

*Invisible Things*  
**Discussion Guide**  
Grades Pre-K – 3

**Before Reading: to activate schema, build background knowledge, and set a purpose.**

- Read the title and look at the images on the front cover. Then ask, “What does invisible mean? Can you think of anything that is invisible?”
- This book introduces many abstract concepts such as joy, hope, gratitude, and fear. Select a couple of these terms to focus on. As a whole group or in pairs, complete a concept map to build on background knowledge and develop vocabulary.
- Think about your students’ [funds of knowledge](#). As you read, draw from your students’ sociocultural backgrounds to make connections to the text.

**During Reading: to engage students, check for understanding, and make connections.**

- What are the other senses besides sight? How do they help us interact with the world? Give examples from the story or come up with your own.
- Look at the page with smells illustrated. What do you think these smells are? What makes you think that?
- What is a mood? What is a vibe? How are they similar and different?
- In this story, what does the author mean by you need “guts”? Can you think of another word for “guts”?
- Have fun as a class practicing fake giggling! What is something that makes you giggle?
- Why is it important to notice invisible things?

**After Reading: to summarize, question, and reflect.**

- Have your students close their eyes and take a few long, deep breaths. What are some invisible things that they notice in this moment?
- This book includes a feeling chart. Have your students create their own feelings chart that they can look at when they need help identifying their feelings.
- In this story, the uses illustration to animate feelings and ideas. Music is something that we cannot see with our eyes but can affect our thoughts and mood. Through this activity, students can paint what they think and feel while listening to different music. Prepare a soundtrack with different songs (upbeat, slow, intense). Tell students that as you play the soundtrack, they should think about how it makes them feel. With watercolor paints, have your students use different colors, brush strokes, and intensities to paint how they feel during various songs.

If your students enjoyed this book...

- Encourage them to continue to discuss it and refer to it in other lessons and conversations.
- Let them explore more books about mindfulness such as [A World of Pausabilities](#) and [A Kids Book About Mindfulness](#).