

Too Bright to See
Discussion Guide
Grades 5-6

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

- Have a conversation with your students around the following terminology and topics. Feel free to review any other terminology you see fit.
- 1) **LGBTQ+:** Acronym for Lesbian, Gay, Bisexual, Transgender and Queer people plus community members who use different language to describe identity
- 2) **Sex:** whether you were born, biologically, a female or male
- 3) **Gender Identity:** how you feel, whether that be female, male, neither, or both
- 4) **Transgender:** a general word for people who feel that they belong to the other sex, and not the sex they were born with, and who express this in their behaviors

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

- How is Bug handling the loss of her uncle? Give some examples from the story. (Ch. 1-3)
- Why might Bug be hesitant to trying the things Mo wants to try? (Ch. 4)
- What can we begin to infer about why Bug and Uncle Roderick were so close? Share details to support your thinking. (Ch. 5)
- In this chapter, Bug spends some time narrating life events (p. 45-46). Why do you think Bug is doing this type of daydreaming? Do you ever do this? Why might you? (Ch. 6)
- Why do you think Bug is experiencing these strange interactions? (Ch. 7)
- Why do you think Uncle Roderick is trying to communicate with Bug? What message may be trying to come through? (Ch. 8)
- How is Bug feeling about making this new friend? Do you think this friendship will be special? Why or why not? (Ch. 9-10)
- Why do you think Uncle Roderick is not “resting in peace”? How does the relationship between Bug and Uncle Roderick play a role in these wild, ghostly incidents? (Ch. 11-13)
- How is the friendship between Bug and Griffin beginning to connect to the messages Uncle Roderick may be leaving? What can you begin to infer about the pamphlets that have been left behind? Share details from the story to support your thinking. (Ch. 14)
- Why do you think the author included these chapters? (Ch. 15-17)
- How is the strength of Bug and Moira’s friendship demonstrated in this chapter? (Ch. 17)
- How does Moira and Bug’s friendship develop in Ch. 19? (Ch. 18-19)
- Why do you think the author chose to end the story this way, especially with this epilogue? If you were the author would you have ended it differently? Why or why not? (Ch. 20- Epilogue)

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After Reading: to summarize, question, and reflect.

- What are some lessons we can learn from *Too Bright to See*? (hint: family, friendship, loss, identity)
- Have you ever had someone close to you support challenges in your life, like the people in Bug's life did for him? If you feel comfortable to share, please do so.

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 about the topic by reading other books with similar themes, structure, characters, or content.