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## **Pandamonia**

By Chris Owen

Illustrated by Chris Nixon

- **Animal antics – interactive read-aloud with play-acting**
  - As a class, create actions to accompany each page of *Pandamonia*. Read the book aloud, inviting students to stand up and perform these actions at the appropriate points (e.g. *When the hippos get jumpy they usually hop* – children hop on the spot).
- **Readers theatre**
  - Present a reading of *Pandamonia* at your school assembly. Divide the verses among students. Have the children who are not readers design zoo animal masks to act as the various characters during the performance, providing sound effects and movement.
- **Words, glorious words**
  - Make a list on a large pad of paper or whiteboard of the adjectives and/or verbs.
    - Ask the class to define or act out each one.
    - As a class, in small groups, or in pairs, have the students make up a story using as many of these words as possible. Read the stories aloud.
- **Rhyme time – animal poetry**
  - There are many rhyming pairs in the story – see how many rhyming pairs the students can find in the book.
  - Explore how the author has used rhyme, rhythm and repetition in his verses. Have the class members write a verse or a poem in the same style. Have them choose a zoo animal that has not already been included in the book (e.g. a tiger) and create their own poem/verse.
  - In groups of two, have the children create a list of ten rhyming pairs that relate to the theme “The Zoo.”
  - Ask the class to define alliteration. Ask them to find examples in the book, e.g. tamarins tango, snakes serenade.
  - Have the class think of an adjective or verb to accompany each of the following nouns (animals). Remind them their word must begin with the same sound as the animal (e.g. cranky crocodiles):

▪ Penguins	▪ Elephants
▪ Wombats	▪ Pandas
▪ Koalas	▪ Lions
▪ Lemurs	▪ Emus
▪ Rhinos	▪ Flamingos
  - Have the students create an acrostic poem their your favorite zoo animal using alliteration.
  - Compare “pandamonia” with “pandemonium.” Ask how the words are alike and how are they different.



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- **Imagination and creative writing**

- Have each student write a short story titled “\_\_\_\_\_” for a day. After choosing their favorite zoo animal from *Pandamonia*, students imagine that they can live as this animal for one day. Ask what kinds of adventures will they have? Will they live in the wild or in a zoo? Ask them to create a story with their ideas.

- **Animal artwork**

- Discuss the style the illustrator has used to draw the characters – realistic, cartoon, artistic, fantasy? What do they like about this style? Ask what they would have done differently if they were the illustrator.
- Have each student think of a zoo animal that is not in the story and design an illustration for this animal modeled after Chris Nixon’s style. (Suggest they consider his use of shapes, patterns, repetition, color palette, etc.) Offer a variety of materials for them to create their artwork.
- Have the children write a rhyming verse to accompany their illustrations describing what their animal does when the panda wakes up. Display illustrations and accompanying narrations around the classroom.

- **Giant panda research project** (Visit <http://www.worldwildlife.org/species/giant-panda> for helpful information)

- What do the students know about pandas? Ask:
  - Have you ever seen a panda?
  - What do you know about them?
  - What do they look like?
  - What do they eat?
  - Where do they live?
  - How would you feel if you had to eat all day to survive? Are there any other animals in the world that do this?
  - What does “endangered” mean?
  - If you could only save one endangered species in the world, which one would you choose and why? How might you do this?
- As a class, have the students research and write a response to the following questions:
  - Approximately how many giant pandas are left in the world?
  - Why are giant pandas an endangered species?
  - What can you do to help?

- **Biological science**

- How many different species can the children count in *Pandamonia*? Ask if there any species they have never heard of before. Each student then researches one of these animals and creates a fact sheet about them, using the following subheadings:

- |           |                       |
|-----------|-----------------------|
| ▪ Name    | ▪ Life cycle          |
| ▪ Habitat | ▪ Labeled diagram     |
| ▪ Diet    | ▪ Conservation status |



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- Write a table with the following column headings on a large pad of paper or whiteboard:
    - Mammals
    - Birds
    - Fish
    - Insects
    - Reptiles
    - Amphibians
  - Ask the children to classify the animals in *Pandamonia* by determining the correct category for each one. What other animals can you add to each column?
  - **Sustainability discussion questions: Bamboo**
    - What is bamboo? Where and how long does it take to grow? Could you grow your own?
    - Many people are now using bamboo as a type of flooring – is there an issue with this? Is bamboo flooring better than plastic flooring or wooden flooring? Compare and contrast the different types of flooring you can use and weigh up the costs to the environment.