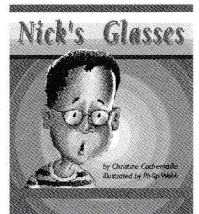


# Nick's Glasses

by Christine Cachelmaile  
illustrated by Philip Webb



## Book Summary

Nick is so used to wearing his glasses that he does not notice them on the end of his nose. His family tries to help him without giving the show away.

## Features of the Book

- The frequent use of direct speech and questions.
- The use of illustrations to answer the question.
- The prepositions – “under”, “in”, “on”, and “behind”.
- The high-frequency words – “Have”, “Where”, “your”, and “you”.
- The “gl” blend – “glasses”.
- Large text blocks of two and three lines.

## Purpose

*Nick's Glasses* can be used in a guided reading setting to introduce and reinforce the following skills and strategies:

- reading an increasing variety of high-frequency words in context;
- predicting outcomes from illustrations;
- hearing the individual sounds in a word;
- incorporating diagrams, maps, and tables to support information.

## Introducing the text

- *Have you ever lost anything really important?*

Talk about the places where things are often lost, such as under a bed or behind a sofa.

Read the title and the cover text with the group.

- *What is the look on Nick's face?*

## Reading the text

- Reading an increasing variety of high-frequency words in context.
- Predicting outcomes from illustrations.
- Hearing the individual sounds in a word.

Title page – Discuss the picture and read the title.

- *Why is Nick looking behind the television?*

Pages 2 and 3 – Nick is asking a question.

- *How can you tell?*

The readers will notice from the illustration that Nick is *wearing* his glasses.

- *Why doesn't he know his glasses are on his nose?*

The children could anticipate how Nick will find them.

- *Who told him to look under the bed?*

Pages 4 to 6 – The illustrations clearly show Nick searching in different places.

- *Where is he looking now? Has he found them?*

Page 7

- *Why are they going into the bathroom?*

The children's knowledge of “m” as an initial consonant should allow them to read this question, but they may need to be prompted to think of this and to search the illustration for the clue.

Page 8

- *How will he find his glasses?*

- *How do you think Nick feels?*

The children now read the book independently.

## Revisiting the text


Look at the “gl” blend and discuss the sound of the “a” in “glasses”.

- *What other words have these sounds?*
- *Do you know any other names for glasses?* (specs, goggles, spectacles, eyeglasses)

Look at the expression on Nick's face and the exclamation marks in the text on page 8.

## Following Up

- Incorporating diagrams, maps, and tables to support information.

 The children could draw a map showing the path Nick took through the house and where he finally found his glasses. Label each part of the house.

- **Complete the blackline master opposite.**