

Nick's Glasses

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Overview

This is a humorous text that uses narrative, direct speech, and clues in the illustrations to tell the story of Nick's lost glasses. It is an early morning scene in a busy family. It seems that Nick losing his glasses is a regular event! The illustrations don't always exactly match the text in this book, so it is useful for monitoring the children's attention to graphophonic information.

Curriculum links: health and physical education, mathematics (positional vocabulary)

Text features

(Focus on only one or two per session.)

- the strong scaffold of high-frequency words
- the prepositions "under", "in", "on", "behind"
- the "ed" ending in "looked"
- the apostrophe in the title
- the repetitive sentence structure
- the use of questions
- the ambiguity in some of the illustrations
- the humour in the story.

Setting the scene

Tell the children about a time when you lost something. Outline all the places you looked for it and say where it was eventually found. *What do you do when you lose something?* Talk about having to retrace your steps and look carefully. Introduce the idea that some things, such as car keys, wallets, glasses, and library books are very important and need to be found. *Do you know someone who wears glasses? Do they have trouble keeping track of them? If they lost them, where are the places that they would look?*

The first reading

Focus on the cover illustration. *What can you see?* The alarm clock suggests that the objects are on a bedside table. *Who do these things belong to?* Read the title and the names of the author and the illustrator.

Title page – Listen to the children read the title again.

Page 2 – *What do you think Nick might be saying?* Draw attention to the high-frequency word "Where" at the beginning of the sentence and the question mark at the end. If the children don't notice that Nick is wearing his glasses, don't tell them!

Page 3 – *What is Mum saying?*

Listen to the children read the text themselves, offering support as necessary.

Page 5 – The text says "on", and Nick is looking under. The children will need to use visual information to cross-check.

Page 7 – *Why should Nick look in the mirror?*

Page 8 – Focus on Nick’s pink cheeks. *How he is feeling? What might Mum or Dad say?*

Ideas for revisiting the text

(Choose only one or two per session.)

Listen to the children reread the text, observing their integration of strategies and their use of expression. If there are NESB children in the group, check that they are noticing the “ed” ending in “looked”.

Now that the children are in on the secret, discuss how the illustration on page 2 tells the reader immediately where Nick’s glasses are. Talk about how easy it is to forget you’ve done something (like putting your glasses on) if you do it regularly.

Ask the children to find particular high-frequency words in the text. *Can you find the word “you” on page 4? Can you find another word on the page that starts the same way?*

Focus on any of the initial consonants or blends that the children may have been unsure of. Locate the words in context and make a list of other words that start the same way.

Focus on the word “looked” and explore the various endings that the word “look” can have.

Generate a list of words that include the “ook” rime.

Focus on the use of speech marks.

Look closely at the illustrations on pages 3 to 5. *Why didn’t Mum, Dad, or Jane tell Nick where his glasses were?*

Focus on page 7. *Why didn’t Peter tell Nick he was already wearing his glasses?*

Draw out the idea that Peter is teasing Nick. The expression on Peter’s face reinforces the idea that Nick often loses his glasses.

Suggestions for further activities

Reflect on the places where Nick looked for his glasses and consider what he might have been doing in each of the places to leave them there.

Encourage the children to read the book to someone at home to see if they can see what the joke is.

Consider other places where Nick could have left his glasses.

Retell the story (or a story about losing something) to a friend or onto a tape for the listening post.

Draw pictures of the characters in the story. Attach speech bubbles with the sentence starter “Have you looked...?”

As a group, construct a mural featuring the children in the group. The teacher could write the question “Where is the stapler?”, and the children could create a speech bubble each, suggesting a possible place to look, for example, “Have you looked on your desk?”