

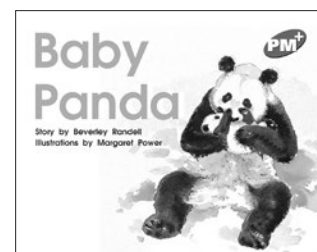
Baby Panda

PM Level 5

Red

Text Type Narrative

Running Words 97



Preparing for Guided Reading

Orientation to the Text

- Show students photographs of pandas in the wild or read them the story *Pandas in the Mountains* (PM level 22). Talk about the pandas' thick coat and black markings.

Prior Knowledge

- This story about dangers that face baby pandas in the wild is full of true facts and is of high interest.

Building the Balanced Reader

Concepts About Print

- Ensure correct directionality on double-page spreads.
- Question mark – introduce the punctuation symbol, name and meaning.
- Talk about first and last letters of a word.

Vocabulary

Key High-frequency Words

here, hill, where

Content Words

Mother, Panda, Baby, snow, trees, big, cat, runs, safe

Decoding

- Recognise high-frequency words within the text.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.

Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks.

Focusing on the Book – Guided Reading

- **Cover** Read the title. Talk about Mother Panda holding Baby Panda and the way they are interacting.
- **Pages 2–5** Discuss why Mother Panda doesn't know that Baby Panda has rolled down the slope.
- **Pages 6–9** Ask, *Why can't Mother Panda see Baby Panda?*
- **Pages 10–11** Assist students to understand that this is a wild mountain cat and not a large domestic cat. Talk about the terrible danger that Baby Panda is now in.

- **Pages 12–15** Discuss the reason why the big cat runs away when it sees Mother Panda.
- **Page 16** Give students time to savour the emotions on the last page.

Comprehension

- Why was Mother Panda looking for Baby Panda? (*Literal*)
- Did Mother Panda find Baby Panda the first time she tried? (*Inferential*)
- Why did the big cat run away? (*Inferential*)

Follow-up Activities

- Record the text from the story onto six sheets of A4 paper. Provide each student or group with one page of text to illustrate. Encourage them to read the book again to find their particular section of the story. When the sheets have been illustrated, paste them in order onto the six sides of a cardboard box. Students will enjoy reading their 'Panda Box'.
- Make a class book featuring photographs from magazines about animal mothers and their babies.

Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning the purpose of punctuation marks.

Success Criteria

- I make sure that when I attempt to read an unknown word, it sounds and looks correct, as well as makes sense.
- I change my voice to show that there are quotation marks and words printed in bold in the text.

Guided Reading Notes

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