



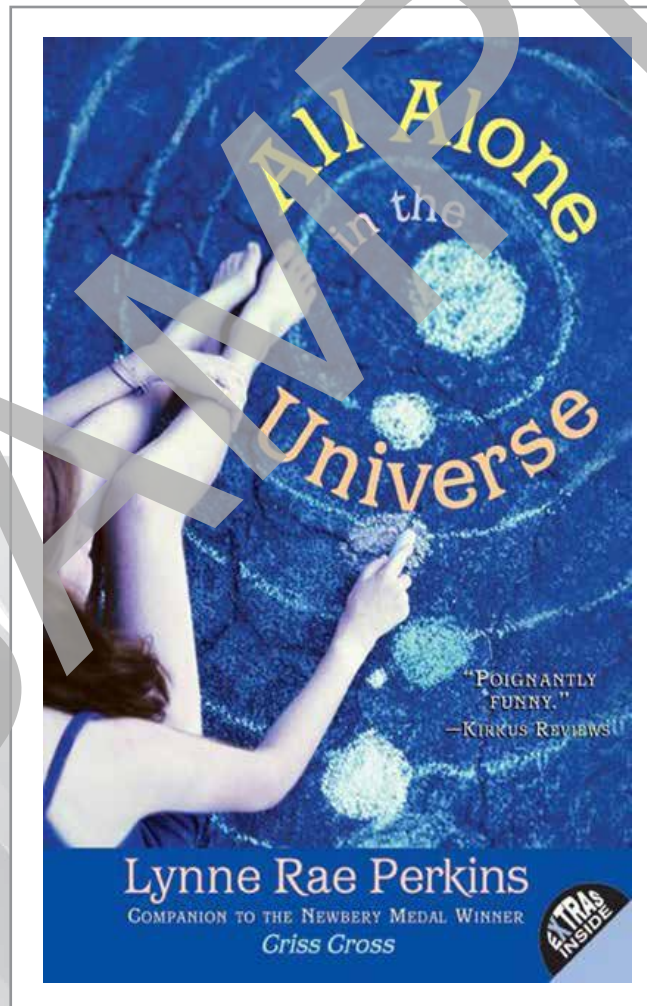
**TEACHER GUIDE**

**GRADES 6-8**

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

# All Alone in the Universe

Lynne Rae Perkins



**READ, WRITE, THINK, DISCUSS AND CONNECT**

# All Alone in the Universe

Lynne Rae Perkins

## TEACHER GUIDE

**NOTE:**

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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## Skills and Strategies

### Comprehension

Predicting, sequencing, foreshadowing, inference, anticipating

### Vocabulary

Target word, charades/maps, synonyms, antonyms, defining, parts of speech

### Literary Elements

Literary analysis, story mapping, plot development, setting, characterization

### Across the Curriculum

Science—weather; Art—drawing, design and color, diorama, collage, crafts, illustrations

### Listening/Speaking

Dramatizing, interviewing, storytelling, discussion, oral reports, taping, music composition/singing

### Thinking

Identifying attributes, research, compare/contrast, pros/cons, brainstorming, problem solving, creative thinking, conflicts, critical thinking

### Writing

Character journal, memories, personal writing, creative writing, directions, acrostic poem, short story, dialogue

## Vocabulary Activities

1. Target Word Charades: Have students act out some of the vocabulary words and have classmates guess the target words. Some suggested words for *All Alone in the Universe* include:

poised (8)      sprint (17)      raspy (29)      addled (53)      adrift (85)  
bellowed (108)      bounded (113)      reflex (125)      bafflement (136)

2. Target Word Maps: Have students complete word maps for vocabulary words of a certain part of speech. For example, adjectives from *All Alone in the Universe* would include:

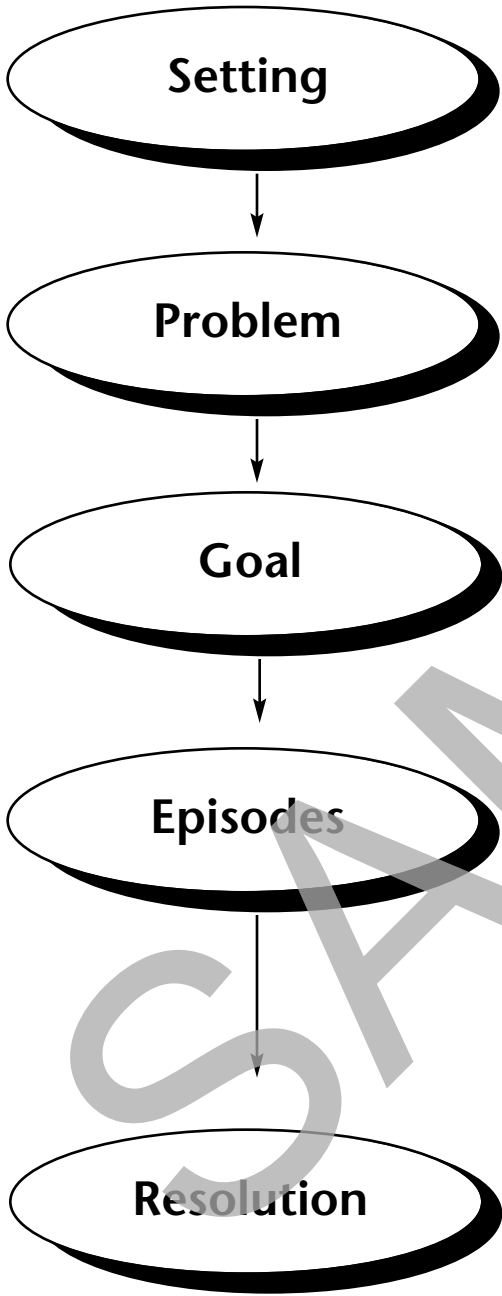
bronze (1)      dappled (10)      dingy (20)      spongy (45)      rayed (68)  
cinder (76)      wobbly (100)      rattled (126)      fluorescent (128)

### Word Map for a Adjective

	<b>What does it mean?</b>
<b>What does it describe?</b>	Dictionary:
Focus word: _____	In Use:
<b>What are examples of when to use the word?</b>	In Use:

3. Sentences: Have students select five or six vocabulary words and use as many of the words as possible in one sentence.
4. Synonym Match: Have students select vocabulary words from a chapter and list one synonym for each vocabulary word on a small piece of paper. Students mix the pieces of paper and match each synonym to the appropriate vocabulary word.
5. Catch a Star Game: Cut star patterns from construction paper. The star patterns should be large enough to write a vocabulary word. Glue a piece of magnetic tape on the back of each star. Place all the stars on a sheet of blue poster board. Construct a pole from a dowel or ruler by attaching a string to one end of the pole and a magnet to the end of the string. Each student takes turn picking up a star vocabulary word. When the star is picked up, the student must give the definition of the word or use the word in a sentence. If the student is correct, he/she gets to keep the star. If the student is incorrect he/she must throw the star back onto the blue paper. A variation of the game would be to write the definition on the star and the students would say the vocabulary word. The person or team who knows the most star vocabulary words wins the game.
6. Vocabulary Sort: Have the students sort vocabulary words into categories (e.g., nouns, verbs, and adjectives/adverbs).

# Story Map



Characters \_\_\_\_\_

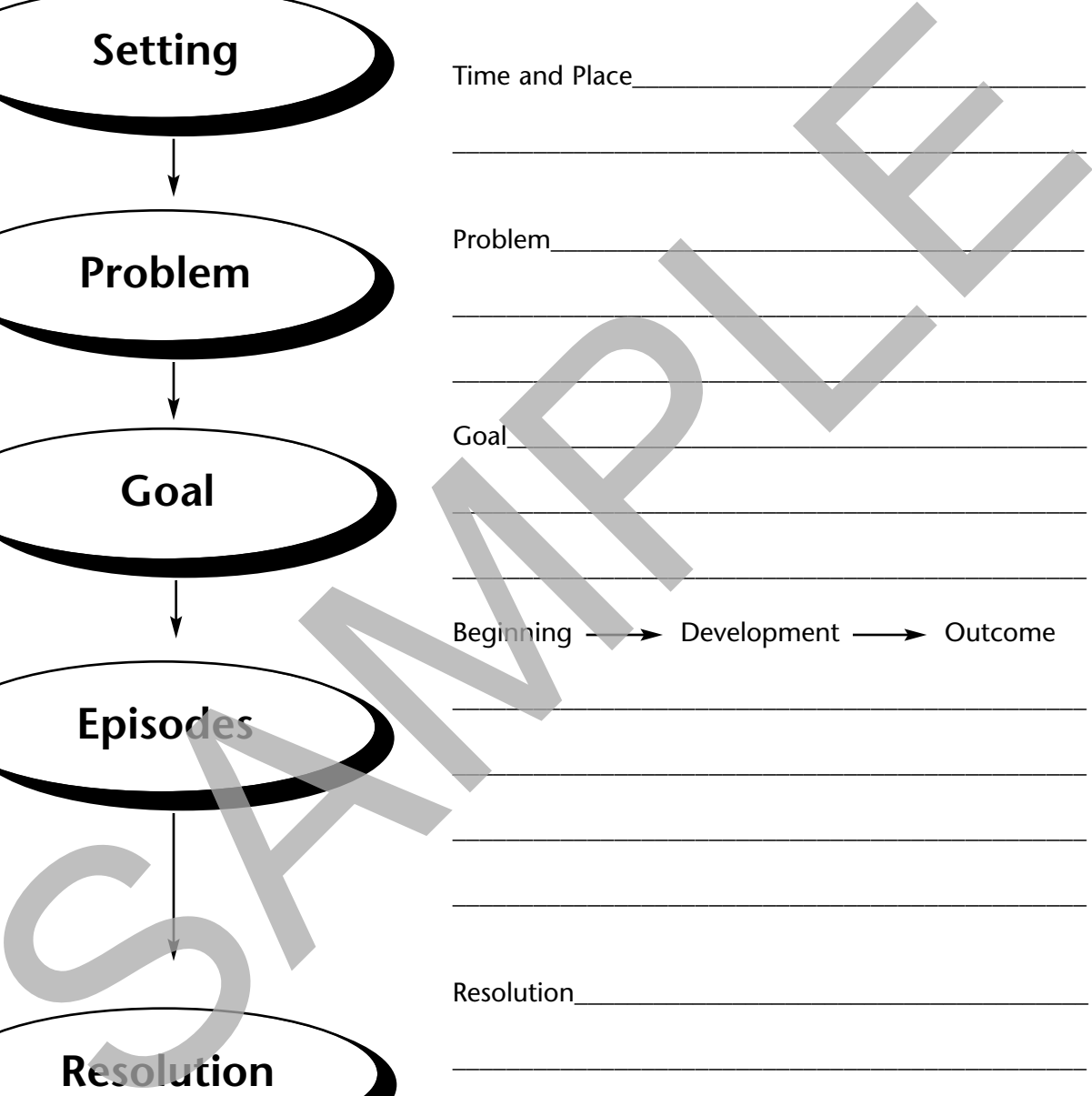
Time and Place \_\_\_\_\_

Problem \_\_\_\_\_

Goal \_\_\_\_\_

Beginning → Development → Outcome

Resolution \_\_\_\_\_



## Chapters One & Two: Where I Live & That Perfect Day in April, for Example

### Vocabulary

bronze (1)	descendants (2)	heritage (2)	exasperation (4)
grove (5)	drone (6)	dazzled (7)	dissolved (7)
briskly (7)	glinted (8)	lush (8)	poised (8)
amused (10)	caretaker (10)	dappled (10)	serene (10)
candelabra (11)	bummed (12)	chaise lounge (12)	swerve (13)

### Discussion Questions

1. Why is it hard for Debbie to imagine any lords living in her town? *(Answers will vary.)*
2. Do you think that Seldem is a small town? Why? *(Yes. Debbie describes the houses and Memorial Park as being small.)*
3. Why does Debbie suspect that if a dog laid down on the grass in Seldem it would want to wash itself off? *(The town is covered with fly ash from the power plant in Birdvale.)*
4. Why does Debbie think that names of descendants don't mean much? *(If you think about names in a certain way they can mean anything.)*
5. What does Debbie think of the name Insul-Brick? *(She thinks it sounds like a royal name, like it could be the name of a castle in Scotland or England.)*
6. Why do you think Debbie imagines herself as a girl in a tower doing ironing instead of the gorgeous woman in her make-believe story about Insulbrick? *(Answers will vary.)*
7. How do you think Debbie's mother feels about Debbie's friendship with Maureen? What do you think she might be concerned about? *(Answers will vary.)*
8. What kind of person do you think Debbie is? Why? *(Answers will vary.)*
9. Why might "meadows" or "parks" be better names for the yards in Deer Church? *(The yards are so big you can have a picnic there and the people in the house would never know you were there because the house is so far away, and trees block the view.)*
10. What does Maureen surmise is the reason the owners placed benches in their yard? *(They expect people to come to their yard to visit.)*
11. Why does Debbie wish the homeowners had installed a pool? *(She is hot and sweaty.)*
12. Why do Debbie and Maureen lay on the grass to "do [their] stomachs"? *(They want to tan their stomachs because bathing suit season is approaching.)*
13. Does Debbie think she is attractive? Explain your answer. *(Answers will vary.)*

14. How does Debbie’s reaction to the man shouting at them differ from Maureen’s reaction? *(Debbie is frightened and wants to run away, while Maureen seems to view the episode as a game.)*
15. How does the man with the hedge clippers react when Maureen asks if there is a secret garden? *(He seems to be amused and asks if they would like to see the garden.)*
16. What does Debbie think about the garden George shows her? *(She thinks it is beautiful and was made to be pleasant, or pleasing.)*
17. Why does Debbie disagree with Maureen’s suggestion to stop in someone else’s yard the next time they come back? *(She thinks it might hurt George’s feelings if they went to someone else’s yard.)*
18. What is the only thing that isn’t perfect about that day in April with Maureen? *(Debbie rides her bike into the door of the moving van and injures herself.)*
19. Why do you think Debbie thought every day with Maureen was perfect? *(Answers will vary.)*

### Supplementary Activities

1. Character Analysis: Have students begin character attribute webs (see pages 8-10 of this guide) for Debbie and Maureen. The students should add information to the webs as they read the remaining chapters.
2. Literary Analysis/Story Map: Have the students begin a story map (page 11 of this guide) to use as they read the story. As they read, they should add new information about characters, settings, problems, and events.
3. Critical Thinking: Have the students discuss the following question: Were Debbie and Maureen really trespassing when they ate on the lawn in Deer Church? Why or why not?
4. Brainstorm: As a class, brainstorm the qualities of a perfect friend.
5. Art: Have the students examine the pen drawings scattered throughout the text. Then have the students choose an illustration from the first two chapters and, in small groups, brainstorm and design a new illustration for that passage.

## Chapter Three: May

### Vocabulary

tethered (14)	flexible (15)	reproachfully (15)	mined (15)
sprint (17)	resistance (18)	tetanus (19)	ointment (19)
gauze (19)	madcap (19)	dingy (20)	scanned (21)
nondescript (21)	mole (22)	farsighted (22)	focused (23)
emphasis (23)	shriveled (23)	ominous (23)	shredded (24)