

# Here's What You'll Get in the The Invisible Boy Super Pack


## 5 Comprehension Strategy Lesson Plans and Practice Pages

### Asking Questions Lesson Plan

### Guided Reading Level


### Key Vocabulary

### Explanation of Strategy



#### 1 Get Ready To Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book



#### 2 Learn About Comprehension Strategies

- Think about the text you read
- Remember when you were confused

#### Summary

This is the story of a boy named Brian. He is timid and likes to follow the rules at school. For these reasons, Brian rarely gets noticed by his teacher and is often excluded by the other students in his class. This leads Brian to feel "invisible." One day, Brian is excited to find out a new boy, Justin, is joining his class. When Justin is teased at lunch, Brian decides to be brave and tell Justin a note. Will Justin become friends with Brian and help him to feel less invisible, or will he join his peers in leaving Brian out?

#### Link to What You Know

- What are some things that you would want to know about someone before you become their friend?
- Think of a time that you worked with a partner or a group. Did you enjoy doing the project with a partner or group? Why or why not?

#### Important Words to Know and Understand

**Scaling** - To climb to the top of  
**Intergalactic** - Existing or occurring between galaxies

#### Why Readers Ask Questions While Reading

Readers ask questions because it makes reading much more interesting. By asking questions readers can turn a text into their questions. When readers ask questions, they think about what they already know and what they want to find out.

When you choose a book, it's important to ask questions before you read. Read the title, the blurb on the back, look at the cover art. What are you curious about? What do you hope to learn from reading the book?

You should also ask questions while you read. Try asking questions that help you answer who or what the book is about and where or when the story takes place.

Last, it's important to ask questions after you read a book. Asking questions after reading will help you decide whether or not you understood what you read. Ask questions if you are confused or are wondering about something.


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### Activate Prior Knowledge

### Page by Page Guide and Strategy Questions


### Turn, Talk, and Reflect

### Asking Questions Lesson Plan



#### 3 Ask Questions While Reading

- Try asking questions that begin with "I wonder..." or "Why..."
- Decide whether or not your questions



#### 4 Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

#### Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

**Page 4** - Tell what you know about Brian so far. What are you wondering about him? Why is your question important?


**Pages 11 & 12** - Brian chose to draw at Choosing Time instead of playing with students. Pretend that you are Brian's teacher. What would you want to know about Brian's choice?

**Pages 13 & 14** - Look at the illustration of Justin as he is introduced to the class for the first time. What are you wondering about how Justin is feeling? How does thinking about how Justin is feeling help you understand the story better?

**Page 16** - Justin is sitting with a group of classmates at lunch. Some are making fun of what he is eating. Look at Brian's illustration. What are you wanting to know more about? How will the answer to your questions help you as a reader?


**Page 28** - When Brian enters the lunchroom, Emilio looks at him and makes room at the table. What is one question you have about Emilio and his actions? How will understanding Emilio's actions help you to understand the conclusion of the story?

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#### Retelling and Summarizing

Read the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

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#### Making Inferences

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
### Retelling and Summarizing

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#### Synthesizing

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
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
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### Making Connections

#### Answer Key for Making Connections with The Invisible Boy

1. Brian is a timid boy who likes to follow the rules. He is often excluded by his classmates. He is often teased at lunch. He is often left out of activities. He is often ignored by his classmates. He is often called "invisible."

2. Brian is a timid boy who likes to follow the rules. He is often excluded by his classmates. He is often teased at lunch. He is often left out of activities. He is often ignored by his classmates. He is often called "invisible."

#### Your Turn to Practice Making Connections with The Invisible Boy

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#### Answer Key for Retelling and Summarizing with The Invisible Boy

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#### Answer Key for Asking Questions with The Invisible Boy

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#### Answer Key for Synthesizing with The Invisible Boy

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### Practice Pages and Answer Keys

# Writing About Reading with Optional CCSS Alignment

Strategy and Text Based  
Reader's Response Prompt

Common Core State Standard

"I Can"  
Statement

Common Core  
Free Option

Reading Response Prompts for Each  
Comprehension Strategy Lesson Plan

## 5 Comprehension Strategy Graphic Organizers

**Retelling and Summarizing**  
Title: \_\_\_\_\_  
What is this book about?  
Is it fiction or nonfiction?  
Draw a picture or write a sentence for each box below.

First	Next	Then
After that	Then	Last

What is the most important thing you read in this book?

Directions:  
1. Answer each of the questions.  
2. Carefully cut out on the dotted line.  
3. Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Retelling and  
Summarizing

**Making Connections**  
Title: \_\_\_\_\_  
Think about the book. What does the book remind you of?  
What type of connection did you make?  
☐ Text-to-Self ☐ Text-to-Text ☐ Text-to-World  
Draw a picture of your connection in the box below.

Directions:  
1. Answer each of the questions.  
2. Carefully cut out on the dotted line.  
3. Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making  
Connections

**Making Inferences**  
Title: \_\_\_\_\_  
What the Text Says  
What I Know  
What I Can Infer

Use to check the text pictures.	What do you know about the text?	What do you know about the text?

Directions:  
1. Answer each of the questions.  
2. Carefully cut out on the dotted line.  
3. Glue, tape, or staple into your Reader's Notebook.

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Making  
Inferences

**Asking Questions**  
Title: \_\_\_\_\_  
Question Sentence Starters  
I wonder... Why didn't... How does...  
I am confused... I am curious about... I am not sure why...  
Question Answer  
Question Answer  
Question Answer  
Question Answer

Directions:  
1. Answer each of the questions.  
2. Carefully cut out on the dotted line.  
3. Glue, tape, or staple into your Reader's Notebook.

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Asking  
Questions

**Synthesizing**  
Title: \_\_\_\_\_  
At first I was thinking... My new thinking is... I used to think...  
Because... Because... But now I think...  
Because... Because... I conclude...  
My new thinking is... Now I understand... After thinking about...  
Because... Because... I conclude...

Directions:  
1. Answer each of the questions.  
2. Carefully cut out on the dotted line.  
3. Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Synthesizing

## Vocabulary Connections Resources

## Vocabulary Connections

Grade Level: 3 / Guided Reading Level N

**The Invisible Boy**  
By: Trudy Ludwig  
Guided Reading Level N

**The Invisible Boy**  
By: Trudy Ludwig  
Guided Reading Level N

**Invisible** is a/an  
noun verb  
adverb adjective

Definition of  
**Invisible**:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Invisible** looks  
like this:

\_\_\_\_\_

**Invisible** reminds  
me of:

\_\_\_\_\_

\_\_\_\_\_

**I saw this word in**

\_\_\_\_\_

**Scaling** is a/an  
noun verb  
adverb adjective

Definition of  
**Scaling**:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Scaling** looks  
like this:

\_\_\_\_\_

**Scaling** reminds  
me of:

\_\_\_\_\_

\_\_\_\_\_

**I saw this word in**

\_\_\_\_\_

**Scurry** is a/an  
noun verb  
adverb adjective

Definition of  
**Scurry**:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Scurry** looks  
like this:

\_\_\_\_\_

**Scurry** reminds  
me of:

\_\_\_\_\_

\_\_\_\_\_

**I saw this word in**

\_\_\_\_\_

Interactive Vocabulary Notebook Cards | @BookFap.com

# Interactive Vocabulary Notebook Cards


## Vocabulary Connections

**The Invisible Boy**  
 By: Trudy Ludwig  
 Grade Level: 3 | Guided Reading Level: N

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**The Invisible Boy**

By Trudy Ludwig



Is this book is:

<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
--	--






Name: \_\_\_\_\_

**Steps for Prep Directions**

1. Read or reread the book.
2. Read or reread the book.
3. Complete the Vocabulary Cards.
4. Read or reread the book or the Vocabulary Cards.

## Personalized Vocabulary Bookmark

## Important Words to Know and Understand in *The Invisible Boy* Word List

Vocabulary Connections			<b>The Invisible Boy</b> By: Rudi Ludwig Grade Level: 3 / Guided Reading Level: N
<b>Assignment</b> 	<b>Complains</b> 	<b>Glances</b> 	1. <b>Character</b> 2. <b>Plot</b> 3. <b>Theme</b> 4. <b>Setting</b> 5. <b>Point of View</b> 6. <b>Conflict</b> 7. <b>Resolution</b> 8. <b>Conclusion</b> 9. <b>Character</b> 10. <b>Plot</b> 11. <b>Theme</b> 12. <b>Setting</b> 13. <b>Point of View</b> 14. <b>Conflict</b> 15. <b>Resolution</b> 16. <b>Conclusion</b> 17. <b>Character</b> 18. <b>Plot</b> 19. <b>Theme</b> 20. <b>Setting</b> 21. <b>Point of View</b> 22. <b>Conflict</b> 23. <b>Resolution</b> 24. <b>Conclusion</b> 25. <b>Character</b> 26. <b>Plot</b> 27. <b>Theme</b> 28. <b>Setting</b> 29. <b>Point of View</b> 30. <b>Conflict</b> 31. <b>Resolution</b> 32. <b>Conclusion</b> 33. <b>Character</b> 34. <b>Plot</b> 35. <b>Theme</b> 36. <b>Setting</b> 37. <b>Point of View</b> 38. <b>Conflict</b> 39. <b>Resolution</b> 40. <b>Conclusion</b> 41. <b>Character</b> 42. <b>Plot</b> 43. <b>Theme</b> 44. <b>Setting</b> 45. <b>Point of View</b> 46. <b>Conflict</b> 47. <b>Resolution</b> 48. 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<b>Character</b> 98. <b>Plot</b> 99. <b>Theme</b> 100. <b>Setting</b> 101. <b>Point of View</b> 102. <b>Conflict</b> 103. <b>Resolution</b> 104. <b>Conclusion</b> 105. <b>Character</b> 106. <b>Plot</b> 107. <b>Theme</b> 108. <b>Setting</b> 109. <b>Point of View</b> 110. <b>Conflict</b> 111. <b>Resolution</b> 112. <b>Conclusion</b> 113. <b>Character</b> 114. <b>Plot</b> 115. <b>Theme</b> 116. <b>Setting</b> 117. <b>Point of View</b> 118. <b>Conflict</b> 119. <b>Resolution</b> 120. <b>Conclusion</b> 121. <b>Character</b> 122. <b>Plot</b> 123. <b>Theme</b> 124. <b>Setting</b> 125. <b>Point of View</b> 126. <b>Conflict</b> 127. <b>Resolution</b> 128. <b>Conclusion</b> 129. <b>Character</b> 130. <b>Plot</b> 131. <b>Theme</b> 132. <b>Setting</b> 133. <b>Point of View</b> 134. <b>Conflict</b> 135. <b>Resolution</b> 136. <b>Conclusion</b> 137. <b>Character</b> 138. <b>Plot</b> 139. <b>Theme</b> 140. <b>Setting</b> 141. <b>Point of View</b> 142. <b>Conflict</b> 143. <b>Resolution</b> 144. 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## Word and Definition Sorting Cards

## Word and Picture Sorting Cards

**The Invisible Boy**  
 By: Trudy Ludwig  
 Grade Level: 3 / Guided Reading Level: N

## Vocabulary Connections

**Step by Step Directions**

1. Cut on the Dotted line   2. Fold on the solid line   3. Glue, Taped together top of front cover to back

<p style="font-size: 1.5em; font-weight: bold; text-align: center;">Invisible</p> <p style="margin-top: 100px;">Impossible to see; not visible</p>	<p style="font-size: 1.5em; font-weight: bold; text-align: center;">Scaling</p> <p style="margin-top: 100px;">To climb to the top of</p>	<p style="font-size: 1.5em; font-weight: bold; text-align: center;">Scurry</p> <p style="margin-top: 100px;">To move quickly and with short steps</p>
<p style="font-size: 1.5em; font-weight: bold; text-align: center;">Whines</p> <p style="margin-top: 100px;">To complain in an annoying way</p>		

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## Word Games and Answer Key

## Word Games

### with Words from The Invisible Boy

**Directions:** Complete the sentences below using the correct vocabulary words from the Word Bank.

**Word Bank**

scummy	complaints	assignment
introduces	invisible	glances

1. I think she is a picky eater because she always \_\_\_\_\_ about her food.


2. Whenever Cindy has new friends, she \_\_\_\_\_ them to her parents.

3. I wished that I could make myself \_\_\_\_\_ so no one can see me.


4. When it rains and we don't have umbrellas, we all \_\_\_\_\_ to shelter.

5. The student's math \_\_\_\_\_ is due next week.


**Directions:** Color the invisible boy if the word below it starts with a consonant letter.




glances




imagination



whines




scaling




invisible

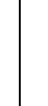
Name: \_\_\_\_\_ @BookPages.com



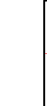
glances




imagination



whines



scaling



invisible

Answer Key | @BookPages.com

## Vocabulary Word Extension Activities

[illegible]

# Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

**Word Work**

**The Invisible Boy**  
By: Trudy Ludwig  
Grade Level: 3 / Guided Reading Level: N

**Instructional Focus:**  
Contractions

**Background:**  
Contractions are created when two words are combined to make a new word. To form a contraction, some letters from the base words are taken away and replaced with an apostrophe. Contractions are typically used in a more casual conversation or to convey a sense of familiarity.

**Examples:**

is	it's
she's	she's
he's	he's
what's	what's
who's	who's

**Materials and Preparation:**

- A Copy of *The Invisible Boy*
- Markers
- Scissors
- Chart Paper
- Contraction Anchor Chart
- Base Word Cards
- Contraction Cards
- Optional - Word Detective Worksheet

**Word Work**

**The Invisible Boy**  
By: Trudy Ludwig  
Grade Level: 3 / Guided Reading Level: N

**Step 1: Introduce the Focus of Word Work**

**Introduce Contractions**

- Explain that contractions are made when two words are combined to make a shorter version. When the two words are combined, some of the letters are dropped and an apostrophe is added.
- Draw the students' attention to the chart paper and to the list of words. Tell students you will be combining these words into contractions.
- Start with the words "do not." Write the contraction "don't" next to "do not" on the chart paper and explain how you have taken out the letter "o" and put an apostrophe in its place to show your changes.
- Repeat the process and explanation for the words "it is" and "we will."

**Contractions in the Text**

Words	Contraction
do not	don't
it is	it's
we will	we'll

**Contractions in the Text**

Words	Contraction

**Step 2: Connect Word Work to Reading**

**Contractions in the Text**

- Tell students that *The Invisible Boy* has many examples of contractions.
- Tell students to listen carefully for the contractions as you read the story aloud. Instruct students to give you a thumbs up when they hear a contraction.
- Read page 1 of *The Invisible Boy*. Ask for a student volunteer to identify the contraction they heard on the first page. (She's)
- Read the rest of the book. When you are done reading, ask students for additional examples of contractions from the text. For each example, have the students identify the two words that the contract was made from.
- Chart student answers on the anchor chart and address any misconceptions as needed.

**Some Examples of Contractions in the Text:**

- she's
- doesn't
- we've
- let's
- I'll
- I'm
- wasn't
- he's
- haven't
- it's
- what's
- you're
- we're
- don't

Word Work Lesson Plan | ©BookPages.com

Step by Step Lesson Plan

List of words in the book that match the instructional focus

**Word Work**

**The Invisible Boy**  
By: Trudy Ludwig  
Grade Level: 3 / Guided Reading Level: N

**Step 3: Guided Word Work Practice**

**Interactive Exploration**

- Provide each pair of students with one set of base word cards and set of cards with contractions from *The Invisible Boy*.
- Instruct students to play the **Match Up Memory Game**. Shuffle all of the cards together and place face down. Students will take turns flipping over two cards to find a match—base words to the appropriate contraction.

**Step 4: Independent Word Work Practice**

**Practice Page**

- Give each student a copy of **Contractions Practice Page**.
- Read the directions with the class. Instruct students to circle the contraction in each sentence. Then, students will write the base words that form the contraction on the line directly to the right of the sentence.
- Tell the students to complete the practice page.
- Monitor students while they work.

**Step 5: Reconnect and Reflect on Word Work**

**Group Discussion**

- Bring the students back together.
- Ask students to explain what they learned about contractions based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

**Step 6: Extend Word Work (optional)**

**Extension Activity**

- Ask students to be on the lookout for **contractions** in their own reading. Tell them to write their words on an index card and add them to the pocket chart. (Review the added cards with the class later in the day or before moving on to the next word work lesson.)
- Alternatively, students can keep track of the contractions they find using the **Word Detective** worksheet.

Word Work Lesson Plan | ©BookPages.com

Interactive Activity

Independent Practice Page

**Base Word Cards Interactive Activity**

**Directions:** Cut each set of word cards apart.

she is	does not	we have
let us	I am	was not
is	have not	what is
you are	we are	does not
I will	it is	could not
would not	they are	who is

Guided Word Work Practice | ©BookPages.com

Extension Activity

**Word Detective: Contractions Extension Activity**

**Directions:**  
Be a word detective!  
Be on the lookout for **contractions** while you read. Write the words that you find along with the title of the book when you found the words, the page, and the sentence with the word or phrase.

Words	Book Title	Page

Name: \_\_\_\_\_ Word Work Extension Activity | ©BookPages.com

**Contractions Word Work Practice Page**

**Directions:** Circle the contraction in the sentence. Write the base words that make up the contraction on the lines following the sentence.

- She's going to the store to buy some more milk. \_\_\_\_\_
- Sara doesn't want to go to the park because she is too tired. \_\_\_\_\_
- We've been to the amusement park three times before. \_\_\_\_\_
- Let's all go to the birthday party together! \_\_\_\_\_
- I'm excited to visit my best friend over spring break! \_\_\_\_\_
- Bob wasn't very happy when his sister knocked over his ice cream. \_\_\_\_\_
- "He's going to meet us at the park when he is done with work," said mom. \_\_\_\_\_
- John and Sally haven't been to school in two days because they have been sick. \_\_\_\_\_
- "What's that thing stuck to your shoe?" my sister asked. \_\_\_\_\_
- Dad told me, "You're going to be a great soccer player as long as you try your hardest!" \_\_\_\_\_

Independent Word Work Practice | ©BookPages.com



# Assessments

Running Record					
Title: <i>The Invisible Boy</i>		Guided Reading Text Level: N		Word Count: 100	
Name: _____ Date: _____					
Accuracy Rate: (# of words correct/100 words) _____					
Error Rate: (# of incorrect words/100 words) _____					
Self-Correction Rate: (# of words self-corrected/100 words) _____					
Time: (in seconds) _____ Words Per Minute: (100/seconds read x 60) _____					
Easy 95% - 100% Accuracy		Instructional 90% - 94% Accuracy		Hard 50% - 89% Accuracy	
E = Errors SC = Self-Correction M = Meaning S = Structure/Syntax V = Visual				COUNT	
				INFORMATION USED	
Page				E	SC
				MSV	SC
				MSV	MSV
2	Can you see Brian, the invisible boy? Even Mrs. Carloti has trouble noticing him in her classroom. She's too busy dealing with Nathan and Sophie.				
3	Nathan has problems with what Mrs. Carloti calls "volume control." He uses his outside voice inside too much. Sophie whines and complains when she doesn't get her way.				
4	Nathan and Sophie take up a lot of space. Brian doesn't.				
5	When the bell rings for recess, Micah and J.T. take turns choosing kids for their kickball teams. The best players get picked first, then the best friends of the best players.				
6	Then the friends of the...				
Analysis and Comments:					
Tested By: _____ ©BookPagez.com					

## Running Record Assessment

The Invisible Boy CCSS Assessment	Name: _____ Score: / 9
<b>Directions:</b> Use what you know about <i>The Invisible Boy</i> to answer each of the following questions.	
<b>1. Why does Justin thank Brian at recess?</b> <input type="radio"/> (A) Brian helped him to do his math work. <input type="radio"/> (B) Brian wrote Justin a note about his lunch that was kind. <input type="radio"/> (C) Brian told Justin he liked his shoes. <input type="radio"/> (D) Brian asked if Justin wanted to play with him.	
<b>2. What lesson did Brian learn by the end of the story?</b> <input type="radio"/> (A) Brian learned to add and subtract. <input type="radio"/> (B) Brian learned to do a project with his friends. <input type="radio"/> (C) Brian learned to be naughty. <input type="radio"/> (D) Brian learned to be brave and to take risks.	
<b>3. How did Brian's note affect the story?</b> <input type="radio"/> (A) Brian's note was turned into a paper airplane. <input type="radio"/> (B) All of Brian's classmates made fun of him. <input type="radio"/> (C) Justin appreciated Brian's note and included him. <input type="radio"/> (D) Brian never wrote a note.	
<b>4. At the end, what did the author mean when he said "Brian was only invisible to some people?"</b> <input type="radio"/> (A) The author meant that Brian is a new student. <input type="radio"/> (B) The author meant that Brian has friends. <input type="radio"/> (C) The author meant that Brian no longer has friends. <input type="radio"/> (D) The author meant that Brian is only invisible to some people.	
<b>5. How do Brian's actions and feelings at the beginning of the story help us to understand why he feels invisible?</b> (RL.3.5) <input type="radio"/> (A) Brian is lonely, does not play with friends, and is sad which is why he feels invisible. <input type="radio"/> (B) Brian is grumpy, not kind to others, and is miserable which is why he feels invisible. <input type="radio"/> (C) Brian is the class clown at school which is why he feels invisible at home. <input type="radio"/> (D) Brian does not feel invisible.	
<b>6. Who is telling the story in <i>The Invisible Boy</i>?</b> (RL.3.6) <input type="radio"/> (A) Brian (1st person) <input type="radio"/> (B) Justin (1st person) <input checked="" type="radio"/> (C) A narrator (3rd person) <input type="radio"/> (D) Nathan (1st person)	
<b>7. How do the illustrations of Brian throughout the story describe his feelings?</b> (RL.3.7) <input type="radio"/> (A) When Brian is black and white he is feeling lonely. When he is in color he is feeling happy and included. <input type="radio"/> (B) When Brian is black and white he is old. When he is in color he is young. <input type="radio"/> (C) When Brian is black and white he is angry and mean. When he is in color he is happy and included. <input type="radio"/> (D) When Brian is black and white he is visible. When he is in color he is invisible.	
<b>8. How is Brian's character different from Justin's character?</b> (RL.3.9) <input type="radio"/> (A) Justin does not care about people and Brian loves people. <input checked="" type="radio"/> (B) Justin is friendly and Brian is timid and shy around everyone. <input type="radio"/> (C) Justin and Brian are new students. <input type="radio"/> (D) Justin is lonely and Brian is outgoing.	
<b>9. Which of the following best describes the genre of <i>The Invisible Boy</i>?</b> (RL.3.10) <input type="radio"/> (A) Nonfiction <input type="radio"/> (B) Fable <input type="radio"/> (C) Poem <input checked="" type="radio"/> (D) Fiction	
CCSS Assessment 3rd Grade Reading Standards for Literature   BookPagez.com	

Common Core Assessment:  
One question for each Reading  
Informational OR Reading Literature  
standard (1-9)

Answer Key

# Extension Activity

Name: \_\_\_\_\_Date: \_\_\_\_\_

The Invisible Boy Comic

Directions: Brian enjoyed drawing fun characters and comics. Create your own comic that retells the story of *The Invisible Boy* with a beginning, middle, and end. Make sure to include speech bubbles with dialogue for your characters like Brian did!

BeginningMiddleEnd

Extension Activity | @BookPage.com

## Bonus Extension Activity

# Complete Common Core Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation
<p>The Invisible Boy Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with The Invisible Boy correlate with the following English Language Arts Common Core State Standards for third grade.</p> <p><b>Making Connections Lesson Plan and Resources</b></p> <p><b>Reading: Literature</b></p> <p><b>RI.3.1</b> - Ask and answer questions to demonstrate understanding of a text, relating explicitly to the text as a basis for the answers.</p> <p><b>RI.3.2</b> - Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p><b>RI.3.3</b> - Cite specific textual details to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI.3.4</b> - Analyze how and why individuals and events change as the story or drama develops.</p> <p><b>Reading: Foundational Skills</b></p> <p><b>RF.3.1</b> - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>RF.3.2</b> - Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>Writing</b></p> <p><b>W.3.1</b> - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p><b>Speaking &amp; Listening</b></p> <p><b>SL.3.1</b> - Explain their own ideas and understanding in the light of the discussion.</p> <p><b>SL.3.2</b> - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>SL.3.3</b> - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p><b>Language</b></p> <p><b>L.3.1</b> - Acquire and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after dinner that night we went looking for them).</p>	<p>The Invisible Boy Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with The Invisible Boy correlate with the following English Language Arts Common Core State Standards for third grade.</p> <p><b>Relating and Summarizing Lesson Plan and Resources</b></p> <p><b>Reading: Literature</b></p> <p><b>RI.3.1</b> - Ask and answer questions to demonstrate understanding of a text, relating explicitly to the text as a basis for the answers.</p> <p><b>RI.3.2</b> - Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p><b>RI.3.3</b> - Cite specific textual details to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI.3.4</b> - Analyze how and why individuals and events change as the story or drama develops.</p> <p><b>Reading: Foundational Skills</b></p> <p><b>RF.3.1</b> - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>RF.3.2</b> - Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>Writing</b></p> <p><b>W.3.1</b> - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p><b>Speaking &amp; Listening</b></p> <p><b>SL.3.1</b> - Explain their own ideas and understanding in the light of the discussion.</p> <p><b>SL.3.2</b> - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>SL.3.3</b> - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p><b>Language</b></p> <p><b>L.3.1</b> - Acquire and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after dinner that night we went looking for them).</p>	<p>The Invisible Boy Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with The Invisible Boy correlate with the following English Language Arts Common Core State Standards for third grade.</p> <p><b>Inferring Lesson Plan and Resources</b></p> <p><b>Reading: Literature</b></p> <p><b>RI.3.1</b> - Ask and answer questions to demonstrate understanding of a text, relating explicitly to the text as a basis for the answers.</p> <p><b>RI.3.2</b> - Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p><b>RI.3.3</b> - Cite specific textual details to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI.3.4</b> - Analyze how and why individuals and events change as the story or drama develops.</p> <p><b>Reading: Foundational Skills</b></p> <p><b>RF.3.1</b> - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>RF.3.2</b> - Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>Writing</b></p> <p><b>W.3.1</b> - Recall information from experiences or gather information from print and digital sources; 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take brief notes on sources and sort evidence into provided categories.</p> <p><b>Speaking &amp; Listening</b></p> <p><b>SL.3.1</b> - Explain their own ideas and understanding in the light of the discussion.</p> <p><b>SL.3.2</b> - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>SL.3.3</b> - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p><b>Language</b></p> <p><b>L.3.1</b> - Acquire and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after dinner that night we went looking for them).</p>
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## Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation
<p>The Invisible Boy Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with The Invisible Boy correlate with the following English Language Arts Common Core State Standards for third grade.</p> <p><b>Vocabulary Lesson Plan and Resources</b></p> <p><b>Language</b></p> <p><b>L.3.1</b> - Acquire and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after dinner that night we went looking for them).</p>	<p>The Invisible Boy Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with The Invisible Boy correlate with the following English Language Arts Common Core State Standards for third grade.</p> <p><b>Word Work Lesson Plan and Resources</b></p> <p><b>Reading: Foundational Skills</b></p> <p><b>RF.3.1</b> - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>RF.3.2</b> - Read with sufficient accuracy and fluency to support comprehension.</p>
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Vocabulary Connections  
Common Core Alignment

Word Work  
Common Core Alignment

# Common Core Aligned Comprehension Assessment

## The Invisible Boy CCSS Assessment

Name: \_\_\_\_\_

Score: / 9

### Directions:

Use what you know about *The Invisible Boy* to answer each of the following questions.

#### 1. Why does Justin thank Brian at recess?

- ☐ A Brian helped him to do his math work.
- ☐ B Brian wrote Justin a note about his lunch that was kind.
- ☐ C Brian told Justin he liked his shoes.
- ☐ D Brian asked if Justin wanted to play with him.

#### 2. What lesson did Brian learn by the end of the story?

- ☐ A Brian learned to add and subtract.
- ☐ B Brian learned to do a project with his drawing.
- ☐ C Brian learned to be naughty.
- ☐ D Brian learned to be brave and to talk to a new student.

#### 3. How did Brian's note affect the story?

- ☐ A Brian's note was turned into a paper airplane.
- ☐ B All of Brian's classmates made fun of Brian's note.
- ☐ C Justin appreciated Brian's note and became his friend.
- ☐ D Brian never wrote a note.

#### 4. At the end, what did the author mean when he wrote "Maybe, just maybe, Brian's not so invisible after all."?

- ☐ A The author meant that Brian is a naughty student now.
- ☐ B The author meant that Brian has friends and that he is no longer lonely.
- ☐ C The author meant that
- ☐ D The author meant that

CCSS Assessment

Common Core Assessment:  
One question for each Reading  
Informational OR Reading Literature  
standard (1-9)



#### 5. How do Brian's actions and feelings at the beginning of the story, help us to understand why he feels invisible? (RL.3.5)

- ☐ A Brian is lonely, does not play with friends, and is sad which is why he feels invisible.
- ☐ B Brian is grumpy, not kind to others, and is miserable which is why he feels invisible.
- ☐ C Brian is the class clown at school which is why he feels invisible at home.
- ☐ D Brian does not feel invisible.

#### 6. Who is telling the story in *The Invisible Boy*? (RL.3.6)

- ☐ A Brian (1st person)
- ☐ B Justin (1st person)
- ☐ C A narrator (3rd person)
- ☐ D Nathan (1st person)

#### 7. How do the illustrations of Brian throughout the story describe his feelings? (RL.3.7)

- ☐ A When Brian is black and white he is feeling lonely. When he is in color he is feeling happy and included.
- ☐ B When Brian is black and white he is old. When he is in color he is young.
- ☐ C When Brian is black and white he is angry and mean. When he is in color he is happy and included.
- ☐ D When Brian is black and white he is visible. When he is in color he is invisible.

#### 8. How is Brian's character different from Justin's character? (RL.3.9)

- ☐ A Justin does not care about people and Brian loves people.
- ☐ B Justin is friendly and Brian is timid and shy around everyone.
- ☐ C Justin and Brian are new students.
- ☐ D Justin is lonely and Brian is outgoing.

#### 9. Which of the following best describes the genre of *The Invisible Boy*? (RL.3.10)

- ☐ A Nonfiction
- ☐ B Fable
- ☐ C Poem
- ☐ D Fiction

Answer Key



# Running Record Assessment

## Running Record

Title: The Invisible Boy

Guided Reading Text Level: N

Word Count: 100

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Accuracy Rate: (# of words correct/100 words) \_\_\_\_\_

Error Rate: (# of incorrect words/100 words) \_\_\_\_\_

Self-Correction Rate: (# of words self-corrected/100 words) \_\_\_\_\_

Time: (in seconds) \_\_\_\_\_ Words Per Minute: (100/seconds read x 60) \_\_\_\_\_

Easy 95 % - 100 % Accuracy	Instructional 90 % - 94 % Accuracy	Hard 50 % - 89 % Accuracy
-------------------------------	---------------------------------------	------------------------------

E = Errors SC = Self-Correction M = Meaning S = Structure/Syntax V = Visual		COUNT		INFORMATION USED	
Page		E	SC	E MSV	SC MSV
2	Can you see Brian, the invisible boy? Even Mrs. Carlotti has trouble noticing him in her classroom. She's too busy dealing with Nathan and Sophie.				
3	Nathan has problems with what Mrs. Carlotti calls "volume control." He uses his outside voice inside too much. Sophie whines and complains when she doesn't get her way.				
4	Nathan and Sophie take up a lot of space. Brian doesn't.				
5	When the bell rings for recess, Micah and J.T. take turns choosing kids for their kickball teams. The best players get picked first. Then the best friends of the best players.				
6	Then the friends of the...				

**Analysis and Comments:**

Tested By: \_\_\_\_\_

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Use the first 100 words from the text to  
assess oral reading fluency



# Student Facing Resources in Spanish for The Invisible Boy Super Pack

## 5 Comprehension Strategy Practice Pages

### Making Connections Practice Page

**Tu turno para Hacer conexiones**  
con The Invisible Boy (El niño invisible)

**Página 2:**  
Haz una conexión **texto a tu mismo**. Habla de un momento en que te sentiste invisible, o que no te notaron, como Brian.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

¿Cómo te ayuda tu conexión a entender a Brian?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Página 8:**  
Haz una conexión **texto a texto**. Piensa en otra historia donde un personaje se sienta abandonado o solo. ¿En qué se parece este personaje a Brian en el recreo?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Página 15:**  
Madison y J.T. burlarse de Justin sobre su almuerzo A que te recuerda esto?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Nombre: \_\_\_\_\_

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### Page by Page Guided Questions

### Sample answers written in Spanish

### Answer Key

**Hacer conexiones**  
con The Invisible Boy (El niño invisible)

¿Su conexión es útil? ¿Por qué o por qué no?

Las respuestas varían. Podrían incluir: Mi conexión es útil porque me sentí diferente al resto de mis compañeros, al igual que Justin se siente diferente. Entiendo que debe sentirse triste porque los otros niños se burlan de él por comer algo diferente.

**Página 21:**  
Brian no tenía un compañero con quien trabajar ya que Emilio le preguntó a Justin primero. ¿Alguna vez ha intentado unirse a un juego, grupo o actividad y otros no lo permitieron? Haz una conexión **texto a tu mismo** y contar cómo te hizo sentir eso.

Las respuestas varían. Podrían incluir: Durante el recreo interior, quería jugar Go Fish con otros dos niños. Me dijeron que no estaba permitido porque ya habían comenzado. Esto me hizo sentir excluido y solo.

**Página 27:**  
Brian está temiendo ir a almorzar. Haz una conexión **texto a tu mismo** Al describir un momento en el que también temía hacer algo.

Las respuestas varían. Podrían incluir: No quería subir a un avión por primera vez. Temía ir porque era algo que nunca había hecho antes y me ponía nerviosa.

¿En qué se parece tu experiencia a la de Brian en el almuerzo?

Las respuestas varían. Podrían incluir: Mi experiencia es similar a la de Brian porque los dos estábamos nerviosos por lo que iba a pasar.

Nombre: \_\_\_\_\_

Answer Key | ©BookPages.com

### Hacer inferencias

**Hacer una inferencia**  
con The Invisible Boy (El niño invisible)

Hacer una inferencia sobre por qué Brian es testigo de la burla de J.T. ¿Qué inferencia puedes hacer de esta manera?

Las respuestas varían. Podrían incluir: Brian es testigo de la burla de J.T. porque es el único niño que no es invisible. Brian es testigo de la burla de J.T. porque es el único niño que no es invisible.

**Página 16:**  
Brian es testigo de la burla de J.T. ¿Qué inferencia puedes hacer de esta manera?

Las respuestas varían. Podrían incluir: Brian es testigo de la burla de J.T. porque es el único niño que no es invisible. Brian es testigo de la burla de J.T. porque es el único niño que no es invisible.

**Página 22:**  
El autor escribió que Brian desea lo que Brian está sintiendo en el recreo. ¿De qué manera esta inferencia se relaciona con la inferencia principal?

Las respuestas varían. Podrían incluir: El autor escribió que Brian desea lo que Brian está sintiendo en el recreo. ¿De qué manera esta inferencia se relaciona con la inferencia principal?

**Página 22:**  
El autor escribió que Brian desea lo que Brian está sintiendo en el recreo. ¿De qué manera esta inferencia se relaciona con la inferencia principal?

Las respuestas varían. Podrían incluir: El autor escribió que Brian desea lo que Brian está sintiendo en el recreo. ¿De qué manera esta inferencia se relaciona con la inferencia principal?

Nombre: \_\_\_\_\_

### Making Inferences

### Volver a contar y resumir

**Volver a contar y resumir**  
con The Invisible Boy (El niño invisible)

Usando el texto y las ilustraciones, dí lo que sabes sobre Brian hasta ahora.

**Página 4:**  
Usando el texto y las ilustraciones, dí lo que sabes sobre Brian hasta ahora.

Las respuestas varían. Podrían incluir: Brian es invisible. Brian es invisible. Brian es invisible.

**Página 11:**  
El autor nos ha contado cosas que suceden en la escuela que hacen que se sienta invisible. Utilizar las palabras primero, después, a continuación, y último para hablar de las cosas que han sucedido a Brian.

Las respuestas varían. Podrían incluir: Brian es invisible. Brian es invisible. Brian es invisible.

**Página 13:**  
Un nuevo personaje entra en la historia. ¿Quién es este nuevo personaje y es importante para la historia? ¿Por qué o por qué no?

Las respuestas varían. Podrían incluir: Brian es invisible. Brian es invisible. Brian es invisible.

Nombre: \_\_\_\_\_

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### Retelling and Summarizing

### Sintetizar

**Sintetizar**  
con The Invisible Boy (El niño invisible)

¿De qué manera la historia de Brian en estas dos páginas es diferente a la de la señora Carlotti?

Las respuestas varían. Podrían incluir: Brian es invisible. Brian es invisible. Brian es invisible.

**Página 1 y 2:**  
Mira la ilustración del aula de Brian en estas dos páginas. ¿Cómo es un problema para Brian el estar en la clase de la señora Carlotti?

Las respuestas varían. Podrían incluir: Brian es invisible. Brian es invisible. Brian es invisible.

**Página 4:**  
La ilustración muestra a Brian levantando las manos en la historia. ¿Es así como esperas que actúe Brian?

Las respuestas varían. Podrían incluir: Brian es invisible. Brian es invisible. Brian es invisible.

**Página 27:**  
Brian entra en la historia. ¿Cómo es un problema para Brian el estar en la clase de la señora Carlotti?

Las respuestas varían. Podrían incluir: Brian es invisible. Brian es invisible. Brian es invisible.

**Página 7 y 8:**  
Aquí el autor nos dice que Brian no ha sido seleccionado para jugar el juego. ¿Cómo contribuyen la J.T. al problema de Brian?

Las respuestas varían. Podrían incluir: Brian es invisible. Brian es invisible. Brian es invisible.

Nombre: \_\_\_\_\_

### Synthesizing

### Hacer preguntas

**Hacer preguntas**  
con The Invisible Boy (El niño invisible)

Justin está sentado con un grupo de compañeros de clase en el almuerzo y algunos se están burlando de lo que está comiendo. Mira a Brian en esta ilustración. ¿Qué es lo que quieres saber más?

Las respuestas varían. Podrían incluir: Brian es invisible. Brian es invisible. Brian es invisible.

**Página 16:**  
Justin está sentado con un grupo de compañeros de clase en el almuerzo y algunos se están burlando de lo que está comiendo. Mira a Brian en esta ilustración. ¿Qué es lo que quieres saber más?

Las respuestas varían. Podrían incluir: Brian es invisible. Brian es invisible. Brian es invisible.

**Página 28:**  
Cuando Brian entra en el comedor, Emilio asiente con la cabeza y hace espacio en la mesa. ¿Cuál es una pregunta que tienes sobre Emilio y sus acciones?

Las respuestas varían. Podrían incluir: Brian es invisible. Brian es invisible. Brian es invisible.

**Página 28:**  
Cuando Brian entra en el comedor, Emilio asiente con la cabeza y hace espacio en la mesa. ¿Cuál es una pregunta que tienes sobre Emilio y sus acciones?

Las respuestas varían. Podrían incluir: Brian es invisible. Brian es invisible. Brian es invisible.

Nombre: \_\_\_\_\_

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### Asking Questions

# Writing About Reading with Optional CCSS Alignment

## Strategy and Text Based Reader's Response Prompt

## Common Core State Standard

"I Can" Statement written in Spanish

The Invisible Boy (El niño invisible): Sintetizar

¿Cómo cambian las ilustraciones de Brian a lo largo de la historia? ¿Cómo afecta el cambio en la ilustración a la historia?

☐ Puedo explicar cómo el autor usa ilustraciones para mostrar el significado de la historia.

CCSS: RL.3.7

The Invisible Boy (El niño invisible): Sintetizar

¿Cómo cambian las ilustraciones de Brian a lo largo de la historia? ¿Cómo afecta el cambio en la ilustración a la historia?

☐ Puedo explicar cómo el autor usa ilustraciones para mostrar el significado de la historia.

CCSS: RL.3.7

The Invisible Boy (El niño invisible): Sintetizar

¿Cómo cambian las ilustraciones de Brian a lo largo de la historia? ¿Cómo afecta el cambio en la ilustración a la historia?

☐ Puedo explicar cómo el autor usa ilustraciones para mostrar el significado de la historia.

CCSS: RL.3.7

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## Common Core Free Option

The Invisible Boy (El niño invisible): Sintetizar

¿Cómo cambian las ilustraciones de Brian a lo largo de la historia? ¿Cómo afecta el cambio en la ilustración a la historia?

The Invisible Boy (El niño invisible): Sintetizar

¿Cómo cambian las ilustraciones de Brian a lo largo de la historia? ¿Cómo afecta el cambio en la ilustración a la historia?

The Invisible Boy (El niño invisible): Sintetizar

¿Cómo cambian las ilustraciones de Brian a lo largo de la historia? ¿Cómo afecta el cambio en la ilustración a la historia?

The Invisible Boy (El niño invisible): Sintetizar

¿Cómo cambian las ilustraciones de Brian a lo largo de la historia? ¿Cómo afecta el cambio en la ilustración a la historia?

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## Reading Response Prompts for Each Comprehension Strategy Lesson Plan

## 5 Comprehension Strategy Graphic Organizers

**Volver a contar y resumir**  
Título: \_\_\_\_\_

¿De qué se trata el libro?

¿Es ficción o no ficción?

Haz un dibujo o escribe una oración completa en cada caja:

Primero	Después	Entonces
Después de esto		
Entonces	Al final	

¿Cuál es la cosa más importante sobre lo que sucede en el libro?

**Instrucciones:**  
1. Contesta todas las preguntas.  
2. Copia cuidadosamente en las líneas de puntos.  
3. Pega y engancha tu cuaderno del lector.

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Retelling and Summarizing

**Hacer conexiones**  
Título: \_\_\_\_\_

Pienso en el libro. ¿En qué te hace pensar el libro?

¿Qué tipo de conexión hiciste?

☐ Text a me mismo  
☐ Texto a texto  
☐ Texto al mundo

Haz un dibujo de tu conexión abajo.

**Instrucciones:**  
1. Contesta todas las preguntas.  
2. Copia cuidadosamente en las líneas de puntos.  
3. Pega y engancha tu cuaderno del lector.

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Making Connections

**Hacer inferencias**  
Título: \_\_\_\_\_

Lo que dice el texto

Lo que sé

Lo que puedo inferir

**Instrucciones:**  
1. Contesta todas las preguntas.  
2. Copia cuidadosamente en las líneas de puntos.  
3. Pega y engancha tu cuaderno del lector.

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Making Inferences

**Hacer preguntas**  
Título: \_\_\_\_\_

Muestras para empezar una oración

Quiero saber... ¿Por qué no...? ¿Cómo podría...?

Me confundo cuando... Estoy curioso por saber... No estoy seguro por qué...

Pregunta	Respuesta
Pregunta	Respuesta
Pregunta	Respuesta
Pregunta	Respuesta

**Instrucciones:**  
1. Contesta todas las preguntas.  
2. Copia cuidadosamente en las líneas de puntos.  
3. Pega y engancha tu cuaderno del lector.

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Asking Questions

**Sintetizar**  
Título: \_\_\_\_\_

Al principio yo estaba pensando...	Ahora pienso...	Antes yo pensaba...
Porque...	Porque...	Porque...
Al nueva forma de pensar es...	Ahora entiendo...	Después de pensar sobre...
Porque...	Porque...	Puede concluir que...
		Porque...

**Instrucciones:**  
1. Contesta todas las preguntas.  
2. Copia cuidadosamente en las líneas de puntos.  
3. Pega y engancha tu cuaderno del lector.

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Synthesizing

# Extension Activity

Nombre: \_\_\_\_\_

La fecha: \_\_\_\_\_

## El cómic del niño invisible

**Instrucciones:** Brian disfrutó dibujando divertidos personajes y cómics. Crea tu propio cómic que vuelva a contar la historia de **El niño invisible** con un principio, medio y final. ¡Asegúrate de incluir burbujas de diálogo con diálogos para tus personajes como lo hizo Brian!

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Principio

Medio

Final