**PANDAS LEVEL J**

**INTRODUCE THE BOOK**
Before students begin to read, prepare them for a successful first reading of the story. Familiarize them with the plot, important concepts, new words, and language structures in the book. Begin by providing a brief synopsis of the book.

**SYNOPSIS OF THE STORY**

In this book we will read about pandas. Giant pandas are endangered animals.

**BEFORE STUDENTS BEGIN TO READ YOU MIGHT SAY:**

1 “On pages 2-3, look at the giant panda. Pandas are mammals.”
2 “On page 6, it says, There are two kinds of pandas.”
3 “Turn to the last page and let’s look at the Glossary. The Glossary can help you understand words in this book that you don’t know.”

**READ THE TEXT**
After you look through the book together, have the students begin to read. Encourage the students to read the entire book in a soft reading voice. Listen to the students’ reading, and prompt for and/or praise strategic processing. See Prompting Guide J for reading behaviors to observe and support.

**DISCUSS AND REVISIT THE TEXT**
Start a conversation about the story. Encourage students to make connections to their own experiences and/or other stories they have read. Engage the conversation by asking students to make predictions, inferences, and connections to personal experiences or other stories. Stay away from questions that can be answered with “yes” or “no.”

**YOU MIGHT ASK:**

- “What are some things about pandas that you did not know before reading this book?”
- “Why do you think the red panda and the giant panda look so different?”