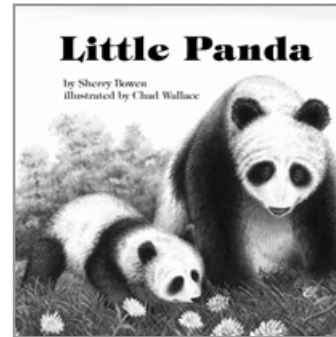


## Little Panda

Author Sherry Bowen

Illustrator Chad Wallace

12 pages ■ 143 words



Little Panda

Em	Early				Fluent			
	1	2	3	4	1	2	3	4
	S		G	I				

S = Shared    G = Guided    I = Independent

### SYNOPSIS

A hungry little panda discovers that lots of tasty treats are not always the best things for a panda to eat.

### WHAT THE BOOK OFFERS

- Fiction
- Third person
- Past tense
- Anthropomorphic; proper names for characters
- Ellipsis on left page and another ellipsis at a page turn
- One and two adjectives for objects
- Text ranges from one to three lines
- Dialogue; quotation marks
- Larger type size for emphasis
- Illustrations provide secondary cue
- Commas used in varied ways
- Balance between pronouns and nouns

### POSSIBLE SKILLS EMPHASIS

- Understanding conventions of dialogue punctuation
- *-ly* endings
- Using illustrations for confirmation rather than prediction
- Identifying descriptive language
- Understanding repetition for emphasis
- Understanding pronouns and their use

### INTRODUCING THE BOOK

Cover and title page: *Who do you think the story may be about? Where do you think the story is taking place? What do you think they will do in the story?*

- Generate questions and discussion of comparison and descriptions of mother and baby pandas.

	Em	Early				Fluent			
	1	2	3	4	1	2	3	4	
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## Little Panda (continued)

### FOCUS OF INSTRUCTION

- Sustain discussion with written support (see example).
  - Focus students' attention on the text first, then on the illustrations to confirm meaning.
- Page 2: *What is Little Panda eating? How can you check that?*
- Page 3: Work to be accurate with all words, especially those with *-ly* endings.
- Page 4: *What do you think he is eating now?*
- Page 5: *What is Mama Panda eating?*
- Use chart or self-stick notes to note student responses:
- Page 6: *How does he feel? Look at his tummy. Look at his face. What do you think he might be thinking or saying?*
- Page 7: *What might Little Panda be saying now?*
- Draw readers' attention to ellipsis and what it means: stop and think—the author is going to tell you something.
- Page 9: Guide children to think about the emotions of the characters. *What are they doing? What do you think Mama Panda might be saying to Little Panda?*
- Page 11: *Why do you think Mama Panda says "You know...?"*

### EXAMPLE OF WRITTEN SUPPORT

(teaching points in parentheses)

**(prediction)**

**Who?** (children's response) two characters Little Panda  
Mama Panda is bigger  
pandas are black and white they have claws

**Where?** (children's response) outdoors—grass, flowers, bushes, leaves, vines, bamboo, prickly bush

**ly** rumbly, grumbly (children's response) hurt and growl  
green  
gr

mostly means nearly always

**What?** (children's response) search for food (prediction that the reading will confirm) what he ate and/or how much he ate

**Why?** Title page—Is he sick? Is he tired? (confirmation)

### FOLLOWING THE READING

- Discuss a fact presented in the story (pandas mostly eat bamboo). Read the nonfiction notes for more information.
  - Discuss what they know about bamboo—where might it grow (China, map, geography).
  - Compare *Little Panda* to *Old Bumpy Alligator*—setting important to story.
- Think about the words used to describe the leaves, flowers, and vines. *What words could you use in your writing today to describe one of your nouns?*