

Book Notes

Little Panda

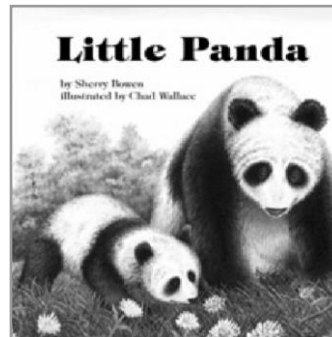
Author Sherry Bowen

Illustrator Chad Wallace

12 pages ■ 143 words

Fountas and Pinnell Level G

Reading Recovery Level 12



Little Panda

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.



Book Notes

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 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?*

Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading													
FINISH THIS THOUGHT	<i>I think Pandas are . . . because they are . . .</i> <i>If I could play with a panda, we would . . .</i>												
USE YOUR MEMORY	<i>What were the four words the author used to tell about Panda’s tummy ache? Check on page 7 and see if you were right.</i> <i>What did Mama Panda ask Little Panda in this story? If you can’t remember, look through the book until you find a line that ends with a question mark (?)</i> <i>Why do you think Mama Panda asked Little Panda that question?</i>												
WHAT’S YOUR OPINION?	<i>The author put an exclamation mark (!) after the word, rumble, and another exclamation mark (!) after the word, grumble, on page 7.</i> <i>Why do you think she used an exclamation mark after these words instead of a period?</i> <i>Why do you think Little Panda didn’t listen to Mama Panda in the beginning of the story?</i>												
BE CREATIVE	<i>Find four facts about pandas in the Nonfiction Note box on the inside back cover. Share them with a friend, your teacher, or someone in your family. Ask them which panda fact they though was the most interesting.</i>												
VOCABULARY AGENT	<i>On a whiteboard or paper, write each of the following words THREE times, as fast as you can. Circle your best try.</i> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><i>*and</i></td> <td style="width: 50%;"><i>*little</i></td> </tr> <tr> <td><i>*said</i></td> <td><i>*but</i></td> </tr> <tr> <td><i>*what</i></td> <td><i>*then</i></td> </tr> <tr> <td><i>*get</i></td> <td><i>*his</i></td> </tr> <tr> <td><i>*you</i></td> <td><i>*have</i></td> </tr> <tr> <td><i>*he</i></td> <td><i>*love</i></td> </tr> </table>	<i>*and</i>	<i>*little</i>	<i>*said</i>	<i>*but</i>	<i>*what</i>	<i>*then</i>	<i>*get</i>	<i>*his</i>	<i>*you</i>	<i>*have</i>	<i>*he</i>	<i>*love</i>
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