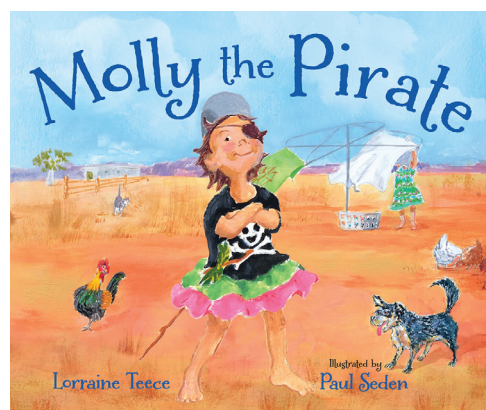


Magabala Books • Teacher Notes

Molly the Pirate

Written by Lorraine Teece

Illustrated by Paul Seden



Teacher Notes prepared by Christina Wheeler

OVERVIEW

Molly the Pirate is a swashbuckling tale that will delight anyone who ever wanted to be a pirate. Young Molly's imagination knows no bounds when she transforms her Australian backyard into an adventure playground on the high seas. Molly conjures up a pirate ship on her inland horizon and takes her loyal cat and dog along for the ride as she rows across the choppy ocean to the unsuspecting pirates. On board, she meets a feisty crew of salty buccaneers who look suspiciously like her own farmyard chickens. They are no match for Molly's daring exploits as she walks the plank, dances jolly jigs, scrambles up the rigging (or is that a clothesline?) and steers the ship like a true seafaring adventurer.

Paul Seden's witty illustrations pop off the page. His visual storytelling is a standout and children will love searching for objects from Molly's real world that take on a hilarious new purpose in this jaunty pirate story.

- A gentle, funny story that shows the unlimited imagination of children
- Showcases the skillful humour and complexity of Seden's illustrations
- Well-suited to the Australian Curriculum for early childhood
- Publicity will be sought in relevant magazines, journals and newspapers
- Teacher Notes linked to the Australian Curriculum

THEMES

- Imagination
- Pirates
- Visual Literacy

AUDIENCE AND WRITING STYLE

Molly the Pirate, told in third person, past tense, shares Molly's wonderful imagination as she plays an elaborate make-believe game of pirates. Suitable for early readers, this text lends itself beautifully to role-play and retelling, and will allow students to innovate on the text with their own imaginative ideas. The rich illustrations help readers to explore the concept of visual story-telling, with daily objects featuring in Molly's adventures on the high seas.

LINKS TO THE AUSTRALIAN CURRICULUM

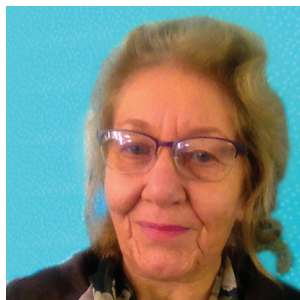
This book and the classroom activities provided are primarily relevant to the following areas of the Australian Curriculum:

Learning area	Year level
English	Years F-2
The Arts (Visual Arts; Drama)	Years F-2

The appendix highlights relevant content descriptions that relate to the text and classroom ideas provided.



ABOUT THE AUTHOR AND ILLUSTRATOR



Lorraine Teece is an Elder of the Alyawarra people from Central Australia. She is an accomplished artist and her work is held in collections in Australia and overseas. She is the author of several books and has many academic achievements. She is currently undertaking her PhD.

Paul Seden is descended from the Wuthagthi and Muralag people of North Queensland. He grew up in Darwin and lives there with his family. His Early Childhood picture book *Crabbing with Dad* was shortlisted in the Small Publisher Children's Picture Book of the Year, ABIA Awards 2017.



CLASSROOM IDEAS

- Before reading *Molly the Pirate*, use the front cover to make predictions about the plot and setting of the text. How does the Australian backyard setting on the cover contrast with the 'pirate' theme of the text?
- Read the text aloud, allowing students to enjoy the illustrations together with the flow of the narrative. Discuss the way in which the illustrations add to the storytelling.
- Complete the table below that shows how the illustrator has turned Molly's backyard into her pirate adventure. Be descriptive in your language choices. Add items not already listed.

	Real	→ becomes	→ imagined
Dusty, red earth		→	
Molly's blue skateboard		→	
Mum's white, plastic washing basket		→	
		→	Pirates' cannons
Sheets on the clothesline		→	
		→	The ship's rigging
Wooden Spoons		→	
Rolling pins		→	

- What else might be fun to imagine you could be? As an extension of the activity above, use a similar table to help generate ideas for an alternative story in which you become an astronaut, a circus performer, a firefighter etc. As a class, choose one of these storylines to create into a new story. Illustrate this story in a style similar to Paul Seden's.
- Take turns playing one another's make-believe games at play time. Discuss that some games may require rules in order for them to work well, while others are played more freely.
- Choose one of the characters from *Molly the Pirate*. Retell this story from their point of view. Orally articulate this to a teacher or friend before writing.
- What do you notice about the colour of the ocean in *Molly the Pirate*? Why is it this colour?
- How have the author and illustrator worked together to develop the characters in *Molly the Pirate*? Choose a minor character, such as Molly's cat or dog, and follow this character's moods and movements throughout the text. What can we tell about this character?
- Molly dances a jig and rolls and flips around as she plays. In collaboration with your PE teacher, choreograph dances and movements that are in line with the way Molly moves. Similarly, collaborate with your Music teacher to incorporate pirate music/songs into the study of *Molly the Pirate*.
- Molly imagines the clouds to take the shape of sea creatures. Choose different settings and brainstorm the sorts of shapes the clouds might be, for instance, a rainforest or a cityscape. In addition, go outside and look at the clouds, sharing with a friend the shapes you imagine them to be.



- On the first page opening, Molly's shadow is on the ground behind her. Discuss the idea of her shadow representing her imagination. Liken this to other stories based on imagination, such as *Peter Pan*, whose shadow needs to be sewn back on to his body.
- What can we tell about the pirate-chickens from their facial expressions and body language? Use the 'freeze-frame' technique to recreate their emotions at different stages in the story.
- Imagine you are one of the chickens. Write a blog about your adventures on board the pirate ship.
- Using the images below, devise thoughts the chickens might be having.



- The image below has been drawn from a bird's eye view, as if the reader is positioned in the crow's nest at the top of the ship's mast. Choose a different page opening from *Molly the Pirate* and try drawing it from the same perspective.

'Wake up sleepyhead,
let's have lunch',
laughed Molly's mum.



- On the last page opening, when Molly and her mum are having lunch, why are the chickens still in the washing basket? How does this page opening help create the sense that this fantasy might just be real?
- Research the topic of pirates. Create a poster or information report about pirates. Below are some useful websites:
 - <https://www.dkfindout.com/us/history/pirates/>
 - <https://www.tes.com/teaching-resource/pirate-facts-6349984>
 - <https://www.tenfactsabout.co.uk/0021pirates.htm>
- Participate in 'Talk Like a Pirate Day': <http://www.talklikeapirateday.com.au/>
- Hold a pirate-themed party, creating an invitation and menu to suit this theme.
- Using a suitable graphic organiser, compare *Molly the Pirate* with Damon Young's *My Pop is a Pirate* or Maurice Sendak's *Where the Wild Things Are*. How are they similar and/or different from one another?
- Create newspaper pirate hats using the instructions on the following YouTube clip <http://www.youtube.com/watch?v=oUKnKGLeorA>. Use an app such as *Explain Everything* to explain in your own words how to make this hat.
- In a reflection, share a time that you invented a great, imaginative game. What did you use as your props? Discuss whether there were other people in your game, or if, like Molly, you played on your own (or with pets or toys as your companions). How important is creating make-believe games?
- In small groups, perform *Molly the Pirate*.
- Which is your favourite page opening? Why? Share with a friend.



APPENDIX - LINKS TO THE AUSTRALIAN CURRICULUM

Year	
F	<p>English</p> <p>Language</p> <ul style="list-style-type: none"> Explore the different contribution of words and images to meaning in stories and informative texts (ACELA1786) <p>Literature</p> <ul style="list-style-type: none"> Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575) Share feelings and thoughts about the events and characters in texts (ACELT1783) Identify some features of texts including events and characters and retell events from a text (ACELT1578)
1	<p>English</p> <p>Language</p> <ul style="list-style-type: none"> Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (ACELA1787) <p>Literature</p> <ul style="list-style-type: none"> Discuss how authors create characters using language and images (ACELT1581) Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582) Innovate on familiar texts by using similar characters, repetitive patterns or vocabulary (ACELT1832) Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELT1586)
2	<p>English</p> <p>Language</p> <ul style="list-style-type: none"> Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words (ACELA1469) <p>Literature</p> <ul style="list-style-type: none"> Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (ACELT1587) Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1591) Innovate on familiar texts by experimenting with character, setting or plot (ACELT1833)
F2	<p>The Arts</p> <p>Visual Arts</p> <ul style="list-style-type: none"> Respond to visual artworks and consider where and why people make visual artworks, starting with visual artworks from Australia, including visual artworks of Aboriginal and Torres Strait Islander Peoples (ACAVAR109) Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists (ACAVAM106) <p>Drama</p> <ul style="list-style-type: none"> Explore role and dramatic action in dramatic play, improvisation and process drama (ACADRM027) Use voice, facial expression, movement and space to imagine and establish role and situation (ACADRM028) Present drama that communicates ideas, including stories from their community, to an audience (ACADRM029)

