

### LESSON 3: GIANT PANDA

MAIN COGNITIVE OBJECTIVE(S): Students will acquire knowledge and gain understanding of the giant panda.

MATERIALS: picture of a panda, picture of bamboo, drawing and coloring page 177

*\*Students who are able to generate open ended responses by pointing to letters to spell, typing, signing, or speaking, do NOT need to use the options provided.*

TEACH: Did you know, pandas spend about 12 hours per day eating! (*Show the picture of the giant panda.*)

SPELL: Let's spell PANDA.

ASK: What do they do for 12 hours per day? (SLEEP or EAT.)?

EXPAND: Would you want to eat that often each day? (OF COURSE or NOPE)?

*Comment on the student's response.*

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TEACH: They eat so much because they don't digest their food very well.

ASK: The panda struggles to (EAT or DIGEST.) their food well?

EXPAND: 'Digest' goes with (STOMACH. or VARIETY)?

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TEACH: Bamboo makes up 99% of their diet. (*Show a picture of bamboo or make bamboo out of paper.*)

ASK: What is 99% of their diet? (FISH or BAMBOO.)?

EXPAND: So, if the panda had 100 pieces of food, how many of them would be bamboo? (50 or 99.)?

*“Yes, 99. ‘Percent’ means per one hundred.”*

SPELL: Let’s spell DIET.

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TEACH: The panda will die of starvation if there aren’t at least two types of bamboo around to eat,

SPELL: Let’s spell TWO.

EXPAND: Starvation goes with what word? (HUNGRY. or FREEZING)?

*“Starvation is more than just being hungry. It is getting to the point that you will die because you don’t have enough food.”*

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TEACH: The panda uses its fur to camouflage in the snow or the shadows.

ASK: It uses its (FUR. or HAND) to camouflage?

EXPAND: What color helps the panda to camouflage in the shadows? The (WHITE or BLACK.)?

*“Yes, and the white helps it camouflage in the snow.”*

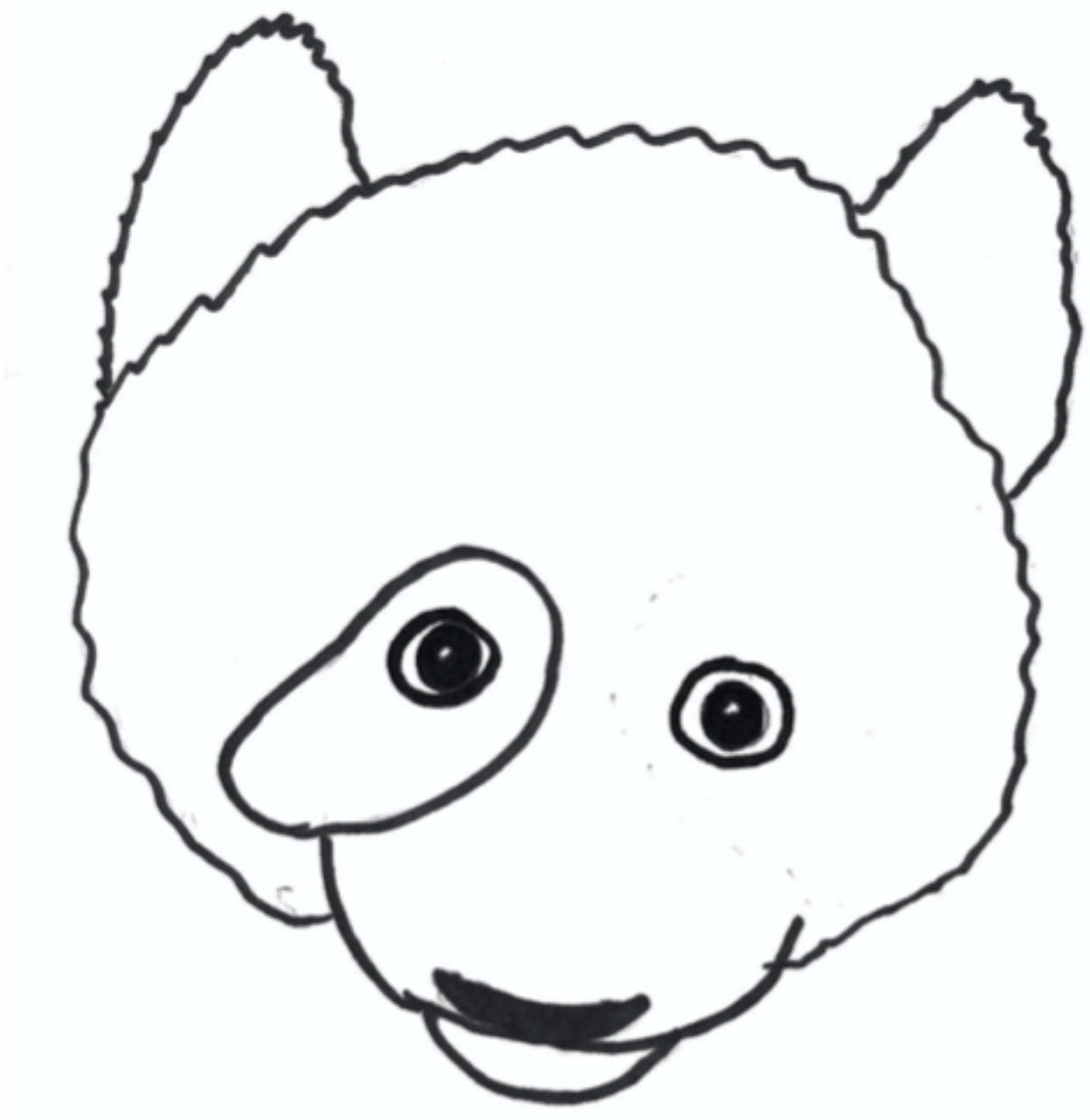
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*EXPANSION ACTIVITY: Let’s spell—*

- 1) PANDA since we talked about pandas.*
- 2) MUNCH since they munch on bamboo*

- 3) *BAMBOO* since that is their primary food source.
- 4) *CAMOUFLAGE* because that is an adaptation for survival.
- 5) *DIET* since the panda has a bamboo diet.

*Giant Panda drawing and coloring page found on page 177.*



## Giant Panda: *Ailuropoda Melanoleuca*

Possible activities: *(Select activities appropriate for the student's motor, sensory, and emotional readiness.)*

- 1) See how long you can color for (might be only a few strokes for some students)
- 2) Pick a direction to color and stick with it (horizontal, vertical, diagonal, or circular)
- 3) Try coloring in the lines—ears and around eyes black
- 4) Add an organic ring around the second eye
- 5) Add a background with patterns

## LESSON 4: CAMEL

MAIN COGNITIVE OBJECTIVE(S): Students will acquire knowledge and gain understanding of camels.

MATERIALS: picture of camels, short video clip–camel spitting, drawing and coloring page 178

*\*Students who are able to generate open ended responses by pointing to letters to spell, typing, signing, or speaking, do NOT need to use the options provided.*

TEACH: Did you know, that if you get a camel angry, it might spit at you!  
(*Show a picture of a camel.*)

SPELL: Let's spell CAMEL.

ASK: And if you get a camel angry, it might (TICKLE or SPIT.) at you?

(*Show short video clip of a camel spitting.*)

EXPAND: Do you think being spit on would be more (SLIMMY or SMELLY)?

*Comment on the student's response.*

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TEACH: Camels have great strength and some can carry 900 pounds for 25 miles a day.

ASK: So, camels can carry (900 or 2000) pounds?

EXPAND: How many pounds do you think you could carry around on your back for a day? (*Give two options if needed based on the student's age, strength, etc.*)

*Comment on the student's response.*

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TEACH: The camel stores fat in its hump or humps.

ASK: What does a camel store in its hump(s)? (FAT. or DRINKING WATER)?

*“Did you know, that if that camel is hungry it will use the fat in the hump. The hump becomes limp until the camel is properly nourished again.”*

EXPAND: Do you think you could live off your body fat for a long period of time? (YES or NO)?

*“You can live with just water for a number of days. But without food and water you have 3-8 days before dying, depending on the source.”*

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TEACH: The camel can drink up to 20 gallons of water at a time according to some sources.

ASK: How much water can a camel drink at a time? 20 (CUPS or GALLONS.)?

EXPAND: Do you think you could drink just one gallon of water at a time? (OF COURSE or NOPE)?

*“That would be pretty challenging to do.”*

EXPAND: Give me a word that goes with ‘water.’ Would you say (LIQUID or JUICE) goes best with water?

*Comment on the student's response.*

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TEACH: Camels have thick lips that allow them to eat thorny plants.

ASK: What body part is thick? (LIPS. or HEAD)?

EXPAND: Would you eat thorny plants if you could? (YES or VERY UNLIKELY)?

*Comment on the students' response.*

EXPAND: Give me a word that goes with 'lips.' Would you say (MOUTH or KISS)?

*Comment on the student's response.*

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*EXPANSION ACTIVITY: Write a camel story. (Ask questions and use options as needed.)*

*Camel drawing and coloring page found on page 178*



## Camel: Camelus

Possible activities: *(Select activities appropriate for the student's motor, sensory, and emotional readiness.)*

- 1) See how long you can color for (might be only a few strokes for some students)
- 2) Pick a direction to color and stick with it (horizontal, vertical, diagonal, or circular)
- 3) Try coloring in the lines
- 4) Add fur to the hump
- 5) Add a mouth
- 6) Add sand dunes in the background
- 7) Add details of your choice in the foreground