

# Glasses

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## Level 1

This book is about a family where each member wears glasses. It is a simple repetitive text supported by colour photographs. The text is placed consistently on the page, and there is one line of text to a page with no return sweep. It introduces the sentence form: *My ... has glasses.*

## Getting ready for reading

Show some different types of glasses such as sunglasses and reading glasses.

Discuss why people wear glasses.

## Talking through the book

Show the cover of *Glasses*. You might say: *This is a book about a girl and her family. Her family is special because they all wear glasses. This book is written as if the girl was talking to us and telling us about her family.* Talk through the book identifying the different members of the family. You might say: *Her dad has glasses. She says, 'My dad has glasses.' Her mum has glasses, and so on.*

## Reading the book

Children read the book individually while the teacher observes each child's reading behaviours and prompts children to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

## Returning to the text

Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.

### BEING A MEANING MAKER

Discuss:

*What is the same about all the members of the family?*

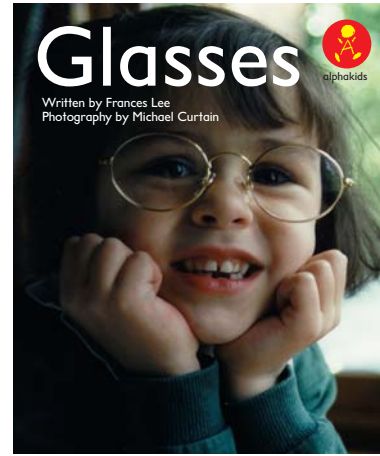
*What is different about each person in the family?*

*Are all families like this one? How are they the same? How are they different?*

### BEING A CODE BREAKER

*Vocabulary*

- High-frequency words: *my, has*
- Word awareness: singular/plural – *glasses*
- Word families: *Dad – bad, glad, had, mad, sad*



### Check this

Teachers can observe children's emergent reading behaviours for evidence of matching each printed word with a spoken word. A prompt to promote this is:

*As you read, match the words with what you say.*

*Sounds and letters*

- Hearing words: syllables – Children clap when they hear the beat in these words:

*fam-i-ly grand-pa my glass-es*  
\* \* \* \* \* \* \* \* \*

- Hearing sounds: /s/ – *glasses, sister, has*

*Writing conventions*

Punctuation: upper case letters, full stops

**BEING A TEXT USER**

Discuss:

*Is this book fiction or factual?*

**BEING A TEXT CRITIC**

Discuss:

*What do you think the author thinks about wearing glasses?*

*What do the pictures tell you about this family?*

**Literacy learning centres – follow-up activities**

 **WRITING CENTRE**

Children write their own text, either about people they know who wear glasses or about something that is the same about members of their family.

My mother has brown hair.

Provide word lists of features and family terms (see Blackline Master 7).

Can the child read their own text? Can they point to a specific word?

 **BOOK-BROWSING CENTRE**

Provide books about families:

*Can You See Me?, Birthday Cakes, My Baby Sister, Twins, Grandpa's House*

 **INTERACTIVE LITERACY CENTRE**

Children work in cooperative groups to make pipe-cleaner glasses, and take turns to be the narrator performing the text as each member of the family is introduced.

