

National Geographic Kids Reader: Pandas

Notes for teachers: using this book in the classroom

Reading objectives: read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered; discuss and clarify the meanings of words; being introduced to non-fiction books that are structured in different ways; explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves; discuss their favourite words and phrases

Spoken language objectives: give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings; use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas; participate in discussions, presentations, performances, role play/improvisations and debates

Curriculum links: Science: Animals, including humans; Living things and their habitats; Writing – composition

Interest words: habitat, communicate, scent, cub, reserve, earthquake, raccoon, daxiongmao, predators, Wolong Panda Reserve, saliva

Pronunciation guide: daxiongmao (dax-ee-ong mow)

Resources: paper; pencils

Children who are reading at Purple and Gold book bands should be able to read longer and more complex sentences and tackle more challenging and less familiar vocabulary with increasing independence. They may still need support from adults to help maintain fluency and to develop understanding as ideas become more complex, and more inference and deduction is required. Guided and Independent reading opportunities can be used to develop these skills.

Language

- Most of the language in this book will be manageable to children reading at this level and many words will be decoded independently. Some discussion may be needed in guided groups to develop comprehension as less familiar and specific vocabulary is introduced. Children may need help with the following:
 - decoding and understanding some of the words contained in the Bear Word boxes: *habitat, communicate, scent, cub, reserve, earthquake.*
 - reading less familiar vocabulary that appears in the main text: *raccoon, daxiongmao, predators, Wolong Panda Reserve, saliva.*
- Children may need help to refer to the Bear Word boxes as they read to make meaning, e.g. on pages 8 - 9, they can use the Bear Word box to deepen their understanding of what a habitat is.
- Children may need support to make deep meaning from the captions that explain panda body features on pages 10-11, e.g. how the panda colouring helps to protect baby pandas.

Collins

- Children will enjoy reading about the stages in a baby panda's development on pages 18-19. Recounting these stages in their own words will help children retain the information.

Images

- Look at the beautiful panda pictures on the front cover and title page. Ask children to describe what the pandas are doing. Help them to make simple deduction, e.g. pandas eat plants, not animals; pandas like to play.
- Look at the photos of black bears and Giant pandas on page 6. Help children to notice similarities and differences.
- Use the images of baby pandas on pages 16-19 to help children describe how pandas grow and change from baby to adult Giant pandas.

Activities

- Turn to page 30. Look at the pictures and read the different panda names. Discuss which is the best name and why.
- Provide paper and pencils. Together, look at the symbols, and ask the child to find the three bears that use the word 'white' in their name. Ask them to find the Chinese symbol what is repeated for these three bears, and establish that it is the symbol for 'white'. Ask children to copy the symbols for their favourite panda name.
- Ask children to draw a panda and make up their own name for it, writing it underneath.

Questions

- What do pandas like to eat, and how long do they spend eating each day?
- Why are pandas black and white?
- How are pandas' feet adapted to their habitat?
- How do baby pandas change as they grow into adults?
- Why are pandas endangered?