Guided Reading Lesson Plan (Levels M-Z)

Title: Aliens for Lunch Chp 1 and 2
__________________________Level: ___M____ISBN:________________Publisher:_______________

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

There are several names that are difficult in this book: Richard Bickerstaff, Celia Drummond, Leroy, Torola, Aric, Ganoob, daktils, Threll, Grax, Graxians

Pictures on pages: 4, 5, 9, 11, 15
In these two chapters it talks about two boys. They come in contact with an alien named Aric read to find out what happens.

Words/Text Layout:
*New or important words (V) grunted, allowance, avocado, zucchini, radical, pepperoni, hologram, brigade, hijacked, eons, deliberately, vital
*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

What questions do you have by looking at these pictures on the pages 4, 5, 9, 11, and 15.

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)

Who has come out of the microwave? Why is Aric here on Earth? What are the boys going to help Aric with? What are they using for weapons?

Writing Connection (optional):
What would you do if an alien popped out of the microwave?
Guided Reading Lesson Plan (Levels M-Z)

Title: __Chp 3 and 4__

___________________________Level: __M_____ISBN: __________________Publisher: ____________

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

New words: Threll, Ganoobian, Wali Dood, King Boobrik

Pictures: 19, 23, 28
The boys are taken to a new place and something bad happens. Read to see if the boys are able to escape the aliens.

Words/Text Layout:
*New or important words (V) bristling, menacingly, pathetic, herded, manuals, puny, situation, Massachusetts, unidentified, Pennsylvania, torture
*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

Summarize what you know about the aliens and what they have stolen.

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 does the Ganoobian T-shirt do? What happens if the XTC-1000 does not get delivered to Threll? Where were they taking the boys at the end of chp 4?

Writing Connection (optional):
Describe King Boobrik.
Guided Reading Lesson Plan (Levels M-Z)

Title: Chp 5 and 6
Level: M
ISBN: 
Publisher: 

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

New Names: Wamu, Turinga

Pictures: 30, 31, 33, 34, 39, 43

In these chapters you will learn about how the boys are able to get away from the aliens. Read to learn how they make their escape.

Words/Text Layout:
*New or important words (V) hearty, prisoners, creature, bemush, flushing, inspected, desperate, lurched, unconscious, absolutely, genius, separate, galaxy
*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**

Can you make any connections with aliens or the boys in this 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 do the desserts taste like? Why did the guard fall over? Why did the boys not want dessert? What do they wave in front of the guards? How did they thaw Aric?

Writing Connection (optional):
Write about what you would do if all desserts tasted badly.
Guided Reading Lesson Plan (Levels M-Z)

Title: ___Chp7, 8, and 9
_________________________________________ Level: ___M____ISBN: __________________Publisher: ____________

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

Pictures: 45, 48, 51, 54, 55, 57, 62
In the last chapters you will learn about how they make the great escape and if they are able to make desserts taste good for everyone.

Words/Text Layout:
- New or important words (V) gruffly, shivered, expensive, snarling, understatement, measly, vanishing
- 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

Can you summarize what has happened so far in the book. Make a prediction on how the book will end.

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 boys turn invisible? What happened in the last chapter of this book? Did you predict the ending to this book? What are some questions you have after reading this book?

Writing Connection (optional): Write a short summary about what you liked about this book. Did you think it was funny? Entertaining? Etc.