



About the Book

Text Type: Fiction/Fantasy Page Count: 16 Word Count: 404

Book Summary

The main character of this book is not only moving to a new school, she's moving to a new planet! In *New Planet, New School*, the young protagonist is happy with her new home until she has to start school. She worries that she won't fit in. The story is a good starting point for a discussion on accepting others and appreciating differences, and also provides the opportunity to teach about an author's purpose and proper nouns. Brilliant illustrations accompany the science fiction story.

About the Lesson

Targeted Reading Strategy

- Make, revise, and confirm predictions

Objectives

- Make, revise, and confirm predictions
- Determine author's purpose for writing
- Identify vowel digraphs ea and ee
- Recognize names of places as proper nouns
- Place words in alphabetical order

Materials

Green text indicates resources are available on the website.

- Book—*New Planet, New School* (copy for each student)
- Chalkboard or dry-erase board
- Poster paper
- Author's purpose, vowel digraphs ea and ee, proper nouns: names of places worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

Vocabulary

*Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- Content words:
Story critical: **freak** (n.), **galaxy** (n.), **planet** (n.), **species** (n.), **tease** (v.), **tentacles** (n.)

Before Reading

Build Background

- Ask students to raise their hand if they have ever had to move to a new school. Invite volunteers to describe to the class their first day at a new school and to share how they felt on that day.
- Discuss with students other stories they have read about a student's first day at a new school. Compare and contrast those stories to the anecdotes shared by students. Have students discuss in groups how a child can prepare for a new school so that they have a positive first day.

Preview the Book

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy: **Make, revise, and confirm predictions**

- Explain to students that engaged readers make predictions, or educated guesses, about what will happen next in a story. Emphasize that knowing how to make predictions is more important than whether the prediction is right, or confirmed.
- Explain to students that they make predictions on the basis of the information they see in the story and prior knowledge they have about the subject.
- Model how to make predictions.
Think-aloud: On the cover of the book, I see a mom and her daughter stepping out of a car in front of a new school, I know it's a school from reading the title. The school is on a new planet, and I see from the picture that it is full of alien creatures! I know from my prior knowledge that attending a new school can be both exciting and frightening. I predict the girl will be frightened about going to a new school, and I also predict she will feel better once school actually starts. I make these predictions using information from the cover and my prior knowledge. I will continue to think about my predictions as I read and revise or confirm them if I can.
- Write on the board predictions from the think-aloud, using key words and pictures.
- Have students examine the cover and title page and then make at least one prediction for the story. Have students share their prediction with a partner, and invite volunteers to share predictions with the rest of the class. Record predictions on the board using key words and pictures.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Author's purpose**

- Write the following words on the board: *entertain*, *inform*, and *persuade*. Explain to students that to entertain means to amuse the reader, to inform means to provide the reader with information on a topic, and to persuade means to convince the reader to think or act a certain way. Point out that an author always has at least one purpose for writing and may write for any combination of the three purposes.
- Ask students to share with a partner times when they have said or written something informative, entertaining, or persuasive. Invite volunteers to share examples with the rest of the class.
- Model determining author's purpose using a familiar fable, such as *The Lion and the Mouse*.
Think-aloud: In the fable The Lion and the Mouse, a lion spares a mouse's life, and the mouse assures him that he will repay the kindness. The lion laughs, asking what such a small creature could do for him. Later, the lion is snared in a hunter's net. The mouse he spared happens to hear him roaring and comes to his aid, gnawing through the ropes to set the lion free. The mouse saved the lion's life. When I read this fable, I was happy when the lion spared the mouse and curious to see how the mouse could help the lion. I was engaged with the story and wanted to know what would happen next. The story entertained me. Also, the end of the fable has a lesson. This fable teaches readers that no creature is too small to help another. The author wants the reader of the fable to think and feel a certain way about the topic, and is teaching a lesson through the story. The author is persuading the reader. When a story teaches a lesson about life, the story is persuasive as well as entertaining. In other words, the author has two purposes for this fable, to entertain and to persuade.
- Have students work with a partner to discriminate details from the fable that are entertaining and details that are persuasive.

- Have students brainstorm in groups to generate a list of other stories that taught them a lesson and entertained them. Invite volunteers to share an example with the rest of the class. Ask students to share with a partner how they know the author's purpose for the story was to entertain and to persuade.
- Ask groups to think of stories that were entertaining and informative. Remind students that to inform means to provide information on a topic. Invite volunteers to share an example with the rest of the class. Point out that fiction stories usually have the purpose of entertaining, as people have told stories to entertain an audience since ancient times.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 8, you might say: *What character is being teased in this picture? The boy is being teased. Remember, to tease means to make fun of someone else, usually in a playful way.*
- Remind students of the strategies they can use to sound out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out the word. They can look for words within words, and prefixes and suffixes. They can use the context to work out the meanings of unfamiliar words. For example, say: *If I did not know the meaning of the word tentacles, I could turn to the page it's found on and read the words and sentences around it. I could also use the picture for visual cues. When I read the sentence on page 10, I learn that Hululialana is wrapped up in something. I look at the picture and see that she has tentacles wrapped around her face. The word tentacles begins with the /t/ sound, just like the word in the sentence. The word must be tentacles.*
- Introduce the story-critical vocabulary words listed in the vocabulary section of this lesson.
- Draw a circle on the board and write the word *tentacles* inside it. Demonstrate how to create a word web. In the outer circles of the word web, record pictures or key words that define the word or provide examples of it. For example, you might write the following key words: *long, flexible, alien, and animals.*
- Break the students into five groups, and pass out poster paper to the groups. Assign one of the five remaining vocabulary words to each group. Have them create a word web for their word, using the one on the board as a guide. Ask students to discuss in groups what key words would describe their vocabulary word and to fill in the outer circles of the word web.
- Have students share their poster with the rest of the class. Discuss with students how they would define each word after reviewing the word web, and write its definition on the board.
- Direct students to the glossary on page 16. Invite a volunteer to read the definition for the first word aloud, and have students work with a partner to compare the glossary definition with that on the board. Repeat with the remaining vocabulary words.



Set the Purpose

- Have students read to find out more about the girl's first day at school. Encourage students to continue making predictions as they read and to consider the author's purpose for writing.

During Reading

Student Reading

- **Guide the reading:** Have students read from page 3 to the end of page 7. Encourage those who finish early to go back and reread.

- Model making, revising, and confirming predictions.
Think-aloud: Earlier, I predicted the girl would be frightened on her first day of school and that she would feel better once school started. I can confirm my first prediction. The main character is nervous and a little scared about her new school because she doesn't think she will fit in. My other prediction, however, was not confirmed. She did not feel better once school started. I am going to revise that prediction. I predict the girl will feel better when she meets someone who will be her friend since she is nervous about being alone and friends make us feel braver. I used both my prior knowledge about friends and information from the text to revise my prediction. I also have a new prediction on the basis of new information I read in the story. I predict the girl will become friends with the boy Swiss Pumpernickel because the story mentions him by name and he is a human like her. I am eager to read further and see whether my prediction is confirmed or not.
 - Write the letter C beside your confirmed prediction on the board. Make changes to the second prediction to reflect the revision. Record the new prediction on the board using key words and pictures.
 - Have students discuss with a partner any predictions they revised or confirmed. Have students examine the predictions recorded on the board and find confirmed predictions. Invite volunteers to come to the board and write the letter C beside each confirmed prediction. Have students direct you to any predictions from the board they want to revise, and make the appropriate changes to the prediction.
 - Ask students to discuss with a partner new predictions they made while they read. Invite volunteers to share a prediction with the rest of the class, and record it on the board using key words and pictures.
 - Create a three-column chart on the board, and label the columns with the terms *to entertain*, *to inform*, and *to persuade*. Review with students the terms that describe an author's purpose.
 - Have students share with a partner details from the first pages of the story. Call on random students to share a detail with the rest of the class, and record details on the board using key words and pictures.
 - Have students discuss with their partner the term that best describes each detail. Read aloud one detail from the board, and have students point to appropriate column. Write the detail in the chosen column. Continue until all details have been sorted. Point out that descriptions of character and setting help create the story and are therefore elements that add to the entertainment aspect of the story.
 - Have students analyze the chart. Point out that columns with the most details offer good evidence that the author had that purpose for writing. Ask students to discuss with a partner their initial thoughts on the author's purpose for writing the story.
 - **Check for understanding:** Have students read pages 8 through 11. Invite students to share with the class new predictions they made and record these on the board. Allow students the opportunity to revise predictions, and mark the changes on the board. Ask students to point to confirmed predictions, and invite volunteers to come to the board and write the letter C beside each one.
 - Review the three-column chart on the board. Ask students to share new details from the story with a partner. Call on random students to share a detail with the rest of the class, and have students point to the column that best classifies that detail. Invite volunteers to come to the board and record the detail in the appropriate column of the chart, using key words and pictures.
 - Have students discuss in groups their thoughts on the author's purpose for writing. Ask students to whisper aloud their choice of author's purpose.
-  Have students read the remainder of the book. Remind them to continue revising and making predictions, and to keep track of any confirmed predictions. Encourage students to continue noting details that explain the author's purpose for writing.
-  Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Ask students to discuss with a partner all the predictions they made as they read the conclusion of the story and to share any predictions they revised. Encourage students to describe to their partner their confirmed predictions.
- **Think-aloud:** *As I read the first part of the story, I revised my prediction that the girl would feel better when school started. My revised prediction was the girl would feel better when she met a friend. Having finished the story, I can confirm that prediction. I also made a new prediction, that the girl would become friends with Swiss Pumpernickel. I was incorrect in that prediction. Actually, the main character became friends with an alien, Hululialana. She learned that she didn't have to be the same as someone to be a friend. Even though my prediction was not confirmed, making the prediction and keeping track of it as I read kept me involved with the story.*
- Ask students to review the predictions on the board. Have them point to confirmed predictions, and invite volunteers to come to the board and write the letter C beside each one. Discuss with students predictions that were not confirmed. Remind them that making predictions on the basis of clues is more important than confirming predictions.
- Have students discuss with a partner how making and revising predictions helped them to remember and enjoy the story. Invite volunteers to share their thoughts with the rest of the class.

Reflect on the Comprehension Skill

- **Discussion:** Complete the three-column chart on the board by calling on students to identify new details from the story and inviting volunteers to come to the board and record them in the appropriate column.
- Discuss with students the lesson the story teaches, about accepting and befriending people who are different from you. Have students discuss with a partner how this lesson is meant to persuade the reader. Invite volunteers to share thoughts with the rest of the class, and emphasize that the story persuades readers to be open and understanding of differences in others and also that different people probably have things in common. Have students identify details from the story that support the lesson, and record these details in the *to persuade* column of the chart.
- Ask students to examine the chart with a partner and determine the author's purpose for writing this story. Remind students that an author may have more than one purpose. Invite volunteers to share their choice with the rest of the class, and ask students to justify their responses. Lead students to a consensus that the author had the purpose of entertaining and persuading.
- **Independent practice:** Introduce, explain, and have students complete the [author's purpose worksheet](#). If time allows, discuss their answers.
- **Enduring understanding:** In this story, you read about a girl attending a new school on a different planet and becoming friends with an alien girl. Describe some of your friends. How are you different from one another, and how are you similar? Would you be willing to become friends with someone whom you think is very different from you?

Build Skills

Phonics: Vowel digraphs ea and ee

- Write the word *tease* on the board and read the word aloud with students. Write the word *street* on the board and read the word aloud with students.
- Ask students what vowel sound they hear in the middle of each word (long /e/). Ask students to point to the letters that create the long /e/ sound. Circle the letters ea and ee in the words. Have students discuss with a partner what the vowel sounds have in common and how the vowel letters are different.

- Review with students that the letters *ee* and *ea* can stand for the long /e/ sound, such as in the words *tease* and *street*. Write the word *teach* on the board. Blend the word aloud as you run your finger under the words.
- Have students work with a partner to find and circle all the words in the story using vowel digraphs *ea* or *ee*. Have partners read the words aloud to each other.
- **Check for understanding:** Create a T-chart on the board, and label the left side *ea* and the right side *ee*. Have students work in groups to classify the words they circled in the book, assigning them to the correct column of the T-chart. Call on random students to share a word with the rest of the class and to come to the board and record it in the appropriate column of the T-chart. Have other students give a thumbs-up signal if they agree.
- **Independent practice:** Introduce, explain, and have students complete the [vowel digraphs *ea* and *ee* worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: **Proper nouns: Names of places**

- Ask students to observe the room and locate two nouns. Invite volunteers to share an example with the rest of the class. Remind students that a noun is a word that identifies a person, place, or thing.
- Write the following words on the board: *Planet Zox* and *Arizona*. Ask students to nod their heads if the words are nouns or shake their heads if the words are not nouns. Point out that since the words identify places, they are nouns.
- Write the word *planet* on the board, and have students compare the word to *Planet Zox*. Ask students why one *planet* is capitalized and the other is not. Explain to students that *Planet Zox* gives the name of a planet and *planet* is the general word indicating any planet. Explain to students that we always capitalize the names of specific places.
- Explain to students that a *proper noun* is a noun that *names a specific person, place, or thing*. Point out that names of people, like *Swiss Pumpernickel*, are capitalized. Explain to students that proper nouns are always capitalized.
- Have students work in groups to think of as many places as they can. Invite volunteers to share a place with the rest of the class, and record the nouns on the board, without using capitals. Ask students to point to all the words that are proper nouns, and invite volunteers to come to the board and capitalize those words. Emphasize that proper nouns indicate one location. *School* can refer to any school, but *Brichta Elementary School* refers to one particular place.
- Remind students that capitals are also used to begin sentences. Encourage students not to confuse the capital of a proper noun with the capital at the beginning of a sentence or in a title.
- **Check for understanding:** Write a list of places on the board, some proper nouns and some common nouns. Have students work with a partner to identify the proper nouns. Invite volunteers to come to the board and circle the proper nouns. Have students work with the partner to use the proper nouns in oral sentences.
- **Independent practice:** Introduce, explain, and have students complete the [proper nouns: names of places worksheet](#). If time allows, discuss their answers.

Word Work: **Alphabetical order**

- Review with students the process of putting a list of words into alphabetical order. Remind them that they compare the first letter of each word and the word is placed in the list according to where the first letter belongs in the alphabet. Remind students they can refer to alphabet posters or sing the alphabet song to help them determine which letter comes first in the alphabet.
- Write the words *freak* and *species* on the board. Have students work with a partner to determine which word comes first in alphabetical order. Invite a volunteer to explain why *freak* comes first (the letter *f* comes before the letter *s* in the alphabet). Write the words in a list on the board, leaving plenty of space between them.

- Write the word *planet* on the board. Demonstrate to students how to add this word to the list. First, compare the word *planet* to the word *freak* to determine that *planet* comes after the word *freak*. Then, compare the word *planet* to *species* to determine that *planet* comes before the word *species*. Since *planet* comes after *freak* but before *species*, it belongs in the middle of the list. Add *planet* to the list on the board.
- Have students work with a partner to add *tease* to the list. Invite a volunteer to share where *tease* belongs in alphabetical order and why (since the letter *t* comes after all of the other first letters of the words in the list so far, the word *tease* belongs at the end of the list).
- **Check for understanding:** Write the following words on the board: *galaxy*, *space*, *alien*, *humans*, and *friends*. Have students work in groups to alphabetize the words and write them in a list in alphabetical order. Invite groups to read their list to the rest of the class, and have other students give a thumbs-up signal if the list is in alphabetical order.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have students demonstrate to someone at home how a reader makes and revises predictions while reading, and checks for confirmed predictions during and after reading.

Extend the Reading

Fantasy Writing and Art Connection

Ask students to describe to a partner what their life would be like if they lived on the Planet Zox. Have students write a paragraph describing what would happen if they visited one of the following places on the planet: a mall, a library, a grocery store, or a zoo. Ask students to draw a picture illustrating the trip. Invite students to share their story and picture with the rest of the class.

Visit WritingA-Z.com for a lesson and leveled materials on fantasy writing.

Science Connection

Discuss with students the definitions of planets, stars, and galaxies. Have students identify the planet they live on and the galaxy they live in. Review the planets in our solar system, and have students use construction paper to create a model of the Solar System with the eight planets and the Sun. Encourage students to decorate the picture with stars and comets. Have students imagine the solar system for Planet Zox. Ask students to create another model, this one of an imaginary solar system containing the pretend Planet Zox. Encourage students to use a different number of planets and to be creative with the stars and the sun. Invite volunteers to share both models with the rest of the class, and have other students identify which model represents our solar system.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Conduct a class discussion as a review before the book quiz.

Assessment**Monitor students to determine if they can:**

- consistently use the strategy of making, revising, and confirming predictions to comprehend the text during discussion
- accurately determine an author's purpose for writing during discussion and on a worksheet
- consistently identify the long /e/ vowel digraphs ea and ee in the text, during discussion, and on a worksheet
- correctly identify and use names of places as proper nouns during discussion and on a worksheet
- accurately place words in alphabetical order during discussion

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)