

Direct Instruction Lesson Plan Template

General Information	
Lesson Title: Finding the Theme in <i>The Invisible Boy</i>	
Subject(s): Reading	
Grade/Level/Setting: 2 nd grade/General Education/Classroom of 20 students	
Prerequisite Skills/Prior Knowledge: <ul style="list-style-type: none"> - Students are able to identify characters, problems, solutions, and events in a text. - Students are able to observe and connect illustrations in the text to the words of the text. - Students are able to determine the difference between main idea and theme. 	
Standards and Objectives	
State/National Academic Standard(s): New York State Common Core English Language Arts Standards CCSS.ELA-LITERACY.RL.2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. CCSS.ELA-LITERACY.RL.2.3: Describe how characters in a story respond to major events and challenges. CCSS.ELA-LITERACY.RL.2.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	
Learning Objective(s): Given a teacher-made end-of-lesson worksheet, students will be able to describe how Brian and Justin responded to major events, use an illustration to describe a change in Brian and the plot, and determine the theme/central message with at least 95% accuracy.	
Materials	Technology
<ul style="list-style-type: none"> - <i>The Invisible Boy</i> by Trudy Ludwig - SMARTBoard and SMARTBoard Pens - Paper and pencils - Chart paper and marker - Teacher-made practice worksheets - Teacher-made end-of-lesson worksheet 	SAMR Level: Substitution <ul style="list-style-type: none"> • The SMARTBoard and SMARTBoard pens used during guided practice will replace the traditional whiteboard and dry erase markers. It will allow the teacher to easily make more space to write down every student's answer in the same space using the scroll feature on the SMARTBoard rather than having to erase the whiteboard to make more space.
Language Demands	
<i>Specific ways that academic language (vocabulary, functions, discourse, syntax) is used by students to participate in learning tasks through reading, writing, listening, and/or speaking to demonstrate their understanding.</i>	
Language Function(s): Students will identify major events in the plot. Students will explain changes in the characters using the illustrations from the book. Students will analyze the story in order to determine the theme/central message of the story.	
Vocabulary: Character, analyze, theme	
Discourse and/or Syntax:	

Nys Lesson Plan Format Templates

Daniela Niemeyer

A red circular graphic with a gradient, appearing as a partial circle or a thick arc, located to the right of the author's name.

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