

Please Mr. Panda

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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:

- Explore different characters found in a storybook.
- Practice animals and good classroom behavior with the storybook phrases to politely make requests.
- Learn new animal vocabulary.

Target Vocabulary and Phrases:

Vocabulary:

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

Polite Target Phrases:

- May I have a doughnut, please?
- Would anyone else like a doughnut? o
- Hello! May I have a doughnut? Please, Mr. Panda!
- You can have them all.
- Thank you very much! I love doughnuts!

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: This container stores the finger puppets so you can pass them back to the students.
- A printout version of the storybook called '*Please Mr. Panda Storybook Script*' is in the '*Beginners*' folder.
- The PowerPoint presentation called '*Please Mr. Panda-Intermediate.pptx*' to conduct the lesson.
- Wordwall: interactive activities related to the story. They are found in this document's sections '*After Reading*' and '*Additional Activities*.'
 - The answers to these activities are found in the PDF called '*Wordwall Labeled Diagram Activities*.'
- An anchor activity worksheet '*Anchor Activity – Please Mr. Panda Intermediate.pdf*.'

Warm-Up:

- Start with how you would typically begin your class.
- The key concept in this storybook is the importance of politeness. Like the warm-up in this package's 'Advanced' section, you could prepare students for the storybook by showing them an impolite way to ask for something. Once again, you could give the teacher an impolite request, like "Give me that pen!" The other teacher can respond politely, saying, "No, no, you may not!" After this short interaction, you could ask the class, "What magic word did I forget to say?" You can say, "The magic word, *please*." Remind the class that it is essential to say "Please." You can then ask the class what the other teacher did right: they said, "...may I..." You can reinforce this further by sharing your example of being polite.

Presentation and Practice:

Before Reading

- Tell the students you will read a story about a panda, his animal friends, and the magic words 'may I' and 'please.' Then, put up the first slide of the PowerPoint presentation.
- First, point to the animal's name, prompting students to say the name. Then, point to the animal's name, say it, and have the students repeat it.
 - Some students may know all the animals' names. However, if you find students struggling with the animals' names, you could give them more straightforward names, as students will have already seen and used them. For example, 'ostrich' is a type of bird. You could point to 'ostrich' and say, "This is an ostrich. It is a type of..." Instead of saying 'bird,' you could use Total Physical Response (TPR) by flapping your arms like a bird to prompt students to say 'bird.' Other replacements could be 'monkey' for 'lemur' and 'whale' for 'killer whale.'
 - You could also have students repeat after you the phrase, "It is + a/an + animal name," as you could use this basic sentence pattern in the next activity.
- Similar to the PowerPoint presentation for 'Beginners,' after you feel that students are comfortable naming and repeating the six animals, there is a game on slides 2-7 to reinforce the animals that students will see in the story.
 - The game aims to have students tell you which animal is missing. When you look at the presentation, you will see a box that says, "What is this?" over the animals.
 - You could point to the box and have the class say, "What is this?"
 - Once they say the question out loud, you could choose a student to say the mystery animal, or you could have the whole class say it. Once the box disappears, you point to the name of the animal, say it in a complete sentence, and then the entire class repeats what you say in a full sentence.
- Similar to the PowerPoint presentation for 'Beginners,' after the game, tell students you and the class will use finger puppets to tell the story about the panda and his friends. Please refer to slides 8-16 of the presentation that show the instructions.
 - 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.
 - Pass out the finger puppets.
 - Pass out the scissors.
 - Model the cutting for the puppets.
 - Help students tape the finger puppets if needed.
 - Once the finger puppets are done, have students leave them to the side of their desks.
 - If some students finish making the puppets before others, use 'Anchor Activity – Please Mr. Panda Intermediate.pdf.' to help them focus while others still complete the task.

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 kind of animal is this?
 - Can you find and hold the panda finger puppet?
 - Can you show me the panda finger puppet?
 - What color is the animal?
 - How many doughnuts does the panda/bear have? What colors are they?
 - Which colored doughnut do you like?
 - Do you like doughnuts?
 - Point to the title and say, "This is the book's title; what magic word do you see?"
 - How many characters are in the story? How do you know?

- Slides 18, 20, 22, 24, and 26 are used as the background to have a performance feel to reading the story. 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*,' found in the '*Beginners*' folder for your convenience if you would like the students to read from a printout version of the storybook. Moreover, you could have students read out loud the interaction between the two characters in the book. For example, you could split the class into groups where they read specific scenes.
 - The outcome is animated in the presentation, so you can stop and have the class predict the story's outcome. You could ask predicting questions to elicit and emphasize the use of 'may I' and 'please' by asking the following questions as examples:
 - "Did the (say the animal's name) use the magic word 'please' in the story?"
 - "Did the (say the animal's name) use the magic word 'may I' in the story?"
 - "Do you think Mr. Panda will give the (say the animal's name) a doughnut?"

- Slides 19, 21, 23, 25, and 27 are given so that students can think critically about feelings and connect them to using polite language in a simplified way.
- The procedure for reading the book could be the following:
 - Choose the proper puppet.
 - Tell students to choose the puppet.
 - Have students read out loud a line with the specific puppet.
 - Have the other students read their lines with the particular puppet.
 - Ask predicting questions after reading the conversation between Mr. Panda and the other animals. For example, here are some more questions you could ask:
 - Choose which animal you think is going to come next. What is the name of the animal you chose?
 - What do you think the animal is going to ask?
 - How many doughnuts do you think the animal is going to ask?
 - What colors do you think the doughnuts would be?
 - Go to the next slide and ask the students the questions found on them.
 - Repeat the same procedure until the end (slide 27).

After Reading

***For students to comprehend what they learned in the book, three labeled diagram Wordwall activities could be used to assess their understanding. Labeling a diagram is a practical method for students to evaluate their understanding of a concept. It requires them to apply their knowledge and conceptual understanding to the task. This self-assessment activity can help students identify areas where they need to improve and provide a feedback mechanism to evaluate their learning progress. Students can better understand the subject matter by analyzing their work and building confidence in their abilities.

*** You could choose from a few options when doing these activities. If iPads are readily available at your school, you could easily assign iPads to pairs or small groups to do these activities. Alternatively, you could print out these activities and laminate them if you cannot access iPads so that students can work in pairs or groups. These activities aim to evaluate understanding of the vocabulary and the story. Please be aware that the difficulty of these activities increases slightly. Also, please find PDF versions of these activities if you want to laminate them and use them that way. The name of this document is ‘*Wordwall Labeled Diagram Activities.*’

- The first activity considered the easiest of the three activities, is a labeled diagram where students match the animals' pictures with their names. If you want to assess the writing and spelling of these animals, an alternative to this first task is to disregard the Wordwall version, print out the PDF, and laminate it. You could give the students a dry-erase marker where they would have to spell the animals' names. The procedure for this task would be the following:
 - Tell students they will complete three different tasks related to the storybook.
 - Tell students their first task will be to match the animal characters from the storybook to their correct names (slide 28).
 - Group students.
 - Pass out the laminated version of the activity or hand out iPads and have them use the QR code of the Wordwall version.
 - Tell them to complete the task.
 - Walk around the room to monitor and help students.
 - Once everyone is finished, put the answers on the board (slide 29).
 - Check for understanding by pointing to the animal and saying, “What animal is this?”
 - Prompt students to say, “It is a/an + animal name.”

- After you think everyone understands the animals' names, complete the following activity on slide 30. Specifically, this is a task that involves arranging pictures in their correct chronological order. This ability is essential for narrating stories, recalling events, organizing tasks, giving and following instructions, and comprehending consequences. It can assist students in remembering a process, enabling them to learn and recognize the names of the steps involved and the tools used in the process. When used in pairs or small groups, it can promote student participation. If you look at the activity, you will see five pictures. The task is to match the numbers 1 to 5 to the correct images. The procedure would be the following:
 - Tell students that they are going to retell the story by using pictures.
 - Tell students they must put the pictures in order of when Mr. Panda talked to the animals.
 - Show two examples of what it means to put something in order (slide 30).
 - Pass out the laminated version of the activity or hand out iPads and have them use the QR code of the Wordwall version.
 - Walk around the room to monitor and help students.
 - Once everyone is finished, put the answers on the board (slide 33).

- Check for understanding by asking about sequencing questions, prompting students to give you the correct answers. For example, you ask, “Which picture is first, second, etc.” Please remember that most students have not yet learned cardinal numbers at school. So, using a Total Physical Response (TPR) gesture when saying these words would be advisable. For instance, making the number one with your hand when saying the word ‘first’ could help students understand the relationship between the two.
- The students have learned the names of animals and their order in a storybook. Now, they need to recall the parts said by those animals in the storybook by completing a sequencing task called "Label Phrases Please Mr. Panda" on Wordwall. The activity includes five pictures of animals from the story. The students are required to match the phrases to the corresponding animals. Use the following procedure to complete the activity:
 - Tell students they will match the phrases to the correct animals (slide 32).
 - Tell students they must put the pictures in order of when Mr. Panda talked to the animals.
 - Pass out the laminated version of the activity or hand out iPads and have them use the QR code of the Wordwall version.
 - Walk around the room to monitor and help students.
 - Once everyone is finished, put the answers on the board (slide 33).
 - Check for understanding by asking about sequencing questions, prompting students to give you the correct answers. For example, you could ask, “What does (say the animal’s name) say?”

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 35, you will see the title ‘Who is this?’ 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, “It is + a/an animal.” For example, if a student says, “whale,” you could have them repeat after you, “It is a whale.” Then, you could have the whole class repeat after you, “It is a whale.”
- On slide 36, 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, “It is...” If your classroom does not have a smartboard, you could easily print out this activity, and students could play in small groups.