

Storybook: Ice Cream

Lesson Plans

The following lesson plans have been developed for the project teachers to try out some strategies and activities to enhance young children's interest and skills in learning English. The storybook "Ice Cream" is used as the organizing focus of the English learning experiences during the tryout. The story not only provides children with pleasurable learning experiences but also serves as a springboard to the development of reading strategies, phonological awareness, and other components of language learning such as thinking skills and reference skills.

Teachers may use these plans as a reference for the teaching procedures in shared reading. The number of sessions for each storybook and design of follow-up activities should be decided as appropriate.

Session 1	Teaching Procedures
Introduction and warm-up	<ul style="list-style-type: none">• Activities in this session include singing, talking, reading, playing a matching game and making word books.• Ask children questions relating to their personal experiences of food items they like. Ask <i>What do you like to eat?</i> Teachers may also tell them what food items he/she likes to eat.
Reading a new story	<ul style="list-style-type: none">• Display the cover of the big book. Have children look at the illustrations on the front cover. To help them use picture cues, ask: <i>How many children are there? Where are the children? How do you know? What tells you where they are? Who is this lady? What is she doing? etc.</i>• Display the inner cover of the big book. Have children look at the illustrations on the inner cover and check their predictions. Ask: <i>Where are the children now? Are they in the ice cream shop?</i>

	<ul style="list-style-type: none"> • <i>What are they doing here? Who is this man? What is he doing? etc.</i> • Invite some children to point to the title. Read the title aloud, tracking each word as you read and using natural intonation. Ask children to echo read the title. • To help children make letter-sound associations, ask them to point to the initial letters in the title “Ice Cream”. Have them listen to the initial sounds they hear. Let them suggest other words with the same initial letter sounds e.g. <u>I</u>, <u>I</u>’m for “Ice” and <u>cr</u>oss, <u>cr</u>y for “C<u>r</u>eam”. • Invite some children to point to the author’s name. Read the name aloud but do not ask children to read it after you. • Provide practice in making predictions by asking: <i>What is this story about? About ice cream? About children?</i> Accept all guesses as possible answers and give praise/acknowledgement for co-operation and effort. Use children’s predictions to set a purpose for reading. • Take the children on a picture walk through the story. T. may ask: <i>What are the children eating? Where are the children? Are they happy? Why do you think so?</i> • Read the story aloud, tracking each word as you read and using natural intonation and pace. You might make the following observation: Are the children able to follow along with you? Do they enjoy listening to the story?
<p>Activities</p>	<ul style="list-style-type: none"> • Play a tape of the song “London Bridge is falling down” to the children. • Tell children to replace the lyrics with the words from the story and sing the song

	<ul style="list-style-type: none"> • “We like ice cream in the car” together. Ask children to sing the song together with the help of picture cues. • Show children picture and word cards for the following prepositional phrases: in the car, in the plane, in the snow, in the rain, in the tree, on the hill. Have children use page numbers after identifying these locations in the big book and frame the words. Go over the pronunciation of the target prepositional phrases with them. • Distribute one set of picture cards and one set of word cards of places to each group. Have children work in groups to match the picture cards and word cards. • Tell children to put the correct word cards under the pictures and stick them together to make a word book about “Places”. Let them design a front cover for the books and write all their names on the cover. Tell them that they are the authors of this book. • Ask children to suggest where else they can have ice cream. Encourage them to get some ideas from some picture word books. Distribute some blank cards to each group and let them draw pictures and make additional pages for their group word book.
<p>Rereading the story and assigning home activities</p>	<ul style="list-style-type: none"> • Distribute the small books to the children. Call their attention to the title and author of the book. Point to the first letter sounds in “Ice” and “Cream” and check if they remember how to read them aloud. • Play the story tape of “Ice Cream” to the children and have them listen to the whole story. Encourage them to chime in whenever they can. You might take the opportunity to make the following observation: Are the children interested in chiming in? Who seems to have problems in trying to follow the story?

	<ul style="list-style-type: none">• Invite the children to sing the song a few times together with the help of picture cues.• Tell them to sing the song a few times to their family before the next lesson.• Encourage children to take the books home and read aloud the title and the story to their family or to themselves.• Demonstrate to children how they can make their own word books about places. Tell children to look up their own collection of English books e.g. their old textbooks or the Children's Picture Word Books to find more prepositional phrases to put in their group or their own word books.
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Storybook: Ice Cream

Session 2	Teaching Procedures
Introduction and warm-up	<ul style="list-style-type: none">• Activities in this session include singing, reading, talking and making word trees.• Ask children if they like to sing songs in English. Have children sing the song “We like ice cream in the car” using picture cues.• Display the cover of the big book and invite volunteers to read aloud the title. Let the whole class read the title together afterwards.• Invite some children to show the whole class word books they or their group have made.
Reading the story	<ul style="list-style-type: none">• Show children some realia or pictures of food items and ask them which ones they like. Ask: <i>What do you like?</i> Invite free answers from them. Have children ask their friends the same questions, using appropriate intonation.• Invite two or three children to the front and let the whole class ask them the question <i>What do you like?</i> With the help of gestures, cue these children to select one food item and provide answers beginning with “We like ...”. Invite one child from the class to pick the correct word cards to put on the blackboard. Go through the same procedures a few times until everyone is confident about using the target language item “We like ...” to talk about food items they like.• Read aloud the story once, tracking the words “We like” but cover the words “ice cream”. Invite children to say “ice cream” as you read. Then cover the words “We like” as well as “ice cream” and invite children to read aloud the story with you.

	<ul style="list-style-type: none"> • Cover the prepositional phrases in the big book. Encourage children to use picture cues to get the correct expressions. Go over pronunciation with them. Correct their pronunciation if necessary.
<p>Activities</p>	<ul style="list-style-type: none"> • Demonstrate to children how to pronounce the words “We like” properly. Help them build up the letter-sound association by calling their attention to the first letters in each of the two words. • Teach children how to read the initial sounds in “We” and “like”. Underline the letters and invite them to suggest other words in the book beginning with the same letter sounds. Help them to make group word trees for initial w and l using “We” and “like” as the key words. Invite children to find more words with the same letter sounds. Get them to add these new words to their word trees and display them in the classroom. • Ask children to read the words “ill” and then “hill”. Circle the letters “ill” in “hill”. Tell pps that “ill” is a “small word” hidden inside “hill” and that these two words rhyme. Tell them that looking for rhyming words and small words hiding in bigger words can help them work out the pronunciation. Let pps suggest other words and make a list of words rhyming with “ill” e.g. kill, Bill, pill etc. • Underline the letter “i” in these words and teach pps how to read the short i sound. Tell children to find a word with the same letter sound on p.2. Teach them to look for words with the letter “i” and then use analogy to check if the letter “i” has a short i sound. See if they can tell that it is the word “in”. If they suggest the word “like”, say aloud the two different vowel sounds to let pps compare how the sounds

	<p>differ.</p> <ul style="list-style-type: none"> • Let the pps develop their group word tree for the short i sound and display it in the classroom. Other words from the book are “pink” and “think”. • Frame the letters “ow” in the word “snow” and call children’s attention to the long o sound. Read aloud this letter sound. Read them some single-syllable words with the same letter sound e.g. slow, mow, tow, bow etc. and guide them to work out the spelling. Write these words on the board with the letters “ow” in the same position vertically. Guide them to read aloud these unknown words on their own by reading the target letter sound first. Tell them that this is a good way to work out the pronunciation of new words. Let children develop a group word wall for “ow”.
<p>Rereading the story and assigning home activities</p>	<ul style="list-style-type: none"> • Read the story aloud. Encourage them to chime in whenever they can. • Encourage children to read aloud the title and the story to their family or themselves. • Have the children sing the song several times together. Tell them to sing the song a few times to their family before the next lesson. • Explain and show the children how they can make their own word walls or word trains at home. Tell children to look up their own collection of English books e.g. their old textbooks or Children’s Picture Word Books to find at least 5 more items to add to their group word tree/wall before the next lesson.

Storybook: Ice Cream

Session 3	Teaching Procedures
Introduction and warm-up	<ul style="list-style-type: none">• Activities in this session include singing, saying an action rhyme, reading, talking, drawing, colouring, making word books and compiling mini-books.• Children sing the song “We like ice cream in my car” together with the help of picture cues.• Display the big book and invite volunteers to read aloud the title. Teacher reads aloud the name of the author.• Invite children to share with the whole class their word walls/trains and word books.
Reading the story	<ul style="list-style-type: none">• Read the story aloud once and encourage children to chime in whenever they can.• Ask children this question: <i>What do the children like?</i> Call children’s attention to the picture cues on p.2 and p.3 one after the other and ask: <i>What ice cream is this?</i> Use colours to help them identify the more popular ice cream flavours, e.g. chocolate, mango, melon, strawberry and coconut. Put the picture and word cards on the board each time when children get the right answer. Underline the letters that represent the initial consonant sounds in these words i.e. <u>ch</u>ocolate, <u>m</u>ango, <u>m</u>elon, <u>s</u>trawberry and <u>c</u>oconut. Encourage children to use sound-letter recognition to help them remember what each flavour is but do not ask children to learn the spelling. Invite children to suggest other flavours they know in English and help them make a list on the blackboard.• Read through the story. Ask children to

	<p>role play asking and answering questions. Invite children to add new episodes to the story by adding the time element and changing the ice cream flavour as they are reading e.g. I like chocolate ice cream in the car in the morning.</p>
<p>Activities</p>	<ul style="list-style-type: none"> • Read aloud to the children the action rhyme “Five currant buns in a baker’s shop”. • Tell children to get into groups and form a circle, holding hands. Teach them how to play the game that goes with the rhyme. • Let the class practise in groups saying the rhyme and playing the game several times. • Distribute the rhyme sheet to the children and encourage them to practise saying the rhyme lots of times by themselves after the lesson. • Distribute some cards to children and tell them to draw one favourite food item on each page to make a group word book about food items. They may colour the food items to make them more attractive. • Teach them how to label the food items and then arrange the cards in alphabetical order. • They may refer to the Picture Word Books for additional items.
<p>Rereading the story and assigning home activities</p>	<ul style="list-style-type: none"> • Read the story aloud. Encourage them to chime in whenever they can at any part of the story. • Let the class sing the song “We like ice cream in the car” a few times. • Tell the class to say the rhyme “Five currant buns in a baker’s shop” a few times. • Encourage children to read the story, sing the song and say the rhyme to their

	<p>family or to themselves before the next lesson.</p> <ul style="list-style-type: none">• Tell them to revise the target letter sounds with the word walls/trains/trees they have made. Encourage them to put additional items on their word walls/trains/trees whenever they find words with the same letter sound.• Tell children how to use the “Ice Cream” story to make their own mini book as homework. They can refer to the word books on food items and places and write down what, where and when they like to have a particular food item.
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Storybook: Ice Cream

Session 4	Teaching Procedures
Introduction and warm-up	<ul style="list-style-type: none"> • Activities in this session include reading, talking, singing a song, saying a rhyme, writing, playing a board game and reading each other's small books. • Children sing the song "We like ice cream in the car". • Children say the rhyme "Five currant buns in a baker's shop". • Display the big book and invite volunteers to read aloud the title. Children identify the author's name and the teacher reads it aloud. • Invite children to share with the whole class their word walls/trains and word books.
Reading the story	<ul style="list-style-type: none"> • Read the story aloud once and encourage children to chime in whenever they can. • Cover different items in the book to involve children in a gap-reading activity. Encourage them to use the picture clues on each page to find hints about the words that go in the gaps. • Invite children to read aloud their mini-books to the whole class. Encourage them to read each other's mini-books in groups afterwards.
Activities	<ul style="list-style-type: none"> • Distribute materials for a board game "I like". Explain the rules and show them how to play it. • Let children play the board game in groups.
Sharing time and suggesting follow-up work	<ul style="list-style-type: none"> • Invite children to sing the song "We like ice cream in the car" a few times. • Invite children to say the action rhyme "Five currant buns in a baker's shop" a few times. • Ask the whole class to read the whole

	<p>story aloud.</p> <ul style="list-style-type: none">• Remind them of the word trees/walls/trains they have made and encourage them to add other words to them in the future. Teacher gives a short quiz on the target letter sounds using word cards.• Invite volunteers to read their own mini books to the whole class.• Review the activities they have had with the book “Ice Cream” and list them on the board. Ask children which activities they liked most in these lessons.• Encourage children to sing the song, say the action rhyme and read the story to their family or to themselves as often as possible.• Encourage children to make their own word books on other topics e.g. toys, colours etc. to share with their friends.• Prepare a set of storybooks with similar themes and language items. Encourage children to borrow these storybooks from the class library to read at home.
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Storybook : It's Pink, I Think

Lesson Plans

The following lesson plans have been developed for the project teachers to try out some strategies and activities to enhance young children's interest and skills in learning English. The storybook "It's Pink, I Think" is used as the organizing focus of the English learning experiences during the tryout. The story not only provides children with pleasurable learning experiences but also serves as a springboard to the development of reading strategies, phonological awareness, and other components of language learning such as thinking skills and reference skills.

Teachers may use these plans as a reference for the teaching procedures in shared reading. The number of sessions for each storybook and design of follow-up activities should be decided as appropriate.

Session 1	Teaching Procedures
Introduction and warm-up	<ul style="list-style-type: none">• Ask children questions relating to their personal experience of clothing items and colours. You may ask: <i>Do you like my dress? What colour is it?</i>• Display the cover of the big book "It's Pink, I Think" and tell the children that you are going to read them this story.
Reading a new story	<ul style="list-style-type: none">• Ask children to look at the book cover and identify the title.• Read the title, tracking each word as you read and using natural intonation. Ask children to read the title after you.• To help children make letter-sound associations, ask them to point out the last letters in "It's", "pink" and "think". Have them listen to the ending sounds, and articulate them clearly. Encourage them to say the ending s and k sounds in the words very clearly.• Ask children to look at the illustrations on the cover. To help them use picture cues,

	<p>ask them: <i>How many children are there? Where are the children? Who is this lady? What is she wearing? What's the colour of her shirt/skirt? What's the colour of the frog? etc.</i></p> <ul style="list-style-type: none"> • Provide practice in making predictions by asking: <i>What is this story about? Is it about toys? About children?</i> Encourage children to make use of the title and the illustrations on the cover. Accept all guesses as possible answers and give acknowledgment/praise for co-operation and effort. Use children's predictions to set a purpose for reading. • Read the story aloud, tracking each word as you read and using natural intonation and pace. • Use the pointer to help children follow the left to right directionality, and recognize the beginning and end of sentences. • While you read, make the following observation: Are children able to follow the story? Do they enjoy listening to the story?
<p>Assigning home activities</p>	<ul style="list-style-type: none"> • Distribute the small books to the children and tell them to find the title. Draw their attention to the last letters in "It's", "pink" and "think" in the title. Check if they remember what sounds they represent. Remind them to read the ending sounds clearly when they read the title. • Have them read the title again. Make sure that they can read the two target ending sounds with clarity. • Let them suggest other words with the same ending sounds. Distribute two blank cards to each child. Encourage them to write one word that ends with each target sound on each card before the next lesson. • Encourage them to read the title to their family at home using the small books.

	<p>Encourage them to turn to other pages of the books. They may study the pictures and try to read some parts to their family or themselves.</p>
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Storybook: It's Pink, I Think

Session 2	Teaching Procedures
Introduction and warm-up	<ul style="list-style-type: none">• Display the cover of the big book and read the title.• Have children read the title together. Check if they are able to read the ending consonant sounds in the title clearly.• Extend children's understanding of the book concepts by pointing out the name of the author under the title. With the help of visual aids, explain that the author is the person who wrote the book.
Activities	<ul style="list-style-type: none">• Let the children share with the whole class their cards with words ending in s and k.• Be very careful with the selection of words ending in "s" that you choose to put on the word tree. It is very likely that children suggest words ending in "s" but have a "z" sound. Do not explain the rules to the children but show them how the endings for "clothes" and "it's" make different sounds. Use the "Bee and Snake" game to demonstrate.• Words from the story ending with the "s" sound are "yes", "it's", "dress", "pants" and "socks". Words from the story ending with the "z" sound are "clothes" and "sneakers".• To help children build up letter-sound association, put the word cards on the board and line up the end letters in the same position vertically.• Words from the story that end with "k" are "pink", "think" and "black".• Write the letter "k" and "s" on top of each row of cards and develop a class word wall to display in the classroom.• Remind children that this is a very good

	<p>way to help them read the words that have the same ending sound more accurately. It can also help them with spelling.</p> <ul style="list-style-type: none"> • Use a short quiz to demonstrate how this method is helpful for pronunciation and spelling.
Reading the story	<ul style="list-style-type: none"> • Ask children if they remember what the story is about. You may ask: <i>What is the story about? Is it about children? Where are the children? In a school? In the classroom?</i> • Take the children on a picture walk through the story. Show them the proper way to hold the book correctly and how to turn the pages from front to back. • Explain and encourage them to look at the pictures to help them remember what happens in the story. • Read the story aloud, tracking each word as you read and using natural intonation and pace. Invite children to read after you. • Use the pointer to help children follow the left to right directionality, and recognize the beginning and end of sentences.
Activities	<ul style="list-style-type: none"> • Play the tape of the song “Do you like my dress?” to the children. • Use gestures and picture cues (pictures/cutouts of the target clothing items) to help explain what the song is about. • Have children sing along with the tape with the help of picture cues. Make sure that they articulate the ending sounds clearly.
Rereading the story and assigning home activities	<ul style="list-style-type: none"> • Play the story tape of “It’s Pink, I Think” and let the children listen to the whole story. They should refer to their own small book while they listen. Encourage them to chime in whenever they can. You may make the following observation: Are the children chiming in? Who seems to have

	<p>problems in trying to follow the story?</p> <ul style="list-style-type: none">• Have the children sing the song once together with the help of picture cues.• Tell them to sing the song a few times to their family before the next lesson.• Encourage children to take the books home and read the title and the story to their family or themselves.
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Storybook: It's Pink, I Think

Session 3	Teaching Procedures
Introduction and warm-up	<ul style="list-style-type: none"> • Ask children to sing the song “Do you like my dress?” together with the help of picture cues. • Display the book cover and ask children to read aloud the title together. • Invite volunteers to point to the name of the author. Teacher reads aloud the name.
Reading the story	<ul style="list-style-type: none"> • Read the story aloud, tracking each word as you read. Encourage children to chime in whenever they can.
Activities	<ul style="list-style-type: none"> • Show children some picture cards on clothing items. Have children identify the ones they can find in the book and frame the words in the big book. Go over the pronunciation of these words with them. • Call their attention to the ending t sound in “hat” and frame the letter t. Read aloud this consonant sound and ask children to find other words with the same ending sound e.g. “jacket”, “belt” and “T-shirt”. • Call children’s attention to the two word walls on ending “k” and “s” and let them develop a word tree for the ending “t” this time. Write “hat” on the tree trunk and underline the letter t. • Use the same method to help the class develop a class word tree for ending “s”, using “pants” or “socks” as the key word. • Display a boy/girl’s cutout and some paper clothes. Have children work in groups and put the clothes on the boy/girl’s cutout. • Let children label the different clothing items afterwards. In this way they revise, learn and classify the different clothing items. • Demonstrate to children how they can

	<p>make their group word book on clothing items. They may discuss and choose a title, design a cover and write down all their names to show that they are the authors.</p>
<p>Assigning home activities</p>	<ul style="list-style-type: none"> • Tell children to look up other English books e.g. their old textbooks, Children’s Picture Word Books etc. to find more words to put in their group word book on clothing items. • Invite children to sing the song “Do you like my dress?” together with the help of picture cues. • Distribute song sheets. Tell them to sing the song a few times to their family with the help of the song sheet. • Encourage children to read the story to their family or to themselves.

Storybook: It's Pink, I Think

Session 4	Teaching Procedures
Introduction and warm-up	<ul style="list-style-type: none"> • Ask children to sing the song “Do you like my dress?” together with the help of picture cues. • Display the cover and invite volunteers to read the title. Let the whole class read the title together afterwards. • Invite volunteers to point to the name of the author. Teacher reads aloud the name of the author.
Reading the story	<ul style="list-style-type: none"> • Ask children some questions beginning with “Do you like my ... ?” with the help of gestures and realia (e.g. a ruler). Invite free answers from them. Have children ask their friends questions using the same structure and appropriate intonation. • Write “Do you like ... ?” on the board and point out that there are questions beginning with these words on pages 2 and 3. • Provide support for children who need extra help with locating a specific page by pointing out the page number at the side of each page. • Invite them to find questions with the same structure on other pages. • Point out the position of the question marks and demonstrate the use of intonation. Invite children to find more examples of such questions on other pages of the book. • Suggest to children that they can give short answers such as “Yes, I do.” or “No, I don’t.” instead of the long answers they have learnt before.
Activities	<ul style="list-style-type: none"> • Explain the rules of a matching game. Show the children how to play it and let

	<p>them play in groups.</p> <ul style="list-style-type: none"> • Each group is given some picture cards and word cards on clothing items. They take turns to pick up one picture card each time and tell the other group members what it is. The other group members work together to find the correct word card. In this way, they read aloud, listen and match the pictures with the printed words. • Let children label the picture cards they collect and make a word bank on clothing items for the group. They can also classify the clothing items and make a few word books.
<p>Rereading the story and assigning home activities</p>	<ul style="list-style-type: none"> • Encourage children to collect/draw more clothing items to make their own word books on clothing items. They can also classify them to make more word books. • Read the story aloud. Have the children read the question at the top of each page. Encourage them to chime in whenever they can at other parts of the story. • Encourage children to read the title and the story to their family or themselves. • Have the children sing the song one/two times together. Tell them to sing the song a few times to their family before the next lesson.

Storybook: It's Pink, I Think

Session 5	Teaching Procedures
Introduction and warm-up	<ul style="list-style-type: none"> • Split the class into two groups and ask children to sing the song in pairs or as a duet, i.e. one group singing the questions and the other group singing the answers. • Display the cover of the book and invite volunteers to tell the whole class its title.
Reading the story	<ul style="list-style-type: none"> • Read through the story once with the children. Ask children to read the question “Do you like my ...?”. Invite them to chime in whenever they can. • Ask children to retell the story. You may ask: <i>What is the story about? About toys? About animals? About clothes?</i> • Ask children to name the clothing items they find on different pages. • Relate the sounds to the printed words by pointing out where they are in the storybook. Ask the children to read the words and questions several times. • Remind children to use picture clues, what they know about letters and sounds, word structure, and contextual clues to help them remember the story and read unfamiliar words.
Activities	<ul style="list-style-type: none"> • Invite children to look at the word walls and word trees displayed in the classroom. Let them read the ending s, k and t sounds and then the lists of words together. • Turn to p.2 and call children’s attention to the word “Yes”. Point out that this word appears every time after the question is asked. • Write the word “Yes” on the board and underline the letter “e”. Demonstrate how this short vowel sound is read and let children read it together after you. Use

	<p>“Yes” as the key word to develop a class word tree on short e. Invite children to find other words in the story with the same letter sound to put on the word tree. Teach them to look for words with “e” in the spelling and then check the pronunciation. In this way children build up their concept of the letter-sound relationship. They relate the short e sound to the letter e.</p> <ul style="list-style-type: none"> • Highlight the letter e in every word on the word tree. Encourage them to read these words as often as possible. They can add more words to the word trees whenever they like.
<p>Rereading the story and assigning home activities</p>	<ul style="list-style-type: none"> • Distribute worksheets and demonstrate to children how they can make their own word walls/trains on ending s, t, k sounds and the short e sound at home. • Tell children to look up their own collection of English books e.g. their old textbooks or Children’s Picture Word Books to find at least 5 more clothing items to add to their word walls/trains before the next lesson. Remind children that they can use their experience of making word trees/walls/trains at school to help them. • Play the story tape of “It’s Pink, I Think”. Encourage children to read from their small books while they are listening and chime in whenever they can. • Remind them to sing the song to their family or to themselves as often as possible.

Storybook: It's Pink, I Think

Session 6	Teaching Procedures
<p>Introduction and warm-up</p>	<ul style="list-style-type: none"> • Let children sing the song “Do you like my dress?” in pairs or as a duet with the help of picture cues. • Display the big book and invite volunteers to read aloud the title. Teacher reads aloud the name of the author. • Invite children to share with the whole class their own word books, word walls/trains.
<p>Reading the story</p>	<ul style="list-style-type: none"> • Read aloud the story once. Encourage the children to read the questions and chime in whenever they can. • Invite volunteers to frame the words on clothing items in the big book. Ask the children to find these items in the pictures. Tell them to make use of colour words as lexical clues. • Making use of the pictures in the book, revise the colour words with them. • Invite children to read aloud the description of the clothing items on different pages. • Provide practice for relating printed words to the sound by covering letters for the initial consonant sounds. Following examples given, let children suggest other rhyming words. • Read through the story. Ask children to role play asking and answering questions.
<p>Activities</p>	<ul style="list-style-type: none"> • Distribute some blank paper to children. Tell them to draw and colour their favourite clothing items on it. Encourage them to draw one item which is mentioned in the storybook and another one which is not. They may refer to the word books they have made for additional items.

	<ul style="list-style-type: none"> • Let them take turns to hold up the paper and ask their friends using questions beginning with “Do you like ...?”. Then let them hang the paper on a string which is stretched across the classroom with clothes pegs.
<p>Rereading the story and assigning home activities</p>	<ul style="list-style-type: none"> • Tell children to draw some more clothing items at home. Encourage them to use the word books they have made for more clothing items or look up other books in the class library. They may show these pictures to their family members and ask whether they like them or not. • Read the story aloud. Encourage them to chime in whenever they can at other parts of the story. • Encourage them to read aloud the story to their family or to themselves at home as often as possible.

Storybook: It's Pink, I Think

Session 7	Teaching Procedures
Introduction and warm-up	<ul style="list-style-type: none"> • Display the big book and invite volunteers to read aloud the title. Teacher reads aloud the name of the author. • Invite children to share with the whole class their collection of favourite clothing items.
Reading the story	<ul style="list-style-type: none"> • Invite children to name the clothing items they have learnt from the story. Read the story aloud, pausing before the final word in each question and all the colour words. Allow time for children to figure out the pronunciation of each word, providing support as needed. • Invite children to share with the whole class the strategies they are using when they work out or self-correct the pronunciation of words they are not too familiar with. Ask questions to help reinforce the strategies used. You may ask: <i>Do you use the pictures/spelling in reading this word?</i> • Point out that they can always use what they know about letters and sounds, word structures, and context to figure out the pronunciation of unfamiliar words.
Activities	<ul style="list-style-type: none"> • Read aloud the action rhyme “Colour counting” to the children. Distribute some coloured paper and teach them how to make finger puppets for themselves. • Demonstrate how to wriggle the fingers as the rhyme goes on. • Let the class practise saying the rhyme with actions several times.
Assigning home activities	<ul style="list-style-type: none"> • Invite the whole class to say the action rhymes a few times together. Invite volunteers to use their finger puppets to

	<p>perform the actions in groups or individually.</p> <ul style="list-style-type: none">• Encourage children to read aloud the story and say the rhyme with actions to their family or to themselves before the next lesson.
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Storybook: It's Pink, I Think

Session 8	Teaching Procedures
Introduction and warm-up	<ul style="list-style-type: none"> • Have children say the rhyme “Colour Counting” once together with actions. • Display the book cover and invite volunteers to tell the whole class the title.
Reading the story	<ul style="list-style-type: none"> • Read the story aloud and encourage children to chime in whenever they can. • Invite children to use colour words to answer the question “Do you like ...?” on different pages. Call their attention to how this question is answered in the story. Make children answer the questions which the teacher asks. • Cover some letters in the colour words. Ask children to say the word and then work out the spelling to build up sound-letter association. • Make children role play the different scenes. Discuss the use of singular or plural forms of pronouns with the help of pictures and contexts.
Activities	<ul style="list-style-type: none"> • Ask children to write one sentence to describe the colour of each clothing item they have drawn on the paper at home. Tell them to add the question on top of each page. Remind them to leave a space for their friends’ replies. • Tell the children to collect the paper and compile a small book for each group. They should add a title to the book and write their names as the authors.
Rereading the story and assigning home activities	<ul style="list-style-type: none"> • Encourage children to make their own small book at home in the same way. • Ask the whole class to read the whole story aloud together. Let them play the roles of different characters in the story and read again.

	<ul style="list-style-type: none">• Encourage children to sing the song, say the action rhyme and read aloud the story to their family or to themselves as often as possible.
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Storybook: It's Pink, I Think

Session 9	Teaching Procedures
Introduction and warm-up	<ul style="list-style-type: none">• Have children say the rhyme “Colour counting” once together with actions.• Display the book cover and invite volunteers to tell the whole class the title.
Reading the story	<ul style="list-style-type: none">• Invite children to read through the story on their own. Assign different groups to ask the questions on different pages.• Demonstrate how to use contextual clues and picture clues to guess the meaning of unknown words and use letter-sound association to read aloud unfamiliar words when necessary. Encourage children to use the same methods when they are reading on their own.
Activities	<ul style="list-style-type: none">• Display the group and children’s small books in the classroom and encourage them to go around and read their friends’ books.• Let the children read each other’s books, write simple responses to the questions and then sign their names at the bottom of the paper.• Invite volunteers to read aloud some pages from the small books.
Rereading the story and assigning home activities	<ul style="list-style-type: none">• Encourage them to say the action rhyme once together.• Invite children to read aloud the story together.• Encourage them to read the story at home as often as possible.

Storybook: It's Pink, I Think

Session 10	Teaching Procedures
Introduction and warm-up	<ul style="list-style-type: none"> • Ask children if they have compiled their own small books at home. Invite some children to read the stories aloud to their classmates. • Point to the drawings of their favourite clothing items hung in the classroom. Invite volunteers to talk about the clothing items they like and let their friends guess which ones they are describing.
Reading the story	<ul style="list-style-type: none"> • Ask the whole class to read the whole story aloud together. Let them play different roles in the story and read it again. • Turn to any page in the book. Show the question to the children only and cover the parts for the answers. Let children use picture cues to answer the question.
Sharing time and suggesting follow-up work	<ul style="list-style-type: none"> • Tell children to work in groups. • Invite a few groups to sing the song “Do you like my dress?”. • Invite a few groups to say the action rhymes one/two times together. • Invite volunteers to read aloud their word books to the whole class. • Remind them of the word walls/trees they have compiled and encourage them to add other words on it in the future. • Administer a short quiz on the ending k, s and t sounds with word cards. • Administer a short quiz on the short e sound. • Invite volunteers to read aloud the words in their own small books and word walls/trees to the whole class. • Review what activities they have had with the book “It’s Pink, I Think” and list them

	<p>on the board. Ask children which activities they liked most.</p> <ul style="list-style-type: none">• Encourage children to sing the song, say the action rhyme and read aloud the story to their family or themselves as often as possible.• Encourage children to make their own small books on other topics to share with their friends.• Prepare a set of storybooks with similar themes (colours, clothing items) and language items (Do you like my ... ?). Encourage children to borrow these storybooks from the class library to read at home.
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Storybook: The Gingerbread Man

Lesson Plans

The following lesson plans have been developed for the project teachers to try out some strategies and activities to enhance young children's interest and skills in learning English. The storybook "The Gingerbread Man" is used as the organizing focus of the English learning experiences during the tryout. The story not only provides children with pleasurable learning experiences but also serves as a springboard to the development of reading strategies, phonological awareness, and other components of language learning such as thinking skills and reference skills.

Teachers may use these plans as a reference for the teaching procedures in shared reading. The number of sessions for each storybook and design of follow-up activities should be decided as appropriate.

Session 1	Teaching Procedures
Introduction and warm-up	<ul style="list-style-type: none">• Show the children a brown cookie and ask them what it is.• Ask children questions relating to the different cookies or biscuits that they like to eat. You may ask: <i>What do you like to eat? Do you like cookies? Do you like biscuits?</i>
Reading a new story	<ul style="list-style-type: none">• Display the cover of the big book. Ask children to look at the illustrations. To help them use picture cues, you may ask: <i>What is this? Is this a cookie? Or is this a man? Who is this man? What is the woman doing? Where are they? Are they in the town or in the country?</i>• Help children identify the title from the book cover. Read the title, tracking each word and speaking with natural intonation and pace. Ask children to echo read the title.• Frame the letter "i" in "G<u>i</u>ngerbread" and

	<p>“a” in “Man”. Teach children how to read the short i sound in “gin” and the short a sound in “man”.</p> <ul style="list-style-type: none"> • Change “g” in “gin” to “t” and invite children to read the new word “tin”. Then change “n” to “m” and help children read the name “Tim”. Underline the letter “i” in each word and point out that it is found in each word. Read aloud the short i sound again to help them build up the letter-sound association. • Put the letter “i” on top of a column of words with short i sound. Invite children to suggest other words with the same letter sound and develop a class word tree for short i. • Ask children to echo read the words and then the title. Display the word cards and word tree in the classroom. • Divide the word “gingerbread” into two parts and show them how to work out the pronunciation and meaning of “The Gingerbread Man”. • Encourage them to suggest other compound words like “gingerbread” e.g. blackboard, teapot, policeman, postman, fireman. • Provide practice in making predictions by asking: <i>What is this story about? Why is the woman running after the Gingerbread Man?</i> Use gestures to explain what “running” means. Then invite volunteers to demonstrate to the whole class what “running after” means. Use children’s predictions to set a purpose for reading. • To create suspense, take the children on a picture walk through the story up to p.13 to create suspense. Ask them to predict what will happen on the next page but do not turn the page yet. • Read the story aloud up to p.13, tracking
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	<p>each word as you read, using natural intonation and pace. You may make the following observation: Are children able to follow along with you? Do children enjoy listening to this story?</p>
<p>Assigning home activities</p>	<ul style="list-style-type: none"> • Give a small book to each child. Tell them to find the title and ask them to read it aloud together. • Encourage children to take the books home and read aloud the title and the story up to p.13 to their family and to themselves. Tell them to try to read up to the last page. • Tell them to turn to other pages and find out what happens to the Gingerbread Man in the end. Encourage them to use the picture clues as much as possible.

Storybook: The Gingerbread Man

Session 2	Teaching Procedures
Introduction and warm-up	<ul style="list-style-type: none">• Display the cover of the big book and read the title aloud.• Call children’s attention to the title on the book cover. Have children read the title together. Check if they use the proper pronunciation. Cover the letter “i” in “gin’ and “a” in “man”. Ask them to read the title aloud to find out the letter sounds. Remind them of the letter-sound association of “i” in “gin’ and “a” in “man”.
Reading the story	<ul style="list-style-type: none">• Ask children if they remember what the story is about. You may ask: <i>What is the story about? Who runs after the Gingerbread Man? What does the Gingerbread Man do?</i>• Put the pictures of the Gingerbread Man, the woman, the man and the dog on the board. Do not write the words under the pictures but invite the whole class to say what they are a few times. Check if they can pronounce the words correctly.• Take the children on a picture walk through the story up to p.13. Show them the way to hold the book and turn pages from front to back correctly.• Help them to talk about the pictures and encourage them to use the pictures to help remember what happens in the story.• Ask children if they know what happens to the Gingerbread Man at the end of the story. Some may be able to answer your question as they have gone through the whole book after the first session. You

	<p>may ask: <i>Does the Gingerbread Man run away? Where does he go?</i></p> <ul style="list-style-type: none"> • Read the story aloud up to p.13, tracking each word as you read and using natural intonation and pace. Ask questions to involve the children in the story as you read. • Use the pointer to help children follow the left to right directionality, and to recognize the beginning and end of sentences. • Invite children to echo read the part in the quotation marks from p.4 to p.9. Emphasize the importance of gestures, tone and expressions. • Check if they remember the short i letter-sound association by referring to the word tree developed in the first session. • Frame the letter “a” in “Man” in the title. Teach children how to use analogy to read this letter sound. Ask children to find two other words with the same letter sound in the storybook. Then write these words i.e. “catch” and “ran” on word cards and put them under “Man”. Underline the letter a. Tell them to say the letter sound and then the whole word. Develop a class word tree for short a. Help children build up the letter-sound association for the short a sound. • Using the same procedures, frame the letter u in “run” and help them build up the letter-sound association for the short u sound. Invite the whole class to read this word using gestures and proper pronunciation. Ask children to develop a class word tree for short u, adding words from the storybook or other sources.
<p>Activities</p>	<ul style="list-style-type: none"> • Play the tape of the song “Run, run, Gingerbread Man” for the children. • Use gestures and picture cues to help children understand what the song is

	<p>about.</p> <ul style="list-style-type: none"> ● Have children sing along with the tape with the help of picture cues.
<p>Rereading the story and assigning home activities</p>	<ul style="list-style-type: none"> ● Play the story tape to the children or read the story aloud. Track each word and use natural intonation and pace. Encourage them to listen to the whole story, join in reading the parts in quotation marks from p.4 to p.9. Emphasize the importance of the use of gestures, tone and expressions. ● Invite children to sing the song once together. Encourage them to sing it to their family or to themselves as often as possible. ● Encourage children to read the title and the parts they know to their family or themselves as often as possible.

Storybook: The Gingerbread Man

Session 3	Teaching Procedures
Introduction and warm-up	<ul style="list-style-type: none">• Invite children to sing the song once together.• Display the cover of the big book and invite volunteers to read the title aloud.• Remind them how to relate the short a and short i sounds in the title to the spelling. Refer them to the word trees displayed in the classroom.
Reading the story	<ul style="list-style-type: none">• Ask children if they remember what the story is about.• Invite volunteers to name the different characters in the story.• Read the story aloud up to p.13, tracking each word and using natural intonation and pace. Encourage the children to read the parts in quotation marks from p.4 to 9.
Activities	<ul style="list-style-type: none">• Show children some picture cards of animals and people. Ask children to say what they are in English. Then show them some word cards. Ask them to match the picture cards with the word cards. Teach them to use their knowledge of sound-letter associations to match the cards used in this activity.• Children then put the characters on the board. Let them read these names a few times to consolidate the letter-sound association.• Distribute one set of pictures and word cards to each group. Working in groups, children match the pictures with word cards.• Remind them to use the sound-letter associations when playing the matching game. They should look at the picture, name it and then find the corresponding

	<p>word card.</p> <ul style="list-style-type: none"> • Tell children to put the word cards under the pictures to make two word books - one about animals and one about people. • Tell children that they can design covers for their group word books. They can write their names on the cover to show that they have made the word books.
<p>Rereading the story and assigning home activities</p>	<ul style="list-style-type: none"> • Give out some paper and tell children to write down at least two items to add to their group's word books about animals and people. Tell them to look up their own collection of English books e.g. old textbooks, Children's Word Book for additional items. • Read the story once through and encourage children to chime in whenever they can. • Invite children to sing the song once together. • Encourage them to read the story and sing the song to their family or to themselves as often as possible.

Storybook: The Gingerbread Man

Session 4	Teaching Procedures
Introduction and warm-up	<ul style="list-style-type: none">• Ask children to sing the song “The Gingerbread Man” once together with the help of picture cues and gestures.• Invite children to share their group’s word books about animals and people with the whole class. Ask them what additional items they have included.• Display the book cover and ask children to read aloud the title once together.
Reading the story	<ul style="list-style-type: none">• Read the story aloud, tracking each word as you read and using natural intonation and pace. Encourage the children to chime in whenever they can. Pause at different places to involve the children in the reading by asking them questions.• Call children’s attention to the use of the expression “Once upon a time” at the beginning of a story. Ask them to tell you about other stories beginning with the same phrase.
Activities	<ul style="list-style-type: none">• Invite children to read the words once on the short i sound from the word tree. Cover the letter i in some words to check if they can work out the spelling by applying the letter-sound association.• Remind children of the short a sound in “man”, “ran” and “catch”. Write these words with the letter “a” placed in the same position vertically. Write the letter “a” on top of the row of words.• Invite children to say the short a sound after you and then read the words aloud. Tell the children that they can make a class word wall to display in the classroom.• Assign 2 to 3 pages to each group and tell them to look for other words with the same

	<p>letter sound. Teach children to look for words with the letter “a” and then try to read this letter sound aloud, using analogy. Check if their responses sound like the “a” sound in “Man”. Compare the sounds and explain why “past” etc. does not belong to the same group. Other words from the storybook with short a sound are “swam”, “back” and “snap”. Add these words to the class word tree and class word wall for short a.</p> <ul style="list-style-type: none"> • Go through the same procedure for the short u sound as in “run”. • Invite children to read through each group/list of words once. Point out the letter-sound relationship. Remind them that this is one way to help them work out the pronunciation as well as spelling of unfamiliar words.
<p>Rereading the story and assigning home activities</p>	<ul style="list-style-type: none"> • Encourage children to find more words to add to the three word trees they have made. Give each child a piece of paper. Tell them to look up some Children’s Word Books or their old textbooks before the next lesson. They have to find at least 2 more examples for each letter sound to add to the class word trees. • Distribute some worksheets for children to practise the three short vowel sounds. Children have to develop their own word wall/trains at home, following the procedures carried out at school. This activity helps them apply their knowledge of letter-sound associations. Encourage them to include new words that do not appear on the class word trees. • Encourage children to read the title and the book at home, and then to compile their own word trains for the three short vowel sounds.

Storybook: The Gingerbread Man

Session 5	Teaching Procedures
Introduction and warm-up	<ul style="list-style-type: none">• Invite children to sing the song “Run, run, Gingerbread Man” once together with the help of picture cues and gestures.• Invite children to read aloud words they have written down, using the three target letter sounds. Let them share with their group members the word walls/trains they have developed.• Ask volunteers to read aloud their group’s word books.• Display the story cover and invite volunteers to read the story aloud. Get the whole class to read the title together afterwards.
Reading the story	<ul style="list-style-type: none">• Invite children to turn to p.2 and p.3. Provide support for children who cannot locate specific pages by pointing out the page number at the side of each page.• Use picture clues on p.2 and p.3 to help children find out who makes the Gingerbread Man and how the story begins. Invite volunteers to mime or act out “ran away”.• Point out the use of open and close quotation marks in the storybook. Explain that they are used when someone is talking. Ask children to find out which characters are speaking on p.4 and p.5.• Write “Stop!” on the board and ask children to find it in the storybook. Teach children how to read it with proper intonation. Explain and emphasize that intonation is as important as pronunciation.• Let children find 2 sentences which are in quotation marks and appear repeatedly

	<p>from p.4 to p.9. Mime and use gestures to show the meanings.</p> <ul style="list-style-type: none"> ● Use speech bubbles and pictures to explain the situation and dialogues on the board. Demonstrate the proper intonation to be used. Invite volunteers to role play the woman and the Gingerbread Man as on p.4 and p.5. ● Repeat the same procedures for the dialogues between the man/dog and the Gingerbread Man (p.6 – p.9). Make sure they pay special attention to the use of good gestures, tone and expressions when they are speaking.
<p>Activities</p>	<ul style="list-style-type: none"> ● Ask children to work in groups. Give a sheet of paper and some cardboard to each group to make two characters from the story: the Gingerbread Man and a man/dog/woman. ● Put the picture of the background scene on the board. Invite each group to come out in turn, hold the cardboard characters and act out one scene from the story to the whole class.
<p>Rereading the story and assigning home activities</p>	<ul style="list-style-type: none"> ● Distribute worksheets and demonstrate to children that for homework, they need to draw one scene from p.4 to p.8 of the story. They must add speech bubbles to show what the two characters are saying. ● Invite them to sing the song together. ● Encourage them to read the story to their family or friends and sing the song as often as possible.

Storybook: The Gingerbread Man

Session 6	Teaching Procedures
Introduction and warm-up	<ul style="list-style-type: none"> • Invite children to sing the song “Run, run, Gingerbread Man” once together. • Display the story cover and invite volunteers to read the title. Then let the whole class read the title together.
Reading the story	<ul style="list-style-type: none"> • Read the story aloud up to p.9, tracking each word as you read. Use appropriate intonation and encourage the children to chime in whenever they can. • With the help of picture cues on p.10, let the children find out where the Gingerbread Man is and who he meets. Let children read p.11 silently and identify the answers to these two questions. • If children have difficulty in saying “crocodile”, let them listen and say “cro”, “co” and then “dile”. Do not let children depend on the written form. Write the word “crocodile” on the board and make sure that they look at the picture of the crocodile and say what it is. • Have children read aloud the parts for the Gingerbread Man and the crocodile up to p.13. When they read the word “laughed”, you may want the children to laugh loudly together. Teach children to use picture clues to find out the meaning of “on the nose”. • Ask children what “Snap! Gulp!” means. Encourage them to guess the meaning. Explain that the pronunciation may also provide some hints.
Activities	<ul style="list-style-type: none"> • Read aloud the action rhyme “Two Little Dicky Birds”. • Use gestures to explain the meaning of “Fly away” and “Come back” in the

	<p>rhyme. Point out the use of these two expressions and let the children find similar expressions in the story.</p> <ul style="list-style-type: none"> • Teach children how to perform the actions to help them understand and remember the rhyme. • Invite half the class to say the rhyme and the other half to perform the actions. Then they exchange roles. • Distribute the rhyme sheets and let them read the rhyme once together using appropriate gestures.
<p>Rereading the story and assigning home activities</p>	<ul style="list-style-type: none"> • Encourage children to say the rhyme as often as possible at home. Remind them that the actions can help them remember the lines. • Read the story aloud and encourage the children to chime in whenever they can. • Encourage children to read the story aloud to their family or to themselves at home.

Storybook : The Gingerbread Man

Session 7	Teaching Procedures
Introduction and warm-up	<ul style="list-style-type: none"> • Invite children to say the rhyme “Two Little Dicky Birds” once with actions. • Display the story cover and invite volunteers to read the title. Ask the whole class to read the title together afterwards.
Reading the story	<ul style="list-style-type: none"> • Read the story aloud up to p.9. Assign different groups to read the parts for the different characters. Remind them that it is important to use good intonation and expressions when reading. • Ask children if they remember where the Gingerbread Man is and who he meets after p.9. You may ask: <i>Who runs after the Gingerbread Man? What does he do? Where does he run to? He gets to a place where there is a lot of water. Where is it? He sees an animal. What is it? What does he do?</i> • Read the story aloud from p.10 on, tracking each word as you read, use appropriate intonation and encourage the children to chime in whenever they can. • Ask them questions during the reading to help them understand the story better. Encourage them to use their imagination to change the story ending. • Invite children to use gestures to show what “Snap!” and “Gulp!” mean.
Activities	<ul style="list-style-type: none"> • Let children use cardboard/drawing paper to make the crocodile and the river. Make them role play the Gingerbread Man and other characters in the story. • Assign different groups to be responsible for different scenes in the story. Children

	<p>in each group play the roles of the different characters. They work together to act out the whole story with the help of cardboard characters and the background sheet.</p> <ul style="list-style-type: none"> • Add flags of speech bubbles to make a three-dimensional storybook to display in the classroom.
<p>Rereading the story and assigning home activities</p>	<ul style="list-style-type: none"> • Let children say the rhyme once together with actions. • Read the story aloud and encourage them to chime in whenever they can. • Encourage children to read the story aloud to their family or themselves at home.

Storybook: The Gingerbread Man

Session 8	Teaching Procedures
Introduction and warm-up	<ul style="list-style-type: none"> • Invite children to say the rhyme “Two Little Dicky Birds” once together. • Display the story cover and invite volunteers to read the title. Tell the whole class to read the title together.
Reading the story	<ul style="list-style-type: none"> • Read the story aloud, pausing at words you think children know. Have them chime in on these words. • Remind children to use picture cues, if needed, when they read. • When children misread a word, they may read back to a previous word/sentence for possible clarification. Do not stop them too many times just to correct their pronunciation.
Activities	<ul style="list-style-type: none"> • Point out the initial sound in the word “can”. Write this word on the board and underline the letter “c”. Ask children to read the hard c (=k) sound after you. Help them to develop a class word tree on the hard c sound. Invite them to find other words with the same letter sound in the storybook to add to the word tree. • Use the same procedure to build up the letter-sound association for the final k sound in “back”. Remind children not to leave out this ending consonant sound when reading. • When asked to find other words with the same letter sound in the storybook, the children may suggest “take” (p.11). Point out that although “back” and “take” both end in k sound, they do not have the same letter-sound association because “back” ends in k but “<u>take</u>” ends in “ke”. Children

	<p>may use other words from other sources with the same letter sound as “back” to put on the word tree.</p>
<p>Rereading the story and assigning home activities</p>	<ul style="list-style-type: none"> • Read the story aloud and encourage them to chime in whenever they can. • Encourage children to say the action rhyme and read the story to their family or to themselves. • Encourage them to develop their own word trains/walls for the initial hard c or final k sounds. They can refer to their own collection of English books or the Children’s Picture Word Books for more items. Remind them that this method helps them to work out the pronunciation of words more accurately.

Storybook: The Gingerbread Man

Session 9	Teaching Procedures
Introduction and warm-up	<ul style="list-style-type: none">• Let children say the action rhyme once together.• Invite children to share with the whole class additional items on hard c and ending k sounds that they have added to the word trees.• Invite children to say the title of the book together and then display the cover.
Reading the story	<ul style="list-style-type: none">• Read the story aloud, tracking each word as you read and using natural intonation and pace. Pause before parts which you think children are able to read and encourage them to chime in whenever they can.• Assign different groups to read the parts for the different characters in the story. Let children participate in a jigsaw story reading activity. With the help of the cardboard characters they have made, they take turns to act out different scenes from the story.
Activities	<ul style="list-style-type: none">• Ask children to suggest other possible scenes to add to the story.• Tell them to take out the word books which they have made in their groups. Ask them to suggest two characters to add to the story by choosing other animals and people from their books.• Ask children if they know where the Gingerbread Man goes in the end. Find out if they like this ending. Suggest that they may change the ending of the story if they do not want the Gingerbread Man to be swallowed by the crocodile. Invite them to write a new ending for the story.• Ask children to work in groups and write

	<p>one new episode and a new ending for the story.</p> <ul style="list-style-type: none"> • Invite volunteers to act out what the new characters would say to the Gingerbread Man in the new episodes. • Invite volunteers to act out the new ending to the story.
<p>Rereading the story and assigning home activities</p>	<ul style="list-style-type: none"> • Assign different children to be the different characters in the story and read aloud the story once in their own groups. • Encourage children to read aloud the story at home as often as possible. Remind them of the importance of using gestures, intonation and expressions.

Storybook: The Gingerbread Man

Session 10	Teaching Procedures
Introduction and warm-up	<ul style="list-style-type: none">• Display the book cover but hide the title. Invite volunteers to tell the whole class the title of the book.• Ask children if they read the story at home to their family and to themselves.• Ask them if they like the story. Invite them to share with the whole class the part of the story they like/don't like most.
Reading the story	<ul style="list-style-type: none">• Invite a few volunteers to take turns to read aloud the whole story to their classmates, who can provide support when needed.• When children have completed their reading, encourage them to close the book and use the vocabulary from the book to retell the story.• Invite groups of children to act out the story, using cardboard pictures and including the new episode and new ending.• Invite the whole class to act out a new story, using the original story line, a few new episodes and a new ending.
Sharing time and suggesting follow-up work	<ul style="list-style-type: none">• Invite the whole class to say the action rhyme once together.• Invite the whole class to sing the song once together.• Remind them of the word books and word walls/trees/trains they have made and encourage them to add other words to them in the future.• Ask children if they have made their own word books and word trees/trains/walls for the few letter sounds they have worked on. Invite volunteers to share their efforts with

	<p>the whole class.</p> <ul style="list-style-type: none">• List on the board the different activities carried out in these 10 sessions. Ask children which activity/activities they liked most.• Encourage children to sing the song, say the action rhyme, read the story and participate in drama activities whenever there is a suitable chance.• Encourage children to add new episodes or write a new ending to the story at home. Suggest that they may do this with other books they have read.• Prepare a set of storybooks with similar themes and language items. Encourage children to borrow these storybooks from the class library to read at home.
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Storybook: The Little Red Hen

Lesson Plans

The following lesson plans have been developed for the project teachers to try out some strategies and activities to enhance young children's interest and skills in learning English. The storybook "The Little Red Hen" is used as the organizing focus of the English learning experiences during the tryout. The story not only provides children with pleasurable learning experiences but also serves as a springboard to the development of reading strategies, phonological awareness, and other components of language learning such as thinking skills and reference skills.

Teachers may use these plans as a reference for the teaching procedures in shared reading. The number of sessions for each storybook and design of follow-up activities should be decided as appropriate.

Session 1	Teaching Procedures
Introduction and warm-up	<ul style="list-style-type: none">• Activities in this part include playing a game, talking, reading, writing and making word trees.• Play a Kim's game with the children. Show them the picture of a farm from any Picture Word Book for 30 seconds and make them name the farm animals they can see.• Remind them that they have compiled some word books when they were reading "The Gingerbread Man". Suggest that they can include these farm animals in their word books about "animals".
Reading a new story	<ul style="list-style-type: none">• Display the cover of the big book "The Little Red Hen". Have children look at the illustrations on the cover. To help them use picture clues, you may ask: <i>What is this place? Is it in the town or the countryside? What is this animal? What is it doing?</i>

	<ul style="list-style-type: none"> • Provide practice in making predictions by asking: <i>Can you see a house? Who lives there? What is this story about?</i> Use children’s predictions to set a purpose for reading. • Invite some children to point to the title. Encourage them to read aloud the title. Teacher reads the title again, tracking each word and using natural intonation and pace. Ask children to echo read the title. • Take the children on a picture walk through the story until p.13. Teacher may ask: <i>What animals are there? Where are they? What are they doing?</i> • Read the story aloud until p.13, tracking each word as you read and using natural intonation and pace. Ask questions to involve the children in the reading process. You might make the following observation: Are children able to follow along with you? Do children enjoy listening to this story?
<p>Activities</p>	<ul style="list-style-type: none"> • Put pictures of the four animals from the story on the blackboard. Put the word cards (a hen, a duck, a cat, a dog) next to the pictures. • Beginning with “a hen”, show children how to use appropriate adjectives to describe the hen in the story. Introduce the 3 adjectives one by one and in the right sequence i.e. “a red hen”, “a little red hen”, “a busy little red hen”. Arrange the three expressions on the board with the word “hen” in the same position vertically. Go over the pronunciation with them. Then teach them how to read each expression with proper rhythm and intonation. • Make children frame the adjectives used to describe the other three animals on p.3.

	<p>Use gestures and picture cues to explain the meaning of “lazy”. Encourage them to refer to picture cues and use more adjectives to describe these three animals, e.g. a duck, a lazy duck, a lazy white duck, a lazy big white duck; a dog, a brown dog, a fat brown dog, a lazy fat brown dog; a cat, a brown cat, a pretty brown cat, a lazy pretty brown cat. Go over the pronunciation with them. Teach them how to read the whole expression with proper rhythm and intonation.</p> <ul style="list-style-type: none">• Distribute worksheets to let children record what they have just practised in groups.• Encourage children to practise how to describe the animals in their group or own word books on “animals”.• Focus reading practice for p.2 and p.3. Emphasize on reading p.3 with proper intonation.• Write the word “hen” on the board. Invite the children to read the word. Cover the letters “en” and make the children read the initial sounds in “<u>h</u>en”. Underline the first letter and invite them to find another word which begins with the same letter sound on p.4 (<u>h</u>elp).• Tell children to develop their group’s word tree on initial h. Put “hen” on the tree trunk. Put “help” on an apple to be the first word on the word tree. Invite children to look up other English books to find more words with the same letter sound to add to their word trees.• Frame n in “not” and invite children to read the letter sound. With the same procedures as initial h, tell children to make another word tree for the initial n sound as in “not”.
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	<ul style="list-style-type: none"> • With the same procedure, teach children to make one more word tree on the ending m sound as in “farm”. Demonstrate how the two lips should be closed to produce the ending m sound properly. • Call children’s attention to the point that there are two groups of words with the ending m sound as in “farm” and “time”. As they end in different spelling, they do not belong to the same group.
<p>Rereading the story and assigning home activities</p>	<ul style="list-style-type: none"> • Distribute the small books to the children. Call their attention to the title of the book. • Let children listen to the story tape on “The Little Red Hen” or read the story aloud until p.13, tracking each word and using natural intonation and pace. Encourage them to chime in at any part of the story. Emphasize the importance in the use of gestures, tone and expressions in reading. • Encourage children to bring the books home and read the title and the story until p.13 to their family or themselves. • Distribute worksheets and teach them how to write about two animals before the next lesson. Demonstrate to children how to describe the animals in their own word books on animals. • Distribute the worksheets on the word trains for the initial h, n and ending m. Demonstrate to children how they can make their own word trains at home with the experience of making word trees in the school. Tell them to enter the words from the story book first and then look up their own collection of English books e.g. their old coursebooks or Children’s Picture Word Books to find at least 5 more items to add to their group’s word trees before the next lesson.

Storybook: The Little Red Hen

Session 2	Teaching Procedures
Introduction and warm-up	<ul style="list-style-type: none">• Activities in this part include reading, discussing, singing songs, making word trees, playing a game and role-playing.• Display the big book cover and invite volunteers to read the title. Let the whole class read the title together afterwards.• Invite children to share their word trains with the whole class.• Invite some children to come out and show their word books on animals to the whole class. In turns they read aloud the descriptions from the worksheets. The whole class look at the drawings/cutouts, listen to the descriptions and decide which animals is being described.
Reading the story	<ul style="list-style-type: none">• Read the story aloud up to p.13, tracking each word as you read and using natural intonation and pace. Encourage the children to chime in whenever they can. Pause at different places from p.2 to p.11 to ask questions to help the children understand the story better.• Call children's attention to the use of the phrase "Once upon a time" at the beginning of a story. Ask them if they have come across the same phrase in other stories e.g. "The Gingerbread Man".• Point out the use of open and close quotation marks on p.4 and p.5. They are used in stories when people are speaking to one another. Help children find out who is talking, using the punctuation marks as cues.

	<ul style="list-style-type: none"> • Explain the meaning of the question beginning with “Who will” with gestures. • Show children pictures of some wheat seeds, wheat, flour and bread from a Picture Word Book. Use gestures to explain the meaning of “plant this wheat”, “cut the wheat”, “make the flour” and “make the bread”. • Put speech bubbles in the big book to explain when characters are talking. Point out the use of question marks and exclamation marks. Teach children the use of appropriate intonation when reading sentences that end with these punctuation marks. • Invite four volunteers to take part in a role-play activity. Let them put on the animals’ hats to role play the hen, the duck, the cat and the dog. • Read the story once through from p.4 to p.10. The four children will say the parts of the four animals. The teacher and the whole class will be the narrator. Emphasize the importance of the use of appropriate gestures, tones and expressions in reading and speaking. • Distribute one set of “animal hats” to each group and ask children to label them first. Let children do the role-play in small groups. Make them pay special attention to the use of gestures, tones and expressions when speaking.
Activities	<ul style="list-style-type: none"> • Play the tape of the song “London Bridge is falling down” to the children. • Tell children to replace the lyrics with the words from the story and sing the first four stanzas of the song “Who will help me?” with gestures.

	<ul style="list-style-type: none"> • Have children put on the “animals hats” and sing the song in groups. • Distribute the song sheets. Have children sing the song together with the help of picture cues. • Write the word “it” on the board and underline the letter “i”. Ask children to read the word and then only the short i sound when the letter “t” is covered. In this way they experience how to use analogy to identify the target letter sound. • Invite children to turn to p. 3 and find other words with the same vowel sound. Tell them to look for words with the letter “i”. Based on what they suggest, write the words “l<u>i</u>ved” and “w<u>i</u>th” on the board and underline the letter “i”. • Tell the children that they can put all these words together and develop a class word tree for the short i sound. • Put “it” on the tree trunk. Invite children to find other words with the same letter sound on p.4 to put on the word tree. The other words are “w<u>i</u>ll”, “l<u>i</u>ttle” and “d<u>i</u>d”. • Using the same procedure, let them develop another class word tree on the short e sound as in “r<u>e</u>d”. Other words from the same storybook are “h<u>e</u>lp”, “h<u>e</u>n” and “e<u>n</u>d”. • Distribute one set of phonics game to each group. Explain the rules and show the children how to play the game in groups.
<p>Rereading the story and assigning home activities</p>	<ul style="list-style-type: none"> • Read the story aloud up to p.13 and encourage children to chime in whenever they can. • Encourage children to sing the song and read the story up to p.13 to their family or to themselves. • Distribute worksheets to the children and tell them to make their own word trains at home for the two vowel sounds they have practised at school today. Tell children to

	<p>use the words from the storybook before they look up their own collection of English books e.g. their old textbooks or Children's Picture Word Books to find as many items as possible before the next lesson.</p>
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Storybook: The Little Red Hen

Session 3	Teaching Procedures
Introduction and warm-up	<ul style="list-style-type: none">• Activities in this part include singing, reading, discussing, role-playing and making small books.• Invite volunteers to share their word trains with the whole class.• Display the cover of the storybook and invite volunteers to read the title. Let the whole class read the title together afterwards.
Reading the story	<ul style="list-style-type: none">• Read the story aloud up to p.13, tracking each word as you read and using appropriate intonation. Encourage the children to chime in whenever they can.• Ask children about the story that explains the four steps for making bread and list them on the board. Ask: <i>How can the duck, the cat and the dog help the Little Red Hen? What does she say to them?</i>• Frame or circle the question “Who will help me plant the seeds?” in the big book and then cover “Who will help me”. Tell children that “plant the seed” is the first step in making bread. Let children find descriptions of the other steps in the same way.• Go over the pronunciation with them. Teach them how to read the whole expressions with proper rhythm and intonation.• Turn to p.14 and let children talk about the 4 steps with the picture cues only.• Ask children how the story ends. Turn to p.12 and ask: <i>What is Little Red Hen holding? Where did she get it from? Point to the oven and ask: What is this? Can you remember? You have learnt it in the story</i>

	<p><i>“The Gingerbread Man”?</i> What is ready? How do the animals look? How do you know that? Why are they so happy? What do they all want to eat? What does Little Red Hen think? What will she do? Ask children to predict the ending of the story.</p> <ul style="list-style-type: none"> • Turn to p.14, make the children look at the pictures carefully and ask: <i>Will Little Red Hen give the bread to the three lazy animals? Why? How do you know that?</i> Invite children to read aloud the sentence together. • Assign different groups to read the parts for the narrator, the hen, the duck, the cat and the dog. Read the story once through together. • Let them practise in groups afterwards. Tell them to pay special attention to the use of gestures, tone and expression in speaking and reading.
<p>Activities</p>	<ul style="list-style-type: none"> • Distribute worksheets to the children. Tell them to compile a book on “Making bread”. They can write their own names on the cover. This shows they have written the book themselves. • Explain that they should first arrange the order of the pictures to show the four steps for making bread. Then they write a sentence under each picture to describe each step. Afterwards they can list the ingredients for bread on the last page. • Show the pupils a sample book on “Making bread”. Tell them that they have to design a cover for their own book. • Let children find out more about the ingredients for bread. You may say: <i>Is there only flour in bread? What does Little Red Hen put with the flour and mix</i>

	<p><i>together? Let's turn to p.11. Can you find it from the picture there?</i> Put the different ingredients on the blackboard and go over the pronunciation with them.</p> <ul style="list-style-type: none"> • Distribute some authentic wrapping paper or plastic bags for bread. Let children find out that there are different ingredients in different kinds of bread. • Tell children to sing the first four stanzas of the song “Who will help me?” together. • Have them refer to the song sheets and sing the last two stanzas together with gestures.
<p>Rereading the story and assigning home activities</p>	<ul style="list-style-type: none"> • Play the tape of “The Little Red Hen” and encourage children to chime in whenever they can. You might make the following observation: Are children interested in joining in? Who seems to have problems in trying to follow the story? • Let children sing the song “Who will help me?” a few times together. • Encourage children to read the story aloud and sing the song a few times to their family or to themselves at home. • Distribute worksheets and ask children to make the mini books on “Making bread” at home. They may examine some authentic bags or wrapping paper to find out the ingredients for different bread.

Storybook: The Little Red Hen

Session 4	Teaching Procedures
Introduction and warm-up	<ul style="list-style-type: none"> • Activities in this part include reading, talking, singing, role playing, writing, acting and making small books. • Invite volunteers to share their books on “Making bread”.
Reading the story	<ul style="list-style-type: none"> • Read aloud the story, tracking each word as you read and using natural intonation and pace. Encourage the children to chime in whenever they can. • Check if children remember the story content. You may ask: <i>How does the Little Red Hen make bread? What are the 4 steps?</i> List the 4 steps on the board after children have answered the questions. Then ask: <i>What does the Little Red Hen do in the end? Why?</i> • Invite four volunteers to play the parts of the four animals. The teacher and the rest of the class act as the narrator. Distribute paper hats to the 3 pupils playing the parts of the lazy animals and an apron to the pupils playing the part of Little Red Hen.
Activities	<ul style="list-style-type: none"> • Play the tape of the song “Old MacDonalld had a farm” and invite the children to sing together. • Call their attention to the animal sounds. Put the words on the blackboard and go over the pronunciation with them. • Ask children to sing the song once together. Distribute song sheets and let them sing together once again. • Read the story once through. Make children add the animals’ sounds after each animal has said “Not I!” and “I will”

	<p>e.g. “Not I! Quack, quack!” said the duck.</p> <ul style="list-style-type: none"> ● Distribute paper hats and aprons to each group. Invite the children to work in groups and act out the whole story wearing the paper hats and aprons. ● Show them the picture of a dish of fruit salad. Ask children what fruit is used to make fruit salad. ● Ask them to suggest how fruit salad is made. Put the pictures and word cards for the following steps on the blackboard: “Wash the apples.” (and other fruit), “Cut the apples.” (and other fruit), “Mix the fruit.” and “Eat the fruit salad.” ● Distribute materials for the game “Making fruit salad”. Children work in groups. They pretend to wash/cut/mix some fruit to make some fruit salad. The cut fruit items are stuck on a paper bowl. ● Distribute some worksheets and ask pupils to rewrite the story “The Little Red Hen” in groups. They can choose the animals they like but the food they make is fruit salad this time. ● Encourage them to include the picture of the fruit salad in their storybook. Explain that this makes their storybook more attractive and helps the readers understand the story better. ● Tell children that each group should design a book cover and give a name to their group storybook. All group members’ names are put on the cover as authors. ● Invite volunteers to read their own books to the whole class. Display the books in the classroom afterwards. ● Encourage them to read storybooks written by the other groups.
<p>Sharing time and suggesting follow-up work</p>	<ul style="list-style-type: none"> ● Invite children to read aloud the whole story together. Assign children to play different roles in the story.

	<ul style="list-style-type: none">• List the different activities on “The Little Red Hen” and ask children which activity they liked most.• Encourage children to sing the song, read the story and act out any part of the story whenever there is a suitable chance.• Encourage children to write stories on how some food is made. They can also follow the story line of “The Little Red Hen” but use a new ending.• Prepare a set of storybooks with similar themes and language items. Encourage children to borrow these storybooks from the class library to read at home.
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