

SEL Book Bag

Title: The Invisible boy/ El nino invisible

Author: Trudy Ludwig

Grade Levels: 1st grade

SEL Competency: Relationship Skills

Book Review:

A gentle story that teaches how small acts of kindness can help children feel included and allow them to flourish, from esteemed author and speaker Trudy Ludwig and acclaimed illustrator Patrice Barton.

A simple act of kindness can transform an invisible boy into a friend...

Meet Brian, the invisible boy. Nobody in class ever seems to notice him or think to include him in their group, game, or birthday party . . . until, that is, a new kid comes to class.

When Justin, the new boy, arrives, Brian is the first to make him feel welcome. And when Brian and Justin team up to work on a class project together, Brian finds a way to shine.

Any parent, teacher, or counselor looking for material that sensitively addresses the needs of quieter children will find *The Invisible Boy* a valuable and important resource. Includes a discussion guide and resources for further reading.

SEL Student SWBAT:

After reading *The Invisible Boy*, students will be able to initiate contact with others, share one's thoughts and feelings.

Activity Materials:

- Dice
- art crafts
- writing paper

Directions:

1. After reading *The Invisible Boy*, I will ask students to think of some ways they could help an "invisible" child be seen. (whole class discussion)

2. We will do a buzz talk to discuss ways the "invisible" boy can be seen. Create an anchor chart together with the organizer.

3. writing assignment-How can you help The Invisible boy (Students will write one sentence) Art craft to go along with it.

4. Roll dice activity-Students will initiate contact with others by rolling a dice and all children with the same number will play with others for the whole week. At the end of the week students will share something they learned about that personWhole-class read aloud/discussions

5. Extension: assign a “secret friend” for the week. Have it be a secret on a written card. Students will take time “secretly” getting to know a new friend in the classroom. Follows the “secret santa model”. At the end of the week, students will guess who their Secret friend was, by how they made them feel!

6. Writing extension: How did you feel when your partner was getting to know you?

Example: I felt seen and loved when Krsten played with me at recess>”