# My Teacher Is an Alien Lesson Plans

Lesson Text(s): My Teacher is an Alien by Bruce Coville, chapters: 21  
Text Strengths: figurative language, character development  
Unit Time Frame: 14 days (2 hours per day)  
Flip charts: “My Teacher is an Alien 1-10.flipchart” & “My Teacher is an Alien 11-21.flipchart” & “goforreadingdigital.pdf”

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<th>Lesson Plan</th>
<th>Lesson Outline</th>
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| **DAY 1** Introduction/ Book Assignments/ Read Ch. 1-2/ Paragraph Response | Introduce the genre: Science Fiction  
- What books, movies, or TV shows can you think of that are science fiction?  
- Pass out “My Teacher is an Alien”  
- Looking at the book cover and reading the back of the book, why would “My Teacher is an Alien” be considered science fiction?  
**Chapter 1-**  
- Open “My Teacher is an Alien 1-10.flipchart”  
- RL 4.4 (Determine the meaning of words and phrases as they are used in a text)  
- Introduce vocabulary words  
- (I Do) Teacher reads Chapter 1 aloud, models thinking, points out vocabulary in context.  
- SL 4.1- (Engage effectively in a range of collaborative discussions). Class Discussion- Bullying is a problem that takes place in schools, workplaces, and homes across the country. Explain how Peter Thompson was a victim of bullying and what he did to deal with it. Include your opinion of why you think Duncan Dougal was a bully. In your opinion, what are the best ways to deal with a bully?  
**Chapter 2-**  
- Introduce vocabulary words and chapter questions  
- (We Do) Students read Chapter 2 in pairs and write on sticky notes to show their thinking.  
- L 4.4- (Determine or clarify the meaning of unknown and multiple-meaning words)  
- Students enter vocabulary in personal dictionaries.  
- (You Do) W 4.1- (Write opinion pieces on topics or texts, supporting a point of view with reasons and information). Students individually write a paragraph response with supporting evidence from the text: 1) Why does Susan think 6th grade has started going bad? Do you agree? 2) What do you think will happen because of the ”Note of Doom”?  |
| **DAY 2** Share Writing/ Read Ch. 3-4/ Paragraph | Share Writing  
- Look at pros and cons of sample student writing for the previous day's paragraph response.  
**Chapter 3-**  
- Open “My Teacher is an Alien 1-10.flipchart”  
- RL 4.4 (Determine the meaning of words and phrases as they are used in a text)  
- Introduce vocabulary words  
- (I Do) Teacher reads the chapter aloud, models thinking, points out... |
| Response | vocabulary in context.  
| SL 4.1- (Engage effectively in a range of collaborative discussions). Class Discussion- What do you think is happening in Mr. Smith's house? Why? |
| Chapter 4- |  
| - Introduce vocabulary words and chapter questions  
| - (We Do) Students read the chapter in pairs and write on sticky notes to show their thinking.  
| - L 4.4- (Determine or clarify the meaning of unknown and multiple-meaning words) Students enter vocabulary in personal dictionaries.  
| - (You Do) W 4.1- (Write opinion pieces on topics or texts, supporting a point of view with reasons and information). Students individually write a paragraph response with supporting evidence from the text: 1) Why does Susan go into Mr. Smith's house? Was it a good decision? What would you have done? |

| DAY 3 | Share Writing  
| - Look at pros and cons of sample student writing for the previous day's paragraph response. |
| Chapter 5- |  
| - Open “My Teacher is an Alien 1-10.flipchart”  
| - RL 4.4 (Determine the meaning of words and phrases as they are used in a text) Introduce vocabulary words  
| - (I Do) Teacher reads the chapter aloud, models thinking, points out vocabulary in context.  
| - SL 4.1- (Engage effectively in a range of collaborative discussions). Class Discussion- 1) Describe how Susan is feeling. 2) "Did you ever have something awful happen to you and not react to it until later" (pg. 27)? Describe your experience. Compare your reaction to Susan's. |
| Chapter 6- |  
| - Introduce vocabulary words and chapter questions  
| - (We Do) Students read the chapter in pairs and write on sticky notes to show their thinking.  
| - L 4.4- (Determine or clarify the meaning of unknown and multiple-meaning words) Students enter vocabulary in personal dictionaries.  
| - (You Do) W 4.1- (Write opinion pieces on topics or texts, supporting a point of view with reasons and information). Students individually write a paragraph response with supporting evidence from the text: 1) How does Peter react when Susan tells him about the alien? Why does he react that way? What do you think Susan could have done differently? |

| DAY 4 | Share Writing  
| - Look at pros and cons of sample student writing for the previous day's paragraph response. |
| Chapter 7- |  
| - Open “My Teacher is an Alien 1-10.flipchart”  
| - RL 4.4 (Determine the meaning of words and phrases as they are used in a text) Introduce vocabulary words  
| - (I Do) Teacher reads the chapter aloud, models thinking, points out
Response

• SL 4.1- (Engage effectively in a range of collaborative discussions). Class Discussion- 1) What do you think they'll find in the house?

Chapter 8-
• Introduce vocabulary words and chapter questions
• (We Do) Students read the chapter in pairs and write on sticky notes to show their thinking.
• L 4.4- (Determine or clarify the meaning of unknown and multiple-meaning words) Students enter vocabulary in personal dictionaries.
• (You Do) W 4.1- (Write opinion pieces on topics or texts, supporting a point of view with reasons and information). Students individually write a paragraph response with supporting evidence from the text: 1) Why is Peter having trouble believing Susan? Would you have believed her? Why?

HOMEWORK
• Students need to bring a shoebox for the diorama

DAY 5
Share Writing
• Look at pros and cons of sample student writing for the previous day's paragraph response.

Chapter 9-
• Open “My Teacher is an Alien 1-10.flipchart”
• RL 4.4 (Determine the meaning of words and phrases as they are used in a text) Introduce vocabulary words
• (I Do) Teacher reads the chapter aloud, models thinking, points out vocabulary in context.
• RL 4.3 (Describe in depth a character, setting, or event in a story). Show examples of dioramas. Point out that students will need to show where they found the setting information they used to create the diorama in order to build and write about it. Students will write a description of the diorama using supporting details from the text.
• Present dioramas to the class.

DAY 6
Share Writing
• Look at pros and cons of sample student writing for the previous day's paragraph response.

Chapter 10-
• Open “My Teacher is an Alien 1-10.flipchart” & “My Teacher is an Alien 11-21.flipchart”
• RL 4.4 (Determine the meaning of words and phrases as they are used in a text) Introduce vocabulary words
• (I Do) Teacher reads the chapter aloud, models thinking, points out vocabulary in context.
• SL 4.1- (Engage effectively in a range of collaborative discussions). Class Discussion- 1) What is Susan's plan to stop Broxholm? Do you think she will succeed? Why?

Chapter 11-
• Introduce vocabulary words and chapter questions
• (We Do) Students read the chapter in pairs and write on sticky notes to
show their thinking.

- L 4.4- (Determine or clarify the meaning of unknown and multiple-meaning words)
  Students enter vocabulary in personal dictionaries.
- (You Do) W 4.1- (Write opinion pieces on topics or texts, supporting a point of view with reasons and information). Students individually write a paragraph response with supporting evidence from the text: Why is Susan having so much trouble telling her parents? How do you think they would react if she did tell them? How would your parents react if you told them that your teacher was an alien?

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<td>Share Writing</td>
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<td>• Look at pros and cons of sample student writing for the previous day's paragraph response.</td>
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<td>Chapter 12-</td>
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<td>• Open “My Teacher is an Alien 11-21.flipchart”</td>
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| • RL 4.4 (Determine the meaning of words and phrases as they are used in a text) 
  Introduce vocabulary words |
| • (I Do) Teacher reads the chapter aloud, models thinking, points out vocabulary in context. |
| • SL 4.1- (Engage effectively in a range of collaborative discussions). Class Discussion- 1) How is the behavior of Duncan, Stacy, and Mike different then it usually is? Why do you think their behavior changed? |
| Chapter 13- |
| • Introduce vocabulary words and chapter questions |
| • (We Do) Students read the chapter in pairs and write on sticky notes to show their thinking. |
| • L 4.4- (Determine or clarify the meaning of unknown and multiple-meaning words) 
  Students enter vocabulary in personal dictionaries. |
| • (You Do) W 4.1- (Write opinion pieces on topics or texts, supporting a point of view with reasons and information). Students individually write a paragraph response with supporting evidence from the text: 1) How did the rumor that the teacher is an alien get spread around to the students? 2) Out of the four students at the top of the class, who do you think is most likely to be picked? Why? |

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<td>Share Writing</td>
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<td>• Look at pros and cons of sample student writing for the previous day's paragraph response.</td>
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<td>Chapter 14-</td>
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| • RL 4.4 (Determine the meaning of words and phrases as they are used in a text) 
  Introduce vocabulary words |
| • (I Do) Teacher reads the chapter aloud, models thinking, points out vocabulary in context. |
| • SL 4.1- (Engage effectively in a range of collaborative discussions). Class Discussion- 1) What plan do Susan and Peter come up with to find evidence? How does Duncan become involved? |
### Chapter 15
- Introduce vocabulary words and chapter questions
- (We Do) Students read the chapter in pairs and write on sticky notes to show their thinking.
- L 4.4- (Determine or clarify the meaning of unknown and multiple-meaning words) Students enter vocabulary in personal dictionaries.
- (You Do) W 4.1- (Write opinion pieces on topics or texts, supporting a point of view with reasons and information). Students individually write a paragraph response with supporting evidence from the text: *Why do you think Duncan is screaming?*

### DAY 9
**Share Writing/Read Ch. 16-17/ Stick Figure Character Map (I Do)**

**Share Writing**
- Look at pros and cons of sample student writing for the previous day's paragraph response.

**Chapter 16-**
- Open “My Teacher is an Alien 11-21.flipchart”
- RL 4.4 (Determine the meaning of words and phrases as they are used in a text)
  - Introduce vocabulary words
- (I Do) Teacher reads the chapter aloud, models thinking, points out vocabulary in context.
- SL 4.1- (Engage effectively in a range of collaborative discussions). Class Discussion- 1) Describe Duncan's reaction to seeing an alien. What is Peter's solution for Duncan's problem? What problems do you think might come with Peter's solution? 2) Why do you think Mr. Smith wants to see Susan after school?

**Chapter 17-**
- Introduce vocabulary words and chapter questions
- (We Do) Students read the chapter in pairs and write on sticky notes to show their thinking.
- L 4.4- (Determine or clarify the meaning of unknown and multiple-meaning words) Students enter vocabulary in personal dictionaries.
- (I Do) Introduce graphic organizer: RL 4.1 & RL 4.3- Stick Figure Character Map (p. 128 of “goforreadingdigital.pdf”)
  - Show example organizer
  - Demonstrate how to create the Stick Figure Character Map for Duncan.

### DAY 10
**Review/Read Ch. 18-19/ Stick Figure Character Map (We Do)**

**Share Writing**
- Review Stick Figure Character Map for Duncan. Let the students know they will be working in pairs to create one for Peter.

**Chapter 18-**
- Open “My Teacher is an Alien 11-21.flipchart”
- RL 4.4 (Determine the meaning of words and phrases as they are used in a text)
  - Introduce vocabulary words
- (I Do) Teacher reads the chapter aloud, models thinking, points out vocabulary in context.
- SL 4.1- (Engage effectively in a range of collaborative discussions). Class Discussion- 1) Peter says that Stacy and Mike have a choice. What choices do you think they have?
| Chapter 19- | Share Writing  
| • Introduce vocabulary words and chapter questions  
| • (We Do) Students read the chapter in pairs and write on sticky notes to show their thinking.  
| • L 4.4- (Determine or clarify the meaning of unknown and multiple-meaning words) Students enter vocabulary in personal dictionaries.  
| • (We Do) RL 4.1 & RL 4.3- In pairs, students complete the graphic organizer: Stick Figure Character Map (p. 128) for Peter.  |

| DAY 11 Share Character Map/ Read Ch. 20-21/ Stick Figure Character Map (You Do) | Day 11 Share Writing  
| • Pairs present their graphic organizers about Peter.  |

| Chapter 20- | End of Book Essay-  
| • Open “My Teacher is an Alien 11-21.flipchart”  
| • RL 4.4 (Determine the meaning of words and phrases as they are used in a text) Introduce vocabulary words  
| • (I Do) Teacher reads the chapter aloud, models thinking, points out vocabulary in context.  
| • SL 4.1- (Engage effectively in a range of collaborative discussions). Class Discussion- 1) The title of this chapter is "Piccolo Power." Why do you think it is called that?  |

| Day 12 End of Book Essay/ Final Project | Day 12 End of Book Essay-  
| • Analyze Broxholm's methods for dealing with humans. Did he make the correct choices in how to handle things? Were his choices harmful or good?  
| • Students create a 4-Square for a 5 paragraph essay.  |

| Final Project- | Final Project-  
| • Alien Spaceship Design  
| Students will design an alien spaceship. Day 1- students draw sketches of possible ship designs.  |

| DAY 13 End of Book Essay/ Final Project | Day 13 End of Book Essay-  
| • The students in Susan's class have a variety of reactions when they learned that Mr. Smith was an alien. Describe the reactions of the students. How does the knowledge change them?  
| • Students write the first draft and begin editing.  |

| Final Project- | Final Project-  
| • Alien Spaceship Design  
<p>| Students will design an alien spaceship. Day 2- students build a model, |</p>
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<td>• Students finish editing and write final draft.</td>
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<td>Final Project-</td>
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| • **Alien Spaceship Design**  
  Students will design an alien spaceship. Day 3- Students present their finished models in class, explaining the ideas behind their engineering. |