Stage: Partial Alphabetic
Skill Level:

MINI-DOCUMENTARY ABOUT RED PANDAS.

RED PANDA MINI DOCUMENTARY

About lessons in Stage 1 (partial alphabetic) phase of word learning:

Purpose: Post and read these statements with students to set a purpose for reading.

- I can sound out words I don't know.
- I can use the words and pictures to help me understand what I read.
- I can retell what I learned from the book.
Materials: Print the vowel letters in red or a different color from the consonants.

Letter cards (c, u, b, r, a, n, g, s, b, i, z, p, y) or wipe-off board and marker
Color copy of the book on the computer screen.
Individual black and white copies of the book for the students.
Cards for sequence words (first, next, then, after that, finally) and connecting words (but, so, because).

Lesson Guide

Activity 1 Predicting Using Title and Cover Illustration

Before doing this activity become familiar with the demonstration and explanation for Exploring the Book Cover activity.
Read the Title (Cubs in a Den) with students. Then look at the illustration on the cover to have students predict what the story is about. Help students to think about what the title and the picture help us predict about the characters and the setting called.
Predict: Who are the characters? (I see three red pandas cubs. I know baby red pandas are called cubs.)
Predict: What is the setting? (The red panda cubs are in a den in a tree in a forest.)
What is a den? (A den is a place where animals live.)
What other animals live in a den? (The fox kits.)
What are the characters doing? (They are playing in their den.)
What do you think will happen in the story? (Maybe the cubs are going to leave the den. Maybe they will look for their mom. May they will climb on the branches of the trees. Maybe they will go out with their mom at night.)
What is your evidence? (The title says, Cubs in a Den. But I wonder where the mom red panda is.)
Think-aloud: I see three red panda cubs playing in a den in a tree. I wonder where their mom is. I wonder what they are going to do. Maybe the mother is getting some food for them to eat.

Activity 2 Word Work: Sounding out Words and Recognizing Words

Before students read the book on their own, practice these activities to prepare them to read the words accurately. Use pictures from the book or that you draw to give meaning to the words that will be practiced.

Phonemic Awareness
Point a finger for each sound you hear in a word.
Words with 2 sounds: up
Words with 3 sounds: zig, zag, hit, nip, mom, eggs, den
Words with 4 sounds: cubs, hugs, yips, yaps, gets, runs

Sound-By-Sound Blending
Write the first letter of the word on the board and have students say the sound. Write the second letter and have students say the sound. After students pronounce the first vowel, blend the vowel and the consonant(s) that came before it together. Then continue to have students pronounce the last consonant sound(s) and then blend all the sounds of the word together.
Practice the following words: den, zig, zag, hit, nip, cubs, hugs, yaps, yips.

Review the short vowel sounds using the vowel staircase video before doing the word chain activity.

**Word Chain**

**Letter cards:** c, u, b, r, a, n, g, s, b, i, z, p, y

Before doing this activity become familiar with the demonstration and explanation for Word Chain activities.

In the word chain activity, students learn to listen for a one sound change as the teacher says the next word in the chain. Students will listen for a change in one sound, the addition of a sound, or the deletion of a sound. They respond by making the change of letter(s) to represent the change of sounds.

Announce the first word for students to spell. After students spell the first word, say the following: “You are going to listen carefully to how I change each word by just one sound. You can only change one sound each time to spell a new word.”

Follow the steps for the word chain. Try to show a picture or explain the meaning of any words students don’t know. Connecting spelling to meaning will help students to recognize words faster when they see them in print.

Say to students: Spell cub.
Say: Change cub to rub.
Say: Change rub to run.
Say: Change run to ran.
Say: Change ran to rag.
Say: Change rag to rug.
Say: Change rug to hug.
Say: Change hug to hugs.
Say: Change zips to yips.
Say: Change hugs to bugs.
Say: Change bugs to rugs.
Say: Change rugs to rigs.
Say: Change rigs to zigs.
Say: Change yips to yaps.

**High-Frequency Words**

**Word cards:** and, the, a, for, in, her, goes, from, of, to, oh, no

Before doing this activity become familiar with the demonstration and explanation for High Frequency Word activities.

Write the sentence and leave blanks to fill in the words that will change. Use pictures in the book on page 2 and 4.

The ____________is from her. (pictures of thing you might give to a person)
The ____________ (person or animal) goes to the ____________. (place)

**Activity 3 Individual Reading with Feedback from Teacher**

Let students try to read the words in the book on their own. This allows students to apply their decoding skills to read the unfamiliar words in the book. The teacher can listen to one student read at a time and give each student individual help as needed with their pronunciation. When a student makes an error on reading a word, help that student to sound out the word and then blend the sounds back together. Try not to tell the word to the student, instead help the student sound it out.

**Activity 4 Second Reading of Book: Do a choral reading of the book with students**

My turn, Your turn. The teacher reads a line from the text and the students follow in their books and point to each word as the teacher read it. Next, the students read the same sentence. Look to see if students are pointing to each word.
**Activity 5** Third Reading of Book: ORAL LANGUAGE PRACTICE and COMPREHENSION

**Introduction of Close Reading of Text**
Reread each page of the text with students. Guide students to understand the story and make inferences with help from the illustrations. Ask questions or do a think-aloud to help students understand what words mean or how an illustration helps us understand about the story. Ask questions that require inferences based on careful attention to the text or pictures. Ask text-dependent questions that help guide students to understand the author’s meaning. Important steps in the close reading process are:

- **Ask questions that have the student react to the story.** Example: “How did you feel when the red panda cub fell out of the tree?” Students answer questions and reread parts of the book to show the evidence for their answers to the questions the teacher asks. For example, “Read me the part that tells why mom left the den.” (page 4)
- **Help students make inferences about what happens in the story, how the characters’ feel or what they are thinking.** The teacher guides students to tell why something happens using the words and pictures as evidence to support their inference. For example, ask: “Why do you think the cub fell out of the den?” (I think the cubs were playing too much and they were not careful. Maybe one cub pushed the other cub.)
- **Ask questions that have the student react to the story.** Example: “How did you feel when the red panda cub fell out of the tree?”
- **Ask questions at different English oral language levels to encourage the participation of all students including those students that are not yet speaking in English.** Students can respond by pointing to what they can understand or acting out the meaning of a word or event. For students at Oral Language Level 2: Ask questions that can be answered directly in the text or by looking at the pictures.

**Text-Dependent Questions**
On each page there are questions for students who are at different levels of English language development.

- **After one student gives an answer to a question, the teacher models the answer in a complete sentence.** Then have all the students repeat the answer to practice oral language.
- **Ask the students who gave the answer to show the other students where the answer came from in the book or picture.** Identify the evidence that supports the answer.

**Page 2 Text:** *Mom hugs her cubs in the den.*

*Mom hugs her cubs in the den.*
Oral Language Level 1:
Point to the cubs. Count the cubs.

Oral Language Level 2-3:
Where are the cubs? (in a den)
What are the cubs doing? (hugging, napping with their mom)

Oral Language Level 3:
What’s the set-up (character and setting) of the story? (Teacher Models: One day a mother red panda bear hugs her cubs. They nap in their den.)
How does the mother hug her cubs? (with her big bushy tail)
What did we learn about how red panda’s use their long bushy tails? (to keep warm).
What do you predict will happen next? (Maybe the cubs will wake up.)

Page 3 Text: Mom goes up.

Mom goes up.

Oral Language Level 1:
Point to the mom panda bear. Count the red panda cubs.

Oral Language Level 2 & 3:
What’s happening? (The mom leaves her cubs. She climbs up the branch of the tree.)
Teacher Models the initiating event of the story (something unexpected that happens): When the cubs wake up mom goes out of the den. She leaves the cubs alone.
Where do you predict the mom is going?
Academic Language Frame: I predict that the mom will go _____________________________.
Example: I predict that the mom will go to get some food for the cubs.

Page 4 Text: Mom gets eggs for her cubs.

Mom gets eggs for her cubs.

Oral Language Level 1:
Point to the eggs.
Oral Language Level 2:
What happens next? (The mom is going to get eggs.)
Page 5 Text: The cubs hit and nip, zig and zag!

The cubs hit and nip, zig and zag.

Oral Language Level 1:
Point to the cubs. Count the cubs.
Oral Language Level 2 & 3:
What are the cubs doing? (They play, they nip, they zig and zag.)
What do the words zig and zag mean in the story? (move around)
What does nip mean? (to bite)

Page 6 Text: A cub fell from the den.

A cub fell from the den.

Oral Language Level 1:
Count the cubs in the den. Point to the cub that falls out of the den.
Oral Language Level 2 & 3:
What happens when the cubs are playing around? (one cub fell out from the den)
What do you think the other cubs thinking? (Oh no! Where is our brother?, Mom is going to be mad.)
Retell the story events in sequence so far.
Teacher models and then students practice.
One day a mom red panda bear hugs her cubs in the den. Next, the mom leaves the den to go look for eggs for her cubs to eat. The cubs hit, nip, zig and zag when the mom is gone. All of sudden one of the cubs fell out of the den.
Oh no! The cub yips and yaps.

Oral Language Level 1:
Point to the cub. Point to what the cub says.
Oral Language Level 2 & 3:
What happens? (The cub fell out of the den, down to a branch.)
Where is the cub? (fell down to a branch of the tree)
What does the cub say? (yip, yap)
How do you think the cub feels?

Academic Language Frame:
I think the cub feels ________________ because ________________.
Example: I think the cub feels scared because he can’t get back to his family.

Mom runs to the cub.

Oral Language Level 1:
Point to the mom. Point to the two cubs.
Oral Language Level 2 & 3:
What do you think the mom is thinking?
What do you think the cubs tell their mom?
Where is the other cub? (down on another part of the tree)
Infer: How do you think the mom knows her cub is in danger? (she hears the yips and yaps)
Page 9 Text: *Mom gets her cub.*

Mom gets her cub.

**Oral Language Level 1:**
Point to the mom and her cub.

**Oral Language Level 2 & 3:**
What happens? (The mom cub gets the cub).
How does mom get her cub? (She picks it up in her mouth).

Page 10 Text: *Mom and her cubs nap in the den.*

Mom and her cubs nap in the den.

**Oral Language Level 1:**
Point to the sound the red pandas are making.

**Oral Language Level 2 & 3:**
How do you know the mom and her cubs are napping? (Their eyes are closed and the sound Zzzz means they are snoring.)
How does the mom keep her cubs safe and warm? (She wraps her big bushy tail around them.)

**Activity 6 Retell the Story**

Teacher models and students practice a retell of story according to story grammar at the Action-sequence stage of story narrative development (set-up of story, events in sequence. Include some of the inferences made about the character’s feelings.)

**Directions:**
- First, the teacher models a retell of the story using the sequence and connecting words. Then, students can help the teacher retell parts of the story or fill in words when the teacher pauses.
- Use the sequence words (*first, next, then, after that, finally*), feeling words (*surprised, shocked, happy*) and connecting words (*because, all of a sudden*) when you retell the story. These academic language
Sample retell:
One day, a mom red panda bear hugs her cubs in the den.
The mom leaves the den to go look for eggs for her cubs to eat.
The cubs hit, nip, zig and zag.
All of a sudden, one of the cubs falls out of the den.
The other cubs feel shocked because their brother fell far down the tree. First, they hear their brother yip and yap. Next, the mom hears the cub call to her because he is in danger or hurt. After that, the mom runs to her cub and carries it back to the den, grabbing its fur in her mouth. Finally, the cubs nap with their mom in the den. She wraps her bushy tail around them.

• Students can practice retelling parts of the story. The teacher directs them to use the sequence words and connecting words printed on cards. This gives students language cues to retell in sequence and connect ideas. Use the pictures from the story to help students remember details of the story as they retell.

Close retell: The teacher can retell the story and pause to let students finish a sentence or idea.
One day, a mom red panda bear hugs her cubs _________ (in the den).
The mom goes out of the den to look for __________ (eggs for her cubs to eat).
The cubs hit, nip, zig and zag.
All of a sudden, one of the cubs __________ (fell) out of the den.
The other cubs feel shocked because their brother fell far down the tree. First, they hear their brother _________ (yip and yap). Next, the mom hears the cub call to her because he is in danger. After that, the mom runs to her cub __________ (and carries it back to the den, grabbing its fur in her mouth). Finally, the cubs __________ (nap with their mom in the den). She wraps her bushy tail around them.

Activity 7 Oral Language Practice with High-Frequency Words

Directions: Write the sentence frames on the board and have students take turns suggesting a word to complete the sentence. Then have students read the completed sentences for extra reading practice. Have students use the high-frequency words to complete the sentence frames.
and, the, a, for, in, her, goes, from, of, to, oh, no
Mom gets eggs ________ her cubs. (for)
Mom hugs ________ cubs. (her)
The cubs zig ________ zag. (and)
A cub yips ________ yaps. (and)
A cub fell ________ the den. (from)
The cubs yell, “__________.” (Oh, no!)

Activity 8 Cut-Up Sentences

Before doing this activity become familiar with the demonstration and explanation for the Cut-up Sentences activity.
Directions: Prepare the sentences on a strip of paper and then cut the sentence into individual words, but leave the period with the last word of the sentence as a clue. It is helpful to write each sentence in a different color or on a different color paper so students don’t mix up the words from different sentences. Guide students to use strategies to put the words back in order to make sense.
• The first clues students can learn to use are the uppercase letter for the first word in the sentence and the punctuation after the last word in the sentence.
Mom hugs her cubs in the den.
Mom goes up.
Mom gets eggs for her cubs.
The cubs hit, nip, zig, and zag.
A cub falls from the den.
The cub yips and yaps.
Mom runs to the cubs.
Mom gets her cub.
Activity 9 Give Information or an Explanation

Model for students using the sentence frame how to tell about something you learned from reading the book or looking at the pictures.
Prompt for discussion: How does the mom red panda take care of her cubs?
Model for students using the sentence frame how to state an answer with evidence from the text.
Academic Sentence frame: The mom takes care of her cubs when she _________________.
Examples:
The mom takes care of her cubs when she hugs her cubs and keeps them warm.
The mom takes care of her cubs when she gets her cubs food.
The mom takes care of her cubs when she saves her little cub that falls out of the den.

Activity 10 Draw and Write

It is fine for students at this stage to draw their response to the story and try to spell some of the words they want to say about their picture. It is better for them to try to spell words by sounding out the word and using their letter-sound knowledge than just copying from the book.
Have the students draw a picture of one of the things a mother red panda does. It can be an example from the book, or they can be creative. Suggest they write what the red panda mom is doing and what she is thinking when he does it.
Example:
Draw a picture of the red panda mom getting food for her cubs.
Write: “My cubs are hungry!”

Activity 11 Assessment

Use the assessment to monitor students’ progress and find out any students need more practice with some of the vowel or consonant sounds.

Student Name
Date
Ask students to reread the book. Note any errors on vowels or consonant pronunciations.
Ask students to read the following words printed on cards or from the chart below.

<table>
<thead>
<tr>
<th>cubs</th>
<th>yip</th>
<th>zip</th>
<th>yap</th>
<th>zag</th>
</tr>
</thead>
<tbody>
<tr>
<td>gets</td>
<td>cubs</td>
<td>den</td>
<td>nap</td>
<td>nip</td>
</tr>
</tbody>
</table>

Total correct/10

Record answers:
If the student sounded out the word before saying it write the letters with dashes (For example: n-a-p or n-ap) in the box. Mark a (+) in the box to show they could sound out the word and blend it back together. If the student recognized the word without sounding it out then just make a (+) mark in the box. If the student did not read the word correctly then write a (0) in the box. Count the number of words read correctly and record it as _______correct/10.
Comment on vowel errors:
Comment on consonant errors: