

The Panda



Word Count: 92 **Text Type:** Factual Description

High-Frequency Word Focus: look, see

Content Words: baby, bamboo, big, cold, ears, eyes, food, fur, panda, paw, warm

Language Features: (punctuation, vocabulary, sound and letter knowledge) questions; question marks; final blend *ld*

LITERACY

Interacting with others: listen to and respond orally to text and others; use interaction skills

Interpreting, analysing, evaluating: identify some differences between imaginative and informative texts; read predictable text; use comprehension strategies to understand and discuss text

Creating texts: produce some lower and upper case letters; create short text to report ideas

LANGUAGE

Language for interaction: use language to express needs

Text structure and organisation: understand how digital texts work; understand punctuation is a feature of written texts – the question mark

Expressing and developing ideas: know spoken sounds and words can be written down using letters of the alphabet; how to write high-frequency words; recognise texts are made up of groups of words that make meaning

Sound and letter knowledge: recognise sounds in spoken words; letters of the alphabet

The reading period is a time for enjoyment, sharing, learning, development, reinforcement, and extension. To meet the needs of each group of students, use the direct focuses described above, and any additional focuses listed in the Scope and Sequence Chart on page 16 and found in most texts at this level, to support and encourage continued development of all language skills.

GETTING STARTED LISTENING, SPEAKING, VIEWING

Activating prior knowledge: Together, brainstorm a list of facts students already know about pandas. Ask students questions about pandas, such as where they live, what they eat, how big they are, and what colour they are. Explain that pandas are native to China. Then, show students the location of China on a world map.

Encouraging prediction: Using the interactive digital book, or the printed version, read the title to students and discuss the features of the panda on the cover. Turn to and read the title page. Ask students to look at the photographs throughout the book, noting what the panda is doing in each, and using the photographs to predict what the book might be about.

Outlining focuses: Explain that as well as reading about pandas, students will talk about questions and question marks, and learn how the letters *l* and *d* blend together.

DURING THE READING SESSION LISTENING, READING, SPEAKING, VIEWING

■ Literacy

Modelling: Read the text to students, including the picture glossary. Use expression, pause to clarify unfamiliar words where necessary, and point to details in the photographs, such as the thumb on the panda's paw on page 7.

Guiding: Invite students to read from their books, keeping in mind what was modelled. Use the specific abilities and needs of the group as an indication of when to assist by pausing and giving prompts or clues. Suggest strategies, such as using picture cues and knowledge of letter/sound patterns. Allow appropriate

“wait time” and provide positive feedback to students when they use learned reading strategies to make meaning from words, sentences, and whole texts (the main aim of guided reading).

Interacting, interpreting, analysing, and evaluating: At appropriate intervals and/or the conclusion of reading, ensure students are making meaning from the text. Ask them to read the text and look at the pictures on pages 8 to 11. Ask why pandas might like to live in bamboo forests. Then, have them read page 12 and look at the picture on page 13. Ask why pandas need to have warm fur. Remind them of the difference between imaginary and informative texts, and ask which they think this book is and why.

■ Language

Language for interaction: Have students reflect on what they read in the text, and take turns to complete this sentence: *Pandas need* _____.

Text structure and organisation: If you are using the digital text, invite students to take turns operating it for the following activities. Review the questions on pages 4, 6, 8, 10, and 14. Explain to students that we can tell these sentences are questions because they have a question mark at the end instead of a full stop.

Expressing and developing ideas: Explain that sentences and questions are made up of words that make meaning and express ideas. Have students ask each other questions about pandas, ensuring they practise the correct intonation.

Sound and letter knowledge: Ask students to read page 12, find the word *cold*, and sound it out. Point out that you can hear both the *l* and the *d* in the *ld* ending, but that the two sounds blend together. Brainstorm a list of other words that end in *ld*, and practise these words aloud together.

PUTTING THE LEARNING INTO PRACTICE

READING, SPEAKING, LISTENING, WRITING, CREATING, VIEWING

Small group/independent activities: Have students reread the text independently, then proceed to the following activities. Prior to any writing or drawing activities, encourage students to sit comfortably and hold their pencils correctly.

- Ask students to complete the *The Panda* worksheets. Encourage them to work independently, but assist as required.
- Have students complete the self-recording in the interactive digital book. They can practise reading the book to the end, then record and save their reading.
- A group of students could use the Listening Post CD to hear an audio version of the guided reading text and then answer the accompanying aural comprehension worksheet.
- Have students draw a picture of a panda, then label all its features. Have them research three new facts about pandas and present these orally to the class.
- Ask students to draw small pictures of pandas, then pin them onto a map of Asia to illustrate where pandas come from.
- Have students study pictures of another animal. Using the glossary page as a model, ask students to draw pictures of their animal’s special features.

Assessment: When a student or group of students is ready for assessment, have them complete the appropriate assessment activities on pages 244–276 of the Teacher Guide.

Name _____

5a – The Panda

1. Add the question marks to these sentences.

What do pandas eat

Is the panda cold

What colour are the panda's ears

Is the panda sleeping

2. Add *ld* to these words.

bo_____ to_____ fo_____ o_____

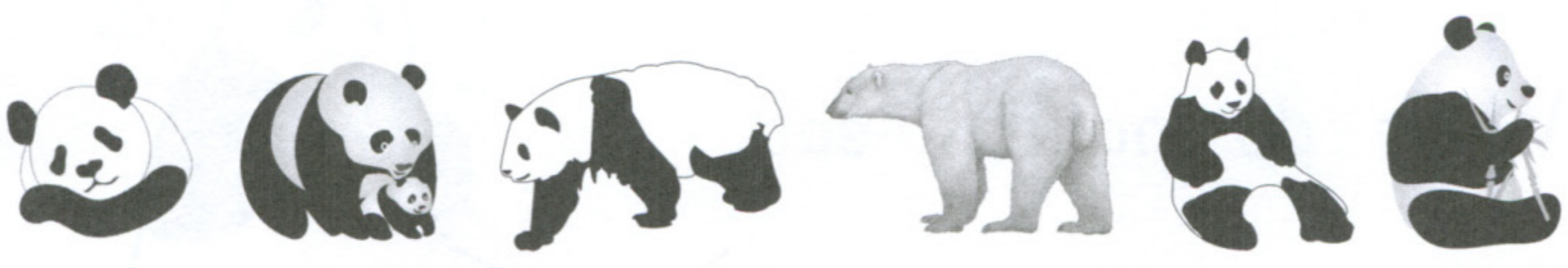
he_____ wi_____ so_____ chi_____

ba_____ we_____ go_____ fie_____

Name _____

5a – The Panda

1. One of these animals is not a panda.
Circle the animal that is different.



2. Tick Yes or No.

	Yes	No
Do pandas have eyes?		
Do pandas have warm fur?		
Do pandas have white ears?		
Do pandas live in the forest?		
Do pandas have paws?		
Do pandas eat cake?		
Do pandas have a thumb?		

Name _____

5a – The Panda

Draw a picture of another animal
that lives in a forest or a jungle.

Write a sentence about your animal.