



## Projects

You might like to do a project to extend students' work on this level's vulnerable animal. Below are two projects you might develop with your class. Early in the year, you could decorate the classroom with students' "Recycled Paper Collages" in order to remind them to save paper. The "Recycled Paper Notebook" could be used as a personal glossary, both to remind students to recycle and to develop their independent study skills. Please note that both of these projects need a stock of used paper, both coloured and white. If your classroom hasn't got this resource, it might be a good idea to save up used paper for a while before moving on to the project.

### Project Option 1

#### A Recycled Paper Collage

**Materials:** scrap paper, glue, paper clips and some ribbon.

##### 1 PRODUCE

- a. Tell students that we throw out a lot of things that could be made into something beautiful.
- b. Hand out the largest pieces of scrap paper, and then invite students to plan how to decorate them in order to turn them into a collage.
- c. Ask them to use other pieces of scrap paper, glue, paper clips, some ribbon as well as other recycled materials they like.
- d. Tell them they can add details with coloured pens and pencils, but that the point is to use recycled materials rather than new ones.
- e. Give them time to complete their collages.

##### 2 PRESENT

In groups, have students show their final designs to each other and discuss how they might use theirs.





## Project Option 2

## A Recycled Paper Notebook

**Materials:** scrap paper, glue, a hole punch and some ribbon.

## 1 PRODUCE

- a. Tell students that we throw out a lot of things that could be made into something useful.
- b. Invite students to collect a bundle of used paper and think of new products they could make with that recycled paper.
- c. Tell them that a good way to recycle bundled paper is to make a notebook. Ask them to organize the bundle so that there are clean sides of the paper to write on.
- d. Have students cut their scrap paper so that the pages are approximately the same size.
- e. Ask students to use the hole punch to make holes, and then tie them with the ribbon to form a notebook.

## 2 PRESENT

Put students into groups and have them share their notebooks and what they plan to use them for.



As an extension activity, encourage students to discuss other ways to avoid using paper or straws in the future.

## Video Activities Teacher's Notes

### Before Watching Unit 1, page T13

This activity can be used as a diagnosis for what students already know about giant pandas. Have students check what they know about animals and what those animals eat by highlighting letters to create words. Elicit key vocabulary, such as *lion*, *giant panda*, *shark*, and have students draw the concepts in their notebooks. Let them know they can add a translation if necessary. This will help you identify how much support students will need while watching the video.

### While Watching Unit 5, page T84

Now students learn facts and figures about giant pandas. You might like to have students predict the answers before playing the video. Play it as many times as students need, pausing after each answer. This might also be a good opportunity for students to practise how to say two- and three-digit numbers, repeating after you. Then the students check their understanding of the information in the video by marking statements as true or false.

### After Watching Unit 7, page T107

Finally, students will work with the ways to save paper in order to help the pandas' habitat. Once they have dragged and dropped the answers correctly, you can ask follow-up questions, such as *How can saving paper help the pandas?* (Pandas eat bamboo, which is cut down to make paper.) *What do you use paper for every day? Can you think of other ways to do those things without using paper?*

