

Learning possibilities

Text: Ludwig, T 2013, *The invisible boy*, Alfred A. Knopf, New York.

Engage

Step 1. Gather your child/children for a story using the song, 'If you want to hear a story'.

Step 2. Encourage your child/children to predict what the story is about from the cover.

Step 3. Read or watch the story (see link in the Resources box)

Step 4. Here are some questions to ask your child/children about the story.

1. What is the name of the boy in the story? (Brian)
2. What happened to Brian in the playground? (he waits and hopes but never gets chosen to play kickball with the other children)
3. How do you think this made Brian feel? (sad and lonely)
4. What was special about Brian? (he knew how to make Justin feel better when the other children teased him; he knows how to be a good friend; he also has a wonderful imagination)

Resources

Song

'If you want to hear a story'

(Tune: 'If you're happy and you know it')

If you want to hear a story, come sit down,

If you want to hear a story, come sit down.

Let's share a great big smile, as we read and talk a while,

It's time to hear a story, come sit down.

'If you're friendly and you know it'

(Tune: 'If you're happy and you know it')

If you're friendly and you know it, clap your hands

If you're friendly and you know it, clap your hands

If you're friendly and you know it, then your face will surely show it!

If you're friendly and you know it, clap your hands!

Poem

CanTeach, *Friends*

<http://www.canteach.ca/elementary/songspoems2.html>

Video

The Invisible Boy by Trudy Ludwig (YouTube, Mr Baker's Bookshelf)

Respond

Use this story as a springboard for discussions with your child/children about how to be a friend and model the language for inviting others into your play, for example: 'Would you like to play this game with us?'

Discuss what it feels like to be excluded or teased and the importance of kindness.

Encourage your child/children to show how to talk in a positive way and how they could overcome problems. It is also important for children to learn that even though they might invite a child to play with them using appropriate language and social skills, sometimes the response will be to decline. It is often difficult for young children to accept such situations and supportive adults can help children to see that declining to play isn't necessarily a sign of rejection, meanness or deliberate exclusion but may simply reflect another child's desire to do something different or to play alone. Building children's sense of resilience requires time and understanding.

Extend

- Use a puppet or soft toy to show situations children may experience — the puppet has a problem and the child/children help the puppet to solve it.
- Discuss Brian's amazing imagination and invite your child/children to create their own artworks using paints, felt pens, crayons and coloured pencils, or coloured papers (tissue, wrapping paper, glitter) of their choosing.