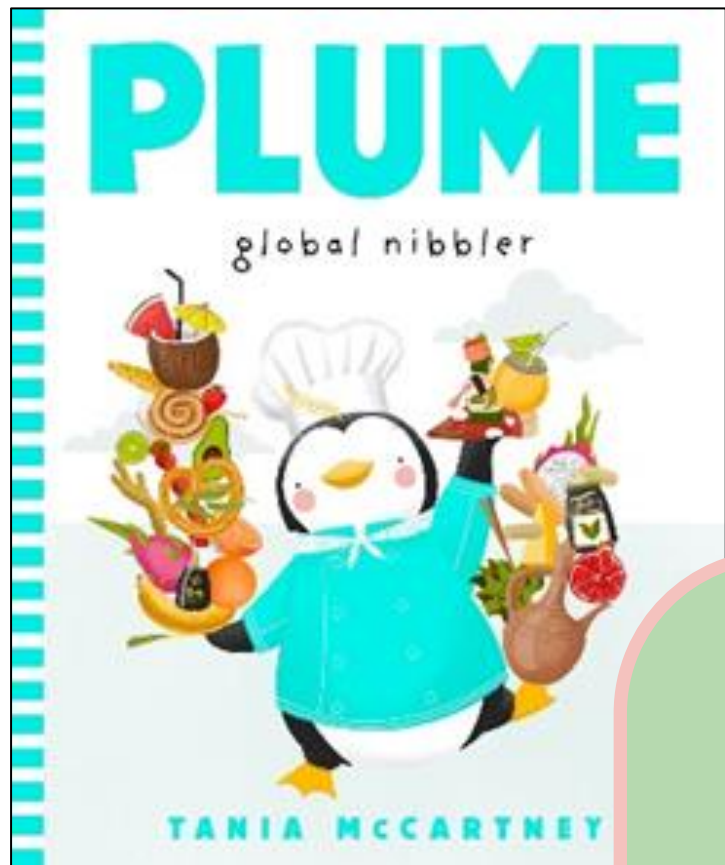


# PLUME

Global Nibbler

Tania McCartney  
2022



# ABOUT TANIA:

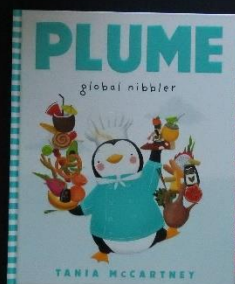
Tania is an Australian author, illustrator, designer, and editor. An experienced magazine and book editor, independent publisher, features writer and columnist. Tania has over 30 years' experience in magazines and publishing. She also has over ten years' experience in book layout, cover and internals design, typography, and typesetting, and currently has around 60 books in print or in production, most of them children's books.

<http://www.taniamccartney.com/>

## THEMES:

Adventure  
Celebrating the cultures and diversity

## BOOK WALK WITH ANDREA:



View Andrea implementing the book walk.

## Build engagement and commitment by implementing these hooks:

- **Surprise** the learners in your classroom with images of Plume appearing randomly.
- **Wear** clothes and bring props to springboard a conversation about cooking or travelling.
- **Set up** a kitchen in your classroom.
- **Introduce** penguins by viewing.
- **Create** a sensory tub of objects.
- **Listen** to the sound effects of penguins.
- **Create** a provocation table displaying Tania's books, displaying objects, images, and materials for the learners to draw and write about their thinking.
- **Wear** a chef's hat for a day.
- **Make** a chef's hat to wear.
- **Create** a chef's hat for your toy.
- **Add** non-fiction texts about penguins to your classroom library.
- **Add** recipe books to your classroom library.
- **Add** travel brochures to your classroom library.
- **Search** for Antarctica on google Earth.
- **Watch** a short video about penguins.

- Read aloud Tania's books that she has written and illustrated.
- Enjoy reading the books Tania has illustrated.
- Enjoy watching the video of the Muppet Character – [Swedish Chef!](#) (I did)



- Explore Tania's website.
- Create an interactive display of the books about Plume.
- 'Hide' yellow feathers to be found.
- Display a large suitcase containing maps and globes.
- Create a jigsaw puzzle using the end papers.



View Andrea describing this hook!

- **Introduce** a new food each day to discuss and describe.
- **Unjumble** interesting words from the book. Use magnetic letters or scrabble tiles.
- **Lucky dip** a letter and brainstorm the foods or locations that begin with that letter.
- **Add** recipes to the learner's book box to read during independent reading.
- **Wear** your beanie to school for a day!
- **View** snippets of reality cooking shows.
- **Explore** vocabulary from the book by labelling your fruit for snack time!



View Andrea describing this hook!

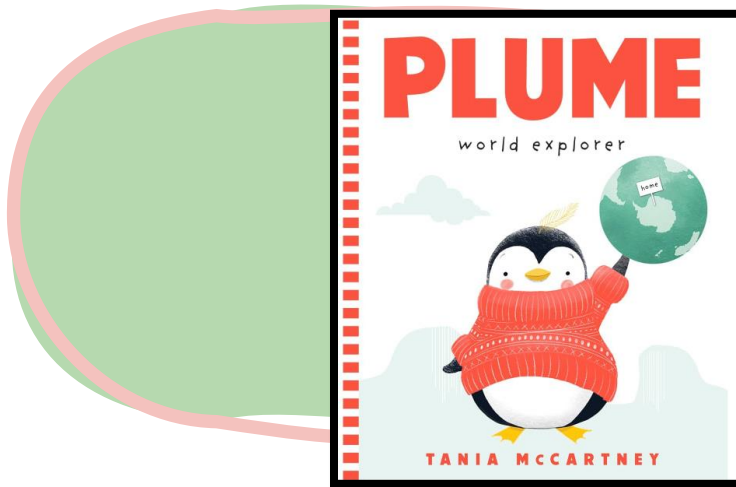
# TEACHING READERS:

Find out more about Tania by visiting her website with the readers. The learners 'show what they know' about Tania using drawings and words.

<http://www.taniamccartney.com/>

Watch this [short video](#) to introduce the character Plume and make predictions of the storyline.

View the [short video](#) that introduces the first book in the series – Plume World Explorer.



What are your predictions after viewing the book trailer? What do you predict will happen in this book- Plume the global nibbler?



Book in a Box is an engaging teaching strategy to activate the readers prior knowledge. Watch Andrea unpack her 'Book in the Box'.

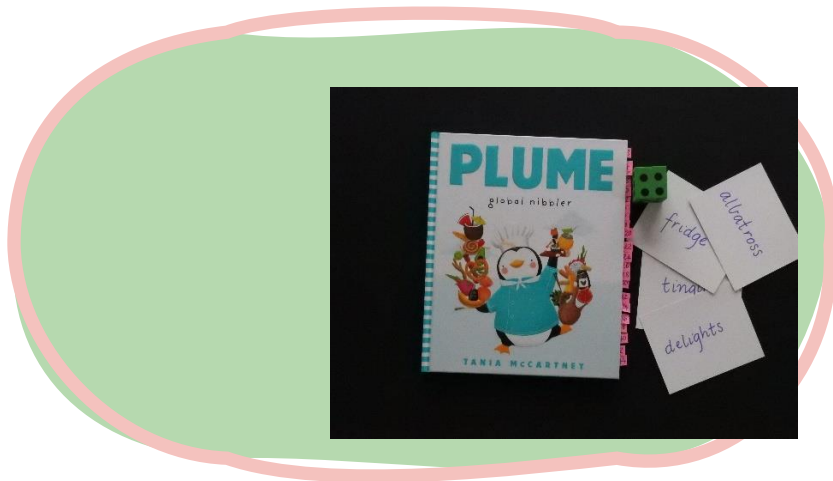
- Explore the front and back cover of the book – what are your predictions? What will be Plume's adventure with Ava? Draw and label your predictions.
- Why do you think Tania used a question to end the blurb on the back cover? What did she want her readers to think and respond?
- Investigate the meaning of the word plume. Why did Tania call the penguin Plume? Create your own plume to wear.



View Andrea sharing one way to create a plume to wear.

- On the front cover, I have spotted a word with double letters. How many more can you find in books? Write the words on strips of paper and sort them.
- Beginning on page 7, investigate the use of capital letters for proper nouns. Make an alphabetical list.
- On page 2, Tania describes Antarctica as vast and frosty. What does she mean? What do you visualise?
- On page 4, infer the emotions of the penguins. What are they thinking and saying?
- On page 5, Tania used the words scaly, slippery, slimy, spiky, scrumptious. Can you use these adjectives to describe the food in the illustration on page 6?
- On page 7, Tania wrote the compound word tastebud. Find more compound words and make a simple foldable to show the two words that make the one compound word. What does Tania mean by tastebud tingles.
- Stop reading on page 8 and predict what Albatross Express is.
- On page 9, I can see the world Biblioteca. Using the clues on the page can you predict the meaning? How will you research the meaning? Who can you share your new knowledge with?
- Act out the words and meaning on page 10. Can your audience guess which adjective you are performing? Create short videos to share with your classmates/family.
- Who is Ava? How would you describe her character? What was her great idea on page 11? Can you make a text-to-text connection to another character similar to Ava?
- On page 17, Tania used the word gastronomic. What does it mean? What other related words could you use? Add these words to your classroom interactive word wall.
- Stop reading at page 14 and ask the readers to predict what will happen next.
- On page 26, Tania uses the word garnish. How many syllables are in this word? How many other words can you discover with the same number of syllables?



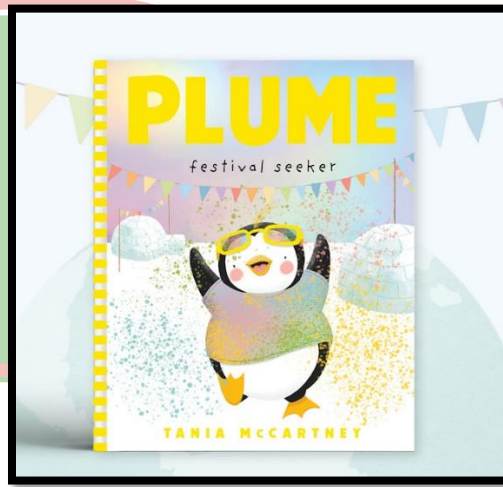


View Andrea sharing a teaching idea to sort syllables

- What are Plume's character traits? How will you display the traits?
- Collect the adjectives from the book. Store them in a jar – adjectives shaker! Shake out an adjective and draw objects related to the adjective.
- Compare the end papers from the start and end of the book. What is the same and what is different? Why did Tania do this?
- I adore Tania's books! Collect as many titles as possible that you can find. Sort the titles/books and label your classification.



View Andrea sharing her idea for a mobile word wall!



- This is the next edition of Plume. It will be available on the 5<sup>th</sup> October 2022
- Predict his adventure.
- Here is an additional clue:



- Draw or write your predictions. After reading the book reject or confirm your predictions.

# TEACHING WRITERS:

The writer and illustrator, Tania, models:

- An engaging title.
- The words are colourful, fresh, and snappy.
- The bolded words engage the reader.
- The reader feels “connected” to the writer.
- The reader understands what the writer is trying to convey and can often visualize the information.
- The sequencing is logical and effective.
- The conclusion leaves the reader with a resolution.
- The use of ellipses, commas, question and exclamation marks and full stops.
- The use of colour in the illustrations to create the mood.
- An alignment between the text and visuals.

● On the front cover Tania has used different fonts in the title. Using a title from your writing, experiment with different fonts to engage and connect with the reader.

● Look on page 1, what is Plume wearing? Let’s wear a jumper and beanie to school and pretend to be Plume in Antarctica and write an adventure.

● Explore Tania’s use of ellipses on page 38-39. What does it make you do as a reader? Revise your own writing to add ellipses.

● Write a collection. What does Plume like to eat? Write a list of the favourite things you like to eat. Does an item in this collection inspire an idea?

Borrow a line from Tania on page 15... global mission...collect and generate your writing ideas.



Write your own ideas/captions for the five inserted illustrations on page 12. Have fun!

On page 14, I see a book titled – The World's Yummiest Foods. Write your version of this book!

On page 17, Plume's first stop on his gastronomic world tour is Japan. Write an invitation to invite someone to join you in Japan for lunch.

On page 18, I can see some chopsticks. Write instructions to describe how to use chop sticks. Make a list of food that we eat using chop sticks.

On pages 25 and 26 Plume is in Italy. Design and publish a menu for an Italian Feast. How would you publish your menu? (You are most welcome to select another country)

On page 40, I can see the words – slap, squelch, and clatter. What writing ideas can you generate?

On pages 41 and 42, can you spot a vase of flowers? Use all your senses to describe flowers.

If Tania created a wordless book, ask your writers to create the text to match the illustrations for one double page.

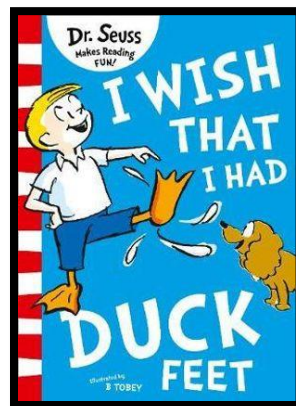
Write a text to persuade penguins or your family to try new foods.

Write a fact sheet about penguins. What facts did you learn from the illustrations and words in this book?

What could be the adventure if Plume and you went on holidays together?

Create your own set of penguin feet! Tie them onto your ankles or shoes. Enjoy the experience and capture your experience in writing.

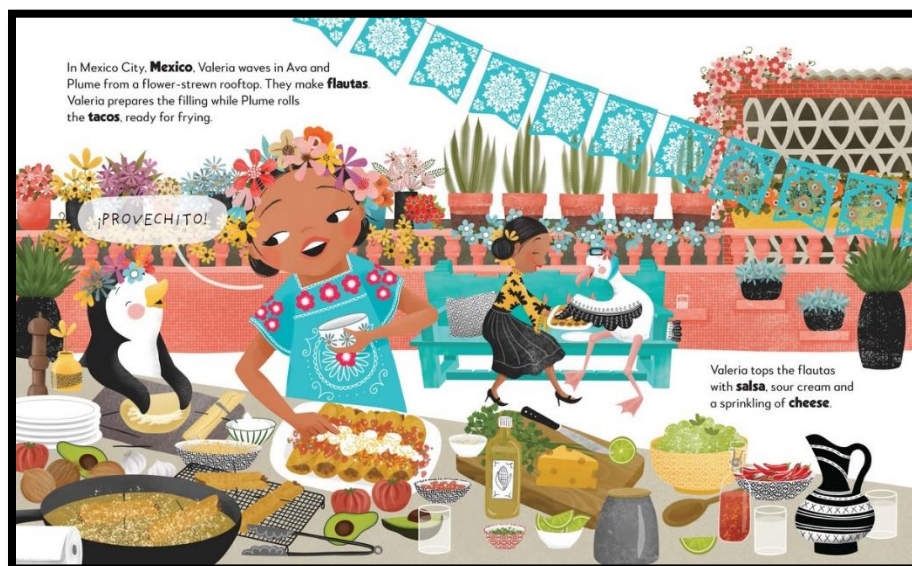
This idea was inspired by this book!



Check out some teaching ideas from my blog:

<https://andreahillbrick.com.au/take-away-teaching-ideas-9-i-wish-i-had-duck-feet/>

Select objects from the pages 31 and 32 when Plume visits Mexico. Write a 'What am I' quiz for your readers to solve.



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Tania has written more than one adventure for Plume. Revisit a piece of writing with an engaging character. Write the next adventure.

Tania ended the story with mission accomplished. Write your own story and use the same ending.



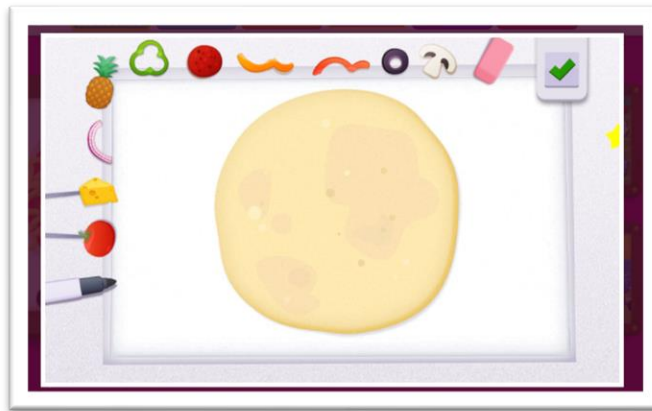
Check out Andrea's handy hint for publishing!



# TEACHING MATHEMATICIANS:

Go on a picture walk and find examples of fractions. Cut fruit in half or fourths and draw and label the view. Create a table to record the fractions you made.

Plume visits Italy. Create your own [pizza to show half](#).

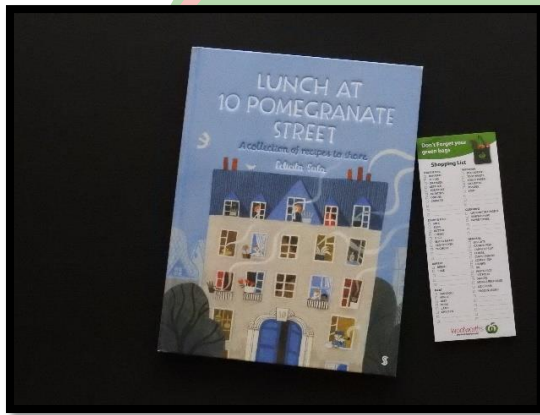


On page 28 there is a tiered tower of delicious treats. Estimate the total and then count. Was your estimation reasonable? What strategy did you use?

Can you spot the arrays in this book? Create arrays using materials. List the foods we use in arrays.

Explore the costs of preparing your favourite food (eg popcorn, fruit kababs). Create a simple budget.

Select a recipe from <https://www.kidspot.com.au/kitchen/recipes/collections/cooking-with-kids> and prepare a shopping list. Estimate and check the costs.



Check out Andrea's teaching idea for money.

On the front cover the illustration is Plume balancing food. Heft the food in your lunch box and order by weight. Justify your order.

On page 9, Tania writes that Albatross Express arrives every Wednesday at a quarter past three.

What dates would that be for this current month?

What does a quarter past three look like on your watch?

What are you typically doing at this time?

What time would it be if the Albatross Express was X minutes early or late?

Investigate a recipe to make homemade jam. What is the mathematics in the recipe. Be creative to share your findings?

Can you spot the igloos on page 13? What would be the actual size of igloos? Can you show the dimensions using a diagram?

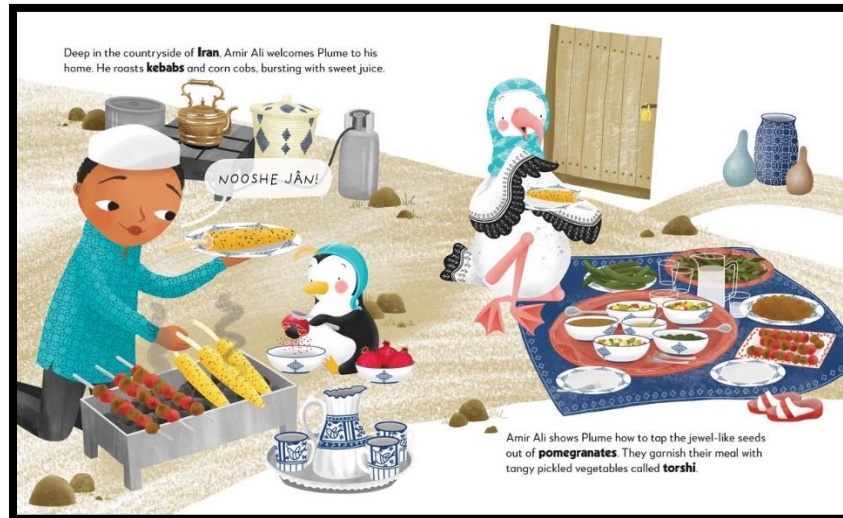
On page 13, I can see triangles on a garland. Estimate and count the triangles. Make a garland using the same number of triangles. What can you add to the garland to show what you know about patterns and shapes?

Explore the distance that Plume would have flown between these countries. What was the shortest and longest leg of his travels?



On page 22, Ava is sitting on a picnic rug. If you were having a picnic with Ava what would be:

- The dimensions of your rug
- The colours of your picnic rug
- The pattern of your rug.



Investigate the different heights of penguins. Select one type of penguin and show the comparison of the penguin height with you. Create a comparisons chart.

Inside the cover of the book there is an image showing compass points. Using a compass, label the direction of the compass points in your classroom.

Using a map find out where you would be if you travelled 10 kilometres in each compass point direction.

There are many patterns in the book. Can you see the pattern wallpaper on page 28? Go on a pattern search in the book. Sketch the patterns. Do you wear any of these patterns? Write a description.

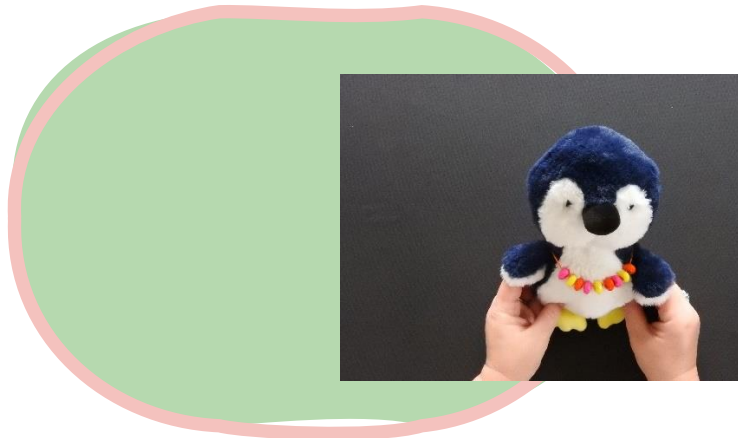
Visit the lesson in focus at the end of the resource. It is designed for mathematicians to view and sketch 3D objects from different angles. I use toys to support the mathematicians to view from the viewpoints.



Design a survey to find the favourite food for each location visited in the story.

Explore Guinness World Records to find out facts about food! Create posters to share the mathematical facts.

Explore these really [cool facts about penguins](#). Create a mathematical problem to solve.



Check out Andrea's ideas for designing for Plume.

# TEACHING INVESTIGATORS:

Provoke curiosity with these questions:

- What do penguins eat and why?
  - How would we travel to Antarctica?
  - What do I like to do?
  - What is your favourite food?
  - How would you travel?
  - Where would you like to go on a food tour?
  - What would you like to cook?
  - How are you unique?
  - How are we the same and different?
  - What cultures are in our classroom?
  - How do I show that I value difference?
- 
- Follow [these instructions](#) to create your own chef's hat.
  - On the front cover the illustration is textured. How could you create a textured art work? What would you need?
  - Inside the cover of the book there is a map. Show what you know about the map by labelling.
  - Where are you on this map? Create a home sign and add to the map.
  - On the map five oceans are labelled. What do you wonder about these oceans? Research to answer your wonderings. Can you make a quiz for others to enjoy?

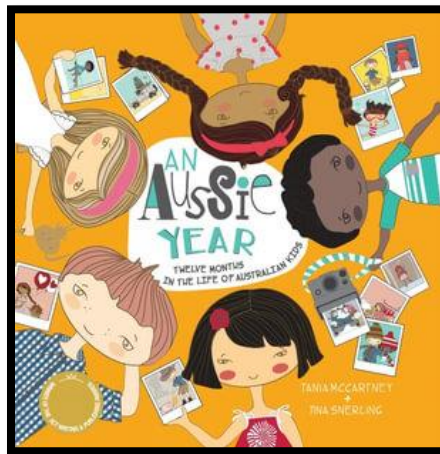
Create your own passport!



Watch Andrea make her passport.

On pages 1 and 2, did you identify what makes Plume unique? What makes you unique? How are we all different? How do we celebrate difference?

Tania has created another amazing book about celebrating cultures across the year.



Take away some teaching ideas from my blog <https://andreaillbrick.com.au/take-away-teaching-ideas-3-1-an-aussie-year/>

On page 3, Tania writes a dash of colour. Go for a walk and sketch or photograph the colour of nature. Create a collaborative mural to represent a dash of colour.

Use this story to act as a springboard to create an A-Z of different cultures and related celebrations and foods.

Collect the spices presented on page 4. Create your own smelling bottles. Implement a senses experience with the spices. Can your nose guess the spice?

On page 5, Tania writes the thrill of the hunt. Can you provide an example of another animal that matches this description?

On page 8, I spotted some photos on the fridge in the background. Make a prop related to a location or food in the book. Take photographs and display them in your classroom. We can then guess the location and/or food.

On page 14, Plume is dressed for his adventure. What does he have strapped to his belt? If you were going on an adventure, what would you strap to your belt? Draw a diagram or make the props to share your ideas.

Check out how Plume is travelling on page 16! Bring a toy to school. Design, create and modify a vehicle for your toy to travel the world!



Can you spot the igloos on page 13? What could you collect to make an igloo?

I have pinned some ideas for you! <https://www.pinterest.com.au/AndreaHillbrick/igloo-making/>

Why don't penguin feet freeze? [Research here](#)

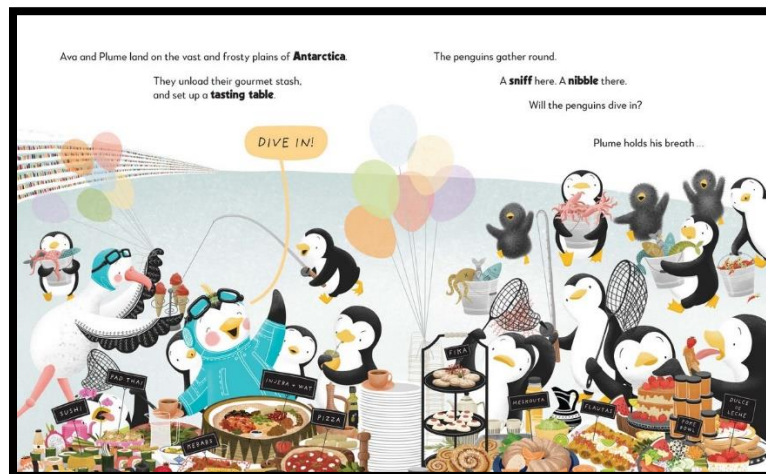
View the penguin parade by streaming at 'Phillip Island Nature Park'. List all the things you found out! Write some questions to investigate further.

<https://www.penguins.org.au/virtual/penguin-parade-live-stream/>

There are speech bubbles on some pages. Investigate to find out what Malee is saying? Page 19



Match the food on the tasting table (pages 37 and 38) to the country visited by Plume. Add the foods to the map on the inside cover,

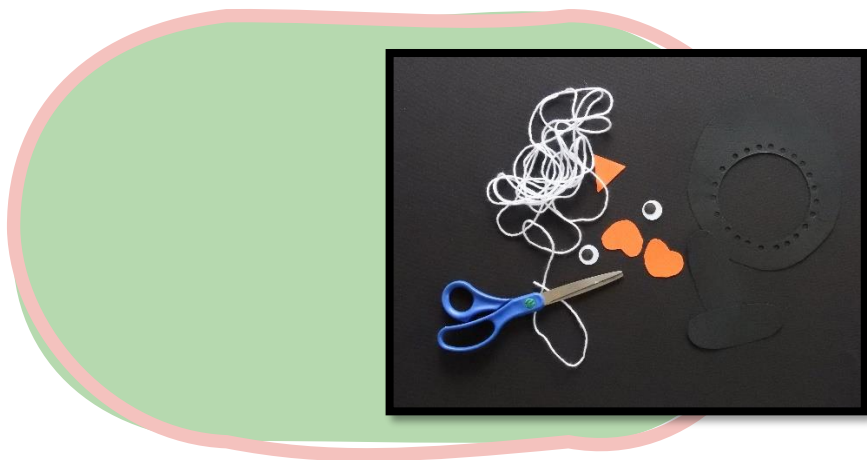




Create a retrieval chart to organise the information from the book and add new information.

Country:	Capital:	Food:	Uniqueness:	Wonderful Words:

Create a weaving penguin!



 [View part one.](#)



 [View part two](#)

# Lessons in Focus:

## Learning Intention:

We are learning to identify features of a 3D objects.

## Success Criteria:

We can:

- o Sketch from a view
- o Label our sketches
- o Compare and contrast the views
- o Talk like mathematicians

## Text:

Plume- Global Nibbler  
Tania McCartney

## Hook:

Four soft toys



## Mini Lesson:

Share the learning intention with the mathematicians.

Teaching Approach: Shared Mathematics.

Mini Lesson Focus: *Imagine if I took a photo from the side of the square. What might the photo look like?*

Co-construct the success criteria with mathematicians.



# Independent Learning:

## Independent Mathematics:

The mathematicians are sitting to form a large square in the classroom.

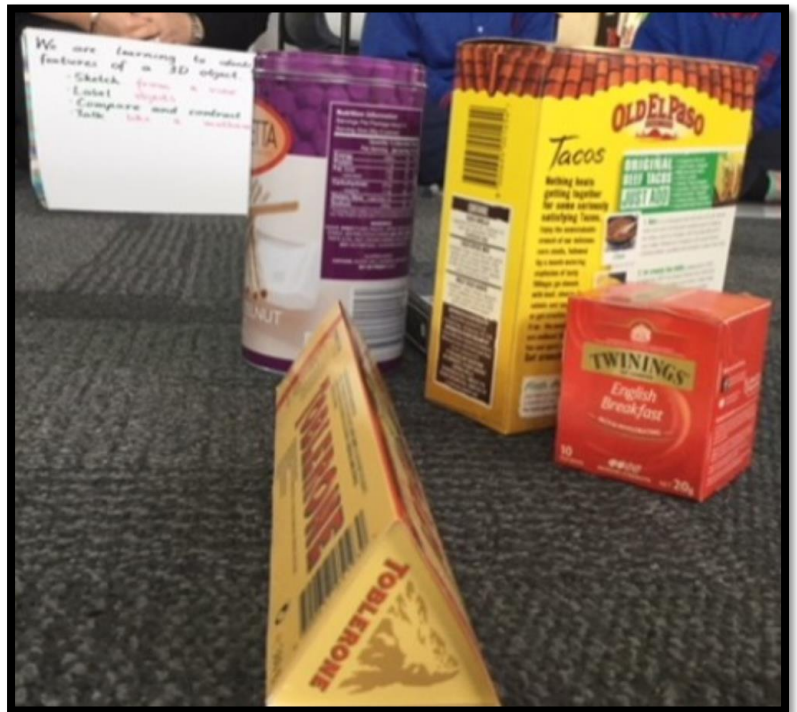
Inside the square there is a collection of 3D objects.

On each side of the square is a soft toy.

The mathematicians draw the objects from the view of a soft toy.

The mathematicians draw the 3D objects and label the features that they can see.

In pairs, compare sketches – what is the same and different? What toy was this view sketched from?



## Extending prompt:

How will the grid paper be effective in supporting you to draw your views?

## Reflection:

### Ticket out the Door:

How did you talk like a mathematician today?  
The mathematicians write their responses.

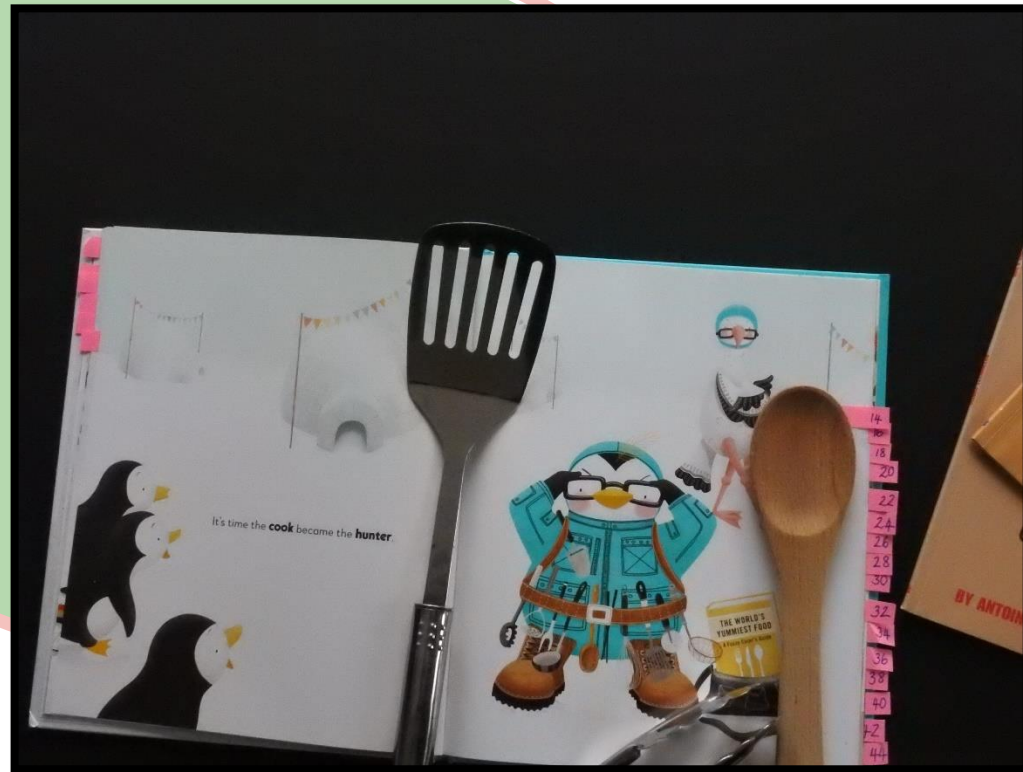
## Preparation:

Grid paper  
Four soft toys  
Food packages

Each mathematician will need:

Mini whiteboard/ marker/eraser or white paper/pencil,  
paper to respond to the Ticket Out the Door question

# Creative Thinking Tool:



View Andrea exploring this creative thinking tool – Let's Improvise!

# Thank you!



I hope you love implementing these teaching ideas  
with your learners!

[@andrea hillbrick](#)

For more teaching ideas  
follow me on:



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