

## Lesson 10: Close Read-aloud, Session 5: *The Invisible Boy*, Pages 21–26



### 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 the changes in the illustrations to learn more about Brian. (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 for 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 5: *The Invisible Boy*, 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)

## Teaching Notes

### Purpose of lesson and alignment to standards:

- This lesson is the fifth in a series of six in which students engage in a close read aloud of *The Invisible Boy*. In Session 5, students use a Language Dive to see the cause of and change in Brian's feelings. Additionally, students use Justin's kindness toward Brian as an introduction to compassion, a habit of character (RL.2.1, RL.2.3, RL.2.7).
- During the close read, all students participate in a Language Dive conversation that guides them through the meaning of a sentence from the text *The Invisible Boy*. The conversation invites students to unpack complex syntax—or “academic phrases”—as a necessary component of building both literacy and habits of mind. The sentence chosen is compelling because it uses descriptive phrases to describe how the main character is feeling. Invite students to discuss each chunk briefly, but slow down to focus on the highlighted structure wishing he could draw a hole right there. 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 hasten overall English language development for ELLs. Note that unlike the separate (and optional) Language Dives sometimes included in the supporting materials, this Language Dive is embedded in the Close Read-aloud Guide to benefit all students. Consider providing students with a Language Dive log inside a folder to track Language Dive sentences and structures and collate Language Dive note-catchers.
- In the Opening, students add to the Close Readers Do These Things anchor chart. Recall that the purpose of this anchor chart is to identify the behaviors that close readers do to understand a complex text.
- To allow for a volume of reading on the topic of school for this module, see the Recommended Texts and Other Resources document for this unit. 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 7–9, students engage in a close read-aloud before responding to the text in writing. This allows students to discuss their thinking with partners before writing independently. Similar to Lesson 9, 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:**

- In the last several lessons of this unit, reinforce the discussion norms taught for SL.2.1a. Students will be introduced to new speaking and listening skills in Unit 2, and support for SL.2.1a will diminish.
- This is the last lesson before students demonstrate their comprehension skills in the unit assessment. Encourage students to work as independently as possible, using all available resources throughout the room.

#### **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 5: 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 5) to familiarize yourself with what will be required of students.
- Prepare:
  - Vocabulary Dominoes cards, by printing or writing each word on a separate card. (See supporting materials).
  - Sentence strip chunks for use during the close read-aloud (see supporting materials).
- Post: Learning targets, "Learning Target" poem, Close Readers Do These Things anchor chart, Classroom Discussion Norms anchor chart, Brian's Change anchor chart, and Pinky Partners Protocol anchor chart.

#### **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 (<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 5: 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 5: 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 5: Student Response Sheet.

## Universal Design for Learning

- **Multiple Means of Representation (MMR):** When adding new examples of reading behavior to the Close Readers Do These Things anchor chart, highlight big ideas by including simple illustrations. (MMR)
- **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):** As students work at varied paces to complete their Session 5: Student Response Sheet, they may benefit from additional support before the transition to clean up. Providing students with clear routine for what to do with unfinished work and 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:

- compassion (T)

### Review:

- respect (L)

## 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 5; 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)
  - Vocabulary Dominoes 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)
  - Language Dive note-catcher: *The Invisible Boy* (one per student and one to display)
  - Sentence strip chunks: *The Invisible Boy* (one to display)
- ✓ Session 5: Student Response Sheet (one per student)
- ✓ Pinky Partners Protocol anchor chart (begun in Lesson 6)
- ✓ Session 5: Sample Student Response Sheet (for teacher reference)

## Opening

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

- Gather students whole group.
- Display the **“Learning Target” poem** and read it chorally with students.
- Direct students’ attention to the posted learning targets and read them aloud:

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

***“I can describe the changes in the illustrations to learn more about Brian.”***

- Call on volunteers to underline important words in the learning target (describe, changes, illustrations, Brian). Underline any important words students may have missed.
- Ask:

***“What should you pay close attention to during our close read-aloud to help you accomplish this learning target?” (illustrations)***

- 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, listen carefully to the words, talk with classmates about text).
- With excitement, tell students there are only two more things to add to the chart, and they have been doing them every single day!
- Invite students to turn and talk to an elbow partner:

***“What are some other things we’ve done each day to help us think carefully about this text?” (draw and write about the text; answer questions about the words and pictures using details from the text)***

- Have a few students share their answers with the class.
- Add to the Close Readers Do These Things anchor chart:
  - “Draw and write about the text.”
  - “Answer questions about the words and pictures using details from 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: Check for comprehension by asking students to summarize and then to personalize the learning targets. Ask them to paraphrase the targets and then to say how they feel about them. Example: “Can you put the first learning target in your own words?” (I can talk about what the pictures tell me about how Brian changes.) “How do you feel about that target?” (I love the story, and I can’t wait to read it.) (MME)
- For students who may need additional support with reading comprehension: When adding to the Close Readers Do These Things anchor chart, highlight big ideas by including simple illustrations to emphasize “draw and write” and “answer questions.” (MMR)

### Work Time

#### A. Close Read-aloud, Session 5: *The Invisible Boy*, Pages 21–26 (20 minutes)

- Guide students through the close read-aloud for *The Invisible Boy* using the **Close Read-aloud Guide: *The Invisible Boy* (Session 5; 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:
  - **Vocabulary Dominoes cards**
  - **Brian's Change anchor chart**
  - **Brian's Change anchor chart (for teacher reference)**
  - **Brian's Change picture set**
  - *The Invisible Boy*
  - **Language Dive note-catcher**
  - **Sentence strip chunks**

### 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 introduce the word *compassion*, personalize this discussion by sharing observations you have made about students showing compassion in second grade. (Example: "I noticed Darren showed compassion when he helped a first-grader find a teacher after he fell at recess.") (MME)

## Work Time

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

- Display the **Session 5: 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 9 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.
- Invite a few volunteers to share out an answer they heard that included good details from the text.

### Meeting Students' Needs

- For ELLs: In preparation for the Unit 1 Assessment, identify opportunities for students to refer to environmental resources such as Word Walls or anchor charts. Remind students of any resources they might use now and during the assessment to support their success. (MMR)

## Work Time

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

- Tell students that their Session 5: 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 24 of *The Invisible Boy*.
- Invite students to draw in the space provided on their response sheets.
- After 4 minutes, refocus whole group and invite students to begin writing. Read the questions on the response sheet aloud as necessary.
- Circulate to support students as they write. If they are stuck, encourage them to reread page 24 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 5: Sample Student Response Sheet (for teacher reference)** as necessary.
- Warn students when they have 1 minute remaining.
- Invite students to clean up their writing and drawing materials.

### Meeting Students' Needs

- For ELLs: If students have been given sentence frames or partially filled-in response sheets in previous lessons, prepare them for the assessment by providing lighter support in this lesson. (MMAE)
- As students begin independent writing, vary methods for fine motor response by offering options for drawing utensils (e.g., thick markers or colored pencils) and writing tools (e.g., fine-tipped markers, pencil grips, slant boards). (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

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### A. Turn and Talk: Sharing Our Work (5 minutes)

- Invite students to turn and talk to an elbow partner:  
*“What details did you include in your writing and drawing today?” (Responses will vary.)*
- Refocus whole group. Invite students to silently think of one detail their partner included in his or her writing or drawing.
- Invite students to turn to their partner and share the detail they thought of.
- Refocus whole group and tell students to share how they include details in their own writing in tomorrow’s lesson.

### 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?”