

Guided Reading Lesson Plan (Levels M-Z)

Title: Aliens for Dinner Level: M ISBN: 0-679-85858-X Publisher: Random House

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

Today we will start a new book about a boy named Richard who finds a surprise at the end of his Chinese dinner. Read to find out what the surprise is and how it is important to the rest of the story.

Reading Assignment: pages 5-13 (chapters 1 and 2)

Words/Text Layout:

*New or important words (V) encouragingly (pg. 5), ridiculous (pg. 8), Brigade (pg. 8), Dwilb (pg. 10), Intergalactic (pg. 11), bogus (pg. 12), hypnotic (pg. 13),

*Unusual aspect of text layout (V)

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance

Good readers predict what might happen next in the story.

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students' perspectives

*Connect discussion to the teaching point and/or a comprehension strategy (see above)

- What were some of the examples of Chinese food they mentioned in chapter 1?
- Why don't you think Richard likes Bob?
- Who was Aric?
- Why do you think Richard tries to keep Aric a secret from his mom and Bob?
- What causes Aric to show up?
- Describe the Dwilbs?
- What can you predict about Bob?

Writing Connection (optional):

Predict what you think will happen next in the story.

Guided Reading Lesson Plan (Levels M-Z)

Title: Aliens for Dinner Level: M ISBN: 0-679-85858-X Publisher: Random House

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

Today we will find out some bad news about the oil spill. Read to find out what Richard and Aric see off the beach when they arrive.

Reading Assignment: pages 14-20 (chapter 3)

Words/Text Layout:

*New or important words (V) antenna (pg. 14), dwelling (pg. 19),

*Unusual aspect of text layout (V)

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance

Good readers think about (infer) the problem and solution in the story.

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students' perspectives

*Connect discussion to the teaching point and/or a comprehension strategy (see above)

- How did the author describe the water?
- What were the Dwilbs doing in the water?
- What do Richard and Aric have in common?
- What caused Aric to forget how to get rid of the Dwilbs?
- Why did Richard think his mom was turning into an alien?

Writing Connection (optional):

Explain what the problem is in the story and make prediction about how the problem could be solved. (**Make sure they answer both parts of the question.*)

Guided Reading Lesson Plan (Levels M-Z)

Title: Aliens for Dinner Level: M ISBN: 0-679-85858-X Publisher: Random House

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

The Dwilbs are really starting to take control of the Earth. In today's reading you will find out many more ways the people and environment are being affected. Read to find out what happens.

Reading Assignment: pages 21-29 (chapter 4)

Words/Text Layout:

*New or important words (V) tersely (pg. 22), inhaling the fumes (pg. 22), expectantly (pg. 25), wolfing (pg. 26), suspicious (pg. 29)

*Unusual aspect of text layout (V)

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance

Good readers think about (infer) what lesson the author may be trying to teach them.

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students' perspectives

*Connect discussion to the teaching point and/or a comprehension strategy (see above)

- Names some ways the Dwilbs are starting to effect Earth?
- What were "Frozen Sludgies"?
- What are some clues that Henry has changed?
- What will Richard probably do in the future?
- How can you tell that Richard is upset about what the Dwilbs are doing?

Writing Connection (optional):

What lesson do you think the author might be trying to teach you?

Guided Reading Lesson Plan (Levels M-Z)

Title: Aliens for Dinner Level: M ISBN: 0-679-85858-X Publisher: Random House

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

Today Aric is going to remember something very important about the Dwilbs that may help Richard and him remove them from Earth. Read to find out what it is and if you think it will work.

Reading Assignment: pages 30-37 (read to the end of the third paragraph on page 37, end with "That might work.")

Words/Text Layout:

*New or important words (V) conduits (pg. 31), pertinent (pg. 32), incapacitating (pg. 32), insomnia (32), suspense (pg. 34), crucial (pg. 34),

*Unusual aspect of text layout (V) the pauses between the principals announcement on page 31

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance

Good readers make connections to the story. (text to text, text to self, text to world)

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students' perspectives

*Connect discussion to the teaching point and/or a comprehension strategy (see above)

- Why do you think Principal Felshin doesn't want kids "hanging out" in the halls?
- What causes the kids to fall asleep in art?
- Why would Principal Felshin have a good radio show for people with insomnia? (pg. 32)
- What is Boredomitis? What are the four stages of Boredomitis?
- What is the plan that Aric comes up with to get rid of the Dwilbs?
- What does Richard decide to do to Bob?
- What do you predict will happen next?

Writing Connection (optional):

Tell about a connection you made to the story.

Guided Reading Lesson Plan (Levels M-Z)

Title: Aliens for Dinner Level: M ISBN: 0-679-85858-X Publisher: Random House

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

Yesterday we started chapter 6 with Bob coming over for dinner. Richard doesn't like Bob and thinks he is a Dwilb. He decided to test his prediction by trying to give Bob Boredomitis to get rid of him. When that doesn't work he has to try something else, which leads to a discovery about Bob. Read to find out what happens.

Reading Assignment: Start at the fourth paragraph on page 37, "Great idea!" and read to page 45 (finish chapter 6).

Words/Text Layout:

*New or important words (V)

*Unusual aspect of text layout (V) *The slow and boring effect that Richard is trying to make when he is talking slowly to his mom and Bob at dinner.*

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance

Good readers think about how a character changes throughout the story.

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students' perspectives

*Connect discussion to the teaching point and/or a comprehension strategy (see above)

- When trying to bore Bob at dinner wasn't working, what did Richard try?
- Why did Richard start to think that Bob was a human instead of an alien?
- What do Richard and Bob have in common?
- Why did Aric and Richard decide they have to give the Dwilbs Boredomitis Thursday?
- How do you think Richard and Aric will give Boredomitis to the Dwilbs?
- What do you predict will happen next?

Writing Connection (optional):

How does Richard change in this chapter?

Guided Reading Lesson Plan (Levels M-Z)

Title: Aliens for Dinner Level: M ISBN: 0-679-85858-X Publisher: Random House

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

Richard and Aric have a big job to do; they have to figure out how to bore the Dwilbs to get them to return to their planet. In today's reading they will come up with a very detailed plan about how to make it work. Read to find out what it is.

Reading Assignment: pages 46-54 (chapter 7)

Words/Text Layout:

*New or important words (V) Great Gazook (pg. 47), Brigade (pg. 48), Ganoobian (pg. 48),

*Unusual aspect of text layout (V)

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance

Good readers predict what might happen next in the story.

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students' perspectives

*Connect discussion to the teaching point and/or a comprehension strategy (see above)

- How did Aric and Richard decide to bore the Dwilbs?
- What happens to Aric when he gets really excited?
- What were the steps that Aric and Richard used to get Mr. Felshin to speak at the program?
- Why did Richard cross his fingers in his pocket when he was talking with Mr. Felshin?
- Why did Mr. Felshin have to cancel his Tango lessons?
- How could you tell Richard was nervous about talking to the Dwilbs?
- What do Richard and Aric have in common?

Writing Connection (optional):

What do you predict will happen next in the story?

Guided Reading Lesson Plan (Levels M-Z)

Title: Aliens for Dinner Level: M ISBN: 0-679-85858-X Publisher: Random House

Before Reading: (5-7 min.)

- *Summarize plot (M)
- *Unfamiliar book language/character names (S)
- *Discuss pictures (M)
- *Draw upon students' experiences (M)

Richard and Aric created a detailed plan to bore the Dwilbs. Phase three is to get the Dwilbs to the program. This chapter starts out by Richard inviting the Dwilbs to the program and ends with them at the program. Will all of their plans work? Read to find out!

Reading Assignment: pages 55-66 (chapter 8)

Words/Text Layout:

- *New or important words (V)
- *Unusual aspect of text layout (V)

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:
connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance

Good readers think about (infer) what lesson the author may be trying to teach them.

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

- *Discuss the story
 - clarify confusion, revisiting parts of the text that posed problems for readers
 - acknowledge partially correct responses, seeking to understand students' perspectives
- *Connect discussion to the teaching point and/or a comprehension strategy (see above)
- What clues does the author use to show you Richard was nervous?
- Why do you think Richard was shaking when he was going to talk to the Dwilbs?
- What things was Richard worried could go wrong at the program?
- What were three ways you could reuse plastic bags?
- What clues did you have that the Dwilbs were going to try to ruin the program?
- Why did Aric need to use the Ganoobian Mind Control Inducer?
- What do you predict will happen next?

Writing Connection (optional):

What lesson do you think (infer) the author is trying to teach you?

Guided Reading Lesson Plan (Levels M-Z)

Title: Aliens for Dinner Level: M ISBN: 0-679-85858-X Publisher: Random House

Before Reading: (5-7 min.)

*Summarize plot (M)

*Unfamiliar book language/character names (S)

*Discuss pictures (M)

*Draw upon students' experiences (M)

Today we are going to finish the story. We are going to find out how they get rid of the Dwilbs for good and we are going to say farewell to Aric. Read to find out what happens.

Reading Assignment: pages 67-79 (chapters 9-10)

Words/Text Layout:

*New or important words (V) midget (pg. 69), whup (pg. 75), terrorism (pg. 78),

*Unusual aspect of text layout (V)

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance

Good readers think about (infer) the problem and solution in the story.

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students' perspectives

*Connect discussion to the teaching point and/or a comprehension strategy (see above)

- What did Aric and Richard do to get the Dwilbs out of the program?
- How did Richard and Aric get the Dwilbs to the beach?
- What needed to happen once the Dwilbs woke up in the back of the van?
- What did the Brigade look like?
- What caused Richard to volunteer at school? (pg. 75)
- On page 77, what can you infer when the author says, "Little hearts were flying out of her eyes!"?
- Who is Ingbar?
- How do you think Richard will use the "Mind Control Inducer" in the future?
- Why did Aric need to go back?
- Did you like the way the story ended? Why or Why not?

Writing Connection (optional):

What was the problem in the story and how did it get solved?