

Lesson 7: Close Read-aloud, Session 2: *The Invisible Boy*, Pages 1–8



CCS Standards

- **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.
- **RL.2.3:** Describe how characters in a story respond to major events and challenges.
- **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.
- **W.2.8:** Recall information from experiences or gather information from provided sources to answer a question.
- **SL.2.1:** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- **SL.2.1a:** Follow agreed-upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **L.2.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.



Daily Learning Targets

- 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)

Ongoing Assessment

- During Work Time A, use the Reading Literature Checklist to track students' progress toward the reading standards in this lesson (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 K-2 Reading Foundations Skills Block.

Agenda

1. **Opening**
 - A. Reviewing Learning Targets (10 minutes)
2. **Work Time**
 - A. Close Read-aloud, Session 2: *The Invisible Boy*, 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)

Teaching Notes

Purpose of lesson and alignment to standards:

- This lesson is the second in a series of six in which students engage in a close read-aloud of *The Invisible Boy*. In Session 2, students focus their attention on a smaller chunk of the text that dives deeper into understanding the main character, Brian, and an example of something that makes him feel invisible (RL.2.1, RL.2.3, RL.2.7).
- The pages of *The Invisible Boy* are not numbered. For instructional purposes, the page that begins with “Can you see Brian, the invisible boy?” should be considered page 2 and all pages thereafter numbered accordingly.
- In the Opening, students add to the Classroom Discussion Norms anchor chart. As students engage in the close read-aloud, they are prompted to attend to classroom discussion norms as they discuss the key details from the text and illustrations (SL.2.1).
- The Close Readers Do These Things anchor chart is introduced in Work Time A. The purpose of this anchor chart is to identify the behaviors of close reading to understand a complex text, and it will be added to over the next several lessons.
- To allow for a volume of reading on the topic of school for this module, see the K–5 Recommended Texts list. Ensure that a variety of informational and narrative texts below, on, and above grade level for this topic is available during independent reading in the K-2 Reading Foundations Skills Block.

How this lesson builds on previous work:

- In Lesson 1, students were introduced to the norm “listen with care.” They practiced this norm in Lesson 2. In Lesson 3, students learned about the importance of “speaking one at a time.” In this lesson, they learn a new discussion norm, “stay on topic.”
- In Lesson 6, students listened to the entire text of *The Invisible Boy* read aloud. Now, in Session 2 of this close read-aloud, students closely study pages 1–8 of the text. Continue to reinforce the value of revisiting this rich and complex text many times to think about the important ideas and enjoy the beautiful language.
- Continue to take note of how students are interacting with one another using the Speaking and Listening Checklist, specifically as it pertains to SL.2.1a (see Assessment Overview and Resources). Redirect students as needed using the Classroom Discussion Norms anchor chart. Although the skills for SL.2.1 are gradually taught through the entire module, take notes and assess students who already demonstrate mastery. Use protocols and discussions in the lesson as opportunities to gather evidence on each student for these standards.
- Continue to use Goal 1 Conversation Cues to promote productive and equitable conversation.

Areas in which students may need additional support:

- In Work Time A, students listen and respond to a close read of the text. To help them focus, consider creating different types of seating arrangements (pillows, chairs, benches, standing, etc.).
- In Work Time C, students write and draw independently at their desks in response to a reading prompt. To gain the most valuable information on RL standards from all students, encourage those who may feel less comfortable with writing to orally share their response with you. Capture their response to document their thinking through the next couple of lessons that involve independent writing and drawing.

- In Work Time C, students write and draw in response to a prompt. To enable all students' best work, allow them to choose from a variety of materials to complete it.
- In the Closing, one student's work is chosen as an example of high-quality work to show to the class. To encourage students to demonstrate that quality of work in the future, clearly provided positive feedback for the details included in the work rather than the student. Additionally, check with the student whose work you've chosen to share to make sure he or she feels comfortable with it being read aloud.

Down the road:

- The foundational skills of speaking and listening are being developed in these Unit 1 lessons. Unit 2 will provide additional practice on SL.2.1a, as well as additional skills through SL.2.1b and SL.2.1c. All of the SL.2.1 substandards will be formally assessed in Unit 3.
- In Work Time C, students write and draw independently in response to reading. This lesson provides a scaffold for the independent writing and drawing required in the Unit 1 Assessment in Lesson 11.

In advance:

- Set up a document camera to display the *The Invisible Boy* and other documents throughout the lesson (optional).
- Distribute pencils and the Session 2: Student Response Sheet at students' workspaces. Doing this in advance helps ensure a smooth transition during Work Time C.
- Choose a student ahead of time to help you model the discussion norm, "Staying on Topic" during the Opening.
- Preview the Close Read-aloud Guide: *The Invisible Boy* (Session 2) to familiarize yourself with what will be required of students.
- Prepare:
 - Close Readers Do These Things anchor chart.
 - *The Invisible Boy* word cards, by printing or writing each word on its own card to create a class set (see supporting materials).
- Review the Role Play and Think-Pair-Share protocols. (Refer to the Classroom Protocols document for the full version of the protocol.)

Consider using an interactive whiteboard or document camera to display lesson materials.

- Work Time B: Model writing using a word processing tool, for example a Google Doc.
- Work Time C: Students can complete their independent writing using a word processing tool, for example a Google Doc.+
- Work Time C: Students can use Speech to Text facilities activated on devices, or using an app or software like Dictation.io (<https://dictation.io/speech>)

Supporting English Language Learners

Supports guided in part by CA ELD Standards 2.I.A.1, 2.I.B.6, 2.I.B.8, and 2.I.C.10

Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to read literature closely to determine the main idea and to support ideas with details from the text. This provides students with valuable experience reading and interpreting complex text, which will foster English language development by exposing them to academic vocabulary and syntax.
- ELLs may find it challenging to stay on topic, as they may not understand the linguistic cues necessary for determining the topic. If students have trouble answering with relevant responses, probe their thinking by asking questions about the topic. (Examples: “What is this page about?” “What is the book about?” “Who is the main character?”)

Levels of support

For lighter support:

- Encourage students to use Conversation Cues with other students to extend and deepen conversations, think with others, and enhance language development.

For heavier support:

- During Work Time C, distribute a copy of the Session 2: Student Response Sheet partially filled in with sentence frames. This will provide students with models for the kind of writing expected and reduce the volume of writing required. Refer to the Session 2: Sample Student Response Sheet (for teacher reference) to determine which sections of the note-catcher to provide for students.
- During Work Time C, allow students to work in pairs to complete their Session 2: Student Response Sheet.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** The learning targets for this lesson include new lesson-specific vocabulary. As you post the learning targets, highlight big ideas by including simple illustrations to emphasize the meanings.
- **Multiple Means of Action & Expression (MMAE):** During the close reading, some students may benefit from sensory input and opportunities for movement while they are sitting. Provide options for differentiated seating, such as sitting on a gym ball, a move-and-sit cushion, or a chair with a resistive elastic band wrapped around the legs.
- **Multiple Means of Engagement (MME):** As students work at varied paces to complete their Session 2: Student Response Sheets, they may benefit from additional support before the transition to clean up. Providing students with a clear routine for what to do with unfinished work. Using a visual timer can promote independence during the transition.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

New:

- staying on topic, respond (L)
- hoping, glanced (T)

Review:

- detail, participate (L)
- invisible, visible (T)

Materials

- ☑ Classroom Discussion Norms anchor chart (begun in Lesson 3; added to during the Opening; see supporting materials)
- ☑ Close Read-aloud Guide: *The Invisible Boy* (from Lesson 6; Session 2; for teacher reference)
 - Speaking and Listening Checklist (for teacher reference; see Assessment Overview and Resources)
 - Reading Literature Checklist (for teacher reference, See Assessment Overview and Resources)
 - *The Invisible Boy* (from Lesson 6; one to display; for teacher read-aloud)
 - *The Invisible Boy* word cards (from Lesson 6; class set)
 - Role Play Protocol anchor chart (begun in Lesson 4)
 - Close Readers Do These Things anchor chart (new; co-created with students during Work Time A; see supporting materials)
- ☑ Session 2: Teacher Model (one to display)
- ☑ Session 2: Teacher Model (answers, for teacher reference)
- ☑ Think-Pair-Share anchor chart (begun in Lesson 1)
- ☑ Session 2: Student Response Sheet (one per student)
- ☑ Brian’s Change anchor chart (begun in Lesson 6)
- ☑ Session 2: Sample Student Response Sheet (for teacher reference)

Opening

A. Reviewing Learning Targets (10 minutes)

- Gather students whole group.
- Direct students’ attention to the posted learning targets and read the first one aloud:

“I can respond to questions using details from the text to support my answers.”
- Underline the word *detail* and ask:

“Think back to when we learned about the word detail. What does detail mean?” (small, important part)

- Reread the first learning target and circle the word *respond*. Tell students that *respond* is another word for answer.
- Direct students' attention to the posted learning targets and read the second one aloud:
"I can stay on topic while participating in conversations with my classmates."
- Invite students to whisper an answer into their hands and ask:
"What does participate mean?" (to take part in an activity)
- Reread the second learning target and underline *stay on topic*.
- Invite students to turn and talk to an elbow partner:
"What does it mean to stay on topic?" (It means that the person speaking should only talk about what the class is focusing on, the story being read, or the question being asked.)
- Tell students that staying on topic helps them understand what the speaker is trying to teach them.
- Direct students' attention to the **Classroom Discussion Norms anchor chart** and add:
 - "stay on topic"
- Ask a student to join you in modeling what it looks and sounds like to stay on topic:
 - Tell the class that first, you will show them what it sounds like to speak with a partner by staying on topic. Encourage the student to model listening with care and looking at the speaker. Say: "The teacher told us to talk about what happened in *The Invisible Boy*. I remember that it was about a boy who had trouble making friends at school until Justin came."
 - Tell the class that now you will show them what it sounds like if you do not stay on topic. Say: "In that book, there was a boy who felt invisible. When I was pretending with my sister in the backyard, I moved so fast that I was invisible too!"
- Ask:
"What did you notice was different between my two answers?" (Responses will vary, but may include: The first answer talked about the book. The first answer answered the question. You talked about your sister, and that isn't a part of what we are talking about.)
- Invite students to use their finger to trace the words "stay on topic" on their arms.
- Remind students that you will be looking for them to stay on topic while discussing parts of the text.

Meeting Students' Needs

- For ELLs: Check for comprehension by asking students to summarize and then to personalize the learning targets. Ask them to paraphrase them and then to say how they feel about them. Example: "Can you put the first learning target in your own words?" (I can answer questions and talk about the little important things.) "How do you feel about that target?" (I'm not sure I understand what a detail is, but I am going to try my best. (MME)
- For students who may need additional support with reading comprehension: Highlight big ideas by including simple illustrations to emphasize the meanings of *detail* and *respond*. (MMR)

Work Time

A. Close Read-aloud, Session 2: *The Invisible Boy*, pages 1–8 (20 minutes)

- Guide students through the close read-aloud for *The Invisible Boy* using the **Close Read-aloud Guide: *The Invisible Boy* (Session 2; for teacher reference)**. Consider using the **Speaking and Listening Checklist** and/or the **Reading Literature Checklist** during the close read-aloud (see Assessment Overview and Resources).
- Refer to the guide for the use of:
 - *The Invisible Boy*
 - ***The Invisible Boy* word cards**
 - **Role Play Protocol anchor chart**
 - **Close Readers Do These Things anchor chart**

Meeting Students' Needs

- For ELLs: Pair students with a partner who has more advanced or native language proficiency. The partner with greater language proficiency can serve as a model during the read aloud, initiating discussions and providing implicit sentence frames. (MMAE)
- For ELLs: During the read-aloud, provide sentence frames for Think-Pair-Shares. (Example: “Brian felt invisible because _____.”) (MMAE)
- For ELLs: During the read-aloud, display the text on a document camera or display an enlarged copy of the text to help direct students to the appropriate sentences on each page. (MMR)
- As students prepare for the close reading, provide options for physical action and sensory input by differentiating seating. Some students might benefit from sitting on a gym ball, a move-and-sit cushion, or a chair with a resistive elastic band wrapped around the legs. (MMAE)
- After you reread page 7, foster collaboration and community by prompting students to whisper to a partner what they would do if they saw Brian looking sad at recess. (Examples: Ask him to join the kickball team even if the numbers are uneven; ask him to join a different game in which numbers of players do not matter.) (MME)

Work Time

B. Modeling Writing: Using Details from the Text (10 minutes)

- Invite students to stand up and pretend to roll a kickball. Once students have stretched a bit, invite them to be seated.
- Display the **Session 2: Teacher Model**. Focus students on the first question and read it aloud:
 - “How does Brian feel when kids are picking kickball teams?”
- Display page 6 of *The Invisible Boy* and reread the bottom of the page, beginning with “Only Brian is left...”

- Think aloud by saying: “The text says Brian is hoping, so I could say Brian feels hopeful.”
- Write in the first box on the Session 2: Teacher Model:
- “Brian feels hopeful.”
- Focus students on the second question and read it aloud:
 - “What detail in the text or picture helps you know how Brian feels?”
- Think aloud by saying: “The text says Brian is hoping. The picture also shows me his eyes are big and his eyebrows are up.”
- Write in the second box on the teacher model, referring to the **Session 2: Teacher Model (answers, for teacher reference)** as necessary:
 - “The text says Brian is hoping. In the picture, his eyes are big and his eyebrows are up.”
- Focus students on the last question and read it aloud:
 - “What in the story makes him feel this way?”
- Think aloud by saying: “I’ll need to think about what was happening in the text when he started to feel hopeful. Looking at page 5, I can see that they are picking teams for kickball. He must be waiting and hoping to get chosen for a team.”
- Write the sentence in the third box on the teacher model, referring to the Session 2: Teacher Model (answers, for teacher reference) as necessary:
 - “He is waiting and hoping to be chosen for a kickball team.”
- Point to the last box on the teacher model. Tell students that this is a place to draw a picture of the event before they start writing to help their ideas or after their writing if they have time.
- Invite students to Think-Pair-Share with an elbow partner, referring to the **Think-Pair-Share anchor chart** as necessary:

“What did you notice I did to answer this question?” (looked at the question carefully; looked back at the book; used details from the text to help my answers)
- Call on a few students to share their answers with the class.
- Model looking at the questions carefully and looking back at the book again for detail.
- Tell students they should use those ideas to help them do their own writing at their tables.

Meeting Students' Needs

- For ELLs: Ask:

“What is the difference between the words hoping and hopeful?” (Hoping is a verb or an action word that means to expect or wish something. Hopeful is an adjective or a describing word. It is used to talk about a person who is full of hope or who is hoping something.) (MMR)
- When modeling how to write about Brian’s feelings on the Session 2: Student Response Sheet, emphasize process and effort by modeling how to sound out a word with tricky spelling. Encourage students to try their best and use environmental print if they get stuck. (MME)

Work Time

C. Independent Writing: Using Details from the Text (15 minutes)

- Tell students that their **Session 2: Student Response Sheet** is already at their workspace.
- Remind students how to transition back to their seats for independent work, as necessary.
- Invite students to move back to their seats.
- Direct students' attention to the **Brian's Change anchor chart** and display page 8 of *The Invisible Boy*.
- Focus students on the first question on their student response sheet:
 - “How does Brian feel at recess?” (sad)
- Invite students to Think-Pair-Share:

“What are you going to write to answer this question?”
- Refocus whole group and invite students to write their response on their response sheet.
- Circulate to support students as they write. If students are stuck, encourage them to reread pages 7–8 and to summarize what happened. Encourage students to writing in complete sentences and use classroom resources (high-frequency word lists, and alphabet or letter sound combination charts). Refer to the **Session 2: Sample Student Response Sheet (for teacher reference)** as necessary.
- Repeat this process with each question on the response sheet.
- While circulating, identify a student who has included an important detail from the text in his or her writing. Before the next lesson, ask the student if it would be okay to share his or her work with the class.
- Warn students when they have 1 minute remaining.
- Invites students to clean up their writing and drawing materials.

Meeting Students' Needs

- For ELLs: Provide sentence frames for some of the answers on the Session 2: Student Response Sheet so that students can complete it as a cloze exercise. (Example: “His shoulders are _____. He is _____ing away.”) (MMAE)
- For students who may need additional support with self-regulation and independence during the transition from writing to cleaning up, consider using a visual timer and providing a clear routine for what to do with unfinished work. (MME)

Closing and Assessment

A. Reflecting on Learning (5 minutes)

- Focus students' attention on the learning targets and read them aloud:

“I can respond to questions using details from the text to support my answers”

“I can stay on topic while participating in conversations with my classmates.”
- Tell students they will be using the Thumb-O-Meter to reflect on the targets. Explain they can hold their thumb up, down, or sideways after they hear a question. By holding their

thumb up, they are showing they agree or did a great job. By holding their thumb sideways, they are showing they did alright but could use some help. By holding their thumb down, they are showing that they did not try their best and need a lot of work.

- Invite students to respond with a their thumb after asking:
“How did we do in reaching our learning targets today?”
- Say: “I think we reached our learning targets today. I think that because I’ve heard every voice talk about a question from the text.”
- Invite students to turn and talk with a partner about how they think they did with the learning targets.
- If productive, cue students to expand the conversation by giving an example:
“Can you give an example?” (Responses will vary.)
- Remind students that they will have a chance to practice again tomorrow.

Meeting Students' Needs

- For ELLs: Challenge students to use Conversation Cues to probe one another's thinking during the turn and talk discussion. Examples:
 - “Can you say more about that?”
 - “What do you mean by that?”
 - “Can you give an example?”
- As students reflect on the learning targets, heighten the salience of these goals by writing their ideas on a board or chart paper. Create a T-chart with two columns, labeled “things we did well” and “things we can work on.” Invite students to share things they thought the class did well and things the class can get even better at in the next lesson. (MMR, MME)