

Reading Roundup

The Invisible Boy

Written by Trudy Ludwig

Illustrated by Patrice Barton

Reading Roundup
Partners



Introduction

Gather the students around you so that they are able to see the illustrations of the book. Most classrooms will have an area rug defining this space. Introduce yourself and tell the students that you are excited to share The Invisible Boy, written by Trudy Ludwig and illustrated by Patrice Barton.

Before Reading

- *Have you ever felt left out when others were playing or doing something fun?* Allow students time to quietly think about the question, but do not invite them to share their personal stories.
- - **T/T** – *Think about why the author entitled the book, The Invisible Boy. Turn and talk to your partner.* (Brian's classmates didn't notice him.) *As I read the book, listen carefully to the words and look closely at the pictures to understand why Brian feels invisible.*

During Reading

- Begin reading the book by starting on the title page. Hold the book so that students are able to see the illustrations. Give plenty of time for students to “read” and think about the pictures. Continue to read through page 9.

- **Page 9 – T/T** - *Look at Brian. Why do you think the illustrator would draw him in black and white and the other children in bright colors? What does this tell us about Brian and the other children? Turn and talk to your partner.* (The black and white shows that Brian is ignored and feels left out. The bright colors of the other children show happiness and feeling part of the group.) Continue reading through page 21.

- **Page 21 - P** - *Look at Brian. What is slightly different about him? What might be causing this change?* (Brian is beginning to have color. He is beginning to feel noticed and included.)

- Continue reading the rest of the story making sure students have time to “read” the illustrations and notice Brian becomes more and more colorful.

After Reading

- **T/T** – *Justin helped Brian to not feel invisible at school, but Brian also helped himself. Turn and talk to your partner about what Brian did to make himself visible to Justin and what Justin did to help Brian not feel invisible.* (Brian wrote Justin a note to make him feel better after being teased at lunch. Brian and Justin worked on a school project together and Justin encouraged the other students to be Brian’s friend.)

Remember, what we do and say have an effect on how other people feel.

Vocabulary

Invisible – not seen p. 3

Whines, Complains – gripes, fusses p. 4

Scaling – climbing p.12

Greedy – selfish p. 13

Imagination – creative idea p.24

