

If I Were Invisible...

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Level 18

Getting ready for reading

Ask the students to imagine that they are invisible. *What would you do? What would be the advantages? What would be the disadvantages?* List these for future reference.

Talking through the book

Give each student a copy of the book. Turn to page 3. Ask: *Why has the illustrator drawn the girl white?* Discuss. Turn through the book, asking what might be the advantages and disadvantages in each scene.

Reading the book

Students read the book individually while the teacher observes each student's reading behaviours and prompts students to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

Returning to the text

Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.

Being a meaning maker

Encourage the students to support their answers with evidence from the book as they discuss these questions.

Is the girl invisible?

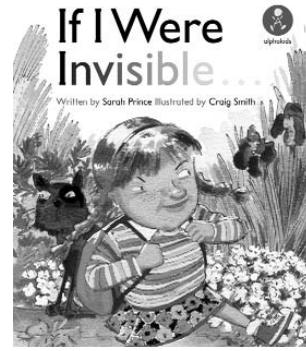
What would be the best things about being invisible? What would be the worst? Why?

Does the girl prefer to be visible or invisible?

Being a code breaker

Discuss the use of the ellipsis (...). *What does it tell you to do when you are reading?*

Discuss the use of the prefix 'in' in 'invisible'. Compare with other words that start with this prefix.



TEXT FEATURES

- **This book is a narrative about a child's understanding of what their life might be like if they were invisible.**
- **The text is written as a monologue, using the pattern of 'If...then...'**
- **The text explores a range of arguments for and against being invisible and concludes that the advantages of being invisible are outweighed by the disadvantages.**
- **Colour illustrations support and extend the text.**

Being a text user

Discuss:

What type of book is this?

How do you know?

What information is contained in the illustrations?

Being a text critic

Discuss:

Do all children think about what it might be like to be invisible?

What does the author think children like to do? Is she right?

Do you agree that being invisible might not be such a good idea after all? Why or why not?

Literacy learning centres – follow-up activities

WRITING CENTRE

Students could write a story about an adventure they might have if they were invisible.

T **TEXT CENTRE**

Students could write their own thoughts about the advantages and disadvantages of being invisible and anything interesting that might happen.

INTERACTIVE LITERACY CENTRE 1

Students can work in cooperative groups to role-play some of the scenes presented in the book. Encourage them to present the advantages and disadvantages of being invisible.

INTERACTIVE LITERACY CENTRE 2

Students, in pairs, could write a story about what might happen if they were invisible. Person 1 writes the idea about what they could do if they were invisible and Person 2 writes the ‘but’ statement. Ask students to swap roles after two ideas have been explored.

Person 1	If I were invisible I could...
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Person 2	but...
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WORD CENTRE

Students could read familiar texts to find and list a range of words with the prefix ‘in’.

Keeping track

When discussing meaning with students it is important to carefully check that the student is able to understand more than the literal meaning of the text. Can they read between the lines? Can they relate what they have read to their own world?