



The Little Panda

by Harley Chan

Overview

Use this book to illustrate the changes that occur as a panda grows up.

Literacy Focus *Word Count: 40 words*

High Frequency Words
a, in, is, little, the, up

Content Words
panda, climbs, walks, forest, eats, leaves, grown

Decoding Skills/
Phonemic Awareness

- **Short Vowel Sounds:** *i, u* (*is, in, its, up*)

Print Conventions

- **Punctuation:** Periods

- **Capital/Lowercase Letters:** *T, t* (*The, the*)
- Identifying sentences

Comprehension/
Thinking Skills

- Following a sequence of events

Writing/Speaking
and Listening

- Writing high frequency words in context

- Writing about growing up
- Sharing information about pandas
- Describing a panda's stages of growth

Observe/Assess

See Using Retellings in the Assessment Handbook.

Science Focus

Content and
Thinking Skills

- Observing how an animal changes as it grows up
- Learning that a young panda needs to stay with its mother
- Learning that young pandas climb, walk, and eat leaves

- Sequencing the stages of growth of a panda

Background Information

The panda (also called the giant panda) is a large black-and-white herbivorous bear-like mammal related to raccoons. It originates from the bamboo forests of China. The lesser panda (or red panda) is a smaller animal. It is found in the mountain forests of South Asia and is

distinguished by its reddish-brown coat and ringed tail. The panda is an endangered animal.

Correlation to
National Standards

Life Science

- Characteristics of Organisms
- Life Cycles of Organisms

See Standards Chart on page 204.

Literacy Focus

Set the Scene

Ask children to think about when they were babies. Talk about things they can do now that they couldn't do then. Talk about how their bodies have changed.

Read and Discuss

Cover and Title Page

Read the title and the author's name. Ask children to identify the animal on the cover. Encourage them to share what they know about pandas.

What do pandas eat?

Where do they live?

How do they move?

Pages 2–8

Ask what the panda is doing in each of the photographs. Ask children what they notice about the panda's appearance in each of the photographs. Introduce the content vocabulary as you discuss each page.

Respond

- Have children locate the words *The* and *the* on page 6. Discuss the difference between these words. Talk about the convention of capital letters at the beginning of sentences. Go through the book pointing to where each sentence begins and ends.



High Frequency Words Activity Master, page 140

Write the high frequency words *is*, *in*, *the*, and *up* on the board. Have children locate these words in the text. Show children how to use these words to complete the sentences on the Activity Master, page 140. Provide help as needed.

- Write the word *in* on the board. Talk about the vowel sound for short *i*. Have children locate this word in the text. Then do the same for the vowel sound for short *u* in the word *up*. Ask children to suggest other words that begin with these letters. Make a list of these. You may wish to have children practice identifying and writing the capital and lowercase letters *i* and *u*.

○	○	○
in	up	
insect	under	
it	umbrella	
into		



Meeting Individual Needs

For specific teaching strategies for meeting individual needs, see pages 198–203.

Science Focus

Science Concept

Young pandas change as they grow up. Pandas learn to climb, walk, and eat leaves as they grow.

Activities

Sequencing

Give each child a card with one of the content words from the story. Have children put these in the order of the story. Ask each child to retell what happened on the page on which his or her word appears.



The Little Panda Grows Up

Activity Master, page 141

Use the Activity Master, page 141, to have children cut and order the series of pictures showing the growth of the baby panda. Have children describe the growth of the panda after they have arranged the pictures.

What Babies Need

Encourage children to compare the needs of pandas and human babies by writing their ideas on a chart with these two headings: *What Panda Babies Need*; *What Human Babies Need*.

Growing Up

Make a class or group book *Growing Up*. Have children draw pictures showing “When I was little/Now I am growing up.”

Name _____

The Little Panda

Write the missing words.

Word Bank

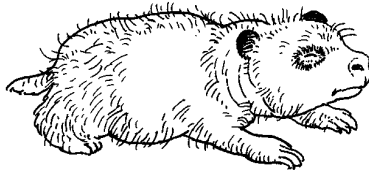
is

in

The

up

The little panda _____ a new baby.



_____ little panda walks.



The little panda is _____ the forest.



The little panda is grown _____ .



Name _____

The Little Panda

Cut out the pictures. Put them in order to show how a panda grows.

