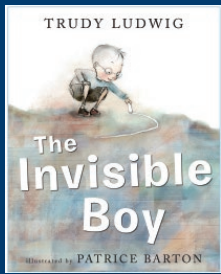


Thank you

FOR YOUR
INTEREST IN
CORWIN

Please enjoy this complimentary excerpt from *Rebellious Read Alouds*.

[LEARN MORE](#) about this title!



LEARNING FOR JUSTICE STANDARDS

Identity
Diversity
Justice
Action

WHAT ABOUTS:

- Students will ask and answer questions about key details in a text.
- Students will acknowledge differences in the points of view of characters.
- Describe how characters in a story respond to major events and challenges.
- Compare and contrast the adventures and experiences of characters in stories.

THE INVISIBLE BOY

Written by Trudy Ludwig

Illustrated by Patrice Barton

BOOK BIOGRAPHY

Brian is invisible. Not really, but it sure does feel that way. The teacher is too busy dealing with other kids. Students don't include him in their celebrations, games, or lunchtime conversations. It seems like no one sees him, or at least no one cares enough to see him. Until one day, when a new student comes to school, and changes everything.

VERA'S VIEW

Admittedly, I was never a child like Brian. I was (and still am) loud, took up space, and demanded attention from anyone who would listen. But it wasn't until I met my husband, and learned about his experience in school, that I thought about what a child must feel like to go through school (and sometimes life) unseen. I think about how many Brians may have gone through my classroom completely unseen. No one deserves to feel invisible.

START SMALL

Opening pages (double spread)

Can you see Brian? Do you think he is really invisible? What do you think it means to be invisible even when you aren't really invisible?

BE CONSISTENT

Nathan and Sophie... (page 4)

What does it mean for someone to take up a lot of space?

Can you think of a time or place when you take up space?

Can you think of a time or place where/when you don't take up enough space? Why?



At lunch, Madison ... (double spread)

What would you do if you were in the lunchroom with these characters?

What could Brian have done at this moment? What advice about taking action could you give to Brian during this moment?

The next day ... (double spread)

What action did Brian take? How do you think Justin feels about the action Brian took?

The entire book ... (all pages)

As we go through the story, we notice that Brian develops color and is no longer invisible by the end of the story. What did it take for Brian to become visible and gain his color?

KEEP CONSTANT

Sometimes action means speaking up when you see something wrong, like a friend being made fun of. Sometimes action means inviting a friend to color with you when you notice they are sitting alone. Sometimes action means not laughing when someone tells a mean joke, AND telling that person that their joke wasn't funny. Action looks different based on what's happening, but it is always important to speak up or take action when you see something you know isn't ok.

LET'S MAKE A PLAN OF ACTION

- Think about the times you might take up space, and don't allow others to have a chance to share that space. What can you do to share your space with others?
- What can we do when we hear a friend say a mean joke? What can we do for the person that the joke was about?
- Taking action can look a lot of different ways depending on the situation, think about the ways you are most comfortable taking action. Make a list of the ways you feel comfortable taking action.

Because I read this book, I now know _____ .

Because I read this book, I wonder _____ .

Because I read this book, I understand _____ .