

From the Author

I love juggling. For many reasons:

1. Juggling is related to mathematics. When we do maths, we are finding, learning, using, and varying patterns (e.g., number sequences). When juggling three balls, you throw them into the air one after the other in a pattern – Ball 1, Ball 2, Ball 3, Ball 1, Ball 2, Ball 3. A juggling trick is achieved by varying the pattern!
2. Learning to juggle is good for your brain (see links below).
3. Learning to juggle is a great demonstration of the power of persistence (and of taking one step at a time) to achieve your goals. Juggling seems really hard to do at first, but when you learn it step by step, starting with one ball and working your way up to three, you find it's actually not as hard as it seems! When you learn to juggle, you realise you can do *anything* when you persist with it and take one step at a time.
4. Last but not least, it's fun to learn, fun to do, and fun to do with your friends!

For all of these reasons, I was inspired to write *Jasper Juggles Jellyfish*, combining juggling, learning, and maths (and a rhyming pattern).

1. <https://www.newscientist.com/article/dn17957-learning-to-juggle-grows-brain-networks-for-good/>
2. <http://www.abc.net.au/science/articles/2004/01/22/1029268.htm>
3. <http://news.bbc.co.uk/2/hi/health/8297764.stm>

Questions for Students*

* Most questions incorporate ACELY1646 (F), ACELY1656 (1), ACELY1666 (2) when addressed as a group. Curriculum codes are a guide only – refer to the curriculum for more information and ideas.

1. Only Jasper and four of the jellyfish have names. What names might you give to the other jellyfish?

Creating literature – ACELT1831 (F), ACELT1832 (1), ACELT1833 (2)

2. The characters in this book are *anthropomorphic*. This means they are animals that behave like people; for example, the jellyfish are teaching maths and they speak English.

What other creatures live under the sea?

Create your own anthropomorphic character that lives under the sea.

- What animal is it?
- What is its name?
- What are some things that it does like a person would do? (You can make it as crazy as you like.)
- Draw a picture of your character.

Creating literature – ACELT1831 (F), ACELT1832 (1), ACELT1833 (2)

3. Discuss as a class:

- What words could you use to describe how Jasper feels at the start of the story?
- Why does he feel like that?
- How do you know he feels like that?
- What does he want to do instead?
- Does he find it easy to learn to juggle?
- Even though he finds juggling hard at times, does he give up?
- What words could you use to describe the jellyfish?
- How does Jasper end up learning to count?
- What words could you use to describe how Jasper feels at the end of the story?
- Why does he feel like that?
- How do you know he feels like that?

Responding to literature – ACELT1783 (F), ACELT1582 (1), ACELT1589 (2)

Language for interaction – ACELA1429 (F), ACELA1444 (1)

4. Think of a time when you tried and tried something that was really difficult and then you were finally able to do it.

- What was it?
- How did you feel before you could do it?
- How did you feel after you could do it?
- What do you think you should do whenever you're trying to do something that you're finding difficult? Why?

Responding to literature – ACELT1582 (1)

5. List a range of emotions as a class; for example, happy, sad, scared, excited, etc.

Emotions can be expressed in many ways. Take turns to show the rest of the class what these emotions look like. Try using your whole face and your whole body. Try using only one part of your whole face/body, for a more subtle expression. Take turns to show an emotion while the rest of the class guesses which one it is.

Drama – ACADRM028 (F-2)

Language for interaction – ACELA1429 (F), ACELA1444 (1), ACELA1787 (1)

6. Break into small groups and put on a short play about a person who is learning something (e.g., to do a somersault or to play the trumpet). One person can be the learner, and the others can be teaching and encouraging the learner (like the jellyfish), until the person can finally do it. Think about what feelings you will show and what you will say so that the audience knows what is happening. For a greater challenge, you could be animals – what will you do so your audience knows which animal you are? For an even greater challenge, you could try it as a mime (without speaking).

Drama – ACADRM027 (F-2), ACADRM028 (F-2)
Language for interaction – ACELA1429 (F), ACELA1444 (1), ACELA1787 (1)

7. Write about what it would be like if you lived under the sea.

- Describe what you can see, smell, taste, hear, touch.
- Describe some of the fun things you would do under the sea.

Creating texts – ACELY1651 (F), ACELY1661 (1), ACELY1671 (2)
Creating literature – ACELT1831 (F), ACELT1832 (1), ACELT1833 (2)

8. Identify some of the rhymes used in this story.

Can you think of some other words that rhyme with these?

Can you think of some different rhyming words of your own?

Phonics and word knowledge – ACELA1439 (F)
Examining literature – ACELT1785 (F), ACELT1579 (F), ACELT1585 (1), ACELT1592 (2)

9. Write a rhyme of your own that is set under the sea. It doesn't have to be very long – one or two verses is fine.

Creating texts – ACELY1651 (F), ACELY1661 (1), ACELY1671 (2)
Creating literature – ACELT1831 (F), ACELT1832 (1), ACELT1833 (2)
Examining literature – ACELT1579 (F), ACELT1585 (1), ACELT1592 (2)

10. There's one character in this story that we only see very briefly – the passing bird that is kissed by Curlywurl. I wonder what the bird was doing that day.

Write a story about the bird. Make sure you include when it gets kissed by the jellyfish. (Bonus points if you make it rhyme.)

Things to think about: What's the bird's name? What was it doing before being kissed? What did it do after being kissed? What does it feel like to fly?

Creating texts – ACELY1651 (F), ACELY1661 (1), ACELY1671 (2)
Creating literature – ACELT1831 (F), ACELT1832 (1), ACELT1833 (2), ACELT1593 (2)

11. At the end of the book, Jasper says he'd like to try the flute. Do you think he'll be able to? Why or why not? Where is the mouth of an octopus located in real life?

Is this story imaginative (make believe) or informative (real)? How do you know?

Which parts are real and which parts are imagined?

- Are jellyfish real?
- Do jellyfish live in the sea?

- Can jellyfish teach maths?
- Can an octopus juggle?

Discuss some examples of what the book might tell us if it were informative only. Hint: what are some facts you know about the sea and the creatures that live in it?

Interpreting, analysing, evaluating – ACELY1648 (F), ACELY1658 (1)

12. Create your own informative text (e.g., a book or poster) that teaches your class about a sea creature. Hint: You could draw a sea creature, label each of its parts, and discuss or write about what each part is used for.

Creating texts – ACELY1651 (F), ACELY1661 (1), ACELY1671 (2)
 Biological sciences (Science) – ACSSU002 (F), ACSSU017 (1)
 Communicating (Science) – ACSIS012 (F), ACSIS029 (1), ACSIS042 (2)

13. There is a simple number sequence in this book. What is it?

Continue these number sequences:

- 1, 3, 5, ...
- 2, 4, 6, ...
- 1, 1, 2, 3, 5, ...

This last pattern is called the Fibonacci Sequence and it's really cool because it's everywhere in nature. Look it up!

Patterns and algebra (Mathematics) – ACMNA005 (F), ACMNA018 (1), ACMNA035 (2)
 Number and place value (Mathematics) – ACMNA001 (F), ACMNA012 (1), ACMNA026 (2)

14. [BONUS QUESTION] Can you decorate your classroom so that it's "under the sea"? Send a photo to Ford Street if you can! (fordstr@internode.on.net)

Creating literature – ACELT1580 (F), ACELT1586 (1), ACELT1593 (2)
 Visual Arts – ACAVAM106 (F-2), ACAVAM107 (F-2), ACAVAM108 (F-2)