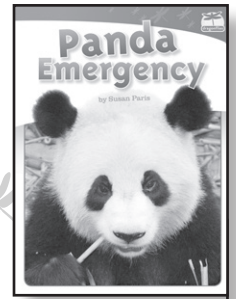


Panda Emergency

by Susan Paris





Overview

This text looks at the endangered giant panda and explains what is being done to help keep it safe from extinction. (Big idea: People need to keep endangered animals safe and care for their habitats.)

Suggested purposes

This book supports the following **comprehension strategies**:

- drawing conclusions 
- asking questions. 

It supports the following **non-fiction strategies**:

- using captions and photographs to get further information
- using the contents page to get an overview
- using bulleted lists
- using a glossary – (boldface type)
- using a map to get information
- reading fact boxes to get additional information
- reading captions that explain photographs
- using an index.

Key vocabulary

The vocabulary that is focused on includes:

- Anchor words – *animals, endangered, extinct, habitat, safe*
- Content words – *baby, bamboo, building, burning, countries, danger, emergency, farming, food, forest, fruit, fur, giant panda, grass, highways, hunting, land, laws, leaves, mountains, patches, reserves, resources, scientists, shoots, skin, source, stems, symbol, traffic,*

trees, wild, wood, zoos

- High-frequency words – *about, after, another, around, before, could, eat, find, first, found, into, know, left, live, many, other, people, say, such, their, through, use, where, work, would*

Features of the text

- Non-fiction features:
 - cover flap, which provides support for identifying the big ideas and anchor words
 - the topic (endangered animals), which expands on pages 10 and 11 of the anchor book *Helping Planet Earth*
 - preview question on the back cover
 - maps
 - close-up photographs
 - captions
 - contents page, glossary (bold type), index
 - bulleted lists
 - fact boxes
- Word study:
 - digraph sounds – “wh”, “sh”, “th”
 - contractions – *can't*
- Exclamation mark
- Question marks
- Compound words – *everyone, without, behave, highways, outside, forever, together*
- Acronym – WWF



Setting the scene

If you have already introduced the topic using the whole-class introduction and the anchor book (*Helping Planet Earth*), you can review the discussion and show the students pages 10 and 11 of the anchor book.

Look at the cover. Ask the students to share their knowledge of pandas. Use a three column chart (I know, I want to know, I learnt) to record information and questions. Ask questions such as the following:

- *What is this animal?*
- *What do you know about it?*
- *What do you want to know about pandas?*

ELL support

Classroom walls and bulletin boards are supportive learning areas for ELL students. They provide places for standards-based content displays, models of proficient student work, and interactive writing that can be reread for oral language practice.

The first reading

AQ **Pages 2 and 3 – (Asking questions)** Read the contents page. *What sense do you get from the headings? (danger) Which heading gives you a clue that there is an emergency? Which headings make you think that something is being done? Read page 3. How does the author feel about pandas? Which words give you clues? (fluffy, shy, imagine a world without them)*

Page 4 – *Why is “endangered” written in bold? (key idea about the panda emergency, glossary word) Point out the root word “danger”. Use the glossary to find the meaning of “endangered”. Read the fact box. Why has the author shown the information this way? (gives different information, separates information that isn’t in the main body of the text) Encourage the students to add information to the chart.*

DC **Page 5 – (Drawing conclusions)** Discuss the map. *What information does the map give? Why is it a good way to show where pandas live? (easy to see how the numbers have changed) How does the map help us understand “endangered” and “panda emergency”?*

Pages 6 and 7 – Read aloud the title. *Where do you think all the pandas went? How did people threaten the survival of pandas? (cleared land, destroyed habitat) Discuss the anchor word “habitat” and make sure the students understand its meaning. (Drawing conclusions) What other animals could be harmed if people*

Introducing the book

Front cover – Read the title. *What does emergency mean? What do you think a “Panda Emergency” might be? Look at the photograph. Do you think this panda needs help? Why/why not? What do you think you will learn from this book?*

Back cover – Read aloud the preview question. Discuss the students’ predictions. Discuss why the panda needs help.

Using the flap – Read aloud the text on the flap, and (if relevant) remind the students that they have read this in *Helping Planet Earth*. Read aloud the anchor words on the other side. Tell the students that they can point out the words when they find them in the book. Ask them to leave the flap open as they read the book.

Title page – Read aloud the title. Discuss the photograph. *How do you feel about pandas?*

cut down forests? (Asking questions) Ask the students whether they have answered any of their questions or whether they have further questions. Add these to the chart. **AQ**

Pages 8 and 9 – Discuss whether the students’ predictions about how people threaten the survival of pandas were correct. *What extra information do the captions give us? Do they answer any of your questions? Add any new information to the chart. Focus the students on the layout. What does the heading on page 9 do? (emphasises that pandas love bamboo) How does the close-up photo emphasise this? (panda has a mouthful of food) What does the background image do? (makes it seem the panda is in a bamboo forest, shows that pandas need lots of bamboo)*

Pages 10 and 11 – Discuss “emergency”. Look it up in the glossary. *Is this what you thought a panda emergency was? (Drawing conclusions) Why do scientists need to solve this problem right away? Look at the photo on page 11. Who are these people? Draw out the idea that the more knowledge we have, the easier it is to help. (Asking questions) What questions do you think the scientists needed to answer? Why?* **DC** **AQ**

Pages 12 and 13 – Look up the glossary words. Read the fact box on page 12. *(Drawing conclusions) Why are these facts important? How will knowing these facts help* **DC**

the panda? What questions have been answered? Add any new information to the chart.

DC **Pages 14 and 15 – (Drawing conclusions)** Read aloud the heading and look at the photo. *How do you know that this is a safe place for pandas? (they're eating bamboo, look healthy and happy, have trees to climb) Why is it important that more bamboo is planted? What would happen if this wasn't done? What questions can you answer? What information can you add to the chart?*

DC **Pages 16 and 17 –** Look up “protect” in the glossary. *What is a highway? Point to the photograph. (Drawing conclusions) Why is it important to keep pandas' journeys safe?*

Pages 18 and 19 – Read the heading and look at the photograph. *What do you think the text will say about the panda? Read the text. Were you correct? Did you learn any new information? Add to the chart.*

Pages 20 and 21 – *Why do you think the boxes on page 20 are ticked? Which of these things have you done? What is the boy in the photo doing? How is this helping the panda? Who does the donation box belong to? How do you know?*

DC **Page 22 –** Discuss the connections between the two photos. Complete the chart. **(Drawing conclusions)** *What would happen if people didn't study pandas or care about what happened to their habitats?*

Vocabulary activity

Focus word: wild

1. Turn to page 12. Read: *They watched pandas in the wild.*
2. Say “wild” with me.
3. Explain that in this book “wild” means an animal's habitat or the place where it lives. Another word for “wild” is “untamed”. For example, a dolphin's habitat is the sea, a panda's is bamboo forest. *Scientists had to see pandas in the wild (or in their habitat), so they could figure out what they needed to survive.*
4. Sometimes “wild” can be used to describe something fierce or uncontrollable. *The lion is a wild creature. I had a wild ride on the Ferris wheel. I had a wild time at the birthday party.* Have the students describe to a partner something that is wild. Ask volunteers to share their ideas.
5. In pairs, the students can brainstorm the animals that live in the wild and those that don't. They can present the information in a Venn diagram. In the centre, they can name animals that live both in the wild and are tame.

6. *What is the word we've been learning that means “wild” and “untamed”? Say the word with me.*

ELL activity

Language objective: Vocabulary study

- Ask the students to turn to page 3. Read the heading together. Say “shy” with me. Read the page together.
- Explain that “shy” means timid or nervous. For an animal, it means they don't want to be around people. *The giant panda is a shy animal. It likes to hide in the bamboo forests.*
- Create a word map on the board. Write “shy” in the center. Draw three lines out from the centre. Work with the students to write words that mean the same thing as “shy” (nervous, unsure, embarrassed) in one corner, words that means the opposite of “shy” (confident, sure, bold) in another corner, and examples of shy (don't want to be near people, nervous of talking to people, stay away, hide behind someone) in the other corner.
- Reread the chart as a group.
- Have the students work in pairs to write a sentence using “shy”. They can share their sentences with the group.
- *Today we learned about “shy”. What does “shy” mean? Let's say “shy” together.*

Ideas for revisiting the text

1. Review and check

- As the students reread the text, observe their fluency and ability to use strategies to gain meaning.
- Monitor the students' understanding of the anchor and content words. Discuss their meanings before, during, and after reading.

2. Stop and learn

a. Decoding/word attack activities

Question marks

- Have the students think of questions that they would ask a younger brother or sister who had broken their favourite toy. For example, “What were you doing in my room?” Discuss the use of “what”, “which”, “where”, “when”, “why”, and “how” when asking questions. Write the questions on the board. *What is the mark at the end? Why do we use it?*

BLM – Using questions marks

The students can complete the BLM by rewriting the sentences as questions.

Exploring words using adjectives

- Write “black”, “white”, “fluffy”, and “shy” on the board. *What are these words describing?* Have the students share their thoughts. Turn to page 3. *If you said it was a panda, which words made you think this? What would you think it was if “shy” wasn’t included? What other things could this describe?* (skunk, cat)
- Explain that these words are adjectives and that they are used to add meaning and interest.
- Ask the students to describe an animal to a partner. They must use only three words. Tell them that they should use really descriptive words to make it easy for their partner to guess the animal.

b. Comprehension activities

Getting information from captions

Explain that captions are brief explanations, which usually accompany photos. In this book, there are many captions. Read the following captions and point out the purpose of each one.

- Explains what is in the map. (page 5)
- Repeats information in a different way. (pages 8, 14)
- Shows an example of something from the text. (page 11)
- Gives an example of a point made in the text. (pages 13, 16)
- Adds information not in the text. (page 21)
- Provides an example of a point made in the text. (page 18)

BLM – Drawing conclusions

- Write “Are we doing enough to save the giant panda?” on the board. Discuss the students’ responses. Explain that they have to form an opinion using the information from the text.
- Ask them to reread *Panda Emergency*. They can complete the BLM by presenting their ideas as a web with their opinion in the centre and the evidence around it. Remind the students that there are no right or wrong answers. The important thing is their ability to find information that supports their conclusion.

c. Writing activities

The students can:

- design a poster that will tell others how they can help save the giant panda
- write a diary from the perspective of a giant panda in the wild or in captivity
- design a logo that supports a different endangered animal
- write a newspaper article reporting the panda emergency using the information from the text
- role-play an interview between a scientist and a giant panda that summarises what scientists have learned
- imagine they are a giant panda living in the wild. They can compose a letter telling people how they can help giant pandas survive.

3. Suggestions for further activities

- Write or email WWF with any further questions that the students would like answers for.
- Research any unanswered questions using the library or Internet.
- Research another animal that is endangered.