Stage: Full Alphabetic
Skill Level:

Before Reading Activity

MINI-DOCUMENTARY

Skill Level: For students to read this book independently they need to be able to:

- Recognize high-frequency words: want, to, they, go, for, play, goes look, are, down, says, their
- Sound out (decode) words that have a closed syllable pattern: VC ,CVC, CCVC, CCVC
- Use short vowel sounds (a,e,i,o,u) and long /e/ spelled ee, to read words.
- Use the illustrations to confirm what a word says.
- Participate in word work activities with the teacher.

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 connect the words with the pictures and what I know to make inferences.
I can retell parts of a story.

Materials:

Letter cards for word chain (vowels: a, i, o, u; consonants: c, b, t, h, p, ch, s, ck, r) or wipe-off board and marker. Print the vowel letters in a different color from the consonants.
Color copy of the book on the computer screen.
Individual black and white or color copies of the book for each student.
Individual word cards with the sequence words (first, next, then, after that, finally) and connecting words (but, so, because).
Lesson Guide

Activity 1 Explore the Book Cover and Character page

Title: Help for Red Panda Cubs

Who are the characters? (Check the character page and/or guess if they look familiar from other books or the video. Guess that it is Deepa and Tim. Where are they? It looks like they are in a forest because there are a lot of trees. What are they doing? (Tim is looking through binoculars at a red panda and her cubs. I know they are red pandas because of the title.) What do you see in the illustration that connects to the title? (Red panda cubs) What do you predict will happen in the story? (Answers can vary, but should include that the red panda cubs will be in trouble or danger).

Character Page:

Say: Let’s read the characters names: Deepa, Tim
Have students apply their letter sound knowledge to sound out the characters’ names. Dee/pa, T-i-m

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 Practice

Use fingers to segment (break apart) words into their sounds and then blend the sounds back together.
3 sounds: den, need, get, nap, chop
4 sounds: stop, plan, crack, left, cubs, chops (ch/o/p/s)
See the website for instructions on teaching the digraph ch.
Note: ck is a spelling of the sound /k/
Review the short vowel staircase with students.

Sound-By-Sound Blending for closed-syllable words: yell, zip, den, crack, stop, cubs, help, left

On wipe-off boards, have students give the sound as you spell each word letter by letter. Have students blend the consonant sounds with the vowel sound.
Example: yell
Write the letter y
Say: Sound (Students respond /y/)
Write the letter e
Say: Sound (Students respond /?/) Say: Blend (Students respond /y?/)
Write the letters /l/ together
Say: Sound (Students respond /l/), Say: Blend (Students respond /yll/)
Say: Notice that the /l/ sound is spelled with ll at the end of the word. Make a loop under the two letters ll to show it makes one sound.
When doing sound-by-sound blending with consonant digraph (-ck, -ll), link the letters for the digraph sound together before having the student blend. Make a loop or a line under the digraph (e.g., crack, yell).

Word Chain

Use letter cards: (vowels: a, i, o, u; consonants: c, b, t, h, p, ch, s, ck, r)
*If possible print the digraphs ch and ck on one card.
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 tub.
Say: Change tub to hub.
Say: Change hub to hut.
Say: Change hut to hot
Say: Change hot to hop.
Say: Change hop to chop.
Say: Change chop to top.
Say: Change top to stop.
Say : Change stop to stock.
Say: Change stock to stack.
Say: Change stack to tack.
Say:Change tack to rack.
Say: Change **rack** to **crack**.
Say: Change **crack** to **crick**.

*Vocabulary notes:*
Stock: things in a store, soup stock
Stack: pile things up
Hub: A place that is a center for activity.
Rack: hang things on a rack
Crick: a kink in your neck

**Language Practice with High-Frequency (choral practice with teacher)**

*want, to, they, go, for, play, goes look, are*

Directions: Write the sentence frame and leave a blank to fill in with pictures or actions.

After one student completes the sentence, have all the students repeat the completed sentence.

They go to look for ______________________. (Name of person or object)

________ (name of person) goes to play ________. (kind of game)

They want to play ___________________. (kind of game)

The are in the __________. (place)

Deepa says, “Look at the ______________.” (Red panda, trees, cat, dog etc.)

Tim says, “I want to go to play in the __________________.” (park, school, playground)

**Phoneme-Grapheme Map for Blends and Diagraphs**

Tap out the sounds in the word.
Guide students to think of how to spell each sound in the word.

After spelling the word in the sound blocks, then have students write the whole word again in the space or in line that follows.

Each space is a sound block. Only one sound can be printed in each space.

- Note that digraphs: **ck, ll, ck, th** occupy one sound because they spell one sound.
- Guide students to hear both sounds in the beginning or ending blends (ch-, th-, -ck, -ll).

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**Syllable Division**

Clap the number syllables in the word (red- 1, panda- 2, chops- 1, den- 1, Tim- 1).
Divide each word between the two syllables: pan/da
Have students read each syllable with you and then blend the syllables together.

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

Allow students to apply their decoding skills and read the words in the book. Let students try to read the words in the book on their own. The teacher can listen to one student read at a time and give them help with their pronunciation. Help students to sound out the word and then put the sounds back together.
(blend back). Try not to tell the word, but help the student sound it out. Remind students of the motion for the short vowel sounds to help them build independence in sounding out the vowel sound in a word. Use the short vowel staircase with students.

**Activity 4 Second Reading of Book**

Reading Fluency: Use one or both of the following methods to model fluent reading for students. Students need practice rereading the text right after the teacher or at the same time so their reading will sound more like the way we speak.

My Turn, Your Turn
The teacher reads a line from the text and the students follow in their books pointing to each word with their fingers. Look to see if students are pointing to each word. Then the students read the same line.

Example:
Teacher: “My turn: *The cubs nap with mom.* Your turn.”
Students: “*The cubs nap with mom.*”

Choral Reading: The teacher and students read the text at the same time. Teacher models reading the text in phrases: *The cubs nap with mom.*

**Activity 5 Third Reading: Close Reading of the Text with Text-dependent Questions**

- 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 what an illustration helps us understand about the story.
- Ask questions that require inferences based on careful attention to the text or pictures.
- Text-dependent questions that reflect what the text says, help the teacher guide students to understand the author’s meaning.
- Questions are provided at different levels of oral language to support the English language learner.
- 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 the mom red panda left the den.*”

Page 3 Text: *Deepa and Tim want to help red pandas.*

**Oral Language Level 1:**
Point to Deepa.
Point to Tim.
Point to the forest.

**Oral Language Level 2+:**
Who are the characters?
Where are they?
What is the setting?
What do Deepa and Tim want to do?

Page 4 Text: They go to look for red pandas.

Oral Language Level 1:
What does Tim say?
What does Deepa say?
Point to Deepa’s jetpack.
Oral Language Level 2+:
Where are Deepa and Tim going?
Infer: How are they going to get to the red pandas?
How can they fly? (They have jet packs.)

Page 5 Text: Tim can see a red panda in a tree.

Oral Language Level 1:
Where is Tim? (Students can point to Tim.)
Where is Deepa? (Students can point to Deepa.)
Point to Tim’s binoculars.
Oral Language Level 2+:
What is Tim doing? (Looking for red pandas with his binoculars). Clap the syllables in binoculars.
(bin/oc/u/lars) (4 syllables).
Infer: What do you think he sees? (answers can vary)
Page 6 Text: The cubs nap with mom.

The cubs nap with mom.
Tim peeks in the den.

Oral Language Level 1:
Point to the red panda mom.
Point to the red panda cubs.
Count the cubs. (3)
Show me what the cubs are doing.

Oral Language Level 2 +:
Where are the cubs? (in the den)
What are the cubs doing? (napping with their mom)
Infer: Why does the mom have her tail wrapped around the cubs? (to keep them warm, to protect them)

Page 7 Text: The cubs play in the den. Mom goes to get eggs.

The cubs play in the den.
Mom goes to get eggs.

Oral Language Level 1:
Point to the mom panda.
Point to the cubs.
Show me what the cubs are doing.

Oral Language Level 2 +:
Where is the mom going? (Mom is going to get eggs.)
Infer: Why does she need to get eggs? (maybe the cubs are hungry)
Predict what will happen next.
Academic Language Frame: I predict that ____________.
Retell of story set-up:
Deepa and Tim want to help the red pandas. So they go into the forest habitat to look for red pandas. They fly over the trees with their jetpacks. Tim uses his binoculars to find a red panda. Deepa and Tim fly closer. Tim peeks into the den and sees a mom panda napping with her cubs.
Page 8 Text: *What is that? Mom stops. She runs back to the den. Deepa and Tim look down.*

*Focus on Initiating Event. What happens all of a sudden.*

**Oral Language Level 1:**
- Point to where Deepa and Tim are hiding.
- Point to the word that says the sound they hear? (crack)
- Where is the mom?

**Oral Language Level 2+:**
- What happens all of a sudden? (There is a sound, CRACK!).
- What does the mom red panda do? (She stops and looks back. Then she runs back to the den.)
- Why does the mom red panda run back? (She is worried about her cubs.)
- What do you predict that Tim and Deepa see when they look down? (answers can vary)

Page 9 Text: *A man chops the tree. The cubs are in the den in the tree. The mom cub left them to get eggs.*

**Oral Language Level 1:**
- Point to the man.
- Point to the ax.
- Point to the tree.

**Oral Language Level 2+:**
- What do Deepa and Tim see?
- Where are the cubs?
- What is the problem? (The man is chopping down the tree with the cubs inside it.)
- How do Deepa and Tim feel?
- Academic Language Frame: Deepa and Tim feel _______________ because _______________.
- Infer: What do you predict will happen?
- Think Aloud: I think that the Deepa and Tim realize the cubs are in danger because they are in their den in the tree the man is chopping down. They saw the mom leave. They probably think because their mom is out getting food she can't get them out of their den to safety. I predict that Deepa and Tim will try to
The cubs need help. Deepa and Tim have a plan.

Deepa and Tim zip down to stop the man. They yell, "No, STOP!"

Deepa and Tim zip down to stop the man.
They yell, "No! Stop!"

Oral Language Level 1:
Point to Deepa and Tim.
Point to the man.
What does Deepa yell? (STOP)
Point to the red pandas.

Oral Language Level 2+:
What happens? (Deepa and Tim yell to the man to stop)
What are the red pandas doing? (They are hanging on a tree branch).
Page 12 Text: The man looks and looks. Deepa tells the man the cubs are in the den. He will not chop down the tree.

Oral Language Level 2+:
What is Deepa and Tim’s plan? (To get the man to stop chopping down the tree.)
What does Deepa say?
What does Deepa show the man? (photos of the red panda on her tablet).
What happens? (The man listens and decides not to chop down the tree.)

Page 13 Text: The cubs are safe in their den.

What does the man do to help save the red pandas? (He stops chopping down the tree and he makes a sign.)
What does the sign say?
How will the sign help? (People will know they cannot chop down the tree.)
Where is the mom panda?( on the tree trunk)
Where are the cubs at the end of the story? (safe in their den)
How do Deepa and Tim feel at the end of the story?

Academic Language Frame: I think Deepa and Tim feel _______________because ________.
Activity 6 Retell the Story

- Model a retell of the story: Use the sequence words (first, next, then, after that, finally) and connecting words (but, so, because) when you retell the story. First, the teacher models a retell of the story using the sequence and connecting words. Then students can help the teacher tell parts of the story or fill in words when the teacher pauses.
- Use the sequence words (first, next, then, after that, finally) and connecting words (but, so, because) when you retell the story. These academic language word are bolded. Use the word decides or wants in the retell to help students understand the characters’ goals.
- Students can practice retelling parts of the story. The teacher has the sequence words and connecting words on cards. Use the pictures from the story to help remember details of the story to retell.

Model retell: Deepa and Tim want to help the red pandas. So they go into the forest habitat to look for red pandas. They fly over the trees with their jetpacks. Tim uses his binoculars to find a red panda. Deepa and Tim fly closer. Tim peeks into the den and sees a mom panda napping with her cubs. When the cubs wake up they will be hungry so the mom leaves to get eggs. All of a sudden, Deepa and Tim hear a loud CRACK! The mom cub also hears the noise and runs back to her den to get her babies. They look down and see a man chopping down the tree where the cubs are sleeping. They know the mom is away from her den. They decide to help the cubs. First, they zip down and yell, “STOP.” Next, they show the man a video of the cubs in their den. Then, the man understands and decides not to cut down the trees. The red pandas watch as Deepa and Tim tell the man why he should save the tree. The man listens. After that, he decides not to chop down the tree. He posts a sign that says Red Panda Habitat. Finally, the cubs are safe.

Activity 7 Explore text features in the informational text (pages 14-18)

Review the labeled diagrams with students on pages 14 and 15. Notice the text features. Help students figure out what the labels say.

Page 14:

Look at this labeled diagram.

Explain to the students that this is a labeled diagram. Guide students to figure out what each arrow is pointing to. Then name each part with the students.
Page 15:

Look at this labeled diagram.

Ask the students which words they can figure out and which words they need help to read. Have students reread all the labels in the diagram with a partner.

Page 16:

COMPARE:
What Deepa thinks about the red panda?
What do you think she will say?

Infer what Deepa is thinking? What is the evidence?
Infer: Which animal has the longer tail? (the red panda)
Ask students: What do you remember about how the red panda uses its tail?
Ask students to infer what Deepa and Tim are thinking about. What would Deep and Tim say to each other? Answers can vary but should include comparing the animals:

- Red pandas are the same color as a fox.
- Red pandas eat bamboo like a panda bear.
- Red pandas have a mask like a Raccoon.
- Red pandas have paws like a bear. They are furry like a bear.
- They have tails with rings like a raccoon, but their tails are bushy like a fox.

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**Activity 8 Cut-Up Sentences**

Prepare the sentences and then cut apart the words, but leave the period with the last word of the sentence as a clue. Guide students to use strategies to put the words back in order to make sense. Deepa and Tim want to help red pandas. They go to look for red pandas.
They can see a red panda in a tree.
The cubs nap with mom.
The cubs play in the den.
Mom goes to get eggs.
The cubs need help.
Deep and Tim have a plan.

Activity 9 Word Fluency Practice

Use the Decodable Word Chart on page 19 to review all of the short vowel words from the book. This will help students become more automatic at reading closed syllable words with a short vowel pronunciation.

Decodable Word Chart

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<th>Short /e/</th>
<th>Short /a/</th>
<th>Short /u/</th>
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Activity 10 Connecting the Spelling of the Word to its Grammatical Meaning

Make this chart and write and read the word sums with students.
First, read the example from the book.
Next, identify the base word.
Then write the word sum.
After that, read the word sum to students.
Example of how to read the word sum: “r-u-n plus s is rewritten as runs.”
Finally, listen to how the letter s is pronounced at the end of the word.
### Activity 11 Wrap-Up

**Talking about Opinions and Feelings**
Have students discuss page 17 where Deepa and Tim are comparing the red panda with other animals. Students can give an opinion. Have students use the academic language frame to write their opinion. Remind them to use the information in the labeled diagrams to help them think of the body parts of the red panda.

I think the red panda looks like a ________________________. I think this because ____________________.

Example: I think the red panda looks like a **fox**. I think this because they both have reddish fur and a bushy tail.

### Activity 12 Assessment

**Student Name**

**Date**

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<th></th>
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**Total correct/10**

Record answers:
If the student sounded out the word before saying it write the letters with dashes (example: d-e-n or d-en) 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:
Comment on blend errors:

Have students read the book or parts of the book aloud and mark any miscues.

**Miscues made in context:**

**Type of error:**