**Guided Reading Lesson Plan (Levels M-Z)**

**Title:** Aliens for Breakfast  
**Level:** M  
**ISBN:**  
**Publisher:**

<table>
<thead>
<tr>
<th>Before Reading: (5-7 min.) Day 1: Chapter 1</th>
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<tbody>
<tr>
<td>*Summarize plot (M)</td>
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<tr>
<td>*Discuss pictures (M)</td>
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<tr>
<td>*Unfamiliar book language/character names (S)</td>
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<tr>
<td>*Draw upon students’ experiences (M)</td>
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Richard Bickerstaff is an ordinary kid. A new student has just recently moved into his class who EVERYONE really likes and wants to dress like including Richard. One morning, Richard will have an unexpected guest join him for breakfast and give him surprising news about the new students, Dorf. Read to find out what happens.

**Words/Text Layout:**
*New or important words (V) imitating (5) scowled (6) sci-fi (7) natives (11)
*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 ask questions about the characters and events while they read.

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- Why doesn’t Richard like his brand new sneakers anymore?
- Who are the Dranes?
- Why is Aric in Richard’s cereal box?
- Who is Dorf? What is he?

**Writing Connection (optional):**

What questions did you ask while reading today? What were you wondering?
Before Reading: (5-7 min.) Day 2: Chapter 2
*Summarize plot (M)  *Discuss pictures (M)
*Unfamiliar book language/character names (S)  *Draw upon students’ experiences (M)

Richard goes to school with Aric in his pocket. He must try very hard to stay focused during his classes and not think about Dorf. At lunch some of Richard’s friends are acting a little strange. Read to find out what happens.

Words/Text Layout:
*New or important words (V) VCR (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 ask questions about the characters and events while they read.
Good readers make inferences about the characters and events while they read.

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 effect is Dorf having on his classmates? Teachers?
- What part of Dorf’s body should Richard avoid looking at? Why?
- What do you think has happened to Henry? Why was he acting strange at lunch?
- If you were Richard, what would you do to stay focused during class?

Writing Connection (optional):
What questions did you have while reading today? What were you wondering? Did you make any inferences?
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Before Reading: (5-7 min.) Day 3: Chapter 3
*Summarize plot (M) *Discuss pictures (M)
*Unfamiliar book language/character names (S) *Draw upon students’ experiences (M)

Throughout the day Richard will continue to notice strange behaviors from his classmates and teachers. Will Richard be able to continue to resist Dorf? Read to find out what happens.

Words/Text Layout:
*New or important words (V) primitive (23) three-dimensional (24) molecules (27)
*Unusual aspect of text layout (V) Italics pg. 22- Enterprise- a space ship from the popular sci-fi series Star Trek

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

Good readers ask questions about the characters and events while reading.

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 behave all day? (In class? At gym?)
- How are Richard’s classmates and teacher acting during art? Why do you think they are acting that way?
- What happened to Richard during art? Why
- What will happen to Richard if they don’t destroy the Drane soon?

Writing Connection (optional):

What questions did you have while reading today? What were you wondering?
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#### Before Reading: (5-7 min.) Day 4: Chapter 4

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

Aric still can’t seem to remember the “secret weapon” needed to destroy Dorf, the Drane. After much searching will he remember and be able to find it? Read to find out.

#### Words/Text Layout:

- *New or important words (V)* allowance (30) menace (30) hoodlums (30) nourishment (31)
- *Unusual aspect of text layout (V)*

#### Suggested Teaching Point (Behaviors to Notice and Support)

- *Connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance*

Good readers ask questions while they read.

#### 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 much money does the Interspace Brigade allot for each planet?  
- Why did Aric and Richard take all of the food out of the refrigerator and cupboards?  
- Why are Richard and Aric headed to the mall?

#### Writing Connection (optional):

What questions did you ask while reading today? What were you wondering?
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Before Reading: (5-7 min.) Day 5: Chapter 5
*Summarize plot (M)  *Discuss pictures (M)
*Unfamiliar book language/character names (S)  *Draw upon students’ experiences (M)

Aric and Richard head to the mall in hopes to find the secret weapon needed to destroy the Danes. While at the mall, Aric and Richard will see Dorf and Henry walking together. Read to find out what happens.

Words/Text Layout:
*New or important words (V) webbed (37)  snarling (37)  cowards (38)
*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 the characters and plot and make predictions of what will happen next.

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 were Earth’s interpretations of Gygraxians different than the actual Gygraxians?
- Who did Aric and Richard see walking together at the mall?
- Why did Aric turn Richard and himself invisible?
- How long does the invisibility last?
- What do you think will happen next in the story?

Writing Connection (optional):
If you could be invisible for 10 minutes, what would you do?
Before Reading: (5-7 min.) Day 6:  Chapter 6
*Summarize plot (M)  *Discuss pictures (M)
*Unfamiliar book language/character names (S)  *Draw upon students’ experiences (M)

Aric and Richard secretly follow Dorf and Henry into a pizza shop. Aric finally remembers what food the secret weapon is! Read to find out what happens.

Words/Text Layout:
*New or important words (V) devoured (45) materialized (47)
*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 ask questions about the characters and events while they read.

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 do Dranes do before they divide to build power?
- What happened to Dorf as he ate the pizzas?
- What is the secret weapon? How does it destroy Dranes?
- Why were the pepper flakes not having an effect on Dorf?

Writing Connection (optional):
What questions did you ask while reading? What were you wondering?
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Before Reading: (5-7 min.) Day 7: Chapter 7
*Summarize plot (M) *Discuss pictures (M)
*Unfamiliar book language/character names (S) *Draw upon students’ experiences (M)

Richard wakes up in the morning not feeling very well. He has a mission to complete though. Will Richard succeed in destroying Dorf the Drane and saving earth? Read to find out what happens.

Words/Text Layout:
*New or important words (V) resent (48) biosphere (50) bulging (54) tentacles (54)
*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 ask questions about the characters and events while reading.

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 is Richard feeling so weak?
- How did Richard pay for the pepper flakes?
- What happened when Richard gave Dorf the pepper flakes?
- Why do you think Richard doesn’t tell his mom what is going on?

Writing Connection (optional):
What questions did you ask while reading today? What were you wondering?
### Guided Reading Lesson Plan (Levels M-Z)

| Title: Aliens for Breakfast | Level: M | ISBN: | Publisher: |

#### Before Reading: (5-7 min.) Day 8: Chapter 8
- Summarize plot (M)
- Discuss pictures (M)
- Unfamiliar book language/character names (S)
- Draw upon students’ experiences (M)

- Richard must say goodbye to Aric so he can return to the Interspace Brigade. Henry and Richard will both have the same dream that night and Richard wakes to find a present left for him. Read to find out what happens.

#### Words/Text Layout:
- New or important words (V) overalls (58) compliment (59)
- 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 the characters and plot of 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 compliment did Aric pay Richard?
- What dream did both Henry and Richard have while they were sleeping?
- What gift did Aric leave for Richard? Why?

#### Writing Connection (optional):
What was your favorite part of the story? Why?