



IMAGINE!

Story Synopsis

This story about an imaginary trip is told through pictures. *Imagine!* begins with a boy and a girl packing boots, binoculars, flippers, goggles, pail, shovel, scarf, and so on, for their journey. They go their separate ways. The girl imagines that she crosses a sand desert, plays on a lovely beach, and then heads for snow-capped mountains. The boy imagines that he treks through a rain forest and snowshoes in Antarctica. After a tiring day of travel to exotic places, the children sit down to a much-deserved feast — lunch!

LITERACY ELEMENTS

using pictures to understand a story

CONNECTIONS

MUSIC

show appreciation of folk songs

VISUAL ARTS

create a picture

WORDS TO DISCOVER

desert
beach
sand
sea
tree
forest
snow
penguin
mountain

ESL CONSIDERATIONS

Point to the picture of each object as the students identify them so that ESL students can match the pictures to words.

Overall Learning Opportunities



Students will:

- enact stories from their own and other cultures
- use their creativity in movement, mime, and dance activities
- communicate their responses to music, art, drama, and dance
- express ideas and feelings through a variety of media



Students will:

- identify some features of books, and use these features to help them understand the printed text
- make connections between their own experiences and those of storybook characters
- ask questions, express feelings, and share ideas

ACTIVITY MENU

Exploration: Using Mime, page 18

Guided Reading, pages 19–20

As a Group, pages 21–22



- *Imagine That!:* acting out imaginary situations
- *Take a Role:* using role-play to explore characters and feelings



- *Make a Picture:* drawing pictures of objects from the story
- *Sort It Out:* sorting objects from the story into categories

Independent Work, pages 23–25



- *BLM 10:* drawing a picture in response to the story



- *BLM 11:* matching pictures to the correct categories
- *BLM 12:* sorting pictures by their initial sound patterns



Using Mime

LEARNING OPPORTUNITIES

Students will:

- use their creativity in movement and mime activities
- solve problems creatively
- express ideas and feelings through movement and mime

YOU WILL NEED

- space for movement

OBSERVING FOR ASSESSMENT

Can the student:

- creatively enact stories using movement and mime?
- express ideas and feelings by miming different scenarios?

TEACHING tip

It is important to participate physically as much as possible with the students. They will move less self-consciously if you are moving with them.

Reading the Story

Explain to the children that the book *Imagine!* doesn't have any words, but that the story is told through pictures. "Read" the story with the children, guiding them to add their own words to describe what they imagine is happening.

Starting the Exploration

Tell the children that, like the book, they are going to tell stories without any words. They are going to use their bodies to make the pictures. Engage children in a variety of adventures through a voice-over imagination exercise. Invite a volunteer to suggest a location from the book. As you tell a story in this location, stop occasionally and have children create the illustrations using their faces and upper bodies. Encourage children to include how they feel as well as what they are doing. For example, say:

- Imagine you are in the desert. You have been walking and walking in the hot sun for hours. You are *so* hot and *so* tired. You spot some water. You race toward it and drop to your knees and drink and drink. You lie down in the soft sand and relax.

Working on the Mime

On another occasion, ask children to sit in their own Drama Space (a space in which they can move safely without touching others). Explain that this time they are going to use their whole body. Have children close their eyes and imagine as you describe a situation. For example, say:

- You are walking on the beach on a warm summer day. You have your knapsack filled with all the things you need for a day on the beach. Imagine what is in your bag. Now you can hear the sound of the waves and feel the soft

sand under your feet. Imagine what you would like to do. Now make a moving picture with your body to show how you feel and what you are doing.

Have the children freeze and hold their shape as a tableau. Comment on what you see. Continue by interjecting a problem such as:

- You have lost a key in the sand.
- There is a shark in the water.

Describe similar scenes as long as interest is sustained. On other days tell stories set in different locations.

Sharing

Sharing takes place as the children are engaged in the mime. Children can reflect on the experience by responding to questions such as:

- How did it feel to be (in the desert)?
- Did anyone feel differently?
- What was it like when (you entered the ocean for the first time)?

Extension

- Have the children listen to several instrumental pieces and choose a soundtrack to accompany the role-play (see Kindergarten Audio CD Tracks 11–18).
- Start a picture collection of other locations and scenes. Postcards and pictures cut from travel brochures, old magazines, or calendars can offer some wonderful scenes to prompt rich and imaginative miming situations. Some children may choose to draw a scene to add to the collection; they can use **BLM 10**.



Page 23

This Extension works well with Stand-Alone Activity 7: "Going On an Adventure" on page 121.

LEARNING OPPORTUNITIES

Students will:

- identify some features of books and other written materials, and use these features to help them understand the printed text (e.g., tell the story in a book by looking at the pictures)
- demonstrate understanding of a story by making predictions

YOU WILL NEED

- chart paper and marker



As the students identify the objects in the illustration on page 2 of *Imagine!*, print the name of each item on a sheet of paper.

Setting the Scene

Have the children close their eyes. Ask them to make a picture in their minds of their favourite place to be. Guide the children's imagination by asking questions, such as:

- Can you see yourself in your mind picture? What are you doing?
- Is there anyone there with you?
- What's around you? Can you see different colours?
- What are you wearing?
- Are you holding anything?

Have the children open their eyes and invite them to share their mind pictures. Encourage their descriptions by using question prompts.

Show the children the cover of the book. Ask:

- Where is the girl? How do you know?
- What is she doing?

Hand out copies of the book to the children. As they look at the cover, say:

- The title of this book is *Imagine!* Put your finger on the title. That's right, *Imagine!*: I-m-a-g-i-n-e. *Imagine!*

Then ask the children:

- What is the girl imagining? Yes, that's right. She's imagining that she is at the beach.

Reading the Text

Picture Walk

Turn to page 2. Ask:

- What are the boy and girl doing? Yes, that's right. They're packing for a trip.
- What are some of the things you see in the picture?

As the children identify the objects, ask where someone would be to use or see mittens (cold place), a pail (on a beach), swim goggles (under water), and so on. List each item that the children identify on chart paper.

Then look at page 3. Ask:

- What items does the girl have with her? That's right, sunglasses, a knapsack, a hat, a water bottle, and a pail. Why?

Turn to page 4. Ask:

- Where is she now? What does she have with her? Why?

Say:

- Look at page 5. Where is the boy? What did he take with him? Why?
- Where do you think the boy and the girl might be on the next pages?

Continue the pattern of questioning through to page 8. Ask:

- Where are the children now?
- What are they doing?
- Do you see anything in this picture that we don't have on our list?

OBSERVING FOR ASSESSMENT

Observe how the students handle the book, use the illustrations, and connect language. Does the student:

- move through the text from front to back, turning the pages?
- notice and interpret detail in the pictures?

Independent Reading

Have the children look through the book from cover to cover and think about all the places where the storybook children are imagining themselves to be.

After Reading

Ask the children:

- Which would be your favourite place to visit? Why?
- What would you like best about that place?
- Is there anything you might not like about it?
- Is there anything the girl or boy has forgotten to take along?

Revisit the Story

Engage the children in talk about the story by asking open-ended questions, such as:

- Do you like this book? Why? Why not?
- Which is your favourite picture? Why?

Reinforce the Story

Take the children through the book again and have them revisit each picture to identify items according to their functions. For example, say:

- Look at the picture on page 3 and find an object that you can put something in.
- Now find something to wear on your head.
- Can you find something that floats in the sky?

Have the children find all the objects or places on the page. Turn to page 4. Say:

- Look at the picture on page 4 and find something you can wear on your feet; find something that helps you to swim faster; find something that makes a quack sound; find something that you can wear to help you see better under water...

Continue this pattern of question and answer through to page 8.



As a Group

LEARNING OPPORTUNITIES

Students will:

- enact their own stories
- use a variety of materials in new ways

YOU WILL NEED

- props and costumes to support current themes or topics

OBSERVING FOR ASSESSMENT

Does the student

- participate in spontaneous role-playing?
- speak and respond as the chosen character?

LEARNING OPPORTUNITIES

Students will:

- decide who will take each roles in drama activities
- use their creativity in movement and mime activities
- express ideas and feelings through movement and mime

YOU WILL NEED

- space for movement

OBSERVING FOR ASSESSMENT

Does the student

- play effectively in role?
- work with a partner to express ideas and feelings?

Activity: Imagine That!

The setting and materials at the Dramatic Play Centre can offer children an informal and unstructured opportunity to use their imaginations and engage in role-playing. As children play, they explore and represent ideas, imitate and create, and solve problems.

Use the Dramatic Play Centre and other operating centres in your room to reflect some of the environments depicted in the book. Collect and organize props that will prompt children's imaginations and stimulate spontaneous role-playing situations. For example:

Beach

Provide a small empty wading pool, or water table, and a sandbox with sand toys, and props such as sunglasses,

sun hats, old beach towels, beach balls, clean empty sunscreen bottles, plastic picnic dishes, and food.

Snow Scene

Fill a water table with snow. Provide props such as pails, shovels, moulds, mitts, scarves, a small toboggan, and (toy) binoculars.

Extension

Throughout the year consider using current themes or topics of interest to create different setting and locations in the classroom: garden, fire hall, hospital, store, farm, and post office.

This Extension works well with Stand-Alone Activity 23: "Making Murals" on page 137.

Activity: Take a Role

Together, look at page 6 of *Imagine!* and engage children in a discussion about the location and the scene. Ask:

- Where is the boy? What is it like there? How do you think he feels?
- What does he have with him? What do you think he is planning to do?
- What is waiting for him when he enters the scene?

Guide children in sitting in their Drama Space with a partner, and have them decide which role they will play: the animal or the person. Begin a voice-over adventure where the character encounters the animal. Children can silently act out their role in the story as you describe what is happening. For example, say:

- You are dressed for this cold and snowy scene. Now off you go. Show how are you moving and how you feel. You spot the penguin. The penguin spots you.

Ask children to freeze and hold their shape as they plan their reaction and response. Prompt both characters:

- How do you feel? What are you going to do?

Have children show their moving pictures as they remain within their Drama Space. Before reversing roles, ask the partners to share with each other what they were doing and how they felt. Invite volunteers to share with the whole group.

Extension

Repeat on other occasions by using animals from the Arctic regions (seal, polar bear, walrus, etc.) or from other locations in the book. (Brainstorm animals the character might meet.)

This Extension works well with Stand-Alone Activity 19: "Guess My Animal" on page 133.

LEARNING OPPORTUNITIES

Students will:

- use a variety of materials to communicate information

YOU WILL NEED

- colouring materials
- glue and scissors
- index cards

OBSERVING FOR ASSESSMENT

Does the student:

- appear to have a plan?
- choose appropriate materials?
- have detail in the picture?

Activity: Make a Picture

Invite children to revisit page 2 of *Imagine!* Ask them to identify the items that the children in the picture are packing. List the items. If you have done the Guided Reading, you can simply refer to the list (see page 19) you created then.

Reread the list together and print each word on an index card or a small sheet of paper. You may have to provide more than one child with the same word if you run out of objects. Invite the children to use crayons to draw a picture of their item, and then paste the word onto their picture. You could staple the pages together into a book of words or post them on a bulletin board for reference.

Extension

- Provide the children with copies of **BLM 11**. Have them cut and paste the objects into the correct box.
- Tell children that they are going to hear a song that contains different animals. Play a children's song such as "The Old Woman Who Swallowed a Fly" (see *Kindergarten Audio CD Track 2*). As they listen, children can choose one animal from the song and draw a picture of it.



Page 24

This Extension works well with Stand-Alone Activity 20: "Music Tells a Story" on page 134.

LEARNING OPPORTUNITIES

Students will:

- demonstrate understanding that letters represent sounds
- use sound patterns (e.g., rhyme) to identify words

YOU WILL NEED

- students' pictures from the *Make a Picture* activity, above

OBSERVING FOR ASSESSMENT

Does the student:

- understand that letters represent sounds?
- use sound patterns to identify words?

Activity: Sort It Out

When the children finish making their pictures in the previous activity, play various sorting games with the pages.

For example, you could sort by the following categories:

- things that can be used to hold something
- things that can be worn
- things that are worn when the weather is hot
- things that are worn when the weather is cold
- things that are worn when the weather is sunny
- things that start like *bag*/with the buh (b) sound
- things that rhyme with *snail* (pail), *get* (net), *bat* (hat)

Give each child a copy of **BLM 12**. If children are adept with scissors, they can cut and paste the objects in the correct *s* or *m* box. Otherwise, have them draw lines from the object to the correct box.



Page 25

Extension

Play *What Am I?* with the children. Give out the pages from the previous activity (one to each child), and ask them to keep their page a secret and not to let anyone see which picture they have.

Have the children make up a clue about the picture, for example, "It's something that you wear on your feet in water." (flippers) In turn, have each child give a clue and invite the other children to guess the item.

Imagine!

My name is _____.

A Place I Want to Go



Imagine!

BLM 11

My name is _____

Cut and glue in place.



My name is _____.

Where do they go?

s

m

