

The  
Early Years Count  
**Literacy**  
Connection



**Philomena's New  
Glasses**

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*Preschool edition*  
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**Overview of Book**

When Philomena gets glasses, her younger sisters want glasses too, even though they don't need them. When Philomena buys a purse and dress, they buy them as well. Finally, a sister admits that she is miserable in her itchy outfit and doesn't need a purse or glasses. They realize they have individual likes and needs, and that is okay.

Genre: Fiction

**Vocabulary**

Books are a rich source of words new to children. Here are some from *Philomena's New Glasses* to introduce in your classroom.

clear	disapprove
worried	absurd
itchy	blurry
miserable	outfit

Each time you read the book, highlight 2 or 3 words. Use age-appropriate definitions and/or refer to the illustrations to help children understand each word's meaning. Use the new words throughout the day, reminding children, "That's a word from our story!"

**Connecting with the  
HighScope  
Curriculum**

**COR Advantage 1.5**  
Social and Emotional  
Development Item D  
(*Emotions*)

Physical development  
and Health Item K  
(*Personal care and  
healthy behavior*)

Creative Arts Item AA  
(*Pretend play*)

Science and  
Technology Item EE  
(*Tools and technology*)

**Reading Tips**

Check to see if the children know what kind of animal is on the cover and if anyone has ever "met" a guinea pig before.

Point to the pictures that illustrate how Philomena sees and ask, "What does blurry mean? Which picture looks blurry to you?" Compare the blurry and clear pictures.

After Audrey and Nora Jane get their glasses, you might ask, "Why do you think someone would get glasses they don't need?"

Connect children's home to the story by asking "Do your siblings every want what you have?" or "Are your clothes ever itchy? I wonder why."

On the last page ask, "Uh, oh! Now what is going to happen?"

### **Throughout the Routine**

Refer to the book throughout the day and use new vocabulary words in meaningful ways. Active engagement with the story helps the content come alive.

At **Planning Time**, pass around a glasses frame (without lenses.) Children can look through the “glasses” toward the area where they plan to work.

Have a “same/different” activity for **Small Group Time**.

Discuss siblings at **Greeting Time**. Have the children help you make a chart showing how they are the same as or different from their sisters, brothers, cousins, or friends.

### **Around the Room**

Highlight the book’s content and build on the children’s excitement in a variety of locations.

Have glasses, handbags, necklaces, and other dress-up clothes for acting out the story in the **house area**.

Set up an oculist office with eye charts, pads of paper, pencils, and an eye doctor’s kit in the **house area**.

Have binoculars and magnifying glasses out in the **toy area** for exploration.

Display *Philomena’s New Glasses* in the **book area** for children to read on their own.

### **Open-ended Questions**

Enhance active engagement and early critical thinking skills by asking open-ended questions. These questions encourage children to explain why or how things happen, make predictions, or brainstorm possibilities rather than give one “right” answer.

Here are some questions you might ask for *Philomena’s New Glasses*:

What do you think it would be like to wear glasses?

How would you feel if your sister or friend got something new and you didn’t?

What do you predict will happen after Nora Jean gets a necklace?

What other pets do you think people could dress up?

*For more information on how to use books and stories with children to enhance your curriculum, contact*  
***The Family Connection:***

website—  
[www.famconn.org](http://www.famconn.org)

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### **@ Home**

Since many of the children in our county will have this book at home, use it as a way to further the home-school connection. In your daily contact—in person or by text, email or other notes home—encourage families to share this book with their child. Here’s a sample message you can send:

*Philomena’s New Glasses* has given our class a chance to talk about why people might need glasses, hearing aids, or crutches, and how these “tools” help people in their everyday lives. We’ve had fun using words from the story like, “absurd,” “miserable,” “disapprove,” and “blurry.”

If you (or someone in your family) wear glasses or contacts, talk with your child about when you first got them and why you wear them. Philomena and her sisters realize they have individual likes and needs. What kinds of different likes and needs does your child notice among family members?