

Focus Question:

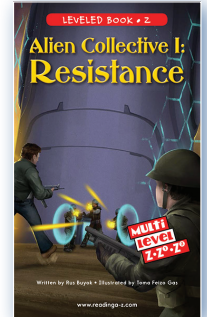
What is the Alien Collective, and why is the Resistance fighting it?

Book Summary

Text Type: Fiction/Science

Strange things are happening on Earth after aliens take over, claiming they have come to aid humans in saving the planet. While governments across the globe cooperate with the aliens, other groups have formed a Resistance to fight the alien occupation. What are the aliens' intentions? Have they truly come to help? *Alien Collective I: Resistance* is an action-filled story of one girl's experience when she finds herself in the custody of these beings from outer space. The book can also be used to teach students how to make inferences and draw conclusions, and to identify past-tense verbs.

The book and lesson are also available for levels Z1 and Z2.



Lesson Essentials

Instructional Focus

- ☐ Summarize to understand text
- ☐ Make inferences / draw conclusions
- ☐ Describe information provided by illustrations
- ☐ Recognize and use past-tense verbs
- ☐ Identify and use suffix -ly

Materials

- ☐ Book: *Alien Collective I: Resistance* (copy for each student)
- ☐ Make inferences / draw conclusions, past-tense verbs, suffix -ly 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. (*) word appears in the lesson but not the book

• Words to Know

Story critical: *annihilation* (n.), *brainwash* (v.), *collaborating* (v.), *colonization* (n.), *invasion* (n.), *submit* (v.)

Enrichment: *cells* (n.), *compound* (n.), *ecosystem* (n.), *nuclear* (adj.), *sinister* (adj.), *toxic* (adj.)

- **Academic vocabulary:** *communicate* (v.), *convince* (v.), *image* (n.), *procedure* (n.), *provide* (v.), *structure* (n.)

Guiding the Reading

Before Reading

Build Background

Write the word *invasion* on the board and read it aloud to students. Have students work in small groups to discuss the meaning of the word. Explain that an invasion is the act of crossing a boundary to conquer, weaken, or do harm. Engage students in a discussion about what it might be like to live in a country that is being invaded. Explain that they will be reading a story in which Earth has been invaded by aliens. Provide students with a blank sheet of paper and invite them to write several paragraphs about what it might be like to live on Earth during a time when aliens have invaded and how they would respond to their presence.

Introduce the Book

- Give students their copy of *Alien Collective I: Resistance*. 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: Summarize

Explain to students that engaged readers *summarize*, or create a brief overview, as they read. Explain to students that when readers summarize what they read, it helps them remember the sequence of events in a story. Point out that a summary often answers the questions *who*, *what*, *when*, *where*, and *why*. Create a chart on the board with the headings *Who*, *What*, *When*, *Where*, and *Why*. Read aloud a summary from the back of a familiar book. Ask students what information is included in the summary and what information is omitted. Remind students that a summary includes only the most important details.

Guiding the Reading (cont.)

Introduce the Comprehension Skill: Make inferences / draw conclusions

- Explain to students that authors may give information to readers without explicitly writing it in the story. They provide readers with clues, and readers use those clues and what they already know to *make inferences or draw conclusions* about what is happening in the story.
- Read the last paragraph on page 4 aloud to students as they follow along. Point out that on the basis of this information we can conclude that Charlotte is a brave girl who believes that the presence of aliens on Earth is an invasion rather than a peaceful effort. We can also tell that she is passionate about getting people involved in the Resistance because she is willing to put herself in harm's way to inspire people to join. The author does not tell us all of this information directly, but we can draw this conclusion on the basis of the information given in the text.

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 16. Explain that the glossary provides definitions for the vocabulary words in the book. Point to 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. 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 the Alien Collective. 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.

- *Who is Charlotte, and why is she sneaking out?* (level 1) page 4
- *What is the Resistance, and what are they fighting against?* (level 2) multiple pages
- *What is the Collective Link?* (level 2) pages 7–8

- *What do the aliens claim as their purpose for being on Earth?* (level 3) multiple pages
- *How does Charlotte's dad feel about the presence of the aliens?* (level 2) pages 11 and 12
- *Why does Artie say to Charlotte, "There is a threat but not in the way you're thinking"?* (level 3) multiple pages
- *How might the images of destruction that Charlotte sees in the beginning of the story help explain why the aliens are on Earth?* (level 3) multiple pages

Text Features: Illustrations

Explain that illustrations provide readers with detailed images of the characters and setting of the story. They also help explain the plot to readers. Have students work with a partner to review the illustration on page 6. Ask students: *What other information is shown in this illustration that is not written in the story? How does this illustration make the text come to life?* Have students review other illustrations in the book and discuss in groups how they help to create strong images and aid the reader in understanding the story.

Skill Review

- Remind students that a summary of a story describes the most important events and characters. Have students work in groups to describe the characters in the story and identify the most important events. Direct them back to the chart on the board and review that a summary often includes *who*, *what*, *when*, *where*, and *why*. Invite students to share details with the rest of the class and record this information on the board.
- Have students work in groups to create a summary of what they are reading, referring to the information on the board. Call on groups to share their summary with the rest of the class.
- Model making inferences and drawing conclusions. **Think-aloud:** *In the story, I notice that there is no clear answer about why the aliens are on Earth. As I read, I wonder who is telling the truth in this story: the aliens, the government, or the Resistance. Because the author does not make the true intention of aliens known, I must consider the clues in the story and consider various angles from the point of view of Charlotte, the main character. I will use what I know about her experience with the Resistance and with the aliens to consider different angles of truth. In doing so, I will make inferences and draw possible conclusions about why the aliens are on Earth.*
- Model how to complete the [make-inferences / draw-conclusions worksheet](#). Have students identify details from the story and prior knowledge they have about those details. Then, have students make inferences on the basis of that information. Have students discuss the inferences with a partner.

Guiding the Reading (cont.)

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:

Make inferences / draw conclusions

Review the make-inferences / draw-conclusions worksheet that students completed. Have students share their work in groups. Invite volunteers to discuss their inferences as a class and share why and how they made those inferences.

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book can 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 but sample responses may include: *The Alien Collective is a group of different species of aliens who have all been displaced from their homes due to some kind of disaster. The Resistance is fighting them because they believe that their presence on Earth is a threat and that the aliens are trying to take over the planet.*)

Comprehension Checks

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

Book Extension Activities

Build Skills

Grammar and Mechanics: Past-tense verbs

- Have students turn to page 5 of the text and invite a volunteer to read the page aloud. Ask students whether the text takes place in the past, present, or future. Have students discuss in small groups how they know when the story is taking place. Have students underline all of the past-tense verbs on the page. Remind them that adding the suffix **-ed** to a verb makes it past-tense.
- **Check for understanding:** Write the following present-tense verbs on the board: *involve, attack, bypass*. Have students work with a partner to create past- and present-tense sentences using the verbs. Invite students to share their sentences with the class.
- **Independent practice:** Introduce, explain, and have students complete the **past-tense-verbs worksheet**. If time allows, discuss their answers.

Word Work: Suffix -ly

- Write the following sentence on the board: *The pain in her head was so bad when she did move that she quickly gave up*. Underline the word *quickly* and ask students to define the word. Erase the suffix **-ly** from the word *quickly* to create the root word *quick*. Have students explain or locate in the dictionary the meaning of the root word. Discuss how the meanings of the words differ. Point out that the suffix **-ly** means *having the characteristics of*.
- Write the following words on the board: *eventually, incredibly, painfully, easily, suddenly, slightly*. Have students work with a partner to identify each root word. Then have them use both the root word and the word containing the suffix **-ly** in complete sentences. Invite volunteers to share their complete sentences.
- **Check for understanding:** Have students work in pairs to reread pages 6 through 8 to locate and circle all the words containing the suffix **-ly**. In the margins, have students write the root words. Invite students to share their findings with the class.
- **Independent practice:** Introduce, explain, and have students complete the **suffix -ly worksheet**. If time allows, discuss their answers.

Connections

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