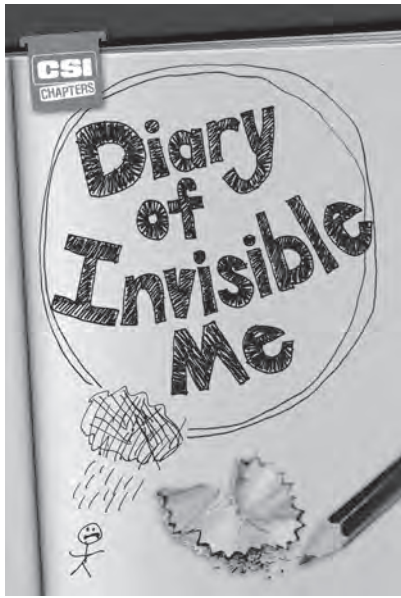


GUIDED READING LESSON

Diary of Invisible Me

By Rebecca McEwen



About this book

This book looks at how one character turns the tables on a bully, while also exploring some important concepts around civil and human rights.

Text type

Literature

- Story (realistic fiction)

This book contains:

- Diary entries
- Fact boxes
- Glossary
- Humour
- Quotes

Lesson focus

During this lesson, pupils will use a variety of comprehension strategies to deepen their understanding of the text and build new vocabulary.

Before Reading

Read the title aloud. Have the pupils look closely at the front cover, including image(s), typeface, colours and other design features.

- Based on the front cover, what kind of story do you expect to see inside?
- Using the word “invisible”, draw an inference about what type of person the book might be about.

Ask the pupils to share any knowledge they have about diaries.

- Make a connection to a diary you have written, read or heard about. It may or may not be a famous one.
- What kind of information might different kinds of people record in a diary?

Ask the pupils to read the blurb.

- Find a key word in the blurb that points to an important idea that you expect to find in the book. What helped you decide it was a key word?

During Reading

Set a purpose for reading “October” (pp. 2–5):

- As you read the first diary entry on page 2, draw an inference about what the title “Invisible Me” might mean, and check your earlier prediction.
- This entry contains a rhetorical question at the end of the first paragraph. Find the question, and visualise being the author. How do you feel?
- As you read the next two entries on pages 3 and 4, visualise the emotions of the author. How do the sketches on the pages help you to visualise?
- The diary entry on page 5 introduces a new element to the story. As you read, look for key words to help summarise the text and determine the important ideas that have been introduced.

Ask a pupil to share his or her summary. Check with the group to make sure all important ideas are covered.

- What are the connections between Martin Luther King Jr's quote and the pupil's situation?
- Predict what effect Mr Alexander will have on the pupil who wrote this diary.

Set a purpose for reading "November" (pp. 6–9) and 'December':

- As you read pages 6 to 9, look for important ideas that show how the pupil's life is changing. Write them down and think about how, on page 9, the tone of the diary changes.
- Predict what will happen in the next chapter, "December". Give reasons for your prediction.
- As you read the chapter "December", look for information to confirm or disprove your prediction.
- Make a note of the positive things that happen to the pupils in this chapter and synthesise the information to come to a conclusion about how the pupil-author is now feeling about school.

Set a purpose for reading to the end of the text:

- Keep a note of the important ideas as you read to the end of the text.
- As you read, monitor your own understanding of the text, and repair your comprehension by using the glossary in the back.
- What is the effect of Mr A's misfortunes on the Havenites?
- Think about how the story ends. Use evidence from the text to show what you think the moral of the story is.

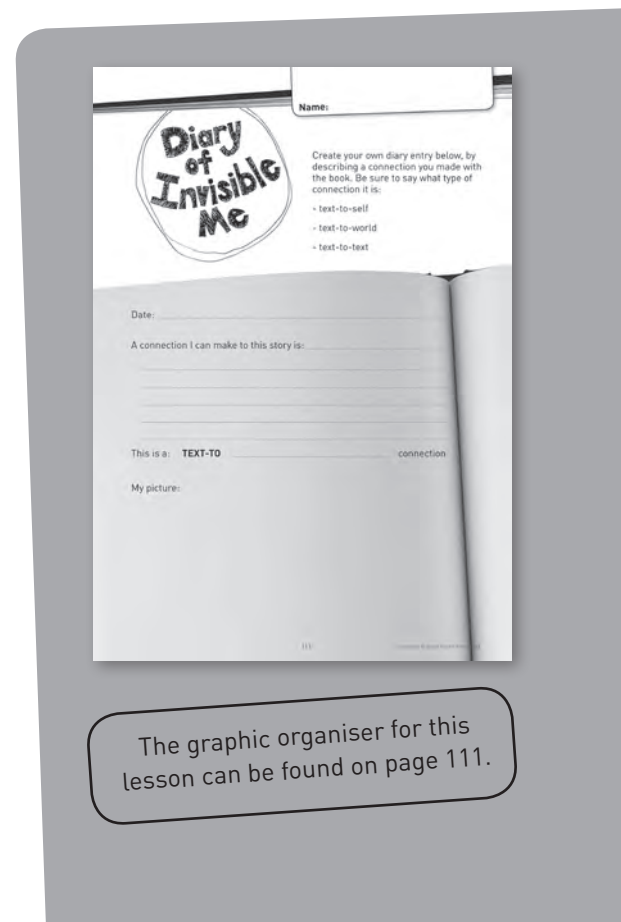
After Reading

Discuss with the pupils the issue of bullying.

- Make a connection to a time, or a text, where you have seen or read about bullying.
- In what ways is Josh a "typical bully"?
- Discuss how this story might help pupils understand and deal with bullying. Use evidence from the text to support your opinions.

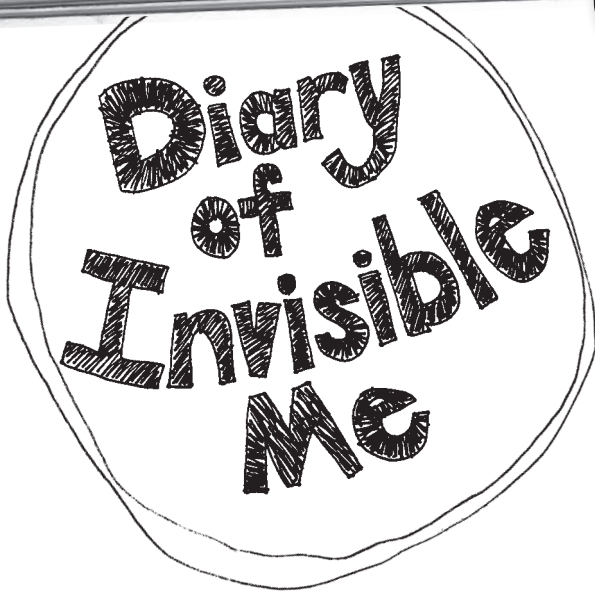
Discuss the school's reaction to the pupils' broadcast.

- Why did the school react strongly against Mr A and the Havenites?
- Make a connection between the school's reaction and something else you have seen, read or experienced.
- Synthesise the information from the text by combining the ideas you have read with your own knowledge of bullying to form your own opinion. Discuss how, despite the "punishment" of Mr A, things turned out okay for him and the pupils.
- The pupil who is writing the diary is never given a name. Why do you think this is? Make a connection between this idea and the before-reading discussion.
- Discuss the idea of using quotes from famous people to make a point.
- Complete the graphic organiser.



The graphic organiser for this lesson can be found on page 111.

Name: _____



Create your own diary entry below, by describing a connection you made with the book. Be sure to say what type of connection it is:

- text-to-self
- text-to-world
- text-to-text

Date: _____

A connection I can make to this story is: _____

This is a: **TEXT-TO** _____ connection

My picture: