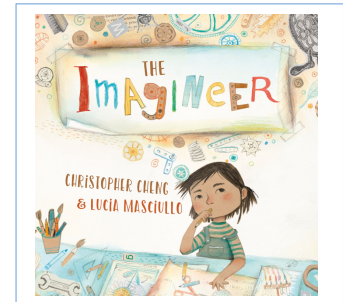


LEARNING TIME

The Imagineer Christopher Cheng and Lucia Masciullo

Penny has a passion to make and create and her minuscule apartment is filling up with all her marvellous creations. On a visit to her Grandpa Penny discovers a whole new world of gadgets and gimzos. But it's what she finds in Grandpas shed that has Penny really excited.



An inspiring story that celebrates imagining, creativity and engineering while placing valuing on things past and the wisdom of old generations experiences.

Rare and interesting words: imagineer, creations, interstellar, communicator, submarine, aquasonic, visualizer, massive, minuscule, flabbergasted, mandolin, bellows, churn, thingamajigs, contraptions, pondered, fandangled, whatchamacallits, phantasmagorical, incredibleacious.

Key Message for Parents | The best learning happens in nurturing relationships

Children's brains adapt to the environment in which they find themselves. Positive, warm and predictable environments are critical to optimize brain development. Children will feel secure when the adults around them are considerate, respectful and provide lots of positive interactions.

Some ideas to share with parents/carers are:

- Praise a child's effort no matter how small.
- Spend time playing, reading and singing with your child. They love to be with you and share fun experiences.
- Encourage creativity and individuality by supporting the child's interests.

Australian Early Years Learning Framework | Outcome 1: Children have a strong sense of identity

When children feel safe, secure, and supported they grow in confidence to explore and learn.

Educators can support children's learning by

- Encouraging children to make choices and decisions. Provide open ended play opportunities that allow children to decide what they want to do.
- Spending time interacting and talking with each child. Talk about what you can see in the environment around you. Talk about what you are doing that day. Ask questions about what the child is doing.

Welcome

Ask carers to write nametags for themselves and their children.

Welcome everyone, introduce yourself, remind adults to turn their mobile phones off and that there will be time for adults to chat after the story and songs.

Welcome Song (or your preferred song)

Have the words available as a handout or written on a board or butcher's paper for the adults to read and join in.

Good Morning

Good morning to you

Good morning to you

Good morning everybody

and welcome to you!



You may like to introduce the book at this stage, or use a song to help prepare your group and introduce the upcoming story and activities.

Song

Build it up

Build it up

Build it up

Build it high

Build it up, up, up, up into the sky

Build it up

Build it up

Build it high

Build it up, up, up, up into the sky

Build it one

Build it two, three and four

Are you sure you can build it anymore

Build it five, six, seven, eight, nine, ten

Then knock it down and start all over again

<https://www.youtube.com/watch?v=l15V0InDOtg>

Build it up

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up, up, up into the sky

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Build it up, up, up, up into the sky



Build it one

Build it two, three and four

Are you sure you can build it anymore

Build it five, six, seven, eight, nine, ten

Then knock it down and start all over

again

Before Reading

Set up a comfortable area to read the story. Once all the children are seated run through the guidelines of Storytime. Letting children know your expectations the beginning of the session means there are no surprises for them, and they are more likely to engage with the session.

- Has everyone got their listening ears on- turn them on by squeezing your ear lobes.
- Open your watching eyes
- Hands in your lap

A fun technique to teach children about how a book works is to hold the book upside down and backwards. See if any of the children notice your mistake. They might point out its upside down so flip it the right way. Do they notice its backwards? Turn the book the right way and begin the story.

Read the title, author and illustrator. Run your finger under the words as you read. This helps children make the connection between the text and the sounds.

Talk about what the child on the cover is doing.

Read the blurb on the back and ask the children what they think the problem is Penny has to solve.

Some general questions to ask before reading

- What do you think an imaginer is? What do they do?
- Who likes to build things?

Practice reading the book before you share it with a group. Focus on the interesting words to get the pronunciation right.

During Reading

The illustrations are very detailed so allow children time to look at the pictures on each page. After reading the text pause and let children digest that information along with what they are seeing in the pictures. Visual literacy, which is the ability to interpret and make meaning from the illustrations, is an important skill for children to learn. Actively telling the children that it's their job to read the pictures while you read the text will help them develop visual literacy skills.

After Reading

There was a lot of information in the book as well as lots of unusual and rare words. Spend some time talking about these words as children may not have heard them before. Make a list and explain what each words means.

Read the pages at the end of the books called Tools for Engineering. Read about each tool and see if the children have heard or seen any of them.

Extension Ideas

Read

- Read more about the author and illustrator from the information at the back of the book. Visit their website to learn more about other books have written and illustrated.
- At the back of the book is information called tools for Imagineering. Read about each tool and ask the children if they have any of these tools in their homes. Bring in examples of the tools if they are available.
- Read other books about inventions. Visit your local library and browse the collection.

Sing

- After you read about the tools sings some songs to link to each one- eg: Kettle- Polly put the kettle on, Telephone - 5 monkeys jumping on the bed (mummy called the dr...)
- Singing slows down speech making it easier to hear the sounds in each word.
- Sing nursery rhymes everyday- check out the Raising Literacy Australia Spotify play list

Talk

- Talk to grandparents and older generations about what tools they used in the past that have developed over the years.eg: corded telephones- mobiles, typewriters – computers.
- Talk about all the shapes, colours and objects in the illustrations
- Talk about persistence. Penny would start again if her creations didn't work out the first time. Highlight the importance of not giving up and always trying.

Play

- Bring in examples of the tools if they are available and let the children play and explore. Take some tools apart to see how they work. Allow children time to tinker to investigate how things work. <https://www.myteachingcupboard.com/blog/setting-up-a-tinkering-space>
- Children can design their own creations like the ones on the end pages with paints, pencils, crayons. Display on a string with pegs.



STEM Focus

Build and Create

Provide a range of loose parts, recycled materials, boxes, wood, and let the children create. Provide glue, tape and string to help children join parts together. As they are building talk to them about what they are doing. Ask questions to get them to explain their thinking of what they are making. Loose parts play helps kids develop creative and critical thinking skills by encouraging them to use their imagination and experiment with new ideas freely.

Make Butter

One of the tools for imagineering was a butter churner. Talk to the children about how butter is made and have a go at making some. All you need is a jar, some cream and lots of muscle power.

Make some butter- <https://www.healthylittlefoodies.com/homemade-butter/>



Goodbye

Conclude the session with some suggestions of books that parents might want to share with their children. The Little Big Book Club suggests the following books to support learning in this area. If your library has copies, make them available for families to borrow or include them in your story time session.

For more stories to share, we recommend the following titles:

- **Rosie Revere, engineer** by *Andrea Beaty*
- **What we'll build** by *Oliver Jeffers*
- **Made by Maxine** by *Ruth Spiro*

An Activity Time for this book is available to download for FREE from our website. This is a great resource to share with families, you are welcome to print and distribute as necessary.

Goodbye Song

Depending on the size of your group, you may wish to insert each child's name in the place of 'you' as it develops a more personal relationship between yourself, the child and the family.

Sung to the tune of (*Here We Go Round the Mulberry Bush*) or your choice.

Goodbye

This is the way we say goodbye (wave) say goodbye, say goodbye

This is the way we say goodbye to all our library friends (or) (to our friend.....)!