

## Lesson 8: Close Read-aloud, Session 3: *The Invisible Boy*, Pages 9–14



### 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 describe what happens in the text to make Brian feel invisible at the beginning of *The Invisible Boy*. (RL.2.1, RL.2.3, RL.2.7)

### 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 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 K-2 Reading Foundations Skills Block.

### Agenda

#### 1. Opening

- A. Reviewing Learning Targets (10 minutes)

#### 2. Work Time

- A. Close Read-aloud, Session 3: *The Invisible Boy*, 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)

## Teaching Notes

### Purpose of lesson and alignment to standards:

- This lesson is the third in a series of six in which students engage in a close read-aloud of *The Invisible Boy*. In Session 3, students begin talking about and tracking Brian’s feelings on an anchor chart (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 Work Time A, Brian’s Change anchor chart is started whole group. Use cut out illustrations from an extra copy of the book to complete the chart (see supporting materials).
- Students continue building their knowledge of close reading by adding to the Close Readers Do These Things anchor chart during the close read-aloud in Work Time A.
- 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.
- Continue checking on students’ progress toward SL.2.1 and SL.2.1a by using the Speaking and Listening Checklist (see Assessment Overview).
- Continue to use Goal 1 Conversation Cues to promote productive and equitable conversation.

### How this lesson builds on previous work:

- Similar to Lesson 7, students continue to look closely at the words and pictures in *The Invisible Boy* and answer text-based questions to develop an understanding of the changes the main character undergoes.
- In Lesson 7, “stay on topic” was added to the Classroom Discussion Norms anchor chart. The remainder of lessons in this unit should be used to reinforce the three discussion norms and to assess students’ progress toward SL.2.1a.

### 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, provide 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:**

- In Work Time C, students write independently in response to reading. This lesson provides a scaffold for the independent writing 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 3: Student Response Sheet at students' workspaces. Doing this in advance helps ensure a smooth transition during Work Time C.
- Preview the Close Read-aloud Guide: *The Invisible Boy* (Session 3) to familiarize yourself with what will be required of students.
- Review the Session 2: Student Response Sheets to identify a written response that uses details from *The Invisible Boy*. Ask that student if you can use his or her work as a model during Work Time B.
- Prepare:
  - Brian's Change anchor chart (see supporting materials).
  - Brian's Change picture set, by cutting illustrations from pages 8, 10, 14, 19, 21, 22, 24 and 30 from an additional copy of *The Invisible Boy*.
- Post: Learning targets, Classroom Discussion Norms anchor chart, Brian's Change anchor chart, Role Play Protocol anchor chart, and Close Readers Do These Things anchor chart.

## Technology &amp; Multimedia

**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 describe events 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 use evidence to support their ideas, as this skill can seem abstract for students who struggle to understand the meaning of the

text itself. If students have trouble supporting their ideas, probe their thinking by asking specific questions. (Example: “What exactly, in the words or pictures, makes you think that?” “Look at Justin’s face. How do you think he feels, based on the picture?”)

### Levels of support

*For lighter support:*

- Encourage students to use Conversation Cues with classmates 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 3: 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 3: 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 the Session 3: 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 Work Time B, one student’s work will be used as an example of including details. Offer options for physical action by inviting the class to stand up and give the student a special applause for taking a risk and sharing work with the group.
- **Multiple Means of Engagement (MME):** During the close reading, you will introduce the word *shyly* from *The Invisible Boy*. After you discuss the meaning of *shyly*, optimize relevance by prompting students to whisper to a partner a time they have acted *shyly*.

### Vocabulary

#### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

#### New:

- shyly (T)

#### Review:

- respond, detail, describe (L)

### Materials

- ✓ “Learning Target” poem (from Lesson 1; one to display)
- ✓ Classroom Discussion Norms anchor chart (begun in Lesson 3)
- ✓ Close Read-aloud Guide: *The Invisible Boy* (from Lesson 6; Session 3; 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)
- Brian’s Change anchor chart (new; co-created with students during Work Time A; see supporting materials)
- Brian’s Change anchor chart (for teacher reference)
- Brian’s Change picture set (class set; see Teaching Notes)
- *The Invisible Boy* (from Lesson 6; one to display; for teacher read-aloud)
- Role Play Protocol anchor chart (begun in Lesson 4)
- Close Readers Do These Things anchor chart (begun in Lesson 7; added to during Work Time A; see supporting materials)
- ✓ Session 2: Student Response Sheet (from Lesson 7; one to display; see Teaching Notes)
- ✓ Session 3: Teacher Model (one to display)
- ✓ Session 3: Teacher Model (answers, for teacher reference)
- ✓ Think-Pair-Share anchor chart (begun in Lesson 1)
- ✓ Session 3: Student Response Sheet (one per student)
- ✓ Session 3: Sample Student Response Sheet (for teacher reference)

## Opening

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### A. Reviewing Learning Targets (10 minutes)

- Gather students whole group.
- Display the **“Learning Target” poem** and have students read it aloud with you.
- 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 words *respond* and *detail* and ask:  
***“What does it mean to respond?” (to answer)***  
***“What are details?” (small, important parts)***
- Direct students’ attention to the posted learning targets and read the second one aloud:  
***“I can describe what happens in the text to make Brian feel invisible at the beginning of The Invisible Boy.”***
- Circle the word *describe* and ask:  
***“What does describe mean?” (to tell or write about with details)***
- Direct students’ attention to the **Classroom Discussion Norms anchor chart**.
- Read each bullet aloud, pausing after each to ask for volunteers to briefly explain what the bullet means and to demonstrate what it might look or sound like.
- Invite students to turn and talk to an elbow partner:  
***“Which discussion norm will you work hard to do today?” (listen with care, speak one at a time, stay on topic)***
- Remind students that you will be looking for them to use the classroom discussion norms while discussing parts of the text during the close read-aloud.

### Meeting Students' Needs

- For ELLs: Ask students to recall and describe one way that they worked toward the learning targets in the previous lesson. Example: "When did we respond to questions during the last lesson?" (The teachers asked questions when we read the book, and we answered them.)
- For students who may need additional support with reading comprehension: Highlight the big idea of the second learning target by including a simple illustration to emphasize the meaning of *describe*. (MMR)

## Work Time

### A. Close Read-aloud, Session 3: *The Invisible Boy*, Pages 9–14 (20 minutes)

- Guide students through the close read-aloud for *The Invisible Boy* using the **Close Read-aloud Guide: *The Invisible Boy* (Session 3; 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:
  - **Brian's Change anchor chart**
  - **Brian's Change anchor chart (for teacher reference)**
  - **Brian's Change picture set**
  - *The Invisible Boy*
  - **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 close read-aloud, provide sentence frames for Think-Pair-Shares. (Example: "Brian felt invisible because \_\_\_\_.") (MMAE)
- For ELLs: During the close 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 read-aloud, 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 discuss the meaning of *shyly*, optimize relevance by prompting students to whisper to a partner a time they have acted *shyly*. (MME)



## Work Time

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

- Invite students to stand up and pretend to be the superhero from Brian's drawing. Once students have stretched a bit, ask them to be seated.
- Display the **Session 2: Student Response Sheet**.
- Tell students that because they have been working on including details from the text in their answers, you would like to share a piece of work that has included an important detail from *The Invisible Boy*.
- Ask the owner of the paper to read aloud his or her work or read the answers aloud to the class.
- Underline or star a detail the student included in his or her work. Invite the student to open *The Invisible Boy* to the page that contains the detail he/she included in their writing.
- Encourage the class to include a detail from the text in their answers during writing today.
- Display the **Session 3: Teacher Model**. Focus students on the first question and read it aloud:
  - “How does Brian feel at lunch?”
- Turn to page 10 in the book and place it on the document camera. Reread the bottom of the page, beginning with “I’m so glad....”
- Think aloud by saying: “The text says Brian wasn’t invited to the party. If that happened to me, I’d be mad or sad. Let me check the picture. His face doesn’t show me angry, but he doesn’t look happy. I am going to write ‘unhappy.’”
- Write in the first box on the teacher model, referring to the **Session 3: Teacher Model (answers, for teacher reference)** as necessary:
  - “Brian feels unhappy.”
- 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 everyone had fun but Brian because he was the only one not invited. I can see in the picture that he is eating and not saying anything.”
- Write in the second box on the teacher model, referring to the Session 3: Teacher Model (answers, for teacher reference) as necessary:
  - “The text says Brian wasn’t invited, and the picture shows me he is not talking or having fun.”
- 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 unhappy. Looking at page 9, I can see that they are all talking about the fun they had at this party, and then the text tells me Brian wasn’t invited to the party. He must be unhappy because everyone else went and had fun and he did not go to this fun party.”*
- Write the sentence in the third box on the teacher model, referring to the Session 3: Teacher Model (answers, for teacher reference) as necessary:
  - “He is unhappy because he is the only one who did not go to the party.”
- Point to the last box on the page. 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: To boost confidence and model successful work, choose an intermediate ELL's work as the student model to share with the class. (Example: “I was so impressed with Harrison's work yesterday! Let's look at a detail that he included so we can all learn from it.”) (MME)
- After discussing the student exemplar, offer options for physical action and foster community by inviting the class to stand up and give the student a special applause for taking a risk and sharing work with the group. (Examples: round of applause, alligator clap, queen's clap) (MMAE, MME)

## Work Time

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

- Tell students that their **Session 3: 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 14 of *The Invisible Boy*.
- Read aloud the first question on the response sheet:
  - “How does Brian feel on Monday morning?” (shy)
- 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 they are stuck, encourage them to reread page 14 and to summarize what happened. Encourage them to use classroom resources (high-frequency word lists, and alphabet or letter sound combination charts). Refer to the **Session 3: 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.
- Invite 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 3: Student Response Sheet so students can complete it as a cloze exercise. (Example: "The text says that Brian \_\_\_\_\_ shyly.") (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 describe what happens in the text to make Brian feel invisible at the beginning of The Invisible Boy."***
- Tell students they are going to use the Thumb-O-Meter. Remind them that they used this yesterday, and review as necessary. (Refer to the Classroom Protocols document for the full version of the protocol.)
  - "How did we do in reaching our learning targets today?"***
- Say:
  - "I think we did well explaining what made Brian feel invisible. I think we could work on including details in our answers, because I heard a few answers without details 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 saying more:
  - "Can you say more about that?" (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?"