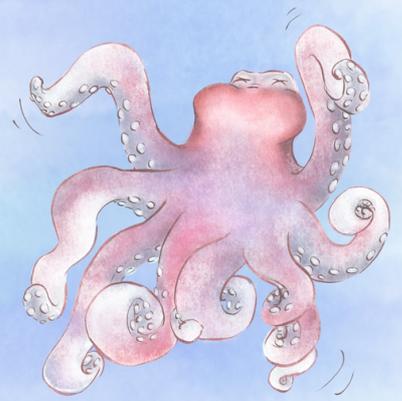


# Jolly Ollie

## World Octopus Day



### World Octopus Day – a celebration of all things Octopus

Some of these challenges linked to the Jolly Ollie series are appropriate for KS1, and others for KS2. Decide which works best with your particular class.

#### Arts and Crafts

- there's a gorgeous selection of suggestions on this site, <https://artsycraftsymom.com/octopus-crafts-for-kids/> The last one is particularly appealing as you'll just need coloured paper, scissors and pens

#### Reading

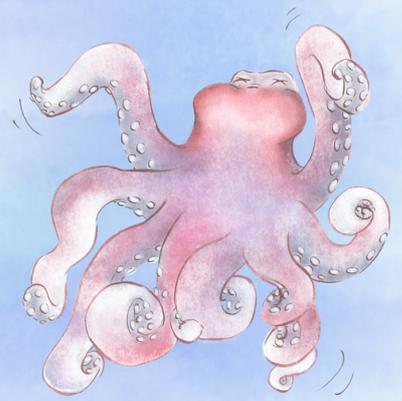
- the 'Jolly Ollie' books have been written to be read aloud. With an iambic meter, stressing every other syllable, and a regular rhythm and rhyme, children find both the stories and the 'fun facts' easy to read out loud
- each of the books has some more difficult words to approach and these can be used for inference skills. For example, in book one the word 'iridescent' appears as does 'mollusc'. In book two we're introduced to 'nomad' and 'chasms'. Book three includes a 'courier' and a 'mahout'. The meaning of all of these words can be inferred from their context
- book 2 includes a simple repetitive phrase, "When you think that you've run out of magic, hold on, somehow there's always some more." Ask students to identify the 'magic' referred to in the book, and then examples from the world they know
- look through all the books and identify the facts about octopus that are revealed (hint: there is at least one fact in each book)

#### Writing

- book 1 includes a postcard, book 2 a letter, and book 3 a message in a bottle. Ask students to create one of these messages, imagining what Ollie, Ellie or Peter and Richard would have written.
- write a persuasive letter to Ollie, explaining why he should visit their area and what they could show him
- write a newspaper article revealing that an octopus has been seen flying high in the sky

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### Speaking

- deliver a news report talking about the octopus flying past. This can involve five students: a newsroom reporter, a roaming reporter, two interviewees (one excited, one terrified) and Ollie himself
- imagine a conversation between two people, one who has seen an octopus flying by and one who hasn't. How does the conversation go?
- 'Humans have moved into the spaces occupied by animals, so it is okay for animals to move into spaces occupied by humans.' Have a class debate

### Geography

- facts about Australia and Asia are included in the backs of books 2 and 3. Ask students to come up with five more facts from these areas and present them to the rest of the class, or combine them into a tourist poster advertising the area

### History

- Ollie visits Angkor Wat in Cambodia. Investigate the discovery of this series of temples, and how they had lain hidden for centuries. This can be linked to other discoveries, such as Mary Anning looking for fossils. What other historical mysteries have been uncovered in the last few hundred years?

### Other Cultures

- look at the three words used to introduce the stories: 'sawubona' (Zulu), 'mono no aware' (Japanese) and 'querencia' (Spanish). How do these words link to each of the stories? How do they affect what the students think is the meaning of the story?
- the three words suggest we can learn from other cultures. What else have students learned from cultures different to their own? Introduce more 'untranslatable foreign words' - there are some examples on this site, <https://ourworldenglish.com/28-untranslatable-words-from-around-the-world/> - and discuss what purpose they serve. Look at this site - <https://blog.pangeanic.com/inuit-words-for-snow> - and its conclusion, that cultures develop multiple words around things which are important to them. What words can students invent that cover something 'real words' don't? This is a great opportunity for talking about the sounds of words and how they make us feel, and for creating a unique wall display with their ideas

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### Under the Sea

- Book 1 includes 'fun facts' that are related to the seaside. What other facts do students know about sea creatures? Can they write their own 'fun facts' about these, and illustrate them?

### Story prompts

- 'I went to the beach and I saw...'
- 'My best friend is a/an...'
- 'One day, I realised I could fly.'
- 'The message in a bottle said it was 'urgent'...'

### Topic suggestions

Book 1 – Ollie is grey and black when he is sad, and colourful when he is happy. He is encouraged to find a way to make himself happy. Talk with students about ways they can make themselves happy when they are feeling down, and ways they can help others feel happy. These could be included in a 'Happy Jar', so when a student is feeling down they can dip in and get an idea

Book 2 – Ollie talks to Jordan about a flower that only appears for a single night, and hardly anybody sees it. He explains that this makes it even more special, because it is so rare. Some students will realise Ollie is really talking about death, and how the fact that we knew someone makes them extra special. This is a useful 'in' for students dealing with a recent bereavement

Book 3 – this book is all about transitions, and learning that multiple places can be 'home'. It is ideal for students who are feeling concern about starting in a new class or new school

Remember that there are also loads of free resources, appropriate for all primary ages, on [www.jolly-ollie.com](http://www.jolly-ollie.com)