

# Please Mr. Panda

## Steve Antony

### Book Description:

- The panda has a tray of doughnuts where various animals tell him they want or do not want one. However, only one of the animals gets a doughnut because it politely asks the panda.

### Rationale:

- Learn good classroom behavior with a storybook.
- Practice colors, animals, numbers, and the alphabet with a storybook.
- Explore different characters found in a storybook.

### Target Vocabulary and Phrases:

#### *Vocabulary:*

- Lemur
- Panda
- Ostrich
- Penguin
- Killer Whale
- Skunk
- Doughnuts

#### *Polite Target Phrases:*

- May I have a doughnut, please?
- Here you are.
- Thank you very much.
- You're welcome!

### Resources and Materials:

- The finger puppets cut out are called '*Please Mr. Panda Finger Puppets.pdf*.'
  - Tape or glue and scissors to make them.
  - A container: The purpose is to store the finger puppets so you can pass them out to the students again.
- A printout version of the storybook called '*Please Mr. Panda Storybook Script*.'
- The PowerPoint presentation called '*Please Mr. Panda Beginner PowerPoint.pptx*' to conduct the lesson.
- Wordwall: interactive activities related to the story. Please refer to *Other Activities* below.
- '*Doughnuts- Please Mr. Panda Beginner.pdf*.' You would need to print out and then cut out the desired number of doughnuts. The directions are below.
- An anchor activity worksheet '*Anchor Activity – Please Mr. Panda Beginner.pdf*.'
- Pop-out picture: Please refer to *Other Activities* below. Supplies you would need for this activity are a piece of paper, finger puppets, tape or glue, and something to color with.

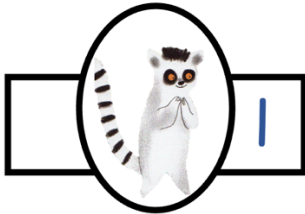
### Warm-Up:

- Start with how you would typically begin your class.
- If you have a song you and the class have been practicing about being polite, it would complement this storybook nicely.

### Presentation and Practice:

#### *Before Reading*

- Tell the students you will read a story about a panda and his animal friends. Put up the first slide of the PowerPoint presentation. Point and say the name of each animal. Have the students repeat what you say.
  - If you find that students are having difficulty pronouncing the animals' names, you could give the animals more straightforward names. For example, 'ostrich' is a type of bird. You could refer to it as 'bird.' Other replacements could be 'monkey' for 'lemur' and 'whale' for 'killer whale.'
- Depending on what stage students are at in learning the alphabet, next to each animal, you could write the first letter it begins with. For example, you could say, "Lemur. (write the letter 'l') What letter is this? Is it big 'L' or 'small l'?" Refer to the image below:



- After you feel that students are comfortable naming and repeating the six animals, play a fun game on slides 2-7 to help them remember the animals in the story.
  - The game aims to have students tell you which animal is missing. When you look at the presentation, there is a '?' over the animals. You could say, "What animal is this?" If students cannot remember the animal's name, you could go to a random student, whisper the name in their ear, and they say it out loud, and then you all say and repeat the animal's name.
- After the game, tell students you will use finger puppets to tell the story. For the visual instructions, please refer to slides 8 - 16 of the presentation.
  - Students cut and glue or tape the finger puppets. They are made larger for ease of taking them off. Alternatively, students do not need to wear them on their fingers; they could be held like the panda in the photo on slide 8.
  - The procedure would be the following:
    - Pass out the finger puppets.
    - Pass out the scissors.
    - Model the cutting for the puppets.
    - Help students tape the finger puppets.
    - Once the finger puppets are done, have students leave them to the side of their desks.

#### *While Reading*

- Introduce the title and author of the book. Get students motivated to read by asking simple questions about the book's cover. Please refer to slide 17. Please find some questions below that you could ask students about the storybook:
  - What animal is it?
  - Can you find the panda finger puppet?
  - Can you show me the panda finger puppet?
  - What letter does the animal start with?
  - What color is the animal?
  - How many doughnuts does the panda/bear have? What colors are they?
  - What is your favorite-colored doughnut?
  - Do you like doughnuts?

## Procedure for Beginners

- “Please, Mr. Panda (point to the title) is the book's title; how many small A's do you see? How big P's., etc.?”
- How many animals are in the story (have students count the puppets)?
- Slides 18-22 are used as background to the story to have a puppet theater feel. The storybook text is found in order, too, so that you can read from the PowerPoint. The words ‘pink,’ ‘yellow,’ and ‘blue’ are in color to have students practice recognizing the color with the text. While reading the story, you could use the script called ‘*Please Mr. Panda Storybook Script*’ for your convenience if you would like to read from a printout version of the storybook.
- Since the storybook is exceptionally receptive, you could ask predicting questions to elicit students to say, “Would you like a doughnut?” Questions to ask to get this outcome could be, “What is Mr. Panda going to say next to the killer whale?” Additionally, when asking questions to produce target language like “No, you cannot have a doughnut. I have changed my mind,” simplified versions of the repetitive phrases suffice. For example, instead of asking students to repeat the sentences verbatim, they could do a simplified version like, “I have changed my mind.”
- The procedure for reading the book could be the following:
  - Choose the proper puppet.
  - Tell students to choose the puppet.
  - Read a line with the specific puppet.
  - Have students repeat the line with the particular puppet.
  - Ask predicting questions after reading the conversation between Mr. Panda and the other animals. For example, here are some questions you could ask:
    - What animal comes next?
    - What is the name of the animal?
    - What does the animal want?
    - How many doughnuts does the animal want?
    - What colored doughnuts come next?
  - Ask outcome questions before going to the next slide while reading. For example, here are some questions you could ask:
    - Do you think the penguin is happy or sad?
    - Do you think the ostrich likes doughnuts?
    - Do you think Mr. Panda is angry?

### *After Reading*

- Tell the students that Mr. Panda gave the doughnuts to the lemur because the lemur said, ‘May I...’ ‘Please’ and ‘Thank you very much.’
- To practice good manners that relate to this storybook in class, tell the students that you will practice ‘please’ and ‘thank you very much.’ Specifically, the target exchange would be the following:
  - Student 1: ‘May I please have a doughnut?’
  - Student 2: “Here you are!”
  - Student 1: “Thank you very much!”
  - Student 2: “You’re welcome!”
- Please use ‘*Doughnuts- Please Mr. Panda Beginner*’ for this activity.
  - This document has 12 doughnuts in total. The point is for half of the class to have doughnuts to exchange with the other half of the students. For instance, if you have approximately 28 students, you must print out two copies of this worksheet to do this activity.
  - Once you print out the copies, cut the doughnuts out. Preferably, it would be best to laminate the doughnuts so they will not rip easily, and you could use them in other classes.
  - Please refer to slides 23-28 of the PowerPoint.
  - This activity is also great for practicing colors with the students. For instance, when they have the doughnuts in their hands, you could ask them what colors they have.

There is also a learning opportunity to practice numbers. For example, when the students have the doughnuts in their hands, you could choose one to 10 students with doughnuts, group them, and then ask the class, “How many doughnuts do you see?”

- After practicing numbers and colors with them, the procedure for the activity would be the following:
  - Put the students in pairs.
  - Name students, either ‘Student 1’ or ‘Student 2.’
  - To ensure students understand their role, ask, “Student 1, raise your hand. Student 2, raise your hand.”
  - Once students understand their roles, pass out the cut doughnuts to the students assigned ‘Student 2.’
  - Turn to slide 23 and call on the students assigned ‘Student 1.’
  - Say the target phrase, “May I have a doughnut, please?”
  - Have “Student 1” repeat what you said.
  - Turn to the next slide and follow the same procedure with ‘Student 2.’
  - Once the students assigned ‘Student 2’ produce the target sentence, have them give the doughnut to ‘Student 1.’
  - Turn to slide 25 and have the students assigned ‘Student 1’ produce the target phrase ‘Thank you very much!’
  - Then, have the other students say, “You’re welcome!”
  - Have students switch roles and do the same procedure on slides 27-30.

### *Additional activities:*

\*\*\*Here are some other activities that could succeed and reinforce the storybook. They could easily be implemented at the beginning of class to review the content of this storybook or when you need an additional activity because you have extra time in class.

### Wordwall Activities

- On slide 32, you will see the title ‘What do you see?’ This title is a hyperlink to an image quiz.
  - The objective of this activity is for students to recall the animals found in the storybook.
  - You will find the instructions before clicking on the link to do the activity.
  - The pictures follow the instructions to help students understand the task better.
  - You will see all the animals from the story. Before doing the activity, you could practice their names with the class.
  - To give students an additional opportunity to speak in English, you could have them produce the target phrase, “I see + animal.” For example, if a student says, “whale,” you could have them repeat after you, “I see a whale.” Then, you could have the whole class repeat after you, “I see a whale.”
  - When you do the activity with the class, you also have an additional opportunity to review some of the letters of the alphabet with the class. For example, students must choose the letters A to F to guess the animal. You could ask them what letter the animal is and whether it is ‘big’ or ‘small.’
- On slide 33, you will see directions similar to those of a memory game. Like the image quiz, students must remember the animals from the storybook and could produce the phrase, “I see...” If your classroom does not have a smartboard, you could easily print out this activity, and students could play in small groups.

### Other Activities

- Slide 34 of the PowerPoint presentation: Use the anchor worksheet ‘*Anchor Activity – Please Mr. Panda Beginner.pdf*’ for students to complete.
  - Instructions are the following:
    - Students need to color six doughnuts.
    - They need to circle the number that corresponds to it.
    - Students also need to trace the following items
      - Big D

- Small d
- Doughnuts
  - There is also a fun maze for the students; the penguin must find the doughnut.
- Slide 35 of the PowerPoint presentation: Using the cutout doughnuts from ‘Doughnuts—*Please Mr. Panda Beginner.pdf*,’ you could have a hide-the-doughnut game with the students and produce similar language to the original activity.
  - Tell students to cover their eyes.
  - Hide as many doughnuts as you want in the classroom.
  - Have students find the dispersed doughnuts.
  - When students have found the doughnuts, ask them what they have in their hands.
  - Then, have the other students who do not have the doughnuts ask for them using the phrase, “May I have a doughnut, please?” The interactional phrases are found on the slide to help students say and repeat them with you.
  - Once the interaction is finished, have the students without the doughnuts return to their seats, sit down, and cover their eyes.
  - The students who now have the doughnuts in their hands will be the ones to hide them in the next round.
- Pop-out picture
  - Instead of throwing out the finger puppets at the end of reading the storybook, you could have students create and draw an imaginary scene from the storybook. Additionally, if they are working on writing any letters, you could have them practice writing on paper, too. You could also have them present the drawing when they are done with their peers. For example, you could form a circle once everyone is done with their pictures. You could choose a student from the circle and ask the class, “What do you see?” This question could prompt students to shout colors and animals. Supplies you would need for this activity would be a piece of paper, the finger puppets, tape or glue, and something to color with.
    - Please find an unfinished sample below.

