

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:

- Practice good classroom behavior with the storybook phrases to politely make requests.
- Explore different characters found in the storybook.
- Understand the importance of being polite.

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-Advanced.pptx*' to conduct the lesson.
- Wordwall: interactive activities related to the story. They are found in the sections of this document, 'After Reading.'
- An anchor activity worksheet '*Anchor Activity – Please Mr. Panda Advanced.pdf*.'

Warm-Up:

- The storybook is designed to aid students in understanding the importance of politeness. In the same way as the *Intermediate procedure*, show an impolite request, like "Give me a pen!" to begin the lesson. The other teacher can then respond with a firm "No, no, you may not!" and you can ask the class what happened, leading you to write "polite" on the board. This interaction could spark a brief discussion on how to politely ask for a pen from someone. Another activity that you can use instead of writing the word "polite" on the board is to play a hangman game where the students guess that word. Nevertheless, after this activity, it is crucial to highlight the significance of politeness and its relation to getting what you want. In turn, this brings forth an opportunity for you to share your own cultural experiences and how they differ from those of the students.

Presentation and Practice:

** If you have an electronic copy of the book, you can show it using your classroom projector or smartboard. To have more interaction, you could split the class in half, where half could be Mr. Panda and the other half could be the other animals. You could split the class further into smaller groups so that all students can speak in a more focused and targeted way.

** If there is no electronic copy and the students are given individual books, then almost all of them can read a sentence out loud because there are approximately 24 sentences in the book. You could ask students to read by rows or randomly choose students to read.

** If there is no electronic copy and only one book, to still allow all students to speak in English, you could arrange the classroom so that all students are sitting in a circle where almost all of them can read a sentence out loud to the class. Moreover, there are approximately 24 sentences in the book. If you do it this way, arranging the classroom in a circle before the students come is preferable.

** The PowerPoint presentation, 'Please Mr. Panda Story,' can be used throughout the storybook to help promote prediction, questioning, and increased student interaction.

Before Reading

- Like the other levels, you can 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.
 - You could also have students repeat after you the phrase, "It is + a/an + animal name," as you could use this fundamental sentence pattern so that students speak in complete sentences.
- In the same way as the PowerPoint presentation for '*Intermediate*,' 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.
 - After the game, it would be a suitable time for you to introduce the book '*Please Mr. Panda*' and ask any of the questions about politeness and the book cover below:

- Why do we use please in English?
- What is the difference between Mr. Panda and Panda? Why do we use Mr. in English? What is the reason for it?
- What do you see on the book cover?
 - i. What is Mr. Panda wearing on his head?
 - ii. What are the doughnuts in?
 - iii. Can you think of another way to spell doughnut? (In the USA, it is expected to see the word donut compared to doughnut: Mr. Donut.)
 - Use Mister Donut as a cultural example.
 - ** This question is a bonus question in the activity on slide 24, so make sure to use it!
 - iv. Does Mr. Panda look happy or sad? Why?
- Do you like doughnuts? Why or why not? What is your favorite flavor?
 - Give an example of what your favorite flavor would be.
- What do you think this book will be about? Why?
- Who is the author of the book?
- What kind of book is this?

While Reading

- You could use the PowerPoint presentation, ‘*Please Mr. Panda Story*’ (slides 9 – 22), to help tell the story. Each slide of the presentation enables you to predict the outcome, think critically about the different situations, and encourage the students to participate in telling the story. The procedure would be the following:
 - Have students read out loud the interaction between the two characters in the book.
 - You then show the slide and ask the students the animal's name (slides 9, 12, 15, 17, 20).
 - The students guess the name of the animal.
 - You then show the slide with the prediction question(s) (slides 10, 13, 18, 21).
 - Have students answer the question(s).
 - You read the outcome of the interaction (Mr. Panda denies the animal the doughnuts).
 - You then show the next slide, which contains questions about critically thinking about the situation (slides 11, 14, 16, 19, 22).
 - Have students answer the questions.

After Reading

Please Mr. Panda (1)- Slide 24

- A fun Wordwall activity could be used to assess comprehension of the book. Wordwall is a great platform to use to have engaging and interactive activities. Not only that, but you can easily switch the template/game and still use the same content! If you do not have access to a smartboard, Wordwall is still a great platform because you can easily print out this activity and give it to the students to complete. If you can access a smartboard, you can follow the PowerPoint activity (slides 24-26). The procedure would be the following:
 - Put students into groups of your choice.
 - Tell students there will be a competition where the group with the most points wins the game.
 - If you use a motivational point system to motivate students to participate in class, these points can be applied to your system.
 - Tell students it is a betting game.

- Use the picture on the slide to help them understand what betting means.
 - Show students an example of betting. You could use the game *rock, paper, scissors*.
 - Write the groups on the board.
 - Ask for their bet.
 - Write the bet on the board.
 - Choose an optional bet.
 - Ask for their answers.
 - Have one group come up and take a guess.
 - Write the positive or negative points on the board.
- There is a total of 10 questions. Slide 25 on the PowerPoint can be used as an all-or-nothing round to make it more fun.
- To have more opportunities for students to speak in English, have students read the questions and answers out loud during the activity. Please find below the questions answers:
 1. What animal does Mr. Panda talk to first?
 - The first animal that Mr. Panda talks to is the penguin.
 2. What animal did Mr. Panda not talk to?
 - Mr. Panda did not talk to an alpaca.
 3. Which animal does Mr. Panda give the doughnuts to?
 - Mr. Panda gives the doughnuts to the lemur.
 4. What was the magic word for getting the doughnuts?
 - The magic word to get the doughnuts was “please.”
 5. How many doughnuts does Mr. Panda give away?
 - Mr. Panda gives all of the doughnuts away.
 6. What doughnut does Mr. Panda like?
 - Mr. Panda does not like doughnuts.
 7. What is a polite way to ask for a doughnut?
 - A polite way to ask for a doughnut is, “May I have a doughnut?”
 8. What is a polite phrase you say after you receive a doughnut?
 - A polite phrase you say after you receive something is, “Thank you.”
 9. What is the correct spelling of this animal?
 - The correct spelling is ostrich.
 10. What do all of the animals except for the lemur have in common?
 - They were not polite to Mr. Panda.
 11. What is another way to spell doughnut?
 - Another way to spell doughnut is “donut.”
 - *** This question is found on slide 26.

Please Mr. Panda (2)- Slide 29

****This activity was designed to be utilized in the Warm-Up in ‘Please Mr. Panda- Wrap-up Activity Procedure’ to prepare students for the wrap-up activity: a role-play. Alternatively, suppose you are running low on time when you finish reading the book. In that case, this activity can easily go before **Please Mr. Panda (1)** so that you would have more time in the following class to enjoy **Please Mr. Panda (1)** entirely with your students.**

- The point of this activity is that it requires students to read and understand the meaning of each word in a given sentence. By rearranging the words, students can practice their reading comprehension skills and learn to decode and interpret written language more effectively. This activity is beneficial for developing critical thinking and analytical skills, as it requires students to analyze each word's meaning in the context of the sentence and determine its correct placement. Moreover, sentence reconstruction is a fun and engaging way to improve students' grammar, vocabulary, and syntax as they learn to construct well-formed sentences with proper punctuation and word order. Overall, sentence reconstruction is a valuable educational tool that can help students become more proficient and confident readers and writers.
- As mentioned previously, this activity has been designed to help students effectively prepare for their upcoming role-play activity. It is a challenging exercise that involves creating a script, which will be

used as a guideline during the role-play. By participating in this activity, students will better understand the expectations and requirements of the role-play. They will be better equipped to perform effectively during the actual performance. Please find below the procedure for how to do the activity:

- Show slide 28 of *'Please Mr. Panda Story'* and tell students they must rearrange the sentence correctly.
- Ask the class to help you correct the sentence and use the pictures on the slide to help them remember the phrase. For example, ask the class the following questions to help them remember the interaction between Mr. Panda and the skunk:
 - What happened in the story?
 - Did Mr. Panda give the skunk a doughnut?
 - Can you remember what Mr. Panda said?
- Use the PowerPoint animation to show the correct answer. When the correct answer is on the screen, have the whole class say the sentence, "I have changed my mind," out loud.
- This activity has six sentences. If you wanted to, you could call students individually to come to the smartboard and fix the sentences or make six groups, and the students would complete the task that way.
- Encourage students to read the correct answers aloud when completing the Wordwall activity.

**Alternatively, if you did not have a smartboard, you could print out the sentences, cut them up, and give them to the six groups of students to arrange. After arranging them correctly, they could come up in order of the script and say the sentence out loud to their peers.