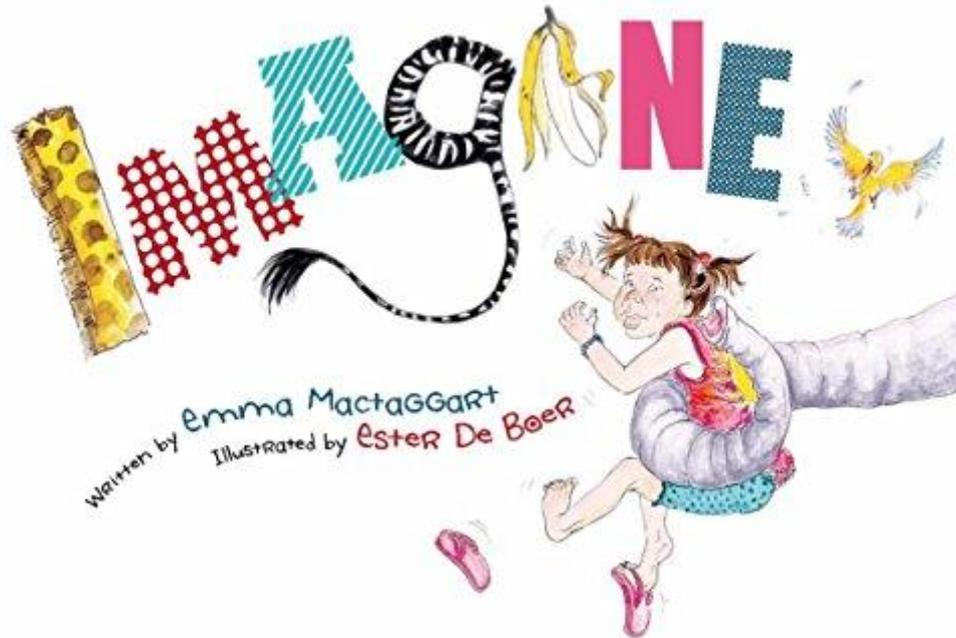


Teacher Resource Book



Imagine written by Emma Mactaggart

Illustrated by Ester De Boer

Activities created by Jenny Graham

This Teacher Resource booklet includes 11 Educational Activities with worksheets based on Foundation Level, Level 1 and Level 2 of the Australian National Curriculum.

Activities also, relate to the Early Years Framework and can be used as a basis for Creative Writing exercises with students working in Levels 3-6.

About the book

The gloriously creative indulgence of simply sitting and day-dreaming has given rise to the greatest creations in human history! We have to give ourselves permission to do so, and to Imagine what will be. Of course, sometimes, 'what will be' may be very silly indeed!

About the author

Emma Mactaggart

Emma is an award winning author, illustrator and publisher and the founder of the Child Writes program. She has written, illustrated and self published children's picture books, *I Can Do Anything* (2003), and *Lily, Fabourama, Glamourama* (2004). Her short story, *Sam, I Am*, was included in the anthology, *Time Will Tell* (2005), which was published by the Toowoomba Education Centre. Emma has published a cookbook, *A Little Black Cook Book* (2007) and *Interpersonal Relationships* (2007), and the anthology, *A Child's View* (for Child Protection Week 2008), *Words from Toowoomba* for the Toowoomba Wordsmiths (2012) and *In the Raw and Final Press* for the Write Around Queensland project with writers' web (2014), plus was a ghost writer and publisher for *Eggs Contradict* (2009), as well having mentored hundreds of Child Writes participants to publication.

Believing everyone has the right to see their words in print has become a slight obsession for Emma. This has inspired her latest publishing project - the 'how to' guide for inspiring writers. *Child Writes: Creating a Children's Picture book is Child's Play*, was published in May 2012 and it won a GOLD Best Non-Fiction Adult eBook at the 2012 IPPY Awards. Emma was a finalist in the 2014 Condamine Alliance Awards for Outstanding Contribution to Cultural Heritage and a Finalist in the 2012 QRRRWN Strong Leadership Awards. She has also initiated the National Child Writes Competition, searching the country for primary school aged writers and illustrators to mentor through the entire process of creating their own title! Successfully *The Lost Calf* and *The Messy Incident* were both published last year as an outcome of the 2013 competition and in currently in production is *The Kitten* from the 2014 winners!

Her latest children's picture book, *Imagine*, illustrated by Ester De Boer has just won a GOLD Best Children's Illustrated eBook at the 2015 IPPY Awards in New York, USA and one of the illustration 'Lyrebird' was selected for exhibition in the Book Illustrated Gallery, for the Asian Festival for Children's Content in Singapore.

She is a regular on ABC South East Queensland, with a monthly book review with Belinda Sanders and often, happily, fulfils the role as guest judge for painting competitions and book week festivals!

About the illustrator

Ester De Boer

Since early childhood Ester has been an obsessive doodler. She still has her old school reports with angry comments such as "it is impossible to read Ester's work as it is covered in scribbles!"

Growing up in Townsville, North Queensland, her imagination went wild with Enid Blyton's "The Magic Faraway Tree" and she is happily obsessed over the details of the illustrations in the comic books "Tintin" and "Asterix and Obelix", as well as the dark, elegant line work of Victorian illustrators such as Arthur Rackham. Now, as a primary school teacher, she is not sure who is more excited during story time, the kids or herself!

Ester completed a Bachelor of Visual Arts (drawing and printmaking) at the University of Southern Queensland, Toowoomba in 2008, where she passed with distinction and recently did a short course at the Centre for Adult Education in Melbourne in Children's Book Illustration. She has exhibited drawings in various shows in Melbourne, Sydney and Toowoomba, and have won a number of awards, including finalist in the Marie Ellis OAM Prize for Drawing (2010), 2nd place in the Scots PGC Art Prize (2011) and finalist in Works on Paper at Brunswick Street Gallery 2009. Whilst the award winning *Imagine* is her first published book, Ester has illustrated for a number of private commissions, including *Filthy Fox* by Matthew Yarsley for Blurb, and a series of comical cartoons for workplace training manuals 'Diversity in the Workplace and Solving People Problems' (eBook) for Advance Books.

About the educational consultant

Jenny is passionate about helping children learn to read and write. She is the founder of AbcJenny, a parenting website which gives information and activities to develop children's early reading and writing skills.

Jenny uses her nearly 20 years primary teaching experience to create educational activities for authors based on their book, linking the activities to the Australian Curriculum. She is also currently writing for Oz Phonics and an American based publisher, Flying Turtle Publishing.

It does not matter how busy Jenny is, she always finds time to spend with her husband and their two boys, Charlie and Tommy.

Permission has been given to allow author Emma Mactaggart to use this Teacher Resource Book in any capacity.

Activity One – Imagination means

Before you begin reading *Imagine*, create a class chart or individual worksheets on student's prior knowledge of the word imagination. Use the worksheet 'Imagination means.....' to allow students to draw or write what their understanding of the word. After reading the book, *Imagine*, discuss whether their definition of the word has changed.

Foundation	Level One	Level Two
Recognise that texts are made up of words and groups of words that make meaning (ACELA1434)	Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context , text structures and language features (ACELY1660)	Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470)

Activity Two - Rhyme

Learning to rhyme is an important developmental skill. Like most skills rhyme needs to be taught. The best way to teach rhyme is through the use of books. *Imagine* is a rhyming text. Read aloud the book several times to allow students to become familiar with the rhythm of rhyme. After several readings, pause to allow younger students to complete the rhyming word for example, "Imagine if a chair was a giraffe and a giraffe a chair...surely you would giggle, perched so high up in the?"

For older students, use the worksheet titled rhyme to test students understanding of rhyme.

Foundation	Level One	Level Two
Recognise rhymes, syllables and sounds (phonemes) in spoken words (ACELA1439)	Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (ACELT1585)	Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs (ACELT1592)

Activity Three – Imagine

Often tasks at school students are either wrong or right. Imagination is a chance for all children to be right. Children need to practise being imaginative. During creative writing, anything is possible, there is no wrong answer. On the worksheet titled, 'Imagine' describe a use for each of the farm animals. Illustrate and write.

Foundation	Level One	Level Two
Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651)	Create short imaginative and informative texts that show emerging use of appropriate text structure , sentence-level grammar , word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams (ACELY1661)	Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671)

Activity Four – Imagination versus Information

Imaginative and informative texts are a focus throughout the Australian Curriculum from Foundation level. Help students understand the difference between imagination and informative ideas by asking them to write a creative sentence and a fact about the zoo animals on the worksheet titled, Imagination versus information.

Foundation	Level One	Level Two
Identify some differences between imaginative and informative texts (ACELY1648)	Describe some differences between imaginative informative and persuasive texts (ACELY1658)	Identify the audience of imaginative, informative and persuasive texts (ACELY1668)

Activity Five – New vocabulary

Reading exposes children to unfamiliar words. With each new book often there are words that children can add to their word bank. Younger students this may be an oral discussion on what a word may mean. However, older students it is good to teach them strategies to comprehend unknown words. Ask students to write their meaning of the words soprano, mane and tzar on the worksheet titled, New Vocabulary. Students may already know the meaning or may use pictures or surrounding words to predict the meaning. Once students have written their own meaning, they can check their prediction by checking the definition on Google or a dictionary.

Foundation	Level One	Level Two
Recognise that texts are made up of words and groups of words that make meaning (ACELA1434)	Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context , text structures and language features (ACELY1660)	Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470)

Activity Six – Meerkat Munchies

A fun activity using one of the illustrations in the book Imagine. On one of the cereal boxes the brand was, 'Meerkat Munchies' Ask students to create their own brands using alliteration, then design their own food box.

Foundation	Level One	Level Two
Recognise rhymes, syllables and sounds (phonemes) in spoken words (ACELA1439)	Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (ACELA1453)	Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470)

Activity Seven – Test your memory

Test how well students remember the text. On the worksheet titled, Test your memory, ask students to connect the object with the zoo animal. These are literal questions and all answers are found in the text, which differs from the creative writing tasks above. Asking literal questions is a good start to understanding whether students have comprehended the text.

Foundation	Level One	Level Two
Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650)	Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (ACELY1660)	Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (ACELY1670)

Activity Eight – Thinking time

Some students and adults need thinking time before writing while others can put pen to paper without hesitation. Give your students thinking time to imagine what happens next in this creative writing piece. Give students 30 seconds to 1 minute to think before drafting an answer.

Foundation	Level One	Level Two
Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651)	Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal	Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal

	elements, for example illustrations and diagrams (ACELY1661)	elements appropriate to the audience and purpose (ACELY1671)
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Activity Nine – real / imaginary scene.

In Box A ask students to draw where they are sitting and write what they can see, smell, hear and touch.

In Box B ask students to think of another place, any place in the world, real or imagined. Draw and describe what they can see, hear, smell and feel.

Encourage students to not worry about money, time, travel, or their age, they could be sitting anywhere.

Foundation	Level One	Level Two
Identify some differences between imaginative and informative texts (ACELY1648)	Describe some differences between imaginative informative and persuasive texts (ACELY1658)	Identify the audience of imaginative, informative and persuasive texts (ACELY1668)

Activity Ten – Publish

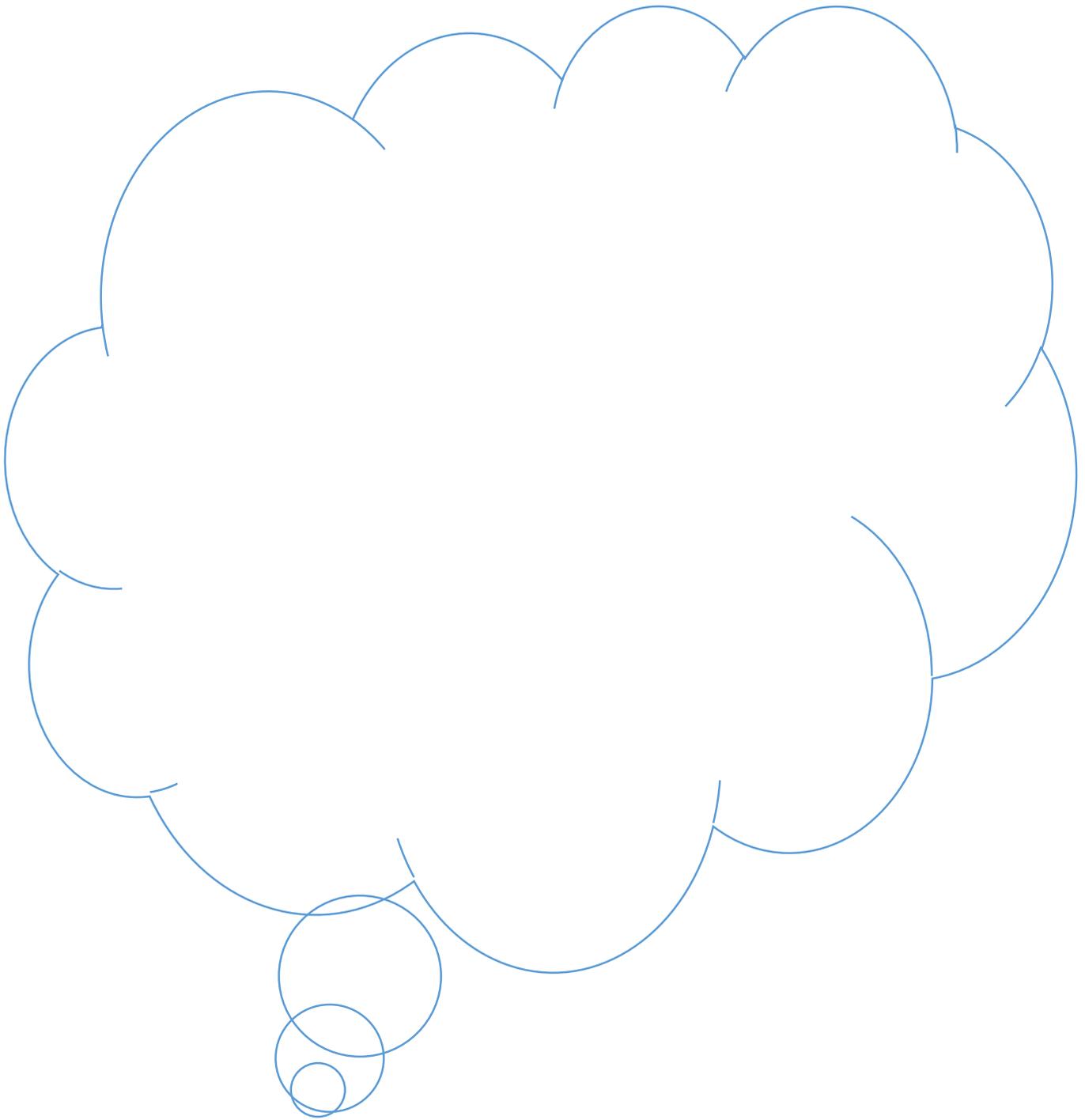
The author used different colours and different fonts to make some words in the text stand out. Write a sentence about what you thought about the book. Edit your works. When writing a good copy, chose two words from the sentence to write in different colours, different styles or different size.

Foundation	Level One	Level Two
Produce some lower case and upper case letters using learned letter formations (ACELY1653)	Write using unjoined lower case and upper case letters (ACELY1663)	Write legibly and with growing fluency using unjoined upper case and lower case letters (ACELY1673)

Activity Eleven – Rime

Onset and rime are important for a student's development in spelling and reading. For example the word bat could be broken up into /b/ onset and /at/ rime. Once students understand onset and rime they can spell words such as cat, mat, hat. The author has used some rime words in Imagine. Students on the worksheet titled, Rime, use a word from the text, write its matching rime word and then think of their own rime word.

Foundation	Level One	Level Two
Know how to use onset and rime to spell words (ACELA1438)	Know that regular one-syllable words are made up of letters and common letter clusters that correspond to the sounds heard, and how to use visual memory to write high-frequency words (ACELA1778)	Understand how to use digraphs, long vowels, blends and silent letters to spell words, and use morphemes and syllabification to break up simple words and use visual memory to write irregular words (ACELA1471)



Imagination means.....





Rhyming Words

Imagine if a chair was a giraffe and a giraffe
was a chair

Surely you would giggle, perched so high up
in the (roof, air, sky)



Imagine a light was a big lion and a big lion
was a light

With that wild and woolly mane, would the
switch be in (hidden, invisible, sight)

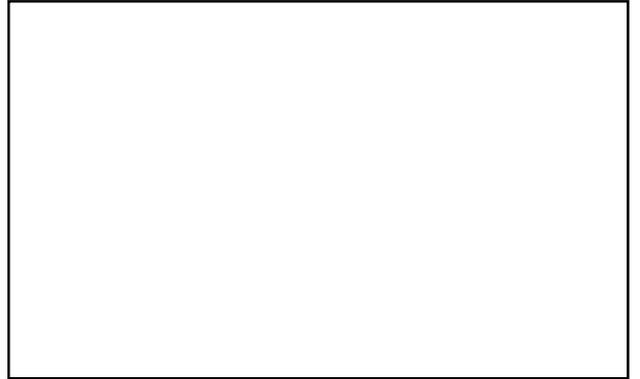


Imagine a broom was an ostrich and an
ostrich was a broom...

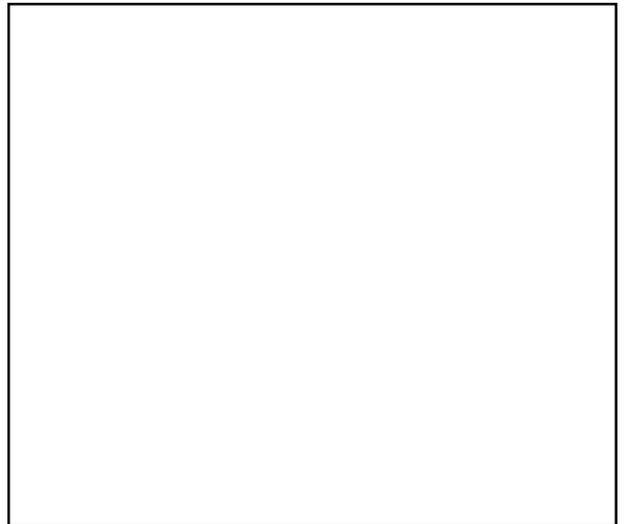
Would she squeak and squawk as you swept
her 'round the (room, table, house)

Imagine

Imagine a cow was a



Imagine a sheep was a



Imagine a chicken was a



Imagination versus information



Write a fact about a giraffe's diet.



Write an imaginative sentence about something a giraffe eats.



Write a fact about a hippopotamus' habitat.



Write an imaginative sentence about where a hippopotamus could live.



Write a fact about what an elephant looks like.



Write an imaginative sentence about what an elephant looks like.



New Vocabulary

Soprano

Your definition _____

Dictionary Definition _____

Mane

Your definition _____

Dictionary Definition _____

Tzar

Your definition _____

Dictionary Definition _____

Meerkat Munchies

Using alliteration (same initial letter) create a food brand for the below animals from the book.

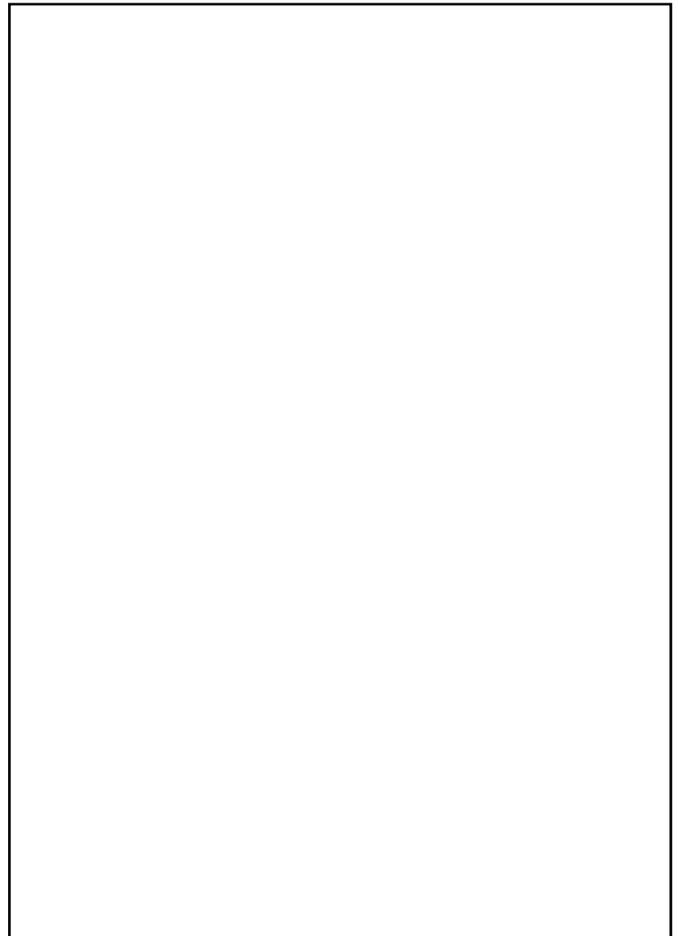
Alliteration examples: Meerkat Munchies, Parrot Popcorn, Sheep Sherbet

Giraffe _____ **Hippopotamus** _____

Chimp _____ **Lyrebird** _____

Lion _____ **Ostrich** _____

**Choose one of the
above brands
and design a food box.
Remember to add in
pictures.**



Test your memory

Match the animal to their imaginative object.

Giraffe

piano

Hippo

bag

Chimp

chair

Lyrebird

bath

Elephant

bowl

Meerkat

light

Cheetah

car

Ostrich

bike

Lion

broom

Thinking Time

Choose one of the following scenarios.

- At dinner time, a giraffe's head and neck come through your kitchen window
- When you went for a bath there was a hippo in it.....
- When your mum or dad picked you up from school, there was an elephant in the car.....
- During music lessons a lyrebird started chirping.....



Stop, close your eyes and think for one minute about your scenario.

Write what happens next.

Draw what happens next.

I am sitting.... (Part A)

Describe where you are sitting now.

I am sitting _____



I can hear _____



I can see _____



I can smell _____



I can feel _____

Draw your scene

I am sitting.... (Part B)

Describe an imaginary place.

I am sitting _____



I can hear _____



I can see _____



I can smell _____



I can feel _____

Draw your scene

Publish

Draft a sentence about your thoughts on the book Imagine.

Edit your sentence.

Tick when you have checked your sentence for the following editing suggestions.

Do I have a capital letter at the start of my sentence?		Have I left spaces between my words?	
Do I have a full stop at the end of my sentence?		Have I tried my best?	
Have I underlined the words, I think may be spelt wrong?		Did I circle two words which I want to write in different colour, size or style?	
Have I found the correct spelling of any incorrect words?		Have I asked a teacher or an adult to check my work?	

Publish your sentence.

Remember to choose two words to write in different colours, size, or style.

Rime Words

	Find the rime word in Imagine	Your own rime word
broom		
all		
bag		
stop		
like		