For use with Trudy Ludwig’s

The Invisible Boy
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 write 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

• Think about your favorite part of school. Why is it your favorite part?
• Describe three traits of a good friend and tell why each trait is important.

Important Words to Know and Understand

Assignment – A job or duty that is given to someone; a task someone is required to do

Imagination – The ability to imagine things that are not real; the ability to form a picture in your mind of something that you have not seen or experienced

Why Readers Retell and Summarize While Reading

Readers retell and summarize to remember the important events, characters, and information in books.

When you read fiction (stories that are not real), it is helpful to think about the sequence of events and the most important characters and settings in the story. When you retell and summarize, it is important to describe what happened first, next, then, and last. It is also important to tell who did what and where each event took place.

On the other hand, when you read nonfiction (books about real people, places, things, or events), your job is to think like a teacher. Retell and summarize the information using important details, facts, and vocabulary from the text.

Whether you are retelling and summarizing fiction or nonfiction, the most important thing to do is use your own words.
Retelling and Summarizing

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 – Using the text and illustrations, tell what you know about Brian so far. Explain your thinking.

Page 11 – The author has told us about things that happen at school that make Brian feel invisible. Use the words first, next, then, and last to tell about the things that have happened to Brian.

Page 13 – A new character enters the story. Who is this new character and is he important to the story? Why or why not?

Pages 19 & 20 – Use the text and illustration to tell how Justin responds to finding the note Brian left him. How is the way Justin is treating Brian different than the way the other students have treated him?

Page 30 – Brian is illustrated in full color and is sharing cookies with Justin and Emilio at lunchtime. Tell what happened near the end of the story that helped Brian to feel like he is visible.

Time to Reflect

Think – What type of information did you use when you retold and summarized *The Invisible Boy*? Did you stop throughout the story to think about what was happening in the book? What did you do when you finished the book?

Talk – Tell your reading partner about your favorite part of the book. Tell about the characters, the setting, the events. Explain why the part you chose was your favorite. Remember to ask your partner to share their thoughts about the book too.

Reflect – Think about the characters, events, and the settings in *The Invisible Boy*. How does paying attention to the story elements help you to be a better reader?

Write – Glue your Strategy Slip into your Reader’s Notebook. Write about the work you did while reading *The Invisible Boy*. (Remember to include examples from the book!)
Your Turn to Practice Retelling and Summarizing
with The Invisible Boy

Page 4:
Using the text and illustrations, tell what you know about Brian so far.

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Explain your thinking.

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Page 11:
The author has told us about things that happen at school that make Brian feel invisible. Use the words first, next, then, and last to tell about the things that have happened to Brian.

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Page 13:
A new character enters the story. Who is this new character and is he important to the story? Why or why not?

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Name:____________________________________
Your Turn to Practice Retelling and Summarizing
with The Invisible Boy

Pages 19 & 20:
Use the text and illustration to tell how Justin responds to finding the note Brian left him.

How is the way Justin is treating Brian different than the way the other students have treated him?

Page 30:
Brian is illustrated in full color and is sharing cookies with Justin and Emilio at lunchtime. Tell what happened near the end of the story that helped Brian to feel like he is visible.
Page 4:
Using the text and illustrations, tell what you know about Brian so far.

Answers will vary. Sample answers include: Brian is a quiet and shy boy that feels like no one notices him.

Explain your thinking.

Answers will vary. Sample answers include: I think this because the illustrations show Brian in black and white and the text says things like Brian does not take up a lot of space.

Page 11:
The author has told us about things that happen at school that make Brian feel invisible. Use the words first, next, then, and last to tell about the things that have happened to Brian.

Answers will vary. Sample answers include: First, Brian’s teacher is too busy to notice him. Next, Brian is not chosen for a team at recess. Then, Brian has to listen to the kids talk about a cool birthday party that he was not invited to. Last, Brian sits alone at Choosing Time while the other students play together.

Page 13:
A new character enters the story. Who is this new character and is he important to the story? Why or why not?

Justin is the new character to the story. I think Justin is important to the story because Brian has a chance to make friends with someone new.
Pages 19 & 20:

Use the text and illustration to tell how Justin responds to finding the note Brian left him.

Answers will vary. Sample answers include: Justin responds to Brian’s note by finding him on the playground to thank him for the note. He also compliments Brian on the drawing he is doing on the ground.

How is the way Justin is treating Brian different than the way the other students have treated him?

Answers will vary. Sample answers include: This is different than the way the other children treat Brian because the other children do not talk to Brian and do not notice his drawings.

Page 30:

Brian is illustrated in full color and is sharing cookies with Justin and Emilio at lunchtime. Tell what happened near the end of the story that helped Brian to feel like he is visible.

Answers will vary. Sample answers include: Near the end of the story, Brian is feeling more visible because Justin included him in the group project with Emilio and praised his drawing talent to Emilio. The illustrations show the boys working together and having fun. I assume that they all became friends because they want to sit together at lunch and share treats.
What important lesson did author Trudy Ludwig want to share when she wrote *The Invisible Boy*? Use details from the story to support your answer.

I can figure out the lessons or morals of the stories that I read and explain that message using details from the story. 

CCSS: RL.3.2
What important lesson did author Trudy Ludwig want to share when she wrote *The Invisible Boy*? Use details from the story to support your answer.
<table>
<thead>
<tr>
<th>Retelling and Summarizing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> _____________________</td>
</tr>
</tbody>
</table>

**What is this book about?**

**Is it fiction or nonfiction?**

**Draw a picture or write a sentence for each box below:**

<table>
<thead>
<tr>
<th>First</th>
<th>Next</th>
<th>Then</th>
</tr>
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<table>
<thead>
<tr>
<th>After that</th>
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</table>

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

**Directions:**
1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your Reader’s Notebook.
Common Core State Standards Correlation

The Invisible Boy Lesson Plans, Resources, and Activities

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.

Retelling and Summarizing Lesson Plan and Resources

Reading: Literature
RL.3.1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.
RL.3.2 – Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
RL.3.4 – Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.3.7 – Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (eg, create mood, emphasize aspects of a character or setting).
RL.3.10 – By the end of the year, read and comprehend literature, including stories and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

Reading: Foundational Skills
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RF.3.4 – Read with sufficient accuracy and fluency to support comprehension.

Writing
W.3.8 – Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Speaking & Listening
SL.3.1d – Explain their own ideas and understanding in the light of the discussion.
SL.3.2 – 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.
SL.3.3 – Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Language
L.3.6 – Acquire and use accurately grade appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (eg, After dinner that night we went looking for them).
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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 write 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
• Have you ever read a story about a character that felt lonely or left out? Tell about the plot of the story you read.
• Think about a time that you struggled to make friends. How did you finally make friends?

Important Words to Know and Understand
Invisible – Impossible to see; not visible
Whines – To complain in an annoying way

Why Readers Make Connections While Reading
Readers make connections to better understand a text. There are three types of connections that readers make.

The first type of connection is a text-to-self connection. When readers make a text-to-self connection, they compare the characters or events in the book to their own lives.

The second type of connection readers make is a text-to-text connection. When readers make a text-to-text connection, they compare the characters and events in a book to another book that they have read.

The third type of connection readers make is a text-to-world connection. When readers make a text-to-world connection, they compare the characters and events in the book to something that has happened in the real world.
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 on your practice page.

Page 2 – Make a text-to-self connection. Tell about a time that you felt invisible, or not noticed, like Brian. How does your connection help you to understand Brian?

Page 8 – Make a text-to-text connection. Think about another story that a character feel left out or lonely. How is this character similar to Brian at recess?

Page 15 – Madison and J.T. make fun of Justin about his lunch. What does this remind you of? Is your connection helpful? Why or why not?

Page 21 – Brian did not have a partner to work with since Emilio asked Justin first. Have you ever had a time that you tried to join a game, group, or activity and others would not let you? Make a text-to-self connection and tell how that made you feel.

Page 27 – Brian is dreading going to lunch. Make a text-to-self connection by describing a time you also dreaded doing something. How is your experience similar to Brian’s experience at lunch?

Time to Reflect

Think – When readers make connections, they look for the parts in a book that remind them of something they already know a lot about. When you know a lot about something that happened in a book, you’ll be able to understand even more.

What did you already know about The Invisible Boy? How did your prior knowledge help you as a reader?

Talk – Tell your reading partner about the type of connection that you made most often while reading. Explain why your connection helped you. Remember to ask your partner to share their thoughts about the book too.

Reflect – Think about the connections that you made while reading The Invisible Boy. Think about the things you and your reading partner discussed. How does making connections help you be a better reader?

Write – Glue your Strategy Slip into your Reader’s Notebook. Write about the work you did while reading The Invisible Boy. (Remember to include examples from the book!)
Page 2:
Make a **text-to-self** connection. Tell about a time that you felt invisible, or not noticed, like Brian.

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How does your connection help you to understand Brian?

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Page 8:
Make a **text-to-text** connection. Think about another story where a character feel left out or lonely. How is this character similar to Brian at recess?

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Page 15:
Madison and J.T. make fun of Justin about his lunch. What does this remind you of?

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Name:____________________________________                                        ©BookPagez.com
Is your connection helpful? Why or why not?

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Page 21:
Brian did not have a partner to work with since Emilio asked Justin first. Have you ever had a time that you tried to join a game, group, or activity and others would not let you? Make a text-to-self connection and tell how that made you feel.

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Page 27:
Brian is dreading going to lunch. Make a text-to-self connection by describing a time you also dreaded doing something.

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How is your experience similar to Brian’s experience at lunch?

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Name:____________________________________                                        ©BookPagez.com
Page 2:
Make a **text-to-self** connection. Tell about a time that you felt invisible, or not noticed, like Brian.

**Answers will vary. Sample answers include:**
- I felt invisible, or not noticed, when I was the new girl at my school. I did not know anyone and it was hard to make friends.

How does your connection help you to understand Brian?

**Answers will vary. Sample answers include:**
- This connection helps me understand Brian because I know that he feels sad and lonely, just like I did.

Page 8:
Make a **text-to-text** connection. Think about another story where a character feel left out or lonely. How is this character similar to Brian at recess?

**Answers will vary. Sample answers include:**
- In the book *Chrysanthemum*, Chrysanthemum is made fun of by the other girls because of her name. She does not have anyone to play with at recess and feels lonely. Chrysanthemum and Brian are similar because neither of them have any friends and they both feel lonely.

Page 15:
Madison and J.T. make fun of Justin about his lunch. What does this remind you of?

**Answers will vary. Sample answers include:**
- This reminds me of when I wore glasses to school for the first time.
Is your connection helpful? Why or why not?

Answers will vary. Sample answers include: My connection is helpful because I felt different than the rest of my classmates, just like Justin feels different.
I understand that he must feel sad that the other kids made fun of him for eating something different.

Page 21:
Brian did not have a partner to work with since Emilio asked Justin first. Have you ever had a time that you tried to join a game, group, or activity and others would not let you? Make a text-to-self connection and tell how that made you feel.

Answers will vary. Sample answers include: During indoor recess, I wanted to play Go Fish with two other kids. They told me I was not allowed because they already started. This made me feel excluded and lonely.

Page 27:
Brian is dreading going to lunch. Make a text-to-self connection by describing a time you also dreaded doing something.

Answers will vary. Sample answers include: I did not want to go on an airplane for the first time. I dreaded going because it was something I had never done before and it made me nervous.

How is your experience similar to Brian’s experience at lunch?

Answers will vary. Sample answers include: My experience is similar to Brian’s because we were both nervous about what was going to happen.
The Invisible Boy: Making Connections

Justin had a choice to make when he noticed that Brian did not have a group to work with in class. Tell how the choice Justin made was different from how the other students had been treating Brian. Would you have made the same choice?

☐ I can describe how new parts of fiction build on the parts that have already happened.

CCSS: RL.3.5
The Invisible Boy: Making Connections

Justin had a choice to make when he noticed that Brian did not have a group to work with in class. Tell how the choice Justin made was different from how the other students had been treating Brian. Would you have made the same choice?
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:
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2. Carefully cut on the dotted line.
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RL.3.5 – Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
RL.3.10 – By the end of the year, read and comprehend literature, including stories and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

Reading: Foundational Skills
RF.3.3 – Know and apply grade-level phonics and word analysis skills in decoding words.
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W.3.8 – Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

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Link to What You Know

• Tell about a time that you felt lonely. Did you eventually feel included? What made your feelings change?
• Think about a time when a new student joined your class. How do you think that person felt? What are some things you could do to make them feel welcome in a new classroom?

Important Words to Know and Understand

Complains – To say or write that you are unhappy, sick, uncomfortable, etc., or that you do not like something
Glances – To look at someone or something very quickly

Why Readers Make Inferences While Reading

When readers make inferences they behave like reading detectives.

Sometimes the author does not give you all of the information you need to understand everything that is happening in a text.

Instead the author gives you clues. You can use the author’s clues along with what you already know to make an inference. This is sometimes called “reading between the lines.”

For example, if an author writes: "Jason made a terrible mistake and his face turned bright red," you can infer that Jason is embarrassed. This inference makes sense because you know that if a person’s face turns red after making a mistake, it usually means that they feel embarrassed.

Illustrators also leave clues. Make sure to look at the pictures to learn more about characters, settings, problems, and solutions.
Make Inferences While Reading

- Look for clues that tell you how a character might be feeling or what they might be thinking.
- Study the pictures. What do you notice about the characters, setting, and events?

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 3** – Nathan has trouble with his “inside voice” and Sophie complains a lot. Make an inference about what having these two students in the classroom is like. How does this effect Brian?

- **Pages 9 & 10** – At lunch, the students are all talking about Madison’s birthday party. Brian wasn’t invited. Using what you know about birthday parties, infer how Brian is feeling? How does the illustration support your inference?

- **Page 14** – This illustration shows that something is changing with Brian. Tell what is different about this drawing. Make an inference about why this change is taking place.

- **Pages 16 to 18** – Brian witnesses Justin being teased about his lunch and writes him a note. What inference can you make about why Brain handled the situation this way? How does making this inference about Brian help you as a reader?

- **Page 22** – The author wrote that Brian wished he could draw a hole to swallow him up. Infer what Brian is feeling at this point in the story. Explain your thinking.

Time to Reflect

Think – What types of inferences did you make while reading *The Invisible Boy*? Did you make inferences to understand new words? Did you infer to understand how a character thinks or feels? What did you already know about people, places, or events that helped you make inferences?

Talk – Tell your reading partner about the best inference you made while reading this book? Explain why your inference was so helpful to you as a reader. Remember to ask your partner to share their thoughts about the book too.

Reflect – Think about the extra information you learned while making inferences in *The Invisible Boy*. What was easy about making inferences? What was difficult? How does making inferences help you to be a better reader?

Write – Glue your Strategy Slip into your Reader’s Notebook. Write about the work you did while reading *The Invisible Boy*. (Remember to include examples from the book!)
Page 3:
Nathan has trouble with his "inside voice" and Sophie complains a lot. Make an inference about what having these two students in the classroom is like.

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How does this effect Brian?
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________________________________________________________________________

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At lunch, the students are all talking about Madison's birthday party. Brian wasn't invited. Using what you know about birthday parties, infer how Brian is feeling?
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How does the illustration support your inference?
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Page 14:
This illustration shows that something is changing with Brian. Tell what is different about this drawing.
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The author wrote that Brian wished he could draw a hole to swallow him up. Infer what Brian is feeling at this point in the story.
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Explain your thinking.
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Page 3:
Nathan has trouble with his “inside voice” and Sophie complains a lot. Make an inference about what having these two students in the classroom is like.

Answers will vary. Sample answers include: I can infer that having Nathan and Sophie in the classroom takes up a lot of Mrs. Carlotti’s time and attention.

How does this effect Brian?
This affects Brian because Mrs. Carlotti’s attention is not focused on Brian and how he is feeling.

Pages 9 & 10:
At lunch, the students are all talking about Madison’s birthday party. Brian wasn’t invited. Using what you know about birthday parties, infer how Brian is feeling?

Answers will vary. Sample answers include: I know birthday parties are a lot of fun and Brian must be feeling left out because he was not invited.

How does the illustration support your inference?
The illustration supports my inference by showing that Brian is looking sad while the other children are smiling and talking together. Also, they other children are drawn in color and Brian is in black and white.

Page 14:
This illustration shows that something is changing with Brian. Tell what is different about this drawing.

Answers will vary. Sample answers include: In this drawing, Brian starts to have some color on his face (he is not drawn in just black and white) and he has a small smile.
Make an inference about why this change is taking place.

Answers will vary. Sample answers include: I infer that this change is taking place because Brian is feeling hopeful that the new student in class could become his friend.

Pages 16 to 18:
Brian witnesses Justin being teased about his lunch and writes him a note. What inference can you make about why Brian handled the situation this way?

Answers will vary. Sample answers include: I infer that Brain handled Justin being teased this way because he was not brave enough to stand up for Justin in the lunchroom, but wanted Justin to know that he would like to be friends.

How does making this inference about Brian help you as a reader?

Answers will vary. Sample answers include: Making inferences about Brian helps me as a reader by making me think like Brian and understand the main character better.

Page 22:
The author wrote that Brian wished he could draw a hole to swallow him up. Infer what Brian is feeling at this point in the story.

Answers will vary. Sample answers include: I infer that Brian is feeling left out and like he wants to hide somewhere.

Explain your thinking

Answers will vary. Sample answers include: I think he feels this way because he was hoping to be partners with Justin for the project and Emilio was not very kind to him.
The Invisible Boy: Making Inferences

Describe Brian at the beginning of the story and at the end of the story. What caused him to change? What did he discover about himself?

☐ I can describe characters in stories and explain how their actions affect the story.  

CCSS: RL.3.3

The Invisible Boy: Making Inferences

Describe Brian at the beginning of the story and at the end of the story. What caused him to change? What did he discover about himself?

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## Making Inferences

**Title:** _______________________________________

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

### Table:

<table>
<thead>
<tr>
<th>What the Text Says</th>
<th>What I Know</th>
<th>What I Can Infer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Look for clues in the text or pictures</td>
<td>What do you know about the clue?</td>
<td>Emotions, Thoughts, Cause, Setting</td>
</tr>
</tbody>
</table>

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Language
L.3.6 – Acquire and use accurately grade appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (eg, After dinner that night we went looking for them).
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 write 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 on a project. Did you enjoy doing the project with a partner or small 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 a treasure hunt, where their job is to find the answers to 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, and 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.
Ask Questions While Reading

- Try asking questions that begin with “I wonder…” or “Why…”
- Decide whether or not your questions will help you better understand the text
- Stop from time to time. Ask yourself if you’ve found the answers to your questions

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 and some are making fun of what he is eating. Look at Brian in this 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 nods 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?

Time to Reflect

Think – When readers ask questions they think about what they need to know in order to really understand a book. Because no two readers are the same, your questions will usually be different from other people who are reading the same book. What question did you ask that helped you to really understand or enjoy The Invisible Boy?

Talk – Tell your reading partner about the most important question you asked while reading. Explain how you answered your question and why the answer helped you.

Reflect – Think about the questioning work you did while reading The Invisible Boy. Which types of questions helped you the most? Is there anything that you are still wondering about? If so, how can you answer your question?

Write – Glue your Strategy Slip into your Reader’s Notebook. Write about the work you did while reading The Invisible Boy. (Remember to include examples from the book!)
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?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Justin is sitting with a group of classmates at lunch and some are making fun of what he is eating. Look at Brian in this illustration. What are you wanting to know more about?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

How will the answer to your questions help you as a reader?

________________________________________________________________________

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________________________________________________________________________

________________________________________________________________________

Page 28:
When Brian enters the lunchroom, Emilio nods 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?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Tell what you know about Brian so far. What are you wondering about him?

Answers will vary. Sample answers include: I know that Brian is quiet in class and does not behave in a way that draws attention from his teacher. I wonder if Brian ever has fun at school.

Why is your question important?

Answers will vary. Sample answers include: My question is important because Brian could be feeling left out and lonely and this might be a part of the story’s problem.

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?

Answers will vary. Sample answers include: If I was Brian’s teacher, I would want to know if he was by himself because he wanted to be alone, or if he was by himself because he didn’t have a friend to be with.

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?

Answers will vary. Sample answers include: I am wondering if Justin is feeling scared because he is going to a new school.

How does thinking about what Justin is feeling help you understand the story better?

Answers will vary. Sample answers include: Thinking about how Justin is feeling helps me understand the story better by making me think more about one of the main characters.
Page 16:
Justin is sitting with a group of classmates at lunch and some are making fun of what he is eating. Look at Brian in this illustration. What are you wanting to know more about?

__Answers will vary. Sample answers include: I am want to know if Brian is going to say something to the other kids about teasing Justin.__

How will the answer to your questions help you as a reader?

__Answers will vary. Sample answers include: Answering this question will help me as a reader because it will help me understand what will happen next in the story.__

Page 28:
When Brian enters the lunchroom, Emilio nods at him and makes room at the table. What is one question you have about Emilio and his actions?

__Answers will vary. Sample answers include: One question I have is, does Emilio want to be friends with Brian?__

How will understanding Emilio’s actions help you to understand the conclusion of the story?

__Answers will vary. Sample answers include: Knowing this information will help me understand the conclusion of the story because it will explain if Brian will still feel invisible (the solution to the story).__
The Invisible Boy: Asking Questions

Pretend you are Justin and you just received Brian’s note in your cubby. Write 3 questions you would ask Brian in order to get to know him better.

☐ I can ask and answer questions to show that I understand the stories that I am reading.

CCSS: RL.3.1
The Invisible Boy: Asking Questions

Pretend you are Justin and you just received Brian’s note in your cubby. Write 3 questions you would ask Brian in order to get to know him better.
### Asking Questions

**Title:** _______________________________________

**Question Sentence Starters**

<table>
<thead>
<tr>
<th>I wonder...</th>
<th>Why didn’t...</th>
<th>How does...</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am confused when...</td>
<td>I am curious about...</td>
<td>I am not sure why...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
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<td></td>
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<td></td>
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</tbody>
</table>

**Directions:**

1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your Reader’s Notebook.
Common Core State Standards Correlation

The Invisible Boy Lesson Plans, Resources, and Activities

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.

**Asking Questions Lesson Plan and Resources**

Reading: Literature

**RL.3.1** – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.

**RL.3.3** – Describe characters in a story (eg, their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

**RL.3.4** – Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

**RL.3.10** – By the end of the year, read and comprehend literature, including stories and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

Reading: Foundational Skills

**RF.3.3** – Know and apply grade-level phonics and word analysis skills in decoding words.

**RF.3.4** – Read with sufficient accuracy and fluency to support comprehension.

Writing

**W.3.8** – Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Speaking & Listening

**SL.3.1c** – Ask and answer questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

**SL.3.1d** – Explain their own ideas and understanding in the light of the discussion.

**SL.3.2** – 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.

**SL.3.3** – Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Language

**L.3.6** – Acquire and use accurately grade appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (eg, *After dinner that night we went looking for them*).
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 write 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
• Think about a time when you have been teased or you have witnessed another person being teased. How does teasing affect the person being picked on?
• Have you ever been in a situation where you felt scared or shy? How did you change to become brave?

Important Words to Know and Understand

Introduces – To make (someone) known to someone else by name
Scurry – To move quickly and with short steps

Why Readers Synthesize While Reading
Readers synthesize in order to deeply understand what they read. As readers learn new information about characters, topics, and events, their understanding of the text gets deeper. This happens because new information gets added to what they already know.

When you read fiction (stories that are not real), the author usually tells you a little bit about the characters, the setting, and the problem at the beginning of the book. As you read further, the author gives you more information. If you pay attention to what the author writes, you’ll notice that your thoughts about a character or a problem will change over time.

On the other hand, when you read nonfiction (books about real people, places, things, or events), the author gives you specific information about a topic. You can add the new information to what you already know about a topic to become more of an expert on a specific topic.
**Synthesizing**

**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.

**Pages 1 & 2** – Look at the illustration of Brian’s classroom on these two pages. What is your opinion of Mrs. Carlotti’s class? How does being in Mrs. Carlotti’s class cause a problem for Brian?

**Page 6** – The illustration shows Brian raising his hands and smiling for the first time in the story. Is this how you expect Brian to act? Why do you think he is behaving this way?

**Pages 7 & 8** – Here the author tells us that Brian has not been picked for a team and is not allowed to play the game. How do J.T.’s words and actions contribute to Brian’s problem? How does thinking about Brian’s problem help you understand the story better?

**Pages 21 & 22** – Brian tries to pick Justin to work with on a special project, but Emilio gets to him first. Justin has a solution. What solution does Justin suggest? How does Justin’s solution help with Brian’s problem?

**Pages 27 to 28** – Brian enters the lunchroom expecting another long, lonely lunch. What is different about today? Do you think these actions solve Brian’s problem? How so?

**Time to Reflect**

**Think** – How did your thinking change while you read *The Invisible Boy*? What information helped you to gain a better understanding of the characters or the problem in the book?

**Talk** – Tell your reading partner about a place where your thinking changed. Explain why your thinking changed.

**Reflect** – Think about the synthesizing work you did while reading *The Invisible Boy*. How does paying attention to the way your thinking changes across a text help you to be a better reader? Which reading comprehension strategies were most helpful to you as you read today?

**Write** – Glue your Strategy Slip into your Reader’s Notebook. Write about the work you did while reading *The Invisible Boy*. (Remember to include examples from the book!)
Pages 1 & 2:
Look at the illustration of Brian’s classroom on these two pages. What is your opinion of Mrs. Carlotti’s class?

_______________________________________________________
_______________________________________________________
_______________________________________________________

How does being in Mrs. Carlotti’s class cause a problem for Brian?

_______________________________________________________
_______________________________________________________
_______________________________________________________

Page 6:
The illustration shows Brian raising his hands and smiling for the first time in the story. Is this how you expect Brian to act?

_______________________________________________________
_______________________________________________________
_______________________________________________________

Why do you think he is behaving this way?

_______________________________________________________
_______________________________________________________
_______________________________________________________

Pages 7 & 8:
Here the author tells us that Brian has not been picked for a team and is not allowed to play the game. How do J.T.’s words and actions contribute to Brian’s problem?

_______________________________________________________
_______________________________________________________
_______________________________________________________

Name: ____________________________  ©BookPagez.com
Your Turn to Practice Synthesizing
with The Invisible Boy

How does thinking about Brian’s problem help you understand the story better?

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Pages 21 & 22:
Brian tries to pick Justin to work with on a special project, but Emilio gets to him first. Justin has a solution. What solution does Justin suggest?

____________________________________________________________________________________

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____________________________________________________________________________________

How does Justin’s solution help with Brian’s problem?

____________________________________________________________________________________

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Pages 27 & 28:
Brian enters the lunchroom expecting another long, lonely lunch. What is different about today?

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Do you think these actions solve Brian’s problem? How so?

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
Answer Key for Synthesizing
with The Invisible Boy

Pages 1 & 2:
Look at the illustration of Brian’s classroom on these two pages. What is your opinion of Mrs. Carlotti’s class?

Answers will vary. Sample answers include: I think Mrs. Carlotti’s class is loud and disruptive.

How does being in Mrs. Carlotti’s class cause a problem for Brian?

Answers will vary. Sample answers include: Being a part of this class causes a problem for Brian because his teacher is so focused on the disruptive students that she does not notice Brian.

Page 6:
The illustration shows Brian raising his hands and smiling for the first time in the story. Is this how you expect Brian to act?

Answers will vary. Sample answers include: I do not expect Brian to act this way, because we have learned so far in the story that Brian is quiet and shy.

Why do you think he is behaving this way?

Answers will vary. Sample answers include: I think that Brian is raising his hand and smiling because he wants to be included in the game.

Pages 7 to 8:
Here the author tells us that Brian has not been picked for a team and is not allowed to play the game. How do J.T.’s words and actions contribute to Brian’s problem?

Answers will vary. Sample answers include: J.T. looked right at Brian and did not let him join the game. This made Brian feel even more like he was “invisible”.

How does thinking about Brian’s problem help you understand the story better?  
**Answers will vary. Sample answers include:** Thinking about Brian’s problem helps me understand the story better by helping me to understand why characters act the way they do.

**Pages 21 & 22:** 
Brian tries to pick Justin to work with on a special project, but Emilio gets to him first. Justin has a solution. What solution does Justin suggest?  
**Justin suggests that he, Emilio, and Brian all work together.**

How does Justin’s solution help with Brian’s problem?  
**Answers will vary. Sample answers include:** Justin’s solution helps Brian because Brian sees that Justin will stick up for him and wants him to be included.

**Pages 27 & 28:** 
Brian enters the lunchroom expecting another long, lonely lunch. What is different about today?  
**The thing that is different about lunch today is that Justin calls Brian over when he walks into the lunchroom. Emilio slides over to make room at the table for Brian too.**

Do you think these actions solve Brian’s problem? How so?  
**Answers will vary. Sample answers include:** I think Brian having Justin and Emilio as friends will help to solve Brian’s problem and he will start to feel more visible.
The Invisible Boy: Synthesizing

How do the illustrations of Brian change throughout the story? How does the change in the illustration impact the story?

☐ I can explain how the author uses illustrations to show the meaning in the story.

CCSS: RL.3.7
The Invisible Boy: Synthesizing

How do the illustrations of Brian change throughout the story? How does the change in the illustration impact the story?
### Synthesizing

**Title:** _______________________________________

<table>
<thead>
<tr>
<th>At first I was thinking...</th>
<th>My new thinking is...</th>
<th>I used to think...</th>
</tr>
</thead>
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<tr>
<td>Because...</td>
<td>Because...</td>
<td>But now I think...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Because...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>My new thinking is...</th>
<th>Now I understand...</th>
<th>After thinking about...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Because...</td>
<td>Because...</td>
<td>I conclude...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Because...</td>
</tr>
</tbody>
</table>
The Invisible Boy Lesson Plans, Resources, and Activities

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.

**Synthesizing Lesson Plan and Resources**

**Reading: Literature**

**RL.3.1** – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.

**RL.3.2** – Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

**RL.3.3** – Describe characters in a story (eg, their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

**RL.3.4** – Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

**RL.3.5** – Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

**RL.3.6** – Distinguish their own point of view from that of the narrator or those of the characters.

**RL.3.7** – Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (eg, create mood, emphasize aspects of a character or setting).

**RL.3.10** – By the end of the year, read and comprehend literature, including stories and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

**Reading: Foundational Skills**

**RF.3.3** – Know and apply grade-level phonics and word analysis skills in decoding words.

**RF.3.4** – Read with sufficient accuracy and fluency to support comprehension.

**Writing**

**W.3.8** – Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

**Speaking & Listening**

**SL.3.1c** – Ask and answer questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

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**Language**

**L.3.6** – Acquire and use accurately grade appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (eg, After dinner that night we went looking for them).
Important Words to Know and Understand in *The Invisible Boy*

**Assignment**
A job or duty that is given to someone; a task someone is required to do

**Complains**
To say or write that you are unhappy, sick, uncomfortable, etc., or that you do not like something

**Glances**
To look at someone or something very quickly

**Imagination**
The ability to imagine things that are not real; the ability to form a picture in your mind of something that you have not seen or experienced

**Intergalactic**
Existing or occurring between galaxies

**Introduces**
To make (someone) known to someone else by name

**Invisible**
Impossible to see; not visible

**Scaling**
To climb to the top of

**Scurry**
To move quickly and with short steps

**Whines**
To complain in an annoying way
The Invisible Boy
By: Trudy Ludwig
Grade Level: 3 / Guided Reading Level: N

Vocabulary Connections

Assignment  Complains  Glances

Imagination  Intergalactic  Introduces

Step by Step Directions:
1. Cut on the Dotted Line
2. Fold on the Solid Line
3. Glue, Tape or Staple the Top of Each Card to Close
# Vocabulary Connections

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

<table>
<thead>
<tr>
<th>Invisible</th>
<th>Scaling</th>
<th>Scurry</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="#">Image</a></td>
<td><a href="#">Image</a></td>
<td><a href="#">Image</a></td>
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</table>

<table>
<thead>
<tr>
<th>Whines</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="#">Image</a></td>
</tr>
</tbody>
</table>

**Step by Step Directions:**
1. Cut on the Dotted Line
2. Fold on the Solid Line
3. Glue, Tape or Staple the Top of Each Card to Close
# Vocabulary Connections

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Complains</th>
<th>Glances</th>
</tr>
</thead>
<tbody>
<tr>
<td>A job or duty that is given to someone; a task someone is required to do</td>
<td>To say or write that you are unhappy, sick, uncomfortable, etc., or that you do not like something</td>
<td>To look at someone or something very quickly</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Imagination</th>
<th>Intergalactic</th>
<th>Introduces</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ability to imagine things that are not real; the ability to form a picture in your mind of something that you have not seen or experienced</td>
<td>Existing or occurring between galaxies</td>
<td>To make (someone) known to someone else by name</td>
</tr>
</tbody>
</table>

**Step by Step Directions:**
1. Cut on the Dotted Line
2. Fold on the Solid Line
3. Glue, Tape or Staple the Top of Each Card to Close
Vocabulary Connections

**Invisible**
Impossible to see; not visible

**Scaling**
To climb to the top of

**Scurry**
To move quickly and with short steps

**Whines**
To complain in an annoying way

Step by Step Directions:
1. Cut on the Dotted Line
2. Fold on the Solid Line
3. Glue, Tape or Staple the Top of Each Card to Close
<table>
<thead>
<tr>
<th>Assignment is a/an</th>
<th>Complains is a/an</th>
<th>Glances is a/an</th>
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</thead>
<tbody>
<tr>
<td>noun verb adverb adjective</td>
<td>noun verb adverb adjective</td>
<td>noun verb adverb adjective</td>
</tr>
</tbody>
</table>

**Definition of Assignment:**

**Definition of Complains:**

**Definition of Glances:**

<table>
<thead>
<tr>
<th>Assignment looks like this:</th>
<th>Complains looks like this:</th>
<th>Glances looks like this:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Assignment reminds me of:</th>
<th>Complains remind me of:</th>
<th>Glances remind me of:</th>
</tr>
</thead>
</table>

I saw this word in

**Step by Step Directions:**
1. Cut on the Dotted Line
2. Fold on the Solid Line
3. Complete the Vocabulary Card
4. Glue the Back of the Bottom Flap into Your Notebook
5. Write the Vocabulary Word on the Front of the Top Flap
**Imagination**

- **Definition of Imagination:**
  - ____________________
  - ____________________
  - ____________________
  - ____________________
  - ____________________
  - ____________________

- **Imagination looks like this:**
  - ____________________
  - ____________________

- **Imagination reminds me of:**
  - ____________________
  - ____________________
  - ____________________

- **I saw this word in:**
  - The Invisible Boy

---

**Intergalactic**

- **Definition of Intergalactic:**
  - ____________________
  - ____________________
  - ____________________
  - ____________________
  - ____________________

- **Intergalactic looks like this:**
  - ____________________

- **Intergalactic reminds me of:**
  - ____________________
  - ____________________

- **I saw this word in:**
  - The Invisible Boy

---

**Introduces**

- **Definition of Introduces:**
  - ____________________
  - ____________________
  - ____________________
  - ____________________
  - ____________________

- **Introduces looks like this:**
  - ____________________

- **Introduces reminds me of:**
  - ____________________

- **I saw this word in:**
  - The Invisible Boy

---

**The Invisible Boy**

By: Trudy Ludwig

*Grade Level: 3 / Guided Reading Level: N*
Vocabulary Connections

Invisible is a/an
noun  verb
adverb  adjective

Definition of
Invisible:

Scaling is a/an
noun  verb
adverb  adjective

Definition of
Scaling:

Scurry is a/an
noun  verb
adverb  adjective

Definition of
Scurry:

Step by Step Directions:
1. Cut on the Dotted Line
2. Fold on the Solid Line
3. Complete the Vocabulary Card
4. Glue the Back of the Bottom Flap into Your Notebook
5. Write the Vocabulary Word on the Front of the Top Flap

Invisible looks like this:

Invisible reminds me of:

I saw this word in

Scaling looks like this:

Scaling reminds me of:

I saw this word in

Scurry looks like this:

Scurry reminds me of:

I saw this word in
Vocabulary Connections

Whines is a/an
noun  verb
adverb  adjective

Definition of *Whines*:

_______________
_______________
_______________
_______________
_______________
_______________

*Whines* look like this:

I saw this word in

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

Step by Step Directions:
1. Cut on the Dotted Line  
2. Fold on the Solid Line  
3. Complete the Vocabulary Card  
4. Glue the Back of the Bottom Flap Into Your Notebook  
5. Write the Vocabulary Word on the Front of the Top Flap
Word Games  
with Words from The Invisible Boy

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

Word Bank
scurry   complains   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
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.
Vocabulary Connections

Step By Step Directions

1. Cut on the dotted line.
2. Fold on the solid line.
3. Complete the Vocabulary Card.
4. Add your Vocabulary Card to your notebook or use it as a bookmark.

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

A new word that I learned in this book is:
________________________________________
It means...
It's like...

Name:
Vocabulary Connections

Directions:
Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect the new word to words you already know.

New Word

Cripple

A person or animal that is impaired in some way.

Dictionary Definition
Look up the word in the dictionary. Copy the dictionary definition.

She saw to it that I tried to walk every day. “So’s that mean-lookin’ leg don’t go stiff on you and cripple up,” she’d say.

Original Sentence
Copy the sentence in the book where the word appears.

Book Title:

Pink and Say

Visualize
Draw a picture to illustrate the meaning of the word.

I saw a person in a wheelchair with a crippled leg.

Connect to Your Life
When or where have you seen it, heard it, felt it, smelled it, or tasted it?

Lame
Dismember
Injure

Synonyms
What words have nearly the same meaning?

Help
Support
Strong

Antonyms
What words have the opposite meaning?

The bird was a cripple because its wing was broken.

Make It Your Own
Use the word in a new sentence that shows what it means.

I saw a person in a wheelchair with a crippled leg.

Connect to Your Life
When or where have you seen it, heard it, felt it, smelled it, or tasted it?
Vocabulary Connections

Directions:
Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect the new word to words you already know.

New Word

Dictionary Definition
Look up the word in the dictionary. Copy the dictionary definition.

Synonyms
What words have nearly the same meaning?

Antonyms
What words have the opposite meaning?

Original Sentence
Copy the sentence in the book where the word appears.
Book Title:

Make It Your Own
Use the word in a new sentence that shows what it means.

Visualize
Draw a picture to illustrate the meaning of the word.

Connect to Your Life
When or where have you seen it, heard it, felt it, smelled it, or tasted it?
# Vocabulary Connections

**Directions:**
1. Write a word from your reading that is new to you in the first column.
2. Read the sentence before *and* after the sentence where the word appears. Write what you think the word means in the second column.
3. Explain why you think your definition makes sense based on the context clues in the text.
4. Write the dictionary definition.
5. Place a check mark in the last column if the dictionary definition matches what you thought the word meant.

<table>
<thead>
<tr>
<th>Word</th>
<th>What I Think the Word Means</th>
<th>Context Clues</th>
<th>Real Definition</th>
<th>✓</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
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.

**Vocabulary Lesson Plan and Resources**

**Language**

**L.3.4a** – Use sentence-level context as a clue to the meaning of a word or phrase.

**L.3.5b** – Identify real-life connections between words and their use (eg, identify people who are **friendly** or **helpful**).

**L.3.6** – Acquire and use accurately grade appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (eg, *After dinner that night we went looking for them*).
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 casual story.

Examples:

<table>
<thead>
<tr>
<th>is</th>
<th>not</th>
<th>have</th>
<th>are</th>
</tr>
</thead>
<tbody>
<tr>
<td>she's</td>
<td>wasn't</td>
<td>we’ve</td>
<td>we’re</td>
</tr>
<tr>
<td>he's</td>
<td>haven’t</td>
<td>you’ve</td>
<td>you’re</td>
</tr>
<tr>
<td>what’s</td>
<td>won’t</td>
<td>I’ve</td>
<td>they’re</td>
</tr>
<tr>
<td>who’s</td>
<td>couldn’t</td>
<td>they’ve</td>
<td></td>
</tr>
<tr>
<td>would’nt</td>
<td></td>
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</tr>
</tbody>
</table>

Materials and Preparation:

- A Copy of The Invisible Boy by Trudy Ludwig
- Markers
- Scissors
- Chart Paper
- Contraction Anchor Chart
- Base Word Cards for Memory Game (1 per pair of students)
- Contraction Cards for Memory Game (1 per pair of students)
- Contraction Practice Page (1 per student)
- Optional – Word Detective (1 per student)
**Word Work**

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

<table>
<thead>
<tr>
<th>Sample Anchor Chart</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Contractions</strong></td>
</tr>
<tr>
<td><strong>Words</strong></td>
</tr>
<tr>
<td>do not</td>
</tr>
<tr>
<td>it is</td>
</tr>
<tr>
<td>we will</td>
</tr>
</tbody>
</table>

**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 to make 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.”

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

<table>
<thead>
<tr>
<th>she is</th>
<th>does not</th>
<th>we have</th>
</tr>
</thead>
<tbody>
<tr>
<td>let us</td>
<td>I am</td>
<td>was not</td>
</tr>
<tr>
<td>he is</td>
<td>have not</td>
<td>what is</td>
</tr>
<tr>
<td>you are</td>
<td>we are</td>
<td>does not</td>
</tr>
<tr>
<td>I will</td>
<td>it is</td>
<td>could not</td>
</tr>
<tr>
<td>would not</td>
<td>they are</td>
<td>who is</td>
</tr>
</tbody>
</table>
Directions: Cut each set of word cards apart.

<table>
<thead>
<tr>
<th>she’s</th>
<th>doesn’t</th>
<th>we’ve</th>
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</thead>
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<td>let’s</td>
<td>I’m</td>
<td>wasn’t</td>
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<tr>
<td>he’s</td>
<td>haven’t</td>
<td>what’s</td>
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<tr>
<td>you’re</td>
<td>we’re</td>
<td>doesn’t</td>
</tr>
<tr>
<td>I’ll</td>
<td>it’s</td>
<td>couldn’t</td>
</tr>
<tr>
<td>wouldn’t</td>
<td>they’re</td>
<td>who’s</td>
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</tbody>
</table>
Directions: Circle the contraction in the sentence. Write the base words that make up the contraction on the lines following the sentence.

1. She’s going to the store to buy some more milk. ______________
2. Sara doesn’t want to go to the park because she is too tired. ______________
3. We’ve been to the amusement park three times before. ______________
4. Let’s all go to the birthday party together! ______________
5. I’m excited to visit my best friend over spring break! ______________
6. Bob wasn’t very happy when his sister knocked over his ice cream. ______________
7. “He’s going to meet us at the park when he is done with work,” said mom. ______________
8. John and Sally haven’t been to school in two days because they have been sick. ______________
9. “What’s that thing stuck to your shoe?” my sister asked. ______________
10. Dad told me, “You’re going to be a great soccer player as long as you try your hardest!” ______________
Directions: Circle the contraction in the sentence. Write the base words that make up the contraction on the lines following the sentence.

1. She’s going to the store to buy some more milk. ____She is____
2. Sara doesn’t want to go to the park because she is too tired. ____does not____
3. We’ve been to the amusement park three times before. ____We have____
4. Let's all go to the birthday party together! ____Let us____
5. I’m excited to visit my best friend over spring break! ____I am____
6. Bob wasn’t very happy when his sister knocked over his ice cream. ____was not____
7. “He’s going to meet us at the park when he is done with work,” said mom. ____He is____
8. John and Sally haven’t been to school in two days because they have been sick. ____have not____
9. “What's that thing stuck to your shoe?” my sister asked. ____What is____
10. Dad told me, “You’re going to be a great soccer player as long as you try your hardest!” ____You are____
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 where you found the words, the page, and the sentence with the word or phrase.

<table>
<thead>
<tr>
<th>Words</th>
<th>Book Title</th>
<th>Page</th>
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<tbody>
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The Invisible Boy Lesson Plans, Resources, and Activities

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.

**Word Work Lesson Plan and Resources**

Reading: Foundational Skills  
**RF.3.3** – Know and apply grade-level phonics and word analysis skills in decoding words.  
**RF.3.4** – Read with sufficient accuracy and fluency to support comprehension.
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.

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.

Nathan and Sophie take up a lot of space. Brian doesn’t.

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.

Then the friends of the...

Analysis and Comments:
The Invisible Boy
CCSS Assessment

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 Brian no longer has a super power that makes him invisible.
   - [D] The author meant that Brian is only invisible to his teacher.
5. How do Brian’s actions and feelings at the beginning of the story, help us to understand why he feels invisible?

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?

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?

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?

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?

A. Nonfiction
B. Fable
C. Poem
D. Fiction
The Invisible Boy

CCSS Assessment Answer Key

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

1. Why does Justin thank Brian at recess? (RL.3.1)

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? (RL.3.2)

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? (RL.3.3)

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.”? (RL.3.4)

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 Brian no longer has a super power that makes him invisible.
D. The author meant that Brian is only invisible to his teacher.
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)

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

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

- Brian (1st person)
- Justin (1st person)
- A narrator (3rd person)
- Nathan (1st person)

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

- When Brian is black and white he is feeling lonely. When he is in color he is feeling happy and included.
- When Brian is black and white he is old. When he is in color he is young.
- When Brian is black and white he is angry and mean. When he is in color he is happy and included.
- 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)

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

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

- Nonfiction
- Fable
- Poem
- Fiction
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!

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!

---

**Beginning**

My name is Brian and I feel like I don’t have any friends. I am lonely.

---

**Middle**

Justin is a new kid! Maybe he’ll be my friend! I’ll write him a note.

---

**End**

Now I have two friends! Justin, Emilio, and I like to eat lunch together!