

Teaching with My First Time Getting Glasses

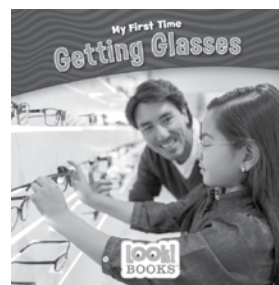
Connection to Standards

Students will describe the relationship between illustrations or photos and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration or photo depicts).

(CCSS.ELA-LITERACY.RI.K.7)

Differential for ESL

- Review these additional vocabulary words in context: *muscles, rays, features, measurements, combinations, blurry, frames, chameleons.*
- Allow students to complete word maps for any term for which they have limited understanding. Have students say or write the definition in their own words and think of words related to the term.
- Have students sit with a partner while reading. After each page, have students discuss words and ideas they found confusing. They can refer to their word maps to try to clarify meanings. Allow partners to raise their hands for assistance.



Lexile: 570

825 words

Before Reading

Building Background Knowledge:

- If this is students' first time reading this series, explain to them that in each book they'll be reading about different kinds of first experiences kids can have. Tell them that in this book, they'll be learning about getting glasses for the first time.
- Ask students to raise their hands if they wear glasses. Invite volunteers to share their experiences getting glasses for the first time and to discuss how wearing glasses helps them.

Preview:

- Show the cover of the book. Explore the cover photo. Ask students to describe what they see, and to guess what the people in the photo are doing.
- Lead students on a brief picture walk of the book, exploring the photos on each page. Point out the text features.

Predict: Ask students to predict some of the things they will learn about in the book. Have students support their predictions with evidence they discovered while previewing the book.

Vocabulary: Turn to page 23 (“Words to Know”). Read each vocabulary word and have students raise their hands if they know the word. Call on students to define each word, then read the definition provided. Ask students to consider whether the provided definition matches their understanding of the word.

- give a thumbs-up if they know the word well.
- give a thumbs-sideways if they don’t know the word well.
- give a thumbs-down if they don’t know the word at all.

Strengthen understanding of words students do not know well by modeling how to use the word in a sentence. Create sentences with rich context clues, then review how the context clues help students understand the meaning. Have students come up with their own sentences for each word.

Skill Introduction: Turn to page 11. Ask students what they think the photo shows and why. Then read the text under the photo with the students, and allow them to again tell you what the photo shows. Explain that the text of a book helps to explain what is in a photo or illustration, and that an illustration or photo helps to give more details about the text. Point out that until you read the text, you might not know that the eye doctor is putting drops in the boy’s eyes so he could look deeply into them.

During Reading

Get Key Details: As you begin each chapter, write its title on the board. Have volunteers raise their hands to share what they think the main idea of the chapter will be. As you finish each chapter, decide as a class if the student’s guess was correct. If it was not, help the class determine the actual main idea of the chapter.

Reinforce Vocabulary

- Have students draw a picture of an eye and label the following parts: *cornea*, *eyebrow*, *eyelashes*, *eyelid*, *iris*, *pupil*. Challenge them to do this using only the definitions of the parts. When they’re finished, they can review the diagram on page 5 to see if they were correct.

After Reading

Reflection: Ask students to write down three important facts they learned about eyes from the book. Then invite students to raise their hands to share one of the facts they wrote down. Write down their responses on the board to create a master fact list.

Skill: Ask students to think about a first experience they have had. It can be anything from riding a two-wheel bike for the first time to going to school for the first time. Once every student has thought of one, have them complete “Picture This!” on the next page.

Name _____

Picture This!

On the lines below, write a few sentences about a first experience you have had. In the box beneath them, draw a picture that can best illustrate what you wrote. Be creative!

