

Lisa Leftover

PM Level 27

Ruby

Text Type Narrative

Running Words 2194



Preparing for Guided Reading

Orientation to the Text

- Lisa's best friend moves away and no matter how hard she tries, or others try to help her, she still feels 'leftover' and alone. One day a new girl arrives in her class, and it is not until the class goes on an excursion that Lisa realises that she won't always feel like 'Lisa Leftover'!

Prior Knowledge

- Ask students to recall occasions when a friend has left and they have had to make new friends. Ask them to explain how they did this, and how other people reacted.
- Discuss students' prior knowledge of narrative texts. Looking at the title of each chapter, what do you think might happen in this text? Brainstorm words about friendships.

Building the Balanced Reader

Grammatical Conventions

- Locate adjectives used to provide detail about the nouns, e.g. *dark chocolate eyes*.
- Identify words that describe facial gestures, actions or expressions, e.g. *grinned, frowned, glanced*.
- Discuss the use of alliteration in *silent sounds*, *Lisa Leftover*, *Football Fever*.
- Identify the simile, *like a ruffled ginger cat* on p. 5.

Vocabulary

Key vocabulary

autograph, braced, complained, confused, conversation, desperately, encouragement, foreign, invisible, lumbered, miserable, practically, pretending, protested, recommend, ruffled, shield, staggering, surged, uncomfortable

Spelling

- Identify and expand contractions: *that's, can't, hadn't, it's*.
- Make new words by using prefixes and/or suffixes, e.g. *friend, friends, friendly, unfriendly, friendship*.

Visual Literacy

- What does the front cover tell you about the book?

- How do you think Lisa is feeling in the illustrations on pp. 7 and 9? Why do you think she is feeling that way?

Focusing on the Story – Guided Reading

- Talk about ways to make friends with other people. What did Lisa do? Did it work?
- Discuss Lisa's mum's comment, *It's good to have more than one friend*.
- Identify the ways Lisa's mum try to help Lisa? How successful were they? Why?
- When students have had to go to a new school, how easy or hard was it to make friends?
- What is meant by the chapter title *Twenty Again*?
- Discuss whether even numbers really make a difference when it comes to friendships.
- Is it okay to have more than one 'best' friend? Why?
- Talk about why there is a chapter called *Silence*.
- Discuss whether you think Lisa was behaving and thinking in a way that would help her make friends. What else could she do?
- Discuss some of the 'silent sounds' students heard. What sounds might you hear if your class went into the playground and did what Lisa's class did?
- Talk about how Pen and Lisa first become friends.
- Talk about Lisa's comment, *But getting to know her is going to be lots of fun*. How did Lisa know this?
- Throughout the story, how did Lisa show us that she had difficulty making friends?

Comprehension

- Why was Lisa so sad about Marina moving away? (*Literal*)
- Why do you think being in a group of three was still a problem? (*Inferential*)
- The title of Chapter 6 is *Silent Sounds*. What are silent sounds? (*Applied Knowledge*)

Follow-up Activities

- There are many ways to be a good friend. Create a slogan for a T-shirt that promotes being a good friend. Create a character web of one of your friends.
- Alliteration is when the beginning sound of a group of words is repeated. Use some words from the text to create sentences with alliteration.

Learning Intentions

- We are learning to understand a range of themes that we encounter in everyday life, and understand the impact of stereotyping in our society.
- We are learning to make predictions about the text based on our knowledge of the structure of the text type, and the typical vocabulary.
- _____

Success Criteria

- I can identify themes in the text that we encounter in our lives, and can understand how stereotyping affects the way people think and behave.
- I can use prior knowledge about the text type and vocabulary to make predictions about the text.
- _____

Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up