

In Unit 1, students launch their learning about schools by focusing on the guiding question: “What is school, and why are schools important?” The unit begins by asking students to reflect on this question using a context they already know: their own school. Participating in a series of focused read-alouds of *What Does School Mean to You?* written by EL Education and *The Dot* by Peter H. Reynolds helps them develop a deeper definition of what school is and why schools are important. As students work through the first half of the unit, they capture their learning in the What Is School? notebook.

During the second half of the unit, students engage in a series of close read-alouds of *The Invisible Boy*, a narrative by Trudy Ludwig. Through the reading of this narrative, students deepen and extend their understanding of schools and why they are important. For the Unit 1 Assessment, students participate in a less scaffolded close read-aloud of *The Invisible Boy*, during which they demonstrate their understanding of the text by listening and answering questions about a particular section of the text. (RL.2.1, RL.2.3, and RL.2.7)



Guiding Question and Big Idea

What is school, and why are schools important?

- A school is a place designed for students to build knowledge and skills, foster character and relationships, and create high-quality work.

The 4 T's			
TOPIC	TASK		
How characters respond to major events in stories	Writing in response to <i>The Invisible Boy</i>		
TARGETS	TEXTS		
(CCSS explicitly taught and assessed): RL.2.1, RL.2.3, RL.2.7	<i>The Invisible Boy</i>		

Unit 1 Assessment

Writing in Response to *The Invisible Boy*

This assessment focuses on students' comprehension of literary text read aloud. It centers on CCSS ELA RL.2.1, RL.2.3, and RL.2.7. Students listen to the final portion of *The Invisible Boy* by Trudy Ludwig. They answer text-dependent questions, demonstrating their ability to use key details from the text and illustration to demonstrate understanding of characters and plot, and describe how characters in a story respond to major events.

Assessment Checklists

Throughout this unit, teachers use the Unit 1 Assessment Speaking and Listening Checklist to gather data on students' progress toward standard SL.2.1a. Throughout this unit, teachers use Reading Literature Checklist to gather data on students' reading comprehension, specifically progress toward standards RL.2.1, RL.2.3, and RL.1.7.

Habits of Character

Social-Emotional Learning Focus

Central to EL Education curriculum is a focus on “habits of character” and social-emotional learning. Students work to become effective learners, developing mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration); work to become ethical people, treating others well and standing up for what is right (e.g., empathy, integrity, respect, compassion); and work to contribute to a better world, putting their learning to use to improve communities (e.g., citizenship, service).

In this unit, students **work to become effective learners**: develop the mindsets and skills for success in college, career, and life. Throughout Unit 1, students engage with two habits of character: respect and compassion. They do this mainly through engaging in the text *The Invisible Boy* by Trudy Ludwig, identifying key moments in the text where characters show respect or compassion.

This unit is approximately 2 weeks or 11 sessions of instruction.



Week-at-a-Glance

Lesson and CCSS	Agenda	Daily Learning Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1 SL.2.1, SL.2.1a, W.2.2	Drawing and Writing: What Do I Already Know about Schools? 1. Opening A. Introducing Learning Targets: “The Magic Bow” Story (10 minutes) B. Discovering Our Topic: Mystery Questions (10 minutes) 2. Work Time A. Introducing the Guiding Question (5 minutes) B. Structured Discussion: Sharing What I Already Know about Schools (10 minutes) C. Independent Writing: What Is School? Notebook (20 minutes) 3. Closing A. Reflecting on Learning (5 minutes)	<ul style="list-style-type: none"> I can listen with care when I participate in conversations with my classmates. (SL.2.1a) I can draw and write what I already know about school. (W.2.2) 	<ul style="list-style-type: none"> Use the Speaking and Listening Checklist for to monitor students progress towards SL.2.1a during Think-Pair-Share (See Assessment Overview and Resources for the Speaking and Listening Checklist). Developing informational skills with What is School? notebooks 	<ul style="list-style-type: none"> Questions for Kindergarteners anchor chart Module Guiding Question anchor chart Think-Pair-Share anchor chart

Schools and Community

Lesson and CCSS	Agenda	Daily Learning Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 2 RI.2.1, RI.2.6, W.2.8, SL.2.1, SL.2.1a	Focused Read-aloud, Session 1: What Does School Mean to You? 1. Opening A. Song and Movement: “What Is School?” Song (10 minutes) 2. Work Time A. Focused Read-aloud, Session 1: What Does School Mean to You? (15 minutes) B. Independent Writing: What Is School? Notebook (10 minutes) C. Making Observations: Evidence in Our Classroom (15 minutes) 3. Closing and Assessment A. Sharing Our Work (10 minutes)	<ul style="list-style-type: none"> I can ask and answer questions about what school is and why it is important using key details from <i>What Does School Mean to You?</i> (RI.2.1, RI.2.6, W.2.8) I can listen with care when I participate in conversations with my classmates. (SL.2.1a) 	<ul style="list-style-type: none"> Use the Speaking and Listening Checklist for to monitor students progress towards SL.2.1a during Think-Pair-Share (See Assessment Overview and Resources for the Speaking and Listening Checklist). Developing informational skills with What is School? notebooks 	<ul style="list-style-type: none"> Classroom Discussion Norms anchor chart Module Guiding Question anchor chart Think-Pair-Share anchor chart Sharing our Work anchor chart
Lesson 3 RI.2.1, RI.2.6, W.2.8, SL.2.1, SL.2.1a	Focused Read-aloud, Session 2: What Does School Mean to You? 1. Opening A. Establishing a Discussion Norm: Speak One at a Time (10 minutes) 2. Work Time A. Focused Read-aloud, Session 2: <i>What Does School Mean to You?</i> (15 minutes) B. Independent Writing: What Is School? Notebook (10 minutes) C. Making Observations: Evidence in Our Classroom (15 minutes) 3. Closing and Assessment A. Shared Writing: Responding to Kindergarteners (10 minutes)	<ul style="list-style-type: none"> I can ask and answer questions about what school is and why it is important using key details from <i>What Does School Mean to You?</i> (RI.2.1, RI.2.6, W.2.8) I can speak one at a time when participating in conversations with my classmates. (SL.2.1, SL.2.1a) 	<ul style="list-style-type: none"> Use the Speaking and Listening Checklist for to monitor students progress towards SL.2.1a during Think-Pair-Share (See Assessment Overview and Resources for the Speaking and Listening Checklist). Developing informational skills with notebooks 	<ul style="list-style-type: none"> What is School? song Module Guiding Question anchor chart Classroom Discussion Norms anchor chart

Lesson and CCSS	Agenda	Daily Learning Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 4 SL.2.1, SL.2.1a, L.2.4, RL.2.1, RL.2.7, W.2.8	Focused Read-aloud, Session 1: <i>The Dot</i> 1. Opening A. Song and Movement: "What Is School?" Song (10 minutes) 2. Work Time A. Focused Read-aloud, Session 1: <i>The Dot</i> (20 minutes) B. Independent Writing: What Is School? Notebook (20 minutes) 3. Closing A. Sharing Our Work (5 minutes) B. Song and Movement: "What Is School?" Song (5 minutes)	<ul style="list-style-type: none"> I can speak one at a time when I participate in conversations with my classmates. (SL.2.1, SL.2.1a) I can describe how Vashti was feeling at the beginning and at the end of the book <i>The Dot</i>. (RL.2.1, RL.2.7, W.2.8) 	<ul style="list-style-type: none"> During Work Time A, use the Reading Literature Checklist (RL.2.1/RL.2.3/RL.2.7) to track students' progress toward these reading standards (see Assessment Overview and Resources). 	<ul style="list-style-type: none"> Module Guiding Question anchor chart Classroom Discussion Norms Anchor chart Role Play protocol anchor chart Important Events from The Dot anchor chart How was Vashti Feeling at the Beginning of the Book? Anchor chart
Lesson 5 SL.2.1, SL.2.1a, RL.2.2, RL.2.7, W.2.8	Focused Read-aloud, Session 2: <i>The Dot</i> 1. Opening A. Song and Movement: "What Is School?" Song (10 minutes) 2. Work Time A. Focused Read-aloud, Session 2: <i>The Dot</i> (20 minutes) B. Independent Writing: What Is School? Notebook (20 minutes) 3. Closing A. Shared Writing: Revisiting the Guiding Question (10 minutes)	<ul style="list-style-type: none"> I can identify the central message in <i>The Dot</i>. (RL.2.2, RL.2.7, W.2.8) I can speak one at a time when I participate in conversations with my classmates. (SL.2.1a) 	<ul style="list-style-type: none"> During Work Time A, use the Reading Literature Checklist (RL.2.1/RL.2.3/RL.2.7) to track students' progress toward these reading standards (see Assessment Overview and Resources). 	<ul style="list-style-type: none"> Module Guiding Question anchor chart Classroom Discussion norms anchor chart Role Play protocol anchor chart
Lesson 6 SL.2.1, SL.2.1a, L.2.4, W.2.8, RL.2.1, RL.2.7	Close Read-aloud, Session 1: <i>The Invisible Boy</i> 1. Opening A. Reviewing Learning Targets (10 minutes) 2. Work Time A. Close Read-aloud, Session 1: <i>The Invisible Boy</i> (25 minutes) B. Independent Writing and Drawing: The Frayer Model (15 minutes) 3. Closing and Assessment A. Pinky Partners: Sharing Our Work (10 minutes)	<ul style="list-style-type: none"> I can participate in a discussion to answer questions using details from <i>The Invisible Boy</i> to support my answers. (RL.2.1, RL.2.7, SL.2.1a) I can define the words <i>invisible</i> and <i>visible</i>. (L.2.4) 	<ul style="list-style-type: none"> During Work Time A, use the Reading Literature Checklist (RL.2.1/RL.2.3/RL.2.7) to track students' progress toward these reading standards (see Assessment Overview and Resources). During Work Time B, observe students drawing and writing. Take notes about their inventive spelling and phonetic awareness to build foundational skills in upcoming Skills block lessons. Note: Informative writing is taught in Unit 2. 	<ul style="list-style-type: none"> Classroom Discussion Norms Anchor chart Pinky Partners protocol anchor chart

Lesson and CCSS	Agenda	Daily Learning Targets	Ongoing Assessment	Anchor Charts & Protocols
			<ul style="list-style-type: none"> During the Closing, students engage in the Pinky Partners protocol. Monitor students as they listen and respond to a classmate's idea. Prompt them to attend to the classroom discussion norms and provide question and sentence stems if necessary. 	
Lesson 7 SL2.1, SL2.1a, L2.4, W2.8, RL2.1, RL2.3, RL2.7	Close Read-aloud, Session 2: <i>The Invisible Boy</i>, Pages 1–8 1. Opening A. Reviewing Learning Targets (10 minutes) 2. Work Time A. Close Read-aloud, Session 2: <i>The Invisible Boy</i> , Pages 1–8 (20 minutes) B. Modeling Writing: Using Details from the Text (10 minutes) C. Independent Writing: Using Details from the Text (15 minutes) 3. Closing and Assessment A. Reflecting on Learning (5 minutes)	<ul style="list-style-type: none"> I can respond to questions using details from the text to support my answers. (RL.2.1, RL.2.3, RL.2.7, W.2.8) I can stay on topic while participating in conversations with my classmates. (SL.2.1, SL.2.1a) 	<ul style="list-style-type: none"> During Work Time A, use the Reading Literature Checklist (RL.2.1/RL.2.3/RL.2.7) to track students' progress toward these reading standards (see Assessment Overview and Resources). During Work Times A and B, observe students following the classroom discussion norms. Prompt students as needed. (SL.2.1a) During Work Time C, observe and support students as they independently write. Collect student writing to formatively assess and to re-teach foundational skills during the Skills block. 	<ul style="list-style-type: none"> Classroom Discussion Norms anchor chart Role Play protocol anchor chart Close Readers Do These Things anchor chart
Lesson 8 SL2.1, SL2.1a, L2.4, W2.8, RL2.1, RL2.3, RL2.7	Close Read-aloud, Session 3: <i>The Invisible Boy</i>, Pages 9–14 1. Opening A. Reviewing Learning Targets (10 minutes) 2. Work Time A. Close Read-aloud, Session 3: <i>The Invisible Boy</i> , Pages 9–14 (20 minutes) B. Modeling Writing: Using Details from the Text (10 minutes) C. Independent Writing: Using Details from the Text (15 minutes) 3. Closing and Assessment A. Reflecting on Learning (5 minutes)	<ul style="list-style-type: none"> I can respond to questions using details from the text to support my answers. (RL.2.1, RL.2.3, RL.2.7, W.2.8) I can describe what happens in the text to make Brian feel invisible at the beginning of <i>The Invisible Boy</i>. (RL.2.1, RL.2.3, RL.2.7) 	<ul style="list-style-type: none"> During Work Time A, use the Reading Literature Checklist (RL.2.1/RL.2.3/RL.2.7) to track students' progress toward these reading standards (see Assessment Overview and Resources). During Work Times A and B, observe students following the classroom discussion norms. Prompt students as needed. (SL.2.1a) During the Work Time C, observe and support students as they independently write. Collect student writing to formatively assess and to re-teach foundational skills during the Skills block. 	<ul style="list-style-type: none"> Classroom Discussion Norms Anchor chart Brian's Change anchor chart Role Play protocol anchor chart Close Readers Do These Things Anchor chart

Lesson and CCSS	Agenda	Daily Learning Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 9 SL2.1, SL2.1a, L2.4, W2.8, RL2.1, RL2.3, RL2.7	Close Read-aloud, Session 4: <i>The Invisible Boy</i>, Pages 15–20 1. Opening A. Reviewing Learning Targets (10 minutes) 2. Work Time A. Close Read-aloud, Session 4: <i>The Invisible Boy</i> , Pages 15–20 (20 minutes) B. Pinky Partners: Using Details from the Text (10 minutes) C. Independent Writing: Using Details from the Text (15 minutes) 3. Closing and Assessment A. Reflecting on Learning (5 minutes)	<ul style="list-style-type: none"> I can respond to questions using details from the text to support my answers. (RL.2.1, RL.2.3, RL.2.7, W.2.8) I can describe how Brian responds to events by looking closely at the illustrations and words. (RL.2.1, RL.2.3, RL.2.7) 	<ul style="list-style-type: none"> During Work Time A, use the Reading Literature Checklist (RL2.1/RL.2.3/RL.2.7) to track students' progress toward these reading standards (see Assessment Overview and Resources). During Work Times A and B, observe students following the classroom discussion norms. Prompt students as needed. (SL.2.1a) During Work Time C, observe and support students as they independently write. Collect student writing to formatively assess and to re-teach foundational skills during the Skills block. 	<ul style="list-style-type: none"> Close Readers Do These Things anchor chart Brian's Change anchor chart Pinky Partners protocol anchor chart
Lesson 10 SL2.1, SL2.1a, L2.4, W2.8, RL2.1, RL2.3, RL2.7	Close Read-aloud, Session 5: <i>The Invisible Boy</i>, Pages 21–26 1. Opening A. Reviewing Learning Targets (10 minutes) 2. Work Time A. Close Read-aloud, Session 5: <i>The Invisible Boy</i> , Pages 21–26 (20 minutes) B. Pinky Partners: Using Details from the Text (10 minutes) C. Independent Writing: Using Details from the Text (15 minutes) 3. Closing and Assessment A. Turn and Talk: Sharing Our Work (5 minutes)	<ul style="list-style-type: none"> I can respond to questions using details from the text to support my answers. (RL.2.1, RL.2.3, RL.2.7, W.2.8) I can describe the changes in the illustrations to learn more about Brian. (RL.2.1, RL.2.3, RL.2.7) 	<ul style="list-style-type: none"> During Work Time A, use the Reading Literature Checklist (RL2.1/RL.2.3/RL.2.7) to track students' progress toward these reading standards (see Assessment Overview and Resources). During Work Times A and B, observe students following the classroom discussion norms. Prompt students as needed. (SL.2.1a) During Work Time C, observe and support students as they independently write. Collect student writing to formatively assess and to re-teach foundational skills during the Skills block. 	<ul style="list-style-type: none"> Close Readers Do These Things anchor chart Classroom Discussion Norms anchor chart Brian's Change anchor chart Pinky Partners protocol anchor chart

Lesson and CCSS	Agenda	Daily Learning Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 11 SL2.1, SL2.1a, L2.4, W2.8, RL2.1, RL2.3, RL2.7	Unit 1 Assessment and Close Read-aloud, Session 6: <i>The Invisible Boy</i>, Pages 27–30 1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. Close Read-aloud, Session 6: <i>The Invisible Boy</i> , Pages 27–30 (20 minutes) B. Unit 1 Assessment: Writing in Response to <i>The Invisible Boy</i> (15 minutes) C. Developing Language: Picture Sort (10 minutes) 3. Closing and Assessment A. Structured Discussion: What Did We Learn about School? (10 minutes)	<ul style="list-style-type: none"> I can respond to questions using details from the text to support my answers. (RL.2.1, RL.2.3, RL.2.7, W.2.8, SL.2.1a, L.2.4) I can describe what happens in the text to make Brian feel more visible. (RL.2.1, RL.2.3, RL.2.7) 	<ul style="list-style-type: none"> During Work Time A, use the Reading Literature Checklist (RL.2.1/RL.2.3/RL.2.7) to track students' progress toward these reading standards (see Assessment Overview and Resources). During Work Time B, observe and support students as they complete the Unit 1 Assessment—also the culminating task for the close read-aloud. Collect student writing and assess using the criteria on the RL checklist in the Assessment Overview and Resources. 	<ul style="list-style-type: none"> Close Readers Do These Things anchor chart Classroom Discussion Norms anchor chart Brian's change anchor chart Module Guiding Question anchor chart

Accountable Independent Reading

The ability to read and comprehend text is the heart of literacy instruction. Comprehension is taught, reinforced, and assessed across all three components of this primary curriculum: Integrated module lessons, Integrated Labs, and the Reading Foundations Skills block (see Module Overview).

For Unit 1, during the independent reading in the Skills block, reinforce the comprehension skills and standards that students are practicing during the Integrated Literacy block:

- **RL.2.1:** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
 - Invite the students to read aloud a portion of a literature text and ask comprehension questions.
 - After a student reads aloud the first few pages of a literary text, ask:
“What questions do you have? What are you wondering?”
- **RL.2.3:** Describe how characters in a story respond to major events and challenges.
 - Invite students to place sticky notes in the text itself or take notes in a journal about clues in the text that demonstrate aspects of a character.
 - Invite students to keep track of individual characters on a graphic organizer with columns for “What happened” and “How the character responded.”
- **RL.2.7:** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
 - When conferencing with a student, have he or she explain how the illustration connects with a portion of the text.
 - Ask:

How do these illustrations help you understand the text?”

Supporting English Language Learners

Whereas the Meeting Students' Needs column in each lesson contains support for both ELLs and Universal Design for Learning (UDL), ELLs have unique needs that cannot always be met with UDL support. According to federal guidelines, ELLs must be given access to the curriculum with appropriate supports, such as those that are identified for ELLs in the Meeting Students' Needs column.

- **Prioritize lessons for classrooms with many ELLs:** Consider prioritizing and expanding instruction in Lessons 6–11 to support comprehension of the anchor text, *The Invisible Boy*, and in preparation for the assessment, which occurs at the end of this series of close read-alouds. Students may benefit from additional time with this text, as their comprehension of its message and content is critical to the unit's learning targets. In addition, be sure to complete the optional Language Dive for ELLs in Lesson 4. Consider placing less focus on and condensing instruction in Lessons 4–5.
- **Language Dives:** All students participate in their first Language Dive in Lesson 10. ELLs can participate in an optional Language Dive in Lesson 4. Most lessons also offer optional Mini Language Dives for ELLs. Language Dives are guided conversations about the meaning of a sentence from the central texts, models, or learning targets. The conversation invites students to unpack complex syntax, or “academic phrases,” as a necessary component of building both literacy and habits of mind. Students then apply their understanding of language structure as they work toward the assessments and performance task. All Language Dives follow a Deconstruct-Reconstruct-Practice routine, in which students discuss and play with the meaning and purpose of the sentence and each chunk of the sentence; put the chunks back together into the original order and any possible variations; and practice using the chunks in their own speaking and writing. To maximize language practice and accommodate time, consider dividing or reviewing each Language Dive over multiple lessons. A consistent Language Dive routine is critical in helping all students learn how to decipher complex sentences and write their own. In addition, Language Dive conversations can hasten overall English language development for ELLs. Avoid using the Language Dive Guide to lecture about grammar; the Guide is designed to prompt students as they grapple with the meaning and purpose of the chunks and the sentence. Consider providing students with a Language Dive log inside a folder to track Language Dive sentences and structures and collate Language Dive note-catchers. Assure students that this log will not be graded; however, consider inviting students to use their log and note-catchers to gauge the progress of their speaking and writing skills. For more information on Language Dives, refer to the Supporting English Language Learners Guidance and Appendix.
- **Goal 1 Conversation Cues:** Encourage productive and equitable conversation with Conversation Cues, which are questions teachers can ask students to help achieve four goals: (Goal 1) encourage all students to talk and be understood; (Goal 2) listen carefully to one another and seek to understand; (Goal 3) deepen thinking; and (Goal 4) think with others to expand the conversation (adapted from Michaels, Sarah and O'Connor, Cathy. *Talk Science Primer*. Cambridge, MA: TERC, 2012. http://inquiryproject.terc.edu/shared/pd/TalkScience_Primer.pdf).

Based on Chapin, S., O'Connor, C., and Anderson, N. [2009]. *Classroom Discussions: Using Math Talk to Help Students Learn, Grades K–6*. Second Edition. Sausalito, CA: Math Solutions Publications). Refer to the Appendix for the complete set of cues. Goal 1 Conversation Cues are introduced in Lesson 3. Heightened language processing and development is a primary potential benefit for ELLs.

- **Diversity and inclusion:** Investigate the routines, practices, rituals, beliefs, norms, and experiences that are important to ELLs and their families. Integrate this background into the classroom as students explore informational texts taking place across different cultures and countries. The anchor text, *The Invisible Boy*, explores feelings of loneliness and isolation that may be familiar to ELLs, especially if they are newcomers. Prepare students for this theme and encourage them to share any feelings the text may elicit. Create a safe space for students to express themselves without putting them on the spot if they choose not to. The unit also establishes background knowledge and new explorations of school. Be aware that some students may have a very different experience with school than others. Consult with a guidance counselor, school social worker, or ESL teacher for further investigation of diversity and inclusion concerns.
- **Strategic grouping:** As students are invited to pair up for various tasks and protocols, seriously consider matching ELLs to a partner who has greater language proficiency. The conversations that happen as a result of such strategic grouping will greatly serve the language development of both partners.
- **Language processing time:** Give ELLs sufficient time to think about what they want to say before they share with other students or write.
- **Writing and collaboration:** Students will have several opportunities to synthesize their learning and share their thinking with a partner before writing reading responses. This social interaction is beneficial for ELLs because it will allow them time to verbalize their ideas with a peer before writing. It may also pose a challenge for some students who have trouble verbalizing their thoughts. It may also be difficult for students to write independently after working closely with a partner. If there are students who speak the same home language, consider grouping them together and allowing them to discuss the activities in their home language. While circulating, facilitate ELLs' participation by suggesting phrases they can use to interact and directing them to environmental resources in the room.
- **Close read-aloud and identifying supporting details:** Students will participate in a series of close read-aloud sessions, during which they will hone their comprehension and interpretive skills by determining the feelings of the characters in the text. Use illustrations and visual information as much as possible to support student comprehension. Give students opportunities to act and to move. At the same time, students will use detail to support their thinking about how the main characters either changed or did not change. Identifying supporting details may be challenging for ELLs, as it may be a challenge to interpret the text itself. Check for comprehension frequently and ask probing questions to elicit details from the text. Use Conversation Cues to foster discussion among students.
- **Celebration:** Celebrate the courage, enthusiasm, diversity, and bilingual skills that ELLs bring to the classroom.

Preparation and Materials

For basic lesson preparation, refer to the materials list and Teaching Notes in each lesson. The following are unusual materials that may take more time or effort to organize or prepare.

- Lesson 1: Prepare What Is School? notebooks.
- Lesson 2: Find instrumental version of “Sing a Song of Sixpence.”
- Lesson 6–11: Closely review sections of the Close Read-aloud Guide: *The Invisible Boy* by Trudy Ludwig.
- Lesson 8: Prepare Brian’s Change anchor chart and Brian’s Change picture set.
- Lesson 12: Determine groups of four to six students and designate areas for each group to participate in the structured discussion.