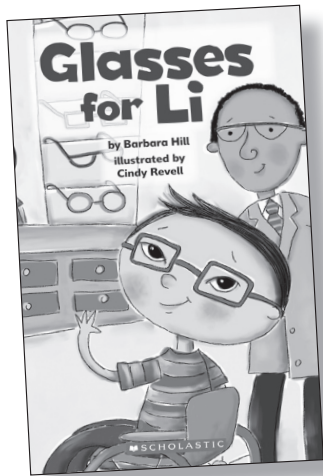


# Glasses for Li



Written by Barbara Hill  
 Illustrated by Cindy Revell

**Text Type:** Fiction: Narrative — Realistic Story

**Guided Reading Level:** B

**Summary:** This simple text shows Li trying on different types of glasses and then reveals his final choice.

**Word Count:** 30  
**High-Frequency Words:**  
*at, I, like, me, the*

## Text Supports

- ▶ illustrations are highly supportive of the text
- ▶ repeated language pattern
- ▶ familiar topic, e.g., choosing 'glasses,' 'clothing'

## Possible Text Challenges

- ▶ understand the purpose and process of selecting frames for glasses
- ▶ two lines of text per page
- ▶ change in language pattern on page 8
- ▶ word recognition, e.g., 'glasses,' 'best'

### Reading Strategies

#### Comprehension

- ▶ predicting
- ▶ making connections

#### Working with Words

- ▶ using picture and contextual cues to support word recognition
- ▶ using initial letters to confirm word identification
- ▶ identifying high-frequency words

### Assessment Opportunities

Note each student's ability to:

- ▶ make predictions
- ▶ make connections to their own experiences when making choices
- ▶ track print over one or two lines
- ▶ recognize high-frequency words
- ▶ use picture and contextual cues to predict unknown words

For Assessment Tools, See Monitoring Progress for Guided Reading in the Toolkit at [www.lpey.ca](http://www.lpey.ca) and in the Kindergarten Reading Guide.



## BEFORE READING

Making connections

### **Activating and Building Background Knowledge**

- ▶ Ask students if they or anyone they know wears glasses. Discuss who wears glasses and the types of frames they are familiar with.

Making connections

- ▶ Bring a variety of glasses to show the students. Allow students to handle and try them on, perhaps using a mirror to view themselves. They may be encouraged to choose their favourite.

*People who have trouble seeing clearly might go to a doctor to get a test to check their eyes. If they need glasses, someone can help them choose them.*

### **ELL Note:**

Discuss each pair of glasses with the class. Introduce vocabulary to describe their size, shape, and colour. Ask questions such as, "Which glasses are big? round? green? square?" Have students answer using this sentence stem, "These glasses are..."

- ▶ Hold up a copy of the book and show front and back covers. Read the title, author, and illustrator, and the text on the back cover.

Tracking print

### **Discussing Supports and Challenges**

- ▶ Give each student a copy of the book.
- ▶ Reread the title and title page. Encourage students track the print with their fingers as they read along with you.

Print concepts

- ▶ Read page 2 together and explain how the pattern 'Look at me. I like the...' will help them to read the book. Explain that this pattern starts most pages in the book.

Word solving and building

- ▶ Have students look at page 2 and help them to recognize the colour word.

*The colour of the glasses is shown in the picture. Li has blue glasses on. What letter do you expect the colour word to start with? Which word says 'blue'?*

- ▶ Choral read page 2 to confirm that the colour blue is shown in the picture of Li on page 3.
- ▶ Turn to page 4 and have students check the language pattern.

Predicting

### **Setting a Purpose**

- ▶ Focus the readers on a comprehension purpose. Ask students to predict which glasses Li will choose.

*Read the book to find out what colour of glasses Li chooses.*

**Teaching Tip:** You may decide to change the comprehension focus for this text. For information on how to modify a Guided Reading lesson to match a new comprehension strategy, see the Guided Reading Teaching Plan Outline in the Toolkit at [www.lpey.ca](http://www.lpey.ca).



## DURING READING

Analyzing/predicting

Making connections  
Self-monitoring

Analyzing

- ▶ Ask each student to read the book independently, keeping in mind the purpose for reading.
- ▶ Observe and listen to students as they read aloud quietly, assisting them with word-solving strategies, vocabulary, and punctuation. Respond to comprehension queries and offer occasional comprehension prompts to help them problem solve. Possible prompts:
  - What colour of glasses did Li try on this time? Look at the colour and shape. Do you think he will pick these glasses? Why do you think so?
  - Would you pick these glasses?
  - How did you know the word said 'green'?
- ▶ If students finish early, ask them to reread independently or with a partner. Ask them to discuss the glasses they liked best.
- ▶ Note successful reading strategies and any remaining reading challenges.



## AFTER READING

Predicting

Analyzing

Evaluating  
Evaluating/analyzing  
Predicting/evaluating

Making connections/  
analyzing

- ▶ Revisit the purpose for reading and check to see if students' predictions of which glasses Li would choose were correct.
- ▶ Discuss the glasses that Li chose. Ensure that everyone agrees he chose the black glasses.
- ▶ Extend comprehension by offering prompts to initiate discussion:
  - Did Li have a difficult time choosing? How do you know?
  - Did Li enjoy choosing glasses? How do you know?
  - Who do you think the lady on page 8 is? Does she agree with Li's choice? How do you know?
- ▶ Point out the eye chart on page 8 and talk about the purpose of an eye examination chart. (If possible display such a chart.)

*What colour of glasses did Li try on before deciding?*

**ELL Note:** To help students understand the function of an eye chart, act out a scenario whereby you are having difficulty reading the eye chart. Then put on glasses and read it perfectly. Have pairs of students reenact an eye examination where one student is the doctor and the other student is the patient.

## Self-monitoring



### Home Links

Provide students with a copy of the take-home text. See Additional Resources at [www.lpey.ca](http://www.lpey.ca)

## Making connections/ synthesizing

## High-frequency words/word solving and building

### Word solving and building

- ▶ Comment on any effective reading strategies you observed.

## Rereadings

- ▶ Provide opportunities for each student to reread the book independently or with a partner.

*Ali looked at the picture on page 8 to check the colour of glasses Li was wearing. He saw that the word started with 'b' and he knew that black starts with 'b.' He checked the letters at the beginning of the word.*

## Focused Follow-Up

The following activities are optional. Choose those that best meet your students' needs.

### **Design Your Own Glasses**

- ▶ Ask students to design and make their own frames for a pair of glasses using coloured pipe cleaners or cardboard, in their favourite colour. They can discuss their favourite colour with a partner. They can make pictures showing the step-by-step instructions for making the frames. Some students may be able to label their instructions.

### **How Many Wear Glasses?**

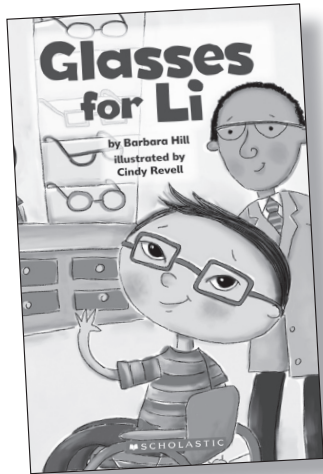
- ▶ Students can watch for characters in books and people in the school or at home who wear glasses. They can keep a tally of the colours and types of glasses which are most popular.

**ELL Note:** Give students a magazine and have them cut out pictures of people wearing glasses and glue them onto a large piece of paper. They can count the people on the page together with a partner.

### **Word Building**

- ▶ Provide students with plastic letters and ask them to build some of the high-frequency words from the text (e.g., 'at,' 'I,' 'like,' 'me,' 'the').
- ▶ Use the letters to engage in word substitutions by adding or exchanging initial letters. For example use the word 'like' to make 'bike,' 'pike,' 'mike,' 'hike,' 'strike.' Use the word 'at' to make 'hat,' 'bat,' 'sat,' 'rat,' and 'fat.'

## Glasses for Li



Written by Barbara Hill

Illustrated by Cindy Revell

**Text Type:** Fiction: Narrative — Realistic Story

**Summary:** This simple text shows Li trying on different types of glasses and then reveals his final choice.

For more information on Small-Group Shared Reading, see the Toolkit at [www.lpey.ca](http://www.lpey.ca) and the Kindergarten Reading Guide.

### Text Features

#### Visual Literacy

- ▶ illustrations support the text
- ▶ eye examination chart (page 8)

#### Print Concepts

- ▶ repeated language pattern
- ▶ consistent placement of text

## First Reading

### Reading Strategies

#### Comprehension

- ▶ predicting
- ▶ making connections

#### Working with Words

- ▶ recognizing high-frequency words
- ▶ using picture cues and initial letter/s to confirm word predictions

### Assessment Opportunities

Note each student's ability to:

- ▶ make predictions about the colour of glasses Li will try and what he will choose
- ▶ recognize an increasing number of print concepts, e.g., word, first word, last letter
- ▶ track print over one and two lines
- ▶ use picture and print first letter cues to predict words

For Assessment Tools, see Monitoring Progress for Small-Group Shared Reading in the Toolkit at [www.lpey.ca](http://www.lpey.ca) and in the Kindergarten Reading Guide.



## BEFORE READING

### Activating and Building Background Knowledge

#### Making connections

- ▶ Show students the front and back covers of the book. Connect students with the topic. Talk about information that they can find by looking at the cover (e.g., Li is in a wheelchair, there is a mirror for Li to look at himself as he tries on glasses).

*Who do you think the person is with Li? What do you think his job might be?*

#### Making connections

- ▶ Ask students to talk about themselves or someone they know who wears glasses. Offer prompts about yourself, a student, or someone you know personally who wears glasses.

- ▶ Read the title, author, and illustrator, and the text on the back cover: 'Find out what colour glasses Li likes the best.'

*What colour of glasses would you choose?*

#### Predicting

- ▶ Ask students to predict what colour of glasses Li might choose. Students might make use of colour words and ideas from around the room, from previous discussions about favourite colours, or from art or science lessons involving colours.

#### ELL Note:

Display posters or charts featuring coloured objects (e.g., crayons, T-shirts) and their corresponding 'colour' word. Review the poster throughout the study of this book in order to reinforce familiarity of the colours. "I see a 'blue' crayon on the wall. Who can go and point to it? Show me the word 'blue,' etc...."

#### Making connections

- ▶ Build background knowledge by discussing how someone might choose glasses and why (e.g., if people wear glasses every day, they need to like the colour they choose). If possible, bring a variety of glasses to show the students.

#### Predicting

#### Setting a Purpose

- ▶ Focus the readers on a comprehension purpose. Ask students to predict which glasses Li will choose.

*Let's read this book together to find out what colour of glasses Li chooses.*



## DURING READING

#### Print concepts

- ▶ Hand out the books so each student has a copy. As you handle the book, read with the students and use prompts to weave print concepts into your talk:

#### Making connections

- Let's look at the picture on the cover. Li seems to have a lot of choices. If you had so many choices, how would you decide?

#### Analyzing

- Let's look at the title page. Li seems to have tried glasses of different shapes. What shapes do you see? (round, rectangular, half-circle)

#### Analyzing

- Look at the glasses shown on page 3. What shapes do you see? What colours are there?

#### Analyzing

- Where do we start reading? Where is the first word?



- Tracking print** ▶ Encourage students to join in with the reading, pointing to the print in their books and tracking the lines with their fingers. Explain that there are 2 lines to read on these pages. Demonstrate how to read from left to right to the end of the first line of text, then begin at the left-hand side again for line 2.
- Inferring/predicting**
  - ▶ As you read pages 2 to 7 pause to ask, ‘Does Li like these glasses? How do you know? I see that he is smiling. Do you think he will choose these glasses?’
  - ▶ As you turn each page, focus on the meaning embedded in the picture first and then link to the text and print features.
- Predicting** ▶ After reading page 7, stop and ask students to predict which glasses Li will choose, especially since he liked them all.
- Predicting** ▶ Point out that there is only one line of text on page 8. Ask students to predict which pair of glasses Li might choose. Ask, “What might Li say?” Proceed with the reading of page 8.

*The glasses are red. We should look for a word in the text that starts with ‘r.’ Can you find it and point to it?*



## AFTER READING

- Predicting** ▶ Provide a prompt related to the purpose set for reading.
- Analyzing/evaluating**
  - ▶ Expand the discussion. Possible prompts include:
    - What colours of glasses did Li try on?
    - Did he like all of the colours? How do you know? (use picture as evidence)
    - What else besides colour was different about the glasses he tried on? (shape, designs)

*Which colour of glasses did Li choose after he tried on all the different colours? (black)*

# Second and Further Readings

For rereadings, give each student a copy of the book and choral read the text. Depending on the needs of your students, focus on a balance of the following three areas.

## Print Concepts, Tracking, and Book Handling

- Tracking print/print concepts** ▶ Continue to support the development of print concepts, tracking, and book handling by using your copy of the book to demonstrate and to verbalize key ideas (e.g., movement to new line (with the exception of page 8), verbalizing new concepts such as first/last word, next line, top/bottom of the page).

## Focusing on Comprehension

- Making connections** ▶ Invite students to reread the text with a focus on making connections.
- Inferring**
  - ▶ During reading, pause and offer prompts:
    - Who was with Li to help him choose? (his Mom)
    - Do you think she agrees with Li’s choice? How do you know?

*When we read together, think about the colour of glasses you would have chosen.*

**Teaching Tip:** You can change the comprehension focus each time you reread to help students to focus on different ideas. For example to highlight Self-monitoring you may decide to ask, “How did the pictures help you read?” (the pictures supported the colour words in the text) For more information, see the Small-Group Shared Reading Teaching Plan outline in the Toolkit at [www.lpey.ca](http://www.lpey.ca).

High-frequency words

Letter knowledge

Word solving and building



### Home Links

Provide students with a copy of the take-home text to read chorally with family members. See Additional Resources at [www.lpey.ca](http://www.lpey.ca).

High-frequency words

High-frequency words/word solving and building

## Working with Words

- ▶ Focus on word recognition by:
  - framing one or two high-frequency words with a word mask ('at', 'I', 'like', 'me', 'the')
  - asking students to use the picture to help predict a word, naming a sound and the first letter of the word, and locating the word in the text
  - using picture cues to help predict a word

*What sound does 'green' start with? What letter would you look for at the beginning of the word? Can you point to the word 'green'?*

## Rereadings

- ▶ Provide opportunities for students who are sufficiently comfortable with the text to reread the book with a partner. They can take turns tracking print.

## Focused Follow-Up

The following activities are optional. Choose those that best meet your students' needs.

### Creating Their Own Glasses

- ▶ Students could make a pair of glass frames using coloured pipe cleaners or cardboard and then share their glasses with a partner, talking about the colour and shape they chose.

### Taking a Look

- ▶ Give students an opportunity to work with magnifying glasses to see the impact of glasses on vision.

### Matching Words

- ▶ Provide a few high-frequency word cards (e.g., 'at', 'I', 'like', 'me', 'the') found in the text. Have students work with a partner and match the word cards with the appropriate words in *Glasses for Li*.

### Word Building

- ▶ Provide plastic or magnetic letters and ask students to make some of the high-frequency words in the book.