

The Imagineer

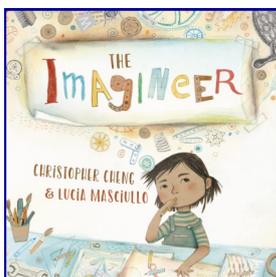
By Christopher Cheng & Illustrated by Lucia Masciullo

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Penny has a massive imagination. She loves to draw up plans, gather her tools and turn sketches and scribbles into new creations. One day, she visits her grandpa's house and is amazed at his gadgets and gizmos. He has a telephone hanging on his wall, an organ with bellows to pump and a contraption with a handle to churn homemade butter. Then Penny discovers grandpa's garage ... Christopher Cheng's *The Imagineer* is a beautiful story about an inquisitive little girl whose imagination is sparked by the things around her. It also highlights the value in spending time with a grandparent and learning from their lived experience.



Teacher Notes have been based on those supplied by the publisher. A full version is available on our website.

Themes:

- Imagination
- Grandparents and learning from their experiences

Discussion Questions:

Cover:

- As a class, discuss what you think the book is about. What do you see that makes you say that? What do you notice about the way that the illustrator designed the letters of the title? What do you think this might tell us about the story?
- Discuss the ways that the class thinks the title might be pronounced. The word 'imagineer' isn't found in a dictionary; it's a made-up word. Which two words does it combine? What do you think an imagineer is? What do they do?
- Who in the class thinks that they could be an imagineer? Why? Ask students to share personal experiences of 'imagineering'.

Pages 3–4:

- On these pages we meet Penny. We also see sketches of Penny's imaginings. As a class, discuss: what they are and how you think the objects in Penny's sketches work.
- Discuss the protective material that is Penny using while she investigates the object in her hands. Why might it be important to use this protection? Do you or your family use protection for some activities in the classroom or at home? What kind of protection? What does it protect you from?

Pages 11–12:

- Have the class identify the objects that they can see on these pages at Grandpa's house. What do these things do? Are there things that they can see that they don't know the function of? Are they old things or new?
- What does the class use in their own homes to do the same jobs as the older objects in these illustrations? What can they imagine those objects could do that they're not designed to do?
- What is 'flabbergasted'? List other words to use instead of flabbergasted. Why would Penny be flabbergasted?

Pages 15–16:

- Why does the class think Penny could barely breathe when she discovered the shed?
- Identify all the objects that Penny sees in Grandpa's shed and discuss what they might be used for. What else might have been in the shed?

Activities:

- Get students to imagine that they could create a machine for an older relative. What would it be called? What would it do? How would it help them? Sketch, plan and write a description of this machine.
- In the same way that the illustrator has used real pictures of real life objects to create her illustrations, encourage students to use images sourced from various media to create their imaginings.
- Get students to construct a working model of the imaginings.