



About the Book

Text Type: Fiction/Science Fiction Page Count: 16 Word Count: 225

Book Summary

What happens when alien children don't mind their parents? Zorb wants to take over Earth using blasters. His mother suggests that he leave Earth alone. When Zorb seems determined to take over the planet, his father decides to teach him a lesson about humans. In *Grounded to Earth*, students have the opportunity to retell and analyze a character while reading an interesting science fiction tale. Detailed, supportive illustrations and high-frequency words support emergent readers.

About the Lesson

Targeted Reading Strategy

- Retell

Objectives

- Use the reading strategy of retelling to understand text
- Analyze character
- Discriminate long vowel /a/ sound
- Identify vowel digraph ay
- Recognize and use quotation marks
- Recognize and use compound words

Materials

Green text indicates resources available on the website.

- Book—*Grounded to Earth* (copy for each student)
- Chalkboard or dry-erase board
- Highlighters
- Analyze character, vowel digraph ay, quotation marks 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

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

- High-frequency words: *him*, *said*, *you*
- Content words:

Story critical: *blasters* (n.), *kickball* (n.), *lesson* (n.), *spaceship* (n.), *suit* (n.), *take over* (v.)

Before Reading

Build Background

- Write the word *grounded* on the board and point to the word as you read it aloud to students.
- Ask students what they think the word *grounded* means. Support and discuss their understanding of the word. Have students explain what happens when they are grounded. Ask them to give some reasons why someone might be grounded.

Book Walk

Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they think they might read about in a book called *Grounded to Earth*. (Accept all answers that students can justify.)
- 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 one way to understand what they are reading is to stop now and then during reading to retell what is happening in the story.
- Explain to students that when someone retells something, they explain the details that happened in the order in which they happened. Point out that people retell stories as part of their daily lives, such as explaining the events of their day or the events on a television show.
- Invite students to retell the events of yesterday afternoon as they went home from school. Guide them by prompting: *What did you do first? What did you do next? What was the last thing you did?*
Think-aloud: *As I read, I am going to stop once in a while to remind myself what has happened so far in the story. This will help me to remember what I'm reading and will make me think about what might happen next. When I finish the story, I should be able to tell someone what happened first, next, and last in the story.*
- Ask students to discuss how retelling the events of their afternoon helped them remember what happened. Have students place sticky notes on pages 7, 9, and 11. Explain that as they read, they will stop on these pages to think about what has happened in the story. Encourage them to retell in their mind what happens in the story as they read.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Analyze character**

- Explain to students that all stories have *characters*, or the people or animals that the story is about. Remind students that they can learn about characters by what they say, do, and think, as well as by what others say about them.
- Explain to students that readers try to find out what a character feels and thinks, what his or her personality is, and how that character changes over the course of the story.
- Read pages 3 and 4 of the story. Model how to analyze Zorb's character, on the basis of his actions.
Think-aloud: *After I read page 4, I learned that Zorb wants to take over Earth. In the picture, I can see that the boy is screaming and jumping up and down. When people do this they are usually upset. His mom tells him to take a deep breath. I know that when a parent says to take a deep breath and count to ten, they want a child to calm down. On the basis of Zorb's and his mom's actions, I think he is feeling angry. I will keep looking for clues about how Zorb is feeling and how he changes by watching what he says and does as I read the story.*

Introduce the Vocabulary


- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 3, you might say: *It looks as though Zorb wanted to take over Earth.*
- Remind students to look at the picture and the letters with which a word begins or ends to figure out a difficult word. For example, point to the word *suit* on page 9 and say: *I am going to check the picture and think about what would make sense to figure out this word. The picture shows that Zorb was inside a costume that made him look just like a kid. When I look at the first part of the word, it starts with /s/. However, the word costume starts with the /k/ sound, so this can't be the word. I know that a suit is a set of clothes worn for a specific purpose. Zorb wore the suit to look like a kid. The word suit starts with the /s/ sound. The sentence makes sense with this word. The word must be suit.*

Set the Purpose

- Have students read to find out what Zorb does in the story. Remind them to think about what they are learning about him.

During Reading

Student Reading

- **Guide the reading:** Give students their copy of the book. Ask them to place their finger on the page number in the bottom corner of the page. Have them read to the end of page 5, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
 - **Model retelling.**
Think-aloud: First, Zorb screamed and jumped up and down because he wanted to take over Earth. Next, his mom told him to calm down. Then, he grabbed the controls of the spaceship, and his dad said, "You need to learn a lesson."
 - Invite students to retell pages 3–5 to a partner using their own words and the pictures in the book as a guide.
 - Ask students what they know about Zorb after reading these pages (he is angry and does not listen to his parents). Explain to students that we know these things about Zorb through his thoughts and actions, as well as what others say to him.
 - **Check for understanding:** Have students read to the end of page 7. Ask volunteers to retell the events from these pages. Then, ask students to use the pictures in their book to retell the events from the beginning of the story to a partner, using their own words. Encourage them to use the words *first*, *next*, and *then* in their retellings.
 - Have students read the remainder of the book. Remind them to stop on pages with sticky notes to retell in their mind what they have read.
-  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 the discussion that follows.

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

- Have volunteers retell the events that happened after the kids taught Zorb to play kickball. (No one made fun of him; he kicked the ball over the fence; he saw his mom and dad; he no longer wanted to take over Earth, but he wanted to play kickball).
- **Think-aloud:** *As I retold the story in my mind, it helped me to think about what happened in the story and how I could use my own words to retell the events in order.*
- Ask students to explain how retelling the events of a story in their mind as they read helped them understand and remember the story.

Reflect on the Comprehension Skill

- **Discussion:** Involve students in a discussion about the characters in the story. Point out an event in the story and ask students what that event tells about the character. For example: *Zorb was mad because the kids made fun of him, but he took a deep breath and counted to ten. This example shows that Zorb took some of his mother's advice from earlier in the story. He is beginning to learn a lesson.* Provide other examples as necessary. Also discuss with students how the main character in a story often changes from the beginning to the end as he or she learns from mistakes or solves a problem.
- **Independent practice:** Introduce, explain, and have students complete the [analyze character worksheet](#). If time allows, discuss their answers.

Lesson Plan *(continued)*

Grounded to Earth

- **Enduring understanding:** In this book, you learned about a boy from outer space who thought he could take over Earth. His parents wanted to teach him a lesson. Now that you know this information, do you think it's a good idea to listen to your parents or caregivers when they try to tell you something? Why or why not?

Build Skills

Phonological Awareness: Long vowel /a/ sound

- Ask students to listen carefully as you say words that contain the long /a/ sound (*play, game, take, made*), stretching the words out as you say them. Ask students to identify the sound that is the same in all of the words.
- Explain that when words have more than one syllable, each syllable can have a different vowel sound. Say the word *spaceship* aloud. Have students hold up one finger if the first syllable has the long /a/ sound or two fingers if the second syllable has the long /a/ sound.
- **Check for understanding:** Say the following words one at a time and have students give the thumbs-up signal if the word has the long vowel /a/ sound: *play, daytime, Earth, make, lesson, name, placemat*. Say the words with the long /a/ sound again and have students indicate using one or two fingers where the long /a/ sound is heard.

Phonics: Vowel digraph ay

- Review with students the long /a/ vowel sound. Write the word *play* on the board and say it aloud with students.
- Have students say the long /a/ sound aloud. Then run your finger under the letters in the word *play* as students say the whole word aloud. Ask students to identify which two letters represent the long /a/ sound in the word *play* (*ay*).
- Point out that there are different methods of creating the long /a/ sound in words and that the letter combination *ay* is one of those methods. Explain that *ay* is a digraph because it has two letters.
- Remind students that if a word has more than one syllable, the vowel digraph *-ay* may be in just one syllable of that word. Write the word *player* on the board and underline the first syllable. Ask students how they would read that syllable. Then read the word *player* aloud with students.
- Have students practice writing the *ay* letter combination on their desk while saying the long /a/ sound.
- **Check for understanding:** Have students work with a partner to name at least three words that contain the vowel digraph *-ay*. Have pairs share the words with the group.
- **Independent practice:** Introduce, explain, and have students complete the [vowel digraph ay worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Quotation marks

- Write the following sentence on the board: "*We have blasters!*" Zorb said. Read the sentence aloud with students. Ask students to identify who is speaking in this sentence (Zorb). Ask them how they know (*Zorb said*).
- Ask students to look at the sentence and see if there are any other clues to show that a person is speaking. Circle the quotation marks.
- Explain that the marks at the beginning and end of spoken sentence are called *quotation marks*. They work as a signal to indicate the words are being spoken by someone in the story.
- Have students read page 10 as you read it aloud. Have students point to each quotation mark on the page. Ask students to share with a partner who is speaking in the sentence. Have students locate the sentence that does not have quotation marks. Point out that a character does not speak in this sentence.



Check for understanding: Have students locate and highlight the words spoken by a character on each page in the book.

- **Independent practice:** Introduce, explain, and have students complete the **quotation marks worksheet**. If time allows, discuss their responses.

Word Work: Compound words

- Write the word *spaceship* on the board. Ask students which two words were joined together to make the word *spaceship* (*space* and *ship*). Explain that *spaceship* is a compound word. A compound word contains two words that together create one word meaning. Explain that the definitions of two words can help students figure out the meaning of the compound word (*spaceship* is a *ship* that travels in *space*).
- Write the following sentence on the board: *The kids played kickball*. Have students read the sentence and identify the compound word (*kickball*). Ask them which two words were joined together to make the word *kickball* (*kick* and *ball*). Ask a volunteer to share how the definitions of the two separate words can be used to figure out the meaning of the compound word.
- **Check for understanding:** Have students brainstorm other compound words. Record them on the board. Have student pairs choose a compound word from the list. Then have them share how the definitions of the two separate words can be used to explain the meaning of the compound word to the group. Ask each child to write a compound word on a piece of paper and illustrate it.

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 them analyze the characters with someone at home.

Extend the Reading

Science Fiction Writing and Art Connection

Have students fold a piece of paper in half. Ask them to draw a picture of Zorb at the beginning of the story on one side and a picture of him at the end of the story on the other side. Have them write a sentence under each picture describing Zorb and how he has changed.

Science Connection

Bring in and read resources about space travel. Discuss the items needed for space travel and the reasons they are needed. Make a list of items needed to travel in space. Discuss how a spaceship might be different from other kinds of ships.

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.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently retell portions of the story to understand text during discussion
- accurately analyze the main character during discussion and on a worksheet
- accurately discriminate long vowel /a/ sound during discussion
- correctly identify and write the vowel digraph -ay letter combination that represents the long /a/ sound during discussion and on a worksheet
- correctly understand and use quotation marks during discussion and on a worksheet
- correctly identify, use, and determine definition of compound words during discussion

Comprehension Checks

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