

Focus Question:

What role does Charlotte play in the transition?

Book Summary

Text Type: Fiction / Science Fiction

Tensions are rising as the human race is divided among those who support the Alien Collective and those who oppose its presence. After being held captive by the Collective, Charlotte finds herself in the unique position of beginning to understand the bigger picture from the perspective of both the Resistance and the Collective. Will Charlotte be able to end the violence and help the people of Earth transition into a more sustainable future? *Alien Collective III: Transition* is the final book in this action-filled series. The book can also be used to teach students how to analyze characters and to identify irregular past-tense verbs.

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



Lesson Essentials

Instructional Focus

- ☐ Summarize to understand text
- ☐ Analyze characters
- ☐ Describe information provided by illustrations
- ☐ Recognize and use irregular past-tense verbs
- ☐ Identify and use suffix -ly

Materials

- ☐ Book: *Alien Collective III: Transition* (copy for each student)
- ☐ Analyze character, irregular 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.

• Words to Know

Story critical: *collaborators* (n.), *compatible* (adj.), *consequences* (n.), *sacrifices* (n.), *tipping point* (n.), *transition* (v.)

Enrichment: *brainwash* (v.), *bypassed* (v.), *civilians* (n.), *civilizations* (n.), *cult* (n.), *footage* (n.), *irony* (n.), *MRIs* (n.), *operation* (n.), *restored* (v.), *sarcasm* (n.), *tentacle* (n.)

- **Academic vocabulary:** *convince* (v.), *different* (adj.), *link* (n.), *necessary* (adj.), *normal* (adj.), *plan* (n.)

Guiding the Reading

Before Reading

Build Background

Write the word *perspective* on the board and read it aloud to students. Discuss with students the meaning of the word *perspective* and explain that someone's perspective is his or her point of view on a particular matter. Write the phrase *Year-Round School* on the board. Point out that this topic is often up for debate, and there are many perspectives on the benefits and drawbacks of kids going to school through the summer. Write the words *parents*, *teachers*, *students*, and *community* on the board. Have students work in small groups and provide each group with a piece of chart paper. Explain that each group will work to consider the perspective of a particular group of people (parents, students, and so on) with regard to year-round school and will record this information on the chart paper. Invite each group to share its perspective with the class. Engage students in a conversation about why it is important to consider more than one perspective when it comes to important matters.

Introduce the Book

- Give students their copy of *Alien Collective III: Transition*. 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 describe the characters and identify 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

Guiding the Reading (cont.)

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.

Introduce the Comprehension Skill:

Analyze character

- Explain to students that fictional stories have several elements that help guide the narrative. Point out that the *characters* of the story are one such element and that the characters include the people, animals, or creatures represented in the story. Explain that readers learn about the characters by examining their words, thoughts, actions, reactions, and effect on others. Discuss with students how these details give insight into a character's personality, relationships, motivations, and the way she or he responds to conflict.
- Read the second paragraph on page 3 aloud to students as they follow along. Point out that on the basis of this information we can conclude that Charlotte is a clever girl who realizes that if she shares her experience of being with the Collective she risks having her dad and members of the Resistance no longer trust her. Discuss with students how on the basis of this information the reader can tell that Charlotte is independent and is able to think and act for herself. Remind students that the actions, or inaction, of a character helps the reader more fully understand the depth of the character.

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 pages 19 and 20. 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 the transition. 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 is Charlotte returned to the Resistance?* (level 1) page 3
- *What is the link, and why has Charlotte spent time exploring it when she is alone?* (level 1) page 5
- *Why does Artie share the Collective's memories with Charlotte?* (level 2) multiple pages
- *How can you tell that Charlotte does not fully trust Artie?* (level 2) pages 6 through 8
- *Why does Sam help Charlotte escape from the hospital?* (level 2) pages 10 and 14
- *Why won't the Collective help Charlotte stop the attacks on the government housing?* (level 3) multiple pages
- *What is Charlotte's role in helping to save Earth?* (level 3) multiple pages

Text Features: Illustrations

Explain that illustrations provide readers with detailed images of the characters and setting of the story. Point out that they also give additional information about the characters, the setting, and the plot. Have students work with a partner to review the illustration on page 14. Ask students: *What other information is shown in this illustration that is not written in the story? How does this illustration help you to analyze and understand the characters?* 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 have read, referring to the information on the board. Call on groups to share their summary with the rest of the class.
- Model analyzing character.
Think-aloud: *As I read the story, I pause often to examine the characters' words, thoughts, actions, and effect on others. These details help me understand more about the characters and the characters' relationships with others. For example, I can learn a lot about Charlotte on the basis of how she responds to receiving the Collective's memories.*

Guiding the Reading (cont.)

Charlotte asks intelligent questions to Artie and inquires about why the Collective would want her to have these memories. She also questions whether all of the images she is seeing are a lie to manipulate her. On the basis of this information, I can tell that Charlotte is intelligent and considers multiple perspectives. She is also skeptical and discerning because she clearly thinks for herself. As I continue reading, I will look for other ways that Charlotte demonstrates these qualities.

- Model how to complete the [analyze character worksheet](#). Have students identify Charlotte's actions, emotions, and reactions throughout the story. Have students share their findings with the class.

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: **Analyze character**

Review the analyze character worksheet that students completed. Have students share their work in groups. Review students' findings as a class.

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 but sample responses may include the following: *Charlotte eventually becomes a spokesperson and a leader in the quest to save Earth. Because she understands the perspective of both the Collective and the Resistance and she is connected to the link, she is able to offer a new point of view and lead the way in the transition to creating a sustainable future for the planet.*)

Comprehension Checks

- [Book quiz](#)
- [Retelling rubric](#)

Book Extension Activities

Build Skills

Grammar and Mechanics:

Irregular past-tense verbs

- Ask students whether this book describes events that occurred in the past, present, or future and how they know. Review or explain that a *verb* is an action word. Have students provide examples of verbs. Point out that by adding the suffix *-ed*

to a verb, it becomes a *past-tense verb*, or a word that describes an action that happened in the past. Have volunteers provide several examples of regular past-tense verbs.

- Point out that past-tense verbs are not always created by adding the suffix *-ed* to a verb. Write the word *begin* on the board. Invite a student to the board to change the word *begin* to its past-tense form (*began*). Explain that verbs whose spellings are changed for their past-tense form are called *irregular past-tense verbs*.
- Have students return to pages 3 and 4. Invite them to work in their smalls groups to circle the regular past-tense verbs and underline the irregular past-tense verbs. Have volunteers share their findings and record the words on the board. Then invite students to identify the present-tense form of each word.
- **Check for understanding:** Have students work with a partner to reread pages 5 and 6. Guide them to circle the regular past-tense verbs and underline the irregular past-tense verbs. Discuss these verbs as a class.
- **Independent practice:** Introduce, explain, and have students complete the [irregular-past-tense-verbs worksheet](#). If time allows, discuss their answers.

Word Work: **Suffix -ly**

- Write the following sentence on the board: *Charlotte also found memories of some worlds where the Collective took over completely.* Underline the word *completely* and ask students to define the word. Erase the suffix *-ly* from the word *completely* to create the root word *complete*. 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: *partially, fully, likely, easily, suddenly, honestly*. 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 5 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.