

TEACHERS' GUIDE

Carla's Glasses

SUGGESTED GRADE LEVEL: K - 3rd



SYNOPSIS

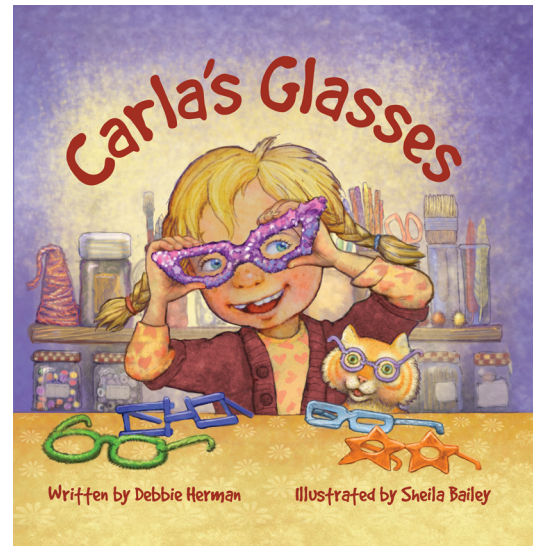
Carla loves to be different. So when her teacher announces an upcoming vision screening, Carla hopes she'll be the only kid in class to need glasses. To prepare for her new look, she starts wearing homemade funky frames to school each day.

Turns out that the only one who needs glasses is Buster. But unlike Carla, Buster does NOT like to be different. He likes to blend in.

When Carla concocts an ingenious plan to help Buster, it's clear to see that the power of friendship – and Carla's creativity – will save the day.

THEMES IN THE STORY

- Friendship
- Empathy
- Acceptance



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Illustrated by: Sheila Bailey
Published by: Flashlight Press
Read by: Nicola Coughlan
Suggested grade level: K - 3rd

ELA COMMON CORE STANDARD

Reading Literature: Students read and respond to works of literature with emphasis on comprehension, and making connections among ideas and between texts with a focus on textual evidence.

Standards listed below are for 1st and 2nd grades, but can be adapted to kindergarten or 3rd grade standards.

BEFORE VIEWING

Standards: *CCSS.SL.1.1, CCSS.SL.2.1*

Objective: Tap into prior knowledge and build background to prepare for viewing the story.

Procedure: Build background with students by discussing the following points. This may be done on the carpet with A/B partners or at their desks.

- What do you think this story is about based on the cover and title?
- How do you feel about wearing glasses?
- Have you ever had an eye exam? What was it like?

DURING VIEWING

Standards: *CCSS.SL.1.2, CCSS.SL.2.2*

Objective: Watch the story and answer the following questions.

Procedure: Stop the video at the noted times to ask questions or pose prompts from the suggested list below:

- What clues does the author and illustrator provide at the beginning of the story of what might happen? (00:52)
- How does Carla feel about glasses? How do you know? (02:10)
- How does Buster feel about glasses? How do you know? (03:30)
- Why are Buster and Carla both sad when they get the results of their eye exams? (04:20)

AFTER VIEWING

Standards: *CCSS.RL.1.1, CCSS.RL.2.1*

Objective: Students will ask and answer such questions as *who, what, where, when, why* and *how* to demonstrate understanding of key details in a text.

Procedure: Students will discuss the following questions with their carpet or table partners:

- How did Carla change Buster's perception about glasses?
- Why is it important that Carla understands why Buster doesn't want to stand out?

READING RESPONSE

Standards: *CCSS.RL.1.1, CCSS.RL.2.1*

Objective: Answer the reading prompt using details from the text to support the response.

Materials:

- Reading response journal
- Pencils

Procedure:

1. Give students the following prompt to write about:

After listening to the story of *Carla's Glasses*, how do you feel about glasses? Do you want to stand out or blend in with your glasses?

2. Allow time for the group to discuss the prompt.
3. Have students write their responses answering the above prompt in their reading response journals.

Note: Younger students may use sentence stems to help them with their responses. For example:

If I had to wear glasses, I would want to _____.

READING

Standards: *2 RL 9: Compare and Contrast Characters*

Objective: Students will compare and contrast Carla and Buster using a Venn diagram to find similarities and differences between the characters.

Materials:

- Venn Diagram Worksheet (page 7)
- Pencils

Procedure:

1. As a class, review story elements from *Carla's Glasses*.
2. Review what compare and contrast means and how Venn diagrams are used to display information that has similarities and differences.
3. Students will fill in their Venn Diagram worksheets to show the similarities and differences between the two characters. Similarities go in the middle and the differences go on the outside under each character name. The teacher can give a few examples for guidance before allowing the students to finish on their own.
4. Students can work together to check their answers or they can be reviewed as a class.

WRITING – POEM

Standards: *CCSS. 1 RL.4 and 2 RL.4: Write a descriptive poem using rhythm, rhyme, pattern and alliteration.*

Objective: Students will write an acrostic poem* about being spectacular.

Materials:

- Acrostic Poem Worksheet (page 8)
- Pencils

Procedure:

1. Give students the following prompt:

Write an acrostic poem using the word 'SPECTACULAR.' Your poem should relate to the theme of how you see yourself or the world. **See note.*

2. Ask students to brainstorm words that describe being spectacular (e.g., unique, awesome, special, bright, cool, original, creative, funny, amazing, kind, fabulous, bold, colorful, clever, magical, fair, outstanding, athletic, happy, smart, fashionable, quiet, super, shiny, compassionate, fun, exciting, loud, brilliant, wonderful, neat, wow!, great, fantastic, etc.).
3. Give students the **Acrostic Poem Worksheet** to write their poem.

***Note:** To complete this activity, students should have a basic understanding of an acrostic poem. An acrostic poem is a type of poem where the first letter of each line spells out a word or message, typically vertically. The word being spelled out is often the theme of the poem, and each line usually relates to or describes the subject of the word.

For example:

Suddenly, things look big and clear,
People's faces are now so near!
Every word is easy to see,
Colors pop out brightly to me.
Trees have leaves I never knew,
And I spot birds flying too!
Classes feel more fun today,
Under my glasses, I find my way.
Looking around, I feel so smart,
A brand new view warms my heart.
Real magic comes when you can see, just like it did for Carla and me!

SOCIAL-EMOTIONAL LEARNING (SEL) TEAM BUILDER AND ART

Objective: Students will create their own pair of unique glasses that represent them while exploring their personal interests and creativity through a fun, hands-on art activity. As they design their glasses, students will practice self-awareness, self-regulation, and empathy by reflecting on how glasses help people see the world differently. This activity supports relationship skills, social awareness and responsible decision-making through art and meaningful discussion.

Materials:

- Glasses Templates (*page 9-14*) printed on letter-sized cardstock
- Crayons, markers and colored pencils
- Glue
- Scissors
- Optional: Glitter, foam cut outs, stickers, pom poms, pipe cleaners, etc.
- Optional: Cellophane paper or transparency film for lenses

Procedure:

1. Students will select their favorite glasses template to start their design.
2. Using crayons, colored pencils, glitter, and other materials, students will creatively decorate and personalize their glasses.
3. If using cellophane paper or transparency film, cut them to fit each eye opening on the frame. Glue the lenses at the back of the frame.
4. Once finished, students will put on their handmade glasses and prepare to share.
5. Students will gather in a community circle to show their designs and talk about their choices. They can share as much or as little as they like, and it's okay to pass if they prefer.
6. As a fun alternative, students can participate in a **Glasses Fashion Show** to proudly display their creations to the class.

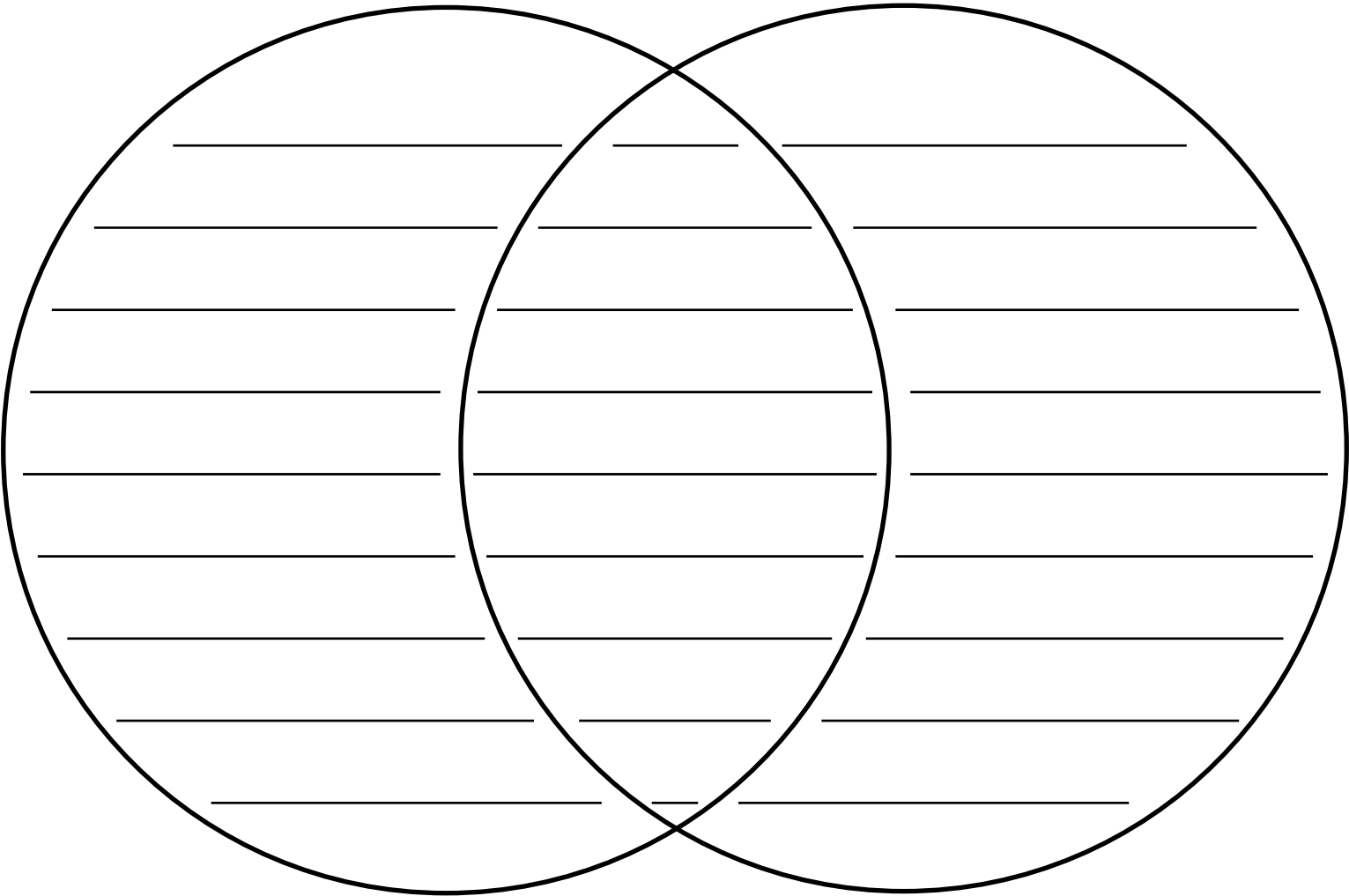
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Date: _____

CARLA'S GLASSES VENN DIAGRAM

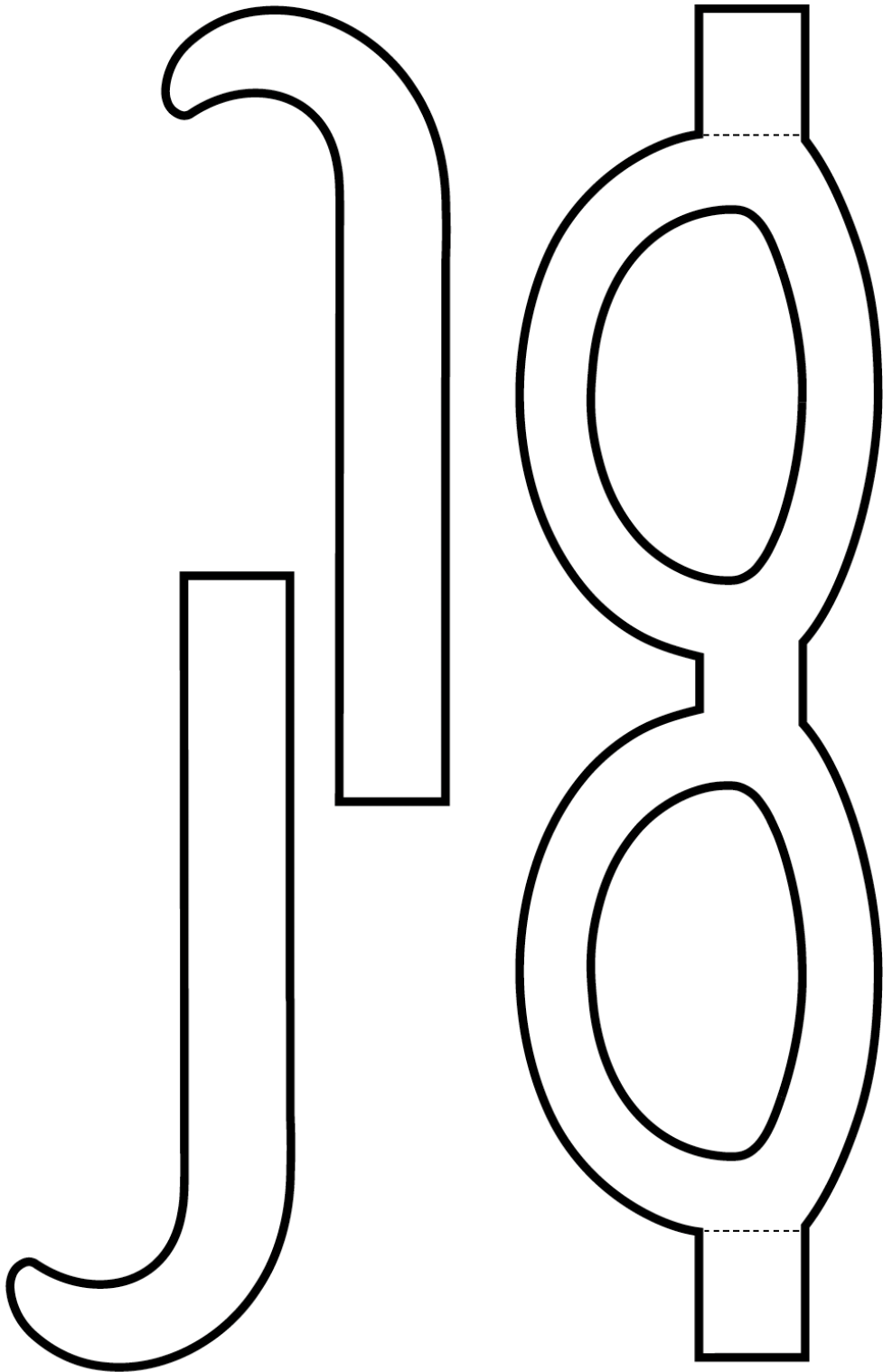
Carla

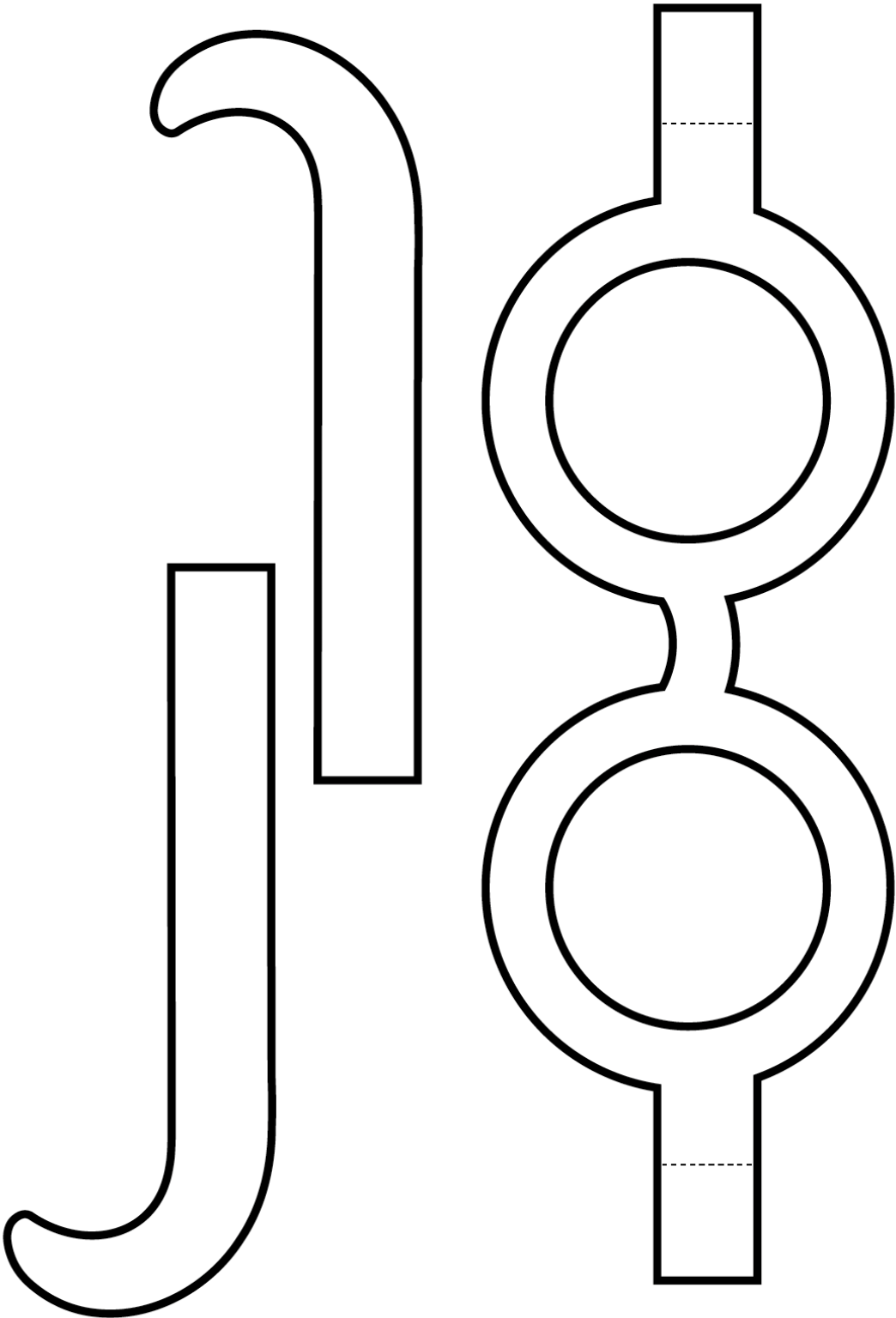
Buster

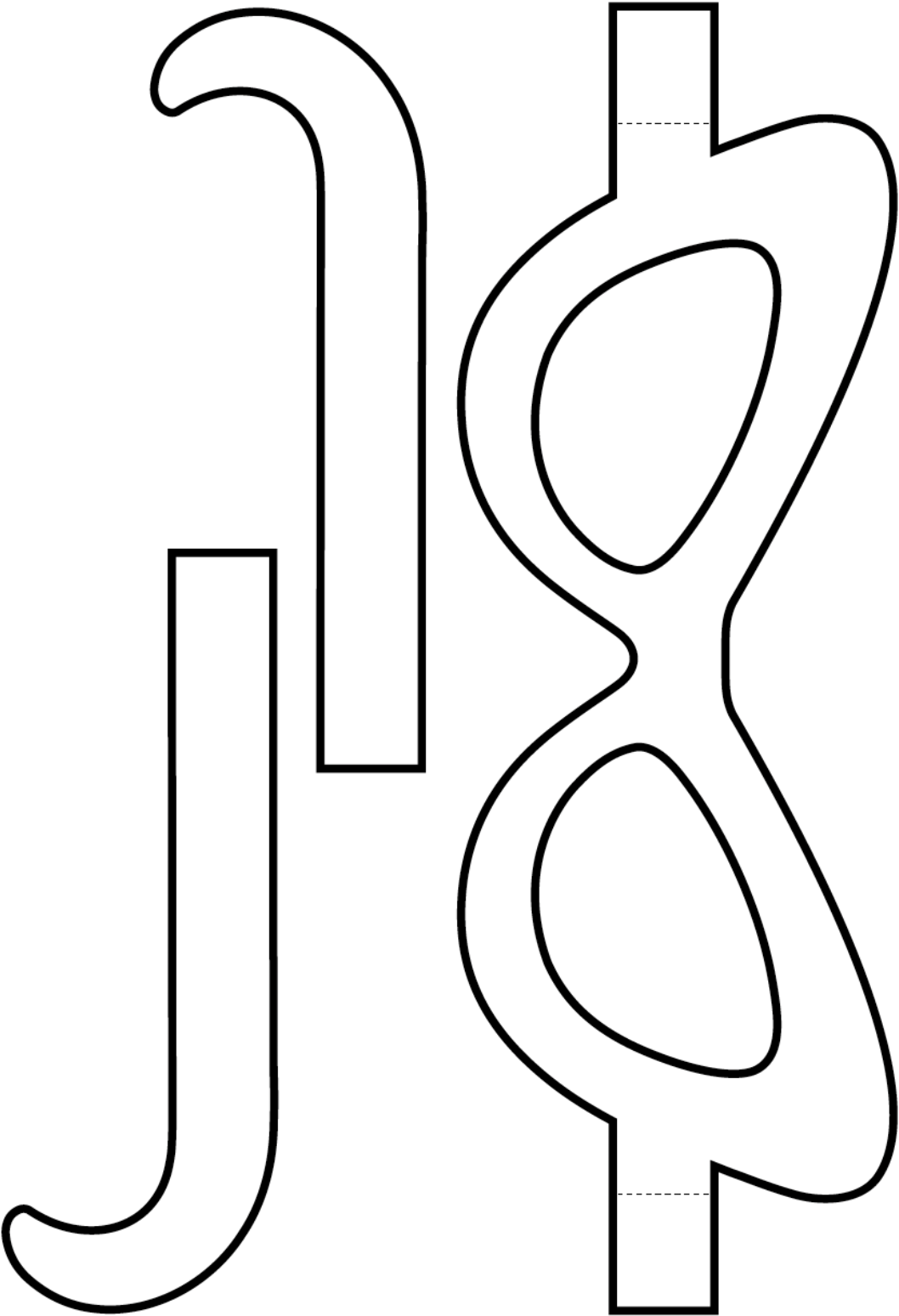


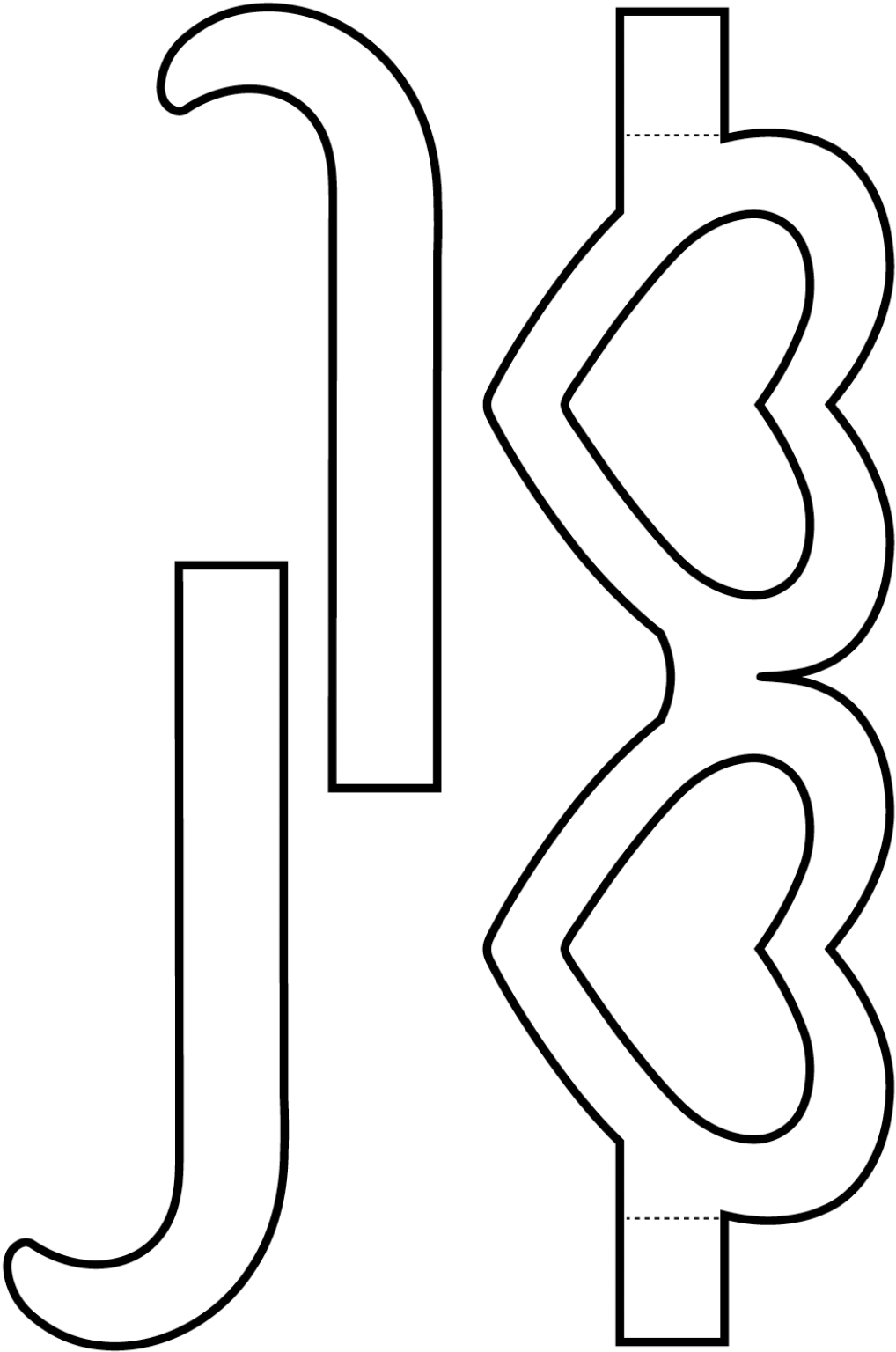
ACROSTIC POEM WORKSHEET

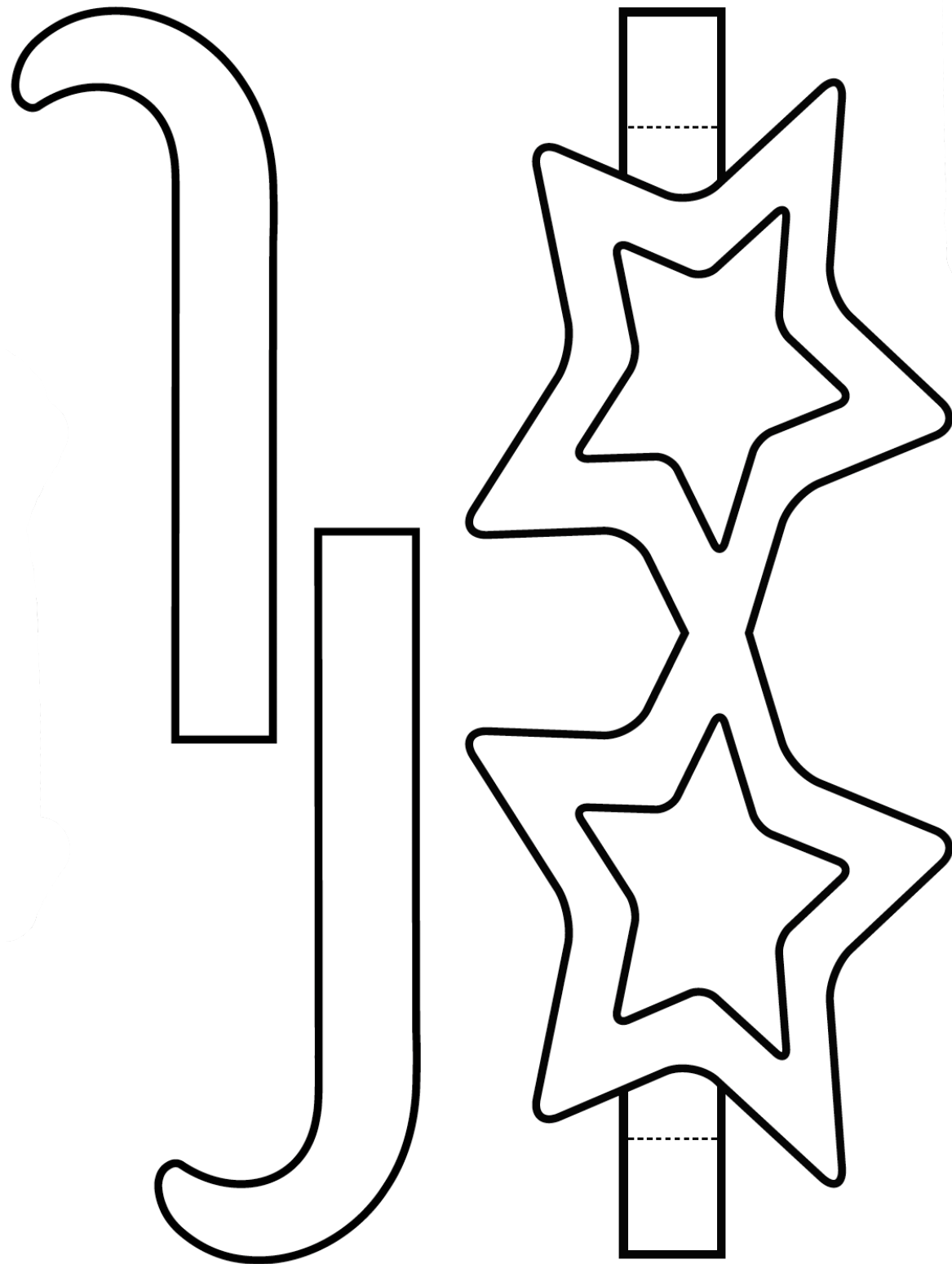
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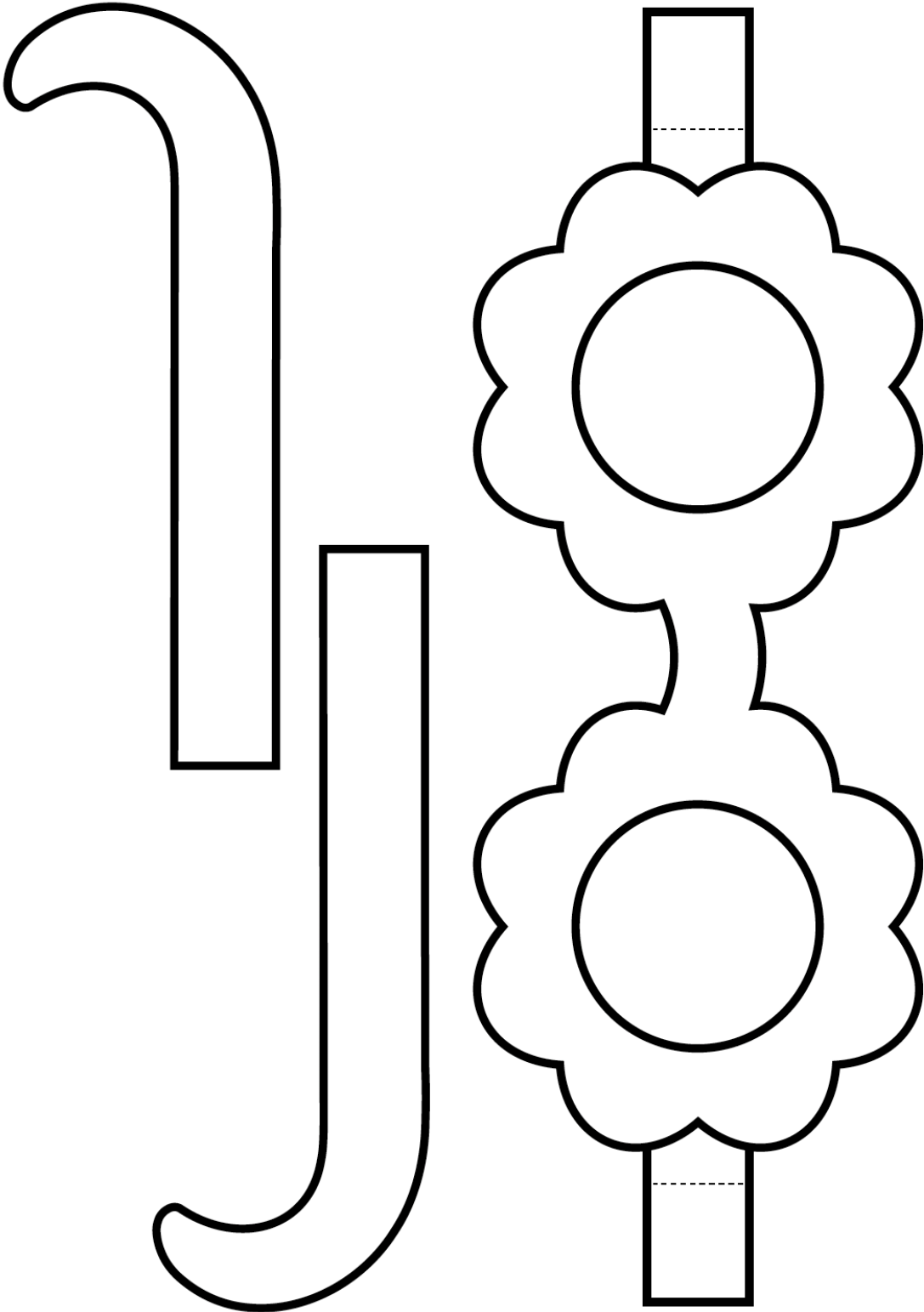












ABOUT THIS GUIDE

This guide enhances the English Language Arts (ELA) curriculum by providing supplemental learning opportunities alongside quality children's literature, engaging students as they listen to expressive read-alouds.

Suggested story related activities in this guide are aligned with ELA Common Core Standards.