

## Lesson 3: *The Invisible Boy*

**THEME:** Choosing Kind

**BOOK:** *The Invisible Boy* Written by Trudy Ludwig and Illustrated by Patrice Barton

### **MATERIALS:**

- **\*Laminated Poster 1** or Information written on board or chart paper Include: Title, author, illustrator, and vocabulary words & Golden Rule  
**Golden Rule:** Treat others as you would like others to treat you.  
Vocabulary words in Poem:  
empathy - the ability to understand and share the feelings of another.  
- Oxford Dictionary  
embrace – to hold on to, to welcome  
shun – keep away  
negative – what is not hopeful or helpful , bad  
positive – what is hopeful good or useful  
greed - selfish. a strong wish to want more and more of something

Teacher Note:

“Emotion researchers generally describe empathy as the ability to sense other people’s emotions, coupled with the ability to imagine what someone else might be thinking or feeling. – [greatergood.berkeley.edu](http://greatergood.berkeley.edu)

- **\*Laminated Poster 2** with poem, or written on chart paper or projected on board;
- **Poem** - “Making Friends”
- **Pointer** (Optional)
- **Highlighter tape** (optional)
- **Writing Activity Sheet**

### **BEFORE READING OF BOOK/DISCUSSION:**

**Note to teacher:** This book contains discussion questions at the end of the story. You may want to read these questions to yourself before you read the book to the children to guide your discussions during the reading, or you could go back after reading the whole story and read excerpts from the books as you use some of the discussion questions.

**Show book cover and read title, author & illustrator's names.**

**Ask:** *The title includes the word **invisible**. What does that word mean? Ok, you say that you cannot see something that is invisible. What kind of story do you think this will be---a fun story about a boy who pops up and becomes visible? Maybe he scares people? Let's think about what the author's message might be as I'm reading the story? Why would the author write this story? Will it be entertaining or informative? Illustrations are always important to a story; they help the author tell the story. I would like you to notice what the illustrator does with her illustrations of the main character.*

**READ BOOK:** Stop at appropriate times and discuss while reading or save discussion until end of story.

**AFTER READING OF BOOK/DISCUSSION:** Refer back to questions in the book

**Additional questions you might ask:**

*Why did Brian feel invisible? Did the children notice how the illustrator changed the appearance of Brian? If not, go back and show them. Go back to the page where Brian felt like drawing a hole that would swallow him up---the illustrations of Brian start to change with added color. Why did the illustrator do that? What is happening to him? He is starting to feel less invisible. Justin is showing kindness and Brian is beginning to feel that kindness and friendship. He feels like part of the class.*

*Are there any parts of this story where you felt empathy for Brian? Think about it. Can you understand what Brian might have felt when he was not included in the recess game? How about the time when he was sitting in the lunch room and listening to all the children talking about a party in which he was not invited? You do not have to share, but think about it. Have any of these things happened to you? What would have been the kind thing for the children to do in these situations?*

*Who initiated the friendship between Brian and Justin? Brian actually does. "Brian smiles shyly" at him(Justin) when he was introduced in class. Brian showed empathy toward Justin in the story. When was that? When the children laughed at what Justin was eating for lunch - Brian felt empathy for Justin. He felt what Justin must have been feeling when the children laughed at him - "He sits there wondering which is worse---being laughed at or feeling invisible." He writes a nice note to Justin.*

*Why was lunch Brian's least favorite part of the day? What happened to change that? Justin invites Brian to the lunch table and Emilio nods to Brian showing that he is ok with it. Brian, no longer feels invisible.*

*Did you think about what the author’s message might be? What do you think her purpose was in writing this story?*

**WRITING ACTIVITY:** Use the writing activity sheet at end of lesson and write one of these questions, or your own question on the board: **What was the author’s message? What did you learn about kindness or friendship from this story?**

**POEM:** Pick a poem on kindness, or use the one listed with this lesson. This poem was chosen because it speaks of friendship and giving a smile—which Brian did when Justin first was introduced to the class. Brian “gave it a try” even though he was “shy”. He “shared” when he drew a picture and wrote a note about Justin’s lunch. Project poem on Smart Board or have it written on poster paper. Read aloud with the children and discuss. Pick out part of the poem that will help you help the children reach their literacy goals.

Have children add this to poem booklet, if applicable.

# The Invisible Boy

By Trudy Ludwig

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## Making Friends

This is something I know is true...

To make a friend, you need to be YOU!

You and Me - Me and You

Make a move... it's easy to do!

Share a smile with not just one

But try your best with everyone!

Listen, help and try to share

Playing is best, when you are fair.

Start right now and give it a try

Even if you are feeling shy.

A brand-new friend can be so fun!

It's a warm kind of feeling, like a game just won!

Sometimes we wait for others to start...

But step on out and share your heart!