

# BOOK COMPANION LESSON FOR UPPER ELEMENTARY

# The Invisible Boy



# ASCA and CASEL Aligned Lesson Plan

## THE INVISIBLE BOY

**Objective(s):** Students will identify the difference between included and excluded, what included looks/sounds/feels like, and practice including others.

**Materials:** *The Invisible Boy*, question prompts, exit tickets

**ASCA Mindsets/Behaviors:**  
Create positive and supportive relationships with other students;  
Demonstrate empathy

**CASEL Domains:** Relationship Skills; Social Awareness

### Outline:

- Do "Stand Up/Sit Down." Read prompts. Students stand up if it applies to them and sit down (or remain sitting) if it does not. "Stand up if..."
  - You've ever felt left out before.
  - You've ever seen someone else being left out.
  - You've ever felt invisible, like no one saw you.
- Read *The Invisible Boy*. Ask while reading:
  - What does the author mean when she says Sophie and Nathan take up lots of space? (they take everyone's attention)
  - What just happened here? (JT saw Brian still needed a team and chose not to pick him) Was JT trying to be mean and hurt Brian's feelings?

Make an anchor chart about the concept of "included".  
Students turn and talk with a partner to discuss what it feels like to be included/excluded, then they share out and ideas are added to the anchor chart.

Repeat for what it feels like to be excluded. What type of things would you see if everyone was included? and what type of things would you see if everyone was excluded? (The responses are added to the anchor chart.)

# Includes Movement- Based Activity for Practicing Inclusion

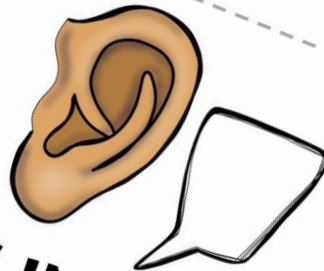
# Anchor Chart Titles



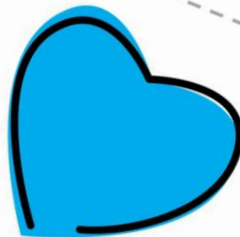
INCLUDED



LOOKS Like



SOUNDS Like



FEELS Like



# Discussion Question Visuals

(printable PDF  
and projectable  
PPT)

What is 1 example  
of BRAVERY or  
COURAGE in this  
story?

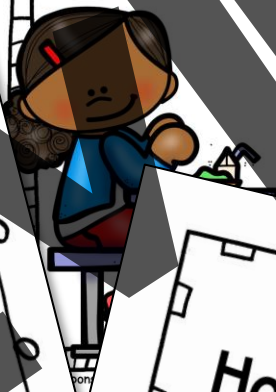


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At LUNCH, you hear  
someone say "You  
can't sit with us."

What should you DO?

What should you SAY?



How can you notice if  
someone is feeling  
INVISIBLE or isn't  
being INCLUDED?



How would  
you know if  
someone  
feels this  
way?

**Name:** \_\_\_\_\_

**Who is 1 student in your grade that you think might feel invisible?**

**What are you going to do to help them not feel invisible?**



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**Name:** \_\_\_\_\_

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**What are you going to do to help them not feel invisible?**



# THE Responsive COUNSELOR



## Education

B.A. from Michigan State University  
Psychology and Anthropology

M.S. from Vanderbilt University  
Community, Research, and Action

M.Ed. From Vanderbilt University  
Human Development Counseling:  
School Counseling and  
Clinical Mental Health

## Experience

I started my post-grad career as a school-based therapist before becoming an elementary school counselor. Social and emotional learning in youth is my passion, whether through large group prevention, individual intervention, or parent and teacher education! I have been at my current school for 5 years now, providing a comprehensive school counseling program.

## Philosophy

- I only sell resources that I create for my own students and use first with them!
- All of my work is rooted in evidence-based instructional, SEL, and/or therapeutic practices.
- My aim is to make things **effective** and **engaging** for wiggly learners and use wording accessible to underserved and EL populations.

## Connect With Me!

