

Imaginarium

2

Primary



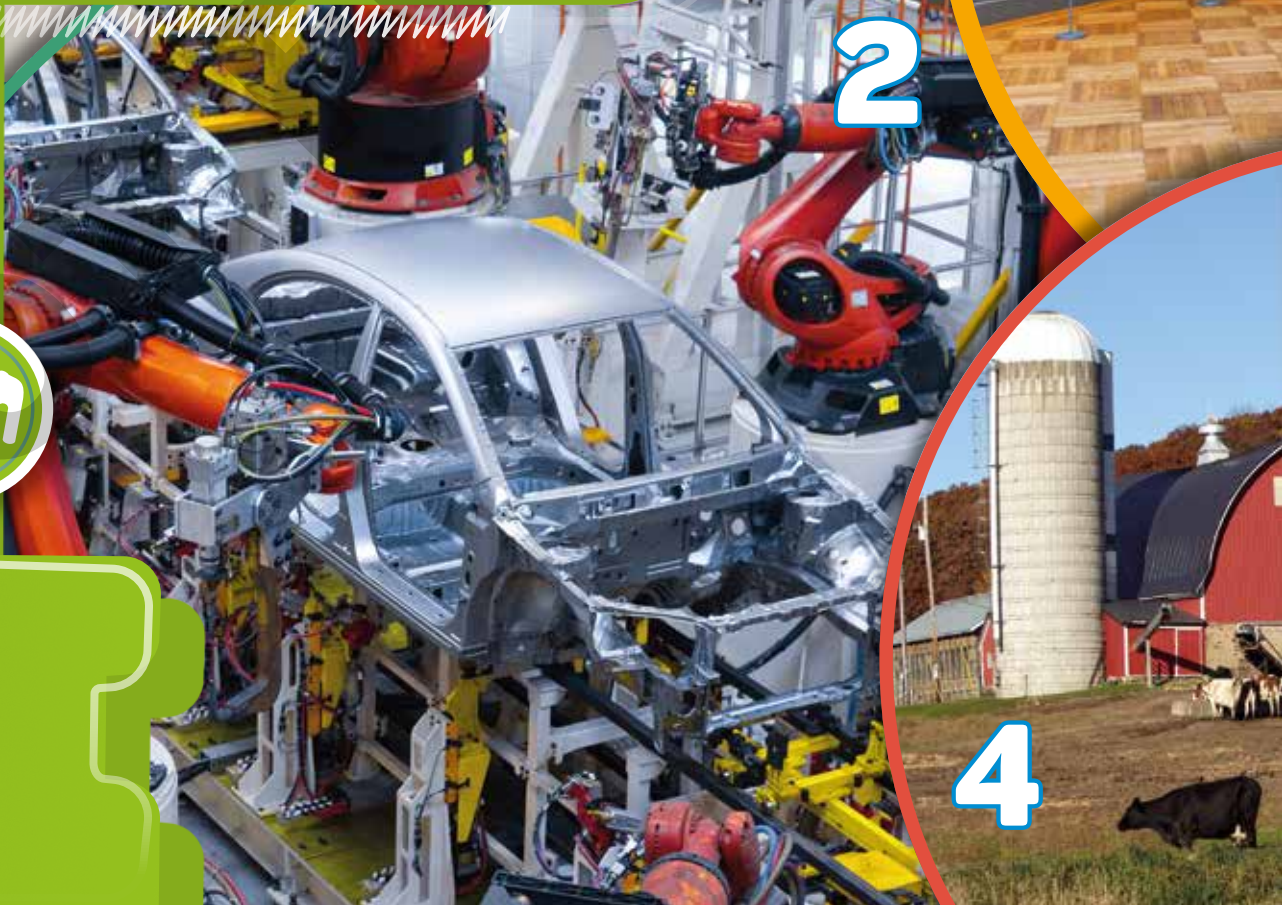
1

📍 What do transportation, farms, and science have in common?



1

2



4



5



3



6



7



Week

1

- 🔑 What vehicles can you see?
- 🔑 What noises do you imagine them making?
- 🔑 What is your favorite type of transportation?

Week
Connection





Building Vocabulary

Read the poem and circle the *-ight* words.

Star Bright, Star Light

Star bright, star light,
Second star I see this night,
I wish today, I wish tonight
To have a dream that's out of sight!



Use the clues to write each new *-ight* word.

1. This word is the opposite of dark. It starts with br.

2. Take one letter away from your first answer to make a word that means "to be correct."

3. Change the first letter to make a synonym for the word lamp.

4. Add a word to make a building that guides ships away from danger.

5. Go back a step. Add another *-ight* word in front to make a word that means a "light that stays on all night."

Building Vocabulary

Read the poem and circle the *-im* words.
Answer the questions.

Tim and Kim

Tim and Kim, both slim and trim,
Decided to swim all day.
The sun got dim, and things looked grim,
So they ran inside to play.



1. Who are the children in the poem?

_____ and _____

2. What did they want to do?

3. Why did they go inside?

Divide each word into parts.



word	beginning	word family	ending
skim	_____	_____	_____
him	_____	_____	_____
chimps	_____	_____	_____
swim	_____	_____	_____
trims	_____	_____	_____



Word Work

Complete the sentences with words from the box.

in front of
in the back of
on
under
near

1. The cars are _____ the street.
2. The houses are _____ the sky.
3. The taxi is _____ the green truck.
4. The taxi is _____ the traffic light.



Use the words from the box for the sounds.

1. An old door opening slowly

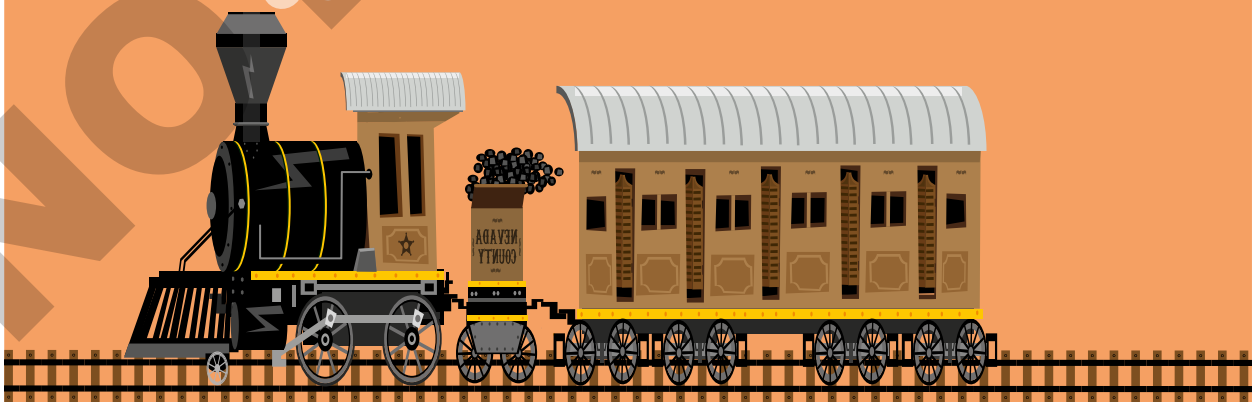
2. The sound a train makes

3. A tired man breathing out _____

creak
clickety-clack
choo-choo
huff hiss

Key Info

An onomatopoeia is a word that represents a sound.



Word Work

Read the definitions and write the word for each picture.

1. **Pistons** move up and down inside the engine and power the car.
2. **Valves** control the flow of gas or liquid.
3. A car has four **wheels** and a bike has two.
4. A car needs an **engine** to move.
5. **Gears** transfer power from the engine to the wheels.



Label the pictures with words starting with *tr-*.



Answer the question.

1. What other words start with *tr-*?

Before Reading

Discuss the questions in pairs.

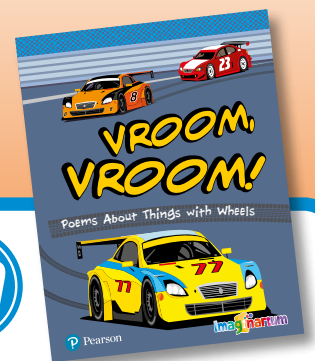
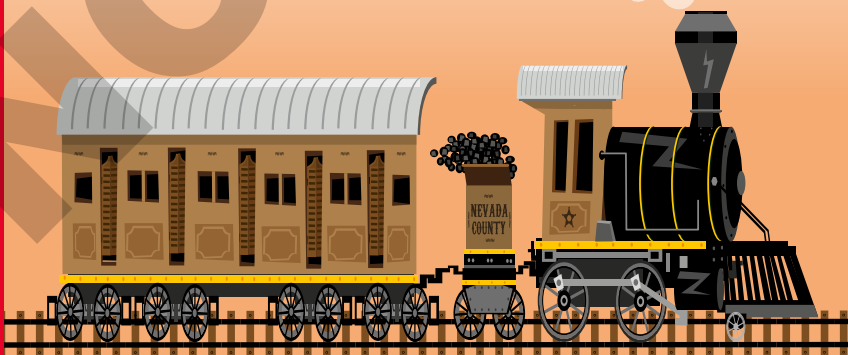
1. What type of vehicles have you been in?
2. What noises do they make?
3. How do you get to school?



Read the title of the cover on page 19 and answer the questions.

1. What words do you think you'll read in the book?

2. What vehicles do you think you might find in the book? Why?

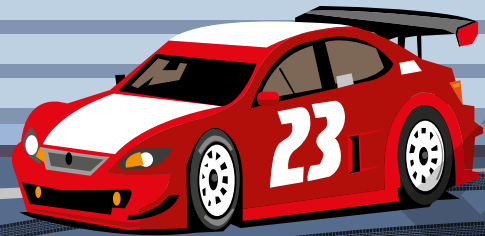
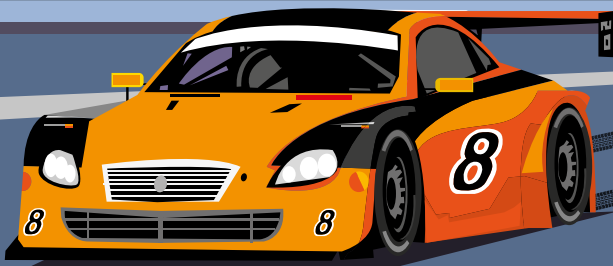


02

e-library

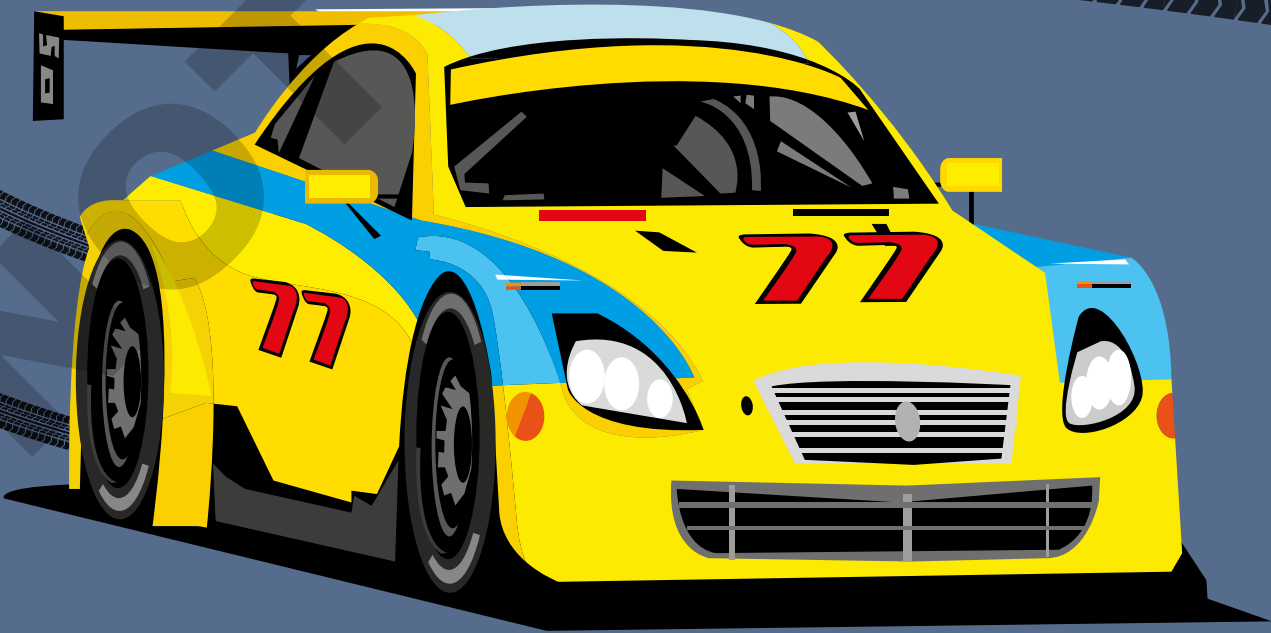
Reader

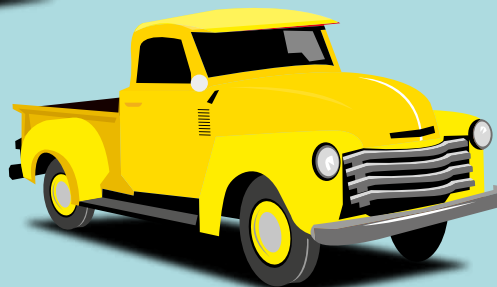
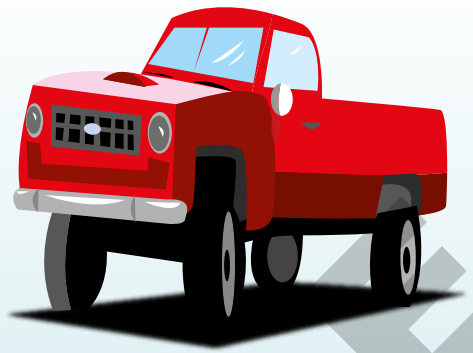
Vroom, Vroom!
Poems about things
with wheels



VROOOM, VROOOM!

Poems About Things with wheels





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Fire Engine

“Come and see the flashing light
On the fire engine bright!
See it racing down the road
Carrying its heavy load!”
So said Thomasina Brown
Just before it ran her down.

Doug MacLeod

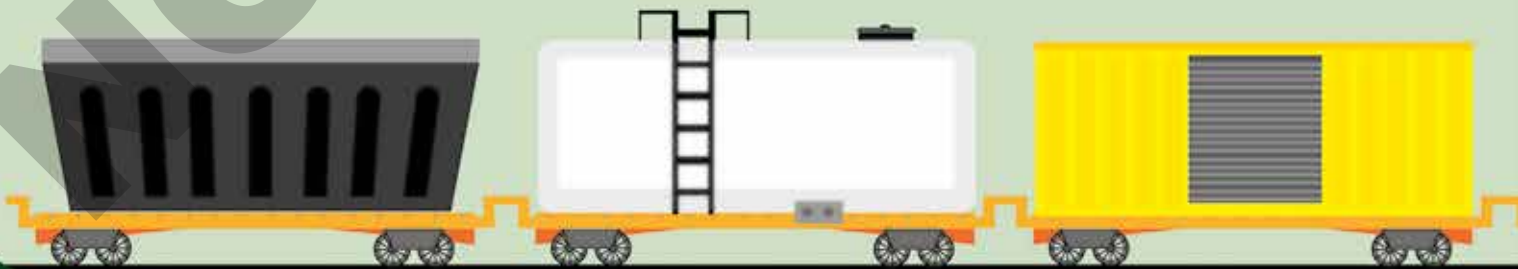




What a Load!

A monster that traveled by rail
Turned porters and train drivers pale.
He had to be stuck
on a very large truck
While another one carried his tail.

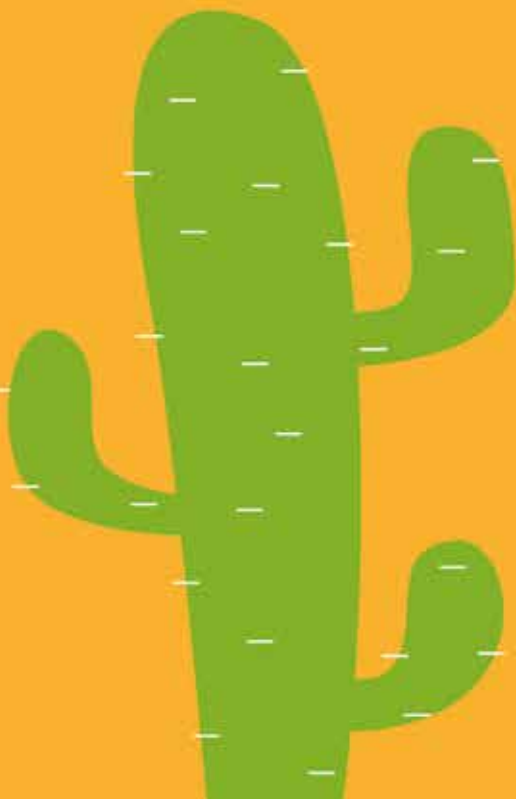
Max Fatchen





Song of the Train

Clickety-clack,
Wheels on the track,
This is the way
They begin the attack:
Click-ety-clack,
Click-ety-clack,
Click-ety, clack-ety,
Click-ety
Clack.



Clickety-clack,
Over the crack,
Faster and faster
The song of the track:
Clickety-clack,
Clickety-clack,
Clickety, clackety,
Clackety,
Clack.



Riding in front,
Riding in back,
Everyone hears
The song of the track:
Clickety-clack,
Clickety-clack,
Clickety, clickety,
Clackety,
Clack.

David McCord

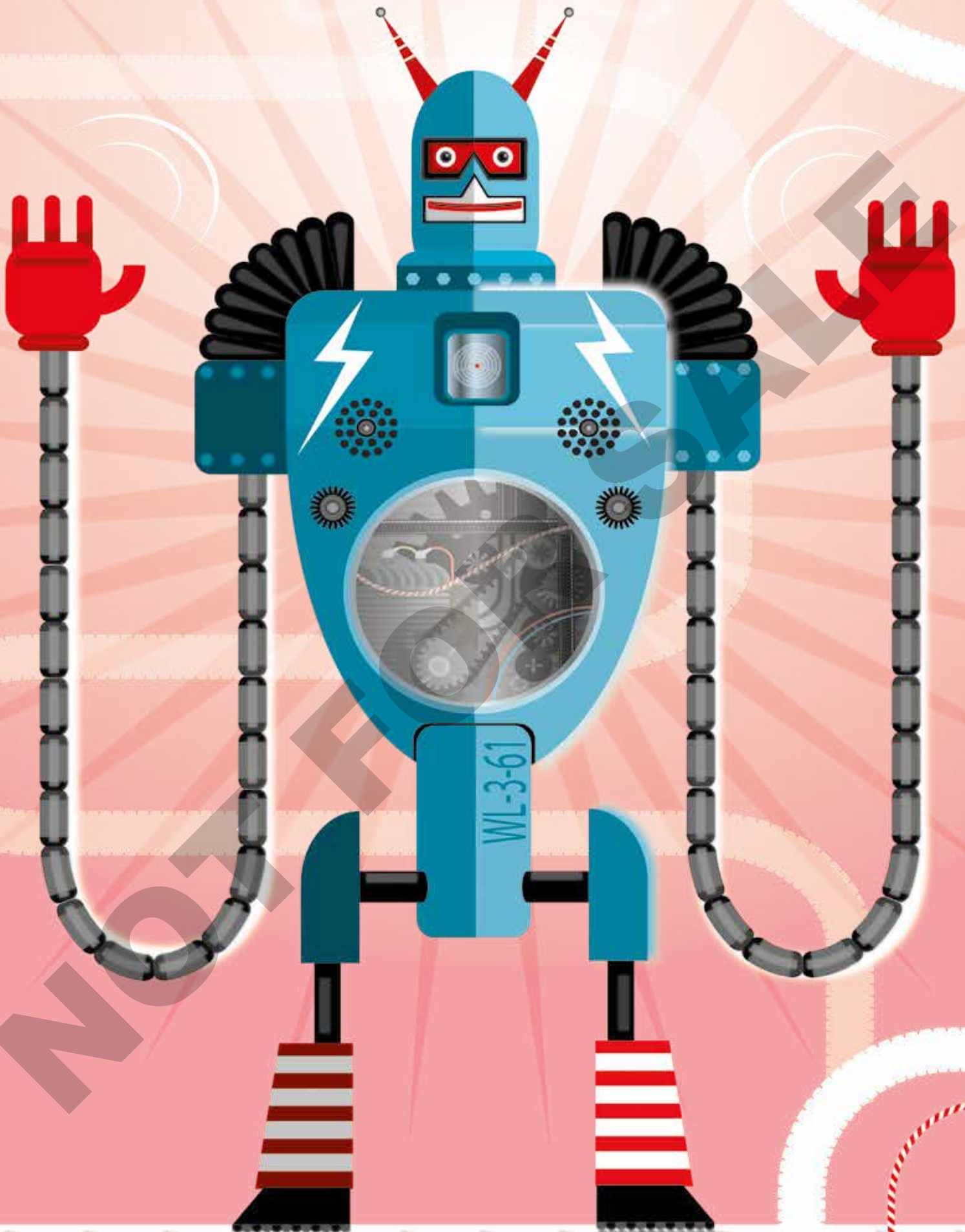




The Robot

My switch clicks on,
My eyes light up,
My motor starts the rumbles.
My cogs and gears all creak and crank.
My radar turns and tumbles.
My program data bank boots up,
It tells me what to do . . .
I'm WL-3-61.
Now, how can I help you?

Mark Carthew



The Yellow Bus

Step aboard the yellow bus
and bump along the road with us.
Every day, at every stop,
the bus pulls up and on we hop.
Along the same route every day,
it motors on its merry way.
Here it comes along our street,
full of laughter, friends, and feet.

Mark Carthew

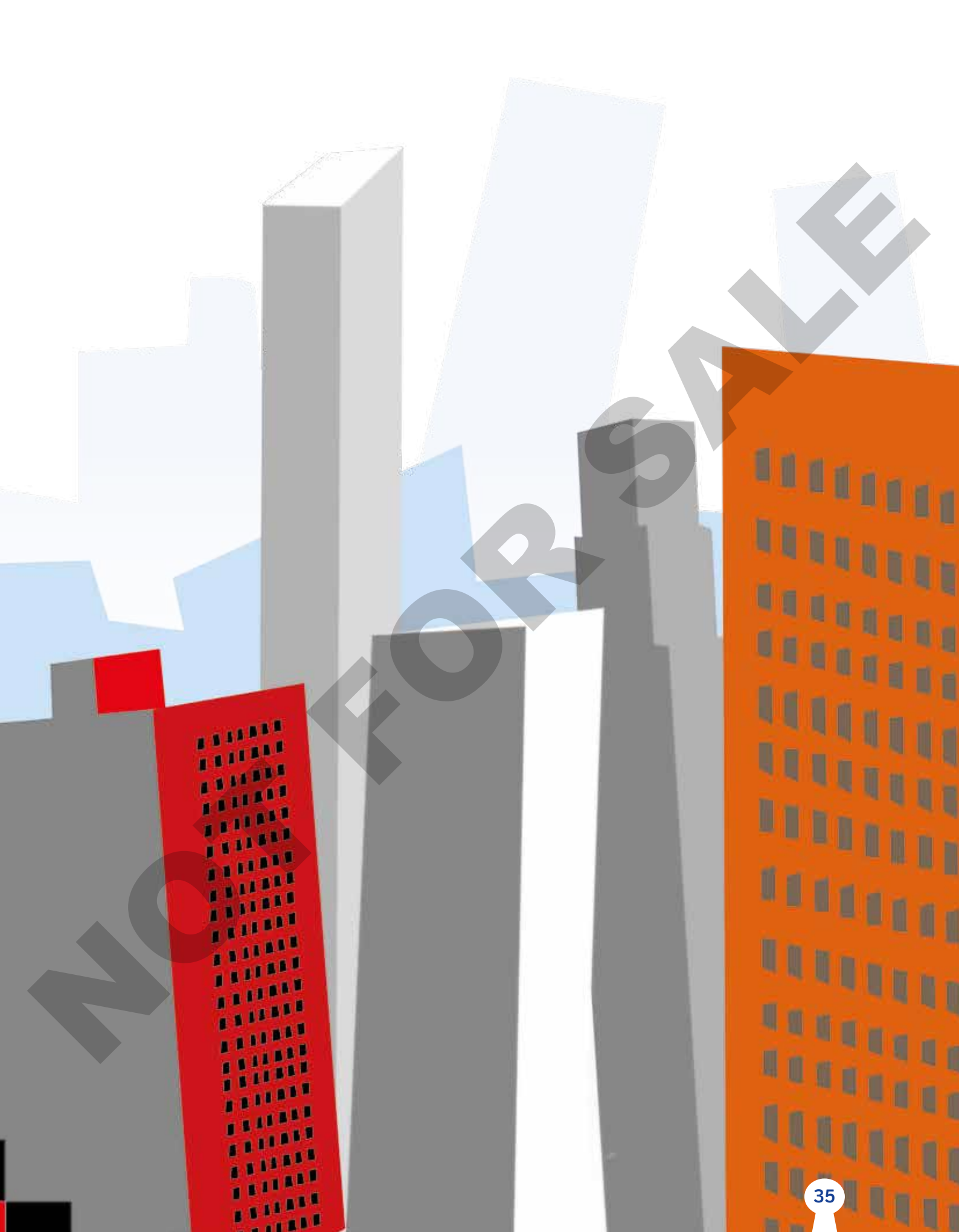


The Wondrous Crane

No need to explain
the wondrous crane;
it lifts and lowers
fast and slower
stops and goes
again and again!

Janeen Brian





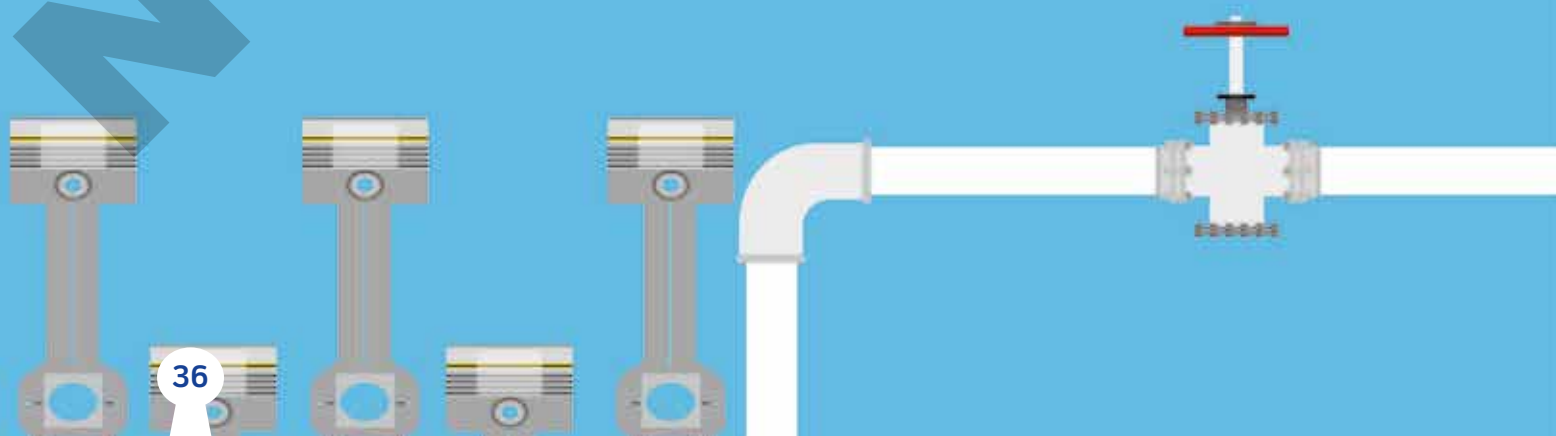
Engineers

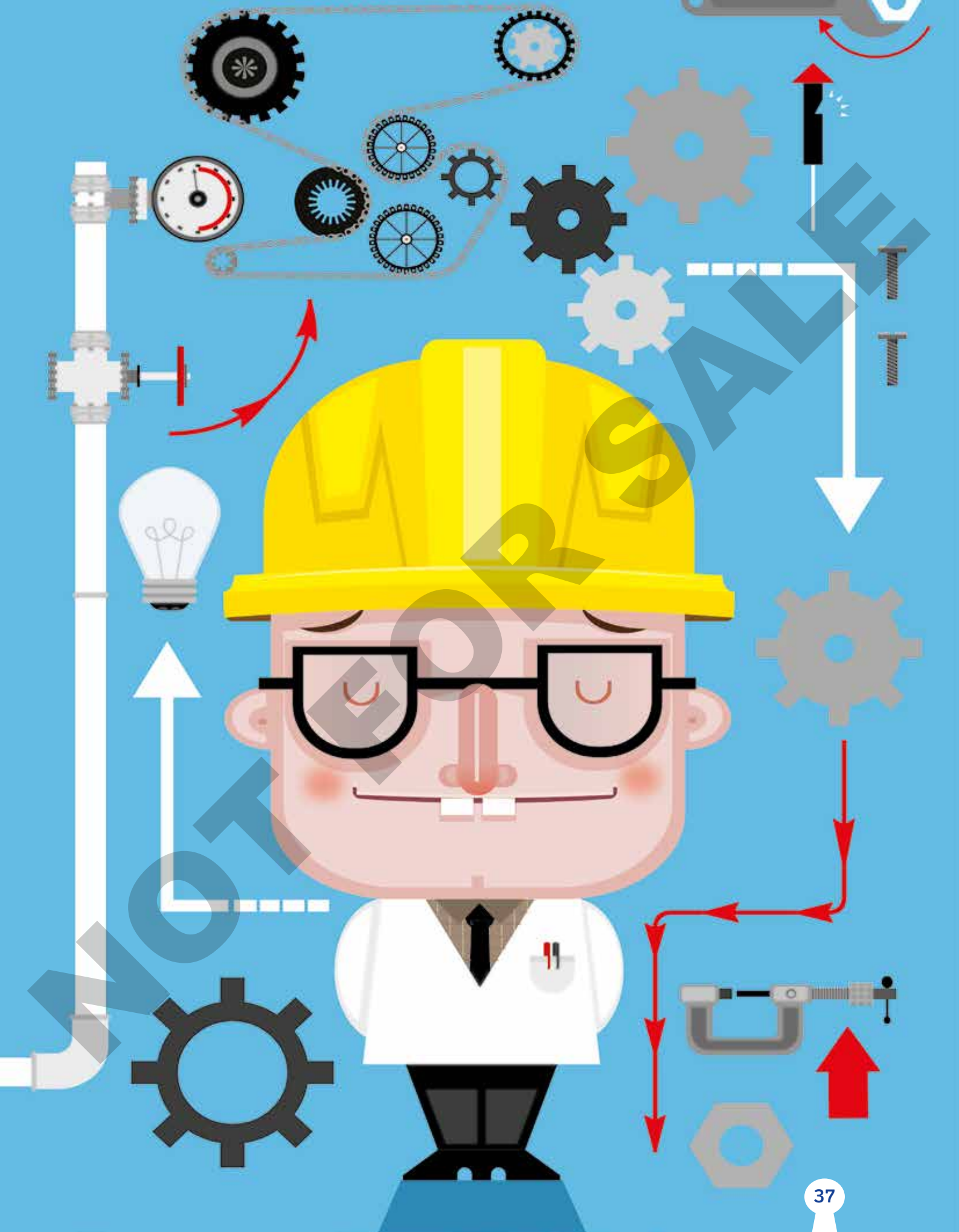
Pistons, valves, and wheels and gears—
That's the life of engineers.

Thumping, chunking engines going,
Hissing steam and whistles blowing.

There's not a place I'd rather be
Than working 'round machinery,
Listening to that clanking sound,
Watching all the wheels go 'round.

Jimmy Garthwaite





Vroom, Vroom

Where do the cars all come from,
Where do the cars all go?
Zooming down the highway
to the city through the snow.
There are shiny shapes
and colors,
Red, yellow, black, and blue.
Vroom! Vroom!
Engines roar through
a street near you.

Mark Carthew





Tractors, Trucks, Trains, and Trams

Tractors,
Trucks,
Trains, and trams,
In the city,
Traffic jams!

Mark Carthew



FOR SALE





Sources and Acknowledgments

Brian, Janeen. "The Wondrous Crane" from *Machino Supremo: Poems About Machines*. Victoria: Celapene Press, 2009. Reprinted with permission of Celapene Press, Knoxfield, Victoria.

Carthew, Mark. "The Robot" from *Machino Supremo: Poems About Machines*. Victoria: Celapene Press, 2009. Reprinted with permission of Celapene Press, Knoxfield, Victoria.

Carthew, Mark. "The Yellow Bus," "Tractors, Trucks, Trains, and Trams," and "Vroom, Vroom" were written especially for this anthology.

Fatchen, Max. "What a Load!" from *Meet the Monsters*. Australia: Scholastic, 2004. Reprinted with permission of Scholastic, Australia.

Garthwaite, Jimmy. "Engineers" from *Puddin' and Pie*. New York: Harper & Row, 1929, renewed 1957. Reprinted with permission of Harper & Row, New York.



MacLeod, Doug. "Fire Engine" from
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Australia: Penguin Books, 1981.

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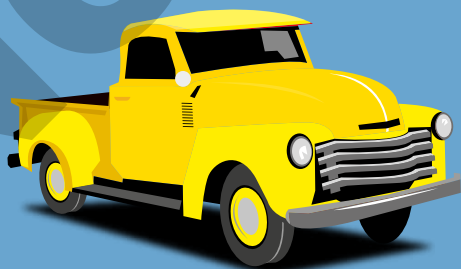
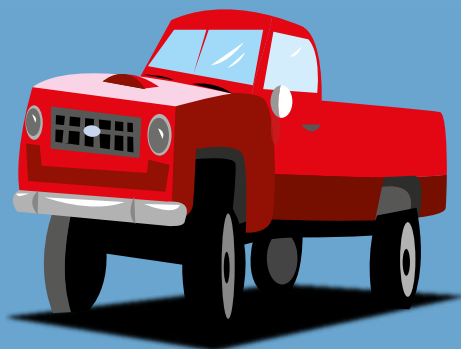
McCord, David. "Song of the Train"

from *One at a Time*. New York: Hachette Book

Group, Inc., 1952. Reprinted with permission of
Hachette Book Group, Inc., New York.



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During Reading

Circle all the vehicles on the contents page below.

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Think

In the poem "Fire Engine," are the actions in the first four lines real or make-believe?

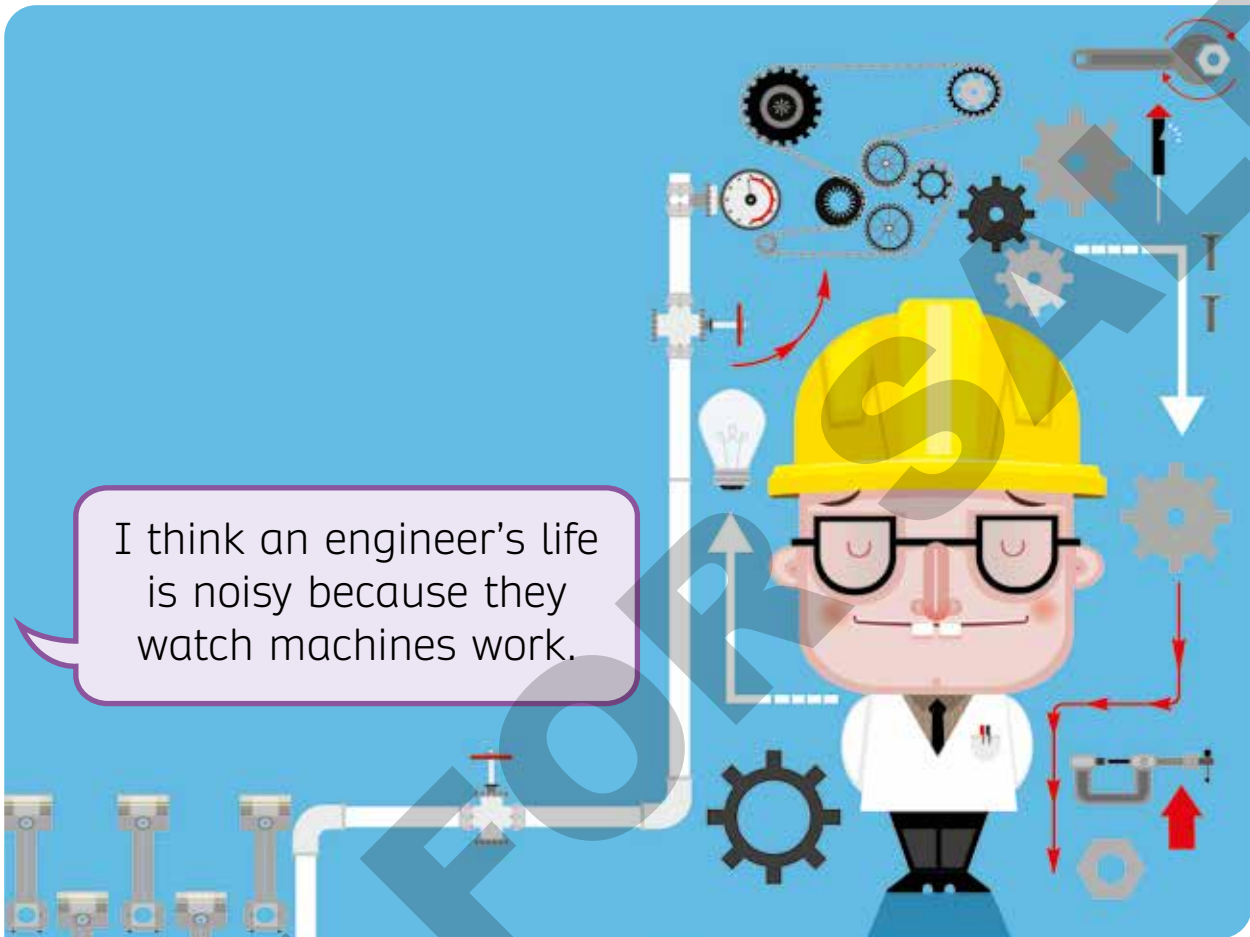


Answer the questions.

1. What do you know about these vehicles?

2. How can that help you understand the poems you have just read?

Use the clues in the picture to answer the questions.



1. Do you think an engineer's life is noisy? Why?

2. What sounds do you think an engineer hears?

3. Do you think an engineer's life is busy? Why?

After Reading

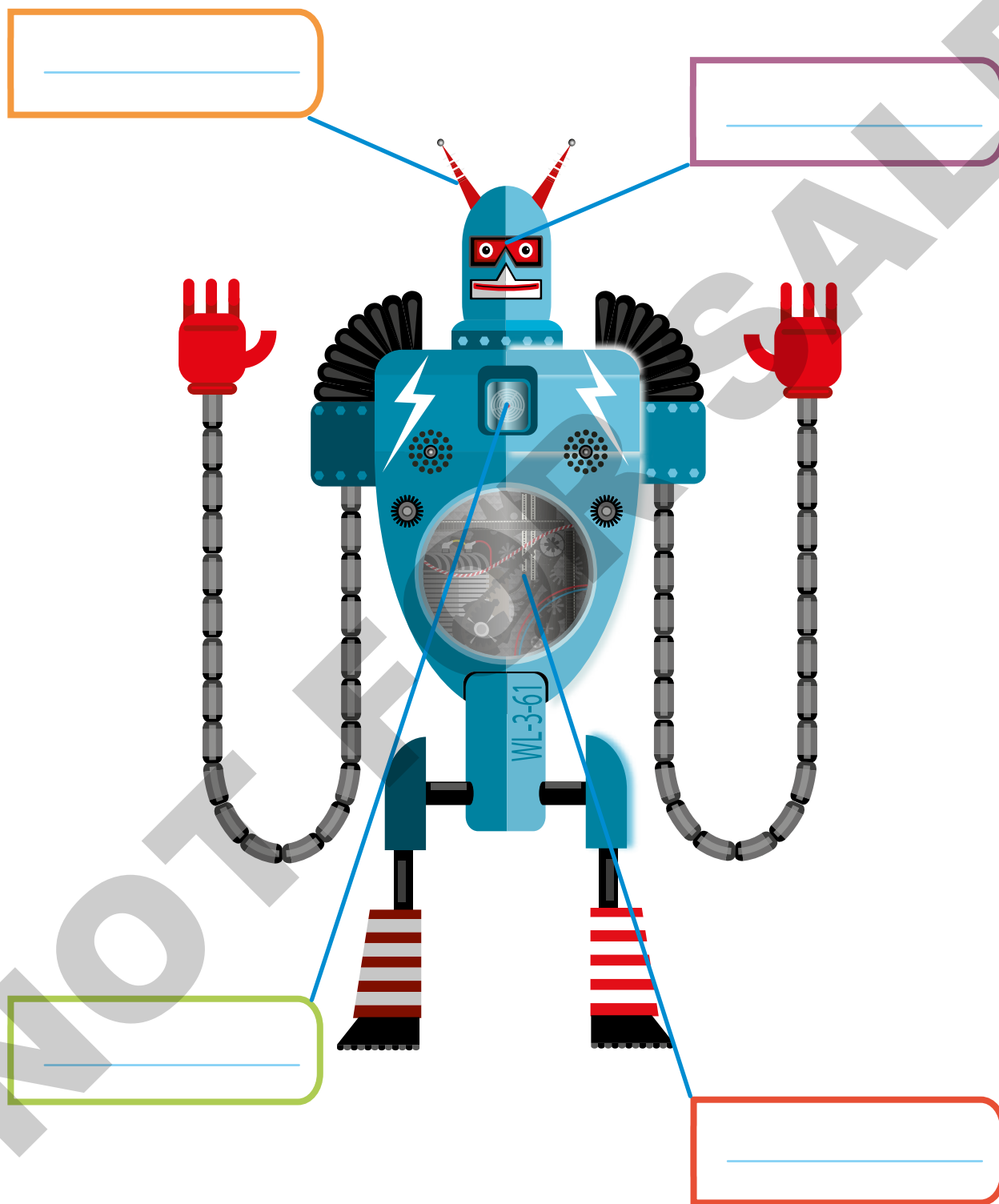
Draw a picture of one of the vehicles or machines in *Vroom, Vroom! Poems About Things with Wheels*.



Answer the question.

Which poem did you like best? Why?

Label the picture with words from the poem “The Robot.”



Add another label to the picture.

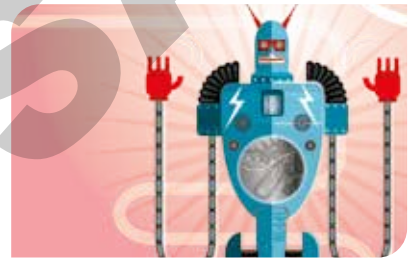
After Reading

Match the phrases with the correct picture.

Now, how can I help you?



Traffic jam!



See it racing down the road.



It motors on its merry way.



Working 'round machinery.



Oral Language

Read the text and discuss with a partner.



This car model is called a Viper. A viper is a dangerous snake. Do you think this is a good name for this car? Why or why not?

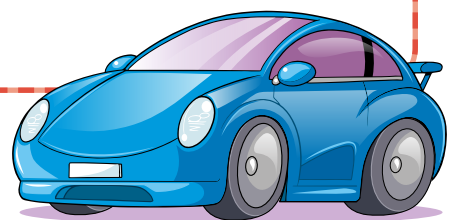
Answer the question.

Imagine you could design a car. What name would you give it?

Draw the car you just named.

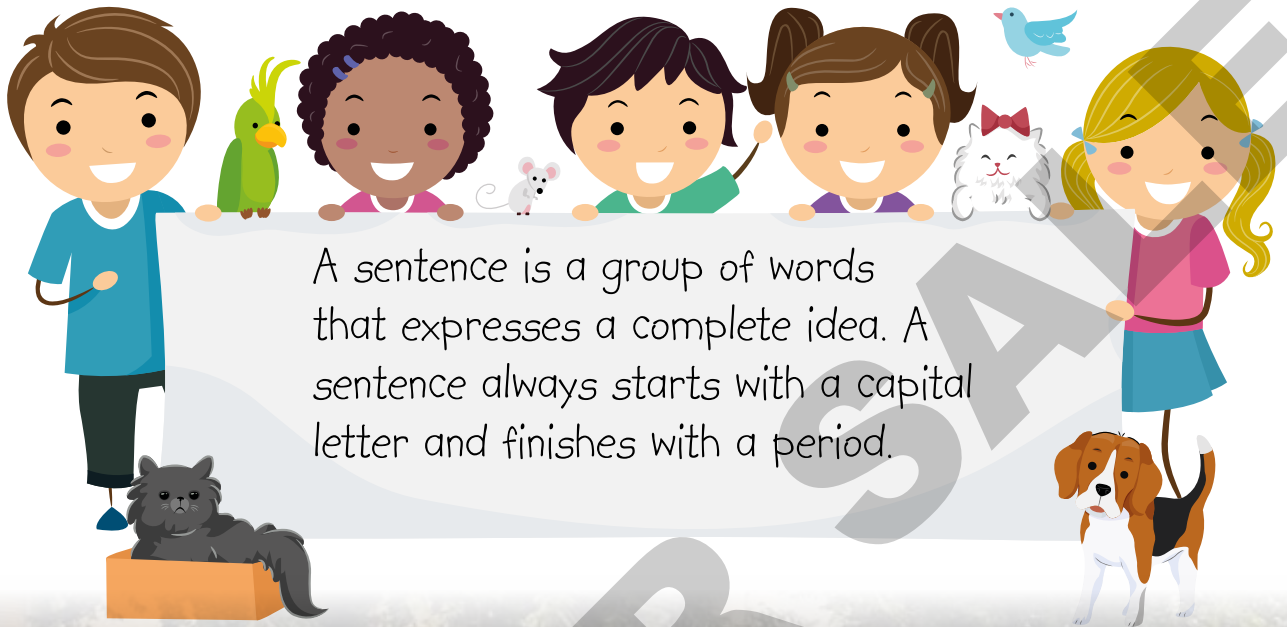


Explain your drawing and the name of your car to a partner.



Language Conventions

Read about sentences.



A sentence is a group of words that expresses a complete idea. A sentence always starts with a capital letter and finishes with a period.

1. I love open-top buses.
2. These buses have two floors.
3. My sister and I like sitting upstairs.
4. You can see everything from up there.

Circle the capital letter in red and the period in blue in the sentences above.

Please see Week 1 Grammar Glossary on page 334.

Add the capital letters and periods to make five sentences.

My Uncle's Jeep

my uncle has a jeep he drives it in
the mountains it gets dirty I love
riding in the jeep we go fast



Follow the instructions and work in groups.

1. Choose a vehicle you all like or find interesting.
2. Brainstorm ideas about the vehicle; for example, what it is like, what colors it comes in, why it is interesting, who drives or flies it, and so on.
3. Each of you must then write a sentence about the vehicle.
4. Share your sentences. If two of you have similar sentences, write a new one.
5. Check punctuation and capital letters.
6. Write the corrected sentences in your notebook.

LEARNING
Collaboration: Work in teams

LITERACY
Print: Construct sentences

Personal Narrative

A personal narrative is a story about a real experience in the writer's life. The writer uses sentences to describe something that really happened.



Think

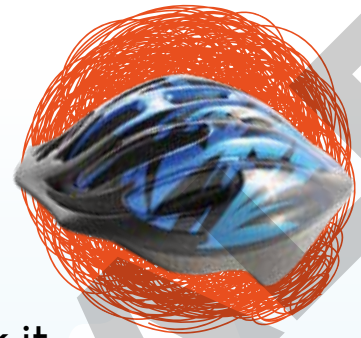
What personal experiences can you write about?



Read about the boy's new bike.

My New Bike

For my last birthday, I got a bike with no training wheels. It was blue with five gears and a loud bell. I loved it. The next day, I took it to the park. My big brother taught me to ride it. I wasn't very good at first. It felt very wobbly. I fell off a lot. I practiced riding my bike every day. Now, I can go fast. I love whizzing down the big hill in the park.



Write a narrative about a time you traveled by bike, bus, or airplane, and share your story with a partner. You can brainstorm ideas with a partner before you write.

LEARNING
Collaboration: Brainstorm ideas

LITERACY
Print: Follow the text structure

Answer the question and complete the diagram.



1. What jobs do these vehicles do?



Have you ever seen or been in any of these vehicles?



Sing the song “Wheels on the Bus” and create another verse for the song.

Wheels on the Bus

The wheels on the bus go round and round,
Round and round; round and round.
The wheels on the bus go round and round,
All day long.

(second verse)

The wipers on the bus go swish, swish, swish . . .

(third verse)

The horn on the bus goes beep, beep, beep . . .



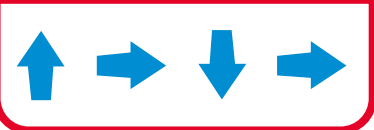
Follow the instructions to complete the challenge. 367 

CHALLENGE

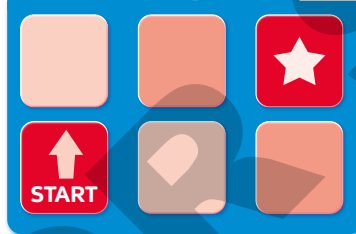
INSTRUCTIONS

1. Use the commands to make the algorithms.
2. Move your robot along the challenge boards from the START to the STAR.
3. Find the bug in each algorithm and stick the bug cutout on it.

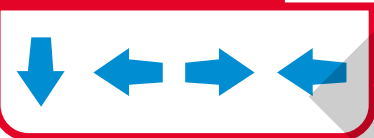
Challenge 1



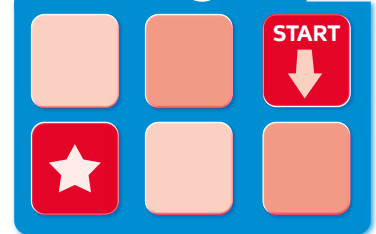
Challenge 1



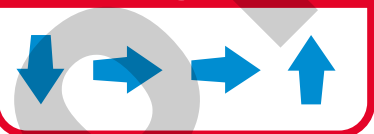
Challenge 2



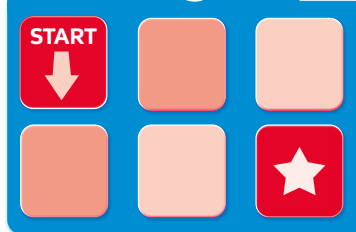
Challenge 2



Challenge 3



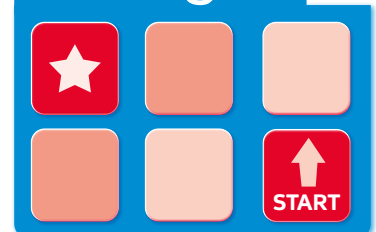
Challenge 3



Challenge 4

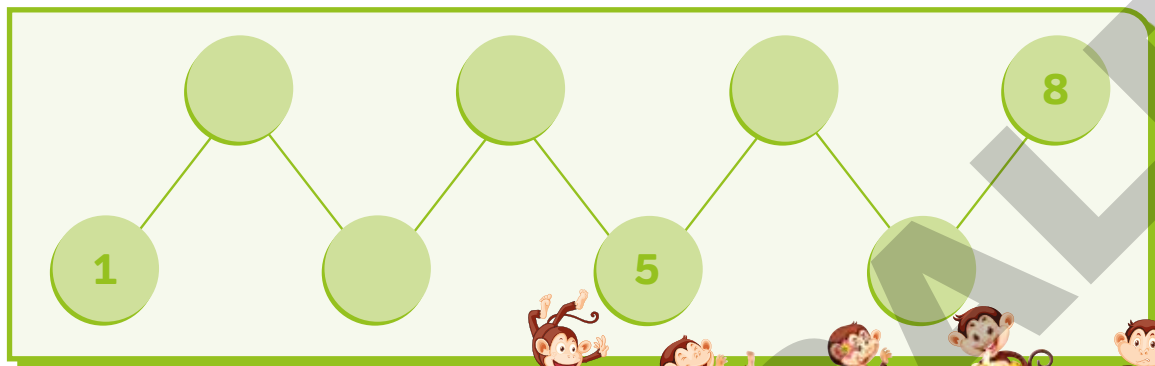


Challenge 4

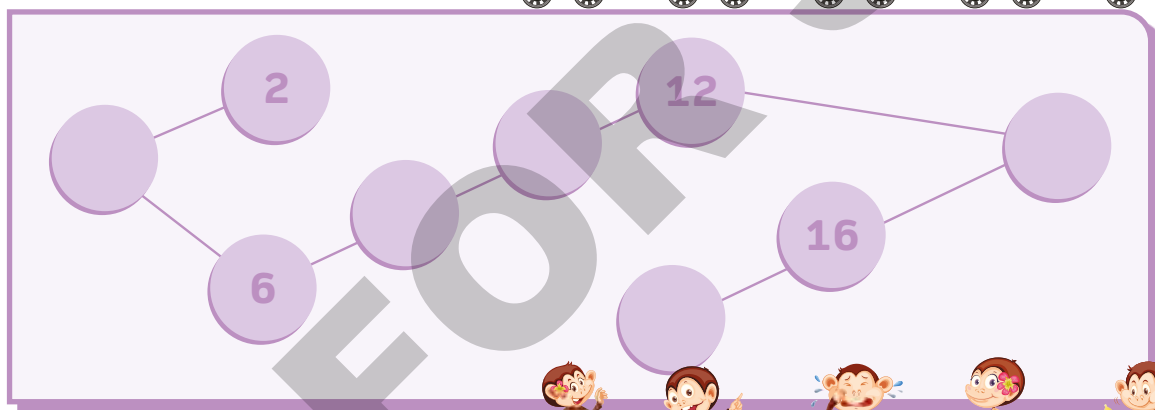


Write the missing numbers in the following series.

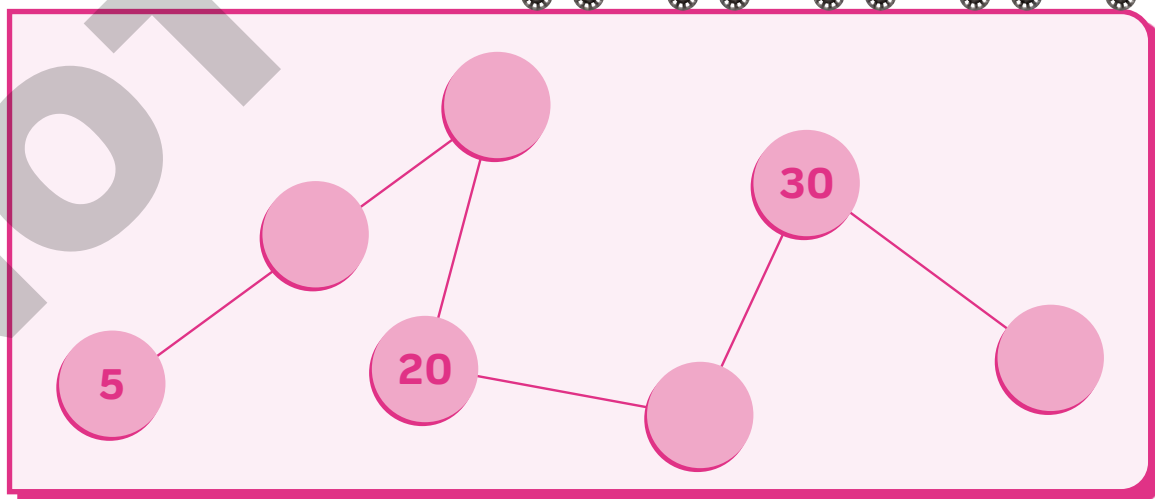
1



2



3



Weekly Assessment

Circle the correct answers.



1. What happens to Thomasina?
 - a. She runs away from a fire.
 - b. She rides in a fire engine.
 - c. She is hit by a fire engine.
 - d. She tells her mom about a fire.

2. This is a book of
 - a. songs
 - b. recipes
 - c. letters
 - d. poems



3. Where are the kids on the yellow bus most likely going?
 - a. to the mall
 - b. to school
 - c. to the beach
 - d. to a desert

4. Why is there a traffic jam in the city?
 - a. There are many cars, tractors, trams, and trucks.
 - b. The city is very small.
 - c. The city has too many streets.
 - d. There are not enough cars and trucks on the road.

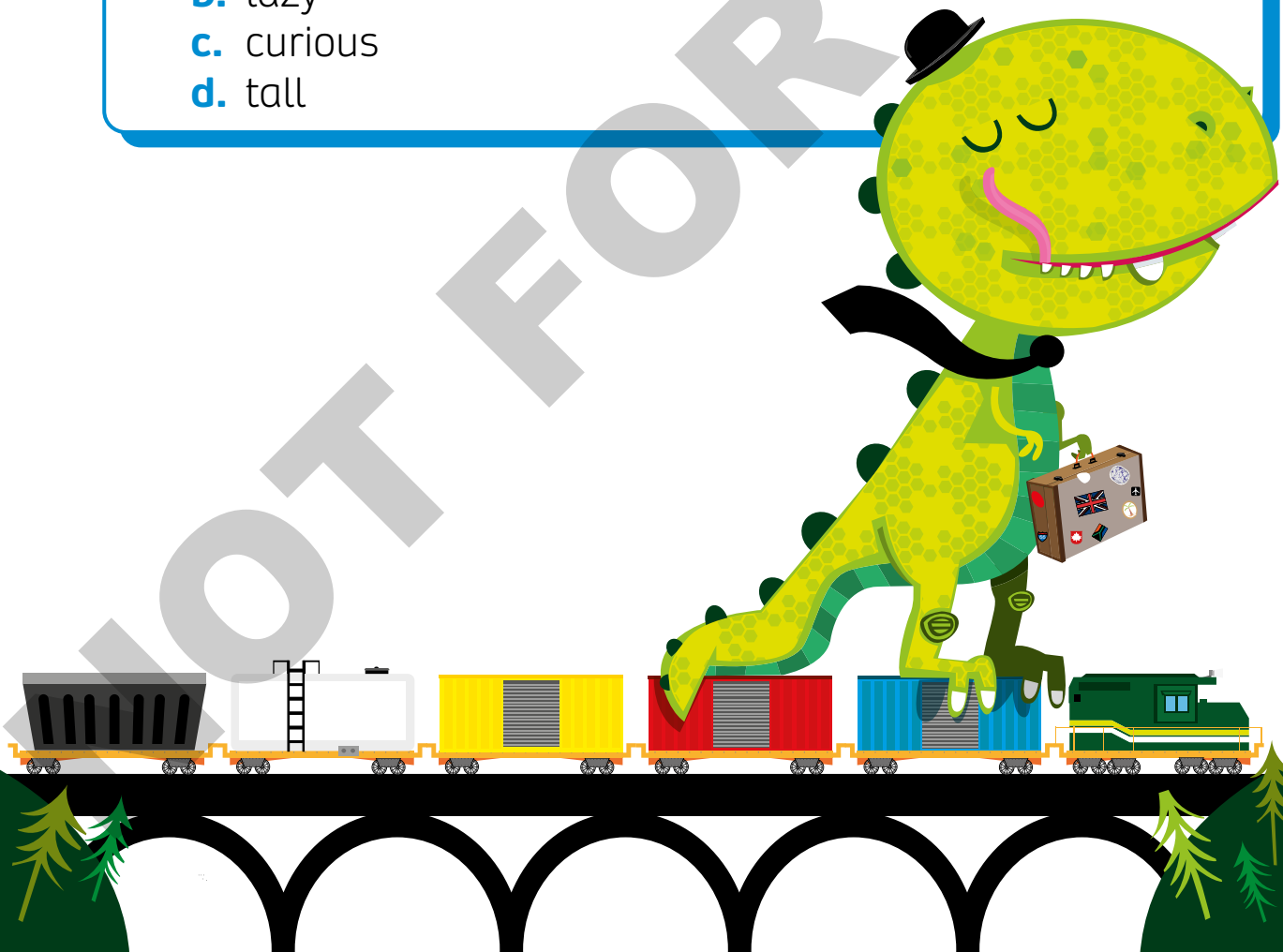


5. Engineers probably enjoy

- a. swimming
- b. baseball
- c. cooking
- d. machines

6. Which word describes Thomasina?

- a. nervous
- b. lazy
- c. curious
- d. tall



Weekly Assessment

Use the words to write three sentences.

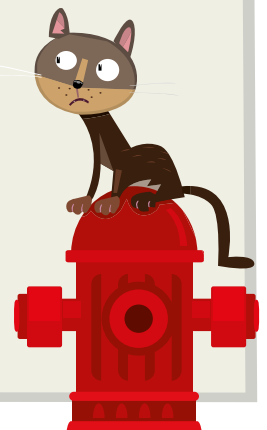
engine train track

1. _____

2. _____

3. _____

Write a personal narrative about a problem you had while traveling somewhere.



Self-Assessment



Answer the questions.

1. Is the wheel important? Why?

2. Which things wouldn't you be able to do if the wheel didn't exist?

Choose the best mode of transportation from the box to perform each of the activities below.

train bus crane fire engine tractor

activity	type of transportation
lift heavy objects	
transport lumber	
work on a farm	
put out a fire	
transport people	

Write about the best type of transportation in your city.

Fluency Challenge

Listen to the script.



READER 1: Flip on the switch.

READER 2: The motor comes alive.

READER 3: This robot has gears

READER 4: Throughout his insides.

READER 5: They make lots of sounds

READER 6: Such as screech, creak, and crank

READER 7: Just to start up

READER 8: His massive data bank.

Tip

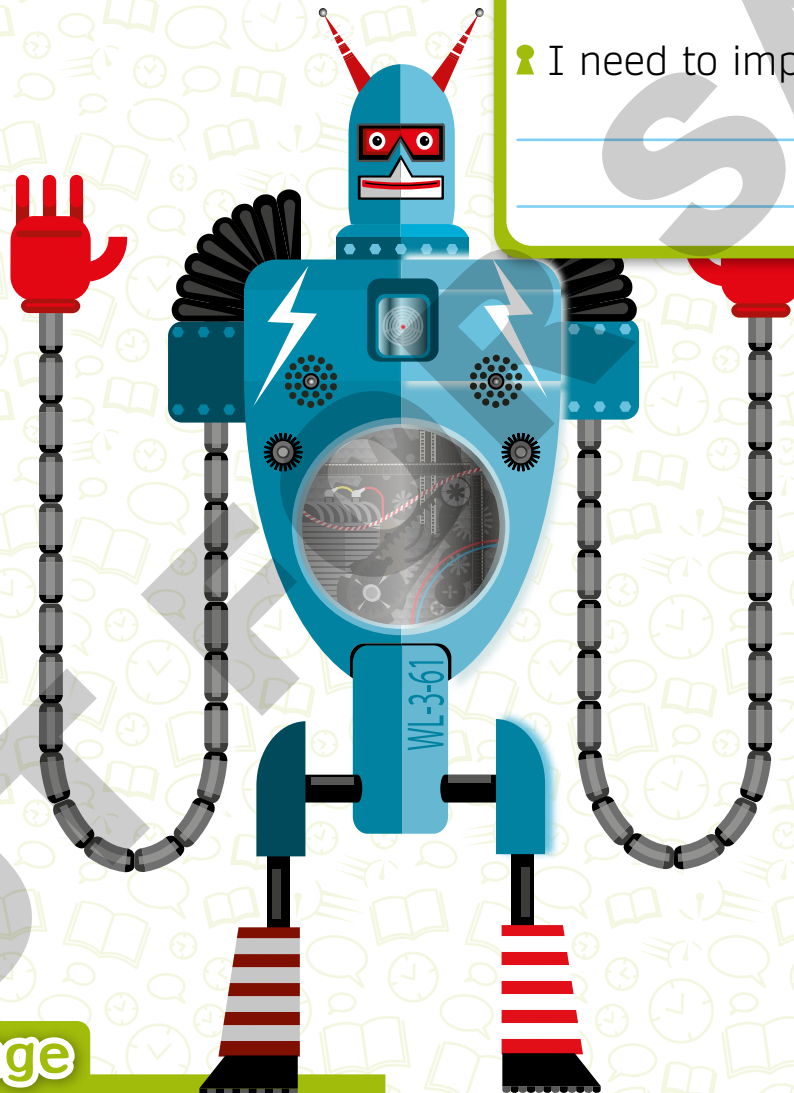
Read as if you are speaking.
Slow down if you do not
understand what you read.



Read and record the script in small groups. Then complete the box.

Assess

- My team read  
- I read  
- I need to improve



Challenge

Add movement and sound effects to make your script reading more interesting!

Read the situation.

Situation: Our world is full of stuff. But have you ever wondered where it all comes from? Look at the food in your lunch box. Where did it come from? What about your clothes? Look at your T-shirt or pants. What are they made of? It's interesting to explore where products come from.

Some products come from animals, plants, or trees. We call these products **natural**.



Other products are created by humans using different materials. We call these **man-made**.

Man-made products can be made from natural or man-made materials.

**Think**

What things do we get from the natural world around us?

Check ✓ which materials are natural and which are man-made.

Think

What other things are natural and man-made?

product



natural

man-made



Project

Do research on the internet.

Key Info

There is a lot of information on the internet. But not all of it is useful. Don't click on the first link that comes up.

1. Decide what you want to research.
2. Open a new page and go to a search engine.
3. Type in a how question, like: *How is toilet paper made?* and press enter.
4. You will get a lot of results. Scroll down. You will find videos and websites with information.
5. Before you click a link, check the website's name. Do you already know this website? What can you find out about the organization that owns the website?
6. Watch the videos or read the information and make notes in your own words.
7. Open different websites. Do they have similar information, or is there a difference of opinion?

Answer the questions about a product you choose with information you find on the internet.

1. I want to find out how _____.
2. What materials are used to make the product?

3. Where is it made?

4. Is it made by hand or by machine?

