

Giant Pandas

PM Level 11

Blue

Text Type Information Report

Running Words 198



Preparing for Guided Reading

Prior Knowledge

- Students should know that a giant panda is a type of animal.
- Students should understand that animals have basic needs, such as food and sleep.

Orientation to the Text

- Giant pandas are beautiful creatures. Discover interesting facts about where they live and what they do.

Key Language Structures

- The text features a range of simple, compound and complex sentence types.
- Present-tense verbs are used throughout.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

beautiful, first, have, makes, over, rocks

Content Words

animals, bamboo, climbing, forests, Giant, leaves, mountains, pandas, plants

Decoding

- Encourage students to use the pictures to confirm that what they have read makes sense.
- Look at the word *climbing* on page 10. Ask, *What is the base word of this word? Which part of it is tricky?*

Fluency and Phrasing

- Talk about the ellipses on page 6. Discuss why they are there and how they affect phrasing as you read.

Focusing on the Book – Guided Reading

- Look carefully at the cover photos and read the title of the book. Explain to students that this text is an information report and that they will learn some facts about giant pandas.
- Together, look at pages 2–3. Discuss what a fact is and ask students to tell you in their own words what the facts on page 2 are.
- Continue to pages 6–7. Ask, *Do you think the picture matches the text well? Why or why not?*

- Look at page 8. Instruct students to find the two different ways that the word *to* is written. Ask, *What is the difference between these words? How else can we write 'to'?*
- Continue to page 12. Ask, *What do you want to know about panda cubs that is not written in the text?*
- Read to the end of the book. Explain to students what an opinion is and how it is different from a fact. Ask, *Is the last sentence of the book a fact or an opinion? Why?*

Comprehension

- What does the black and white fur of giant pandas help them do? (*Literal*)
- Why might giant pandas need to hide in snow and in the forest? (*Inferential*)
- Why do you think pandas are good at climbing? (*Inferential*)

Follow-up Activities

- Remind students of the difference between facts and opinions. Together, list some of the facts from the text. Then, ask students to give their opinions about pandas and to explain their thinking.
- Together with students, read another information report about an animal. In pairs, ask students to find three facts and to give their opinion about the animal. Allow students to share their responses and encourage them to use information from the text to justify their answers.
- Choose an animal that students are familiar with, such as a dog or a cat. Create a shared information report that incorporates an introduction and facts about the animal, and finishes with an opinion. Print out a copy of the text and distribute the pages to students to illustrate before you bind it to make a class book.
- In pairs, have students discuss whether or not they enjoyed the text and why. Prompt students to consider further questions they have about giant pandas, as well as information that they found interesting. Make a digital recording of students presenting their thoughts to share with other students or parents. You might also want to start a digital library to add other oral book reviews to.

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Learning Intentions

- We are learning to question the text as we read.
- We are learning to identify facts and opinions.

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Success Criteria

- I can find facts about giant pandas in the text.
- I can explain the difference between facts and opinions using the text.

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Guided Reading Notes

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