



TEACHER ACTIVITIES/NOTES:

Connecting to Prior Knowledge

- Before Reading

In a whole class group, look at the front and back cover of *The Boy in the Big Blue Glasses*.

Focus students' attention on the body language of the character Sam on the front cover and read the blurb on the back to encourage ideas from the group.

Have students do think-pair-share-compare about their predictions. As students make predictions, record the ideas to refer back to.

Finish up by discussing why people need to wear glasses.

Who in their circle of friends wear glasses.

Discuss their favourite super heroes.

Who do they think is Sam's favourite superhero?

Read *The Boy in the Bog Blue Glasses* aloud.

Begin by asking the students what they are wondering about after hearing the story.

Re-visit the class predictions about the book. Now ask the students: what do you think the theme of the book is?

Character Development Through Illustrations

Re-read the book stopping at each page so the students can look closely at the illustrations. As students explore the illustrations, discuss how they help develop a deeper understanding of Sam.

What kind of person is Sam?

Ask what the students infer from the illustrations?

Look at the illustration of Sam in the box also look at the picture of Sam on the Pirate Ship.

Brainstorm words to describe how they think Sam is feeling in both illustrations.

After the brainstorm, collaboratively create a Venn diagram with the students results.

Display the chart to refer back to and add to if students discover more character traits as you continue with the activities.

(ACELT1581) (EN1-11D)



Character Development Through Language

Discuss the excuses that Sam uses to describe the way he feels with his new glasses.

For example:

“they make the back of my ears hurt”

“She can’t recognise me either”

“I have no one to play with”

What kind of imagery do these words evoke?

In pairs students can select one of the illustrations as a guide to sculpt each other as Sam and show how he is feeling.

The theme of the book is about acceptance and belonging, so discuss why the author might have chosen to create Sam as a superhero.

Responding to the Text

- Sharing Feelings and Thoughts About the Main Character in the Story

Return to the brainstorm and add any new words. The words can be from the text or inferred in the text and illustrations.

Record the words and then draw attention to pairs of words that are antonyms.

Form small groups so students can discuss acceptance and belonging and what this means to them.

Examining Text

- Key Questions to Explore the Text

How does the author describe Sam?

Think about the words and the illustrations depicting:

what Sam does?

how Sam acts?

how Sam interact with others?

how do the other characters in the story think and feel about Sam?



Extension Activities

Divide an A3 piece of paper in half and have the students do a collage on each side, one of Sam with glasses and one of Sam without glasses.

The collage should represent the person that Sam would like to be.

Before beginning have small groups of students look carefully at the illustrations in the book noting the stance, colour, size, expression and perspective of Sam for inspiration for their artwork. Provide a variety of materials, different types of paper, small objects etc. for them to choose from.

Surround each drawing with words that best describe Sam, inferring and using words from the text or word wall.

(ACELT1584) (EN1-7B)

Hero

What is a hero?

When you hear the word “hero,” what other words do you think of? Write the words on the board.

- Is Sammy a Hero?
- Why do you think that?

There are two kinds of heroes: famous heroes and personal heroes. A famous hero is someone that many people know such as a president, a religious leader, or an author.

A personal hero is someone that you know such as a friend, a family member, or a teacher. Who are your heroes? Who do you “look up to?” Take a minute to think. Then, write their names in the chart below.

Famous Hero	Personal Hero



TEACHER NOTES: The Boy in The Big Blue Glasses

Craft Activities

Find the accompanying template created by Marjorie Crosby-Fairall and get each student to colour the glasses and cut them out to wear.

Here are some songs you could sing as a group when wearing the glasses.

Songs about wearing glasses.

The Wiggles- I've Got My Glasses On <https://youtu.be/b-Y-AjW6MJ0>

"These Are My Glasses" by Laurie Berkner <https://youtu.be/9dvl1oa5AVc>

Blindfold Games

These blindfold games will help your students explore the sense of sight while learning about the five senses. These activities help children understand their sense of sight is important, and what it's like without seeing.

Drawing and Writing Blindfolded

Give children a piece of paper. Have them either write their name blindfolded or draw a smiley face while blindfolded. This activity could be done at a small group table.

Walking Blindfolded with a Guide

Have a child put on a blindfold and walk around the classroom while holding on to a guide's arm. This activity can be done with the teacher guiding the children around the room, or you could have children partner up as long as you supervise them.

Build a Tower Blindfolded

Give children some wooden cubes or small blocks. Have them sit at the table and try to build a tower with all of the blocks without it falling over while wearing a blindfold. You may want to only give them 7-10 blocks.

Put One in Each Cup

Place about 6 cups on the table and 6 coloured pompom balls. As they wear a blindfold, have children attempt to place each pompom into each cup, so that each cup has only one.

Importance of eye checks - Research into Vision Australia

<https://goodvisionforlife.com.au>

- Get an optometrist to come out with a child friendly talk

The theme of the sea has so many opportunities of craft, creative writing, imagination and story.



TEACHER NOTES: The Boy in The Big Blue Glasses

More Activity Suggestions

HOW TO MAKE A PAPER PIRATE HAT <http://www.wikihow.com/Make-a-Pirate-Hat>

Your students may also like to create shark, fish and turtle hats. The illustrations in the book are a great guideline.

Class Project-

Create your own Pirate Ship out of cardboard boxes (this also can be used on Talk Like a Pirate Day)

Make a display of non-fiction books about the sea, sharks, turtles, boats etc.

Notes created by Jacqui Barton, Angophora House Education and Learning Consultancy.

The BOY in the BIG BLUES BIG BAGS

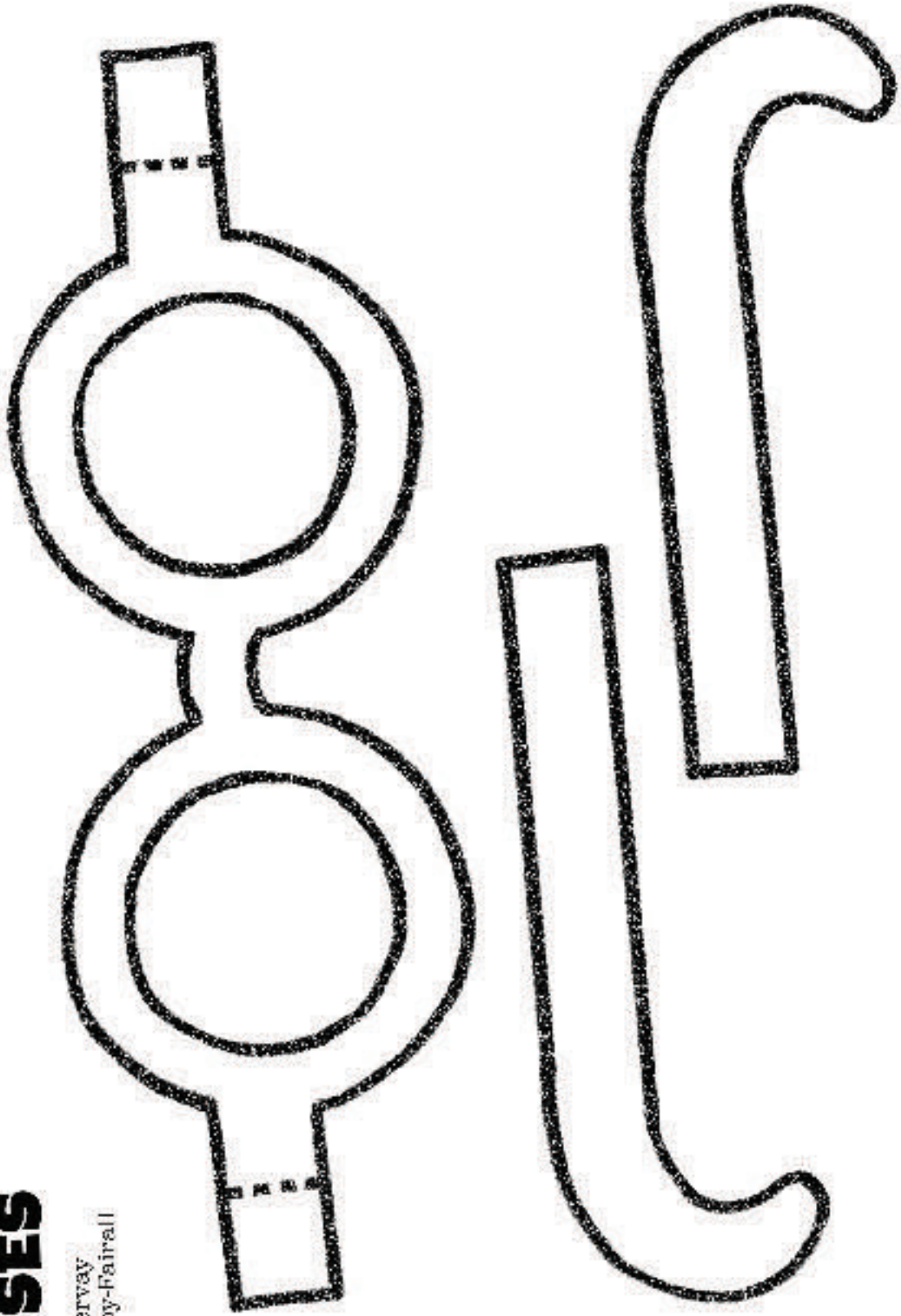


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The **BOY** in the **BIG BLUE** **GLASSES**

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