

Lesson 9: Close Read-aloud, Session 4: *The Invisible Boy*, Pages 15–20



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 how Brian responds to events by looking closely at the illustrations and words. (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 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 4: *The Invisible Boy*, 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)

Teaching Notes

Purpose of lesson and alignment to standards:

- This lesson is the fourth in a series of six in which students engage in a close read-aloud of *The Invisible Boy*. In Session 4, students explore the connection between being “invisible,” Brian’s feelings, and the drawings of Brian throughout the book. Additionally, students use Justin’s appreciation for Brian’s drawing abilities as an introduction to the habit of character respect in the closing of the Close Read Aloud (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.
- 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).

How this lesson builds on previous work:

- Similar to Lessons 7–8, 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.
- Also similar to Lesson 7–8, after participating in the close read-aloud, students respond to the text in writing; however, this lesson involves less teacher modeling.
- 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.

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 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 Invisible Boy* and other documents throughout the lesson (optional).
- Distribute pencils and the Session 4: 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 4) to familiarize yourself with what will be required of students.
- Review the Session 3: 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 the Go Fishing for Vocabulary cards by printing or writing each word on its own card (see supporting materials).
- Post: Learning targets, Close Readers Do These Things anchor chart, Classroom Discussion Norms anchor chart, Brian's Change anchor chart, and Pinky Partners Protocol anchor chart.

Technology & Multimedia

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

- Work Time B: If you recorded students participating in the Pinky Partners protocol in Lesson 6, play this video for them to remind them of what to do.
- 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 (<http://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 4: 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 4: 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 4: Student Response Sheet.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** In this lesson, students use the Brian's Change anchor chart and page 19 of *The Invisible Boy* as resources for writing. It may be challenging for students to organize all of this visual information as they work independently. Customize the display of information and remove unnecessary distractions by placing a sticky note directly underneath words or pictures students need to reference.
- **Multiple Means of Action & Expression (MMAE):** During Work Time C, students write independently. When introducing independent writing, vary methods for fine motor response by offering options for drawing utensils and writing tools.
- **Multiple Means of Engagement (MME):** During the close reading, students learn that Brian felt better after Justin wrote him a letter. After the close reading session, optimize relevance by prompting students to think about a time when someone made them feel better, just like Justin did for Brian.

Vocabulary**Key:**

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

New:

- respect (T)

Review:

- describe, respond, detail (L)
- invisible, visible (T)

Materials

- ✓ "Learning Target" poem (from Lesson 1; one to display)
- ✓ Close Readers Do These Things anchor chart (begun in Lesson 7; added to during the Opening; see supporting materials)

- ✓ Classroom Discussion Norms anchor chart (begun in Lesson 3)
- ✓ Close Read-aloud Guide: *The Invisible Boy* (from Lesson 6; Session 4; 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)
 - Go Fishing for Vocabulary cards (class set)
 - Brian’s Change anchor chart (begun in Lesson 8; added to during Work Time A; see supporting materials)
 - Brian’s Change anchor chart (for teacher reference)
 - Brian’s Change picture set (from Lesson 8)
 - *The Invisible Boy* (from Lesson 6; one to display; for teacher read-aloud)
- ✓ Session 3: Student Response Sheet (from Lesson 8; one to display; see Teaching Notes)
- ✓ Session 4: Student Response Sheet (one per student)
- ✓ Pinky Partners Protocol anchor chart (begun in Lesson 6)
- ✓ Session 4: Sample Student Response Sheet (for teacher reference)

Opening

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 review definitions as necessary.
- Direct students’ attention to the posted learning targets and read the second one aloud:
“I can describe how Brian responds to events by looking closely at the illustrations and words.”
- Circle the word *describe* and review the definition as necessary.
- Direct students’ attention to the **Close Readers Do These Things Anchor Chart**.
- Invite students to give themselves a pat on the back as you read the things listed on the chart: reread important parts of the text, look closely at pictures, act out important parts of the text.
- Tell students you think they are ready to add some more things to this anchor chart. Say: “I know you have worked really hard to look closely at the pictures, but I notice that you are also working hard to listen carefully to the words.”
- Add to the Close Readers Do These Things anchor chart:
 - “Listen carefully to the words.”
- Tell students there is one more thing to add to the list today, and it is something they do all the time.
- Invite students to turn and talk to an elbow partner:

“When you Think-Pair-Share or turn and talk during the close read-aloud, what are you doing?” (talking with a classmate)

- Add to the Close Readers Do These Things anchor chart:
 - “Talk with classmates about the text.”
- Invite students to independently reread the two new bullets on the anchor chart.
- Direct students’ attention to the **Classroom Discussion Norms anchor chart**.
- Remind students that you will be looking for them to use the classroom discussion norms while discussing parts of the text during today’s close read-aloud.

Meeting Students’ Needs

- For ELLs: Mini Language Dive. Ask students about the meaning of this sentence from the learning target: “I can describe how Brian responds to events by looking closely at the illustrations and text.” Examples:
 - “What is *describe* in our home languages?” (*describir* in Spanish) Invite all students to repeat the translation in a different home language.
 - “What does describe mean?” (to tell or write about with details)
 - “What are we going to describe?” (how Brian responds to events)
 - “What are some events that have happened to Brian so far in *The Invisible Boy*?” (Answers will vary.)
 - “What does it mean to respond to an event?” (to do something because of an event; to react)
 - “What are some things Brian has done so far in *The Invisible Boy* to respond to events?” (Answers will vary.)
 - “How do you know Brian responded in those ways?” (what the book said; what I saw in the pictures)
 - “How did looking closely at the illustrations and words help you understand and describe how Brian responded?” (I saw how he was feeling by looking at the pictures of his face. I listened to the words to know exactly what he said and did.)
- For ELLs and students who may need additional support with reading comprehension: Provide differentiated mentors by strategically seating students who feel more comfortable reading aloud independently near those who may not feel as comfortable. (MMAE)

Work Time

A. Close Read-aloud, Session 4: *The Invisible Boy*, Pages 15–20 (20 minutes)

- Guide students through the close read-aloud for *The Invisible Boy* using the **Close Read-aloud Guide: *The Invisible Boy* (Session 4; 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:
 - **Go Fishing for Vocabulary cards**
 - **Brian’s Change anchor chart**

- **Brian's Change anchor chart (for teacher reference)**
- **Brian's Change picture set**
- *The Invisible Boy*

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 the close reading session, optimize relevance by prompting students to think about how Brian made Justin feel better by writing a letter. Ask: "Can you think of a time when someone made you feel better? What did they do to make you feel better? Whisper to a partner." (MME)

Work Time

B. Pinky Partners: Using Details from the Text (10 minutes)

- Tell students that you continue to notice their hard work in including details from the text in their written work. And similar to the previous lesson, you would like to share another piece of work that has included important details from the text.
- Display the **Session 3: Student Response Sheet** you have chosen to share with the class.
- 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 containing the detail.
- Lead students in a round of applause for the student who shared.
- Encourage the class to include a detail from the text in their answers during writing today.
- Display the **Session 4: Student Response Sheet**.
- Tell students they are going to plan their writing for each question on the response sheet using the Pinky Partners protocol. Remind them that they used this protocol in Lesson 6 and review as necessary using the **Pinky Partners Protocol anchor chart**. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Guide students through the protocol, leading them to find a new pinky partner for each question on the response sheet.

- Circulate to ensure that students are answering the questions using details from the text. For those who may need additional support, allow them to look through the text to recall important details to help with their response.
- After the last question, invite students to thank their partner and find a seat.

Meeting Students' Needs

- For ELLs: Briefly review the Pinky Partners protocol for students who may have forgotten by inviting two students to fishbowl the protocol for the class.
- As you review the Pinky Partners protocol, help students remember strategies for how to deal with potential frustration or confusion. Examples:
 - "Remind me, what can I do if the friend I wanted to talk to already has a partner?"
 - "What did we say I should do if I don't have a partner?"
 - "How will I know if someone else doesn't have a partner?" (MME)

Work Time

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

- Tell students that their Session 4: 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 19 of *The Invisible Boy*.
- Read aloud the first question on the response sheet:
 - "How does Brian feel at recess?" (happy)
- 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 19 and to summarize what happened. Encourage students to use classroom resources (high-frequency word lists, and alphabet or letter sound combination charts). Refer to the **Session 4: Sample Student Response Sheet (for teacher reference)** as necessary.
- Repeat this process with each question on the response sheet.
- 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 4: Student Response Sheet so students can complete it as a cloze exercise. (Example: "Brian feels _____.") (MMAE)
- As students work to use the Brian's Change anchor chart and page 19 of *The Invisible Boy* as resources for writing, customize the display of information and

remove unnecessary distractions by placing a sticky note directly underneath words or pictures they need to reference. (MMR)

- As students begin independent writing, vary methods for fine motor response by offering options for drawing utensils (e.g., thick markers or colored pencils), writing tools (e.g., fine-tipped markers, pencil grips, slant boards), and scaffolds (e.g., shared writing, extended time). (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 how Brian responds to events by looking closely at the illustrations and words."
- 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 clarify the conversation by confirming what they mean:

"So, do you mean ____?" (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 students' 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)