

Focus Question:

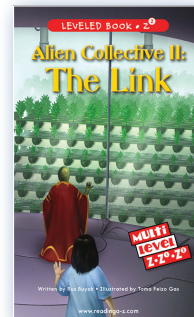
Who should Charlotte trust, Artie or the Resistance? Why do you think that?

Book Summary

Text Type: Fiction / Science Fiction

When we last met Charlotte, she was part of the Resistance, a group of rebels formed to fight Earth's alien invasion. In *Alien Collective II: The Link*, Charlotte begins to learn more about the reasons behind the alien invasion as she is given access to the alien Collective Link. And as she learns more, she has to come to terms with the situation and decide what she thinks is right. Engaging text and a fast-paced plot will make students excited to take this adventure with Charlotte while also giving them a chance to determine character point of view and to retell the story.

The book and lesson are also available for levels Z and Z1.



Lesson Essentials

Instructional Focus

- ☐ Retell story events to understand text
- ☐ Determine character point of view
- ☐ Describe information provided by a glossary
- ☐ Discriminate and use a variety of sentence types
- ☐ Identify and use synonyms and antonyms

Materials

- ☐ Book: *Alien Collective II: The Link* (copy for each student)
- ☐ Character point of view, sentence types, synonyms and antonyms worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

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

Words to Know

Story critical: *breakthroughs* (n.), *consumption* (n.), *habitable* (adj.), *perspective* (n.), *technology* (n.), *transitions* (v.)

Enrichment: *abductees* (n.), *Arbor Day* (n.), *biome* (n.), *bucolic* (adj.), *clinic* (n.), *deluge* (n.), *demise* (n.), *diminutive* (adj.), *distraught* (adj.), *incredulous* (adj.), *indigenous* (adj.), *intergalactic* (adj.), *nursery* (n.), *primal* (adj.), *propaganda* (n.), *ravenous* (adj.), *saplings* (n.), *spartan* (adj.)

- **Academic vocabulary:** *access* (n.), *contact* (n.), *image* (n.), *information* (n.), *procedure* (n.), *similar* (adj.)

Guiding the Reading

Before Reading

Build Background

- Ask students to work with a partner to create a comic strip of the main events of the first book in this series, *Alien Collective I: Resistance*. Invite partners to share their comic strips with the rest of the class.
- On the basis of the ending of the first book in this series, ask students to predict what they think will happen next to Charlotte. Write these predictions on the board.

Introduce the Book

- Give students their copy of *Alien Collective II: The Link*. 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: Retell

Explain to students that engaged readers stop now and then while they are reading to retell in their mind what has happened so far in the story. Discuss with students how stopping to retell the events of the story helps readers understand and remember what they are reading. Explain that when retelling a story or event, it is important that the details are explained in order, or sequence. Using the first book in this series (*Alien Collective I: Resistance*), demonstrate how to retell a story in correct order. Invite volunteers to help you with the retelling. Encourage students to use transition words, such as *first*, *next*, *then*, *after*, and *finally*, when retelling the story.

Introduce the Comprehension Skill:

Story elements: Identify character point of view

- Write the words *third-person limited point of view* and *third-person omniscient point of view* on the board. Review or explain that one way

Guiding the Reading (cont.)

to understand the plot of a story is by thinking about the point of view the story is being told from.

- Explain that in a third-person limited story, the narrator knows the thoughts and feelings of only one character. Further explain that all characters are described using pronouns such as *they*, *he*, *her*, and *she*. Explain that one character is closely followed throughout the story and that it is typically the main character. Ask students to think of examples of stories they have read that are written in the third-person limited point of view, such as the Harry Potter series.
- Explain to students that in a third-person omniscient story the narrator knows the thoughts and feelings of all characters. Further explain that the characters are still described using pronouns such as *they*, *he*, *her*, and *she*, but the author is able to get into any character's head and share his or her thoughts and feelings with the reader. Discuss with students how third-person omniscient stories give authors the flexibility and freedom to focus on any character at any time during the story.
- Read an excerpt from a book that is told in third-person limited and then an excerpt from a book that is in third-person omniscient. Have students work in groups to identify the point of view of each story. Invite volunteers to share their thoughts with the rest of the class.

Vocabulary

Have students turn to the "Words to Know" box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 19. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

Set the Purpose

- Have students read to find out more about whom Charlotte should trust, Artie or the Resistance. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *How does Charlotte change from the beginning to the end of the story? What causes this change?* (level 3) multiple pages
- *What are five words you would use to describe Artie?* (level 3) multiple pages
- *Do you think the Resistance and the Collective are alike? Why or why not?* (level 2) multiple pages
- *Why is the Collective growing new trees and plants?* (level 1) page 6
- *How do you think Charlotte was rescued from the Collective? Do you think that was part of the Collective's plan?* (level 3) page 11
- *How would this story be different if it were told from Artie's first-person point of view?* (level 3) multiple pages
- *On the basis of all that Charlotte knows, what do you think she's going to do next?* (level 3) multiple pages

Text Features: Glossary

Explain that a glossary helps readers define the words that are in the book. Have students work in small groups to review the glossary on page 19. Ask students: *How are the vocabulary words arranged in a glossary? What is the definition of the word distraught? On which page can you find the word propaganda? What part of speech is the word spartan?* Have students review other vocabulary words in the book and discuss in groups where students would be found and how they know. Invite volunteers to share their thoughts with the rest of the class.

Skill Review

- Have students retell the story from the beginning to a partner. Listen to see whether they include the events in detail and in the correct order. Encourage students to use, transition words such as *first*, *next*, *then*, *after*, and *finally*, when retelling the story.
- Model identifying character point of view.
Think-aloud: *I know one way to better understand the plot of a story is to analyze which point of view the story is being told from. The first thing I notice in this story is that the characters are all referred to with the pronouns he, she, they, and so on, and that the pronouns I and me are used only when they are speaking. Therefore, I know this story is being told from the third-person point of view. My next step is to determine whether this story is being told from the third-person limited point of view or third-person omniscient point of view. To do this, I need to look at the characters. I know the main character is Charlotte. If this story is third-person*

Guiding the Reading (cont.)

limited, then Charlotte will be the only character who shares her thoughts and feelings with the reader. If this story is third-person omniscient, I will know the thoughts and feelings of all of the characters. I need to carefully read and analyze the author's writing in order to determine this.

- Have students work with a partner to reread passages from the text and determine the character point of view (*third-person limited*). Invite volunteers to share their answers with the class, including specific passages from the text that led them to the answer.
- Model how to complete the **character-point-of-view worksheet**. Have students rewrite a scene of the story from third-person limited to third-person omniscient. Have students discuss how changing the point of view changes the overall feeling of the story.

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.

Skill Review

Graphic Organizer: **Story elements: Identify character point of view**

Review the character-point-of-view worksheet that students completed. Have students share their work in groups. Invite volunteers to share with the rest of the class how they rewrote a scene from the story and how this changed the overall feeling of the story.

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided to be used for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary; however, students should provide specific and valid examples from the text to support their argument.)

Comprehension Checks

- **Book quiz**
- **Retelling rubric**

Book Extension Activities

Build Skills

Grammar and Mechanics: **Sentence types**

- Explain to students that there are different types of sentences they will encounter when they read and as they write: *simple, compound, and complex*. Review or explain that a *simple sentence* contains a subject and a verb. Write an example of a simple sentence on the board from the text, such as *Charlotte woke to her dad's face looking down*

on her (page 12). Invite students to identify the subject and verb of this sentence.

- Point out that sometimes a sentence can have two parts, called *phrases* or *clauses*. Explain that each clause has its own subject and verb and that the clauses are joined together by *conjunctions*. Further explain that these sentences are called *compound sentences*. Provide examples of conjunctions, such as *after, although, because, before, once, since, though, unless, until*, and so on. Write the following compound sentence on the board: *She tried to open her eyes, but everything was moving and painful, so she closed them again* (page 12). Have students work with a partner to identify the conjunction and the subject and verb of each clause.
- Write the following sentence on the board: *Charlotte's head throbbed, but not nearly as badly as it had when she woke up in the alien Streed* (page 13). Explain that although this sentence has two clauses it is not a compound sentence because *but not nearly as badly as it had when she woke up in the alien Streed* cannot stand alone. Explain that therefore, it is a *dependent clause*. Further explain that sentences that have an independent and a dependent clause are called *complex sentences*.
- **Check for understanding:** Have students work with a partner to read pages 15–16 and identify three simple, three compound, and three complex sentences. Ask students to identify the independent and/or dependent clauses in each sentence.
- **Independent practice:** Introduce, explain, and have students complete the **sentence types worksheet**. If time allows, discuss their answers.

Word Work: **Synonyms and antonyms**

- Write the following sentence on the board: *Charlotte should be cautious around Artie*. Underline *cautious* and ask students to suggest a word that means almost the same thing (*careful, alert*, and so on). Review or explain that a word that means the same or almost the same as another word is called a *synonym*. Ask students to suggest a word that means the opposite of *cautious* (*careless, inattentive*, and so on). Review or explain that a word that means the opposite of another word is called an *antonym*.
- Give students a thesaurus. Ask them to find the word *cautious* to confirm the synonyms and antonyms.
- **Check for understanding:** Have students work in groups to read pages 17–18 and locate ten adjectives. Then, have students brainstorm to generate a synonym and an antonym for each word. Have groups share their findings with the class.
- **Independent practice:** Introduce, explain, and have students complete the **synonyms-and-antonyms worksheet**. If time allows, discuss their answers.

Connections

- See the back of the book for cross-curricular extension ideas.