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"Bye Forever, I Guess" Lesson Plan Guide

by Jodi Meadows

Unit Overview

Duration: 1 week

Grade Level: 6–8

Subject Integration: ELA, Social-Emotional Learning, Media Literacy

Essential Question: *How do we navigate the gap between who we are online and who we allow ourselves to be in person?*

Learning Objectives — Students will be able to:

- Analyze how Ingrid's dual identity (online vs. school) drives character development and plot
 - Explore themes of authenticity, social hierarchy, and belonging in contemporary middle school fiction
 - Examine how the wrong-number-text narrative device creates tension and character growth
 - Connect the novel's themes to personal experiences of identity, performance, and courage
 - Express understanding through analytical writing and creative personal reflection
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ONE-WEEK LESSON PLAN

Day 1: Ingrid's Double Life — Introduction and Character Analysis

Objective: Establish Ingrid's dual identity and the social dynamics that shape her choices

Materials: Book, character identity graphic organizer

Opening (10 min):

- Quick-write: "Do you present yourself differently in different settings—school, home, online? Why or why not?"
- Partner share responses

Main Activity (35 min):

- Introduce Ingrid and the "charity case" dynamic with Rachel—map the social hierarchy and Ingrid's place in it
- Contrast Ingrid's school self with her online self: same person, radically different experience of confidence and belonging
- Discuss: Which version is the "real" Ingrid? Is the question even fair?
- Identity graphic organizer: Students map their own "selves" across different contexts—not to share, but to notice

Closing (5 min):

- Exit ticket: "What does Ingrid want that her friendship with Rachel isn't giving her?"

Assessment: Character analysis depth, personal reflection quality, engagement with dual-identity concept

Day 2: The Moment of Courage and the Wrong-Number Text

Objective: Analyze Ingrid's decision to stand up to Rachel and how the new connection changes her situation

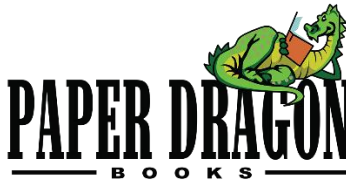
Materials: Book, narrative turning-point analysis chart

Opening (10 min):

- Think-pair-share: "Has there ever been a moment when speaking up cost you something—but also freed you?"

Main Activity (35 min):

- Examine the scene where Ingrid confronts Rachel: What gives her the courage? What does she lose? What opens up?
- Introduce the wrong-number text as a narrative device: How does chance factor into Ingrid's story?
- Track how the mystery-boy connection develops: What makes it feel more real than her school relationships?
- Discuss: Why is it sometimes easier to be honest with a stranger than with someone you know?



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Closing (5 min):

- Quick-write: "What does the wrong-number text represent for Ingrid—what need does it meet?"

Assessment: Turning-point analysis, narrative device identification, thematic connection

Day 3: Online vs. IRL — Media Literacy and Identity

Objective: Connect the novel's themes to real questions about digital identity, authenticity, and connection

Materials: Book, media literacy discussion materials, optional article on online vs. offline identity

Opening (10 min):

- Discussion: "What's the difference between presenting yourself well online and being fake? Where's the line?"

Main Activity (35 min):

- Read and discuss a brief article or research finding on how teens manage identity across platforms
- Connect to Ingrid: Is her online self a performance, an authentic expression, or both?
- Explore the novel's central question: Can a friendship that started online become real? What would that take?
- Small group debate: "The self you are online is just as real as the self you are in person." Agree or disagree?

Closing (5 min):

- Exit ticket: "In one sentence: What makes the mystery-boy connection different from what Ingrid has at school?"

Assessment: Media literacy engagement, argument articulation, connection of text to real-world digital experience

Day 4: Character Arc and Theme — Who Is Ingrid Becoming?

Objective: Track Ingrid's character arc and identify the novel's central thematic statements

Materials: Book, character arc timeline, theme analysis chart

Opening (10 min):

- Partner discussion: "How has Ingrid changed from the first page to where we are now?"

Main Activity (35 min):

- Build a class character arc timeline: key moments in Ingrid's journey from hiding to (potentially) being seen
- Theme analysis: What does the novel say about authenticity? About social courage? About what online community offers that school sometimes doesn't?
- Introduce the concept of the "audience" we perform for—and what it costs to always be performing
- Writing prompt: "What does Ingrid risk by letting the mystery boy see her real self? What does she risk by NOT letting him?"

Closing (5 min):

- Share one sentence from writing prompt responses

Assessment: Character arc analysis, theme articulation, analytical writing quality

Day 5: Creative Response and Discussion

Objective: Express understanding of identity, authenticity, and connection through a creative project

Materials: Writing and drawing supplies, project choice cards

Opening (10 min):

- Preview project options; students select and begin

Main Activity (35 min):

- Option A: Write the scene where Ingrid finally meets the mystery boy in person—what does she say? What does she hide?
- Option B: Create two "profiles" for Ingrid—her school persona and her online persona—and write a paragraph on which feels more true
- Option C: Write an analytical paragraph: "What does 'Bye Forever, I Guess' say about the relationship between courage and authenticity?"
- Share work in pairs or small groups

Closing (5 min):

- Class closing: "One thing this book made me think about my own identity is..."



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Assessment: Creative or analytical writing quality, personal connection depth, sharing engagement

Differentiation

- **Advanced learners:** Comparative analysis: How does Ingrid's dual identity compare to characters in other contemporary YA fiction?
 - **Students needing support:** Provide sentence frames for analytical writing; graphic organizers for character and theme tracking
 - **English Language Learners:** Pre-teach key vocabulary around identity and social dynamics; collaborative discussion options throughout
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Materials List

- Class set of "Bye Forever, I Guess"
- Character identity graphic organizer (Day 1)
- Narrative turning-point analysis chart (Day 2)
- Brief article or resource on teen online identity for Day 3
- Character arc timeline template (Day 4)
- Project choice cards and writing materials (Day 5)