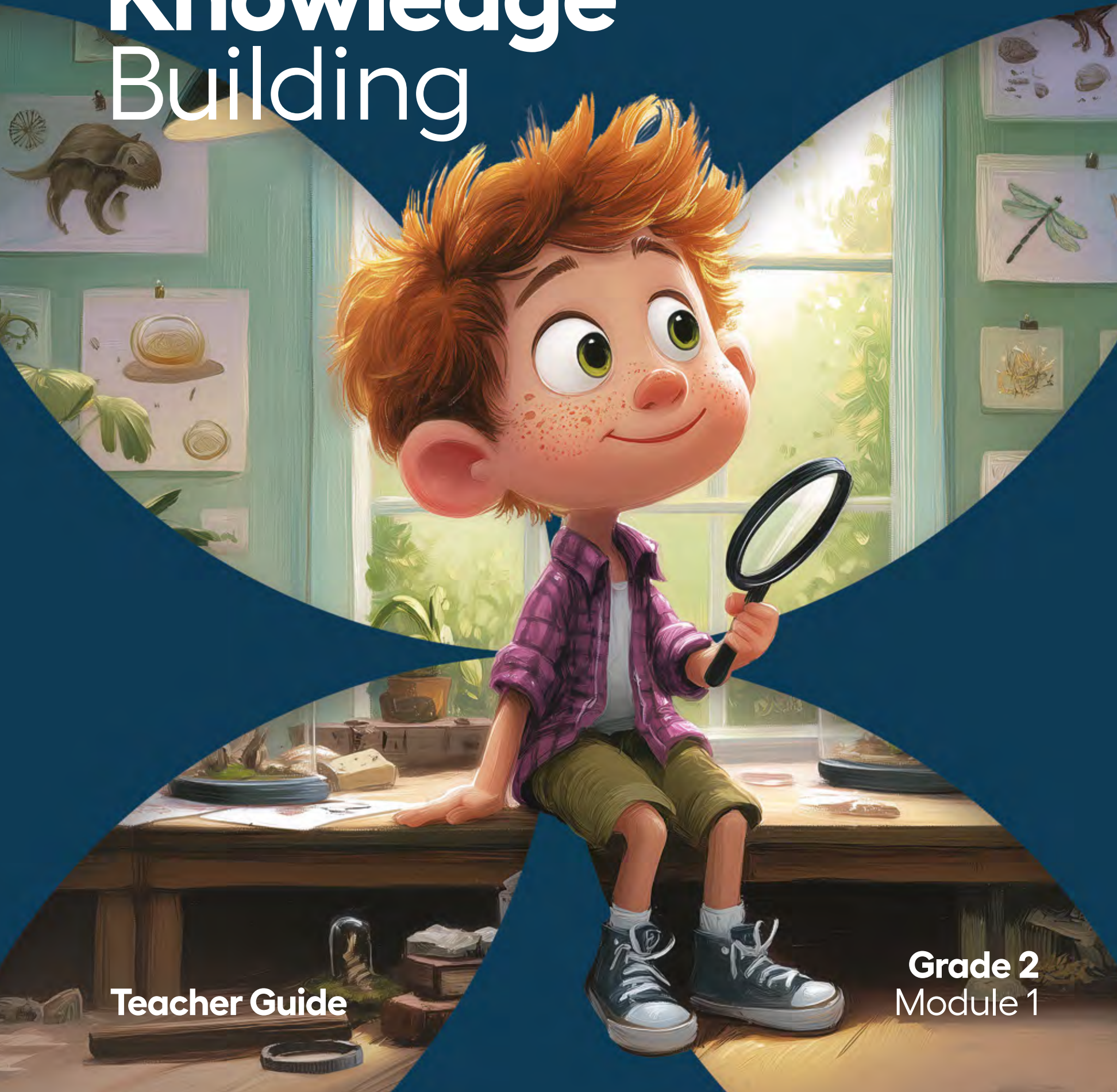




Knowledge Building



Teacher Guide

Grade 2
Module 1



Knowledge Building Teacher Guide
Grade 2 Module 1



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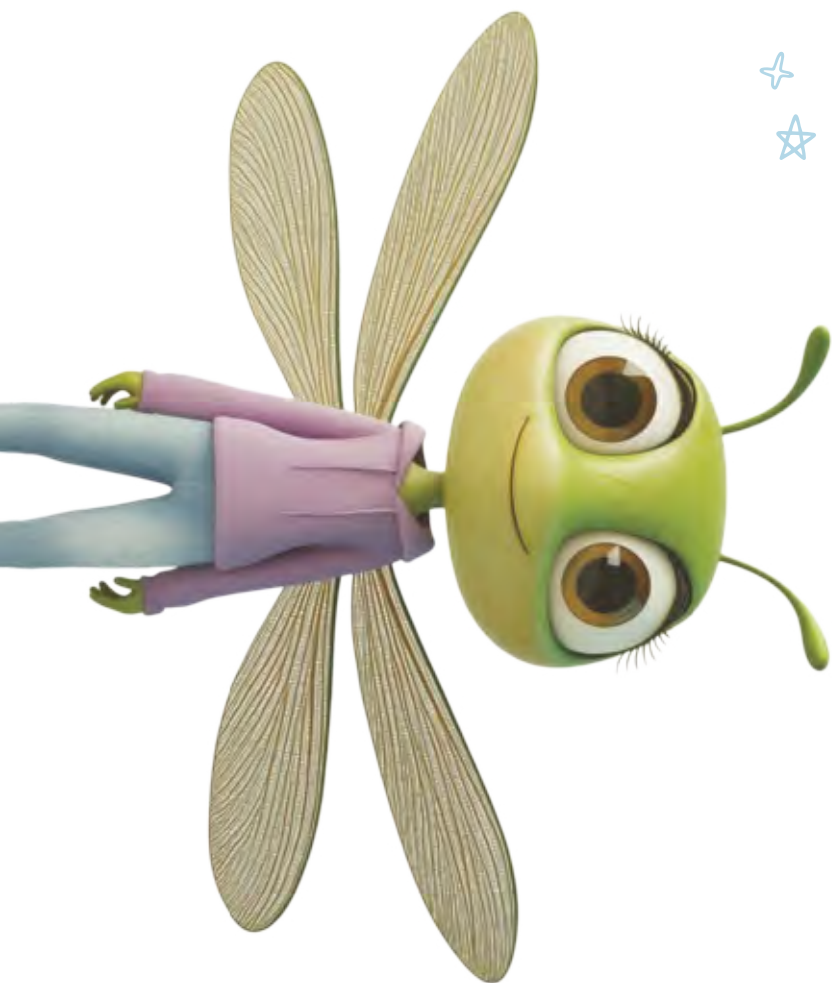
DF2K-TS

Knowledge Building Teacher Guide

Welcome to Dragonfly



Grounded in the Science of Reading, knowledge-rich content, and immersive storytelling, Dragonfly turns K-5 classrooms into launchpads of imagination and exploration. It **supports every teacher** with a friendly, engaging framework that finally makes the knowledge-building literacy model approachable and intuitive-to-use. It **ignites student curiosity** with compelling texts and playful media—balancing rigor with whole-child learning to inspire deep thinking and a love of literacy, and it **transforms learning** by fostering collaboration, confidence, and joy—equipping every student with the literacy and life skills to thrive beyond the classroom.





Lift Off with Literacy

Support Every Teacher.

With an intuitive-to-use, knowledge-rich framework, Dragonfly supports every teacher in the mission-critical work of developing foundational literacy skills and building deep comprehension.

Ignite Curiosity.

Dragonfly nurtures every student's innate curiosity through immersive storytelling, expressive writing, and engaging media—balancing rigor with whole-child learning to inspire deep thinking and a love of literacy.

Transform Learning.

Built for lifelong literacy, Dragonfly transforms learning by turning the focus from isolated skill-building to growing knowledge and fostering collaboration and confidence—equipping every student with the literacy and life skills to thrive beyond the classroom.





Knowledge-Rich Literacy Grounded in the Science of Reading

Where Knowledge and Skills Come Together for Lasting Literacy

Dragonfly puts the Science of Reading into action—combining content-rich **knowledge-building instruction** with explicit foundational skills to support every aspect of skilled reading.

Language Comprehension

At the heart of Dragonfly is the understanding that comprehension begins with knowledge. Each unit immerses students in high-interest topics across science, social studies, and literature. As they read, write, and discuss, students strengthen the cognitive tools needed for deep understanding.

Dragonfly strengthens language comprehension by developing:

Background knowledge
through science- and content-aligned units

Vocabulary
in context through rich, complex texts

Language structures
through frequent speaking and writing

Verbal reasoning
through text-based discussions

Literacy knowledge
through exposure to a variety of genres and text types

Word Recognition

Dragonfly supports explicit, systematic skill instruction. Daily foundational lessons provide clear, research-aligned instruction in the mechanics of reading.

Students build mastery in:

Phonological Awareness: Engaging media and manipulatives helps students develop the ability to hear and work with sounds in spoken words.

Decoding (and Spelling): Students learn to read and spell words through explicit phonics and fluency practice using custom-made decodables.

Sight Recognition: Students build automatic word recognition to read with ease and understanding.

Why Dragonfly Works

- Fully aligned to the **Science of Reading**
- Connects **knowledge-building** with skills practice—not skills in isolation
- Integrates **vocabulary and comprehension** from day one
- Emphasizes **fluency, decoding, and background knowledge** equally
- Provides meaningful **reading, writing, and discussion** opportunities



Increasingly Strategic

Skilled Reading

Increasingly Automatic

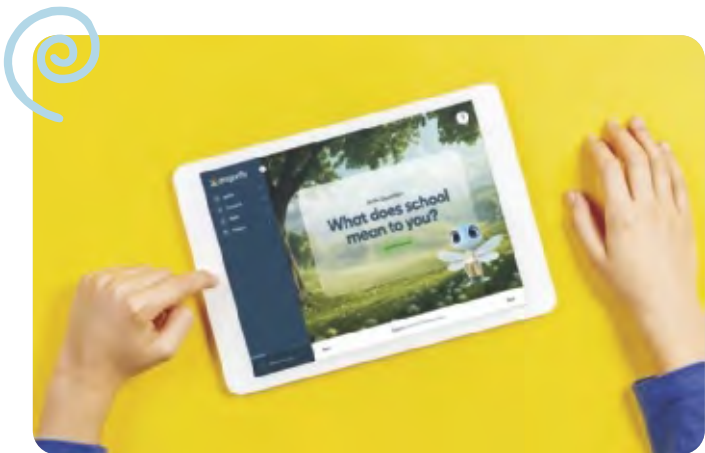
Dragonfly ensures students aren't just learning how to read—they're learning how to think, communicate, and understand the world through reading.

Knowledge Building Program Components

Student Components

Student Companion

The Student Companion is an all-in-one resource that provides learners with the opportunity to complete activities in a meaningful way as they work as a whole group, in small groups, or independently.



Student Digital Course

The Student Digital Course includes a variety of digital resources and dynamic media aligned to the course scope and sequence. All are fully designed to support whole-class or small-group instruction, or individual exploration of content.

Student Trade Books

A diverse array of engaging and complex trade books, including both fiction and nonfiction, across various genres and text types support module learning and cultivate curiosity and engaged readers.





Teacher Components

Teacher Edition

Provides explicit and systematic instruction for reading and writing, including integrated point of use supports for multilingual learners, differentiation, cross curricular connections, and more!

- 4 modules for every grade
- 3 units per module
- 3–4 weeks of instruction per module

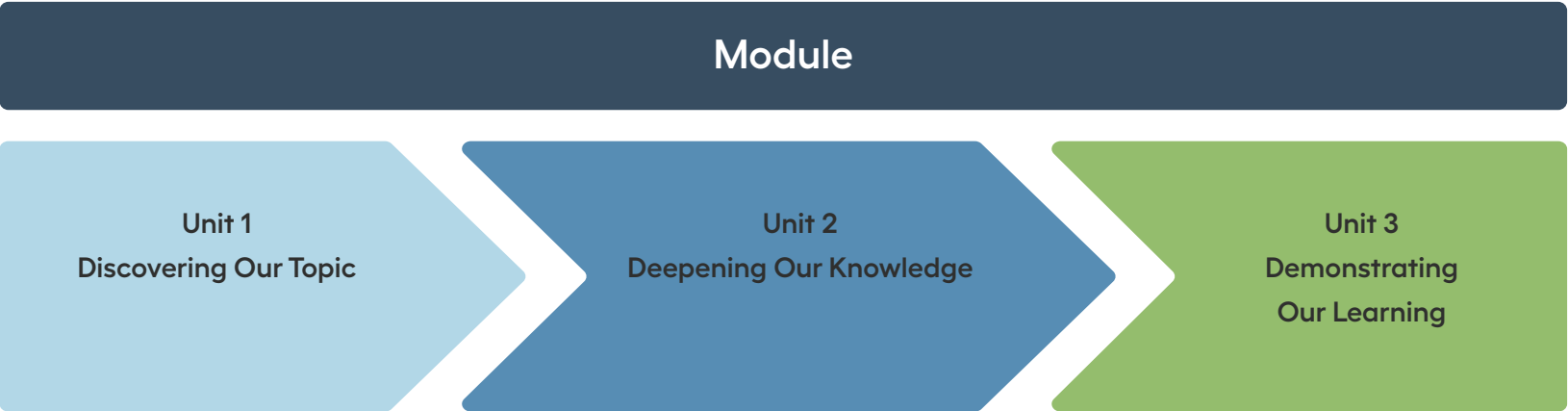


Teacher Digital Course

Resources to support the Student Digital Course. Includes all Teacher Resources, including assessments and data tools.



Overall Curriculum Structure



Unit 1 Discovering Our Topic

Students build a strong foundation in the module’s topic while developing key character habits such as empathy, integrity, and respect. Engaging texts and interactive lessons deepen content knowledge and connect learning to core values. This unit sparks a love of learning, encourages collaboration, and lays the groundwork for future exploration.

Unit 2 Deepening Our Knowledge

Students deepen their understanding through close reading, research, and curiosity-driven lessons. They develop key habits like initiative, responsibility, and perseverance while gaining confidence in discussion and writing. The unit fosters collaboration and sharpens literacy skills, preparing students for the challenges of Unit 3.

Unit 3 Demonstrating Our Learning

Students showcase their mastery, drawing on the habits of character they’ve developed. They synthesize their knowledge, apply their understanding, and complete a performance task that reflects their learning through a real-world product.



Unit	# of Lessons
Unit 1: Discovering Our Topic	12-15
Unit 2: Deepening Our Knowledge	12-15
Unit 3: Demonstrating Our Learning	12
Performance Task (Vary by Module)	~ 3

Knowledge Building Program Modules

Dragonfly takes a content-focused approach, building literacy through deep exploration of topics. Students read, write, and discuss diverse texts, gaining knowledge, vocabulary, and comprehension in context.

Modules Topic Include:

K
Grade

- Module 1: Toys and Play
- Module 2: Weather Wonders
- Module 3: Trees are Alive
- Module 4: Enjoying and Appreciating Trees

1
Grade

- Module 1: Tools and Work
- Module 2: A Study of the Sun, Moon, and Stars
- Module 3: Birds’ Amazing Bodies
- Module 4: Caring for Birds

2
Grade

- Module 1: Schools and Community
- Module 2: Fossils Tell of Earth’s Changes
- Module 3: The Secret World of Pollination
- Module 4: Providing for Pollinators

3
Grade

- Module 1: Overcoming Learning Challenges Near and Far
- Module 2: Adaptations and the Wide World of Frogs
- Module 3: The Art of Storytelling
- Module 4: Water Around the World

4
Grade

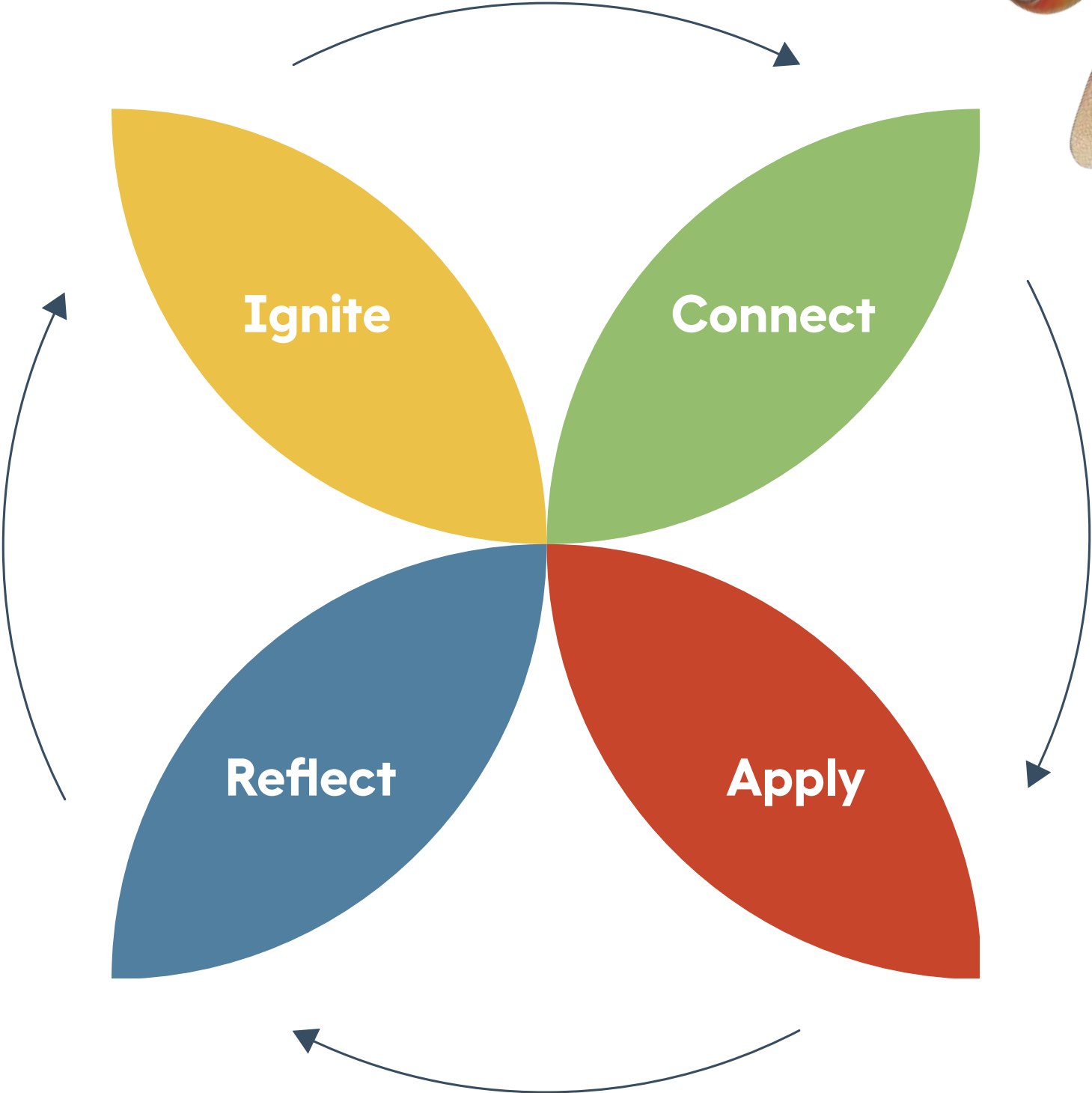
- Module 1: Poetry, Poets, and Becoming Writers
- Module 2: Animal Defense Mechanisms
- Module 3: The American Revolution
- Module 4: Hope in Action: Moving Toward Change

5
Grade

- Module 1: Stories of Human Rights
- Module 2: Biodiversity in the Rain Forest
- Module 3: Athlete Leaders of Social Change
- Module 4: The Impact of Natural Disasters

Lesson Instructional Model

Every Dragonfly lesson is a mini adventure—carefully designed to lift curiosity, build skills, and grow character. The consistent, easy-to-follow lesson model keeps students engaged while giving teachers a clear, supportive structure. Whether they’re igniting ideas, connecting through collaboration, applying what they’ve learned, or pausing to reflect, students stay active and curious—and teachers feel confident and in control. With Dragonfly, every lesson is a smooth takeoff toward deeper learning!



Ignite

In the Ignite section, students will activate their minds and connect prior knowledge to achieve a deeper understanding of the lesson content. Teachers will set the course with clear learning targets and a Habit of Character focus, fueling both growth and discovery in every lesson.

Estimated Time: 5–10 minutes

Connect

Connect brings learning to life through instruction, practice, and collaboration. It adapts to student growth, reinforces key habits, and supports deeper engagement and knowledge transfer.

Time: 10–35 minutes

Apply

Apply empowers students to show learning independently, connecting daily lessons to assessments. Quick exit tickets provide formative data, guiding instruction and boosting familiarity with assessment formats.

Time: 10–35 minutes

Reflect

Reflect becomes a vital part of learning, helping students build metacognition through discussion, self-monitoring, and shared strategies. It deepens understanding, reinforces skills, and nurtures character.

Time: 5–10 minutes





Schools and Community

Module 1

Table of Contents

Module Overview	xvi
-----------------------	-----

Unit 1 | Discovering Our Topic Schools and Their Importance

Unit Overview	2
Lesson 1: What I Already Know About Schools	8
Lesson 2: Focused Read-Aloud, <i>School's First Day of School</i> (Session 1)	17
Lesson 3: Focused Read-Aloud, <i>School's First Day of School</i> (Session 2)	26
Lesson 4: Focused Read-Aloud, <i>The Dot</i> (Session 1)	35
Lesson 5: Focused Read-Aloud, <i>The Dot</i> (Session 2)	46
Lesson 6: Mid-Unit Check	54
Lesson 7: Close Read-Aloud, <i>The Invisible Boy</i> (Session 1)	61
Lesson 8: Close Read-Aloud, <i>The Invisible Boy</i> (Session 2)	70
Lesson 9: Close Read-Aloud, <i>The Invisible Boy</i> (Session 3)	79
Lesson 10: Close Read-Aloud, <i>The Invisible Boy</i> (Session 4)	88
Lesson 11: Close Read-Aloud, <i>The Invisible Boy</i> (Session 5)	98
Lesson 12: End-of-Unit Assessment	110

Unit 2 | Deepening Our Knowledge Challenges in Going to School

Unit Overview	118
Lesson 1: Schools Around the World	124
Lesson 2: Close Read-Aloud, <i>Off to Class</i> (Session 1)	134
Lesson 3: Close Read-Aloud, <i>Off to Class</i> (Session 2)	147
Lesson 4: Close Read-Aloud, <i>Off to Class</i> (Session 3)	158
Lesson 5: Close Read-Aloud, <i>Off to Class</i> (Session 4)	167
Lesson 6: Mid-Unit Check	177

Lesson 7: Close Read-Aloud, *Off to Class* (Session 5) 187

Lesson 8: Close Read-Aloud, *Off to Class* (Session 6) 200

Lesson 9: Peer Critique: Revising and Editing Our Writing 213

Lesson 10: Readers’ Theater: Reading Our Scripts 226

Lesson 11: Planning Our Problem-Solution Informative Paragraphs 237

Lesson 12: End-of-Unit Assessment 250

Unit 3 | Demonstrating Our Learning
The Most Important Thing About Schools

Unit Overview 258

Lesson 1: Comparing and Contrasting My School and the Boat School in Bangladesh 264

Lesson 2: Comparing and Contrasting My School and a Nomadic School in Siberia 275

Lesson 3: Comparing and Contrasting My School and an Independent School in Glasgow 285

Lesson 4: Diving Deeper to Learn About Schools 295

Lesson 5: Sharing What We Learned from Our Research 308

Lesson 6: Mid-Unit Check 320

Lesson 7: Planning and Drafting Our Focus Statement and Differences Between Two Schools 329

Lesson 8: Planning and Drafting Our Similarities Between Two Schools and Conclusions 342

Lesson 9: Revising Our Compare and Contrast Informative Paragraphs (Session 1) 355

Lesson 10: Revising and Editing Our Compare and Contrast Informative Paragraphs (Session 2) 367

Lesson 11: End-of-Unit Assessment 381

Lesson 12: Sharing What We Have Learned with Kindergarteners 391

Credits 399

CCSS Standards Grade 2 402

Module 1

Schools and Community



Guiding Questions

- What is school, and why are schools important?
- Why is it hard for children to go to school in some communities?
- How do communities solve these problems so their children can go to school?
- How are schools around the world different? How are they similar?

Module Description

In this module, students build literacy and citizenship skills by exploring the question, “What is school, and why are schools important?” They begin learning about schools through focused and close read-alouds of fiction texts in Unit 1 and continue in Unit 2 with the informational text *Off to Class* by Susan Hughes, gaining knowledge about schools around the world and the challenges communities face in providing education. In Unit 3, students compare and contrast schools from *Off to Class* with their own, working in small groups to research one school and create a book titled *The Most Important Thing About Schools*, deepening their understanding through collaboration and discussion.

Performance Task Overview

Performance Task: *The Most Important Thing About Schools*

Summary: For the performance task, students create an informational book titled *The Most Important Thing About Schools*. Using class and group research, they compare and contrast their own school with one from *Off to Class*. Inspired by *The Important Book*, each student-written book ends with a reflection on what students believe is the most important thing about schools. This scaffolded writing task guides students through the writing process over several lessons. At the end of the module, students present their books to kindergartners during a celebration of learning.

Standards: W.2.2, W.2.5, SL.2.5

Required Texts

Title	Author	ISBN	Quantity
<i>School's First Day of School</i>	Adam Rex	9781596439641	one per classroom
<i>The Dot</i>	Peter H. Reynolds	9780763619619	eight per classroom
<i>The Invisible Boy</i>	Trudy Ludwig	9781582464503	eight per classroom
<i>Off to Class: Incredible and Unusual Schools Around the World</i>	Susan Hughes	9781926818863	eight per classroom

Module-at-a-Glance

Unit 1

Discovering Our Topic: **Schools and Their Importance**

Big Ideas

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

Instructional Focus

- Build knowledge around the topic, schools, through a focused read-aloud of the literary text *School's First Day of School*.
- Participate in a close read-aloud of the literary text *The Dot* focusing on story elements such as characters and setting.
- Participate in a close read-aloud of the literary text *The Invisible Boy* to determine how characters respond to major events.
- Answer constructed response questions about how the character in *The Invisible Boy* changes throughout the story.
- Develop speaking and listening skills when participating in discussion with classmates about school.

Priority Standards: RL.2.1, RL.2.3 RL.2.7, L.2.4.A

Unit 2

Deepening Our Knowledge: **Challenges in Going to School**

Big Ideas

- Things like weather and location can make it difficult for children to go to school.
- Communities think of solutions to make sure students have a place to go to school.

Instructional Focus

- Participate in a close read-aloud of sections of the informative text *Off to Class* to analyze problem and solution relationships.
- Conduct shared research to write an informative paragraph about the problems communities face in sending their children to school and how those communities solve the problems.
- Develop speaking and listening skills while participating in shared research about schools.

Priority Standards: RI.2.1, RI.2.2, W.2.2, W.2.8, L.2.4.A

Unit 3

Demonstrating Our Learning: **The Most Important Thing about Schools**

Big Ideas

- Schools around the world may be different or they may be similar, but they are all places designed for learning.

Instructional Focus

- Conduct shared research on a school from *Off to Class*.
- Develop speaking and listening skills while participating in shared research about schools.
- Draft, revise, edit, illustrate, and publish *The Most Important Thing About Schools*, which compares and contrasts their school to the school they've researched.

Priority Standards: RI.2.1, W.2.2, W.2.5, W.2.8, L.2.1.F, L.2.2.A

Discovering Our Topic

Schools and Their Importance

Unit Introduction

In this unit, students explore the question, “What is school, and why are schools important?” They begin by reflecting on their own school experiences and engaging in focused read-alouds of *School’s First Day of School* by Adam Rex and *The Dot* by Peter H. Reynolds. In the second half of the unit, students read *The Invisible Boy* by Trudy Ludwig to deepen their understanding of school communities and explore how characters respond to major events and change throughout a text. For the end-of-unit assessment, students demonstrate comprehension through a close read of a literary passage responding to questions about key details in the text.



Unit Task

In this unit, students will answer constructed response questions about key details in *The Invisible Boy*.



Texts

- *School’s First Day of School* by Adam Rex
- *The Dot* by Peter H. Reynolds
- *The Invisible Boy* by Trudy Ludwig
- “What is School?” Song



Priority Standards

RL.2.1, RL.2.3, RL.2.7, L.2.4.A

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Unit-at-a-Glance

LESSON

1

What I Already Know About Schools

p. 8

Daily Learning Targets

- I can listen with care when participating in a discussion with my classmates about what I know about school.
- I can recall information from my experiences to write and draw what I already know about school.



Instructional Standards: RI.2.10, W.2.8, SL.2.1.A

LESSON

2

Focused Read-Aloud: *School's First Day of School* (Session 1)

p. 17

Daily Learning Targets

- I can gather information about why school is important using key details from *School's First Day of School*.



Instructional Standards: RL.2.1, W.2.8, SL.2.1.A

LESSON

3

Focused Read-Aloud, *School's First Day of School* (Session 2)

p. 26

Daily Learning Targets

- I can gather information about why school is important using key details from *School's First Day of School*.
- I can use context clues to determine the meaning of a word in *School's First Day of School*.



Instructional Standards: RL.2.1, W.2.8, SL.2.1.A, L.2.4.A

LESSON

4

Focused Read-Aloud, *The Dot* (Session 1)

p. 35

Daily Learning Targets

- I can take turns when participating in a discussion about *The Dot* with my classmates.
- I can use information from illustrations and words to describe how Vashti's feelings and actions change in response to key events in *The Dot*.



Instructional Standards: RL.2.1, RL.2.3, RL.2.7, RL.2.10

Focused Read-Aloud, *The Dot* (Session 2)

p. 46

Daily Learning Targets

- I can use information from illustrations and words to understand Vashti from *The Dot*.
- I can determine the central message of *The Dot*.



Instructional Standards: RL.2.1, RL.2.2, RL.2.7, W.2.8

LESSON

5

Mid-Unit Check

p. 54

Daily Learning Targets

- I can use commas in the greeting and the closing of a letter sharing what I've learned about schools.
- I can answer questions about literary texts to demonstrate what I've learned in this unit.



Instructional Standards: RL.2.10, W.2.2, W.2.8, L.2.2.B

LESSON

6

Close Read-Aloud, *The Invisible Boy* (Session 1)

p. 61

Daily Learning Targets

- I can explain what *The Invisible Boy* is about after listening to it read aloud.
- I can use prefixes and sentence-level context to determine the meaning of invisible and visible from *The Invisible Boy*.



Instructional Standards: RL.2.1, RL.2.7, L.2.4.A, L.2.4.B

LESSON

7

Close Read-Aloud, *The Invisible Boy* (Session 2)

p. 70

Daily Learning Targets

- I can use information from illustrations and words to describe how Brian responds to events in *The Invisible Boy*.



Instructional Standards: RL.2.1, RL.2.3, RL.2.7, W.2.8, L.2.4.A

LESSON

8

Each lesson is designed for 60 minutes of instruction. This unit includes **three flex days** to use at your discretion to meet the needs of your students.

LESSON

9

Close Read-Aloud, *The Invisible Boy* (Session 3)

p. 79

Daily Learning Targets

- I can follow agreed-upon rules as I discuss *The Invisible Boy* with my classmates.
- I can use information from illustrations and words to describe how Brian responds to major events in *The Invisible Boy*.



Instructional Standards: RL.2.1, RL.2.3, RL.2.7, W.2.8, SL.2.1.A

LESSON

10

Close Read-Aloud, *The Invisible Boy* (Session 4)

p. 88

Daily Learning Targets

- I can follow agreed-upon rules as I discuss *The Invisible Boy* with my classmates.
- I can use information from illustrations and words to answer questions about how Brian responds to major events in *The Invisible Boy*.



Instructional Standards: RL.2.1, RL.2.3, RL.2.7, W.2.8, SL.2.1.A, SL.2.6

LESSON

11

Close Read-Aloud, *The Invisible Boy* (Session 5)

p. 98

Daily Learning Targets

- I can use information from illustrations and words to describe how Brian responds to major events in *The Invisible Boy*.
- I can use sentence-level context to determine the meaning of a phrase in *The Invisible Boy*.



Instructional Standards: RL.2.1, RL.2.3, RL.2.7, W.2.8, L.2.4.A

LESSON

12

End-of-Unit Assessment

p. 110

Daily Learning Targets

- I can reflect on which of the close reading criteria I will work on during my assessment.
- I can answer questions about literary texts to demonstrate what I've learned in this unit.



Instructional Standards: RL.2.1

NOTES

Each lesson is designed for 60 minutes of instruction. This unit includes **two flex days** to use at your discretion to meet the needs of your students.

What I Already Know About Schools



Purpose

In this lesson, students learn how to follow agreed-upon rules as they participate in a discussion with classmates about what they already know about school.

By the end of the lesson, students should be able to do the following:

- Participate in discussions about school with classmates.
- Draw and write what they know about schools.



Learning Targets

- I can listen with care when participating in a discussion with my classmates about what I know about school.
- I can recall information from my experiences to write and draw what I already know about school.



Prepare in Advance

Student

- Student companion



Media

- Discovery Point: Schools and Community
- Class Clues: Think-Pair-Share

Agenda

Ignite (10 minutes)

- Topic Introduction
- Module Overview
- Discovery Point: Schools and Community
- Learning Targets

Connect (30 minutes)

- Protocol Introduction
- Concept Model

Apply (10 minutes)

- Your Turn

Reflect (10 minutes)

- Share and Reflect
- Progress Reflection



Total Lesson Time

60 minutes



Standards

Instruction

RI.2.10, W.2.8, SL.2.1.A

Application

W.2.8, SL.2.1.A

Topic Introduction

Introduce the Topic

- Tell students that during this lesson, they will explore the topic of this module.
- Direct students' attention to the questions from kindergarteners.
- Read each question aloud.
 - ASK** What do these questions have in common? (*The questions are about school.*)
- Explain that kindergarteners are new to school. They are curious and have many questions.
- Invite students to think about when they were kindergarteners themselves.
 - ASK** What questions did you have about school when you were a kindergartener? (*Answers will vary.*)
- Tell students that throughout this unit, they will learn about why school is important and share what they've learned with the kindergarteners during a celebration of learning.

Questions from Kindergarteners

What are some things you do at school?

How long are you in school for?



Differentiation

Approaching/MLL

- As you discuss helping kindergarteners learn about school, optimize value by inviting students to reflect on why kindergarteners might need help learning about school. Example: "Think back to when you were a kindergartener. Were there things about school you didn't know?" and "Why might kindergarteners need help learning about school?"

Application SL.2.1.A

Module Overview

Guiding Questions: Introduce and Discuss

- Explain that in this module, students will focus on questions to guide their learning.
- Read the guiding questions aloud.
- Highlight the word *important* in the first guiding question.
 - SAY** The word *important* means "has a lot of value."
- Tell students they will help kindergarteners learn why school is important by exploring what they already know about school and adding to their knowledge.

Guiding Questions

What is school, and why are schools important?

Why is it hard for some children to go to schools in their communities?

How do communities solve these problems so their children can go to school?

How are schools around the world different? How are they similar?

Differentiation



Approaching

- Explain the meaning of a word by using it in a sentence to provide increased context for students.

Beyond

- Challenge students to link the new topic to other subjects or real-world applications, fostering interdisciplinary thinking.

MLL

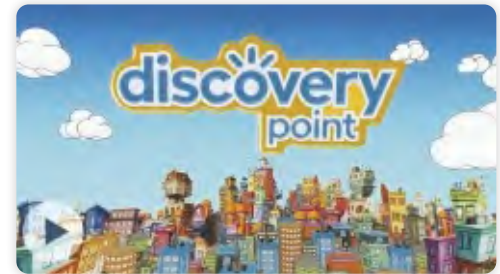
- Share the translation of the words *important* and *school* in home languages. Invite students to say their chosen translation aloud when you give the signal. Chorally repeat the translations and the word in English. Invite self- and peer-correction of the pronunciations of the translated and English terms.

Instruction RI.2.10

Discovery Point: Schools and Community

Share Discovery Point Video

- Direct students' attention to the video.
- **SAY** Let's explore what we're going to learn about schools and community.
- Play the video.
- Invite students to share things they noticed or questions they have about the module guiding questions, the video, or both.



ASK What do you notice? (*We will learn about schools.*)

ASK What do you wonder? (*Answers will vary but may include students wondering why school is important.*)



Differentiation

Approaching

- Ask students to break down the learning target into smaller parts.

Beyond

- Challenge students to link the new topic to other subjects or real-world applications, fostering interdisciplinary thinking.

MLL

- Invite students to connect the topic to their home language and culture.

Approaching/MLL

- Pause the video at key points and ask students to share what happened in that portion of the video.

Instruction RI.2.10

Application SL.2.1.A

Learning Targets

Introduce the Learning Targets

Direct students' attention to the learning targets and read the learning targets aloud.

- **Learning Target #1:** I can listen with care when participating in a discussion with my classmates about what I know about school.
- **Learning Target #2:** I can recall information from my experiences to write and draw what I already know about school.

Explain the purpose of learning targets.

SAY Learning targets are our goals for each lesson. They help each of us understand what we need to accomplish or learn during our lesson. We will review our learning targets each day at the start of the lesson and reflect on them at the end of each lesson.

Learning Targets

1. I can listen with care when participating in a discussion with my classmates about what I know about school.
2. I can recall information from my experiences to write and draw what I already know about school.

Differentiation

Approaching

- Ask students to break down the learning targets into smaller parts.

Beyond

- Ask students to restate the learning targets in their own words and explain why it is important or how it connects to a broader concept.

MLL

- Encourage students to connect new ideas to their home languages by allowing them to discuss the learning targets with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Use visual aids, like anchor charts, pictures, or diagrams, to explain the learning target.
- Restate the learning target in simpler language and connect it to something familiar.

Instruction W.2.8, SL.2.1.A

Protocol Introduction

Introduce Protocol

1. Introduce the purpose of the think-pair-share protocol.

SAY Today, we will work with a partner to use the think-pair-share protocol. This activity helps everyone have fair and meaningful conversations. It gives all students enough time to think, share their ideas, and listen to what others have to say.

2. Direct students' attention to the video.

SAY Let's preview this protocol by watching Class Clues.

3. Invite students to share what they noticed or to ask questions about the video and the protocol.

ASK What do you notice? *(Answers will vary.)*

ASK What do you wonder? *(Answers will vary.)*

4. Read aloud the think-pair-share protocol steps from the chart as you model with a student volunteer.

SAY First, my partner and I will think about the question: What is one thing you already know about school?

SAY Next, my partner and I will decide who will go first. I will share my idea first. I know school is a place where I learn to read and write.

SAY Finally, I will listen to what my partner shares.

5. Allow time for the student volunteer to respond.

6. Refocus the group and ask students what they observed or noticed during the modeling of the protocol.

ASK What did you notice during our think-pair-share? *(Answers will vary but could include noticing partners looking at each other, taking turns, or speaking in full sentences.)*

7. Pose the question again and give students time to think silently about their answer.

ASK What is one thing you already know about school? *(Answers will vary.)*

8. Invite students to begin the think-pair-share protocol.

9. Circulate to ensure that students are asking the question, providing wait time for their partners, and responding.

10. Ask students to share their responses with the whole group.



Differentiation

Approaching

- Offer sentence starters to scaffold responses and build confidence in expressing ideas.
- Allow extra time for processing and responding to questions.

Beyond

- Provide advanced sentence starters that encourage deeper analysis and connections.

MLL

- Pair students with partners who have more advanced English-language proficiency. The partner with greater English language proficiency can serve as a model in the pair, initiating discussions and guiding the think-pair-share process. If partners work well together, consider using the same mixed proficiency partnerships throughout the unit.

Approaching/MLL

- Provide role-play opportunities for protocols.

Instruction SL.2.1.A

Application SL.2.1.A

Concept Model

Model Writing About the Topic

1. Remind students of the second learning target: "I can recall information from my experiences to write and draw what I already know about school."
SAY You've already discussed your thinking with a partner. Writing and drawing are other ways to share your thinking about the topic.
2. Direct students' attention to the prompt for the What I Already Know About Schools activity.
3. Tell students they will have to think about what they've seen, heard, and felt at school before.
4. Model how to answer the question.
SAY Let's review the question. It says, "What is one thing you already know about schools?" This question is asking us to think about anything we already know about schools. Maybe it's something you do at school or something that happens at school.
5. Model thinking aloud about what you already know.
SAY Let's pause and think. What do I know about schools? Well, I know that schools are places where we come to learn and make friends. We play together at recess, and we learn how to share and work as a team.
6. Model choosing one idea.
SAY Let's choose one idea to write down. I am going to write about learning because that's something really special about school. So, I'm going to choose this idea: One thing I already know about schools is that they are where children go to learn.
7. Model writing the idea in a complete sentence.
SAY Now, I'll show you how I will write that. I will start with "One thing I already know about schools is . . ." and finish with my idea with ". . . that they are where children go to learn." I made sure to write in a complete sentence because I want my idea to be clear and easy to understand.
8. Model checking your answer.
SAY Let's go back and check. Did I answer the question? The question asked, "What is one thing you already know about schools?" I wrote that one thing I know about schools is that they are where children go to learn. Yes, that answers the question clearly.
9. Model drawing an illustration to match the idea.
SAY Now, I'll add a picture that matches my idea. I might draw a picture of students in a classroom reading books.

What is one thing you already know about schools?

Differentiation

Approaching

- Offer step-by-step guidance and model tasks before asking students to work independently.

MLL

- Be aware that some students may have attended schools in other countries, and some students may not have much experience with formal education. Invite and validate diverse perspectives and experiences with school.

Instruction W.2.8

Apply

Suggested Pacing: 10 minutes

Your Turn

Independent Practice

- Recap the lesson.
 - SAY** Today, we practiced thinking about what we already know about our module's guiding question: "What is school, and why are schools important?" You shared one thing you already know about schools with a partner.
- Direct students' attention to the What I Already Know About Schools activity, which is also in their student companions.
- Explain the task.
 - SAY** You will now answer the question "What is one thing you already know about schools?" To do this, you will write a complete sentence about one thing you already know about school and draw a picture to illustrate your answer.
- Check for clarifying questions.
- Release students to begin the task and circulate to provide support as needed.

What I Already Know About Schools

1. What is one thing you already know about schools?

Differentiation

Approaching

- As you introduce 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).

Beyond

- Provide advanced sentence starters that encourage deeper analysis and connections.

Approaching/MLL

- While circulating during independent writing and drawing, invite students to share their ideas verbally before they begin. Rephrase the prompt if necessary. Help students plan their writing and drawing based on the ideas they share.
- As you circulate during independent writing, scaffold the writing task for individual students as needed. Some may benefit from shared writing, extended time, or sentence starters. Example: "One thing I already know about schools is ..."

Application W.2.8

Reflect

Suggested Pacing: 10 minutes

Share and Reflect

Reflection Question

- Gather students in a whole group with their responses to the What I Already Know About Schools activity.
- Direct students' attention to the questions from kindergarteners.
SAY We will check whether we can answer any questions based on today's work.
- Read a few questions aloud.
- Invite students to look at their responses to determine whether they have answered any of the questions.
- Select volunteers to read their responses aloud.

Questions from Kindergarteners

What are some things you do at school?

How long are you in school for?

Differentiation

Approaching

- Allow extra time for processing and responding to questions.

Beyond

- Offer open-ended questions or advanced problems to explore connections beyond the reflection questions, promoting higher-level thinking.

MLL

- Encourage translanguageing, allowing students to think, discuss, and take notes in either language.

Approaching/MLL

- As you discuss helping kindergarteners learn about school, optimize value by inviting students to reflect on why kindergarteners might need help learning about school. Examples: "Think back to when you were a kindergartener. Were there things about school you didn't know?" and "Why might kindergarteners need help learning about school?"

Application W.2.8, SL.2.1.A

Progress Reflection

Learning Target #1

- Explain the purpose of reflecting on progress toward meeting the learning targets.
SAY Reflecting on your progress toward meeting learning targets helps you understand what you have learned and what you still need to work on.
- Direct students' attention to the Learning Target Tracker in their student companion.
- Explain the ratings in the top row of the tracker.
SAY *Approaching* means you are working on meeting the lesson's learning targets or goals. If your work *meets* the learning targets, this means you know and can successfully do what we focused on today. *Exceeds* means you were able to go above and beyond the lesson's goals.

Learning Target

I can listen with care when participating in a discussion with my classmates about what I know about school.

- Read aloud Learning Target #1.
- Tell students to complete the trackers in their companions to indicate their progress toward the learning target.
- Once students are done with their self-assessment, congratulate them on their progress toward Learning Target #1.



Differentiation

Approaching

- Break down the learning targets into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning targets to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home language with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning targets.

Application SL.2.1.A

Progress Reflection

Learning Target #2

- Explain to students that they will reflect on their progress toward the next learning target for this lesson.
- Read aloud Learning Target #2.
- Have students complete the trackers in their companions to indicate their progress toward the learning target.
- Once students have finished their self-assessments, congratulate them on their progress toward Learning Target #2.

Learning Target

I can recall information from my experiences to write and draw what I already know about school.



Differentiation

Approaching

- Break down the learning targets into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning targets to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home language with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning targets.

Application W.2.8

Focused Read-Aloud: *School's First Day of School* (Session 1)



Purpose

In this lesson, students answer questions about *School's First Day of School* using key details from the text.

By the end of the lesson, students should be able to do the following:

- Write a sentence about why school is important.
- Draw a picture to show why school is important.



Learning Targets

- I can gather information about why school is important using key details from *School's First Day of School*.



Prepare in Advance

Teacher

- *School's First Day of School* by Adam Rex

You may wish to create physical copies of the following materials to display in the classroom:

- Think-Pair-Share anchor chart

Student

- Student companion

All other necessary materials are included within the digital lesson.



Media

- "What Is School?" song



Agenda

Ignite (5 minutes)

- Activate Prior Knowledge
- Learning Targets

Connect (40 minutes)

- Focused Read-Aloud: *School's First Day of School* (Part 1)
- Concept Introduction
- Focused Read-Aloud: *School's First Day of School* (Part 2)
- Focused Read-Aloud: *School's First Day of School* (Part 3)
- Focused Read-Aloud: *School's First Day of School* (Part 4)

Apply (10 minutes)

- Your Turn

Reflect (5 minutes)

- Share and Reflect
- Progress Reflection



Total Lesson Time

60 minutes



Standards

Instruction

RL.2.1, W.2.8, SL.2.1.A

Application

RL.2.1, RF.2.4.B, W.2.8, SL.2.1.A, SL.2.6

Activate Prior Knowledge

Song Connection

- Gather students in a whole group.
- Direct students' attention to the "What Is School?" song, which also appears in their student companions.
SAY This song is about school and will help us learn what school is and why it matters. Follow along as I read the song once without stopping.
- Read the song slowly and fluently with no interruptions.
SAY Now, listen to the tune we'll use.
- Play the audio twice.
SAY This time, let's hum along with the music.
- Play the tune again, allowing students to hum along.
- Sing each line and have students repeat each line after you.
- Invite students to turn and talk to a partner.
ASK What's one thing you heard in the song? (*thinking, working, playing*)
- Ask students to share responses.

"What Is School?" Song

At school we come together to
think and work and play,
Challenging our brains to think
in new ways,
Doing work that matters,
believing in ourselves,
Creating something beautiful to
share with someone else.

At school we come together to
think and work and play,
Learning things to make a
difference each day,
Doing things we thought we
really couldn't do,
Appreciating qualities of
others too.

At school we come together to
think and work and play,
Showing what we've learned in
many different ways,
Learning from each other,
treating others well,
Discovering new interests and
stories to tell.



Differentiation

Approaching

- As students practice the song, provide options for expression by singing the song several times in different voices. Invite students to try singing the song in a whisper voice, a giant voice, or an opera voice.

Approaching/MLL

- For each phrase of the song, check for comprehension about the meaning. Example: When we appreciate qualities of others, what does that mean? (*We like different things our friends do and say.*)

Application RF.2.4.B, SL.2.1.A

Learning Targets

Introduce the Learning Targets

Direct students' attention to the learning target and read the learning target aloud.

- **Learning Target #1:** I can gather information about why school is important using key details from *School's First Day of School*.

Learning Target

I can gather information about why school is important using key details from *School's First Day of School*.



Differentiation

Approaching

- Ask students to restate the learning target in their own words to ensure clarity.

Beyond

- Ask students to restate the learning target in their own words and explain why it is important or how it connects to a broader concept.

MLL

- Encourage students to connect new ideas to their home languages by allowing them to discuss the learning target with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Use visual aids, like anchor charts, pictures, or diagrams, to explain the learning target.
- Restate the learning target in simpler language and connect it to something familiar. Example: Today, we're learning how to find the main idea in a story. That means figuring out what the story is mostly about—kind of like finding the big picture.

Instruction RL.2.1

Connect

Suggested Pacing: 40 minutes

40

Focused Read-Aloud: *School's First Day of School* (Part 1)

Introduce the Text

1. Direct students' attention to *School's First Day of School* by Adam Rex.
SAY Today, we're going to read *School's First Day of School* by Adam Rex.
2. Focus students' attention on the Skills We Learn in School graphic organizer.
SAY You have shared what you already know about school. I noticed that everyone described school as doing three things: helping you learn, building relationships, and creating high-quality work. Throughout this unit, we will gather information about why schools are important and add what we learn to this chart.

FICTION

School's First Day of School



3. Tell students that the book will help them think more about what school is and why schools are important.
4. Fluently read aloud *School's First Day of School* without interruption.



Differentiation

Approaching

- During the focused read-aloud, 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.

Beyond

- Provide access to additional resources, such as books, videos, or online tools, to encourage independent exploration of the topic at a higher level.

MLL

- Remind students frequently of the meanings of new key words.
- Invite students to reference a translation of *School's First Day of School* in their home languages.

Approaching/MLL

- During the focused 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.

Instruction W.2.8

Concept Introduction

Define Key Details

1. Tell students that you will reread *School's First Day of School* aloud.
2. Set a clear objective.
SAY Remember our learning target: "I can gather information about why school is important using key details from *School's First Day of School*." Today, we will learn how to answer questions about a text by noticing key details.
3. Introduce the concept.
SAY Answering questions about a text means thinking and talking or writing about what you've read. We answer questions as readers to help us understand the text and make connections to it.
SAY Key details are the most important parts that help you understand what is happening in the text. Using key details from the text is what readers do to show that their answers are based on what they've read and not just what they think.
4. Direct students' attention to the examples and read them aloud.

What Are Key Details?

They are the most important parts that help you understand what is happening in the text.

Examples:

- Characters (who)
- Setting (where and when)
- Main Events (what and how)
- Problem (what went wrong)
- Solution (how the problem was solved)

Differentiation

Beyond

- Challenge students to link the text to other subjects or real-world applications, fostering interdisciplinary thinking.

MLL

- Use word banks, pictures, and cognates (e.g., *school* in English and *escuela* in Spanish).

Approaching/MLL

- During the focused 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.

Instruction RL.2.1

Application RL.2.1

Focused Read-Aloud: *School's First Day of School* (Part 2)

Model Identifying Key Details

1. Model the process of finding key details in *School's First Day of School*.
2. Model reading carefully.
SAY As I reread *School's First Day of School*, I'm reading carefully, making sure I don't miss anything that could tell me why school is important.
3. Read to page 14 with minimal interruptions.
4. Model noticing important parts.
SAY Let me review the text on page 14. I think this could be a reason why school is important. This page shows me that school is a place where children can play with friends.
5. Model answering a question.
SAY Based on what I've read, one reason why school is important is because it is a place where children can play with their friends.
6. Model sharing what you learned.
SAY Now, I will share what I've learned by writing down my thoughts. I learned that school is important because it is a place where children can play with their friends. The information on this page gives me key details to support my answer.
7. Model writing "because it is a place where children can play with their friends" to finish the sentence starter on the *School's First Day of School* teacher model.

How Do I Find and Use Key Details?

- Read or listen carefully.
- Notice key details, or important parts.
- Ask questions.
- Answer questions while thinking about what I read.
- Share your answer using key details from the text.

Differentiation

Beyond

- Offer open-ended questions or advanced problems to explore connections beyond the learning target, promoting higher-level thinking.

Approaching/MLL

- Revisit key concepts through repeated practice and alternative examples to solidify understanding over time.

Instruction RL.2.1, W.2.8

Focused Read-Aloud: *School's First Day of School* (Part 3)

Guided Practice: Identifying Key Details

1. Tell students that they will continue to read the text, stopping when they hear something important about school.
2. Read pages 14–24.
ASK Remember when I asked if there was anything else children could do with their friends at school? What are the children doing with their friends on these pages? (*laughing, joking, having lunch*)
3. Read to page 26 and remind students to listen for reasons why school is important.
ASK These pages are showing us another reason why school is important. What is happening on these pages? (*Children are learning something new.*)
4. Read to page 28 and remind students to listen for reasons why school is important.
ASK Is there anything on these pages that tells us why school is important? (*Yes, children can be creative at school; children can feel proud of themselves at school.*)
5. Finish reading the book with minimal interruptions.

How Do I Find and Use Key Details?

- Read or listen carefully.
- Notice key details, or important parts.
- Ask questions.
- Answer questions while thinking about what I read.
- Share your answer using key details from the text.

Differentiation

Beyond

- Offer open-ended questions or advanced problems to explore connections beyond the learning target, promoting higher-level thinking.

Approaching/MLL

- During the focused 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.
- Revisit key concepts through repeated practice and alternative examples to solidify understanding over time.

Instruction RL.2.1, W.2.8

Application RL.2.1, W.2.8

Focused Read-Aloud: *School's First Day of School* (Part 4)

Guided Practice: Answering Questions

1. Direct students' attention to the Skills We Learn in School graphic organizer.
2. Remind students that they learned how to use the think-pair-share protocol in the previous lesson.
3. Invite students to think-pair-share, guiding them through the protocol as necessary.
ASK According to *School's First Day of School*, why is school important? (*Answers will vary but may include that children can learn or children can make friends.*)

What is school, and why are schools important?

Skills We Learn in School

Skills	Examples
Learn	
Build Relationships	
Create High-Quality Work	

4. Summarize what you heard students share.
SAY I heard many of you say school is a place where children can learn.
5. As an example for Learn, write: "Learn new and important things."
SAY I also heard many of you say that school is a place where children can play with their friends.
6. As an example for Build Relationships, write: "Children can play with friends."
SAY Next time we will reread the text and continue adding to our chart.



Differentiation

Beyond

- Offer open-ended questions or advanced problems to explore connections beyond the learning target, promoting higher-level thinking.

MLL

- Pair students with partners who have more advanced English-language proficiency. The partner with greater English-language proficiency can serve as a model in the pair, initiating discussions and providing implicit sentence frames.

Approaching/MLL

- During the focused read-aloud, provide sentence starters for think-pair-share. Example: "School is important because . . ."

Instruction W.2.8

Application W.2.8, SL.2.1.A

Apply

10

Suggested Pacing: 10 minutes

Your Turn

Independent Practice

- Recap the lesson.
SAY Today, we read about why school is important.
- Direct students' attention to the *School's First Day of School* activity, which also appears in their student companions.
- Explain the task.
SAY You will now answer questions about *School's First Day of School*. To do this, you will complete the sentence starter "School is important because . . ." and draw a picture to show your thinking.
- Check for clarifying questions.
- Release students to begin the task and circulate to support.

Why is school important?

School is important because _____.

Differentiation



Beyond

- Offer open-ended questions or advanced problems to explore connections beyond the learning target, promoting higher-level thinking.

Approaching/MLL

- Allow extra time for processing and responding to questions.
- When introducing the independent writing task, foster collaboration and community by providing prompts that guide students in knowing when and how to ask classmates or teachers for help.

Application RL.2.1, W.2.8

Reflect

5

Suggested Pacing: 5 minutes

Share and Reflect

Activity Share

- Ensure that students have their responses to *School's First Day of School* for reference.
 - SAY** This year, you will share your work with classmates. Sharing lets you show your hard work and hear new ideas.
- Direct students' attention to the criteria for sharing work and read each bullet aloud, providing an example and nonexample for each.
- After reading each bullet:
 - ASK** Why is it important to share this way? (*Answers will vary but may include: so everyone can hear and learn from our ideas.*)
- Tell students that they will now share their responses to *School's First Day of School* with a partner.
 - ASK** If you're not sharing, what should you do? (*Answers will vary but may include listening, facing the speaker, and thinking about what they're saying.*)
- Invite volunteers to share their responses with the group, reminding everyone to listen carefully.

Sharing Our Work

When we share our work, we should:

- Use a loud and proud voice so others can hear.
- Say words clearly so others can understand them.
- Use complete sentences.
- Ask for and answer questions from classmates.

Differentiation



Beyond

- Allow students to lead discussions, mentor peers, or design their own extension activities to deepen engagement with the material.

Approaching/MLL

- Beginning students may have trouble verbalizing their work. Help them identify key elements of their responses and allow them to repeat words and phrases.
- Before displaying a student's work, create an accepting and supportive classroom environment by encouraging students to respect others' work and willingness to take a risk by sharing with the whole class.

Application SL.2.1.A, SL.2.6

Progress Reflection

Learning Target #1

- Explain to students that they will reflect on their progress toward the learning targets for this lesson.
- Read aloud Learning Target #1.
- Have students complete the trackers in their student companions to indicate their progress toward the learning target.
- Once students have finished their self-assessments, congratulate them on their progress toward Learning Target #1.

Learning Target

I can gather information about why school is important using key details from *School's First Day of School*.

Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home language with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning target.

Application RL.2.1, W.2.8

Focused Read-Aloud, *School's First Day of School* (Session 2)



Purpose

In this lesson, students learn how to use sentence-level context to define words in *School's First Day of School*.

By the end of the lesson, students should be able to do the following:

- Write a definition for *school* based on *School's First Day of School* and their own experiences.



Learning Targets

- I can gather information about why school is important using key details from *School's First Day of School*.
- I can use context clues to determine the meaning of a word in *School's First Day of School*.



Prepare in Advance

Teacher

- *School's First Day of School* by Adam Rex

You may wish to create physical copies of the following materials to display in the classroom:

- Skills We Learn in School graphic organizer (optional: teacher-created)

Student

- Student companion

All other necessary materials are included within the digital lesson.

Agenda

Ignite (5 minutes)

- Activate Prior Knowledge
- Learning Targets

Connect (40 minutes)

- Discussion Norms Introduction
- Guided Practice
- Concept Introduction
- Concept Model

Apply (10 minutes)

- Your Turn

Reflect (5 minutes)

- Share and Reflect
- Progress Reflection



Total Lesson Time

60 minutes

Standards

Instruction

RL.2.1, W.2.8, SL.2.1.A, L.2.4.A

Application

RL.2.1, W.2.8, SL.2.1.A, L.2.4.A



Activate Prior Knowledge

Prior Learning Connection

- Remind students that they have been learning about school and why it is important.
- Focus students on the Skills We Learn in School graphic organizer.
- Invite students to turn and talk to a partner.
- **ASK** What did we learn from our text about school and why it's important in our previous lesson? (*School helps us learn new and important things, and children can play with friends.*)
- Allow a few students to share.
- Expand on each student's comment by adding clarity or addressing any misconceptions.
- Tell students that, today, they will continue to explore what school is and why it is important.

What is school, and why are schools important?

Differentiation

Approaching/MLL

- During the activity, provide sentence starters. Example: "I learned that school is ..."

Application SL.2.1.A

Learning Targets

Introduce the Learning Targets

Direct students' attention to the learning targets and read the learning targets aloud.

- **Learning Target #1:** I can gather information about why school is important using key details from *School's First Day of School*.
- **Learning Target #2:** I can use context clues to determine the meaning of a word in *School's First Day of School*.

Learning Targets

1. I can gather information about why school is important using key details from *School's First Day of School*.
2. I can use context clues to determine the meaning of a word in *School's First Day of School*.

Differentiation

Approaching

- Ask students to restate the learning targets in their own words to ensure clarity.

Beyond

- Ask students to restate the learning targets in their own words and explain why it is important or how they connect to a broader concept.

MLL

- Encourage students to connect new ideas to their home language by allowing them to discuss the learning targets with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Use visual aids, like anchor charts, pictures, or diagrams, to explain the learning targets.
- Restate the learning targets in simpler language and connect them to something familiar. Example: “Today, we’re learning how to find the main idea in a story. That means figuring out what the story is mostly about—kind of like finding the big picture.”

Instruction RL.2.1, W.2.8, L.2.4.A

Connect

Suggested Pacing: 40 minutes

40

Discussion Norms Introduction

Introduce Discussions Norms

1. Gather students in a whole group.
2. Direct students’ attention to the discussion norms and read the title aloud.
3. Explain that norms are things that are expected every day; they are the expected behaviors and actions from the class.
SAY This chart will help you remember how you should act and behave when you have discussions with one another.
4. Highlight “Listen with care” on the chart and invite a volunteer to read it.
ASK What makes it hard to hear when talking with friends? (*talking too fast, talking too quietly, or too many people talking at once*)
SAY Listening to everyone at once is difficult, so we speak one at a time.
5. Highlight “Take turns speaking” on the chart and invite a volunteer to read it.
SAY If you’re not speaking, use the first norm—listen with care.
6. Ask students to share their favorite part of school one by one, following the norms.

Discussion Norms

- Listen with care.
- Look at the speaker.
- Take turns speaking.
- Stay on topic.
- Respond to others’ ideas by adding on or asking questions.

Differentiation

MLL

- Provide structured opportunities to practice speaking and listening through think-pair-share, role-playing, or small-group discussions.

Approaching/MLL

- Invite students to model listening with care in front of the class. Ask students what they notice about what the students are doing. Example: “What did you notice about what Hector was doing as he was listening?”

Instruction SL.2.1.A

Application SL.2.1.A

Guided Practice

Identify Key Details

1. Direct students' attention to *School's First Day of School* by Adam Rex.
2. Remind students that they have already read and answered questions using key details from the text.

SAY Remember, key details are the small, important details in the text that, when put together, help us better understand what the text is trying to say.
3. Explain to students that you will continue rereading the text.
4. Ask students to listen for new ideas about what school is and why it's important as you reread.
5. Reread *School's First Day of School* from pages 24–28.

SAY Let's pause here. This seems like an important part.
6. Invite students to think-pair-share.

ASK What important key details did you hear on this page? *(The students are making pictures of the school. The girl feels proud of her work.)*

ASK Why is school important based on page 28? *(School is important because it's a place where students can create art and feel proud of themselves.)*
7. Invite a few pairs to share their ideas with the class.

SAY I heard many of you say that school is important because students can create artwork and feel proud of themselves. Let's add that to our graphic organizer.
8. Model writing "Create artwork" and "Students feel proud of their work" as examples for Create High-Quality Work.
9. Finish reading the book fluently with minimal interruptions.

FICTION

School's First Day of School



Differentiation

Beyond

- Offer open-ended questions or advanced problems to explore connections beyond the learning targets, promoting higher-level thinking.

Approaching/MLL

- During the focused 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.
- Revisit key concepts through repeated practice and alternative examples to solidify understanding over time.

Instruction RL.2.1

Application RL.2.1, SL.2.1.A

Concept Introduction

Introduce Context Clues

1. Explain to students that when they read, they may come across unknown words.
2. Set a clear objective.

SAY Remember our learning target: “I can use context clues to determine the meaning of a word in *School’s First Day of School*.” Today, we will learn how to use context clues to help us figure out what unknown words mean.

3. Introduce the concept.

SAY When you come across a word you don’t know, you can examine the other words and sentences around it to help figure out its meaning. These are called context clues. Sometimes the meaning is explained nearby, or there’s an example to help you. Using context clues helps us become better readers.

4. Review the chart with students.

Context Clues

These are hints in the words around a word we don’t understand that help us figure out what it means.

Context Clues Guiding Questions

- Is there an explanation for the word nearby?
- Does the sentence give an example of what the word means?
- What questions do I have about the word?
- What do I think the word might mean?



Differentiation

MLL

- Provide a translation of important vocabulary or sentence frames in students’ home languages.

Approaching/MLL

- Revisit key concepts through repeated practice and alternative examples to solidify understanding over time.

Instruction RL.2.4, L.2.4.A

Concept Model

Model Context Clues

1. Explain that you will model how to apply the concept to the text, referencing the chart as needed.

2. Read aloud page 4 of *School’s First Day of School*.

SAY I don’t know what the word *foundation* means. When I am reading and I find a word I don’t know, I return to the text and reread the sentence or passage carefully.

3. Reread aloud page 4.

SAY Now, I’ll look for clues in the sentence to figure out what *foundation* means. It says “... they dug the big field, and poured the foundation.” This tells me that *foundation* is in the ground and can be poured.

SAY Then the sentence says, “... and set brick on top of brick until they’d built a school.” This tells me that something can be built on top of the foundation. So, that must mean after it is poured, it hardens.

Context Clues

Hints in the words around a word we don’t understand that help us figure out what it means.

Context Clues Guiding Questions

- Is there an explanation for the word nearby?
- Does the sentence give an example of what the word means?
- What questions do I have about the word?
- What do I think the word might mean?

4. Model using the clues to determine the meaning of the word.

SAY I think *foundation* is something that can be poured but hardens so something else, like a school, can be built on top of it. So, it's like the bottom part of a building.

5. Provide students with the rationale for this skill.

SAY Using context clues helps us figure out the meanings of words while we're reading. It's like being a detective—looking for clues to unlock the meanings of new words.



Differentiation

Beyond

- Challenge students to link the learning targets to other subjects or real-world applications, fostering interdisciplinary thinking

MLL

- Provide a translation of important vocabulary or sentence frames in students' home languages.

Approaching/MLL

- In a small group, model context clues. Use different colored markers or annotation tools to show the words that help define the lesson words. Encourage students to use colored pencils when taking their own notes.

Instruction L.2.4.A

Application L.2.4.A

Apply

10

Suggested Pacing: 10 minutes

Your Turn

Independent Practice

- Recap the lesson.
- **SAY** Today, we learned how to use context clues to define a word.
- Direct students' attention to Using Context Clues, which also appears in their student companions.
- Explain the task.
- **SAY** You will now write a sentence that defines the word *school*. To do this, you will use context clues from *School's First Day of School* and your own experiences to write a definition for *school*.
- Allow students to refer to the Skills We Learn in School graphic organizer as necessary.
- Check for clarifying questions.
- Release students to begin the task and circulate to support.

Write a definition for *school* based on the context of *School's First Day of School* and your own experiences.

School is _____.

Differentiation



Beyond

- Provide access to additional resources, such as books, videos, or online tools, to encourage independent exploration of the topic at a higher level.

Approaching/MLL

- Offer step-by-step guidance and model tasks before asking students to work independently.
- Break down tasks into smaller, manageable parts with frequent check-ins to ensure understanding before moving on.
- When introducing the independent writing task, foster collaboration and community by providing prompts that guide students in knowing when and how to ask classmates or teachers for help.

Application W.2.8, L.2.4.A

Reflect

Suggested Pacing: 5 minutes

5

Share and Reflect

Activity Share

- Ensure that students have their responses to Using Context Clues.
- Tell students they will now share their definitions for school with a partner.
- Invite students to turn and talk with their partner.
SAY What is school? *(Answers will vary but could include a place where students go to learn.)*
- After students talk with their partners, allow a few students to share with the class.
- Engage with students' responses by adding positive feedback and clearing any misconceptions.

Activity Share

What is school, and why are schools important?

Differentiation



Approaching

- Offer sentence starters to scaffold responses and build confidence in expressing ideas.

Beyond

- Allow students to lead discussions, mentor peers, or design their own extension activities to deepen engagement with the material.

MLL

- Be aware that some students may have attended schools in other countries, and some students may not have much experience with formal education. Invite and validate diverse perspectives and experiences with school.

Application SL.2.1.A, SL.2.6

Progress Reflection

Learning Target #1

- Explain to students that they will reflect on their progress toward the learning targets for this lesson.
- Read aloud Learning Target #1.
- Have students complete the trackers in their student companions to indicate their progress toward the learning target.
- Once students have finished their self-assessments, congratulate them on their progress toward Learning Target #1.

Learning Target

I can gather information about why school is important using key details from *School's First Day of School*.



Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home language with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning target.

Application W.2.8

Progress Reflection

Learning Target #2

- Explain to students that they will reflect on their progress toward the next learning target for this lesson.
- Read aloud Learning Target #2.
- Have students complete the trackers in their student companions to indicate their progress toward the learning target.
- Once students have finished their self-assessments, congratulate them on their progress toward Learning Target #2.

Learning Target

I can use context clues to determine the meaning of a word in *School's First Day of School*.



Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home language with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning target.

Application L.2.4.A

Focused Read-Aloud, *The Dot* (Session 1)



Purpose

In this lesson, students learn how to identify the important events in *The Dot* by asking and answering questions, as well as analyzing how Vashti's feelings change throughout the text.

By the end of the lesson, students should be able to do the following:

- Take turns when participating in discussions with classmates.
- Describe how Vashti was feeling at the beginning and end of the book, *The Dot*.



Learning Targets

- I can take turns when participating in a discussion about *The Dot* with my classmates.
- I can use information from illustrations and words to describe how Vashti's feelings and actions change in response to key events in *The Dot*.



Prepare in Advance

Teacher

- *The Dot* by Peter H. Reynolds

Student

- Student companion

All other necessary materials are included within the digital lesson.



Media

- "What Is School?" song
- Class Clues: Role-Play

Agenda

Ignite (5 minutes)

- Activate Prior Knowledge
- Learning Targets

Connect (35 minutes)

- Discussion Norms Review
- Focused Read-Aloud: *The Dot* (Part 1)
- Focused Read-Aloud: *The Dot* (Part 2)
- Protocol Introduction
- Focused Read-Aloud: *The Dot* (Part 3)
- Focused Read-Aloud: *The Dot* (Part 4)

Apply (15 minutes)

- Your Turn

Reflect (5 minutes)

- Share and Reflect
- Progress Reflection



Total Lesson Time

60 minutes

Standards

Instruction

RL.2.1, RL.2.3, RL.2.7, RL.2.10

Application

RL.2.1, RL.2.3, RL.2.7, RL.2.10, RF.2.4.B, W.2.8, SL.2.1.A



Activate Prior Knowledge

Song Connection

- Gather students in a whole group.
- Direct students' attention to the "What Is School?" song.
- Sing the song with students once without stopping.
- Sing the song a second time.
 - SAY** We will use motions for certain parts of the song.
- Tell students to use these motions for the following phrases:
 - "Think and work and play" (think: index fingers pointing to head; work: palms open and put together like an open book; play: pointing to smile on face)
 - "New ways" (index finger in the air pointing to the sky)
 - "Believing in ourselves" (hands on hips)
 - "Make a difference each day" (thumbs-up)
 - "Appreciating qualities of others too" (hand on a partner's shoulder)
 - "Learning from each other" (point to a classmate)
 - "Discovering new interests" (index fingers pointing to head)
- Tell students to sing the song with you one more time, adding in the motions.

"What Is School?" Song

At school we come together to
think and work and play,
Challenging our brains to think
in new ways,
Doing work that matters,
believing in ourselves,
Creating something beautiful to
share with someone else.

At school we come together to
think and work and play,
Learning things to make a
difference each day,
Doing things we thought we
really couldn't do,
Appreciating qualities of
others too.

At school we come together to
think and work and play,
Showing what we've learned in
many different ways,
Learning from each other,
treating others well,
Discovering new interests and
stories to tell.



Differentiation



Beyond

- Provide access to additional resources, such as books, videos, or online tools, to encourage independent exploration of the topic at a higher level.

Approaching/MLL

- For each phrase of the song, check for comprehension of the meaning. Example: "When we appreciate qualities of others, what does that mean?" (*We like different things our friends do and say.*)
- As students practice the song with motions, provide options for expression by singing the song several times in different voices. Invite students to try singing the song in a whisper voice, a giant voice, or an opera voice.

Application RF.2.4.B

Learning Targets

Introduce Learning Targets

Direct students' attention to the learning targets and read the learning targets aloud.

- **Learning Target #1:** I can take turns when participating in a discussion about *The Dot* with my classmates.
- **Learning Target #2:** I can use information from illustrations and words to describe how Vashti's feelings and actions change in response to key events in *The Dot*.

Learning Targets

1. I can take turns when participating in a discussion about *The Dot* with my classmates.
2. I can use information from illustrations and words to describe how Vashti's feelings and actions change in response to key events in *The Dot*.



Differentiation

Approaching

- Ask students to restate the learning targets in their own words to ensure clarity.

Beyond

- Ask students to restate the learning targets in their own words and explain why these goals are important or how they connect to a broader concept.

MLL

- Encourage students to connect new ideas to their home languages by allowing them to discuss the learning targets with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Use visual aids, like anchor charts, pictures, or diagrams, to explain the learning targets.
- Restate the learning targets in simpler language and connect them to something familiar. Example: "Today, we're learning how to find the main idea in a story. That means figuring out what the story is mostly about—kind of like finding the big picture."

Instruction RL.2.1, RL.2.3, RL.2.7, SL.2.1.A

Connect

Suggested Pacing: 35 minutes

35

Discussion Norms Review

Review Discussion Norms

1. Remind students of the discussion norms.
2. Highlight "Take turns speaking." to show which part of the norms to focus on.
SAY Today, you will continue to practice taking turns as you participate in a discussion with your classmates about *The Dot*. This means you should only ever hear one person speaking. If you have something to say, you need to wait your turn.

Discussion Norms

- Listen with care.
- Look at the speaker.
- Take turns speaking.
- Stay on topic.
- Respond to others' ideas by adding on or asking questions.

3. Model an example of taking turns during a discussion.
4. Model a nonexample of taking turns during a discussion.



Differentiation

Approaching/MLL

- Invite students to model listening with care in front of the class. Ask students what they notice about what the students are doing. Example: “What did you notice about what Hector was doing as he was listening?”

MLL

- Provide structured opportunities to practice speaking and listening through think-pair-share, role-playing, or small group discussions.
- Pair students with partners who have more advanced English-language proficiency. The partner with greater English-language proficiency can serve as a model in the pair, initiating discussions and providing implicit sentence frames.

Instruction SL.2.1.A

Focused Read-Aloud: *The Dot* (Part 1)

Focused Read-Aloud

1. Direct students’ attention to *The Dot* by Peter H. Reynolds.
 - SAY** Today, we’re going to read *The Dot* by Peter H. Reynolds.
2. Focus students’ attention on the module guiding question and read it aloud.
3. Tell students the book will help them think more about this question.
4. Point to the cover of *The Dot*.
 - ASK** What do you think this book is going to be about? (*Answers will vary but may include a girl who paints a dot.*)
5. Explain that *The Dot* is a fiction book.
 - SAY** Fiction is a story from the author’s imagination, with characters and a setting. It is a story with a beginning, a middle, and an end.
 - ASK** What kinds of pictures do fiction books usually have? (*drawings, illustrations*)
 - SAY** This story takes place at a school in an art classroom.
6. Fluently read aloud *The Dot* without interruption.

FICTION

The Dot



Differentiation

Approaching

- During the focused read-aloud, 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.

Beyond

- Provide access to additional resources, such as books, videos, or online tools, to encourage independent exploration of the topic at a higher level.

MLL

- Remind students frequently of the meanings of new key words.
- Invite students to reference a translation of *The Dot* in their home language.

Approaching/MLL

- During the focused 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.

Instruction RL.2.1, RL.2.3, RL.2.7

Application SL.2.1.A

Focused Read Aloud: *The Dot* (Part 2)

Read and Discuss

1. Tell students that you will reread *The Dot* and stop to ask questions while they think and talk with a partner.
2. Read aloud pages 4–5.

ASK What do you notice about Vashti's paper? (*It's blank.*)
3. Explain to students that *blank* means “empty.” There is nothing on the paper that can be seen.

ASK What does Vashti say when the teacher suggests her paper is a polar bear in a snowstorm? (*She says she can't draw.*)

ASK Why does Vashti say that? (*She thinks drawing is hard and that she's bad at it.*)

ASK Can you think of a time when you said you couldn't do something because it was too hard? (*Responses will vary.*)

FICTION

The Dot**Differentiation****Approaching**

- During the focused read-aloud, 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.

Beyond

- Provide access to additional resources, such as books, videos, or online tools, to encourage independent exploration of the topic at a higher level.

MLL

- Remind students frequently of the meanings of new key words.
- Invite students to reference a translation of *The Dot* in their home language.

Approaching/MLL

- During the focused 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.

Instruction RL.2.1, RL.2.3, RL.2.7

Application SL.2.1.A

Protocol Introduction

Introduce the Protocol

1. Explain to students that role-playing is one strategy readers can use to understand a fictional text.
SAY When people role-play, they pretend to be the characters in a story. They act out what the characters say and do. This helps them better understand the characters' feelings and reactions to events.
2. Direct students' attention to the video.
SAY Let's preview this protocol by watching Class Clues.
3. Invite students to share what they noticed or questions they have about the video and the protocol.
ASK What do you notice? *(Answers will vary.)*
ASK What do you wonder? *(Answers will vary.)*
4. Read aloud the role-play protocol steps.
5. Demonstrate the last step by making a tent with your arms to indicate you are done role-playing.
6. Move students into pairs and have them face each other.
SAY A character is a person or an animal that the story is about. As I reread page 4, I want you to think about what each character is saying and doing.
7. Reread page 4.
ASK Who are the characters in this part of the story? *(Vashti and her teacher)*
8. Have students decide with their partners which character each person will act out.
9. Ask students to turn and talk to their partners about what each character is saying and doing in this part of the story.
10. Explain that students will now act out this part of the story.



Differentiation

Approaching

- Facilitate students' self-regulation skills before they act out Vashti's feelings by modeling how to manage feelings of excitement or silliness during this activity.

SAY Sometimes when I am making faces, it can make me feel a little silly. It's okay that I feel that way, but I need to remember that we are acting out Vashti's facial expressions to help us understand the book. If I get too silly, it might be hard for my classmates and me to understand the story.

ASK What are some strategies I can use if I start to feel silly during this activity? *(I can give myself a hug, press my palms together, or take a deep breath.)*

Beyond

- Provide opportunities for independent or group projects that go deeper into the topic, encouraging critical thinking and creativity.

MLL

- Pair students with peers who have proficient or exemplary oral language skills during discussions and activities to encourage language development and idea sharing in a safe environment.

Instruction RL.2.3, RL.2.7, RL.2.10

Application RL.2.3, RL.2.7, RL.2.10, SL.2.1.A

Focused Read Aloud: *The Dot* (Part 3)

Read and Discuss

1. Tell students that role-playing this part of the story helped them to understand Vashti's feelings.
2. Invite students to think-pair-share.
ASK How is Vashti feeling at the beginning of the story? Why?
(She is feeling mad because she thinks she can't draw.)
3. Read pages 6–13.
4. Show page 13.
ASK What is Vashti writing on her paper? *(her name—signing her artwork)*
5. Explain that by adding her name, Vashti is signing her artwork, meaning it was created by her.
6. Read pages 14–15.
ASK What did Vashti's teacher do? *(put a frame around Vashti's dot and hung it above her desk)*
7. Read pages 16–19.
ASK What kinds of dots did Vashti make? *(different sizes or colors)*
8. Read pages 20–31.
ASK What do you notice about the school art show? *(Vashti has many dots in the show.)*
ASK How is Vashti feeling at the end of the story? Why? *(proud and excited because she kept going)*
ASK Why does Vashti ask the boy to sign the line he drew? *(Responses may vary; this question will be revisited in the next lesson)*

FICTION

The Dot



Differentiation

Beyond

- Offer open-ended questions or advanced problems to explore connections beyond the learning targets, promoting higher-level thinking.

MLL

- Pair each student with a home-language speaker who has more advanced English-language proficiency.

Approaching/MLL

- During the focused read-aloud, provide sentence frames for the think-pair-share protocol. Example: "Vashti said she couldn't draw because _____."
- During the focused 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.

Instruction RL.2.3, RL.2.7

Application RL.2.3, RL.2.7, SL.2.1.A

Focused Read-Aloud: *The Dot* (Part 4)

Read and Discuss Character Responses

1. Remind students of the second learning target: I can use information from illustrations and words to describe how Vashti's feelings and actions change in response to key events in *The Dot*.
2. Explain that students will focus on events from the beginning of the story and the end of the story to describe how Vashti's feelings changed.
3. Direct students' attention to the Vashti's Feelings chart, which also appears in their student companions.

Vashti's Feelings

Page	Image That Shows How Vashti Is Feeling	Word That Describes How Vashti Is Feeling	Explanation for Why Vashti Feels That Way
Vashti on pages 4–5			
Vashti on page 23			
4. **SAY** I'm going to reread page 4 at the beginning of the story.
4. Reread page 4 aloud.
5. Tell students that another thing actors do when they are role-playing is think about what their faces should look like to match the characters' feelings.

SAY Show me with your face how Vashti is feeling at the beginning of the story on this page.

ASK What word describes how Vashti is feeling? (*angry, mad, or frustrated*)
6. Move the frustrated face to the first open cell on the second row.
7. Invite students to add a similar face to their charts.
8. Write *frustrated* under the Word That Describes How Vashti Is Feeling column for pages 4–5.

ASK Why is Vashti feeling frustrated at the beginning of the story? (*She is frustrated because she thinks she doesn't know how to draw.*)
9. Under the Explanation for Why Vashti Feels That Way column, write "Vashti is frustrated because she thinks she draws badly."

Differentiation

Beyond

- Offer open-ended questions or advanced problems to explore connections beyond the learning target, promoting higher-level thinking.

Approaching/MLL

- Place students who benefit from additional support in a small group and provide them with scaffolded materials, such as partially pre-filled templates of their response sheet.
- Clarify the meanings of *beginning* and *ending*.

ASK What is the beginning of a book? (*The beginning is the first part of the book.*)

ASK What is the ending of a book? (*The ending is the last part of the book.*)
- Display sentence frames to support students' writing as they complete their notebooks. Example: "Vashti feels _____ because she _____."

Instruction RL.2.3, RL.2.7

Application RL.2.3, RL.2.7, W.2.8, SL.2.1.A

Apply

Suggested Pacing: 15 minutes

Your Turn

Independent Practice

- Recap the lesson.
SAY Today, we practiced using information from illustrations and words to describe how Vashti's feelings and actions change in *The Dot*.
- Explain to students that you will reread page 23 of *The Dot*, and they will complete the second row of the chart on their own.
- Reread page 23 of *The Dot*.
SAY Show me with your face how Vashti is feeling at the end of the story.
ASK Why is Vashti feeling that way at the end of the book?
(She feels proud of the dots she drew.)
- Move the happy face to the second cell of the third row.
- Explain the task.
SAY You will now complete the last row of your Vashti's Feelings chart. To do this, use the questions from the chart to guide your thinking. I will circulate to answer questions.
- Check for clarifying questions.
- Release students to begin the task and circulate to support.

Vashti's Feelings

Page	Image That Shows How Vashti Is Feeling	Word That Describes How Vashti Is Feeling	Explanation for Why Vashti Feels That Way
Vashti on pages 4–5			
Vashti on page 23			

Differentiation

Beyond

- Offer open-ended questions or advanced problems to explore connections beyond the learning target, promoting higher-level thinking.

MLL

- Encourage students to discuss what they've learned using their home language with a partner.

Approaching/MLL

- When introducing the application task, provide prompts that guide students in knowing when and how to ask classmates or teachers for help.
SAY While you are writing today, you might forget what the writing directions are in your student companion. That is okay. First, try your best to sound out the words in the question. If you are still stuck, there are many people in the room to help you. You can ask a classmate or raise your hand for a teacher to help you read the directions.

Application RL.2.1, RL.2.3, RL.2.7

Reflect

Suggested Pacing: 5 minutes

Share and Reflect

Activity Share

- Remind students that they practiced taking turns as they participated in discussions to describe how Vashti's feelings and actions change in response to key events in *The Dot*.
- Explain that they will now share their answers to the question "How is Vashti feeling at the end of the book?"
- Have students turn and talk with a partner.
- Allow a few students to share with the whole group after partner discussions end.
- Provide positive feedback and clear up any misconceptions.

How is Vashti feeling at the end of the book?

Differentiation

Beyond

- Challenge students to transfer the discussion question to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they've learned using their home language with a partner.

Approaching/MLL

- Display sentence frames to support students' writing as they complete the application task. Example: "Vashti is feeling _____ because she _____."

Application: SL.2.1.A

Progress Reflection

Learning Target #1

- Explain to students that they will reflect on their progress toward the learning targets for this lesson.
- Read aloud Learning Target #1.
- Have students complete the trackers in their student companions to indicate their progress toward the learning target.
- Once students have finished their self-assessments, congratulate them on their progress toward Learning Target #1.

Learning Target

I can take turns when participating in a discussion about *The Dot* with my classmates.

Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they've learned using their home language with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning target.

Application: SL.2.1.A

Progress Reflection

Learning Target #2

- Explain to students that they will reflect on their progress toward the next learning target for this lesson.
- Read aloud Learning Target #2.
- Have students complete the trackers in their companions to indicate their progress toward the learning target.
- Once students have finished their self-assessments, congratulate them on their progress toward Learning Target #2.

Learning Target

I can use information from illustrations and words to describe how Vashti's feelings and actions change in response to key events in *The Dot*.

Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they've learned using their home language with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning target.

Application: RL.2.1, RL.2.3, RL.2.7

Focused Read-Aloud, *The Dot* (Session 2)



Purpose

In this lesson, students identify the central message of *The Dot* by focusing on what the character learns at the end of the book.

By the end of the lesson, students should be able to do the following:

- Write about what Vashti learned to demonstrate their understanding of the central message of *The Dot*.



Learning Targets

- Learning Target #1: I can use information from illustrations and words to understand Vashti from *The Dot*.
- Learning Target #2: I can determine the central message of *The Dot*.



Prepare in Advance

Teacher

- *The Dot* by Peter H. Reynolds

You may wish to create physical copies of the following materials to display in the classroom:

- Think-Pair-Share anchor chart (optional: teacher-created)

Student

- Student companion

All other necessary materials are included within the digital lesson.



Media

- “What Is School?” Song



Agenda

- Ignite (5 minutes)**
 - Activate Prior Knowledge
 - Learning Targets
- Connect (40 minutes)**
 - Participate in the Protocol
 - Concept Introduction
 - Concept Guided Practice
- Apply (10 minutes)**
 - Your Turn
- Reflect (5 minutes)**
 - Share and Reflect
 - Progress Reflection

60 Total Lesson Time
60 minutes



Standards

Instruction
RL.2.1, RL.2.2, RL.2.7, W.2.8

Application
RL.2.1, RL.2.2, RL.2.7, RF.2.4.B, W.2.8, SL.2.1.A

Activate Prior Knowledge

Song Connection

- Direct students' attention to the "What Is School?" song, which also appears in their student companions.
- Sing the song together once without motions.
- Remind students of the motions they used for key words in the song.
- Tell students they'll practice singing with clear, accurate motions that are enjoyable for an audience.
- Practice the motions and then sing the song once or twice with motions.
- Provide positive feedback on students' motions.

"What Is School?" Song

At school we come together to
think and work and play,
Challenging our brains to think
in new ways,
Doing work that matters,
believing in ourselves,
Creating something beautiful to
share with someone else.

At school we come together to
think and work and play,
Learning things to make a
difference each day,
Doing things we thought we
really couldn't do,
Appreciating qualities of
others too.

At school we come together to
think and work and play,
Showing what we've learned in
many different ways,
Learning from each other,
treating others well,
Discovering new interests and
stories to tell.



Differentiation

Approaching/MLL

- For each phrase of the song for which students perform motions, check for comprehension about the meanings. Example: "When we appreciate qualities of others, what does that mean?" (*We like different things our friends do and say.*)

Application RF.2.4.B, SL.2.1.A

Learning Targets

Introduce the Learning Targets

Direct students' attention to the learning targets and read the learning targets aloud.

- **Learning Target #1:** I can use information from illustrations and words to understand Vashti from *The Dot*.
- **Learning Target #2:** I can determine the central message of *The Dot*.

Learning Targets

1. I can use information from illustrations and words to understand Vashti from *The Dot*.
2. I can determine the central message of *The Dot*.



Differentiation

Approaching

- Ask students to break down the learning target into smaller parts.

Beyond

- Ask students to restate the learning target in their own words and explain why it is important or how it connects to a broader concept.

MLL

- Encourage students to connect new ideas to their home languages by allowing them to discuss the learning target with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to explain the learning target.
- Restate the learning target and connect it to something familiar. Example: “Today, we’re learning how to find the main idea in a story. That means figuring out what the story is mostly about—kind of like finding the big picture.”

Instruction RL.2.2, RL.2.7

Connect

Suggested Pacing: 40 minutes

40

Participate in the Protocol

Facilitate the Protocol

1. Explain to students that today they will reread *The Dot* by Peter H. Reynolds to better understand what the story is teaching them about what school is and why schools are important.
2. Direct students’ attention to *The Dot*.
3. Read aloud pages 4–9.
(ASK) What does Vashti draw on her paper? (*a dot*)
4. Move students into pairs for the role-play protocol.
5. Review the protocol as needed using the Role-Play anchor chart.
6. Remind students that acting out parts of stories can help them better understand the story and its characters.
7. Guide students through the protocol to act out this part of the book.
8. Circulate to support and provide feedback.
9. Invite students to use their faces to show how Vashti felt at the beginning of the text.
(SAY) Vashti was feeling frustrated at the beginning of the text.
10. Read aloud pages 10–15.
(ASK) What does Vashti’s teacher do with the dot Vashti drew? (*frames it and hangs it above her desk*)
11. Read aloud pages 16–17.
(ASK) What does Vashti decide to do after seeing her picture framed? (*make more dots*)

Role-Play

1. Reread part of the text.
2. Decide which character you will be.
3. Talk with your partner about what the character is saying and doing.
4. Act it out.
5. Make tent arms when you are done with the role-play.

Differentiation

Approaching

- Create groups for students who may have trouble planning their role-plays.
- Before students begin the role-play protocol, discuss strategies to deal with disagreements or other issues that may arise.

Beyond

- Ask open-ended questions to encourage deeper analysis of characters' motivations and feelings. Example: "Why does Vashti's teacher frame and hang her dot? How does that make Vashti feel?"

MLL

- Create groups with mixed language proficiency. The student in the group with advanced English-language proficiency can be the "director" and can be responsible for choosing roles, planning interactions, and feeding lines to students if necessary.

Instruction RL.2.1, RL.2.7

Application RL.2.1, RL.2.7, SL.2.1.A

Concept Introduction

Introduce Central Message

1. Set a clear objective for students.

SAY Remember our second learning target: I can determine the central message of *The Dot*. Today, we will learn to identify the central message of a story.
2. Introduce the concept.

SAY The central message is the lesson the story is trying to teach. It's what the author wants you to understand after reading the story. For example, the central message could be "being kind helps everyone" or "never give up." It's important to find the central message of a story so that we can understand the overall meaning of what the author wrote and make connections.
3. Read aloud pages 18–21 of *The Dot*.
4. Invite students to think-pair-share.

ASK What is happening here? (*Vashti is creating a lot of dots and not giving up.*)
5. Read pages 22–23.
6. Tell students that if you do something that makes "quite a splash," it means you get a lot of attention.
7. Explain to students that characters' feelings and actions from the beginning to the end of the story can help the reader determine the central message.

SAY I think the author wants to teach us something here. Let's figure it out together.

ASK What does Vashti learn at school? (*She will get better at something if she keeps working hard. She needs to believe in herself. She shouldn't give up if she thinks she is not good at something. She is a good artist.*)

ASK How does Vashti's teacher help her? (*She gives Vashti paint to use. She hangs Vashti's drawing and puts it in a frame.*)

ASK What does Vashti believe about herself by the end? (*She believes she is a good artist.*)

ASK How do her feelings about drawing change from the beginning of the book to the end of the book? (*At the beginning of the book, Vashti doesn't think she can draw well. At the end of the book, Vashti feels proud of her drawings.*)

ASK Why do her feelings change? (*Her feelings change because she practices drawing a lot and starts to believe in herself.*)

FICTION

The Dot



8. Read aloud pages 24–31.

ASK Why does Vashti ask the boy to sign the line he drew? *(She wants the boy to believe in himself, just like her teacher helped her do.)*

SAY You just thought about the lesson Vashti learned about school to determine the central message.



Differentiation

Beyond

- Ask students to provide other examples of stories with similar messages to illustrate the concept for peers.

MLL

- During the focused read-aloud, provide sentence frames for think-pair-shares. Example: “Vashti says she can’t draw because _____.”

Approaching/MLL

- During the focused 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.

Instruction RL.2.1, RL.2.2, RL.2.7

Application RL.2.1, RL.2.7, SL.2.1.A

Concept Guided Practice

Guided Practice: Central Message

1. Direct students’ attention to the Skills We Learn in School graphic organizer.

SAY Reading *The Dot* has shown us more about why school is important.

ASK What does Vashti learn from being at school? *(She will get better at something if she keeps working hard. She needs to believe in herself. She shouldn’t give up if she thinks she is not good at something. She is a good artist.)*

2. Select a few volunteers to share.

3. Invite students to turn and talk.

ASK What does Vashti learn about giving up? *(She learns not to give up and to believe in herself.)*

SAY At first, Vashti doesn’t believe she can draw, but she learns at school to believe in herself and achieves something new.

SAY Vashti learns that believing in yourself helps you learn and reach goals.

4. Write “Believe in yourself to learn new things and reach goals” as an example for Learn in the graphic organizer.

ASK How does Vashti build relationships with others? *(She encourages the boy the same way the teacher encouraged her.)*

5. Write “Encourage others” as an example for Build Relationships.

6. Invite students to turn and talk.

ASK What does Vashti learn about the kind of work she should create? *(She learns to create work that matters to her.)*

SAY Vashti enjoys painting dots, so she chooses to keep creating them. She learns that creating work you care about is important.

7. Write “Create work that matters to you and others” as an example for Create High-Quality Work.

Skills We Learn in School

What is school, and why are schools important?

Skills	Examples
Learn	
Build Relationships	
Create High-Quality Work	

Differentiation

Beyond

- Provide advanced sentence starters that encourage deeper analysis of the central message and connections to students' own experiences.

MLL

- Create pairs with mixed language proficiency. The partner with greater English-language proficiency can serve as a model in the pair, initiating discussions and providing implicit sentence frames.

Approaching/MLL

- As needed, clarify students' responses with questions, such as "Can you say more about that? I'll give you a minute to think and write or sketch."

Instructional RL.2.1, RL.2.2, W.2.8

Application RL.2.1, RL.2.2, W.2.8, SL.2.1.A

Apply

10

Suggested Pacing: 10 minutes

Your Turn

Independent Practice

- Recap the lesson.
SAY Today, you learned how to determine the central message, or lesson, of *The Dot*.
- Direct students' attention to *The Dot* Central Message, which also appears in their student companions.
- Explain the task.
SAY You will now finish the sentence about what Vashti learns. To do this, you will use the central message of *The Dot*.
SAY The sentence begins, "In *The Dot*, Vashti learns . . ."
- Check for clarifying questions.
- Release students to begin tasks and circulate to support.

The Dot Central Message

In *The Dot*, Vashti learns _____

Differentiation

Beyond

- Circulate as students complete their responses. Ask additional questions to deepen thinking and encourage students to expand on their responses.

MLL

- Invite students to share their ideas orally before writing their responses. Provide students with relevant words or phrases to support them in writing complete sentences.

Approaching/MLL

- Display anchor charts, shared graphic organizers, or other visuals from the unit to help students recall prior knowledge.

Application RL.2.2, RL.2.7, W.2.8

Reflect

Suggested Pacing: 5 minutes

5

Share and Reflect

Reflection Question

- Share that today students learned how to identify the central message of *The Dot* by Peter H. Reynolds
- Invite students to turn and talk.
 - ASK** What lesson did you learn from *The Dot* that you will use in your life? (*believe in myself, make work I'm proud of, encourage others, work hard to get better at something, don't give up*)
- Allow students to share, discuss, and engage with other pairs as they respond to the question.

Reflection Question

What lesson did you learn from *The Dot* that you will use in your life?

Differentiation

MLL

- Invite students to discuss the reflection question in their home languages with partners before sharing in English.

Approaching/MLL

- Prompt students to reflect on their learning with scaffolded support. Example: "Have you ever felt like Vashti does? Think about what Vashti learns. How can you apply that lesson to your own life?"

Application RL.2.2, W.2.8, SL.2.1.A

Progress Reflection

Learning Target #1

- Explain to students that they will reflect on their progress toward the learning targets for this lesson.
- Read aloud Learning Target #1.
- Have students complete the trackers in their student companions to indicate their progress toward the learning target.
- Once students have finished their self-assessments, congratulate them on their progress toward Learning Target #1.

Learning Target

I can use information from illustrations and words to understand Vashti from *The Dot*.

Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning targets to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home language with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning target.

Application RL.2.1, RL.2.7

Progress Reflection

Learning Target #2

- Explain to students that they will reflect on their progress toward the next learning target for this lesson.
- Read aloud Learning Target #2.
- Have students complete the trackers in their student companions to indicate their progress toward the learning target.
- Once students have finished their self-assessments, congratulate them on their progress toward Learning Target #2.

Learning Target

I can determine the central message in *The Dot*.

Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning targets to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned with a partner using their home language.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning targets.

Application RL.2.2

Mid-Unit Check



Purpose

In this lesson, students review what school is and why it is important as they participate in a shared writing about what they’ve learned and complete the mid-unit check.

By the end of the lesson, students should be able to do the following:

- Participate in shared writing in which they draft a letter about what they’ve learned so far about schools.
- Complete the mid-unit check.



Learning Targets

Instruction

- I can use commas in the greeting and the closing of a letter sharing what I’ve learned about schools.

Assessment

- I can answer questions about literary texts to demonstrate what I’ve learned in this unit.



Prepare in Advance

Teacher

- If administering the assessment on paper, print copies for students from the assessment PDF.
- If administering the assessment digitally, assign it to students from the Assess tab of your teacher account.

Student

- Student companion

All other necessary materials are included within the digital lesson.



Agenda

Ignite (5 minutes)

- Activate Prior Knowledge
- Learning Targets

Connect (25 minutes)

- Module Guiding Question
- Shared Writing

Apply (25 minutes)

- Your Turn

Reflect (5 minutes)

- Share and Reflect
- Progress Reflection



Total Lesson Time

60 minutes



Standards

Instruction

RL.2.10, W.2.2, W.2.8, L.2.2.B

Application

SL.2.1.A, SL.2.6

Assessment

RL.2.1, RL.2.7, L.2.4.A

Activate Prior Knowledge

Prior Learning Connection

- Direct students' attention to the module guiding question and read it aloud.
- Remind students that they have learned how to use key details, such as information from illustrations and words, to determine the central message of a literary text.
- **ASK** Based on our learning in this unit so far, how can we use illustrations to gain more information about the characters in a story? *(Answers will vary but may include: Illustrations can show the characters' feelings and actions.)*
- Allow a few students to share.
- Expand on each student's comments by adding clarity or addressing any misconceptions.
- Tell students that, today, they will have a chance to show what they've learned by taking the mid-unit check

Module Guiding Question

What is school, and why are schools important?

Differentiation

Beyond

- Challenge students to link their learning to other subjects or real-world applications, fostering interdisciplinary thinking.

MLL

- Encourage students to use their home languages and bilingual resources to connect the content to their own experiences and cultures.

Approaching/MLL

- Offer sentence starters to scaffold responses and build confidence in expressing ideas.

Application SL.2.1.A, SL.2.6

Learning Targets

Introduce the Learning Targets

Direct students' attention to the learning targets and read the learning targets aloud.

- **Learning Target #1:** I can use commas in the greeting and the closing of a letter sharing what I've learned about schools.
- **Learning Target #2:** I can answer questions about literary texts to demonstrate what I've learned in this unit.

Learning Targets

1. I can use commas in the greeting and the closing of a letter sharing what I've learned about schools.
2. I can answer questions about literary texts to demonstrate what I've learned in this unit.

Differentiation

Approaching

- Ask students to restate the learning target in their own words to ensure clarity.

Beyond

- Ask students to restate the learning target in their own words and explain why it is important or how it connects to a broader concept.

MLL

- Encourage students to connect new ideas to their home languages by allowing them to discuss the learning target with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to explain the learning target.
- Restate the learning target in simpler language and connect it to something familiar. Example: Today, we're learning how to find the main idea in a story. That means figuring out what the story is mostly about—kind of like finding the big picture.

Instruction RL.2.1, RL.2.7, L.2.2.B, L.2.4.A

25

Connect

Suggested Pacing: 25 minutes

Connect

Review Guiding Question

1. Direct students' attention to the module guiding question and read it aloud.
2. Remind students that they have been reading literary texts to help answer this question.
3. Invite students to read the chart chorally with you.
4. Invite students to think-pair-share.

SAY

Remember, we completed this chart with the skills you can learn and things you can do in school.

5. Invite students to read the chart chorally with you.
6. Invite students to think-pair-share.
7. Invite students to think-pair-share.

ASK

Based on our learning so far, what is school? *(School is a place where you can learn, build relationships, and create high-quality work.)*

ASK

Based on our learning so far, why are schools important? *(Schools help you learn new and important things, play with friends, create artwork, and feel proud of your work.)*

Module Guiding Question

What is school, and why are schools important?

Differentiation

Beyond

- Challenge students to generate other questions about the topic of school.

MLL

- Pair students with partners who have more advanced English-language proficiency. The partner with greater English-language proficiency can serve as a model in the pair, initiating discussions and providing implicit sentence frames.

Approaching/MLL

- Offer sentence starters to scaffold responses and build confidence in expressing ideas.

Instruction RL.2.10

Application SL.2.1.A

Shared Writing

Guided Practice: Write Letter

1. Explain that students will reflect on what they have learned so far in this unit by helping you write a letter to kindergartners about what school is and why schools are important.
SAY We can use a greeting like “Dear kindergartners,” to begin your letter.
2. Model writing the greeting of the letter.
SAY Notice how I put a comma after the greeting. This separates the greeting from the body of the letter.
3. Model writing the first two sentences.
 - In second grade, we are learning about why school is important.
 - We would like to share our learning with you!**ASK** What should we share with kindergartners about what school is and why it is important? *(Answers will vary.)*
4. Invite volunteers to offer ideas.
5. Add three or four sentences to the letter using students’ ideas.
6. Write a concluding sentence.
 - We hope to learn more to share with you soon!**SAY** We need to end our letter with a closing and a signature, such as “Sincerely, Second Graders.”
7. Model writing the closing of the letter.
SAY Notice how I used a comma to separate the closing and the signature.
8. Invite students to come up one by one to sign the letter.

Letter to Kindergartners

Write a letter to kindergartners about what we’ve learned about school and why it’s so important so far.

Differentiation

Beyond

- Encourage students to apply what they have learned in innovative ways, such as creating drawings or other visuals to accompany the letter.

Approaching/MLL

- Some students may be unfamiliar with the concept and format of a letter in English. Display a model of a completed letter to provide context for the activity. Example: “This is a letter. We’re going to write something together that will look just like this when we are done.”

Instruction W.2.2, W.2.8, L.2.2.B

Your Turn

Assessment

- Recap the lessons.

SAY Throughout this unit so far, we have learned how to use illustrations and key details to answer questions about a literary text. We've also learned how to use sentence-level context to determine the meaning of a word or phrase.
- Explain the task.

SAY You will now show what you've learned by taking the mid-unit check. To do this, you will read a fictional passage about a girl who is new to school and the challenges she has to overcome. Then, you will answer questions about the passage.
- Direct students who will complete the digital assessment to its location.

SAY Navigate to the assessment tile in your assignments. Do not start the test until instructed. Give me a thumbs up when you have found the assessment in your assignments. Remember to click "play" on each element to listen to the text.
- Have students who will take the paper-and-pencil assessment write their names at the top.

SAY Make sure you are on the first page of the assessment and write your name at the top.
- If students are completing the paper-and-pencil assessment, you may either play the audio in the digital assessments for them or read the assessment aloud.
- Check for clarifying questions.
- Release students to begin the assessment and circulate to monitor.

Now it's time to take your assessment.

Application RL.2.1, RL.2.7, L.2.4.A

Reflect

Share and Reflect

Assessment Reflection

- Share that, today, students took the mid-unit check to show what they have learned in this unit.
- Have students turn and talk with a partner to answer the following questions:

ASK What was one thing you feel you did well? Why do you think that?
(Answers will vary.)

ASK What is one thing you think you could do better next time?
(Answers will vary.)
- Allow students to share, discuss, and engage with other pairs about their responses.

What was one thing you feel you did well? Why do you think that?

What is one thing you think you could do better next time?

Differentiation

Beyond

- Challenge students to connect their current reflections to prior ones, fostering self-reflection on areas of growth and areas of opportunity.

MLL

- Pair students with partners who have more advanced English-language proficiency.
- Encourage students to discuss what they have learned using their home language with a partner.

Approaching/MLL

- Allow students to refer to the assessment as a visual aid while they reflect on their progress.
- Provide options for expression and communication by prompting students to respond orally to the question in a think-pair-share before having them respond to the question as a whole group.
- Provide sentence starters.
 - I did well at ... I know because ...
 - Next time, I can improve on ...

Application SL.2.1.A, SL.2.6

Progress Reflection

Learning Target #1

- Explain to students that they will reflect on their progress toward the learning targets for this lesson.
- Read aloud Learning Target #1.
- Have students complete the trackers in their student companions to indicate their progress toward the learning target.
- Once students have finished their self-assessments, congratulate them on their progress toward Learning Target #1.

Learning Target

I can use commas in the greeting and the closing of a letter sharing what I've learned about schools.

Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home language with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning target.

Application L.2.2.B

Progress Reflection

Learning Target #2

- Explain to students that they will reflect on their progress toward the learning targets for this lesson.
- Read aloud Learning Target #2.
- Have students complete the trackers in their student companions to indicate their progress toward the learning target.
- Once students have finished their self-assessments, congratulate them on their progress toward Learning Target #2.

Learning Target

I can answer questions about literary texts to demonstrate what I've learned in this unit.

Differentiation



Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home language with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning targets.

Application RL.2.1, RL.2.7

Close Read-Aloud, *The Invisible Boy* (Session 1)



Purpose

In this lesson, students participate in a close read-aloud of *The Invisible Boy* and participate in a discussion using details from the text to explore and clarify the purpose of school.

By the end of the lesson, students should be able to do the following:

- Participate in a discussion in which they answer questions about *The Invisible Boy*.
- Use sentence-level and word-level vocabulary strategies to define words from *The Invisible Boy*.



Learning Targets

- I can explain what *The Invisible Boy* is about after listening to it read aloud.
- I can use prefixes and sentence-level context to determine the meaning of *invisible* and *visible* from *The Invisible Boy*.



Prepare in Advance

Teacher

- *The Invisible Boy* by Trudy Ludwig

You may wish to create physical copies of the following materials to display in the classroom:

- Think-Pair-Share anchor chart

Student

- Student companion

All other necessary materials are included within the digital lesson.



Media

- Hands On!: Affixes

Agenda

- **Ignite (5 minutes)**
 - Activate Prior Knowledge
 - Learning Targets
- **Connect (35 minutes)**
 - Text Introduction: *The Invisible Boy*
 - Concept Introduction
 - Concept Model
 - Guided Practice
- **Apply (15 minutes)**
 - Your Turn
- **Reflect (5 minutes)**
 - Share and Reflect
 - Progress Reflection

60 Total Lesson Time
60 minutes

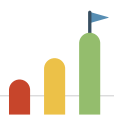
Standards

Instruction

RL.2.1, RL.2.7, L.2.4.A, L.2.4.B

Application

RL.2.1, RL.2.7, SL.2.1.A, L.2.4.A, L.2.4.B



Activate Prior Knowledge

Prior Learning Connection

- Remind students that they have been learning about what school is and why schools are important.
- Have students discuss the following question with a partner.
ASK Which parts of your learning so far have helped you better understand why schools are important? (*Answers will vary.*)
- Allow a few students to share.
- Expand on each student's comment by adding clarity or clearing any present misconceptions.
- Tell students that, today, they will continue to explore the importance of schools.

What is school, and why are schools important?

Skills We Learn in School

Skills	Examples
Learn	
Build Relationships	
Create High-Quality Work	

Differentiation

Beyond

- Challenge students to connect what they have learned to other subjects or real-world applications, fostering interdisciplinary thinking.
- Challenge students to generate questions about the topic.

MLL

- Pair students with a partner who has more advanced English-language proficiency. The partner with greater English-language proficiency can serve as a model in the pair, initiating discussions and providing implicit sentence frames.

Approaching/MLL

- Display and repeat your questions.
- Invite students to connect to their own experiences.

Application SL.2.1.A

Learning Targets

Introduce the Learning Targets

Direct students' attention to the learning targets and read the learning targets aloud.

- Learning Target #1:** I can explain what *The Invisible Boy* is about after listening to it read aloud.
- Learning Target #2:** I can use prefixes and sentence-level clues to determine the meaning of *invisible* and *visible* from *The Invisible Boy*.

Learning Targets

- I can explain what *The Invisible Boy* is about after listening to it read aloud.
- I can use prefixes and sentence-level clues to determine the meaning of *invisible* and *visible* from *The Invisible Boy*.



Differentiation

Approaching

- Ask students to break down the learning targets into smaller parts.

Beyond

- Ask students to restate the learning targets in their own words and explain why they are important or how they connect to a broader concept.

MLL

- Encourage students to connect new ideas to their home language by allowing them to discuss the learning targets with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Use visual aids such as anchor charts, pictures, or diagrams to explain the learning targets.
- Restate the learning targets and connect them to something familiar. Example: “Today, we’re learning how to find the main idea in a story. That means figuring out what the story is mostly about—kind of like finding the big picture.”

Instruction RL.2.1, RL.2.7, L.2.4.A, L.2.4.B

Connect

35

Suggested Pacing: 35 minutes

Text Introduction: *The Invisible Boy*

Introduce the Text

1. Direct students’ attention to *The Invisible Boy* by Trudy Ludwig.
 - SAY** Today, we’re going to read *The Invisible Boy* by author Trudy Ludwig. The author is the person who writes the words in the book. The illustrator, Patrice Barton, is the person who drew the pictures.
2. Invite students to examine the cover.
 - ASK** What do you notice on the cover of this book? (*I see a boy who is drawing with chalk.*)
 - ASK** What do you think will happen in this story? (*Answers will vary.*)
3. Explain that like *The Dot*, *The Invisible Boy* is a fiction book.
 - ASK** What does it mean if the book is fiction? (*The story came from the author’s imagination.*)
 - SAY** In this book you will meet a boy named Brian. Brian is the main character of this fiction story.
4. Fluently read aloud *The Invisible Boy* without interruption.
5. Invite students to think-pair-share.
 - ASK** What is this story about? (*It’s about a boy who is sad at school until Justin comes and wants to be friends.*)
6. Select a few students to share their answers with the class.

FICTION

The Invisible Boy





Differentiation

Approaching

- After students share their predictions, guide information processing by scribing their ideas on a board or chart paper. As you read, encourage students to see if their prediction is correct.

MLL

- Pair students with a partner who has more advanced English-language proficiency. The partner with greater English-language proficiency in the pair can serve as a model during the read-aloud, initiating discussions and providing implicit sentence frames.

Approaching/MLL

- 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.
- As students share their story predictions, circulate among them and listen. To support individual students to generate ideas, ask additional questions to focus thinking. Example: “Let’s reexamine the cover. What do you think is in the boy’s hand? What do you think the boy will do in the story?”

Instruction RL.2.1, RL.2.7

Application RL.2.1, RL.2.7, SL.2.1.A

Concept Introduction

Introduce Prefixes

- Set a clear objective for students.

SAY Remember our learning target: “I can use prefixes and sentence-level clues to determine the meaning of *invisible* and *visible* from *The Invisible Boy*.” Today, we will learn how word parts can help us understand the meaning of words.

- Direct students’ attention to the Hands On! video and play it.

- Direct students’ attention to the word *invisible*.

- Using the annotation tool, highlight the prefix *in-* and the base word *visible* in different colors.

SAY The word *visible* is a base word. A base word is a word that already has its own meaning. *Visible* means “able to be seen.”

- Point to the prefix *in-*.

SAY *In-* is called a prefix. A prefix is a small part of a word that when added to the beginning of a base word changes its meaning. This prefix *in-* means “not.”

- Explain to students that when the prefix *in-* is added to the base word *visible*, it becomes the word *invisible*, which means “not able to be seen.”

- Repeat the process with the word *incorrect* (*in-* means “not;” *correct* means “right”).

- Return to the word *invisible*.

ASK Why does Brian feel invisible in the story we just read? (*Answers will vary but may include that the teacher is busy dealing with other students, Brian doesn’t get picked for kickball during recess, or he isn’t invited to other students’ parties.*)



Differentiation

Beyond

- Provide opportunities for independent or group projects that further explore words with the prefix *in-*.

MLL

- Invite students to share the translation of *invisible* and *incorrect* in their home languages. Provide a translation of these words as needed.

Approaching/MLL

- Support students' understanding of the word *invisible* by using pictures, objects, or gestures.

Instruction L.2.4.B

Application RL.2.1

Concept Model

Model Using Prefixes

1. Direct students' attention to the Vocabulary Chart for *Invisible*.
SAY We can use this chart to help us remember the meaning of this important word from *The Invisible Boy*.
2. Name the parts of the chart for students.
3. Complete the chart with students.
SAY First, we will record the definition for the word based on what we know about the prefix and base word. Turn to a partner and share what the word *invisible* means using the sentence starter, "The word *invisible* means . . ."
4. Select a student to share the meaning of the word.
5. Write "not able to be seen" next to Definition on the chart.
6. Next, model writing a sentence using the word.
SAY Let's think of something that is invisible. Air is invisible because we cannot see it.
7. Write "The air around me is invisible." next to Sentence.
SAY Now we need to add some examples of the word.
ASK What are some examples of things that are invisible? (*Answers will vary but some examples include germs or air.*)
8. Write students' ideas next to Example.
SAY Now I will add things that are non-examples, or opposites, of the word.
ASK What are some non-examples of things that are invisible? (*Answers will vary but could include pillows, lunchbox, or table.*)
9. Write a few student ideas next to Non-example.
10. Model how to select the appropriate picture from the multiple choice options.
11. Invite students to turn and talk with a partner.
ASK What does *invisible* mean? (*Invisible means "not able to be seen."*)

Vocabulary Chart for *Invisible*

Categories	Invisible
Definition	
Sentence	
Example	
Non-example	

Differentiation

Beyond

- Challenge students to connect the word *invisible* to other subjects or real-world applications, fostering interdisciplinary thinking.

MLL

- Encourage translanguaging, allowing students to think and discuss in both languages.
- Invite students to discuss the questions with a partner in their home languages.

Approaching/MLL

- Support students' understanding of the word *invisible* by using pictures, objects, or gestures.

Instruction L.2.4.A, L.2.4.B

Application L.2.4.A, L.2.4.B

Guided Practice

Guided Practice: Context Clues

- Direct students' attention to the Vocabulary Chart for *Visible*, which also appears in their student companion.
 - SAY** Now we will use this chart to help us remember the meaning of *visible*.
 - ASK** Does this word have a prefix? (*no*)
 - SAY** *Invisible* has a prefix, *in-*, which means "not." *Visible* does not have a prefix. Let's see if we can figure out a definition based on the sentence.
- Read the completed Sentence row to students.
 - ASK** What words in this sentence help you understand the meaning of *visible*? (*through the kitchen window*)
 - SAY** If Dad is visible through the kitchen window, then that must mean he is able to be seen.
- Invite students to write "able to be seen" next to Definition.
- Guide students to complete the Example (*toothbrush or person*) and Non-example (*smells, air, thoughts*).
- Invite students to select the appropriate picture from the multiple choice items.
- Invite students to turn and talk with a partner.
 - ASK** What does *visible* mean? (*Visible means "able to be seen."*)

Vocabulary Chart for *Visible*

Categories	Visible
Definition	
Sentence	Dad is visible through the kitchen window.
Example	
Non-example	

Differentiation

Beyond

- Provide opportunities for independent or group projects that further explore words with the prefix *in-*.

MLL

- Invite students to discuss the questions with a partner in their home languages.

Approaching/MLL

- Support students' understanding of the word *invisible* by using additional pictures, objects, or gestures.

Instruction L.2.4.A, L.2.4.B

Application L.2.4.A, L.2.4.B

Apply

Suggested Pacing: 15 minutes

Your Turn

Collaborative Practice

- Recap the lesson.

SAY Today, we learned how to use prefixes and context clues to understand and remember the meaning of two new words: *invisible* and *visible*.
- Direct students' attention to the Word Sort: Invisible or Visible? chart, which also appears in their student companions.
- Explain the task.

SAY The words on the chart mean "visible" or "invisible." You will now decide if the word means "visible" or "invisible." To do this, you and your partner take turns reading the words aloud. Then, sort each word under the column that has a similar meaning: *Visible* or *Invisible*.
- Model how to complete the chart by sorting the word *unseen*.

SAY The word *seen* is a base word. *Seen* means "is visible."
- Direct students' attention to the prefix *un-*.

SAY *Un-* is a prefix just like *in-*. Remember, the prefix *in-* means "not." This prefix, *un-*, also means "not."

SAY When the prefix *un-* is added to the base word *seen*, it becomes the word *unseen*, which means "not able to be seen."
- Sort the word under the column *Invisible*.
- Check for clarifying questions.
- Release students to begin the task and circulate to support.

Word Sort: Invisible or Visible?

Invisible	Visible

Differentiation

Approaching

- Provide extended work time and then prompt students with an appropriate cue when they get stuck.

Beyond

- Provide an extension activity or application for students who complete the task early.

MLL

- Pair students with a partner who has more advanced English-language proficiency. The partner with greater English-language proficiency can serve as a model in the pair, explaining their thinking as they sort the words.

Approaching/MLL

- The words in the sort may be unfamiliar to some students. Provide additional support to a small group of students. Discuss the meaning of each word before having students sort them.

Application L.2.4.A, L.2.4.B

Reflect

Suggested Pacing: 5 minutes

Share and Reflect

Reflection Question

- Allow students to check their work against the answer key.
- SAY** You have learned how to use prefixes and context clues to define the words *invisible* and *visible*.
- Have students turn and talk with their partner to answer the following question.
- ASK** How did context clues and prefixes help you understand the words *invisible* and *visible*? (*Answers will vary.*)
- Select students to share or respond to their classmates' ideas.

Word Sort: Invisible or Visible?

Invisible	Visible
unseen	seen
hidden	observable
unnoticed	noticeable

Differentiation

Beyond

- Allow students to lead a discussion about the ways the prefix *in-* changes words.

MLL

- Pair students with peers who have proficient or exemplary oral language skills for collaborative activities to promote language practice.

Approaching/MLL

- Beginning students may have trouble verbalizing their work. Help them identify key elements of their vocabulary charts and allow them to repeat words and phrases.

Application L.2.4.A, L.2.4.B, SL.2.1.A

Progress Reflection

Learning Target #1

- Explain to students that they will reflect on their progress toward the learning targets for this lesson.
- Read aloud Learning Target #1.
- Have students complete the trackers in their student companions to indicate their progress toward the learning target.
- Once students have finished their self-assessments, congratulate them on their progress toward Learning Target #1.

Learning Target

I can explain what *The Invisible Boy* is about after listening to it read aloud.

Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home language with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning target.

Application RL.2.1, RL.2.7

Progress Reflection

Learning Target #2

- Explain to students that they will reflect on their progress toward the next learning target for this lesson.
- Read aloud Learning Target #2.
- Have students complete the trackers in their student companions to indicate their progress toward the learning target.
- Once students have finished their self-assessments, congratulate them on their progress toward Learning Target #2.

Learning Target

I can use prefixes and sentence-level context to determine the meaning of *invisible* and *visible* from *The Invisible Boy*.

Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home language with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning target.

Application L.2.4.A, L.2.4.B

Close Read-Aloud, *The Invisible Boy* (Session 2)



Purpose

In this lesson, students participate in a close read-aloud of *The Invisible Boy* and learn to respond to questions using details from the illustrations and words.

By the end of the lesson, students should be able to do the following:

- Respond to questions using details from the illustrations and words to support their answers about *The Invisible Boy*.



Learning Targets

- I can use information from illustrations and words to describe how Brian responds to events in *The Invisible Boy*.



Prepare in Advance

Teacher

- *The Invisible Boy* by Trudy Ludwig

You may wish to create physical copies of the following materials to display in the classroom:

- Think-Pair-Share anchor chart

Student

- Student companion

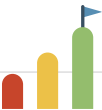
All other necessary materials are included within the digital lesson.



Agenda

- Ignite (5 minutes)**
 - Activate Prior Knowledge
 - Learning Targets
- Connect (40 minutes)**
 - Close Read-Aloud: *The Invisible Boy* (Part 1)
 - Close Read-Aloud: *The Invisible Boy* (Part 2)
 - Participate in the Protocol
 - Close Read-Aloud: *The Invisible Boy* (Part 3)
- Apply (10 minutes)**
 - Your Turn
- Reflect (5 minutes)**
 - Share and Reflect
 - Progress Reflection

60 Total Lesson Time
60 minutes



Standards

Instruction
RL.2.1, RL.2.3, RL.2.7, W.2.8, L.2.4.A

Application
RL.2.1, RL.2.3, RL.2.7, W.2.8, SL.2.1.A, L.2.4.A

Activate Prior Knowledge

Prior Learning Connection

- Gather students in a whole group.
- Direct students' attention to the *Visible or Invisible* flipbook.
- Explain that they will play a game with the words called "Visible or Invisible."
SAY To play the game, I will show a word and read it. The words will mean "invisible" or "visible." You will show a "hiding" action (covering eyes) when the word means "invisible" and a "seeing" action (uncovering eyes) when the word means "visible."
- Read each word, allowing time for students to complete the actions.
- Announce the correct meaning of each word before moving on.

Visible or Invisible

Show a "hiding" action (covering eyes) if the word means *invisible*.
Show a "seeing" action (uncovering eyes) if the word means *visible*.

Differentiation

MLL

- Pair each student with a partner who has more advanced English-language proficiency.

Approaching/MLL

- Explain the meaning of the words in the flipbook by using them in sentences to provide increased context for students.

Application L.2.4.A

Learning Targets

Introduce the Learning Targets

Direct students' attention to the learning target and read the learning target aloud.

- **Learning Target #1:** I can use information from illustrations and words to describe how Brian responds to events in *The Invisible Boy*.

Explain to students that illustrations are the pictures or drawings in a book. Readers use illustrations to help them understand the key details of a story.

Learning Target

I can use information from illustrations and words to describe how Brian responds to events in *The Invisible Boy*.

Differentiation

Approaching

- Ask students to break down the learning target into smaller parts.

Beyond

- Ask students to restate the learning target in their own words and explain why it is important or how it connects to a broader concept.

MLL

- Encourage students to connect new ideas to their home language by allowing them to discuss the learning target with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to explain the learning target.
- Restate the learning target and connect it to something familiar. Example: “Today, we’re learning how to find the main idea in a story. That means figuring out what the story is mostly about—kind of like finding the big picture.”

Instruction RL.2.1, RL.2.3, RL.2.7

Connect

Suggested Pacing: 40 minutes

40

Close Read-Aloud: *The Invisible Boy* (Part 1)

Read and Discuss

1. Direct students’ attention to the focus question and read it aloud.
2. Explain to students that you will reread the story to find the answer to this question.

SAY As I read, I am going to pay close attention to the illustrations in the story. That means I will carefully examine the pictures and consider how they help me understand why Brian feels invisible.
3. Direct students’ attention to *The Invisible Boy* by Trudy Ludwig.
4. Read aloud pages 1–9, with minimal interruptions.
5. Reread the first sentence on page 3.

SAY I am examining the illustration, but the students don’t have name tags or labels. How can I tell which student is Brian?

SAY I’ll carefully examine the picture for details. A boy is drawn in black and white; the other students are drawn in color. Most students are talking or maybe being silly, but this boy is not. I think he might be Brian.
6. Continue rereading to the end of page 3, beginning with “Even Mrs. Carlotti . . .”

ASK What is happening in the classroom that might make it hard for Mrs. Carlotti to notice Brian? (*He is quiet; other students are shouting/misbehaving.*)
7. Reread pages 4–5.
8. Invite students to think-pair-share.

ASK What does the author mean when she says that Brian doesn’t take up a lot of space? (*Brian doesn’t stand out; he doesn’t cause trouble; he doesn’t need attention.*)

SAY Consider the illustration on page 5.

ASK What details do you notice in this illustration? (*Brian is small; he is in black and white; his face seems unsure or scared.*)
9. Invite students to make the expression from Brian’s face on page 5.

FICTION

The Invisible Boy



Differentiation

Approaching

- 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.

Beyond

- Challenge students to generate additional questions about the text.

MLL

- Pair each student with a partner who has more advanced English-language proficiency. The partner with greater English-language proficiency can serve as a model during the read-aloud, initiating discussions and providing implicit sentence frames.

Approaching/MLL

- 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.
- During the close read-aloud, provide sentence frames for think-pair-share. Example: “Brian feels invisible because . . .”

Instruction RL.2.1, RL.2.7

Application RL.2.1, RL.2.7, SL.2.1.A

Close Read-Aloud: *The Invisible Boy* (Part 2)

Read and Discuss

- Direct students’ attention to the first criteria on the Close Readers anchor chart and read aloud.

SAY We will practice rereading important parts of the text and closely examining the illustrations to better understand the main character, Brian.
- Reread pages 6–7.

ASK What part of the school day is this? (*recess*)

SAY I can tell it’s recess because the picture shows the class is outside and they have a ball. They will play kickball.
- Reread the last sentence on page 7, beginning with “Only Brian is left . . .”
- Tell students that *hoping* in this sentence means “wanting or wishing for something.”
- Invite students to turn and talk.

ASK What do you notice in the illustration of Brian that shows he is hoping? (*His eyebrows are up. His eyes are wide open. His hands are clenched together. He is leaning forward. He is smiling.*)
- Reread page 8.

SAY Let’s search for context clues in the sentence and illustrations to help us find the meaning of *glance*.

ASK What does J.T. do? (*looks at Brian or doesn’t pick him*)

ASK How does J.T. look at Brian? (*He looks quickly.*)

ASK Why does he look away? (*because he doesn’t want to pick him*)

SAY So *glance* means “to look at someone or something quickly.”

Close Readers

- Look closely at the pictures.
- Reread important parts of the text.
- Act out important parts of the text.
- Listen carefully to the words.
- Talk with classmates about the text.
- Draw and write about the text.
- Answer questions about the words and pictures using details from the text.

7. Invite students to turn and talk.

ASK How does Brian feel during recess? (*sad*)

ASK What details in the illustration help you know how Brian feels? (*mouth is straight, shoulders are hunched, hands are in his pocket, head is down*)

ASK What in the story makes him feel sad? (*He is not chosen for the kickball team.*)

ASK What happens in the beginning part of the story to make Brian feel invisible? (*Brian is not seen by his teacher. Brian is not chosen for kickball.*)



Differentiation

Beyond

- Challenge students to generate questions about the topic.
- Provide advanced sentence starters that encourage deeper analysis and connections.

MLL

- Pair each student with a partner who has more advanced English-language proficiency. The partner with greater English-language proficiency can serve as a model during the read-aloud, initiating discussions and providing implicit sentence frames.

Approaching/MLL

- 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.
- During the read-aloud, provide sentence frames for think-pair-shares. Example: “Brian feels invisible because . . .”

Instruction RL.2.1, RL.2.3, RL.2.7, L.2.4.A

Application RL.2.1, RL.2.3, RL.2.7, SL.2.1.A

Participate in the Protocol

Facilitate the Protocol

1. Direct students' attention to the Close Readers anchor chart.

SAY Closely examining the illustrations or pictures in a text can help you learn more about the characters and understand what's happening in a story.
2. Point to the third criteria on the chart.

SAY Acting out parts of the text can help us understand the characters in the story. You will get a chance to act out an important part of *The Invisible Boy* through role-playing.
3. Reread pages 8–9.
4. Guide students through the role-play protocol to act out how Brian feels when his teacher and classmates don't notice him.
5. Circulate to support students as they role-play.

Role-Play

1. Reread part of the text.
2. Decide which character you will be.
3. Talk with your partner about what the character is saying and doing.
4. Act it out.
5. Make tent arms when you are done with the role-play.

Differentiation

Approaching

- After you reread page 8, foster collaboration and community by prompting students to whisper to a partner what they would do if they noticed Brian seemed 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 the numbers of players do not matter.”

Beyond

- Ask students to provide other examples or vocabulary words that describe how Brian feels.

Approaching/MLL

- Pair each student with a partner who has more advanced English-language proficiency. The partner with greater English-language proficiency can serve as a model during the read-aloud, initiating discussions and providing implicit sentence frames.

Instruction RL.2.1, RL.2.3, RL.2.7

Application RL.2.1, RL.2.3, RL.2.7

Close Read-Aloud: *The Invisible Boy* (Part 3)

Read and Model

- Direct students' attention to *The Invisible Boy*: Pages 1–7 and read each question aloud.
- Model thinking aloud about text details and responding with a complete sentence to answer the questions.

ASK How does Brian feel when students are picking teams on page 7?
(hopeful)

SAY The text says Brian is hoping, so I could say Brian feels hopeful.
- Write “Brian feels hopeful.”

ASK What detail in the text or illustration helps you know how Brian feels?
(It says Brian is hoping.)

SAY The words say Brian is hoping. The picture also shows me his eyes are big and his eyebrows are up. He’s smiling.
- Write “The text says Brian is hoping. He is smiling and his eyes are big in the illustration.”

ASK What in the story makes him feel this way? *(He is waiting and hoping to get picked for a kickball team.)*

SAY I decided based on the words and illustrations that he’s feeling hopeful. They aren’t playing yet, so they are still picking teams for kickball. He must be waiting and hoping to get chosen for a team.
- Write “Brian is waiting to be chosen for a kickball team.”
- Invite students to think-pair-share.

ASK What did you notice me doing to answer these questions? *(reviewed the question carefully, examined the book, used details from the text and illustrations to help my answers)*

The Invisible Boy: Pages 1–7

Question	Response
How does Brian feel when students are picking teams?	
What detail in the text or illustration helps you know how Brian feels?	
What in the story makes him feel this way?	



Differentiation

Beyond

- Ask students to provide examples of characters in the story that are hopeful.

MLL

- Explain that *hoping* is a verb, or action word, that means “expecting or wishing for something.” *Hopeful* is an adjective, or describing word, that is used to talk about a person who is full of hope or who is hoping for something.

Approaching/MLL

- When modeling how to write about Brian’s feelings, emphasize process and effort by reminding students to sound out words with tricky spellings.

Instruction RL.2.1, RL.2.3, RL.2.7, W.2.8

Application RL.2.1, RL.2.3, RL.2.7

Apply

Suggested Pacing: 10 minutes

10

Your Turn

Independent Practice

- Recap the lesson.
SAY Today, we practiced closely examining the details in illustrations and words in *The Invisible Boy* to help us understand the character, Brian.
- Direct students’ attention to *The Invisible Boy*: Pages 8–9, which also appears in their student companions.
- Explain the task.
SAY You will now answer questions about how Brian feels during the kickball game. To do this, you will closely examine the illustration and words on pages 8 and 9.
- Reread page 8 and ensure that every student has time to closely examine the illustration.
- Remind students to write their answers in complete sentences.
- Check for clarifying questions.
- Release students to begin the task and circulate to support.

The Invisible Boy: Pages 8–9

Question	Response
How does Brian feel during the kickball game?	
What detail in the text or illustration helps you know how Brian feels?	
What in the story makes him feel this way?	

Differentiation

Beyond

- Circulate and listen as students work. Ask additional questions to deepen thinking.
- Provide an extension activity or application for students who complete the task early.

Approaching/MLL

- Provide sentence frames for some of the answers so that students can complete it as a cloze exercise. Example: "Brian feels _____. The text says _____."

Application RL.2.1, RL.2.3, RL.2.7, W.2.8

5

Reflect

Suggested Pacing: 5 minutes

Share and Reflect

Reflection Question

- Share that, today, students learned how to respond to questions using details from the text to support their answers.
- Have students turn and talk with their partner to answer the following questions:
 - ASK** Why is it important to use details from the text to support our answers? *(Details show us what's happening; they can tell how a character feels.)*
 - ASK** How did you use details from the sentences to understand unfamiliar words? *(I used clues to know what glancing means.)*
- Allow students to share and discuss and respond to the responses of other pairs.

Reflection Question

Why is it important to use details from the text to support our answers?

How did you use details from the sentences to understand unfamiliar words?

Differentiation

MLL

- Encourage students to discuss what they have learned with a partner using their home language.

Approaching/MLL

- Encourage students to ask questions about their partner'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?"

Application RI.2.1, SL.2.1.A

Progress Reflection

Learning Target #1

- Explain to students that they will reflect on their progress toward the learning target for this lesson.
- Read aloud Learning Target #1.
- Have students complete the trackers in their student companions to indicate their progress toward the learning target.
- Once students have finished their self-assessments, congratulate them on their progress toward Learning Target #1.

Learning Target

I can use information from illustrations and words to describe how Brian responds to events in *The Invisible Boy*.



Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home language with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning target.

Application RL.2.1, RL.2.7

Close Read-Aloud, *The Invisible Boy* (Session 3)

Purpose

In this lesson, students participate in a close read-aloud of *The Invisible Boy*, focusing on tracking Brian's feelings throughout the text and answering text-based questions to understand the changes the main character experiences.

By the end of the lesson, students should be able to do the following:

- Respond to questions using details from the text to support answers about *The Invisible Boy*.
- Describe what happens to make Brian feel invisible in *The Invisible Boy*.

Learning Targets

- I can follow agreed-upon rules as I discuss *The Invisible Boy* with my classmates.
- I can use information from illustrations and words to describe how Brian responds to major events in *The Invisible Boy*.

Prepare in Advance

Teacher

- *The Invisible Boy* by Trudy Ludwig

You may wish to create physical copies of the following materials to hang in the classroom:

- Close Readers anchor chart

Student

- Student companion

All other necessary materials are included within the digital lesson.

Agenda

Ignite (5 minutes)

- Activate Prior Knowledge
- Learning Targets

Connect (35 minutes)

- Close Read-Aloud: *The Invisible Boy* (Part 1)
- Close Read-Aloud: *The Invisible Boy* (Part 2)
- Close Read-Aloud: *The Invisible Boy* (Part 3)
- Participate in the Protocol

Apply (15 minutes)

- Your Turn

Reflect (5 minutes)

- Share and Reflect
- Progress Reflection

60 Total Lesson Time
60 minutes

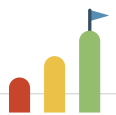
Standards

Instruction

RL.2.1, RL.2.3, RL.2.7, W.2.8, SL.2.1.A

Application

RL.2.1, RL.2.3, RL.2.7, RL.2.10, W.2.8, SL.2.1.A, SL.2.6



Activate Prior Knowledge

Would You Rather?

- Remind students that they have been learning about Brian's feelings in *The Invisible Boy*.
SAY We've learned that *visible* means "able to be seen" and *invisible* means "not able to be seen." We have discussed how Brian feels invisible at the beginning of *The Invisible Boy*.
- Ask the question related to Brian's feelings.
ASK Would you rather be visible or invisible? (*visible, invisible*)
- Have students choose an option and discuss why with a partner.
- Encourage students to share their choices aloud and explain why they prefer one option over the other.
- Tell students that, today, they will continue to learn about why Brian feels invisible at the beginning of the story.

Would you rather be visible or invisible?

- ☐ visible
- ☐ invisible

Differentiation

Beyond

- Invite students to reflect on additional examples of *visible* and *invisible*.

MLL

- Invite students to discuss why they chose *visible* and *invisible* in their home languages with a partner.

Approaching/MLL

- Support students' understanding of the words *visible* and *invisible* by using pictures, objects, or gestures.

Application SL.2.1.A, SL.2.6

Learning Targets

Introduce the Learning Targets

Direct students' attention to the learning targets and read the learning targets aloud.

- Learning Target #1:** I can follow agreed-upon rules as I discuss *The Invisible Boy* with my classmates.
- Learning Target #2:** I can use information from illustrations and words to describe how Brian responds to major events in *The Invisible Boy*.

Learning Targets

1. I can follow agreed-upon rules as I discuss *The Invisible Boy* with my classmates.
2. I can use information from illustrations and words to describe how Brian responds to major events in *The Invisible Boy*.

Differentiation

Approaching

- Ask students to restate the learning targets in their own words to ensure clarity.

Beyond

- Ask students to restate the learning targets in their own words and explain why they are important or how they connect to a broader concept.

MLL

- Encourage students to connect new ideas to their home language by allowing them to discuss the learning targets with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to explain the learning targets.
- Restate the learning targets in simpler language and connect them to something familiar. Example: “Today, we’re learning how to find the main idea in a story. That means figuring out what the story is mostly about—kind of like finding the big picture.”

Instruction RL.2.1, RL.2.3, RL.2.7, W.2.8, SL.2.1.A

Connect

Suggested Pacing: 35 minutes

35

Close Read-Aloud: *The Invisible Boy* (Part 1)

Read and Model

1. Direct students’ attention to the Brian’s Change chart.

SAY We have been learning about how Brian feels in *The Invisible Boy*. In the previous lesson, you answered questions about how Brian feels on page 9. As we continue to read the text together, I will show you how I use details in the text to track Brian’s feelings using the chart.
2. Reread pages 7–9 aloud of *The Invisible Boy* by Trudy Ludwig fluently without interruption.
3. Model completing the Page 9 column of the Brian’s Change chart as you think aloud to answer the questions.

ASK How does Brian feel during recess on page 9? (*sad*)

SAY I think Brian feels sad during recess.
4. Add “sad” to the chart.

ASK What detail in the text or illustration helps you know how Brian feels? (*Answers will vary but may include his body language or frowning.*)

SAY His body language and frown in the illustration show he is feeling sad and left out. His action of quietly walking away shows he feels unnoticed.
5. Add “He walks away with a frown.” to the chart.

ASK What in the story makes him feel that way? (*Brian isn’t chosen for kickball.*)

SAY When I think back to what happened in the story before Brian walks away frowning, I remember that he isn’t chosen for kickball. So Brian feels sad because he isn’t chosen for kickball.
6. Add “He is not chosen for kickball.” to the chart.

ASK Is he feeling invisible or visible in this part of the story? (*invisible*)

SAY I think Brian feels invisible, or unnoticed, in this part of the story.
7. Add “invisible” to the chart.

FICTION

The Invisible Boy



Differentiation



Approaching

- 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.

Beyond

- Ask students to restate the concept in their own words and explain why it is important.

MLL

- Support students' understanding of the word *sad* by using pictures, objects, or gestures.

Approaching/MLL

- 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.

Instruction RL.2.1, RL.2.3, RL.2.7, W.2.8

Close Read-Aloud: *The Invisible Boy* (Part 2)

Read and Practice

- Refocus students' attention to *The Invisible Boy* by Trudy Ludwig.
 - SAY** Now, you will help me identify details in the text that show how Brian is feeling.
- Read pages 10–15 aloud fluently without interruption.
- Reread pages 10–11 aloud.
- Complete the Page 11 column of the Brian's Change chart together as students respond to the following questions:
 - ASK** How is Brian feeling at lunch on page 11? (*Answers will vary but may include sad or left out.*)
 - ASK** What detail in the text or illustration helps you know how Brian feels? (*Answers will vary but may include eating alone or not talking to anyone.*)
 - ASK** What in the story makes him feel sad? (*He isn't invited to the party.*)
 - ASK** Is he feeling invisible or visible in this part of the story? (*invisible*)

Brian's Change

Question	Page 11
How does Brian feel in this part of the story?	
What detail in the text or illustration helps you know how Brian feels?	
What in the story makes him feel that way?	
Is he feeling invisible or visible in this part of the story?	

Differentiation



Approaching

- Students may find it challenging to use evidence from the text or illustrations to support their ideas. Probe their thinking by asking specific questions and guiding them back to the text.

Beyond

- Provide advanced sentence starters that encourage deeper analysis and connections.

MLL

- Invite students to share the translation of how Brian feels in their home languages.
- Support students' understanding of the word *lonely* by using pictures, objects, or gestures.

Approaching/MLL

- 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.
- During the discussion, provide simplified sentence frames. Example: "Brian feels _____. I know this because _____ in the text or illustrations."

Instruction RL.2.1, RL.2.3, RL.2.7, W.2.8

Application RL.2.1, RL.2.3, RL.2.7, W.2.8

Close Read-Aloud: *The Invisible Boy* (Part 3)

Read and Discuss

1. Reread the first sentence on page 12.
2. Invite students to think-pair-share.
 - ASK** What time of your day matches choosing time when you get to select something fun to do in class? *(Answers will vary but may include free play or free choice.)*
 - ASK** What does Brian like to do best? *(Answers will vary but may include draw or art.)*
 - ASK** Why does Brian choose to draw instead of playing board games with the other students? *(He thinks they won't want to play with him; he prefers drawing.)*
3. Read aloud pages 12–13, including the speech bubble in the illustrations.
 - ASK** How is Brian feeling in this part of the story? *(lonely)*
 - ASK** What in the story makes him feel that way? *(Answers will vary but may include drawing by himself or wishing he had friends.)*
 - ASK** What detail in the text or illustration helps you know how Brian feels? *(He is sitting alone; the drawings show he wants to make friends.)*
 - ASK** Is he feeling invisible or visible in this part of the story? *(invisible)*

Brian's Change

Question	
How does Brian feel in this part of the story?	
What detail in the text or illustration helps you know how Brian feels?	
What in the story makes him feel that way?	
Is he feeling invisible or visible in this part of the story?	

Differentiation**Approaching**

- Students may find it challenging to use evidence from the text or illustrations to support their ideas. Probe their thinking by asking specific questions and guiding them back to the text.

Beyond

- Provide advanced sentence starters that encourage deeper analysis and connections.

MLL

- Support students' understanding of the word *lonely* by using pictures, objects, or gestures.
- Invite students to share the translation of how Brian feels in their home languages.

- Pair each student with a partner who has more advanced English-language proficiency. The partner with greater English-language proficiency can serve as a model during the read-aloud, initiating discussions and providing implicit sentence frames.

Approaching/MLL

- 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.
- During the think-pair-share, provide simplified sentence frames. Example: “Brian feels _____. I know this because _____ in the text or illustrations.”

Instruction RL.2.1, RL.2.3, RL.2.7, W.2.8

Application RL.2.1, RL.2.3, RL.2.7, W.2.8, SL.2.1.A

Participate in the Protocol

Facilitate the Protocol

1. Direct students’ attention to the role-play protocol and read it aloud.
SAY Now you will continue thinking deeply about the text by role-playing the events on these pages.
2. Reread pages 14–15.
3. Guide students through the role-play protocol to act out Brian’s feelings and interactions with the new student.
4. Circulate to support students and observe.

Role-Play

1. Reread part of the text.
2. Decide which character you will be.
3. Talk with your partner about what the character is saying and doing.
4. Act it out.
5. Make tent arms when you are done with the role-play.

Differentiation

Beyond

- Allow students to lead discussions or mentor peers to deepen engagement with the material.

MLL

- Pair each student with a partner who has more advanced or English-language proficiency. The partner with greater English-language proficiency can serve as a model during the role-play, initiating discussions and providing implicit sentence frames.
- Invite students to role-play in their home languages with their partners.

Approaching/MLL

- Circulate and listen as students role-play and discuss with their partners. To support individual students in generating ideas, ask additional questions to focus thinking on the character’s actions.

Application RL.2.1, RL.2.3, RL.2.7, RL.2.10, SL.2.1.A

Apply

Suggested Pacing: 15 minutes

Your Turn

Guided Practice

- Recap the lesson.
 - SAY** Today, we practiced using information from illustrations and words to act out how Brian is feeling on page 15.
- Direct students' attention to *The Invisible Boy*: Page 15, which also appears in their student companions.
- Explain the task.
 - SAY** You will now practice using details in the text to write about how Brian feels about the new student. To do this, you will write in complete sentences to answer three questions about how Brian feels on page 15.
- Reread page 15 of *The Invisible Boy*.
 - ASK** How does Brian feel on Monday morning? (*shy or excited*)
 - SAY** Think about what you want to write to answer this question before beginning.
- Check for clarifying questions.
- Release students to begin the task and circulate to support.
- Continue this process for the remaining two questions.
- Invite students to draw an illustration showing how Brian feels on Monday morning in their student companions.

The Invisible Boy: Page 15 Questions

Differentiation

Approaching

- 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).
- 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.

Beyond

- Provide an extension activity or application for students who complete the task early.

MLL

- Provide a translation of important vocabulary words from the questions in students' home languages.

Approaching/MLL

- Display anchor charts, shared graphic organizers, and/or other visuals from the unit to help students recall prior knowledge.
- Provide sentence frames for some of the answers so students can complete it as a cloze exercise. Example: "The text says that Brian _____ shyly."
- As students work to complete the questions, provide options for students to first sketch their ideas. Support students to then transfer their ideas into written words.

Application RL.2.1, RL.2.3, RL.2.7, W.2.8

Reflect

Suggested Pacing: 5 minutes

Share and Reflect

Activity Share

- Tell students they will now share their responses for *The Invisible Boy*: Page 15.
- Invite students to turn and talk with their partners.
 - ASK** How does Brian feel on Monday morning on page 15? (*Brian feels excited.*)
 - ASK** What detail in the text or illustration helps you know how Brian feels? (*Brian smiles shyly and has a small grin in the illustration.*)
 - ASK** What in the story makes him feel this way? (*There is a new student at school who may be his friend.*)
- After students talk with their partners, allow a few students to share.
- Engage with students' responses by adding positive feedback and clearing up any misconceptions.

The Invisible Boy: Page 15

- How does Brian feel on Monday morning on page 15?
- What detail in the text or illustration helps you know how Brian feels?
- What in the story makes him feel this way?

Differentiation

Beyond

- Challenge students to apply what they have learned to real-world scenarios.
- Challenge students to use probing questions to prompt one another's thinking during discussion.

Examples:

- "Can you say more about . . . ?"
- "What do you mean by . . . ?"
- "Can you give an example?"

MLL

- Pair each student with a partner who has more advanced English-language proficiency. The partner with greater English-language proficiency can serve as a model, initiating discussions and providing implicit sentence frames.
- Encourage students to discuss what they have learned with a partner using their home language.

Approaching/MLL

- Remind students they can use resources, such as the Brian's Change chart or the student companion, to help them answer the questions.

Application SL.2.1.A, SL.2.6

Progress Reflection

Learning Target #1

- Explain to students that they will reflect on their progress toward the learning targets for this lesson.
- Read aloud Learning Target #1.
- Have students complete the trackers in their student companions to indicate their progress toward the learning target.
- Once students have finished their self-assessments, congratulate them on their progress toward Learning Target #1.

Learning Target

I can follow agreed-upon rules as I discuss *The Invisible Boy* with my classmates.

Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home language with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning target.

Application SL.2.1.A

Progress Reflection

Learning Target #2

- Explain to students that they will reflect on their progress toward the next learning target for this lesson.
- Read aloud Learning Target #2.
- Have students complete the trackers in their student companions to indicate their progress toward the learning target.
- Once students have finished their self-assessments, congratulate them on their progress toward Learning Target #2.

Learning Target

I can use information from illustrations and words to describe how Brian responds to major events in *The Invisible Boy*.

Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home language with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning target.

Application RL.2.1, RL.2.3, RL.2.7, W.2.8

Close Read-Aloud: *The Invisible Boy* (Session 4)



Purpose

In this lesson, students participate in a close read-aloud of *The Invisible Boy* and explore the connection between being invisible, Brian's feelings, and the illustrations of Brian.

By the end of the lesson, students should be able to do the following:

- Respond to questions using details from the text to support answers about *The Invisible Boy*.
- Describe how Brian responds to events by closely examining the illustrations and words in *The Invisible Boy*.



Learning Targets

- I can follow agreed-upon rules as I discuss *The Invisible Boy* with my classmates.
- I can use information from illustrations and words to answer questions about how Brian responds to major events in *The Invisible Boy*.



Prepare in Advance

Teacher

- *The Invisible Boy* by Trudy Ludwig

You may wish to create physical copies of the following materials to display in the classroom:

- Close Readers anchor chart

Student

- Student companion

All other necessary materials are included within the digital lesson.



Media

- Class Clues: Pinkie Partners



Agenda

- Ignite (5 minutes)**
 - Activate Prior Knowledge
 - Learning Targets
- Connect (35 minutes)**
 - Close Read-Aloud: *The Invisible Boy* (Part 1)
 - Close Read-Aloud: *The Invisible Boy* (Part 2)
 - Protocol Introduction
 - Participate in the Protocol
- Apply (15 minutes)**
 - Your Turn
- Reflect (5 minutes)**
 - Share and Reflect
 - Progress Reflection



Total Lesson Time

60 minutes



Standards

Instruction

RL.2.1, RL.2.3, RL.2.7, W.2.8, SL.2.1.A, SL.2.6

Application

RL.2.1, RL.2.3, RL.2.7, W.2.8, SL.2.1.A, SL.2.6

Activate Prior Knowledge

Prior Learning Connection

- Remind students that they have been tracking how Brian feels throughout *The Invisible Boy*.
- ASK** Based on what we learned in the previous lesson, why does Brian feel invisible at the beginning of the story? (*Brian feels invisible because he is left out during recess when not chosen for kickball. He seems sad in the illustration—his head is down and he frowns as he walked away.*)
- Allow a few students to share.
- Expand on each student's comment by adding clarity or clearing up any present misconceptions.
- Tell students that, today, they will continue to explore how Brian's feelings change throughout the story.

Prior Learning Connection

Based on what we learned in the previous lesson, why does Brian feel invisible at the beginning of the story?

Differentiation

Beyond

- Invite students to reflect on additional examples of how Brian feels at the beginning of the story.

MLL

- Invite students to share the translation of *invisible* in their home languages.

Approaching/MLL

- Provide sentence frames to answer the question. Example: "Brian feels invisible because _____."

Application RL.2.1, SL.2.1.A, SL.2.6

Learning Targets

Introduce the Learning Targets

Direct students' attention to the learning targets and read the learning targets aloud.

- Learning Target #1:** I can follow agreed-upon rules as I discuss *The Invisible Boy* with my classmates.
- Learning Target #2:** I can use information from illustrations and words to answer questions about how Brian responds to major events in *The Invisible Boy*.

Learning Targets

- I can follow agreed-upon rules as I discuss *The Invisible Boy* with my classmates.
- I can use information from illustrations and words to answer questions about how Brian responds to major events in *The Invisible Boy*.

Differentiation

Approaching

- Ask students to restate the learning targets in their own words to ensure clarity.

Beyond

- Ask students to restate the learning targets in their own words and explain why they are important or how they connect to a broader concept.

MLL

- Encourage students to connect new ideas to their home language by allowing them to discuss the learning targets with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to explain the learning targets.
- Restate the learning targets in simpler language and connect them to something familiar. Example: “Today, we’re learning how to find the main idea in a story. That means figuring out what the story is mostly about—kind of like finding the big picture.”

Instruction RL.2.1, RL.2.3, RL.2.7, W.2.8, SL.2.1.A

Connect

Suggested Pacing: 35 minutes

35

Close Read-Aloud: *The Invisible Boy* (Part 1)

Read and Practice

1. Direct students’ attention to the Brian’s Change chart.
SAY We have been learning about how Brian feels in *The Invisible Boy*. In our last lesson, you answered questions about how Brian feels on page 15. We will continue using details in the text to track Brian’s feelings using this chart.
2. Reread page 15.
3. Complete the Page 15 column together as students reference their responses from lesson 9 to respond to the following questions:
ASK How does Brian feel on Monday morning on page 15? *(Answers will vary but may include shy or excited.)*
ASK What detail in the text or illustration helps you know how Brian feels? *(Brian has a small grin in the illustration.)*
ASK What in the story makes him feel this way? *(There is a new student in school who may be his friend.)*
ASK Is he feeling invisible or visible in this part of the story? *(a little bit visible)*
4. Use the chart to draw students’ attention to Brian’s change that is starting to take place.
ASK Now that Brian is starting to feel more visible, what do you notice about the illustration on page 15? *(His face is gaining a bit of color.)*
SAY Let’s closely examine the illustrations as we continue reading to learn more about how Brian changes in response to events in the text.

FICTION

The Invisible Boy



Differentiation

Approaching

- 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.

- Students may find it challenging to use evidence from the text or illustrations to support their ideas. Probe their thinking by asking specific questions and guiding them back to the text.

Beyond

- Provide advanced sentence starters that encourage deeper analysis and connections.

MLL

- Invite students to share the translation of how Brian feels in their home languages.
- Support students' understanding of the words *shy* and *excited* by using pictures, objects, or gestures.

Approaching/MLL

- 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.
- During the discussion, provide simplified sentence frames. Example: "Brian feels _____. I know this because _____ in the text or illustrations."

Instruction RL.2.1, RL.2.3, RL.2.7, W.2.8

Application RL.2.1, RL.2.3, RL.2.7, W.2.8

Close Read-Aloud: *The Invisible Boy* (Part 2)

Read and Discuss

1. Fluently read pages 16–21 of *The Invisible Boy* by Trudy Ludwig without interruption.
 - ASK** What happens at school to make Brian feel more visible? (*Brian is happy about having a new student at school.*)
 - SAY** This question will help us understand what changes for Brian as he begins to feel more visible. Listen closely to identify more details to answer this question as we continue reading.
2. Reread page 16 aloud, including the speech bubbles.
 - ASK** Why is Madison pointing at Justin's food? (*She thinks it's unusual and doesn't know what it is.*)
3. Invite students to think-pair-share.
 - ASK** How do you think Justin is feeling? (*Justin feels embarrassed because students are making fun of his lunch.*)
 - ASK** How do you think Brian is feeling? (*Brian feels concerned because students are laughing at Justin's food.*)
4. Invite a few pairs to share their answers.
5. Reread pages 18–19 aloud, including Brian's letter to Justin.
 - ASK** What does Brian do after Justin's food was made fun of? (*Brian writes a letter to Justin.*)
 - ASK** Why does he do that? (*to make Justin feel better*)
6. Invite students to think-pair-share.
 - ASK** How do you think Brian feels after writing the letter? (*Brian feels good about being kind.*)
 - ASK** How do you think Justin feels when he read it? (*Justin feels better.*)
 - SAY** Brian's letter shows empathy. Empathy is the ability to understand the feelings of another.

FICTION

The Invisible Boy





Differentiation

Approaching

- Students may find it challenging to use evidence from the text or illustrations to support their ideas. Probe their thinking by asking specific questions and guiding them back to the text.

Beyond

- Provide advanced sentence starters that encourage deeper analysis and connections.

MLL

- Support students' understanding of the words *concerned* and *embarrassed* by using pictures, objects, or gestures.
- Invite students to share the translation of how Brian feels in their home languages.
- Pair each student with a partner who has more advanced English-language proficiency. The partner with greater English-language proficiency can serve as a model during the read-aloud, initiating discussions and providing implicit sentence frames.

Approaching/MLL

- 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.
- During the think-pair-share, provide simplified sentence frames. Example: "Brian feels _____. I know this because _____ in the text or illustrations."

Instruction RL.2.1, RL.2.3, RL.2.7, W.2.8

Application RL.2.1, RL.2.3, RL.2.7, W.2.8, SL.2.1.A, SL.2.6

Protocol Introduction

Introduce the Protocol

- Set the purpose for the pinkie partners protocol.

SAY We're going to use the pinkie partners protocol to share our ideas and learn from each other. It's a fun way to practice sharing, listening carefully, and asking great questions.
- Direct students' attention to the video.

SAY Let's preview this protocol by watching Class Clues.
- Invite students to share what they noticed or questions about the video and the protocol.

ASK What do you notice? (*Answer will vary.*)

ASK What do you wonder? (*Answers will vary.*)
- Read aloud the pinkie partners protocol steps as you model with a student volunteer.

SAY First, we will stand up with our answer to the question and raise our pinkies.

SAY Once we have our pinkies raised, we will find a partner and gently link pinkies.

SAY Now, we will decide who will be Partner A and who will be Partner B.

SAY Partner A will share first while Partner B listens carefully. Then, Partner B will share while Partner A listens.

SAY Once we are done, we'll make a tent with our arms to show that we are done sharing.



Differentiation

Beyond

- Ask students to connect the protocol to the learning target in their own words and explain why it is important or how it connects to a broader concept.

MLL

- Support students' understanding of the word *pinkie* by using pictures, objects, or gestures.
- Invite students to discuss the pinkie partners protocol with a partner in their home languages.

Approaching/MLL

- Use think-alouds to model thought processes when introducing the protocol.

Instruction SL.2.1.A, SL.2.6

Participate in the Protocol

Facilitate the Protocol

1. Direct students' attention to *The Invisible Boy* questions.
 - SAY** Now it's time for you to try the pinkie partners protocol.
2. Pose the first question.
 - SAY** As I reread pages 20–21, I want you to think about how Brian feels.
3. Reread pages 20–21 including the speech bubbles.
 - ASK** How does Brian feel during recess on page 20? (*happy*)
4. Tell students to stand up, raise their pinkie, and find a partner.
5. Move students into pairs and have them link pinkies with a partner.
6. Remind students that to have meaningful conversations they can ask for more information, explain why they agree with their partner, or ask questions if they don't understand something their partner says.
7. Remind students to safely make a tent with their arms to show they are done after both partners have shared.
8. Have students find a new pinkie partner and repeat the protocol for each question.
9. Gather students in a whole group.
 - ASK** What detail in the text or illustration helps you know how Brian feels? (*Brian is smiling and starting to gain some color.*)
 - ASK** What makes Brian feel that way? (*Answers will vary but may include that someone notices him or Justin talks to him about his artwork and says he is a good artist.*)
10. Explain why the change in Brian is beginning to take place.
 - SAY** When we notice and appreciate others' strengths, it shows kindness. Justin shows kindness by noticing Brian's art, which makes Brian feel valued.

The Invisible Boy Questions

- How does Brian feel during recess?
- What detail in the text or illustration helps you know how Brian feels?
- What in the story makes him feel this way?

Differentiation

Beyond

- Allow students to lead discussions or mentor peers to deepen engagement with the material.

MLL

- Pair each student with a partner who has more advanced English-language proficiency. The partner with greater English-language proficiency can serve as a model during the pinkie partners protocol, initiating discussions and providing implicit sentence frames.

Approaching/MLL

- 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.
- Circulate and listen as students discuss with their pinkie partners. To support individual students in generating ideas, ask additional questions to focus thinking on the character's actions and feelings.
- Provide sentence frames for the pinkie partners protocol. Example: "Brian feels _____ because _____."

Instruction RL.2.1, RL.2.3, RL.2.7, W.2.8, SL.2.1.A, SL.2.6

Application RL.2.1, RL.2.3, RL.2.7, W.2.8, SL.2.1.A, SL.2.6

Apply

Suggested Pacing: 15 minutes

15

Your Turn

Guided Practice

- Recap the lesson.
 - SAY** Today, we practiced using information from illustrations and words to describe how Brian is feeling on page 20 using the pinkie partners protocol.
- Direct students' attention to *The Invisible Boy*: Page 20 questions, which also appears in their student companions.
- Explain the task.
 - SAY** You will now practice using details in the text to write about how Brian feels. To do this, you will answer three questions about how Brian feels on page 20.
- Reread page 20 of *The Invisible Boy*.
 - ASK** How does Brian feel during recess? (*Answers will vary but may include happy or noticed.*)
 - SAY** Think about what you want to write to answer this question before beginning.
- Check for clarifying questions.
- Release students to begin the task and circulate to support.
- Continue this process for the remaining two questions.
- Invite students to add a picture showing how Brian feels at recess in their student companions.

The Invisible Boy: Page 20 Questions

Differentiation

Approaching

- 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).

- 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.

Beyond

- Ask students to connect the activity to the learning target in their own words and explain why it is important or how it connects to a broader concept.
- Provide an extension activity or application for students who complete the task early.

MLL

- Provide a translation of important vocabulary in the questions in students' home languages.

Approaching/MLL

- Display anchor charts, shared graphic organizers, or other visuals from the unit to help students recall prior knowledge.
- Provide sentence frames for some of the answers so students can complete it as a cloze exercise.
- As students work to complete the questions, provide options for students to first sketch their ideas. Support students to then transfer their ideas into written words.

Application RL.2.1, RL.2.3, RL.2.7, W.2.8

Reflect

Suggested Pacing: 5 minutes

5

Share and Reflect

Activity Share

- Tell students they will now share their responses for *The Invisible Boy*: Page 20.
- Invite students to turn and talk with their partners:
 - ASK** How does Brian feel during recess on page 20? (*Brian feels happy.*)
 - ASK** What detail in the text or illustration helps you know how Brian feels? (*Answers will vary but may include Justin talks to him about his artwork.*)
 - ASK** What in the story makes him feel this way? (*Someone notices him and his art.*)
- After students talk with their partners, allow a few students to share.
- Engage with students' responses by adding positive feedback and clearing up any misconceptions.

The Invisible Boy: Page 20

- How does Brian feel during recess on page 20?
- What detail in the text or illustration helps you know how Brian feels?
- What in the story makes him feel this way?

Differentiation

Beyond

- Challenge students to use probing questions to prompt one another's thinking during discussion.
Examples:
 - "Can you say more about ...?"
 - "What do you mean by ...?"
 - "Can you give an example?"

MLL

- Pair each student with a partner who has more advanced English-language proficiency. The partner with greater English-language proficiency can serve as a model, initiating discussions and providing implicit sentence frames.

Approaching/MLL

- Remind students they can use resources, such as the Brian's Change chart or the student companion, to help them answer the questions.

Application SL.2.1.A, SL.2.6

Progress Reflection

Learning Target #1

- Explain to students that they will reflect on their progress toward the learning targets for this lesson.
- Read aloud Learning Target #1.
- Have students complete the trackers in their student companions to indicate their progress toward the learning target.
- Once students have finished their self-assessments, congratulate them on their progress toward Learning Target #1.

Learning Target

I can follow agreed-upon rules as I discuss *The Invisible Boy* with my classmates.

Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home language with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning target.

Application SL.2.1.A

Progress Reflection

Learning Target #2

- Explain to students that they will reflect on their progress toward the next learning target for this lesson.
- Read aloud Learning Target #2.

Learning Target

I can use information from illustrations and words to describe how Brian responds to events in *The Invisible Boy*.

- Have students complete the trackers in their student companions to indicate their progress toward the learning target.
- Once students have finished their self-assessments, congratulate them on their progress toward Learning Target #2.



Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home language with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning target.

Application RL.2.1, RL.2.3, RL.2.7, W.2.8

Close Read-Aloud, *The Invisible Boy* (Session 5)



Purpose

In this lesson, students participate in a close read-aloud of *The Invisible Boy* to understand the cause of Brian’s feelings and how they change by the end of the story. Students participate in a Sentence Studio to explore how sentence-level context helps determine the meaning of words and phrases.

By the end of the lesson, students should be able to do the following:

- Respond to questions using details from the text to support answers about *The Invisible Boy*.
- Describe how Brian changes by closely examining the illustrations and words in *The Invisible Boy*.
- Use sentence-level context to determine the meaning of a phrase in *The Invisible Boy*.



Learning Targets

- I can use information from illustrations and words to describe how Brian responds to major events in *The Invisible Boy*.
- I can use sentence-level context to determine the meaning of a phrase in *The Invisible Boy*.



Prepare in Advance

Teacher

- *The Invisible Boy* by Trudy Ludwig

You may wish to create physical copies of the following materials to display in the classroom:

- Close Readers anchor chart
- Sentence strips with prewritten chunks for Sentence Studio

Student Materials

- Student companion

All other necessary materials are included within the digital lesson.



Agenda

- Ignite (5 minutes)**
 - Activate Prior Knowledge
 - Learning Targets
- Connect (40 minutes)**
 - Close Read-Aloud: *The Invisible Boy* (Part 1)
 - Close Read-Aloud: *The Invisible Boy* (Part 2)
 - Sentence Studio Introduction
 - Sentence Studio: Disassemble
 - Sentence Studio: Reassemble
 - Participate in the Protocol
- Apply (10 minutes)**
 - Your Turn
- Reflect (5 minutes)**
 - Share and Reflect
 - Progress Reflection

60 Total Lesson Time
60 minutes



Standards

Instruction
RL.2.1, RL.2.3, RL.2.7, W.2.8, L.2.4.A

Application
RL.2.1, RL.2.3, RL.2.7, W.2.8, SL.2.1.A, SL.2.6, L.2.4.A

Activate Prior Knowledge

Prior Learning Connection

- Direct students' attention to the first three sentences under the Close Readers anchor chart.
- **ASK** What are some other things we've done to help us think carefully about this text? *(Answers will vary but may include listen carefully to the words, talk with classmates about the text, draw and write about the text, or answer questions about the words and pictures using details from the text.)*
- Read aloud the last four items on the anchor chart and highlight the last two items.
- **SAY** We will use these skills during our close read-aloud during this lesson.

Close Readers

- Look closely at the pictures.
- Reread important parts of the text.
- Act out important parts of the text.
- Listen carefully to the words.
- Talk with classmates about the text.
- Draw and write about the text.
- Answer questions about the words and pictures using details from the text.

Differentiation

Beyond

- Ask students to restate the close reader skills in their own words and explain why they are important.

MLL

- Share the translation of the words *draw* and *write* in home languages. Invite them to say their chosen translation aloud when you give a signal. Chorally repeat the translations and the words in English.

Approaching/MLL

- Optimize relevance of the Close Readers anchor chart by inviting students to share their own ideas about how close reading helps make them better readers.
- In a smaller group, review the explicit process for close reading, giving students clear entry points.

Application RL.2.1, SL.2.1.A, SL.2.6

Learning Targets

Introduce the Learning Targets

Direct students' attention to the learning targets and read the learning targets aloud.

- **Learning Target #1:** I can use information from illustrations and words to describe how Brian responds to major events in *The Invisible Boy*.
- **Learning Target #2:** I can use sentence-level context to determine the meaning of a phrase in *The Invisible Boy*.

Learning Targets

1. I can use information from illustrations and words to describe how Brian responds to major events in *The Invisible Boy*.
2. I can use sentence-level context to determine the meaning of a phrase in *The Invisible Boy*.



Differentiation

Approaching

- Ask students to restate the learning targets in their own words to ensure clarity.

Beyond

- Ask students to restate the learning targets in their own words and explain why they are important or how they connect to a broader concept.

MLL

- Encourage students to connect new ideas to their home language by allowing them to discuss the learning targets with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to explain the learning targets.
- Restate the learning targets in simpler language and connect them to something familiar. Example: “Today, we’re learning how to find the main topic in a story. That means figuring out what the story is mostly about—kind of like finding the big picture.”

Instruction RL.2.1, RL.2.3, RL.2.7, W.2.8, L.2.4.A

Connect

Suggested Pacing: 40 minutes

40

Close Read-Aloud: *The Invisible Boy* (Part 1)

Read and Practice

- Direct students’ attention to the Brian’s Change chart.
 - SAY** We have been learning how to use information from illustrations and words to understand how Brian feels in *The Invisible Boy*. In our previous lesson, you answered questions about how Brian feels on page 20. We will continue using details in the text to track Brian’s feelings and how he changes in response to events using this chart.
- Reread page 20.
- Complete the Page 20 column together as students reference their responses from lesson 10 to respond to the following questions:
 - ASK** How does Brian feel at recess on page 20? (*happy*)
 - ASK** What detail in the text or illustration helps you know how Brian feels? (*Justin talks to him.*)
 - ASK** What in the story makes him feel this way? (*Someone notices him and his artwork.*)
 - ASK** Is he feeling invisible or visible in this part of the story? (*visible*)
- Use the chart to draw students’ attention to Brian’s change that is continuing to take place.
 - ASK** Now that Brian is starting to feel even more visible, what do you notice about the illustration on page 20? (*The side of his body near Justin is gaining color.*)
 - SAY** Let’s closely examine the illustrations as we continue reading to learn more about how Brian changes.

FICTION

The Invisible Boy



Differentiation

Approaching

- 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.
- Students may find it challenging to use evidence from the text or illustrations to support their ideas. Probe their thinking by asking specific questions and guiding them back to the text.

Beyond

- Provide advanced sentence starters that encourage deeper analysis and connections.

MLL

- Invite students to share the translation of how Brian feels in their home languages.
- Support students' understanding of the word *happy* by using pictures, objects, or gestures.

Approaching/MLL

- 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.
- During the discussion, provide simplified sentence frames. Example: "Brian feels _____. I know this because _____ in the text or illustrations."

Instruction RL.2.1, RL.2.3, RL.2.7, W.2.8

Application RL.2.1, RL.2.3, RL.2.7, W.2.8

Close Read-Aloud: *The Invisible Boy* (Part 2)

Read and Practice

1. Refocus students' attention to *The Invisible Boy* by Trudy Ludwig.
 - SAY** We have been thinking about these focus questions:
 - Why does Brian feel invisible at the beginning of the story?
 - What happens at school to make Brian start to feel more visible?
 - SAY** Let's keep them in mind as we continue to read.
2. Read pages 22–27 fluently without interruption.
3. Reread page 25 aloud.
4. Complete the Page 25 column together as students respond to the following questions:
 - ASK** How does Brian feel on page 25? (*happy*)
 - ASK** What detail in the text or illustration helps you know that?
(*The text says he smiled, and Justin says he could draw a picture to go with their story. In the illustration he is smiling. He is in full color. His mouth is wide open.*)
 - ASK** What in the story makes Brian feel that way? (*invited to join the group*)
 - ASK** Is he feeling invisible or visible in this part of the story? (*visible*)

Brian's Change

Question	Page 25
How does Brian feel in this part of the story?	
What detail in the text or illustration helps you know how Brian feels?	
What in the story makes him feel that way?	
Is he feeling invisible or visible in this part of the story?	



Differentiation

Approaching

- Students may find it challenging to use evidence from the text or illustrations to support their ideas. Probe their thinking by asking specific questions and guiding them back to the text.

Beyond

- Provide advanced sentence starters that encourage deeper analysis and connections.

MLL

- Support students' understanding of the word *happy* by using pictures, objects, or gestures.
- Invite students to share the translation of how Brian feels in their home languages.

Approaching/MLL

- 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.
- During the discussion, provide simplified sentence frames. Example: "Brian feels _____. I know this because _____ in the text or illustrations."

Instruction RL.2.1, RL.2.3, RL.2.7, W.2.8

Application RL.2.1, RL.2.3, RL.2.7, W.2.8

Sentence Studio Introduction

Introduce Sentence Studio

- Welcome students to their first Sentence Studio. Explain to them that they will participate in several Sentence Studios throughout the year.
SAY During Sentence Studio, we have a conversation about a sentence from a complex text. Just like artists in their studios, we will investigate a sentence to understand how the phrases, the structures, and the details create the meaning of the entire sentence. We will discuss how the sentence helps paint a deeper understanding of the text and how we can use similar building blocks in our writing.
- Tell students that you will guide them through this Sentence Studio to help them better understand the meaning of a complex sentence from *The Invisible Boy*.
SAY Today, we'll engage in a Sentence Studio to focus on understanding how Brian feels at this moment in the book. We'll disassemble, or break down, the sentence into smaller parts and figure out what each part means. Then, we'll reassemble, or rebuild, the sentence and summarize how it connects to how Brian's feelings change throughout the story.



Differentiation

Beyond

- Provide access to additional resources, such as books, videos, or online tools, to encourage independent exploration of the Sentence Studio routine at a higher level.

MLL

- Invite students to discuss the Sentence Studio routine with a partner in their home languages.

Approaching/MLL

- In a smaller group, review the explicit process for the Sentence Studio routine, giving students clear entry points.

Instruction RL.2.1, L.2.4.A

Sentence Studio: Disassemble

Guided Practice

1. Tell students about the first step in the Sentence Studio routine.
SAY When we partake in Sentence Studio, we start by reading the sentence. We talk about what we think it means and how it helps us understand our focus question or sentence.
2. Direct students' attention to the sentence "Brian looks at the floor . . . swallow him up."
3. Read the sentence aloud twice.
4. Invite students to chorally read it aloud with you a third time.
SAY Next, we disassemble, or take apart the sentence, chunk by chunk. A chunk is a part of something. We figure out what each chunk means and why it is important. Let's talk about the first chunk of this sentence.
5. Drag and drop, and then read aloud the following chunk: "Brian."
ASK Who is this sentence about? (*Brian*)
SAY You did well figuring out what the first chunk means and why it is important. Let's talk about the second chunk.
6. Drag and drop, and then read aloud the following chunk: "looks at the floor."
ASK What does Brian do? (*looks at the floor*)
7. Invite students to look at the floor.
ASK How do you usually feel when you want to look at the floor? (*Answers will vary but may include shy, sad, or ashamed.*)
8. Invite students to tell their partners where they might look when they are feeling excited or happy.
SAY You did well figuring out what the first two chunks mean. Let's talk about the third chunk.
9. Drag and drop, and then read aloud the following chunk: "wishing he could draw a hole right there."
ASK What is Brian thinking while he looks at the floor? (*Brian is wishing he could draw a hole where he is looking down.*)
ASK Why does the author use the word *wish*? (*Answers will vary but may include that Brian hopes to do something or Brian wants to draw but cannot.*)
10. Point out the phrase "draw a hole."
ASK Is it possible to draw a hole? Why or why not? (*No, you have to dig a hole.*)
11. Invite students to try to draw a hole.
ASK Were you able to draw a hole? Can you put your hand or finger in the hole you drew? (*No, it is impossible to draw a hole.*)
SAY You did well figuring out what the first three chunks mean. Let's talk about the fourth chunk.

Sentence Studio: The Invisible Boy

Order	Sentence Chunk
Display	
Chunk 1	
Chunk 2	
Chunk 3	
Chunk 4	

12. Drag and drop, and then read aloud the following chunk: “to swallow him up.”

ASK Why does Brian want to make a hole? *(to swallow him up or to fall into)*

SAY Swallow means “to eat or make something go down to your stomach.”

ASK Swallow up are words we hear together a lot. What do you think swallow up means? *(Answers will vary but may include eating something fast or making something disappear.)*

SAY You did well figuring out what all four chunks mean.



Differentiation

Beyond

- Encourage students to use questions with classmates to extend and deepen the discussion.

Examples:

- “Can you say more about . . . ?”
- “What do you mean by . . . ?”

MLL

- Provide a translation of important vocabulary in the sentence in students’ home languages.
- Take time to read aloud each chunk. Call attention to multiple meaning words to explain them in the context they are being used.
- Encourage translanguaging, allowing students to think and discuss in both languages.

Approaching/MLL

- Before reading, build background knowledge about digging a hole by showing a picture, using gestures, acting out, or showing a video clip.
- Allow extra time for processing and responding to questions.
- Use think-alouds to model thought processes.

Instruction RL.2.1, L.2.4.A

Application RL.2.1, L.2.4.A

Sentence Studio: Reassemble

Guided Practice

- Tell students they will now go from the disassemble to the reassemble stage.
 - SAY** Now that you’ve learned the meaning of the chunks, let’s put them all back together again. We will consider how disassembling the chunks adds to our understanding of the meaning of the sentence and then answer our focus question.
- Direct students’ attention to the sentence “Brian looks at the floor . . . swallow him up.”
- Read the sentence aloud one more time, then guide students through a discussion about the meaning.
 - ASK** Now, what do you think is the meaning of this sentence? *(Answers will vary but may include that Brian is looking at the floor and wants to disappear.)*
 - ASK** How does this sentence help you understand how Brian is feeling? *(Answers will vary but may include that it tells us about his body language and how he wants to disappear, showing he is feeling lonely and sad.)*
- Allow students time to share aloud.

Brian looks at the floor, wishing he could draw a hole right there to swallow him up.

Differentiation

Beyond

- Encourage students to use questions with classmates to extend and deepen the discussion.

Examples:

- “Can you say more about . . . ?”
- “What do you mean by . . . ?”

MLL

- Provide a translation of important vocabulary in the sentence in students’ home languages.
- Encourage translanguaging, allowing students to think and discuss in both languages.

Approaching/MLL

- Allow extra time for processing and responding to questions.
- Use think-alouds to model thought processes.

Instruction RL.2.1, L.2.4.A

Application RL.2.1, L.2.4.A

Participate in the Protocol

Facilitate the Protocol

- Direct students’ attention to the questions from *The Invisible Boy*: Page 25.
SAY Now I will reread pages 23–25 and you will plan your answers for these three questions using the pinkie partners protocol.
- Reread pages 23–25.
- Guide students through each question using the pinkie partners protocol.
- Circulate to support and observe.

The Invisible Boy: Page 25

- How does Brian feel in class?
- What detail in the text or illustration helps you know how Brian feels?
- What in the story makes him feel this way?

Differentiation

Beyond

- Allow students to lead discussions or mentor peers to deepen engagement with the material.

MLL

- Pair each student with a partner who has more advanced English-language proficiency. The partner with greater English-language proficiency can serve as a model during the pinkie partners protocol, initiating discussions and providing implicit sentence frames.

Approaching/MLL

- 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.

- Circulate and listen as students discuss with their pinkie partners. To support individual students in generating ideas, ask additional questions to focus thinking on the character's actions and feelings.
- Provide sentence frames for the pinkie partners protocol. Example: "Brian feels _____ because _____."

Instruction RL.2.1, RL.2.3, RL.2.7, W.2.8

Application RL.2.1, RL.2.3, RL.2.7, W.2.8, SL.2.1.A, SL.2.6

Apply

Suggested Pacing: 10 minutes

10

Your Turn

Guided Practice

- Recap the lesson.
 - SAY** Today, we practiced using information from illustrations and words to describe how Brian is feeling.
- Direct students' attention to *The Invisible Boy*: Page 25, which also appears in their student companions.
- Explain the task.
 - SAY** You will now practice using details in the text to write about how Brian feels. To do this, you will use complete sentences to answer three questions about how Brian feels on page 25.
- Reread page 25 of *The Invisible Boy*.
 - ASK** How does Brian feel in class? (*Answers will vary but may include included, noticed, or happy.*)
 - SAY** Think about what you want to write to answer this question before beginning.
- Check for clarifying questions.
- Release students to begin the task and circulate to support.
- Continue this process for the remaining two questions.
- Invite students to draw a picture showing how Brian feels at the end of the story in their student companions.

The Invisible Boy: Page 25 Questions

Differentiation

Approaching

- 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).
- 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.

Beyond

- Ask students to connect the activity to the learning targets in their own words and explain why it is important or how it connects to a broader concept.
- Provide an extension activity or application for students who complete the task early.

MLL

- Provide a translation of important vocabulary in the questions in students' home languages.

Approaching/MLL

- Display anchor charts, shared graphic organizers, or other visuals from the unit to help students recall prior knowledge.
- Provide sentence frames for some of the answers so students can complete it as a cloze exercise.
- As students work to complete the questions, provide options for students to first sketch their ideas. Support students to then transfer their ideas into written words.

Application RL.2.1, RL.2.3, RL.2.7, W.2.8

5

Reflect

Suggested Pacing: 5 minutes

Share and Reflect

Activity Share

- Tell students they will now share their responses for *The Invisible Boy*: Page 25.
- Invite students to turn and talk with their partner.
 - ASK** How does Brian feel in class on page 25? (*Brian feels noticed.*)
 - ASK** What detail in the text or illustration helps you know how Brian feels? (*Answers may vary but may include Brian is smiling.*)
 - ASK** What in the story makes him feel this way? (*Brian has friends and is working with others.*)
- After students talk with their partners, allow a few students to share.
- Engage with students' responses by adding positive feedback and clearing up any misconceptions.

The Invisible Boy: Page 25

- How does Brian feel in class on page 25?
- What detail in the text or illustration helps you know how Brian feels?
- What in the story makes him feel this way?

Differentiation

Beyond

- Challenge students to use probing questions to prompt one another's thinking during discussion. Examples:
 - "Can you say more about ...?"
 - "What do you mean by ...?"
 - "Can you give an example?"

MLL

- Pair each student with a partner who has more advanced English-language proficiency. The partner with greater English-language proficiency can serve as a model, initiating discussions and providing implicit sentence frames.

Approaching/MLL

- Remind students they can use resources, such as the Brian's Change chart or the student companion, to help them answer the questions.

Application SL.2.1.A, SL.2.6

Progress Reflection

Learning Target #1

- Explain to students that they will reflect on their progress toward the learning targets for this lesson.
- Read aloud Learning Target #1.
- Have students complete the trackers in their student companions to indicate their progress toward the learning target.
- Once students have finished their self-assessments, congratulate them on their progress toward Learning Target #1.

Learning Target

I can use information from illustrations and words to describe how Brian responds to major events in *The Invisible Boy*.

Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home language with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning target.

Application RL.2.1, RL.2.3, RL.2.7, W.2.8

Progress Reflection

Learning Target #2

- Explain to students that they will reflect on their progress toward the next learning target for this lesson.
- Read aloud Learning Target #2.
- Have students complete the trackers in their student companions to indicate their progress toward the learning target.
- Once students have finished their self-assessments, congratulate them on their progress toward Learning Target #2.

Learning Target

I can use sentence-level context to determine the meaning of a phrase in *The Invisible Boy*.



Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home language with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning target.

Application L.2.4.A



End-of-Unit Assessment



Purpose

In this lesson, students review the close readers criteria and complete the end-of-unit assessment.

By the end of the lesson, students should be able to do the following:

- Review the close readers criteria.
- Complete the end-of-unit assessment.



Learning Targets

Instruction

- I can reflect on which of the close reading criteria I will work on during my assessment.

Assessment

- I can answer questions about literary texts to demonstrate what I’ve learned in this unit.



Prepare in Advance

Teacher

- If administering the assessment on paper, print copies for students from the assessment PDF.
- If administering the assessment digitally, assign it to students from the Assess tab of your teacher account.

Student

- Student companion

All other necessary materials are included within the digital lesson.



Agenda

Ignite (5 minutes)

- Activate Prior Knowledge
- Learning Targets

Connect (20 minutes)

- Close Reading Routine Review
- Module Guiding Question

Apply (30 minutes)

- Your Turn

Reflect (5 minutes)

- Share and Reflect
- Progress Reflection



Total Lesson Time

60 minutes



Standards

Instruction

RL.2.1

Application

RL.2.1, SL.2.1.A, SL.2.6

Assessment

RL.2.1, RL.2.3, RL.2.7, L.2.4.A

Activate Prior Knowledge

Prior Learning Connection

- Direct students' attention to the module guiding question and read it aloud.
- Remind students that, in this unit, they have learned to describe how characters respond to major events in a story by using information gained from illustrations and words.
- **ASK** Based on our learning in this unit, how can we use illustrations and words to gain more information about the characters in a story? (*Answers will vary but should reference characters and illustrations in The Invisible Boy or The Dot.*)
- Allow a few students to share.
- Expand on each student's comments by adding clarity or clearing up any present misconceptions.
- Tell students that, today, they will have a chance to show what they've learned by taking the end-of-unit assessment.

Module Guiding Question

What is school, and why are schools important?

Differentiation

Beyond

- Challenge students to link what they have learned to other subjects or real-world applications, fostering interdisciplinary thinking.

MLL

- Encourage students to connect to their own experiences with the content in their home language and culture by using bilingual resources or allowing responses in their home language when appropriate.

Approaching/MLL

- Offer sentence starters to scaffold responses and build confidence in expressing ideas.

Application SL.2.1.A, SL.2.6

Learning Targets

Introduce the Learning Targets

Direct students' attention to the learning targets and read the learning targets aloud.

- **Learning Target #1:** I can reflect on which of the close reading criteria I will work on during my assessment.
- **Learning Target #2:** I can answer questions about literary texts to demonstrate what I've learned in this unit.

Learning Targets

1. I can reflect on which of the close reading criteria I will work on during my assessment.
2. I can answer questions about literary texts to demonstrate what I've learned in this unit.

Differentiation

Approaching

- Ask students to restate the learning targets in their own words to ensure clarity.

Beyond

- Ask students to restate the learning targets in their own words and explain why they are important or how they connect to a broader concept.

MLL

- Encourage students to connect new ideas to their home language by allowing them to discuss the learning targets with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to explain the learning targets.
- Restate the learning targets in simpler language and connect them to something familiar. Example: “Today, we’re learning how to find the main idea in a story. That means figuring out what the story is mostly about—kind of like finding the big picture.”

Instruction RL.2.1, RL.2.3, RL.2.7, L.2.4.A

Connect

20

Suggested Pacing: 20 minutes

Close Reading Routine Review

Review Routine

1. Direct students’ attention to the Close Readers anchor chart.
2. Read the criteria aloud giving examples for each item.
3. Explain that there are parts of close reading that students will not be able to do today, such as acting out important parts or talking to a classmate.
4. Invite students to think-pair-share.

ASK Which parts of close reading will you focus on today? *(Answers will vary but should reference the criteria from the Close Readers anchor chart.)*

Close Readers

- Look closely at the pictures.
- Reread important parts of the text.
- Act out important parts of the text.
- Listen carefully to the words.
- Talk with classmates about the text.
- Draw and write about the text.
- Answer questions about the words and pictures using details from the text.

Differentiation

Approaching

- Optimize relevance by inviting students to reflect on why they selected a specific criterion. Example: “Why do you want to focus on _____ today?”

Beyond

- Encourage deeper analysis by having students explain how today’s task will help extend their thinking of what they have been learning.

MLL

- Provide a translation of important vocabulary from the Close Readers anchor chart in students' home languages.
- Pair each student with a partner who has more advanced English-language proficiency. The partner with greater English-language proficiency can serve as a model, initiating discussions and providing implicit sentence frames.
- Invite students to discuss the close reading criteria using their home languages with a partner.

Approaching/MLL

- As students share, provide alternatives to auditory information by displaying their ideas on chart paper or the board.

Instruction RI.2.1

Application RI.2.1, SL.2.1.A

Module Guiding Question

Review Guiding Question

1. Direct students' attention to the guiding question and read it aloud.
2. Remind students that they have been reading fiction texts to help answer this question.

SAY Remember, we filled in this chart with the skills you can learn in school and the things you can do in school.

3. Invite students to read the chart chorally with you.
4. Invite students to think-pair-share.

ASK Based on our learning so far, what is school? (*School is a place where you can learn, build relationships, and create high-quality work.*)

5. Invite a few students to share with the group.

ASK Based on our learning so far, why are schools important? (*Schools help you learn new and important things, play with friends, create artwork, and feel proud of your work.*)

6. Invite a few students to share with the group.

What is school, and why are schools important?

Skills We Learn in School

Skills	Examples
Learn	
Build Relationships	
Create High-Quality Work	

Differentiation

Beyond

- Encourage students to use questions with classmates to extend and deepen the discussion.

Examples:

- "Can you say more about . . . ?"
- "What do you mean by . . . ?"
- "Can you give an example?"

MLL

- Pair each student with a partner who has more advanced English-language proficiency. The partner with greater English-language proficiency can serve as a model, initiating discussions and providing implicit sentence frames.
- Invite students to discuss the module guiding question in their home languages with a partner.

Approaching/MLL

- Circulate and listen as students share with their partners. To support individual students in generating ideas, ask additional questions to focus thinking.

Application SL.2.1.A**Apply***Suggested Pacing: 30 minutes*

30

Your Turn**Assessment**

- Recap the lesson.
 - SAY** Throughout this unit, we have participated in close read-alouds to learn about school and why it is important. Remember, a close read-aloud is when you practice rereading the text to closely examine the words and illustrations to better understand what the text is saying.
- Explain the task.
 - SAY** You will now show what you've learned by taking the end-of-unit assessment.
- Direct students who will complete the digital assessment to its location.
 - SAY** Navigate to the assessment tile in your assignments. Do not start the test until instructed. Give me a thumbs-up when you have found the assessment in your assignments. Remember to click "play" on each element to listen to the text.
- Have students who will take the paper-and-pencil assessment write their names at the top.
 - SAY** Make sure you are on the first page of the assessment and write your name at the top.
- If students are completing the paper-and-pencil assessment, you may either play the audio in the digital assessments for them or read the assessment aloud.
- Check for clarifying questions.
- Release students to begin the assessment and circulate to monitor.

Application RL.2.1, RL.2.3, RL.2.7, L.2.4.A

**Now, it's time to
take your
assessment.**

Reflect

Suggested Pacing: 5 minutes

Share and Reflect

Assessment Reflection

- Share that, today, students took the end-of-unit assessment to show what they have learned in this unit.
- Have students turn and talk with their partners to answer the following questions:
 - What was one thing you feel you did well? Why do you think that?
(Answers will vary.)
 - What is one thing you think you could do better next time?
(Answers will vary.)
- Allow a few students to share after having a chance to talk with their partners.

What was one thing you feel you did well? Why do you think that?

What is one thing you think you could do better next time?

Differentiation

Beyond

- Challenge students to connect their current reflections to prior ones, fostering self-reflection on areas of growth and areas of opportunity.

MLL

- Pair each student with a partner who has more advanced English-language proficiency.
- Encourage students to discuss what they have learned with a partner using their home language.

Approaching/MLL

- Allow students to refer to the assessment as a visual aid while they reflect on their progress.
- Provide options for expression and communication by prompting students to respond orally to the question in a think-pair-share before having them respond to the question as a whole group.
- Provide sentence starters.
 - I did well at _____. I know because _____.
 - Next time, I can improve on _____.

Application SL.2.1.A, SL.2.6

Progress Reflection

Learning Target #1

- Explain to students that they will reflect on their progress toward the learning targets for this lesson.
- Read aloud Learning Target #1.
- Have students complete the trackers in their student companions to indicate their progress toward the learning target.
- Once students have finished their self-assessments, congratulate them on their progress toward Learning Target #1.

Learning Target

I can reflect on which of the close reading criteria I will work on during my assessment.

Differentiation



Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home language with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning target.

Application RL.2.1

Progress Reflection

Learning Target #2

- Explain to students that they will reflect on their progress toward the next learning target for this lesson.
- Read aloud Learning Target #2.
- Have students complete the trackers in their student companions to indicate their progress toward the learning target.
- Once students have finished their self-assessments, congratulate them on their progress toward Learning Target #2.

Learning Target

I can answer questions about literary texts to demonstrate what I've learned in this unit.

Differentiation



Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home language with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning target.

Application RL.2.1, RL.2.3, RL.2.7, L.2.4.A

Facts That Fly!

In this book, you'll discover how schools, friends, and fossils help us learn about the world and each other.

Did you know? ...

- Schools around the world can look very different.
- Fossils are clues that tell us about the past.
- Fossils can be bones, footprints, or even plants.



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