

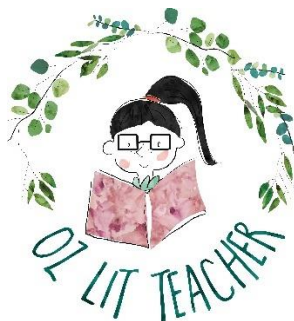
THE IMAGINEER

CHRISTOPHER CHENG AND LUCIA MASCIULLO



F	1	2	3	4	5	6	7	8	9	10
✓	✓	✓	✓							

Writing	
Ideas	✓
Organisation	
Voice	
Word Choice	✓
Sentence Fluency	✓
Conventions	✓
Presentation	



Reading	
Determining Importance	
Inferring	
Making Connections	✓
Predicting	
Questioning	✓
Summarising & Synthesising	✓
Visualising	

The Imagineer, written by Christopher Cheng and illustrated by Lucia Masciullo, tells the story of a young thinker and creator named Penny. Penny likes to build things out of recycled goods and is always thinking of new creations. When she visits her Grandpa's house and discovers a host of old items in his shed, she dreams up her biggest project yet!

This would be a fantastic book to read alongside a unit studying continuity and change and/or old and new technologies, as it contains reference pages at the back of the book that inform readers about the historical objects featured in the book.

Writing

IDEAS: Writer's Notebook ideas that could be sparked from reading this book include: writing a list of things you enjoy doing in your spare time and drawing new machines that are made up of recycled goods (who would use the new machine? Why would they need it built?) **WORD CHOICE:** This book has lots of tier 2 words that would be excellent for a word study (creations, exploring, sketched, scribbled, miniscule, flabbergasted, contraptions) and other strong verbs (sliced, pumped, screwed, taped, stacked, twisted, discovered) as well as slang nouns (thingamajigs, whatchamacallits and fandangled). Even the title, *Imagineer*, would be a great word to introduce students to the concept of *portmanteau* words (a new word made from two words and their meanings. E.g. the word 'brunch' is made of 'breakfast' + 'lunch' and means a meal that takes place between breakfast and lunch.) **SENTENCE FLUENCY:** This could be used as a mentor text to explore simple, compound and complex sentences.

Reading

MAKING CONNECTIONS: Read this book alongside other books focused on making and creating e.g., *Rosy Revere, Engineer* by Andrea Beaty and *The Most Magnificent Thing* by Ashley Spires. How is this book similar or different to those books? How is the main character similar or different in each book? **QUESTIONING:** Students could develop questions about the items featured in the back of the book and complete further research (or interview their family members) to find out more about them. **SUMMARISING:** Students could use the 'First, Next, Then' structure to practise summarising the story.