

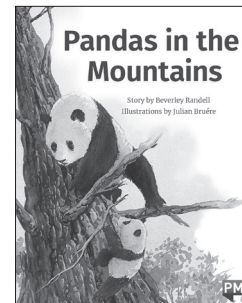
Pandas in the Mountains

PM Level 22

Gold

Text Type Narrative

Running Words 735



Preparing for Guided Reading

Prior Knowledge

- Students should know what a panda is and have a basic knowledge of how animals live and survive in the wild.
- Students should also be familiar with the structure of a narrative and understand that narrative stories can be set in the past.

Orientation to the Text

- Ping Ping takes great care of her panda cub. But as the cub gets older, he wanders off one day and falls down an icy slope. Meanwhile, Ping Ping is lured into a panda trap by the smell of roast meat. Without his mother, the cub is a target for predators. Ping Ping must get back to him as soon as she can.

Building the Balanced Reader

Vocabulary

Key Vocabulary

angry, carried, dangerous, decided, loudly, moment, shelter, slowly, survival

Content Words

bamboo, birth, comfortable, desperate, helpless, hollow, mountainside, prowling, scented, slippery, squealed, transmitter

Decoding

- Guide students to read on and re-read, then go back to an unfamiliar word to try and work it out using phonemic cues.
- Make analogies between words students know and words they are having trouble with to help them decode. For example, use students' knowledge of the word *follow* to help them read *hollow*.
- Look at the word *mountainside* on page 2 together. Ask, *What are the two smaller words that make up this word? How do they contribute to the meaning of the longer word?*

Focusing on the Book – Guided Reading

- Look at the front cover and read the title of the book together. Ask, *What do you already know about pandas?* Introduce the text as a narrative and talk about what tense it is likely to be written in.
- Read pages 2–3 together and look for the past-tense verbs. Ask, *What was added to the base to*

make climbed and decided? What are the bases of came and broke?

- Continue to page 5 and ask, *What is Ping Ping's cub like?* Guide students to point to the parts of the text that tell them this.
- Read to page 9 together. Ask, *How old was the baby panda when he got lost? Show me where this information is in the book.*
- Look at the words *dropped* and *trapped* on page 11. Ask, *How was the base of each of these words changed to turn them into past-tense verbs? What other words can you think of where the last letter is doubled before 'ed' is added?*
- Continue to page 13. Ask, *What parts of the text tell us why Ping Ping was trapped? What do you think might happen next?*
- Review the past-tense verbs together as you read pages 14–15. For each word, ask, *What is the base of the word? How do you know it is in the past tense?*
- Continue to the end of the text and invite students to ask a question that is answered on page 16. Ask other students to point to where the answer is found.

Comprehension

- What kind of leaves did Ping Ping eat? (*Literal*)
- Why do you think Ping Ping needed to find shelter when she was having her baby? (*Inferential*)
- What steps could be taken by humans to help pandas to survive? (*Applied Knowledge*)

Follow-up Activities

- Make a list with students of the facts about pandas that have been incorporated into the narrative. Conduct some further research together, then write a shared information report about pandas. As you construct the text, discuss the differences in structure and purpose between narratives and information reports.
- Talk about what literal comprehension is, and ensure students understand that the answers to these questions are found within the text. Ask students some more literal comprehension questions about the book and have students work in pairs to find the information in the text that will answer each question. Repeat with another text to help students develop a solid understanding of the importance of referring to the text when answering literal comprehension questions.

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Learning Intentions

- We are learning to understand facts and information in the text.
- We are learning to recognise and form past-tense verbs.

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Success Criteria

- I can answer questions about the text and show where I found the information.
- I can find past-tense verbs in the story and explain what the base of each word is.

• _____

Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up