

## TEACHING NOTES

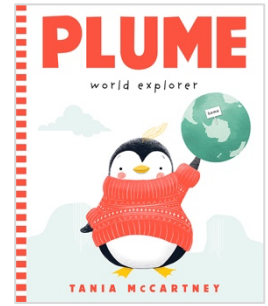
# Plume

## World Explorer

Tania McCartney, Illustrated by Tania McCartney

Teaching notes by Tye Cattanach

Recommended for ages 4+, year levels F–3



## SYNOPSIS

Hitch a ride on the Albatross Express and travel the globe with *Plume: World Explorer*. This exciting new picture book series for little ones celebrates culture, diversity and the natural wonders of our world.

Plume is not your typical Antarctic penguin. Sporting a bright yellow plume on the top of his head, Plume is bored of black and white, of shuffling around and snoozing on icebergs. He much prefers to cook, read, knit and sky dive. He craves colour, adventure, excitement! He wants to seize the world he's discovered in the books of his fantastical, glacier library (the largest in the Southern Hemisphere).

Plume's great hope is to grow the hearts and minds of his penguin friends. Through his travels, children will engage with themes such as friendship, acceptance, understanding and the wellbeing of our planet. Plume is truly a book series for our times.

## ABOUT THE AUTHOR/ILLUSTRATOR

Tania McCartney is an author, illustrator, editor and designer, with a library the size of Antarctica. The creator of picture books, junior fiction, non-fiction, maps, puzzles and two travel-loving kids, she is also the founder of the acclaimed Kids' Book Review, and The Happy Book Podcast. With a deep love of maps and travel (and coffee!), she has lived in France, England and China ... and now lives in a Land Down Under with a forest of artwork, a mountain of books and a rather itchy travel bug.

[www.taniamccartney.com](http://www.taniamccartney.com)

## ABOUT THE BOOK

Tania McCartney has written and illustrated a delightfully expansive and informative picture book. A wonderfully enjoyable read aloud experience, the text is beautifully supported with colourful and lovingly detailed illustrations.

The illustrations are rich in small, important details and touches. Bright colours are used to convey the excitement and joy Plume feels while being creative or on his adventures, just as the palette suitably mutes and darkens in background when Plume is feeling sad or lonely. Emotions and expression are exquisitely drawn on the characters faces. Great joy can be had exploring each page in minute detail.

## KEY CURRICULUM AREAS

**Learning areas:** English; Humanities and Social Sciences (Geography); The Arts

**General capabilities:** Literacy; Personal and Social Capability; Ethical Understanding; Critical and Creative Thinking; Intercultural Understanding



## THEMES

Travel; Diversity; Environment and Sustainability; Intercultural Understanding; Literacy; Friendship; Acceptance

*Plume: World Explorer* is a wonderful introduction for young children to themes of diversity, intercultural understanding, acceptance, friendship, and the joys of experiencing and embracing new things. On his world travels with his dear friend Ava the Albatross, Plume encounters famous landmarks and delicious new foods. While reading, students share in Plume's first experiences with multiple other languages and cultures.

## COMPREHENSION

### Before reading

- Discuss the title and cover illustration with students. What do they think the story might be about?
- Read the blurb. Do students have any questions about the story after reading the blurb? Has it changed their thoughts on what the story is about?
- Ask students to make predictions about what might happen to Plume in this story. Note their predictions to refer to later. You might wish to do this in a reading journal or as a class activity using sticky notes or a shared whiteboard.

### After reading

After reading *Plume: World Explorer* with students, ask them some of the following questions to help facilitate discussions and understanding.

- Who is this story about?
- Who is telling this story? Is there a narrator?
- Describe the main character in your own words.
- Does the main character have a problem? What is it?
- How is the problem solved? (What is the solution?)
- Could this story be true? Why?
- Would you like to be a character from the story? Why?
- Do you like this story? Why?
- Would you recommend this book to a friend? Why?

## WRITING ACTIVITIES

- Ask students to write a review about *Plume: World Explorer*, or make a podcast recording recounting the story. This might also work as an oral presentation to the class supported by an illustrated poster.
- Which of the countries that Plume visits would students most like to explore and learn more about? Why? What are they most excited to experience themselves?
- Ask students to plot the key events in *Plume: World Explorer*. Write down key events/moments that happen during the story and reflect on how they affected Plume and why.
- Ask students to write a short story featuring Plume (or Ava the Albatross) and themselves. Where would they travel together? What adventures would they have?



- **Letter from a character:** Ask students to choose a character from *Plume's* travels. Have them imagine that they are that character and write a letter to *Plume* and *Ava*, reflecting on their shared adventures. You might also like to plan future adventures for their next visit.
- **Six-word story:** Sum up *Plume: World Explorer* in six words or one sentence. You may choose to do this from the point of view of one of the characters.

## CREATIVE ACTIVITIES

- **Build a dream library:** *Plume* loves to read and he has a marvellous library! Ask students to create their own dream library by choosing titles they would most love to have on their shelves. This could also be a visual exercise; students could cut book cover images from Scholastic catalogues and paste them into a dream library scrapbook.
- **Travel agency:** Ask students to design a promotional campaign to attract tourists to visit one of the locations from *Plume: World Explorer*. It is vital that students have an environmentally safe plan for their visitors and information to share with visitors about the importance of them respecting existing ecosystems. What do they need their travellers to know and understand? How long should they stay? How will they travel there? Where will they stay? What will they see? What will they eat? Students can conduct research online.
- **Write your own picture book:** Ask students to create their own picture book, making it a sequel to *Plume: World Explorer*. Encourage students to think about different mediums when creating the pictures for their book. Will they use pencils, felt tip pens, crayons, paint, collage, or a mix of all mediums?
- **Non-fiction report:** Ask students to visit the Australian Antarctic Program website. Using the [Antarctic Animals](#) page, students need to choose which animal, bird, fish, mammal or organism they might like to research. Students are then to create a presentation on their chosen subject, sharing important information about their subject such as habitat, life cycle, position in food chain, breeding cycles, migration cycle, and its relevance in the Antarctic ecosystem. Students should also list dangers to the health of their chosen subject and preservation ideas. This can be a poster, a series of illustrations, or collages of images students have cut and pasted to a poster, a written journal or a podcast.

## RELATED READING

*Plume: Global Nibbler*  
Tania McCartney

*I Heart the World: A Celebration of Land, Sea, Flora, Fauna and People around the Globe*  
Tania McCartney

*Oli and Basil: The Dashing Frogs of Travel*  
Megan Hess

*We Are Together*  
Britta Teckentrup

*Claris: Bonjour Riviera*  
Megan Hess

*Feelings: Inside my Heart and in my Head ...*  
Libby Walden  
Illustrated by Richard Jones

*Maudie and Bear*  
Jan Ormerod  
Illustrated by Freya Blackwood

*Little Turtle and the Sea*  
Becky Davies  
Illustrated by Jennie Poh

*Sophie Scott Goes South*  
Alison Lester

*Going to the Volcano*  
Andy Stanton  
Illustrated by Miguel Ordonez

*Iceberg*  
Claire Saxby  
Illustrated by Jess Racklyeft

