

# Contents & Explanation

Unit 5, Lesson 21

▶▶▶ Page 1

|   |   |
|---|---|
| Compare and Contrast<br>Graphic Organizer       | Students complete the graphic organizer, looking for similarities and differences between Debbie and Glenna.  |
| Compare and Contrast<br>Paragraph Form          | Students look for similarities and differences between two important characters in the story. They write the characters' names, topic sentences, and supporting details.                                      |
| INTERACTIVE<br>NOTEBOOK<br>Compare and Contrast | On the outside, students draw pictures of Glenna and Debbie. They lift the flaps and write about their similarities and differences.<br><br>Students cut and paste this page into their Interactive Notebook. |
| Making Predictions                              | Students complete the table, recording their predictions and story events that helped them to predict.  |
| Making Inferences                               | Students complete the table, recording their inferences, as well as the story events and background knowledge that helped them to infer.  |
| Point of View                                   | Students answer questions about the author's point of view. They also analyze how the story would have changed if told from a different character's point of view.  |
| All Alone in the Universe<br>Text Questions     | Students answer text-dependent questions. They need access to the text in order to provide evidence for their thinking.   |
| DNA Detectives<br>Main Idea and Details         | Students answer text-dependent questions. They need access to the text in order to provide evidence for their thinking.   |
| Essential Question                              | Students journal write, answering the essential question, "How does a new friendship affect an old one?"  |

# Contents & Explanation

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Page 2

|   |  |
|---|--|
| Vocabulary Word Wall Words                  | Word Wall Words are provided for teachers wanting to hang the selection vocabulary on their focus wall.  |
| Vocabulary Definitions and Sentence Writing | Students complete the table, using the glossary to define each vocabulary word. Then, they write sentences using the vocabulary words, showing they understand each word's meaning.  |
| Vocabulary: Using Context Clues             | Students use context clues to complete each sentence with the correct vocabulary word.   |
| Vocabulary: Synonyms                        | Students match each word to its synonym.   |
| INTERACTIVE NOTEBOOK Vocabulary Words       | <p>* This page may be used in place of the Vocabulary Definitions and Sentence Writing page.</p> <p>Students lift the flaps and write the vocabulary words into sentences that show they understand the meaning of the words.</p> <p>Students cut and paste this page into their Interactive Notebook.</p> |
| Spelling List                               | Teachers are provided with the spelling lists (2 to a page) to be cut and distributed to students for at-home study.   |
| Spelling Practice: Writing 3 Times Each     | Students write the spelling words, three times each.   |
| Spelling: Prefixes                          | Students write each spelling word in the correct column based upon its prefix (pre- and pro-.)   |

# Contents & Explanation

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Page 3

Spelling Practice: Vowels  
and Consonants

Students write their spelling words, using two different colors for the vowels and the consonants.

INTERACTIVE  
NOTEBOOK  
Progressive Forms

Students rewrite a provided sentence using each progressive verb form. They lift the flaps and write the sentences under the appropriate tab.

Students cut and paste this page into their Interactive Notebook.

Answer Keys

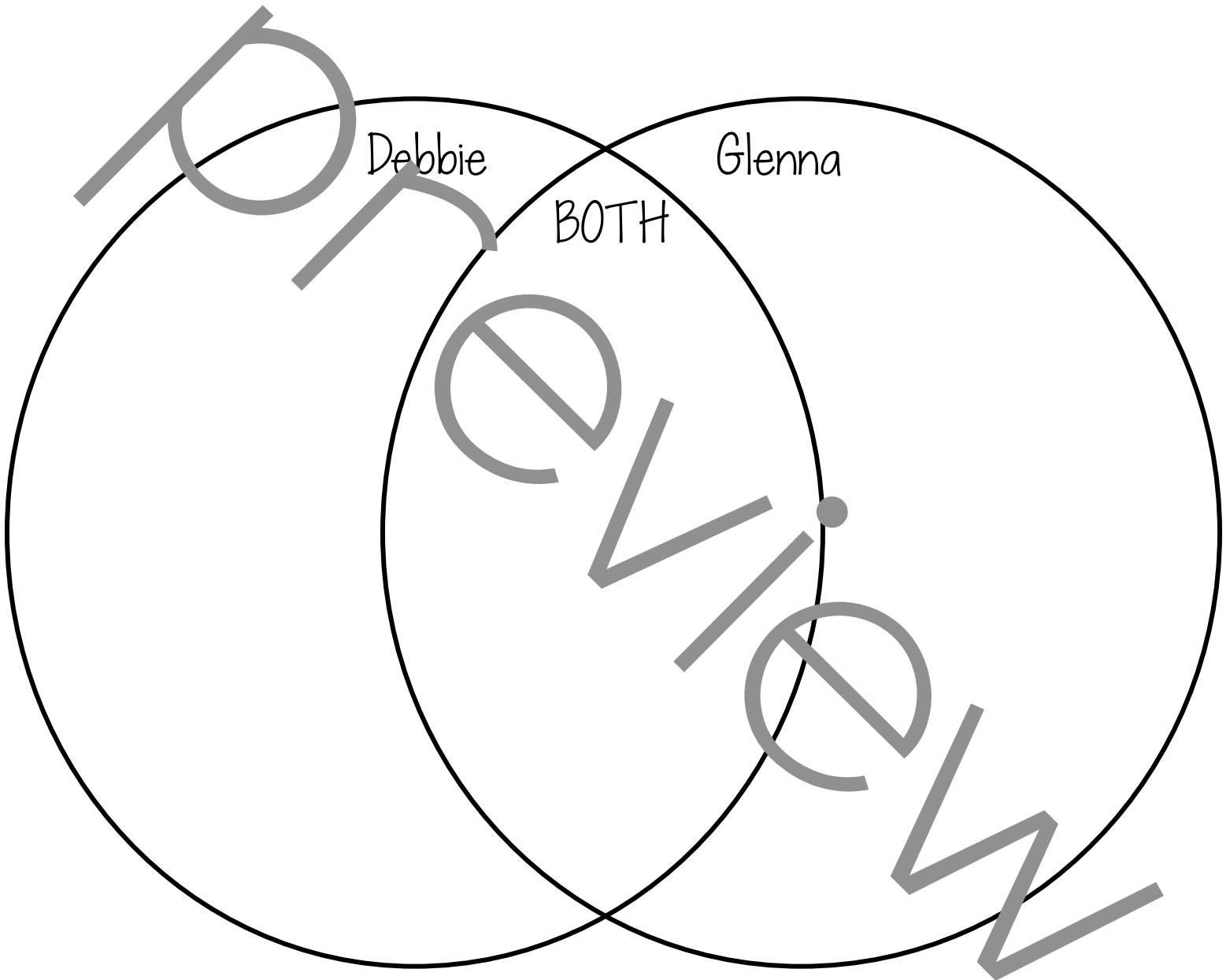
Answer Keys are provided for all applicable pages.

Name: \_\_\_\_\_

# ▶▶▶ All Alone in the Universe

»→ Compare/Contrast

Directions: As you read, complete the graphic organizer. Look for similarities and differences between Debbie and Glenna.



Name: \_\_\_\_\_

# ▶▶▶ All Alone in the Universe

»→ Compare/Contrast

Directions: As you read, look for similarities and differences between two important characters in the story. Write the names of these characters, a topic sentence, and supporting details about their similarities and differences.

COMPARING

&

ALIKE

Topic sentence: \_\_\_\_\_

Supporting details: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

DIFFERENT

Topic sentence: \_\_\_\_\_

Supporting details: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_

# »»» All Alone in the Universe

## »→ Compare/Contrast

Directions: Cut out and glue into your interactive notebook. Compare Debbie and Glenna. On the outside, draw pictures of these two important characters. On the inside, write about their similarities and differences.

Cut flaps

»»» Compare/Contrast

»→ Debbie

»→ Glenna

Glue down the rectangular strips only

Name: \_\_\_\_\_

# ▶▶▶ All Alone in the Universe

# »→ Making Inferences

Directions: As you read, make inferences about the story. Record your inferences below, as well as the story events that helped you infer. Make inferences about the important characters, and then continue making inferences as you read.

| ▶▶▶ PAGE # | ▶▶▶ INFERENCE                                       | ▶▶▶ Story events that led to my inference |
|------------|---|---|
|            | An inference about Debbie:                          |   |
|            | An inference about Maureen:                         |   |
|            | An inference about Glenna:                          |   |
|            | An inference about Mrs. Flaiber:                    |   |
|            | An inference about Maureen and Debbie's friendship: |   |
|            | An inference about Maureen and Glenna's friendship: |   |
|            |   |   |
|            |   |   |

Name: \_\_\_\_\_

## ▶▶▶ All Alone in the Universe

## »→ Text Questions

Directions: Answer each question in a complete sentence. You will need to provide text evidence to support your thinking.

1. According to Debbie, how are triangles and relationships similar? How are they different? Use text details in your answer.

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2. Make an inference: How is Maureen's friendship with Glenna affecting Maureen's friendship with Debbie? Use details from the text in your answer.

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3. Explain Debbie's feeling of being "off balance."

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4. Describe the change in Debbie's mood from when she first heard about Glenna's upcoming vacation, to when Debbie decided to get out of the car. What caused the change?

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Name: \_\_\_\_\_

## ▶▶▶ All Alone in the Universe

## »→ Text Questions

5. Make an inference: How might Mrs. Flaiber and Glenna have felt when Debbie and Maureen abruptly got out of the car?

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6. Do you believe that three people can be good friends, all at the same time? Explain your thinking using text details and/or your own background knowledge.

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7. After telling Maureen that Glenna doesn't want to be her (Debbie's) friend, Debbie decides that "going further seemed dangerous...like stepping off a cliff." Explain this thought.

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8. Why do you think the author titled this story, *Alone in the Universe*? Use text details to support your answer.

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**comprehension**

**abrupt**

**exhilaration**

**oracle**

Name: \_\_\_\_\_

## ▶▶▶ All Alone in the Universe

## »» Using Context Clues

Directions: Use context clues to complete each sentence with the correct vocabulary word.

|         |              |           |            |               |
|---------|--------------|-----------|------------|---------------|
| blurted | spiteful     | scrounged | eventually | comprehension |
| abrupt  | exhilaration | oracle    | stable     | jeopardy      |

1. Debbie was feeling \_\_\_\_\_ toward Glenna, because she felt as though Glenna was taking her best friend away.
2. Although Debbie doesn't realize it, her relationship with Maureen is not in \_\_\_\_\_. Maureen still cares about her very much.
3. An \_\_\_\_\_ isn't necessary to know that three people can be friends, as long as they treat one another with respect and kindness.
4. Debbie very nearly \_\_\_\_\_ out that she wanted Maureen to stop being friends with Glenna.
5. Riding on a roller coaster fills me with \_\_\_\_\_ because I love the steep drops and sudden turns!
6. We \_\_\_\_\_ around for five more dollars; we just wanted one more packet of tickets!
7. Debbie's feeling of excitement had an \_\_\_\_\_ end when she heard that Maureen would be vacationing with Glenna.
8. Maureen and Debbie have maintained a steady, \_\_\_\_\_ friendship for years.
9. Maureen's \_\_\_\_\_ of how to better share her time with both friends will likely improve with time.
10. \_\_\_\_\_, Maureen, Glenna, and Debbie will find a healthy rhythm to their new group.

# ▶▶▶ All Alone in the Universe

## » Vocabulary

Directions: Cut out and glue into your interactive notebook. Lift the flaps, then write the words into sentences that show you understand each word's meaning.

Glue down the rectangular strip only

All Alone in the Universe » Vocabulary

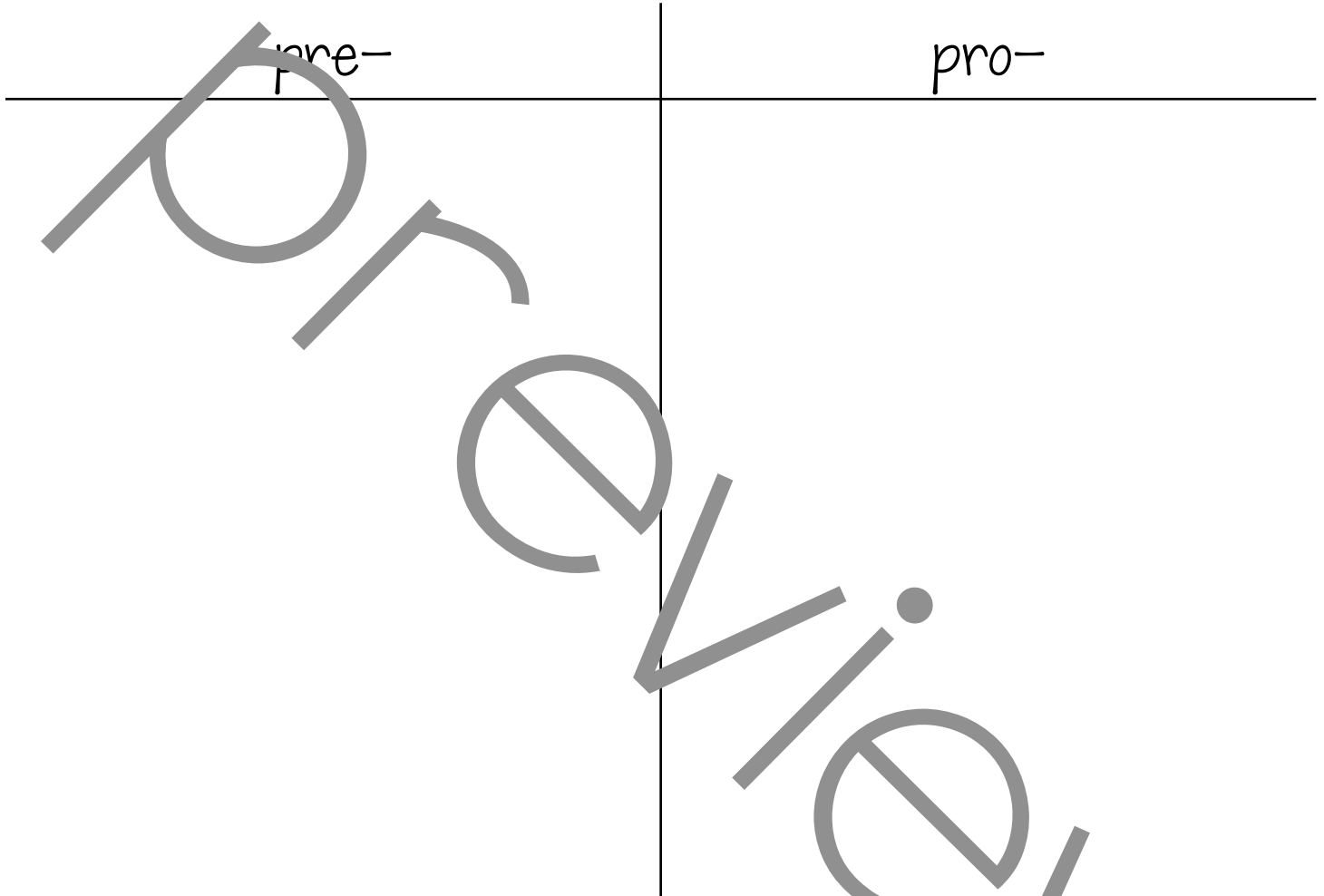
|               |           |
|---------------|-----------|
| blurted       | Cut flaps |
| spiteful      | ←         |
| scrounged     | ←         |
| eventually    | ←         |
| comprehension | ←         |
| abrupt        | ←         |
| exhilaration  | ←         |
| oracle        | ←         |
| stable        | ←         |
| jeopardy      | ←         |

Name: \_\_\_\_\_

# ▶▶▶ All Alone in the Universe

# »→ Prefixes

Directions: Write each spelling word into the correct column based upon the prefix.



prediction

proclaim

precaution

prolong

prefer

prologue

project

prehistoric

preorder

process

prospect

proportion

prevent

prejudge

prescreen

protrude

preview

prorate

prepaid

preapprove

preshow

provision

performing

preseason

prevail

pregame

pretreat

production

protect

prearrange