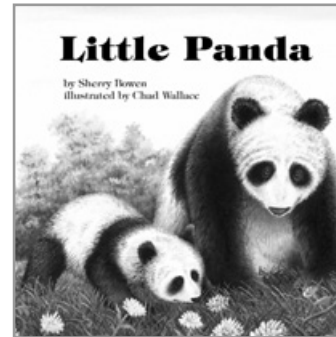


Little Panda

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	
	S		G	I					

S = Shared G = Guided I = Independent



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?*