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

Aric, the alien, is back to visit Richard Bickerstaff. This time he shows up in his dinner and he needs Richard’s help. He has to keep pollution-loving aliens from turning Earth into a Toxic Waste Theme Park. Will Richard be able to help Aric in time?

Words/Text Layout:
*New or important words (V) ruthless p. 10, sector p. 11, hypnotic p. 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

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
-How did Aric show up this time?
-What is the group’s plan to destroy Earth?
-Why was Earth chosen by the group to create a pollution theme park?
-What two things had just happened in Richard’s town to make it an attraction for pollution?
-What do you thing about Bob, Richard’s mother’s boyfriend?

Writing Connection (optional):
Make a prediction about what might happen next in the story.
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Aric has returned for Richard’s help. He told him how a group from the planet Dwilb plans to create a pollution theme park on Earth. How do you think Richard will help Aric stop them?

Words/Text Layout:
*New or important words (V) sludgy p. 17, tersely p. 22, expectantly p. 25, nauseous p. 27
*Unusual aspect of text layout (V)

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Day 2: Chapter 3 and 4
-How do Aric and Richard speak to each other?
-What did Richard’s mother read in the newspaper?
-What did Aric and Richard see when they arrived at the beach?
-What is something the aliens from the planet Dwilb do to prove they are aliens?
-What did Aric forget?
-What did Richard notice on his way to school?
-What happened to Richard when he saw the Dwilbs sucking the exhaust fumes?
-What is different about Henry and Richard?
-What happened on the playground with all the kids? How were they changing?

Writing Connection (optional):

Write about what is happening to the people in the town and the kids at Richard’s school? How are they changing?
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A lot has been changing in Richard’s town. What are the Dwilbs doing to change his town and the people?

Words/Text Layout:
* New or important words (V) conduits p. 31, pertinent p. 32, incapacitating p. 32
* Unusual aspect of text layout (V)

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

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

Day 3: Chapter 5 and 6
- What disease kills the Dwilbs? How did Aric remember this?
- What does Richard do to try and bore Bob?
- What does Richard figure out about Bob?
- How are Richard and Bob alike?

Writing Connection (optional):
Predict what Richard will do at the recycling opening to bore the Dwilbs.
Aric remembered something about the Dwilbs that will destroy them. What gets rid of them? What do you think their plan is?

Words/Text Layout:
*New or important words (V) mere p. 47, superior p. 48, device p. 65, indignant p. 66
*Unusual aspect of text layout (V)

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After Reading: (8-10 min.)
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*Connect discussion to the teaching point and/or a comprehension strategy (see above)

Day 4: Chapter 7 and 8
-What is their plan to bore the Dwilbs?
-How did Richard and Aric change the plans of who was speaking at the opening event?
-Why was Richard so nervous to invite the Dwilbs to the opening?
-What were the Dwilbs getting ready to do when they arrived at the meeting?
-What happened to the Dwilbs when Principal Felshin began talking?
-What is Aric’s next plan?

Writing Connection (optional):
Do you think their plan will work to get rid of the Dwilbs? Why or why not?
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Aric and Richard have finally figured out how to get rid of the Dwilbs. Will their plan work?

### Words/Text Layout:
- New or important words (V) *hastily p. 76,*  
- 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*

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### After Reading: (8-10 min.)
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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 5: Chapter 9 and 10
- How Aric get the van to move?  
- What happened once they arrived at the beach?  
- How did things change once the Dwilbs were gone?  
- Why did Richard change the subject when Bob was talking?  
- What was Aric’s token of appreciation for Richard?

### Writing Connection (optional):

Explain how Richard changed throughout the story.