



Email: bridget@paperdragonreads.com Phone: (407) 212-7759

"The Adventures of Invisible Boy" Lesson Plan Guide

by Doogie Horner

Unit Overview

Duration: 2-3 weeks

Grade Level: 3-5

Subject Integration: ELA, Character Education, Science, Social-Emotional Learning

Essential Question: How do we use our unique abilities and circumstances responsibly, and what does it mean to be truly seen and valued in a community?

Learning Objectives

Students will be able to:

- Analyze character development from passive avoidance to active heroism
- Explore themes of power, responsibility, and social belonging
- Understand cause-and-effect relationships in plot development
- Make connections between literal invisibility and feeling socially invisible
- Examine moral choices and their consequences
- Express understanding through creative and analytical projects

WEEK 1: New Beginnings and Unexpected Powers

Day 1: The New Kid Experience

Objective: Activate prior knowledge about being new and build empathy

Materials: New kid experience chart, empathy discussion materials

Opening (10 minutes)

- Quick-write: "Describe a time when you were new somewhere. How did it feel?"
- Partner share experiences

Main Activity (30 minutes)

1. **New Kid Discussion** (15 minutes)
 - Create class chart: "Challenges of Being New"
 - Discuss feelings associated with starting over
 - Explore the wish to "disappear" when feeling overwhelmed
2. **Book Introduction** (15 minutes)
 - Introduce Stanley and his first-day wish
 - Predict: What might happen if his wish came true?
 - Preview the science fair accident



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Closing (5 minutes)

- Exit ticket: "If you could have any superpower on your first day at a new school, what would it be?"
- Assign reading: Opening chapters introducing Stanley

Assessment: Empathy demonstration, prediction quality

Day 2: The Science Fair Accident

Objective: Analyze the catalyst event and its immediate consequences

Materials: Cause-and-effect chart, accident analysis worksheet

Opening (10 minutes)

- Think-pair-share: "What happened at the science fair?"

Main Activity (30 minutes)

1. Accident Analysis (20 minutes)

- Map the cause-and-effect chain: accident → invisibility
- Discuss: How do accidents sometimes lead to unexpected outcomes?
- Explore Stanley's initial reaction to becoming invisible

2. Consequence Exploration (10 minutes)

- Identify who is affected by the accident (Stanley, the inventor, others)
- Discuss responsibility for accidents vs. intentional actions
- Preview that consequences will extend beyond the immediate event

Closing (5 minutes)

- Quick poll: "Would you want to be invisible? Why or why not?"

Homework: Read chapters about Stanley exploring his invisibility

Assessment: Cause-and-effect understanding, consequence recognition

Day 3: The Power of Invisibility

Objective: Explore the possibilities and problems of invisibility

Materials: Power analysis chart, moral choice scenarios

Opening (5 minutes)

- Quick brainstorm: "What could you do if you were invisible?"

Main Activity (35 minutes)

1. Invisibility Exploration (25 minutes)

- Create two-column chart: "Good uses" vs. "Problematic uses" of invisibility
- Discuss Stanley's initial actions as invisible
- Explore the appeal and the dangers of being unseen

2. Moral Choice Discussion (10 minutes)

- Present scenarios: "If you were invisible, would you...?"



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- Discuss the difference between what you *could* do and what you *should* do
- Introduction to themes of power and responsibility

Closing (5 minutes)

- Exit ticket: "What's one rule you'd make for yourself if you were invisible?"

Assessment: Moral reasoning quality, understanding of ethical dimensions

Day 4: The Inventor's Response

Objective: Analyze the antagonist's motivation and actions

Materials: Character motivation worksheet, anger and revenge discussion materials

Opening (10 minutes)

- Partner discussion: "How do you think the inventor feels about his ruined project?"

Main Activity (30 minutes)

1. Antagonist Analysis (20 minutes)

- Explore the inventor's perspective and emotional response
- Discuss: Is his initial anger understandable? Is his planned revenge justified?
- Analyze the difference between reasonable consequences and revenge

2. Conflict Development (10 minutes)

- Identify the external conflict: inventor's plan to hurt kids
- Connect to Stanley's internal conflict: hide or help?
- Discuss how Stanley's invisibility relates to the emerging threat

Closing (5 minutes)

- Quick-write: "What would be a fair response to having your project ruined?"

Assessment: Antagonist motivation understanding, moral distinction-making

Day 5: From Avoidance to Action

Objective: Track Stanley's character development and moral growth

Materials: Character arc tracking sheet, decision-making analysis chart

Opening (5 minutes)

- Review Stanley's journey so far: wishing to disappear → becoming invisible → facing a choice

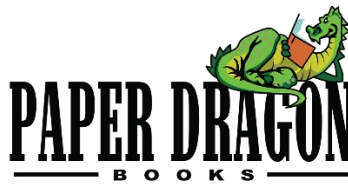
Main Activity (35 minutes)

1. Character Development Tracking (25 minutes)

- Map Stanley's emotional and moral journey
- Identify key moments that challenge his desire to just enjoy invisibility
- Discuss what motivates people to act heroically

2. Hero's Journey Discussion (10 minutes)

- Introduce basic hero's journey concepts



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- Connect Stanley's arc to the reluctant hero archetype
- Explore how ordinary people become heroes

Closing (5 minutes)

- Exit ticket: "What do you think will make Stanley decide to stand up to the inventor?"

Assessment: Character development understanding, hero's journey recognition

WEEK 2: The Battle and Resolution

Day 6: Planning the Battle

Objective: Analyze how Stanley prepares to confront the inventor

Materials: Strategy planning worksheet, invisibility advantages chart

Opening (10 minutes)

- Brainstorm: "How could an invisible person fight against someone who can see?"

Main Activity (30 minutes)

1. **Strategy Analysis** (20 minutes)
 - Identify Stanley's advantages (invisibility, knowledge of inventor's plans)
 - Explore Stanley's disadvantages and vulnerabilities
 - Discuss creative problem-solving in difficult situations
2. **Courage Discussion** (10 minutes)
 - Explore what makes Stanley's decision to act courageous
 - Discuss: Is it harder to be brave when you could easily hide?
 - Connect to real-world situations requiring standing up for others

Closing (5 minutes)

- Share one strategy you'd use if you were Stanley

Assessment: Strategic thinking quality, courage concept understanding

Day 7: The Battle Climax

Objective: Analyze the story's climax and resolution

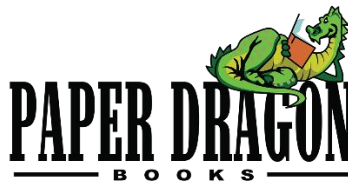
Materials: Climax analysis worksheet, action sequence tracking

Opening (5 minutes)

- Quick discussion: "What makes a battle scene exciting in stories?"

Main Activity (35 minutes)

1. **Climax Analysis** (25 minutes)
 - Read/discuss the confrontation between Stanley and the inventor
 - Track how Stanley uses his invisibility creatively
 - Identify the turning point that leads to resolution
2. **Resolution Discussion** (10 minutes)



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- Analyze how the conflict is resolved
- Discuss whether justice is served
- Explore what Stanley learns through the experience

Closing (5 minutes)

- Exit ticket: "What was the most exciting moment in the battle?"

Assessment: Plot analysis accuracy, resolution understanding

Day 8: Being Seen vs. Being Invisible

Objective: Explore the story's deeper themes about visibility and belonging

Materials: Theme analysis worksheet, metaphor discussion materials

Opening (10 minutes)

- Small group discussion: "How is being literally invisible different from feeling invisible?"

Main Activity (30 minutes)

1. Metaphor Exploration (20 minutes)

- Discuss invisibility as metaphor for feeling unnoticed or unvalued
- Explore how Stanley's literal invisibility relates to his new kid feelings
- Analyze what makes someone feel "seen" in a community

2. Theme Synthesis (10 minutes)

- Identify major themes: power and responsibility, belonging, heroism, new beginnings
- Connect themes to personal experiences
- Discuss the story's message about using abilities for good

Closing (5 minutes)

- Share one way you can help someone feel "seen" and valued

Assessment: Theme understanding, metaphor analysis quality

Day 9: Character Transformation Complete

Objective: Analyze Stanley's complete character arc

Materials: Before/after character comparison chart, growth analysis worksheet

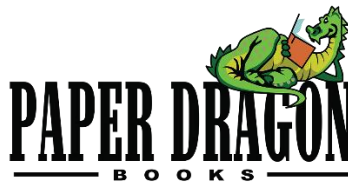
Opening (10 minutes)

- Think-pair-share: "How is Stanley different at the end of the story?"

Main Activity (30 minutes)

1. Transformation Analysis (20 minutes)

- Compare Stanley at beginning (wanting to disappear) vs. end (hero who protects others)
- Identify key moments that contributed to his growth
- Discuss whether Stanley still has invisibility and what that means



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2. Life Lessons Discussion (10 minutes)

- What did Stanley learn about himself?
- What did he learn about community and belonging?
- How might his experience at school be different now?

Closing (5 minutes)

- Exit ticket: "What's the most important thing Stanley learned?"

Assessment: Character transformation understanding, thematic connections

Day 10: Science and Imagination

Objective: Explore the science behind invisibility and creative imagination

Materials: Science research materials, creative invention planning sheets

Opening (5 minutes)

- Quick poll: "Do you think invisibility will ever be scientifically possible?"

Main Activity (35 minutes)

1. Science Exploration (20 minutes)

- Research real invisibility technology and camouflage
- Explore how light and vision work
- Discuss the difference between science fiction and real science

2. Creative Invention Activity (15 minutes)

- Students design their own science fair projects
- Consider what powers or abilities their inventions might accidentally create
- Share invention ideas with partners

Closing (5 minutes)

- Gallery walk of invention designs

Assessment: Scientific understanding, creative thinking quality

WEEK 3: Creative Projects and Personal Applications

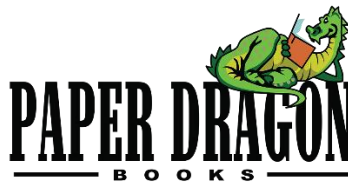
Day 11: Creative Project Introduction

Objective: Apply story themes to creative and analytical projects

Materials: Project guidelines, various supplies

Project Options:

1. **Superhero Origin Story:** Write how you'd become a hero with a unique power
2. **Alternative Adventure:** Create a different adventure for Invisible Boy
3. **Comic Strip:** Illustrate key scenes from the battle
4. **Power and Responsibility Essay:** Analyze the theme in the story and real life
5. **Science Fair Project:** Design an invention and what might go wrong



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Structure:

- **Opening** (10 min): Project explanation and selection
- **Work Time** (30 min): Planning and initial work
- **Closing** (5 min): Project plan sharing

Assessment: Project plan quality, connection to themes

Day 12: Project Development

Objective: Develop projects with peer feedback

Materials: Various supplies, peer feedback forms

Opening (5 minutes)

- Review project expectations and feedback guidelines

Main Activity (35 minutes)

- Independent and collaborative project work
- Peer consultation sessions
- Teacher conferences on project development

Closing (5 minutes)

- Progress sharing and problem-solving

Assessment: Project progress, effective collaboration

Day 13: Presentations Part 1

Objective: Share creative work and celebrate learning

Materials: Presentation space, evaluation materials

Opening (5 minutes)

- Presentation guidelines and supportive audience expectations

Main Activity (35 minutes)

- Student presentations (approximately 4 minutes each)
- Audience provides feedback and asks questions

Closing (5 minutes)

- Reflection on presentations

Assessment: Presentation quality, audience engagement

Day 14: Presentations Part 2 and Unit Synthesis

Objective: Complete presentations and synthesize learning

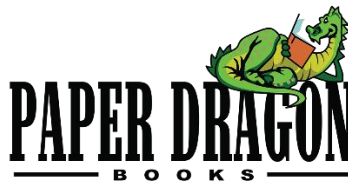
Materials: Synthesis discussion prompts, reflection worksheets

Opening (5 minutes)

- Remaining presentation preparation

Main Activity (30 minutes)

- Final presentations



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- Whole class discussion of themes across projects
- Connection to real-world applications

Closing (10 minutes)

- Unit reflection writing

Assessment: Presentation completion, synthesis quality

Day 15: Unit Reflection and Real-World Heroes

Objective: Connect story themes to real-world heroism and responsibility

Materials: Hero discussion materials, action planning sheets

Opening (10 minutes)

- Think-pair-share: "What makes someone a real-world hero?"

Main Activity (30 minutes)

1. **Real Hero Discussion** (15 minutes)
 - Explore examples of ordinary people doing extraordinary things
 - Discuss how everyone has unique abilities they can use to help others
 - Connect Stanley's story to everyday heroism
2. **Personal Action Planning** (15 minutes)
 - Students identify their own unique abilities or circumstances
 - Brainstorm ways to use these to help others
 - Create personal commitments to standing up for classmates

Closing (5 minutes)

- Unit celebration: acknowledge growth and learning

Assessment: Real-world connections, personal commitment quality

Assessment Rubric

Reading Comprehension (25%)

- **Exceeds:** Demonstrates sophisticated understanding of plot, character development, and themes
- **Meets:** Shows solid comprehension with adequate evidence
- **Approaching:** Basic understanding with support needed
- **Below:** Limited comprehension

Theme Analysis (25%)

- **Exceeds:** Identifies and analyzes multiple themes with insightful real-world connections
- **Meets:** Recognizes major themes with some analysis
- **Approaching:** Identifies basic themes
- **Below:** Minimal theme understanding



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Character Development (25%)

- **Exceeds:** Sophisticated analysis of character growth and moral development
- **Meets:** Clear understanding of character arc with examples
- **Approaching:** Basic character development recognition
- **Below:** Limited character understanding

Creative and Critical Thinking (25%)

- **Exceeds:** Exceptional creativity while maintaining thematic connections and moral reasoning
- **Meets:** Good creative effort with appropriate thematic grounding
- **Approaching:** Basic creative expression
- **Below:** Limited creative or critical engagement

Differentiation Strategies

For Students Who Feel Socially Invisible:

- Provide extra validation and recognition
- Create opportunities for meaningful participation
- Celebrate unique contributions and abilities
- Build supportive peer connections

For Natural Leaders:

- Explore responsibilities that come with influence
- Discuss using leadership to help others feel included
- Challenge to recognize and elevate quieter voices
- Connect to mentoring and helping roles

For Students with Anxiety About New Situations:

- Validate difficulty of transitions and changes
- Practice coping strategies for new experiences
- Celebrate courage in facing uncomfortable situations
- Build confidence through small successes

For English Language Learners:

- Use visual supports for invisibility concepts
- Provide sentence frames for moral discussions
- Allow creative expression in multiple formats
- Connect to universal experiences of feeling different

Materials List

- Class set of "The Adventures of Invisible Boy"



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- Chart paper and markers
- Art supplies for projects
- Science research materials
- Character analysis graphic organizers

Extension Activities

Home Connections:

- Family discussions about using abilities for good
- Sharing family stories of standing up for others
- Exploring how family members felt when they were new somewhere
- Reading other superhero or hero stories together

Community Service:

- Anti-bullying campaigns
- Welcoming committees for new students
- Community helper recognition projects
- Kindness initiatives

Cross-Curricular Connections

Science:

- Physics of light and vision
- Camouflage in nature
- Real invisibility technology research
- Scientific method and invention process

Social Studies:

- Heroes in history
- Community helpers and their roles
- How communities support new members
- Rights and responsibilities in society

Character Education:

- Power and responsibility
- Standing up for others
- Managing anger and disappointment
- Building inclusive communities

Real-World Applications



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Social-Emotional Skills:

- Welcoming and including new people
- Using personal strengths to help others
- Making moral choices about power and influence
- Building sense of belonging and community

Everyday Heroism:

- Standing up against bullying
- Including students who seem left out
- Speaking up when someone needs help
- Using talents and abilities for good causes