



ISBN: 9781460757499

Notes by: Barbara Braxton

Date of Publication: July 2020

## *Pink!*

By Margaret Wild and Judith Rossell

### Summary

Pink is a small dinosaur who stands out from the crowd. Hide-and-seek is her favourite game, but her colour means she's always the first one to be found. She doesn't want to be pink anymore ... until her difference helps her friends find their way home again.

An adorable new picture book about accepting yourself and finding your strengths, from award-winning author Margaret Wild and award-winning illustrator Judith Rossell.

### Key Learning Outcomes

ACELA1433, ACELA1463, ACELA1472, ACELA1499, ACELA1786, ACELT1582, ACELY1650, ACELY1651, ACELY1658, ACELY1660, ACELY1661, ACHASS1001, ACHASS1002, ACHASS1003, ACHASS1006, ACSIS014, ACSIS029, ASCIC025

### Key Concepts

Fitting in, Self-esteem, Acceptance

Recommended Ages: 3+

## CLASSROOM ACTIVITIES

### Before Reading

Introduce the title *Pink!* (comment on the combination of its structure and colour), and discuss how Pink's appearance is different from their expectations and how that might influence the story. Encourage students to make predictions about what the book might be about by contrasting Pink's appearance with that of the other dinosaurs on the cover.

#### Context and Setting

Explain how covers give us clues to the topic of a story and help us focus our thoughts on what might happen. Have students examine the cover and ask them:

- How does the cover tell us what this story is going to be about?
- What can we learn about:
  - Where the story happens (setting)?
  - Who it is about (characters)?
  - What is happening (plot and problem)?

Encourage them to justify their statements so they are connecting their predictions to evidence.

Identify and connect students' prior knowledge about dinosaurs to the story in order to focus their thinking and make relevant predictions about what might happen in the book. Explore the differences between a statement and a question, and identify question marks as an indicator.

Divide their contributions into groups:

- What we know.
- What we need to check.
- What we want to find out.

### During Reading

#### Questioning and Predicting

Examine the first illustration of the egg on the nest.

- How does the illustrator suggest that this is a story from 'millions of years' ago?
- How does this confirm or challenge what we know about dinosaurs?

As the questions created in the pre-reading activity are answered or extended by new ones, shift them to the appropriate column for investigation after the story is complete to demonstrate how a focused, relevant inquiry can be structured.

### Expressing and Developing Ideas

Explore the relationship between the text and illustrations so students learn the two are integral to the story's meaning.

- Are there any clues in that first illustration that there might be something different about the dinosaur that is going to hatch?
- Why was her mum alarmed she was pink?
- In a world of predominantly green dinosaurs, why could being pink present a problem?

Predict and discuss what might happen to Pink in the story, encouraging students to share personal responses and make connections with their own experiences.

### Interpreting, Analysing and Evaluating

Invite students to suggest what is happening on each page using the cues and clues in the pictures, so they learn to read between and beyond the lines.

- What was the BIG problem that Pink had because she was pink?
- How did this make her feel?
- How does her mother try to reassure her?
- Why is being 'pretty and sweet' not enough for Pink?
- How do you think she could be 'brave and smart'?
- Why does her mum think being happy with who she is will show that she is brave and smart?
- Why can it be tricky being different to those around us?
- Is everyone really the same or are we all unique in some way?
- How did Pink use her difference to show that she was brave and smart?

Explore the ways the students are unique, and how these differences can help them be brave and smart like Pink was (Personal and Social Capability, Level 1). Have each make an affirmation card (cut in the shape of Pink) that shows them using their special characteristics to be brave and smart.

*I am brave and smart like Pink because ...*

Discuss why Pink is frustrated by being pink and why the other dinosaurs find it easier to hide. Build vocabulary by introducing words such as 'camouflage' and 'disguise'.

Plot Pink's emotions as they change throughout the story and investigate how these are shown in the illustrations without the need for words. Explore synonyms for these emotions such as anger, shame, fear and so on (Literacy, Word knowledge, Level 2)

## After Reading

### Interpreting, Analysing and Evaluating

Examine the pictures of Pink's friends and investigate the type of dinosaurs they are. (She is probably a Diplodocus, the others are likely to be Parasaurolophus, Tyrannosaurus and Stegosaurus.) Demonstrate how dinosaur names (and other long words) can be broken into parts to make them easier to say and spell. Explain the word 'dinosaur' means 'terrible lizard' from the Greek deinos (terrible) and sauros (lizard). Use this list —

<https://www.amnh.org/dinosaurs/dinosaur-names> — to investigate the meanings of common dinosaur names and how they describe the characteristics of each.

Return to the questions that were generated at the beginning and investigate which have been confirmed or clarified, and which still need to be investigated further.

*Where could we find the answers to our questions?*

- As dinosaurs were real, are Pink and her friends also real?
- Is this an imaginative or an informative text?
- What are the differences between books for the imagination and those for information?
- Can we learn from imaginative books?

Work with your teacher librarian to investigate the differences between fiction and non-fiction.

Display the covers of several books about dinosaurs, both fiction and non-fiction, and introduce these terms — explaining fiction is for the imagination and non-fiction for information.

- Which of these are more likely to give us the answers to our questions? Why?

Separate them into two piles (fiction and non-fiction) and compare their covers to identify the common elements of those in each pile.

- Do the titles tell us what each is about?
- What sort of pictures do the fiction book covers have?
- What sort of cover should we look for if we want information?

Compare a non-fiction title to *Pink!*. Use questions to guide students' thinking to make observations.

- How do we know what each book is about?
- How are the titles of both books different?
- Do both books have an author and an illustrator?
- How are the cover illustrations different?
- When we open the books to start the story, what do we find?
- How are the pictures inside different?
- What sorts of pictures are there?
- Does the non-fiction book have other parts that *Pink!* does not?



Divide students into pairs. Give each pair a fiction and a non-fiction book about dinosaurs to compare and contrast more closely. Summarise their observations using a Venn diagram.

- What things do we only find in fiction books?
- What things do we only find in non-fiction books?
- What do we find in both?

Construct a chart comparing the characteristics of fiction and non-fiction. Add to it as the students make new discoveries.

| <b>Fiction</b>   | <b>Non-Fiction</b>   |
|--|--|
| Is entertainment for your imagination  | Teaches us things  |
| Happens in the author's and reader's imagination   | Is about real people, places and things  |
| Can teach us about people, places, things and situations if the author bases the story on fact   | Gives us information about someone who has lived, somewhere that exists or something that has happened |
| Might be set in real places and real times but the characters are imaginary  | Helps us learn about our world and develop our knowledge and understanding                             |
| Has real and unreal characters who can do real and unreal things   | Can be about any topic but each source usually has one particular focus                                |
| Can be set in the past, present or the future  | Is usually about the past or the present   |
| Can be about anything, and anything can happen   | Can have special parts like a table of contents, index and glossary                                    |
| Creates a world of make-believe and allows our imaginations to go wild   | Might challenge or confirm what we already know and believe  |
| Can have pictures or illustrations that can look real or imaginary   | Has pictures that are lifelike as well as maps, charts and diagrams                                    |
| Can help us understand the things that happen to all of us because the characters face the same challenges we do, even if they're not people | Is arranged in a special way so we can find the information we want easily                             |
| Creates a different story for everyone because it depends on what they know and have done  | Can be checked for accuracy and authority so we know it's true, up-to-date and objective               |
| Needs to be read from beginning to end so it makes sense   | Doesn't have to be read from start to finish   |

|   |  |
|---|--|
| Can be a book, poem, play, television series, movie, cartoon, fairytale, folktale or song | Can be a book, CD, website, television documentary, radio broadcast, newspaper or magazine, pamphlet, map or atlas, dictionary, thesaurus, encyclopaedia, almanac, photographs or diagrams, charts, tables or graphs, advertisements, and more |
| Is shelved according to the author's surname  | Is shelved according to a special number given to its subject  |

Mix all the books together and challenge students to sort them according to whether they are fiction or non-fiction, explaining their choices.

Investigate how fiction and non-fiction are located in the library. Explain that non-fiction books are grouped together so that all the books about the same subject are near each other. Show them the non-fiction section of the library, particularly where they can find those topics that interest them most, such as dinosaurs, pets, cars, planes, space and aliens. Fiction is shelved according to the first letter of the author's last name so that all the books by the same author are together. Find other books by the author and illustrator of *Pink!*.

Compare and contrast the labels on the books from both sectors so students can identify whether a book is fiction or not.

Have the students share their new knowledge and understanding by publishing and displaying their statements around the library.

#### ABOUT THE AUTHOR AND ILLUSTRATOR

Margaret Wild was born in South Africa and came to Australia in 1972. She has been a journalist on newspapers and magazines, and she worked as a book editor in children's publishing for sixteen years, responsible for managing and commissioning a large range of titles. She lives in Sydney and now writes full-time. Margaret has written more than 70 books for children. Her books are published around the world and have won numerous awards.

Judith Rossell is the author-illustrator of the bestselling Stella Montgomery series (*Withering-by-Sea*, *Wormwood Mire*, *Wakestone Hall* and *A Garden of Lilies: Improving Tales for Young Minds*). Before beginning her career in children's books, Judith worked as a government scientist (not a mad scientist, a normal kind of scientist) and also for a cotton-spinning company (that made threads for T-shirts and denim jeans and mops and teabag strings). Judith has written 13 books and illustrated more than 80. Judith lives in Melbourne, Australia.

[www.judithrossell.com](http://www.judithrossell.com)

---

*These notes may be reproduced free of charge for use and study within schools but they may not be reproduced (either in whole or in part) and offered for commercial sale.*