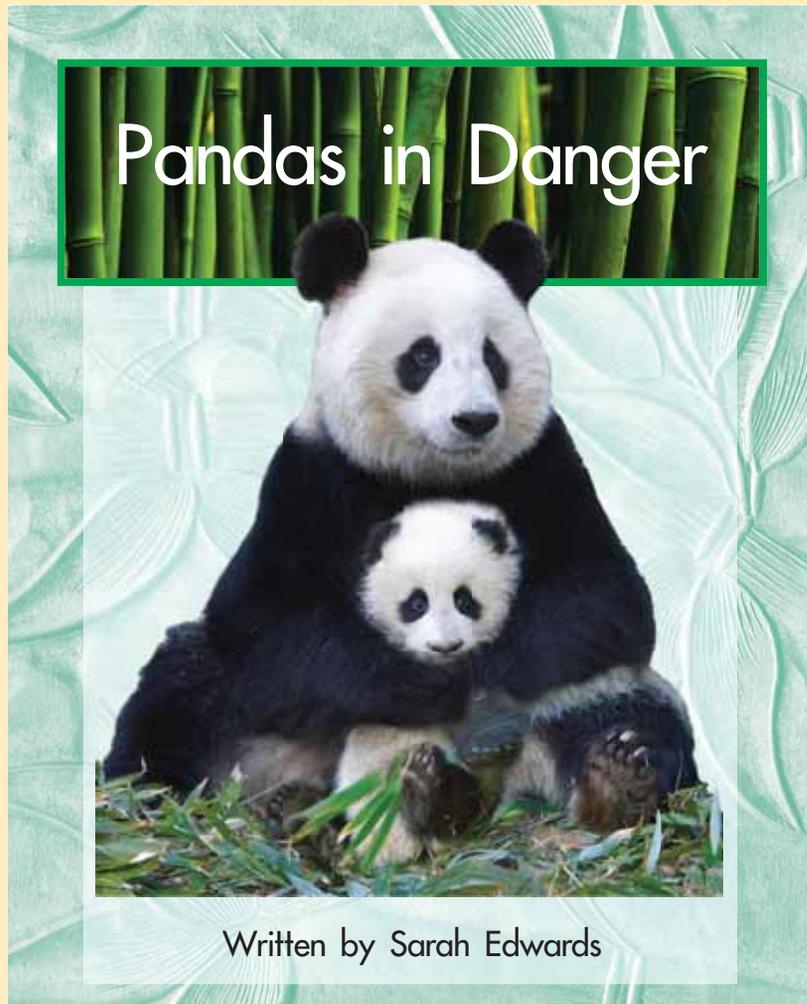




# Level 15 Book e



Level	15
Word Count	336
Text Type	Discussion
High Frequency Word/s Introduced	



The Big Fun Run

Riding the  
Big Wave

Valley Town

A House for Shade

Pandas in Danger

The Bornean  
Clouded Leopard

Connor Camels  
New Career

Go Green

We have designed these lesson plans so that, if you wish, you can have the plan in front of you as you teach, rather than a copy of the book. Each page of the book is illustrated in the plans together with some suggestions for teaching. These have been divided into questions and discussion that you may have before the children read the book and after the children have completed the reading. Some of you may prefer to explore the meaning and the language in more detail before the children read. Your decisions will depend on the gap between the children's current knowledge and the content, vocabulary, and language of the book they are about to read. Remember that the more information the children have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas that we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of children being able to analyse and use the texts they read. The symbols below guide you to the type of question or discussion.



*This symbol relates to comprehension (meaning maker)*



*This symbol relates to decoding (code breaker)*



*This symbol relates to critical analysis (text critic or analyser)*



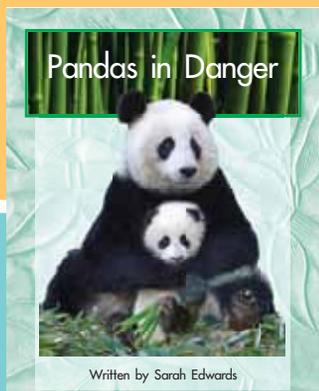
*This symbol relates to use (text user)*

BEFORE READING

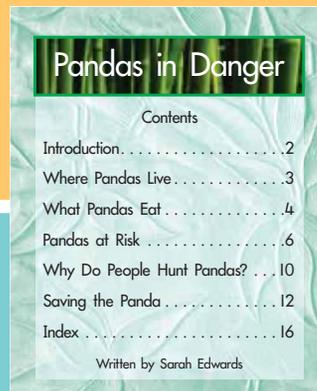
## Cover & Title Page



Ask the children to describe the front cover and contents page. Is this book fiction or nonfiction? How can the children tell?



Discuss the contents page. Have the children used one before? How does it help people find information? How is it different from an index?



AFTER READING



Ask the children to tell you if they have seen pandas before. Why might they be in danger? Talk about how some animals are in danger of extinction. How can people help them?



Encourage the children to think about their reading. Discuss the strategies they use to decode an unfamiliar word.

BEFORE READING 2/3

Ask the children to explain what headings and captions are. Discuss how they help the reader understand the text. Have the children read books with headings and captions? What were they about? What did they learn?

**Introduction**  
 Pandas are unlike most bears. Pandas have black and white fur. Their fur is very thick. The thick fur helps the pandas stay warm and dry.  
 There are not many pandas left on Earth. There are just 1,600 pandas left in the wild.

**Where Pandas Live**  
 The pandas that are left live in China. They live in the mountains. They live in chilly, damp bamboo forests.  
 The bamboo is the pandas' home. The pandas eat the bamboo, too.

Pandas live in the mountains.

AFTER READING

Ask the children what the headings and captions say. Ask what they have learned about pandas on these pages. Encourage them to refer to the information from the text.

Ask the children to find the word *many* and put it into sentences. Identify the word with the prefix *-unlike*. Talk about prefixes like *non*, *de*, and *in*. How do they change the meaning of a word? Think of other words with *un*.

BEFORE READING 4/5

Ask the children to describe the drawing and photo here. Do the children remember what pandas like to eat? What is bamboo? Have they seen bamboo before?

Encourage the children to use the features of the book to assist their reading. Explain that captions provide extra information about the topic.

**What Pandas Eat**  
 Pandas eat the leaves and stems of bamboo. Pandas need to eat a lot of bamboo. Pandas eat bamboo with their paws. They put the bamboo in their mouths. Most bears do not have thumbs. But pandas have thumbs. They hold the bamboo stems with their thumbs.

thumb

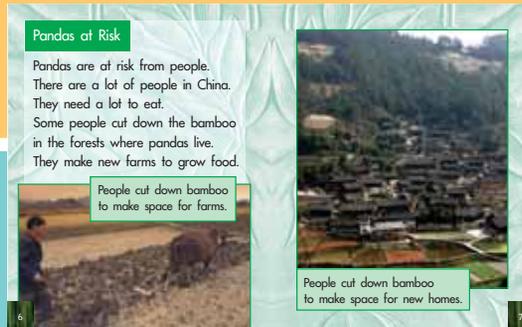
Pandas can spend nearly 14 hours a day eating bamboo.

AFTER READING

Ask the children how long pandas spend eating bamboo each day. Can they find the information in the text? What do pandas have that most bears do not? Find the information in the text.

Ask the children to find the word *eat*. What are some other words with the *ea* sound? Have them find the word with the silent letter - *thumbs*. Discuss other words with silent letters. List them on the board.

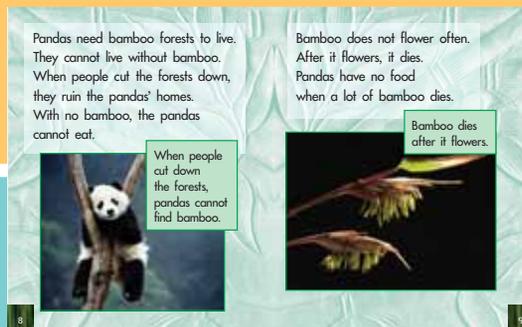
Ask the children what we can see in these photos. What country do the photos show? How do we know? What are people using land for in the photos?



Use the text to find out what the people have to cut down to build new homes and farm the land. Talk about why people farm land. Where does food come from?

Ask the children to find the word *people*. Then identify the word *need*. What is the vowel digraph? List other words with the same sound on the board.

Ask the children why this panda might be just sitting in a tree. Talk about what might happen if the pandas cannot find bamboo. What is extinction? Are there other animals the children know of that are at risk of extinction?



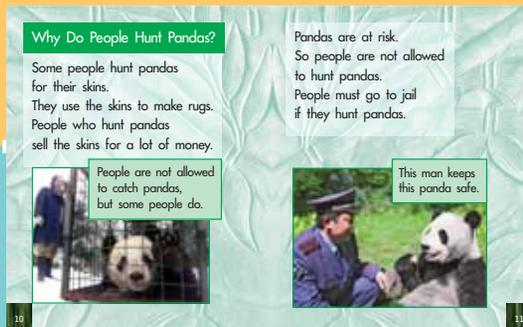
Ask the children what happens to bamboo if it flowers. Discuss the significance of this for the pandas.

Ask the children which word has the *ou* sound – *without*. Discuss other words with the same sound and list them together to share with the group.

BEFORE READING 10/11

■ Ask the children to describe what is happening in these photos. Talk about what it might be like to be in a cage. Why might the panda be in a cage?

▲ Have the children read the heading for these pages. Is this heading different from the others in the book? Explain the use of the question mark in the heading.

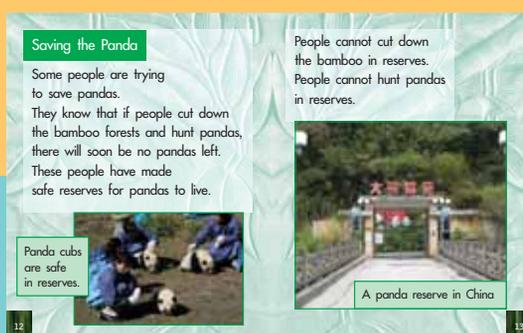


AFTER READING

■ Ask the children what the heading and captions in this section say. Why do people hunt pandas? What do pandas have that people want? What happens to people who hunt pandas and are caught?

BEFORE READING 12/13

■ Ask the children what they can see in these photos. How many cubs can they see? Would the children like to feed one? Why do the children think these cubs are raised on a reserve and not left in the wild?



AFTER READING

■ Ask the children what people are not allowed to do in the reserves. Talk about other projects they have heard of where animals are being looked after.

▲ Have the children find the word *if* and place it in sentences to clarify meaning. Identify the *r*-controlled vowel in *reserves*. Explain how the *r* changes the sound of the vowel. Can they think of other words with the same sound?

Ask the children what is happening here. Are these pandas being well looked after? Discuss the children's experiences of zoos. Are zoos good places for animals? Have them justify their answers.

Ask the children what they think of this book so far and why. Do they think the author has come up with a good idea for a book?



Ask the children why we study pandas. Talk about how people can help them and look after them.

Ask the children to find the word *help*. Place it in sentences to clarify meaning and use. Ask the children to find the two words with the suffix *ing*. Compare their meaning with the root verbs – *try* and *feed*.

Discuss the index, how it is different from the contents page, and what its main purpose is.

Remind the children that their reading needs to make sense. Encourage them to check that it sounds right.

Index	
bamboo	3-9, 12, 13
China	3, 6, 13
fur	2
reserve(s)	12, 13
skins	10
thumb(s)	4

Have the children read the index entries again. Have them go back to the relevant pages and reread the sentence in which the word occurs.

Ask the children what they liked most about this book and whether they might recommend it to their friends.

# 15 e Pandas in Danger

Name \_\_\_\_\_

Think of words with these vowel blends.

ai

ou

ea

---

---

---

---

---

---

---

---

---

Use one word from each of your lists  
to write three sentences.

---

---

---

---

---

---

---

# 15 e Pandas in Danger

Name \_\_\_\_\_

Answer **true** or **false** to these sentences.

Pandas are like all other bears. \_\_\_\_\_

Pandas' fur is very thick. \_\_\_\_\_

There are many pandas left on Earth. \_\_\_\_\_

Pandas live in deserts. \_\_\_\_\_

Pandas eat bamboo. \_\_\_\_\_

People cut down bamboo in China. \_\_\_\_\_

Reserves are dangerous places. \_\_\_\_\_

People cannot hunt pandas in reserves. \_\_\_\_\_

Draw a picture of one of the pandas  
on another sheet of paper.

Write a sentence about the picture.

---

---