

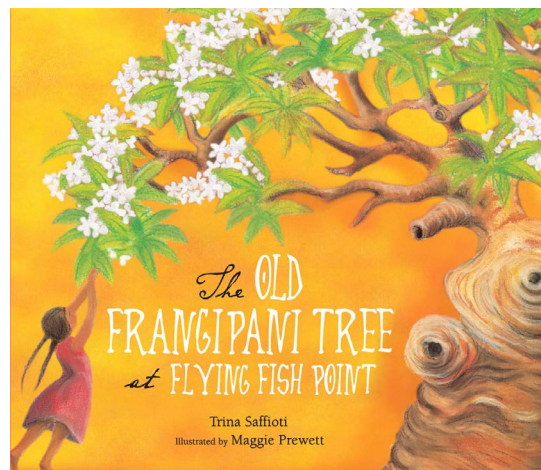
Magabala Books • Teacher Notes

The Old Frangipani Tree at Flying Fish Point

Written by Trina Saffioti

Illustrated by Maggie Prewett

Teacher Notes prepared by Christina Wheeler



OVERVIEW

The Old Frangipani Tree at Flying Fish Point is a delightful story set in the small Queensland town of Flying Fish Point in the 1950s. When a young girl has nothing to wear to the school's annual fancy dress carnival, she enlists the help of her family and has surprising results.

- Breathtaking illustrations that boldly draw us into the narrative
- A story of community spirit based on the experiences of the author's mother
- An encouraging tale of overcoming the social expectations that sometimes hold us back from success

THEMES

- Courage
- Confidence
- Family
- Community

AUDIENCE AND WRITING STYLE

The Old Frangipani Tree at Flying Fish Point is a story about courage, community and creativity. Based on a true story, it is a touching story of a girl whose family cannot afford a fancy dress costume, but who band together to create a beautiful costume all the same. Told as a recount, the rich illustrations truly ignite the written text. Suitable for early to middle 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.

ABOUT THE AUTHOR AND ILLUSTRATOR



Trina Saffioti lives in Wellington, New Zealand. She is a descendant of the Gugu Yulangi people of North Queensland. Trina has always wanted to be a writer, and she is influenced by the creation stories her grandmother told her and the family stories her mother tells her.



Maggie Prewett is a descendant of the Ngarluma people of the Pilbara region of Western Australia. She grew up in Perth and studied design and illustration at the Perth Technical College. She has illustrated several children's picture books, including *Two Mates*, written by her daughter, Melanie Prewett (Magabala Books 2012), and *Mrs White and the Red Desert* by Josie Wowolla Boyle (Magabala Books 2017). Her paintings and ink drawings are held in collections throughout Australia. She has lived in Broome in the Kimberley region of WA since the 1970s.

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-5
The Arts (Visual Arts; Drama)	Years F-2; 3-4

The appendix highlights relevant content descriptions, cross-curriculum priorities and general capabilities that relate to the text and classroom ideas provided.



CLASSROOM IDEAS

- Before reading *The Old Frangipani Tree at Flying Fish Point*, use the front cover and the dedications by the author and illustrator to make predictions about the plot and setting 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 embellish the story.
- Compare photos of frangipani trees with the illustrations. Using these as visual stimulus, write your own description of a frangipani tree. Alternatively, use a tree in the school grounds as stimulus for this piece of writing.
- What do the colours used in the illustration tell us about the setting of the text? Locate Flying Fish Point on a map. Use Google Earth to look more closely at this setting.
- How do Faithy-girl's friends and family help her? What admirable qualities do they possess?
- How does the illustrator use body language to convey the emotions of various characters? Use freeze-frame to recreate their emotions at various stages of the story.
- Apart from their gorgeous fragrance, how else do the frangipani flowers play a role in this story?
- Why is Faithy-girl nervous about going to the fancy dress carnival? What advice would you give her to help the evening be enjoyable?
- How would the story be different had Carmen won the competition instead of Faithy-girl? Is this a story about winning, or something else? Discuss.
- In what ways is *The Old Frangipani Tree at Flying Fish Point* a story about risk-taking, creativity and courage?
- How does Noelie-boy help Faithy-girl? What would you say to the boys who laugh at Noelie-boy?
- Why does Faithy think the kookaburra is laughing at her? Is this really what the kookaburra is doing, or is this more a reflection of the way she is feeling at the time? Discuss.
- *The Old Frangipani Tree at Flying Fish Point* is based on a true story. Ask your parents if they have any stories about their childhood they would like to share with you. Write and illustrate a recount of one of their stories.
- Have you ever felt nervous or inadequate like Faithy-girl? Write a reflection to share.
- How have the author and illustrator worked together to develop the characters in *The Old Frangipani Tree at Flying Fish Point*? Choose a minor character, such as one of Faithy-girl's sisters or neighbours, and retell the story from their perspective.
- *In small groups, perform The Old Frangipani Tree at Flying Fish Point.*
- Which is your favourite page opening? Why? Share with a friend. Try recreating this page opening, illustrating in a style similar to Maggie Prewitt's.
- Faithy-girl and her family can't afford fancy costumes, so make one using up-cycled materials. In small groups, create your own fancy dress costumes using second-hand materials from home and/or the classroom. Hold your own fancy dress carnival to share your creations.
- What can you learn from a book like *The Old Frangipani Tree at Flying Fish Point*? What do you think motivated the author to share her mother's story? Why is it important to read stories where against the odds, people come through and 'win the day'?



APPENDIX - LINKS TO THE AUSTRALIAN CURRICULUM

Year	Curriculum Area
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) 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)
3	<p>English</p> <p>Language</p> <ul style="list-style-type: none"> Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments (ACELA1483) <p>Literature</p> <ul style="list-style-type: none"> Draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596) Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative (ACELT1599)



4	<p>English</p> <p>Language</p> <ul style="list-style-type: none"> Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts (ACELA1496) <p>Literature</p> <ul style="list-style-type: none"> Discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603) Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension (ACELT1605)
5	<p>English</p> <p>Literature</p> <ul style="list-style-type: none"> Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608)
6	<p>English</p> <p>Literature</p> <ul style="list-style-type: none"> Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613)
F-2	<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)
3-4	<p>The Arts</p> <p>Visual Arts</p> <ul style="list-style-type: none"> Explore ideas and artworks from different cultures and times, including artwork by Aboriginal and Torres Strait Islander artists, to use as inspiration for their own representations (ACAVAM110) <p>Drama</p> <ul style="list-style-type: none"> Shape and perform dramatic action using narrative structures and tension in devised and scripted drama, including exploration of Aboriginal and Torres Strait Islander drama (ACADRM033)

