

All Alone in the Universe

Lynne Rae Perkins

STUDENT PACKET

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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Name _____

Chapter Seven: September

1. Who does Debbie walk with on the first day of school?
2. Does Glenna make Debbie feel welcome?
3. What excuse does Debbie give Maureen for why she didn't walk to school with her?
4. Who tries to comfort Debbie during first period class?
5. What excuse does Debbie give Glenna and Maureen for why she can't eat lunch with them?
6. With whom does Debbie start walking to school?
7. Which Prbyczka child does Debbie's mother have in her class this year?
8. Why do the other children in class avoid Bobby?
9. What excuse does Bobby give for why he comes to school dirty?

Chapter Eight: October

1. What kind of story does Debbie write for English class?
2. What is the fatal flaw of Debbie's heroine in her English story?
3. Why does Miss Epler want Debbie to stop by her room after school?
4. What does Miss Epler tell Debbie she might want to add to her story?
5. Who comes into the room as Debbie and Miss Epler are discussing the English paper?
6. What does Debbie remember that she and Alice have in common?
7. What do Debbie and Alice make plans to do?
8. How does Miss Epler feel about Alice and Debbie making plans to do something together?

Chapter Nine: The Hike

1. Why do Debbie and Alice bring apples to the horse farm?
2. How is Alice dressed on the day they go to the horse farm?
3. What songs do Alice and Debbie sing on the way to the horse farm?
4. Why do the girls walk toward the telephone poles?
5. Why does Debbie pay for Alice's pastry?
6. What kind of book does Alice tell Debbie she has been reading?
7. What reason does Debbie give her mother for getting home late?

Name _____

All Alone in the Universe
Activity #5 • Vocabulary
Chapter Four

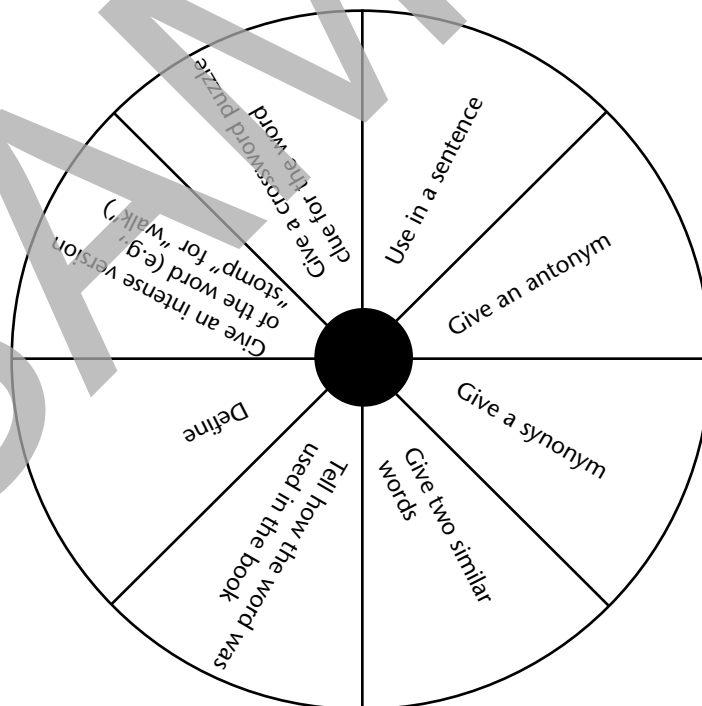
blend (26)
bearing (28)
nudged (29)
interior (30)
gingerly (31)
vampires (33)

beautician (27)
stunning (28)
afghans (29)
hearty (30)
slunk (31)

teased (27)
tangerine (28)
vinyl (29)
stoop (30)
sleazy (32)

prowling (28)
raspy (29)
ceramic (29)
creamed (31)
frequent (32)

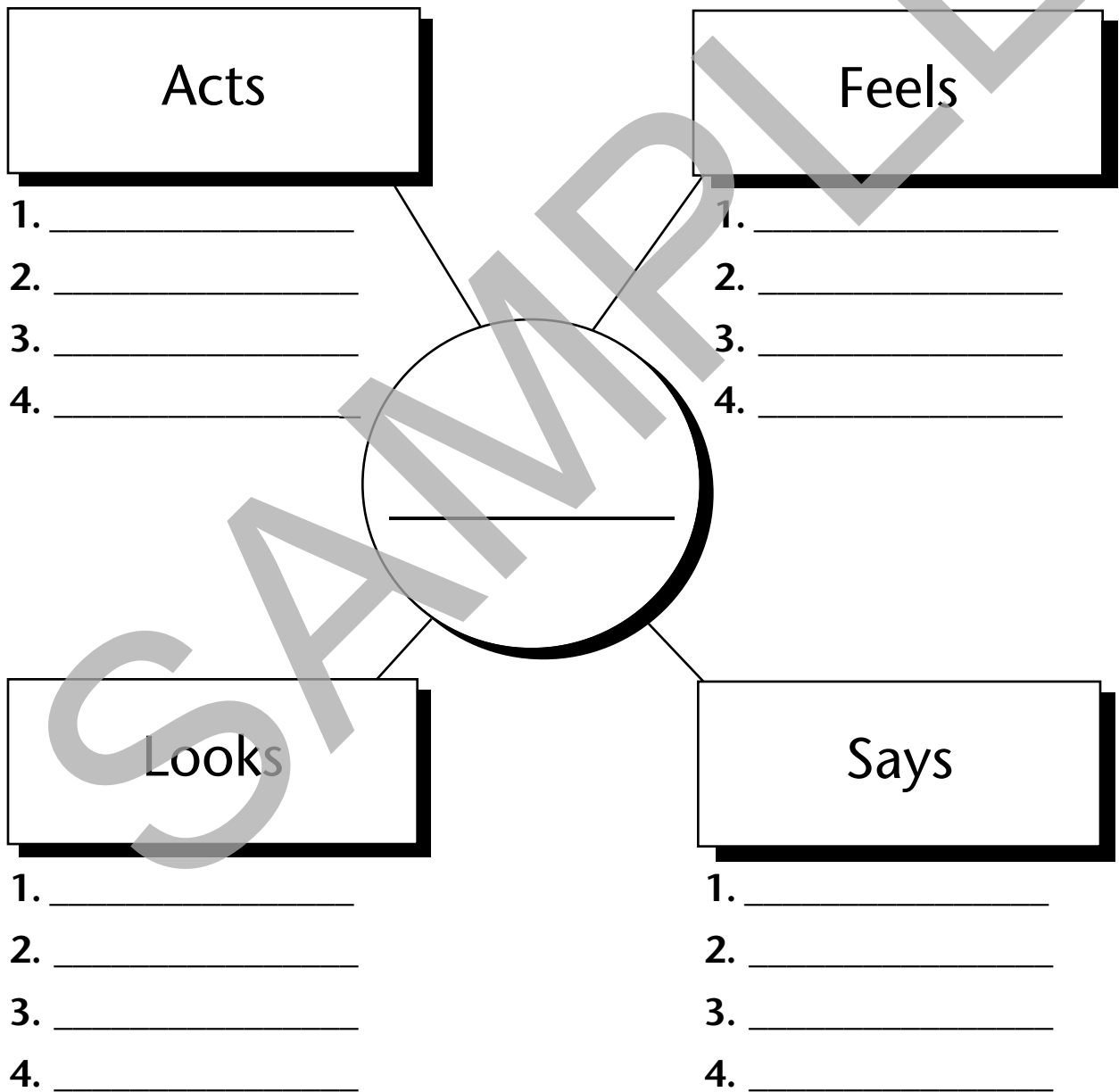
Directions: Write each vocabulary word on a slip of paper (one word per piece). Place the pieces of paper in a small container. Using the circle below, make a spinner. Now play the following game with a classmate. (It is a good idea to have a dictionary and thesaurus handy.) The first player draws a word from the container. The player then spins the spinner and follows the directions where the pointer lands. For example, if the player draws the word "ceramic" and lands on "define," the player must define the word "ceramic." If the player's partner accepts the answer as correct, the first player scores one point and play passes to the second player. If the player's partner challenges the answer, the first player uses a dictionary or thesaurus to prove the answer is correct. If the player can prove the answer is correct, the player earns two points. If the player cannot prove the answer is correct, the opposing player earns two points. Play continues until all the words have been used. The player with the most points is the winner.



Name _____

Character Sketch

Directions: Think about the characters from *All Alone in the Universe*. Which character was your favorite? Why? List this character's qualities on the attribute web. (You may have made attribute webs for several characters as you read the book. If so, use information recorded on these webs to review the characters and select qualities to list on the attribute web below.) Then use details from the attribute web to write a character sketch of your favorite character.



Name _____

Compare and Contrast

Directions: To identify with the characters in a story you need to understand how they look, feel, act, and what they value. In the space provided, draw a picture of three characters in the story. Write the character's name in the box above his/her picture. Below each person's picture, you will complete his description by using adjectives. After you complete your descriptions compare them to a classmate's. How is your description similar/different from your classmate's? Do you agree or disagree with your classmate's description? Your teacher can post the word on a bulletin board for the rest of the class to view.

Name	Name	Name