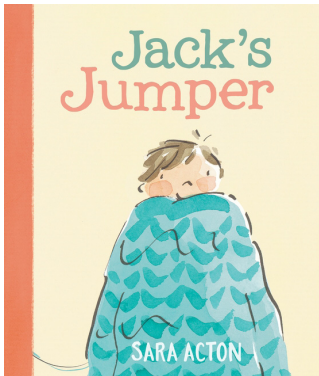




# Walker Books Classroom Ideas



## Jack's Jumper

Sara Acton  
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\*Notes may be downloaded and printed for regular classroom use only.

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## Outline:

Jack's jumper is special because it can be many things – a den, a hat, a hug – but most of all it is special because it belonged to Jack's big brother, Paul. Jack wears the jumper every day, but when forced to take it off to have a bath, the cat sees a comfy new bed . . .

## Author/Illustrator Information:

Sara Acton is an award-winning author and illustrator of over 20 books for children. She lives on the Central Coast of NSW with one husband, two children, a mischievous dog and a cat called Poppy, who's definitely in charge.

## How to Use These Notes:

This story works on many levels. The suggested activities are therefore for a wide age and ability range. Please select accordingly.

### These notes are for:

- Ages 5-7
- Years F-2

### Key Learning Areas:

- English

### Example of:

- Picture Book

### Themes/Ideas:

- Favourite items
  - Family
  - Comfort
- Sentimental value



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## Before Reading

Before reading *Jack's Jumper*, view the cover and title of the book. Identify the following:

- The title of the book
- The author/ illustrator
- The publisher
- The blurb

Based on the cover, what do you think this story is about? How do you think it will begin/end?

## Discussion Questions and Activities

Who do you think the audience for this book is? Why?

Is *Jack's Jumper* an imaginative, informative or persuasive text? Is it a combination of more than one of these types of texts? How can you tell? Who do you think the book was created for?

On the whiteboard or on a large sheet of paper, place an image of the cover of *Jack's Jumper* and surround it with words that describe the book. Include words that describe what you liked and what you disliked about the book. Take turns describing/retelling the story as if you were explaining it to someone who hasn't read it yet. What do you think are the most important parts of the story? Why do you think that?

Read the first few pages of the story as a class and then stop. Think about why Jack has such a large jumper. Where do they think he would have gotten it from? Why do they think he is dressing up and playing with it so much?

Once you've finished the story, discuss with the class why Paul left. Where do they think he went and what do they think is making him so busy? Look closely at the illustrations for clues, is Paul somewhere close or far away? How do they know? Do the clues help the children to understand why

Jack is so attached to Paul's old jumper? Discuss the idea of comfort items with the children. Do they have a special item that brings them comfort? It might be a toy or a blanket or a piece of clothing. Can they remember who gave them the item? How does the item make them feel?

When Paul takes the unravelled jumper and goes into his room, what did the children think he was doing? Did they expect him to make something with all that wool? Did they expect him to make so many wonderful things – a new jumper, a toy, a scarf, some gloves, a hat AND a cat bed for the cat and her kittens?

Knitting is a skill that takes practise and patience to learn, but as we can see from the story it can help to create many wonderful items, from clothing to toys to blankets and more. Ask the children if they have any knitted items at home. Discuss if these items were purchased from a store or if someone made them as a special gift. Ask if any of the children have learnt to knit or if they know anyone who knits. What kinds of things do they like to make?

Choose one of the spreads and have a class discussion about the following:

- How do you think Jack is feeling? What clues might there be in the pictures?
- Is there a main colour in this spread? How does it make you feel?
- Do the colours change from spread to spread? Why might that be?
- Do the pictures take up the whole page, or are they framed?
- How do things close up look different to things in the picture that are far away?
- How do the illustrations add to the story? How would the story be different if there were no illustrations?

Look at the colours Sarah Acton has used in *Jack's Jumper*. Why do you think she chose to use these colours?