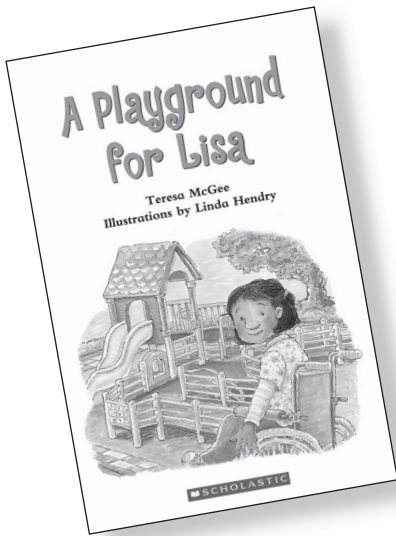


# A Playground for Lisa



*Written by Teresa McGee*

*Illustrated by Linda Hendry*

**Text Type:** Fiction: Narrative — Realistic Story

**Guided Reading Level:** L

**Summary:** Lisa, who is in a wheelchair, becomes friends with Binh. Together they help their school raise funds to design a new playground that is accessible to all students.

## Text Features

- ▶ illustrated list of characters

## Visual Literacy

- ▶ thought bubble
- ▶ italics
- ▶ letter from Lisa to the principal

## Text Supports

- ▶ familiar vocabulary
- ▶ many high-frequency words
- ▶ illustrated list of characters

## Possible Text Challenges

- ▶ dialogue
- ▶ some difficult words

## First Session (pages 2-10)

### Reading Strategies

#### Comprehension

- ▶ predicting
- ▶ synthesizing

#### Working with Words

- ▶ using picture and context cues to read unfamiliar words

### Assessment Opportunities

Note each student's ability to:

- ▶ make predictions
- ▶ synthesize information
- ▶ read unfamiliar words by using picture and context cues
- ▶ infer underlying meanings

### Oral Language Opportunities

- ▶ predicting what the book is about
- ▶ sharing personal knowledge
- ▶ discussing word-solving strategies
- ▶ offering and listening to others' opinions

**Teaching Tip:** Place a sticky note or bookmark on page 10 of each of the student books to indicate where students should stop reading in this session.



## BEFORE READING

**Predicting/making connections: comparing**

### **Activating and Building Prior Knowledge**

Show students the book's front cover, and read the title, then the author's and illustrator's names. Ask, *Where do you think this playground might be? Who do you think the little girl in the picture is? Why might the girl want a playground for herself?* Discuss the types of equipment students have seen or used in playgrounds they have been to. Ask, *How is the playground shown on the front cover the same or different from ones you've been to?* If necessary, point out to students that the girl is in a wheelchair, and discuss with students why that might be important to the story.

Invite students to turn to the back cover of the book and read the text there along with you. Ask, *Why do you think Binh and Lisa can't use the playground together?*

**Teaching Tip:** When assessing students' learning, make sure you observe them throughout the Guided Reading session and not just at the end.

**Text features**

Ask students to turn to page 2, and invite them to read the heading with you. Ask, *Why do you think this page was included in the book?* Then say, *Let's read this page to find out who the characters are and their importance to this story.* (Note: If your students are familiar with the format used on page 2 for introducing characters, this step may be omitted.)

**Predicting/visual literacy**

Ask students to look at the illustration on page 3, and invite them to make predictions about what this section will be about. If necessary, point out the thought bubbles of the playground and ask, *Why do you think there are bubbles leading from Binh to the picture of the playground? Why might Binh be thinking about the playground?*

**ESL Note:** Invite students to discuss how they felt on their first day of school in Canada. How did they feel being the new student in class? What did they do to meet new friends? Introduce the book by saying, for example, *This is a story about a girl named Lisa who is a new student at her school, and we are going to find out how she deals with a problem she discovers there.*

**Text features**

### **Overcoming Text Challenges**

Have students turn to page 4. Point out the quotation marks. Ask, *What do these marks tell us?* Remind students that these are called quotation marks, and that they go on either side of the section where someone is speaking. Ask, *How do we know when there's a new speaker?*

**Language predictability**

Say, *There are many words in this story you may not have read before. What can you do when you come to a word you don't know?* Review word-solving

strategies, such as looking at the pictures, rereading, and reading ahead to see what word would make sense.

### Synthesizing

#### **Setting a Purpose**

Tell students they are now to read independently up to the end of page 10 to find out what Lisa's problem is.

**Teaching Tip:** Write the purpose question (i.e., *What is Lisa's problem?*) on the board so it is visible to all students. This will help them focus as they read, and encourage independence when they finish reading.



## DURING READING

Direct students to read to the end of page 10, thinking about the purpose that has been set.

Observe and listen to one or two students as they read. Assist them with word-solving strategies, vocabulary, punctuation, and comprehension strategies as needed. Monitor for the use of picture and context cues to read unfamiliar words, for self-monitoring to fix any misread words, and for the use of appropriate expression in the case of dialogue and exclamation marks. Offer prompts to help students as they read. For example, you might ask, *Who is talking here? How do you think she would say that? What does the exclamation mark tell you?*

Through individual questioning, note whether or not students understand how Lisa and Binh feel about the things that happen at the playground. When students reach the end of page 6, ask, *Why do you think Binh thought, "I can go to the playground tomorrow"?* At the end of page 7, ask, *How do you think Lisa feels? How do you think Binh feels? How do you know?* Ensure students understand that Binh wants to play with Lisa and his other friends, but that Lisa is unable to join the other students on the playground.

If some students finish reading before the others, ask them to write down on the sticky note in their book, or on a slip of paper, how Lisa decided to deal with the problem.



## AFTER READING

### Synthesizing

Ask, *What is Lisa's problem?* Encourage students to revisit the text to justify their responses. They should point out the instances when Lisa did activities on her own or with Binh on the pavement while other children played in the playground.

**Teaching Tip:** If students are not familiar with the strategy of rereading, it may be necessary for you to model how to go back to the text to think about what you have read.

### Synthesizing

Ask, *How did Lisa deal with her problem? Who helped her with her problem?* Included in this discussion should be how Lisa coped on the first day of school (she drew pictures and played on the pavement with Binh), Lisa's decision to write a letter to the principal with Binh's help, and Mr. Singh's efforts to find equipment for Lisa to play with.

### Visual literacy

Read aloud the third paragraph on page 6 as students follow along in their books. Point out the use of italics. Say, *A different type was used here to show what Binh was thinking. This slanted type is called italics. Can you find more of Binh's thoughts on page 7?*

### Word solving and building

Point out successful strategy use you noticed as students were reading. For example, you might say, *When Mike got to a word he didn't know, he looked at the picture, checked to see if he knew any parts of the word, and reread the sentence to see what would make sense. That's what good readers do.*

### Language predictability

Discuss the meaning of the word *accessible* on pages 8 and 9. Clarify any other words or phrases that are unclear to students.

### Predicting

Ask, *What might happen next in the story?* Record students' predictions on the board, or have students record their own predictions on paper. These predictions will be discussed during the next lesson.

## Second Session (pages 11-20)

### Reading Strategies

#### Comprehension

- ▶ predicting
- ▶ synthesizing

#### Working with Words

- ▶ using picture cues and recognizing smaller words inside unfamiliar words
- ▶ identifying compound words

### Assessment Opportunities

Note each student's ability to:

- ▶ synthesize information from the text and illustrations
- ▶ predict events in the story
- ▶ read unfamiliar words by using picture cues and recognizing smaller words inside bigger ones
- ▶ find compound words in the story

### Oral Language Opportunities

- ▶ recapping the first part of the story
- ▶ adjusting predictions made earlier
- ▶ discussing fundraising
- ▶ synthesizing information in the story
- ▶ discussing the importance of the new playground



## BEFORE READING

### Synthesizing

#### **Activating and Building Prior Knowledge**

Remind students that they will be finishing a book they began in the last session. Invite them to look briefly through the pictures up to page 10 to refresh their memories and discuss what has happened so far. Main points will be that Lisa is in a wheelchair; Binh wants to play with her, but she is not able to go into the playground; and Lisa has written a letter, asking the principal to help build a more accessible playground.

### Making connections: text to world

Invite students to look at the title of Chapter 4 on page 11. Lead a discussion about fundraising to clarify its meaning and to give students an opportunity

to tell what they know about raising money for projects. If possible, refer to classroom, school, or community fundraising in which they may have been involved. If not, explain ways in which people have raised money for local charities or projects. Have students suggest other ways in which Lisa's school might raise money for the new playground. Record their ideas on chart paper.

### Predicting

Have students consider their predictions from the end of the previous session. Ask, *How might you add to or change your ideas about what will happen in the story?*

**ESL Note:** Invite students to share activities they enjoy playing with friends at recess. Ask, *What would you do if a friend could not join you? How would you make a new student feel welcome at the playground?*

### Synthesizing

#### Setting a Purpose

Tell students they are going to read to the end of the book to find out how the other children in the school help with the new playground.



## DURING READING

Tell students to read the rest of the book independently, thinking about the purpose that has been set.

**Teaching Tip:** Write the purpose question (*How do the other children help with the new playground?*) on the board so it is visible to all students. This will help them focus as they read, and encourage independence when they finish reading.

Observe and listen to one or two students as they read the text. Assist them with word-solving strategies, vocabulary, punctuation, and comprehension strategies, as needed. Provide prompts when necessary. For example, you might ask, *Does the picture give you any clues? Are there any smaller words within that bigger word that you know?* Monitor for the use of picture and context cues to read unfamiliar words, for self-monitoring to fix any misread words, and for appropriate expression.

Through individual questioning, note whether or not each student understands that the whole school is involved in this project, and how long it takes. Ask, *Who helped raise money to build the new playground? How long will the playground take to build? Why do you think Mr. Singh let Lisa and Binh line up first at the door the first time they were going out to the new playground?*

Tell students that if they finish reading early, they should look at the picture on pages 18–19 and think about how this playground might help Lisa.



## AFTER READING

### Synthesizing

Ask students, *How did the other children help with the new playground?* Students should mention both fundraising and helping with the design.

Have students look at the illustration on pages 18–19 and ask, *How might the playground help Lisa? Binh?* Discussion points may include that Lisa can now play with all the other children in the playground; Binh can play with Lisa and his other friends at the same time; the playground has a smooth, hard surface for wheelchairs; there are no steps; there are handrails, a raised sandbox, and ramps. Students may also notice that another girl appears on crutches in this illustration. Discuss how the new playground will help her. Then ask, *Why do you think the new playground is important to the whole school?*

### Predicting

Ask, *Were your predictions correct? Did anything happen that you didn't expect?*

### Word solving and building

Point out successful strategy use you noticed as students were reading. For example, you might say, *Sara stopped when she came to the word badminton on page 11. She found three smaller words inside the bigger word: bad, mint, and on. When she put these three smaller words together, she figured out the bigger word badminton. Then she reread the sentence and checked to see if her word made sense.*

### Word solving and building

Point out the word *playground* on page 11. Ask, *What two smaller words make up the word playground?* Remind students that compound words are words in which two smaller words have been joined into one word. Have them search for other compound words in the story (e.g., *beanbags, basketball, someone, fundraising*).

### ESL Note:

Have pictures available of vocabulary related to the playground, with its name printed at the bottom (*tag, climbing frame, sandbox, etc.*). To help produce accurate pronunciation, clap each syllable.

## Rereadings

Provide opportunities for each student to reread the book independently or with a partner. You can give this book to students to reread at the beginning of the next Guided Reading session as you settle other students into activity centres. You can also encourage students to read the book independently or with a partner at a Reading Centre, or to take home to read.

## Focused Follow-Up

The following activities are optional. Choose those that best meet the needs of your students.

### Other Words for Said

Challenge students to identify words used in this story instead of *said* (e.g., *asked, called, explained, suggested, laughed, agreed, answered, exclaimed, nodded, added, squealed, shouted, cried*). List the words on chart paper under the heading “Other Words for Said.” Discuss how these word choices by the author add variety and make the reading more interesting. Display this list where it is

### Word solving and building

visible in the classroom, inviting students to add to the list any words they find during their Independent Reading throughout the year. Encourage students to use these words in their own writing.

**Making connections:  
comparing**

***The Same and Different***

Using the comparison organizer provided on the BLM, have students brainstorm ways in which Lisa and Binh are the same and different. Students should come to realize that Lisa and Binh are very similar, with the exception of Lisa's physical limitations.

As a follow-up, students could write a descriptive paragraph comparing the two characters.

**Teaching Tip:** If students are unfamiliar with comparison writing, it is suggested that you model this activity with student input.

**Text features**

***Using Expression***

Encourage students to reread this book in pairs to practise the appropriate expression suggested by the various punctuation (e.g., voice rising at a question mark, giving emphasis at an exclamation mark).

**Synthesizing/evaluating**

***Taking Action***

Through discussion, students may come to the conclusion that there is a need for improved accessibility at their own school for special needs students, or at some other place in the community for physically challenged people. Using a Persuasive Writing Organizer, students may write a letter to their principal or government representative regarding an issue for disabled citizens. After writing, students may share their letters by reading orally in their Guided Reading groups.

**Sequencing**

***Reader's Theatre***

Have students write and perform a Reader's Theatre script of the story in small groups, using specific dialogue from the text. Encourage students to use expression both in their voices and on their faces. The groups can take turns performing for the class.

# The Same and Different

Name: \_\_\_\_\_

	Lisa		Binh
	Different	Same	Different
Character Traits			
Activities and Interests			