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

**Title:** Aliens for Breakfast  
**Level:** M  
**ISBN:** 0-394-82093-2  
**Publisher:** Random House

### Before Reading: (5-7 min.)

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

This humorous story is about a boy named Richard Bickerstaff who sits down to breakfast one day to find an alien in his cereal bowl! The alien, named Aric, has come to Earth on a very important mission to stop an alien takeover, and he needs Richard’s help. Richard and Aric work together to save the world in only five days.

### Words/Text Layout:

- New or important words (V) *imitating p. 5, precise p. 11, bluff p. 15*
- Unusual aspect of text layout (V)

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

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

### 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)

#### Day 1-Chapter 1 and 2

- Why is Richard frustrated about getting dressed in the morning?
- What does Richard think the problem is with his cereal?
- What does Aric tell Richard about Dorf, the new boy in his class?
- How did Aric get to Earth?
- What did Dorf do to impress the class during math?
- What did Aric tell Richard not to look at on Dorf? What would happen if he did?

### Writing Connection (optional):

How do you think Aric and Richard will stop Dorf?
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*Unfamiliar book language/character names (S)  *Draw upon students’ experiences (M)

Yesterday we began reading about Richard meeting Aric, the alien who came to save Earth from the Dranes. Who did we find out was the Drake who came to Earth to take over?

Words/Text Layout:
*New or important words (V) primitive p. 23, drifting p. 27
*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

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)

Day 1-Chapter 3 and 4
-What did Aric forget about?
-What happens when people look at Dorf’s teeth?
-What is happening to all the kids in art class?
-What is Dorf doing to Richard? Why?
-What did Aric remember about the weapon to defeat Dorf?
-Where are Aric and Richard going to help him remember the weapon?

Writing Connection (optional):

What do you think the weapon is to defeat Dorf? Why is that the weapon and what do you think they will do with it?
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|----------------------------|  |
| *Summarize plot (M)        | *Discuss pictures (M) |
| *Unfamiliar book language/character names (S) | *Draw upon students’ experiences (M) |

Dorf seems to be getting everyone around him in his trance except Richard. What did we learn he is doing to Richard to tempt him? What do you think will happen today?

Words/Text Layout:
*New or important words (V) **promotion p. 35, devoured p. 45**
*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

| 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) |  |

Day 1-Chapter 5 and 6
-Why was Aric so outraged about the store selling the figurines from the other planet?  
-Who did Richard see at the mall?  
-What was Dorf’s plan to help them follow Dorf and Henry?  
-How do the Dranes divide?  
-What does Dorf do to his pizza?  
-What does Aric remember about the pepper flakes? Why is it not working?

Writing Connection (optional):

What solution have Richard and Aric come up with to the problem of Dorf? How do you think they will implement their plan?
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When Richard and Aric went to the mall they became invisible and Aric remembered the weapon to defeat Dorf. What is the secret weapon? What do you think Richard will do to defeat Dorf?

## Words/Text Layout:
- New or important words (V) *resent p. 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*

## 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
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  - acknowledge partially correct responses, seeking to understand students’ perspectives
- Connect discussion to the teaching point and/or a comprehension strategy (see above)

**Day 1-Chapter 7 and 8**
- How is Richard changing?
- What is happening to Henry throughout the story?
- What happens to Dorf when he eats the pepper?
- What changed about the kids in the class once Dorf was gone?
- What was Aric standing on when he began to disappear?
- What was the dream Richard and Henry had?
- What does Richard find at the end of the story?

## Writing Connection (optional):
Write about how Richard and Henry changed throughout the story due to Dorf’s actions.