

**Storybook : It's Pink, I Think**  
**Learning Tasks and Activities**

Shared, echo and choral reading

Listening to the story tape of "It's Pink, I Think"

Framing focused [letter sounds](#), e.g. final **s** as in it'**s**, final **k** as in pin**k**, final **t** as in ha**t** and short **e** as in **yes**

Developing class/group/individual [word tree/wall/train/spinner](#) on focused letter sounds, e.g. final **s** as in it'**s**, final **k** as in pin**k**, final **t** as in ha**t** and short **e** as in **yes**

Playing a game, e.g. Dress me up

Saying a rhyme and performing actions, e.g. Colour counting

Playing a phonics board game

Singing a song, e.g. Do you like my dress?

Matching picture cards and word cards, e.g. clothing items and colour

Making word books, e.g. clothing items and colours

Drawing, colouring and describing one's favourite clothing items

Writing and compiling mini-books on one's favourite clothing items

Reading and responding to each other's mini-books on one's favourite clothing items, e.g. Do you like my T-shirt?

## Dress me up

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Learners may play this game after reading the story "It's Pink, I Think". In groups, learners discuss how to dress up the characters. They work together to identify, classify and label the clothing items from the storybook. When the character is dressed up, they show the game board to the other groups and ask them if they like the clothing items. In the process, they revise, learn and use the target language in meaningful contexts.

This game can also be turned into an information gap group activity. Group A dresses up a character, describes it to Group B without showing them the game board. Group B listens and dresses up the character on their own game board. Then they compare the two game boards and check if they have chosen the same clothing items for the character.

### **How to make the game board**

#### **Materials needed**

- Card (2 pieces)
- Glue
- Adhesive tape

#### **Steps**

1. Choose one character and print out the picture of the character.
2. Paste the picture on to Card A.
3. Cut out the character from Card A and keep the remaining part of Card A.
4. Paste the character cutout from Card A on to Card B.
5. Put the remaining part of Card A on top of Card B with the character cutout.
6. Use adhesive tape to bind the top of Card A and Card B together.

### **How to make the clothing items**

#### **Materials needed**

- Different coloured fabric pieces that are not too thick.

#### **Steps**

1. Cut up a few pieces of fabrics to make different items of clothing, e.g. T-shirts, dresses, belts, shoes, head-bands, etc.

2. Put the fabric for the clothing items in the correct position between Card A and Card B. To make dresses and skirts, pull the fabric up over the middle leg section after you close the top board.
3. Learners can change the clothes by lifting the top board, placing a new outfit on the body, then closing the top.

### **How to conduct the game**

1. Let learners play the game after they have read the story a few times. Revise the names of the different clothing items in the storybook.
2. Introduce the game board and show learners how to use the fabric to make different types of clothes.
3. Tell learners to work in groups. Give each group one game board and some pieces of fabric.
4. Tell them to discuss how to dress their character. Remind them to identify and describe the types of clothing they like. Then they show the game board to another group of learners and ask them if they like the clothes they have chosen for their character.
5. Tell them to make comments about the other group's clothing choices.

## Game board

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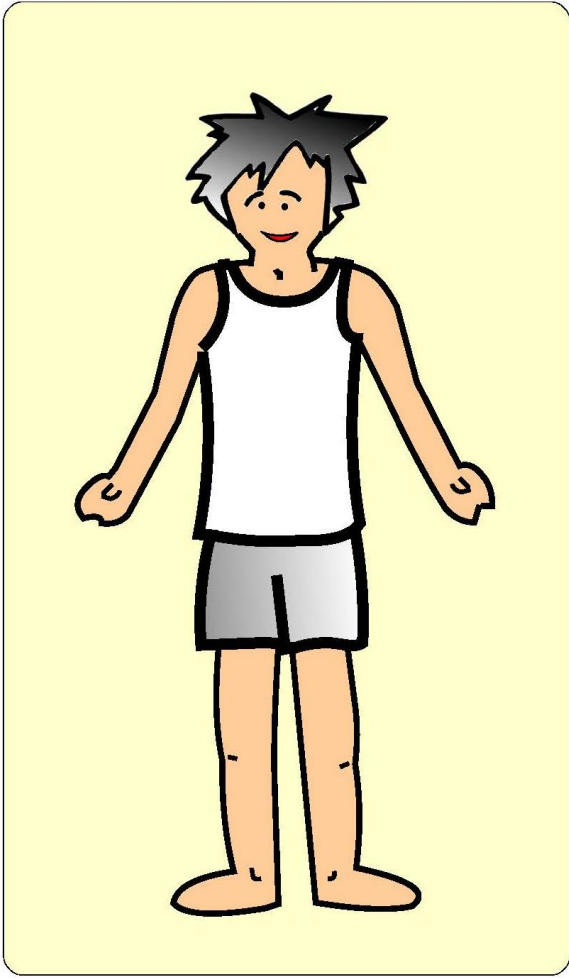
### How to make the game board

#### **Materials needed:**

- Cardboard (2 pieces)
- Glue
- Adhesive tape

#### **Steps:**

1. Choose one character and print out the picture of the character.
2. Paste the picture on to Card A.
3. Cut out the character from Card A and keep the remaining part of Card A.
4. Paste the character cutout from Card A on to Card B.
5. Put the remaining part of Card A on top of Card B with the character cutout.
6. Use adhesive tape to bind the top of Card A and Card B together.



## **Do you like my dress?**

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Most children enjoy singing together and songs can provide a natural context for young second language learners to pick up the target language in an enjoyable way. After reading the storybook "It's Pink, I Think", learners can sing a song "Do you like my dress?" as a follow-up activity. The melody of the song is taken from a traditional song "Row, row, row your boat" and the lyrics are from the story. In the story, the children learn how to ask each other's opinions, express their likes and dislikes, and tell the names of different colours and clothing items. Through singing, they practise the target language in a pleasurable way. The story contains a strong repetitive element, enabling the learners to sing the lines over and over again in an enjoyable and natural manner. The melody of the song improves their skills in pronunciation and helps them to use appropriate stress, rhythm and intonation, and boosts their confidence in using the target language. They will soon learn the lyrics by heart and their confidence in singing may enhance their confidence in reading the story aloud.

### **Melody**

Row, row, row your boat

### **How to make the song sheet**

1. Print out the song sheet.
2. Enlarge the song sheet on a photocopying machine.
3. Paste the song sheet on cardboard to make it more durable.

### **How to use the song**

1. Introduce the song after learners have read the story from the beginning to the end at least once.
2. Use the song as a follow-up activity for the first two to three shared reading sessions. Involve learners in different modes of participation i.e. listening, singing along with tape/teacher, and singing independently.
3. First, play or sing the song to the learners a few times.
4. Use pictures or realia to help learners understand and remember words of the song (lyrics).
5. Play the song again and invite learners to sing with you.
6. Display the song sheet or give learners each a copy.
7. Encourage learners to sing in groups and then on their own.
8. When learners have learnt the words, encourage them to sing the song to their parents at home.

## Song sheet

***Do you like my dress?*** (Melody: *Row, row, row your boat*)

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Do you like my dress?

Do you like my dress?

It's white and red and pink, I think.

I like your dress.

Do you like my shorts?

Do you like my shorts?

They're black and white and blue, I think.

I like your shorts.