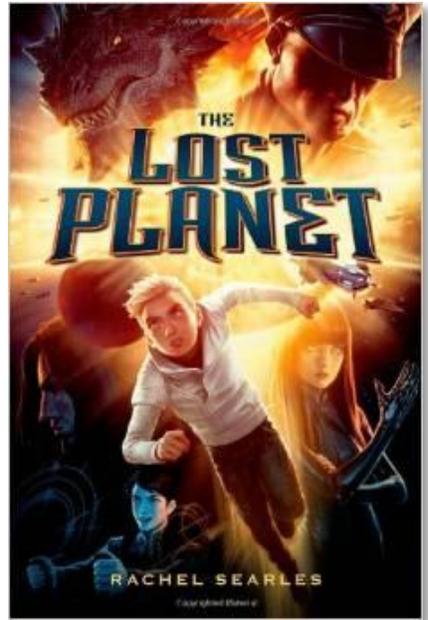


A Common Core State Standards Aligned
Discussion & Writing Prompt Guide for

THE LOST PLANET



Grades: 4 to 8

ISBN: 978-1250038791

Written by Rachel Searles

Published by Feiwel and Friends

This is what the boy is told:

- He woke up on planet Trucon, inside of a fence line he shouldn't have been able to cross.
- He has an annirad blaster would to the back of his head.
- He has no memory.
- He is now under the protection of a mysterious benefactor.
- His name is Chase Garrety.

This is what Chase Garrety knows:

- He has a message: "Guide the star."
- Time is running out.

Guide Created by
Debbie Gonzales





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The Educator Guide Format: Personal Bookmarks

To allow for a deep study of *The Lost Planet*, the book has been divided into four sections. Each section is comprised of discussion questions followed by writing prompt.

Personal bookmarks are printed on the following page. Listed on these bookmarks are the four designated chapter groupings and a space allotted for Target Completion Dates. A suggested format for a group or individual novel study is to assign weekly Target Completion Dates for students to finish reading prior to the weekly book discussion session.

Procedure:

- Print bookmarks on cardstock – one per student in novel study group.
- Trim the edges of bookmark.
- Give to student with the directions to:
 - Write their name on it.
 - Copy Target Completion Dates in designated space below assigned chapters to be read.
 - Keep the bookmark in the book for reference through the course of the novel study.





Personal Bookmarks

This bookmark belongs to:



Chapters 1 to 8 to be read by

Chapters 9 to 13 to be read by

Chapters 14 to 18 to be read by

Chapters 19 to 25 to be read by

This bookmark belongs to:



Chapters 1 to 8 to be read by

Chapters 9 to 13 to be read by

Chapters 14 to 18 to be read by

Chapters 19 to 25 to be read by

This bookmark belongs to:



Chapters 1 to 8 to be read by

Chapters 9 to 13 to be read by

Chapters 14 to 18 to be read by

Chapters 19 to 25 to be read by





Discussion Questions - Chapters 1 to 8

He remembered the words he'd spoken and the urgency he'd felt, but he had no idea why it seemed so important to say them. "Guide the star.' I don't know what it means." He stared at the foot of the bed, and his vision shimmered and doubled as tears filled his eyes. Why couldn't he remember? What kind of a mess has he gotten himself into (8)?

- Analyze the 'mess' Chase was in. Predict how much of the situation is a result of his own doing.
- Observe Chase's physical reaction to his need to say 'Guide the star.' Explore his emotional response. If he has amnesia, explain why would those three words fill his eyes with tears?
- Consider the location in which Chase has been discovered, in Asa Kaplan's estate. Explain how and why he was drawn to this place.
- Describe your impression of Parker. Can he be trusted?
- What of Dr. Silvestri? Explain his concern regarding Chase's well-being.

"It's just bio-molding," she said with a dismissive flick. "I can fix it." She crouched down in front of Chase and examined him with a frown. "You were as good as dead out there, and yet you don't have a single scratch" (41).

- Mina is a virtually indestructible android who became 'disfigured by savage gashes' during the Zinnjerha attack, and yet Chase, an Earthan boy, escaped completely unharmed. Explain what this event suggests about Chase's abilities.
- Analyze Chase Garrety's character. What is his purpose – for evil or good? How do you know?

"You stole it?" Chase looked back to see if the junk merchant was coming after them, but there were so many people on the street, the man was already gone from view. "Are you trying to get us in trouble" (58)?

- Consider Parker's motivation for stealing the badge. Explain the motive behind this action.
- Tell what this action reveals about Parker's character.
- Considering the setting, describe the level of risk the act of thievery created for the boys.
- Compare Parker's character with Chase's. List ways that the two are the same.
- Contrast their characters. Note ways that Chase and Parker are different.
- Can Parker be trusted? Cite instances in the text in support of your opinion.





“Like I was telling you before, he’s a Lyolian. A Khatra’s a Fleet vehicle. He can’t be from the Fleet, because even though that call it the Federal Fleet, it’s pretty much run by Earth and only Earthans are allowed to be soldiers. He’s probably a smuggler” (86).

- Explain why, if he knew that the young man might be dangerous, Parker is willing to save the would-be smuggler? What does this act reveal about Parker’s character?
- Parker seems to possess the ability to assess all alien species values and tendencies with ease. Explain why he able to do so. From what form of reference has he developed the ability to judge alien species with such authority?
- Discuss Parker’s dismissive attitude toward Mina’s damaged state. Tell what this attitude reveals about his character.

“My wife,” said Maurus loudly, stepping toward the back of the platform as he spoke.

“Prone to seizures. She’ll be fine. I can take her to the hospital myself. Would you please help my two young friends over there? We rescued them from a disabled ship. Both their parents have perished in the disaster and they’re very distraught” (104).

- Maurus contrived a plausible alibi in a swift manner. Explain what this action reveals about his character.
- If Maurus intended on abandoning Parker and Chase, tell why he returned Parker’s knife.
- Explain why Maurus told the medic that Parker and Chase were ‘very distraught.’
- Predict the importance of the slim silver case.

A zipping noise sounded behind them as the door to the bunkroom opened. Chase whirled around in his seat. The young man staggered through the doorway in his space suit, his sunken eyes roving wildly.

“Are you trying to kill us?” he shouted. “Move aside” (87)!

✍ Write a narrative exploring the quotation above from the points of view of each character participating in the scene – Parker, Maurus, and Chase. Tell how each character might perceive the tension, suspense, and drama of the scene. Use effective techniques and relevant descriptive details to demonstrate a deep understanding of the characters’ traits, motives, and connection with one another at this point in the story.





Discussion Questions - Chapters 9 to 13

“Although the Karsha Ven have not yet claimed responsibility for the attack, security analysts have been expecting some form of anti-Federation assault for the election of the new Lyolian president. Lieutenant Maurus is suspected to have died in the ensuing disaster. We’ll have more on this story as it unfolds, Boris.” (118).

- State the significance of this newscast. Explain why the message is key to discovering the truth behind Maurus’s true identity and motivation.
- Earlier, Parker stated that Lyolians were untrustworthy and smugglers. Do you agree with Parker’s opinion? Support your answer.
- Discuss the Karsha Ven. What is their purpose? What do they want? Are they dangerous? Explain your answers.
- Define the anti-Federation movement.

“Chase is dead.” She looked away, her voice breaking on the words. “I saw it happen” (123).

- Predict how Parker’s drink was spilled.
- Consider the little girl’s question, “What are you?” Explain why she used the word ‘what’ instead of ‘who?’
- Discuss the reasoning behind her bizarre behavior.
- Take note of Chase’s physical reaction to being stabbed. What does this reveal about his character?
- Explore the phrase “Guide the star!” Turn to the first pages of the book to discover earlier references to the phrase. The phrase meant nothing to Parker and Dr. Silvestri. Predict why the odd little girl knew of the phrase.

“Don’t be so hasty, boys,” rumbled Gorma. Eyeing them with frightful interest, he grinned, revealing small teeth, which, unlike the woman’s, were filed to sharp points. “Wouldn’t you like to meet the Rezer? (141)”

- Describe the Shank. What kinds of life forms exist there?
- Are Chase and Parker likely to survive the Shank? Explain why or why not.
- Explain why Gorma thinks the boys have a connection with the Fleet. Explore how the notion that Chase and Parker are somehow connected with Maurus influences Gorma’s reasoning.
- Tell why the electrostruct warned that the boys will bring ‘more trouble on the Shank.’





“You can’t do this.” The words were out of Chase’s mouth before he could stop them. He pressed his lips together, cursing himself for doing what he’d expected from Parker (146).

- Consider Chase’s unlikely outburst. Explain why he cursed himself for speaking out in this way.
- Explore Chase’s character, to this point in the story. Note ways that he has changed by becoming more outspoken and/or assuming more of a leadership role. List reasons for his development in this way.
- Define Chase’s motivation. Other than to survive the dangers of the Shank, describe his innermost desires.

The distrustful look on Parker’s face sent a cold feeling into the pit of Chase’s stomach. “I told you, I don’t know how I got out of the container. Do you really think I’d lie about that? (180)”

 The last line in Chapter Two reads *Nobody told the truth here, it seemed (24)*. Explore the themes of truth and deception in the story. Reveal how the author uses these themes to develop characterization, as well as to heighten a sense of tension and urgency.





Discussion Questions - Chapters 14 to 18

But even if he wasn't sure about the attacks he's survived, Chase could not deny his escape from the metal container. He's simply passed right through the door. That wasn't normal. He wasn't normal.

But what was he (192)?

- The definition of the word normal is to function in a natural way. List physical and emotional tendencies that suggest that Chase functions in natural ways.
- State physical and emotional evidence suggesting that Chase is not 'normal.'
- Mina explains to Chase that, "Every species has its own unique abilities" (193). If this is so, if Chase a member of a unique life force? Cite evidence to support or deny your claim.

Maurus tugged the blanket tightly around Chase's shoulders. "Can't pilot if I'm all bundled up." Chase caught his eye for a moment. Maurus's face was intense, his expression unreadable (216).

- Explain what the action of tugging the blanket around Chase's shoulders suggests about Maurus's feelings for Chase?
- Prior to the moment featured in the quote above, Chase revealed that he had amnesia and that he and Parker were being chased by soldiers of the Fleet. Describe Maurus's response to the truth about Chase.
- Analyze Maurus's expression. From his point of view, predict his thoughts and emotions at this moment.

Chase didn't speak, still trying to reconcile this information. He thought he knew Maurus by now – persecuted soldier from a troubled planet who had stolen from Chase and Parker, but also protected them. But if part of the accusation against him was true, if he had lied his way into the Fleet, then what else had he lied about (247)?

- Maurus explained that Karsha Ven is not a terrorist organization, yet there are some branches which use violence to bring about change. Explain how many of Maurus's behaviors suggest that he practiced forms of terrorism.
- To be persecuted means to be oppressed or to be severely treated harshly by unfair use of force or authority. Cite situations in which Maurus experienced persecution.
- Evaluate Maurus's character. Tell which aspect of his character reveals the truth about his motivations, desires, and convictions.
- Shortly after they discussed the Karsha Van and Maurus's desire to bring peace to his homeworld, Captain Lennard entered the cell. Examine the captain's reaction to seeing Chase with Maurus. Explain why he reacted to Chase's presence as he did.





Leonard pressed his fingertips against his temples. “The boy you are impersonating had a sister. She’s gone missing and I need to find her. (261)”

- Tell what the act of pressing fingertips against temples reveals about an individual’s emotional state.
- Predict the reason why Captain Lennard feels compelled to find Chase’s sister, Lilli.
- Explain why he feels that Chase is an impostor.
- Discuss why Asa Kaplan had vanished before Captain Lennard entered this scene.
- Consider Chase and his sister’s connection with the Federation, the Karsha Ven, Asa Kaplan, and Trucon’s atmospheric destruction. Discover their links between these aspects of the story through citation in the text.

Whether his were from a real memory or an implanted one, whether he was actually Chase Garrety or a man-made replacement, he knew there was a little girl who needed his help. A little girl who held the answers to who he was, and what happened to him. A resolution formed in his chest, as hard as a diamond. He would get off this ship, and he would rescue her (263).

 Write an essay exploring Chase’s desire to save the little girl who needs ‘his help.’ Explain why her rescue fuels his quest to define who and/or what he really is. Cite examples in the text supporting your position.





Discussion Questions - Chapters 19 to 25

He'd done it. He could run through doors. He could phase (267).

- Identify how Chase is beginning to accept the truth about himself and his abilities.
- Chase is discovering his abilities without the identification chip in his head. Discuss whether he would own the abilities to phase if the chip were still implanted in his skull.
- Phasing is a painful experience for Chase. Explain why this is so.
- Knowing that phasing will be painful, explore Chase's willingness to do so. Tell what his willingness reveals about his character.

"I'm sorry." Maurus whipped out the black baton and pressed it against the soldier's neck. It made a sizzling sound and he tumbled to the floor (273).

- Explain why Maurus apologized before zapping the young soldier with the black baton.
- Discuss why Maurus merely stunned the young soldier, rather than killing him.
- When Captain Lennard appeared on the ship's console, Maurus referred to Chase, Parker, and Mina as 'my hostages' (275). In addition, Maurus tried to convince Chase to leave Parker and Mina behind, to flee with him alone. Analyze his intent in both of these instances.

"She's here?" asked Chase incredulously. When his sister said, I'm being held by the one who led the end, had she meant Dornan (299)?

- Turn back to pages 120 to 124, to the scene where Lilli appeared to Chase in the washroom. Reread these pages, closely. List clues linking the washroom scene quoted above in which Chase discovers his sister, lifelessly sedated.
- The word 'incredulously' is defined as being skeptical or in a state of disbelief. Explain why Chase responds in this way.
- Analyze the statement, "I'm being held by the one who led the end." Consider Dornan's motivation to keep Lilli heavily sedated. Explain why she is doing so. What purpose does this serve? What does she want?





“Jonah Masters, my old comrade,” Bennin purred. “What a pleasure” (319)!

- Explain why Bennin is referring to Asa Kaplan as Jonah Masters in such an enthusiastic way. Furthermore, on page 325, Fersad acknowledged Asa in a friendly manner as Jonah. Discuss what this level of familiarity reveals about Asa’s relationship with these troublesome characters.
- Analyze Bennin’s motivation to disperse Maurus. Explain what he meant by the words, “As a warning to all who would try to swindle me” (312). Identify who he is referring to and why.
- If Asa has access to a supply of particle dispersers, could it be possible that he had something to do with Chase surviving the disperser? How so?
- Consider Bennin’s comment, “What remarkable children. Or should I say, experiments? (330)” Tell what he meant by referring to Chase and Parker as ‘experiments.’ Explain how Asa’s response reveals his true character motivation.

He remembered something Parker had said to him once, when they first met: Maybe what happened to you is so horrible, once you find out, you’ll wish you never knew (354).

- Recall Chase’s backstory, the events that preceded his arrival at Asa Kaplan’s estate – the Karsha Ven, the Fleet. Evaluate these events. Are they as horrific as Parker predicted? How so?
- Captain Lennard confessed that he ‘made a mistake’ about Maurus and Chase (340). Analyze his perspective. Explain how he came to this realization.
- Discuss Chase’s parents and his relationship with them. What kinds of people were they? Describe their feelings for their children. Cite examples from the text in support of your observations.
- Tell why Lilli is considered to be a ‘difficult child’ (359).
- Explain the significance of the phrase “Guide the star.”

*“Neither of us is alone anymore,” he said, sitting down on the bed beside her.
“We have each other again” (370).*

 Explore the development of Chase’s character throughout the story. Analyze how the themes of belonging, family, loyalty, and truth affected Chase’s change. Support your observations by citing examples from the text.





Common Core State Standards Alignment

English Language Arts Standards » Reading: Literature

CSS.ELA-Literacy.RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
CCSS.ELA-Literacy.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
CCSS.ELA-Literacy.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
CCSS.ELA-Literacy.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCSS.ELA-Literacy.RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CCSS.ELA-Literacy.RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
CCSS.ELA-Literacy.RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
CCSS.ELA-Literacy.RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
CCSS.ELA-Literacy.RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
CCSS.ELA-Literacy.RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCSS.ELA-Literacy.RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
CCSS.ELA-Literacy.RL.7.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCSS.ELA-Literacy.RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.





CCSS.ELA-Literacy.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
CCSS.ELA-Literacy.RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

English Language Arts Standards » Writing

CCSS.ELA-Literacy.W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
CCSS.ELA-Literacy.W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CCSS.ELA-Literacy.W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CCSS.ELA-Literacy.W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
CCSS.ELA-Literacy.W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CCSS.ELA-Literacy.W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CCSS.ELA-Literacy.W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CCSS.ELA-Literacy.W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CCSS.ELA-Literacy.W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CCSS.ELA-Literacy.W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CCSS.ELA-Literacy.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CCSS.ELA-Literacy.W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.





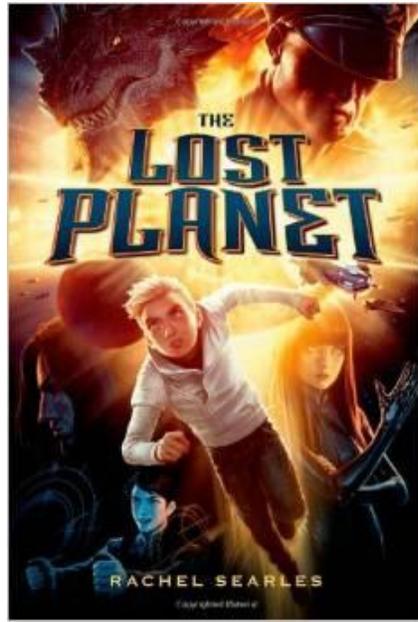
English Language Arts Standards » Speaking & Listening

CCSS.ELA-Literacy.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.
CCSS.ELA-Literacy.SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CCSS.ELA-Literacy.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.
CCSS.ELA-Literacy.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CCSS.ELA-Literacy.SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.
CCSS.ELA-Literacy.SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.
CCSS.ELA-Literacy.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.





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