10 Day Unit Plan for

Natalie Babbit

Tuck Everlasting
Vocab
• Teach the students vocabulary which is probably unfamiliar to most them, but critical to their understanding of the story, and likely difficult to define using only context clues

Introduction
• Author
• Setting
• Main characters
• Good reading skills

Themes and character development
• Record of the main characters’ growth and experiences throughout the novel
• Identification and reflection upon themes

Technology
• Engage students and enhance learning through the use of technology

Teaching Reading and Language Arts through *Tuck Everlasting* by Natalie Babbitt

“Do not fear death, but rather the unlived life.”

Kristin Ernst

WHAT

Developing writing skills
• Anticipation guide
• Chapter reactions
• Persuasive essay
• Alternate ending

Developing reading skills
• Developing an understanding of figurative language
• Text-to-text, text-to-self, text-to-world connections
• Engaging the text, asking questions, making predictions, etc.
• Interpreting the meaning of various quotes from characters
**Vocab**

- The students will have vocab graphic organizer pages within their workbooks which will include a place for the word, the page number on which it was used in the book, a definition written in the students’ own words, a picture, synonym, antonym, and either their own sentence or the sentence from the book.
- I will directly instruct the students on the definition of the vocab words contained in each chapter before we read it by putting the word on an overhead, reading them the sentence from the book, and engaging them by having them predict the meaning of the word by considering other words that could fit in that sentence. After we’ve defined a word as a class, the students will fill in the definition of the vocab page, and fill in the rest of it after reading the chapter. I will add the word to our Reading Tree bulletin board.

**Developing reading skills**

- Discuss symbols such as the wheel of life as they are encountered throughout the reading. The students’ workbooks will contain a page which explores figurative language such as metaphors and personification. Students must identify what kind of figurative language is used in different excerpts from the novel.
- Encourage the students to sense it, question the author, make text-to-self, world, and text connections throughout their reading.
- Have the students engage the text by identifying making predictions and creating mental pictures as they read.
- Encourage discussion throughout reading via questioning, such as “What do you think Tuck meant by that?”

**Theme and character development**

- The workbooks will contain pages for each of the main characters on which students can write about what each does, says, thinks, and cares about. The students will draw each character based on Babbitt’s imagery. The students will contrast Winnie at the beginning and end of novel.
- The students will reflect on their past and future by filling out a wheel of life.
- Discuss hard decisions with the students by reading them scenarios and having them explain what decision they would make. Rather than telling the students what I think the right thing to do would be, I want to encourage them to make their own decision and defend them.

**Developing writing skills**

- The workbooks will contain a reaction page for every chapter, which will function like journal entries. Students can choose to make a prediction, ask a question, describe something they like or dislike, what they would do if they were in one of the character’s shoes, or discuss how the chapter impacted them or made them feel, etc.
- Before the students read the epilogue (in which it is revealed Winnie decides not to drink from the spring) they will write a persuasive essay about why or why not Winnie should drink from the spring (bring a glass bottle of “spring water” into the classroom for students to look at as they think about what they would do in Winnie’s shoes.
- When the students have completed the novel, they will write about the decision they would have made.

**Technology**

- Play novel trailer on youtube and have the students discuss their predictions about the story.
- Show students an excerpt from the movie and have them compare/contrast it with an excerpt from the novel.

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by Natalie Babbitt

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Kristin Ernst

**Introduction**

- I will directly instruct them on the setting, main characters’ names and discuss some reading skills of excellent readers.
- I will explain the setting is the fictional town of Treegap.
- The main characters are Winnie Foster, Jesse Tuck, Angus (Tuck) Tuck, Miles Tuck, Mae Tuck, and the man in the yellow suit.
**Week 1 Block Plan for *Tuck Everlasting***

<table>
<thead>
<tr>
<th>Before the unit begins</th>
<th>Day 1 April 4th</th>
<th>Day 2 April 5th</th>
<th>Day 3 April 6th</th>
<th>Day 4 April 7th</th>
<th>Day 5 April 8th</th>
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<tbody>
<tr>
<td>Prologue</td>
<td>Whole-class Ch. 1—3&lt;br&gt;Introduce tree, introduce good reading strategies, asking questions, sensing it, making connections, make predictions based on prologue, title, movie trailer (3 min), Discuss anticipation sheet, Vocab: bovine, melancholy, rueful, exasperated, self-deprecation, galling, falter Read Aloud Model reading skills, explain journals</td>
<td>Independent or partner&lt;br&gt;Ch. 4—6&lt;br&gt;Journal before, during, and after reading</td>
<td>Half-class Popcorn Ch. 7—9&lt;br&gt;Vocab: parson, vigorous, indomitable, disarray, silhouette&lt;br&gt;Review 4-6&lt;br&gt;Contrast 5 minute kidnapping scene from movie with chapter 6 Movie 17-22&lt;br&gt;Journal before, during, after reading</td>
<td>Independent or partner&lt;br&gt;Ch. 10—12&lt;br&gt;Journal before, during, and after reading. They fill in their own wheel of life.</td>
<td>Groups of 3 Ch. 13—16&lt;br&gt;Vocab: constable, gallows&lt;br&gt;Mini-lesson on figurative language, have students add it to tree&lt;br&gt;Assign Ch. 17—18 for homework</td>
</tr>
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**Week 2 Block Plan for *Tuck Everlasting***

<table>
<thead>
<tr>
<th>Weekend</th>
<th>Day 6 April 11th</th>
<th>Day 7 April 12th</th>
<th>Day 8 April 13th</th>
<th>Day 9 April 14th</th>
<th>Day 10 April 15th</th>
</tr>
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<tbody>
<tr>
<td>Students read Ch. 17-19 independently</td>
<td>Popcorn reading Ch. 19—20&lt;br&gt;Vocab: teeming, ignorant, petulance, resentful, acrid&lt;br&gt;Discuss hard decisions, compare answers from anticipation page</td>
<td>Ch. 21—23&lt;br&gt;Journal: Write a persuasive letter to Winnie, either for or against breaking Mae out of jail</td>
<td>Read Ch. 24-5 with partners, then read epilogue with Miss Murrill.&lt;br&gt;Vocab: profoundly, catholic&lt;br&gt;Journal: Pros and cons of drinking from spring. What would you do in Winnie’s shoes? (before reading epilogue)&lt;br&gt;Then rejoin for whole-class&lt;br&gt;Read epilogue aloud&lt;br&gt;Discuss changes throughout book (then now chart)&lt;br&gt;Open with changes in Treegap listed in epilogue, there were also Changes throughout book in Winnie’s character, other characters. The Tucks didn’t change point: change is part of the wheel of life</td>
<td>Review vocab and comprehension of entire novel for tomorrow’s test</td>
<td>Test, Spring Water Party, share journals</td>
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</table>
Additional ideas that could be incorporated if this unit is taught in the future over a longer span of time:

- Background information on Natalie Babbitt
- Have the students paint or draw the wood based on Natalie Babbitt’s imagery on page 24
- Readers’ Theater performance of one of the scenes in the book
- Have the students design a travel brochure for Treegap using the imagery and details from the book
- Explore the figurative language throughout the novel by contrasting similes and metaphors.
- Celebrate the circle of life and incorporate science by creating terrariums
- Incorporate math by calculating the distance between various locations mentioned throughout the book and how long it would travel between points
- Incorporate social studies by having the students make a time line of the historical events the Tucks would have witnessed throughout their long lives
- Have the students write acrostics about the main characters based on details within the novel
- Have the students design a wanted poster for Mae after the students read about Winnie breaking her out of jail
- Have the students bring in an object that represents their family, and draw parallels to Mae’s music box
- More journal responses
I. **Introduction**
   A. **Title:** Unit plan for *Tuck Everlasting* by Natalie Babbitt
   B. **Learning groups:** This unit incorporates whole-class, half class, small group, partner, and independent learning. It is meant to unite low and high level readers. It is centered around developing literacy through journaling.
   C. **Grade:** Mr. Falconi’s 4th grade class at Hillview Elementary

<table>
<thead>
<tr>
<th>Reading Group A (Miss Ernst)</th>
<th>Reading Group B (Miss Murrill)</th>
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<tbody>
<tr>
<td>1. Jordyn Anderson</td>
<td>1. Joshua Stoner (Josh)</td>
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<tr>
<td>• *low reader</td>
<td>• *low reader</td>
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<tr>
<td>2. Julian Breese</td>
<td>2. Lexen McDonald (Lex)</td>
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<tr>
<td>• Likes football</td>
<td>• Likes Legos</td>
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<tr>
<td>• *low reader</td>
<td>• *low reader</td>
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<tr>
<td>3. Hannah Clokey</td>
<td>3. Christen Krumziek</td>
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<tr>
<td>• Likes baseball</td>
<td>• Likes animals</td>
</tr>
<tr>
<td>• *low reader</td>
<td>• *high reader</td>
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<tr>
<td>• *behavior</td>
<td>• *behavior</td>
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<tr>
<td>5. Darcy Emery</td>
<td>5. Alexis Munsch</td>
</tr>
<tr>
<td>6. Matthew Gerwick</td>
<td>• Likes to draw</td>
</tr>
<tr>
<td>• Likes video games</td>
<td>7. Ian Pavelek</td>
</tr>
<tr>
<td>8. Madison Jaszemski</td>
<td>• Likes lacrosse</td>
</tr>
<tr>
<td>11. Madelyn Lattyak</td>
<td>10. Ashley Crothers</td>
</tr>
<tr>
<td>12. Zane</td>
<td>• Quiet</td>
</tr>
<tr>
<td>• *New student this marking period</td>
<td>11. Noah Burke</td>
</tr>
<tr>
<td></td>
<td>• Likes basketball</td>
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<tr>
<td></td>
<td>12. Shawn Woods</td>
</tr>
<tr>
<td></td>
<td>• Likes football</td>
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Other notes about Mr. Falconi’s students and classroom

- **Teaching Times:**
  - T/Th Reading is at the same time (may come in then)
  - Students also have free reading time in the afternoon
- **Mrs. H. is the reading assistant**
- Use any variety of groupings, try new things
- The students are very well-behaved, but they’ll talk if you let them go
  - Come up with some kind of verbal cue to bring them back to focus, introduce this at the beginning
  - Time warnings work well (in 2 minutes, we’ll talk about it, etc.)
- This class is at a high reading level, except for the specified students
May rearrange room, get materials if necessary (just let him know ahead) and may arrive early to set up
  - Overhead, Arts & Crafts Materials
  - If using technology, have a back-up!
  - TV and Internet access available

Content to possibly touch on:
  - Narrative elements
    - Character
    - Setting
    - Plot
  - Inference/Drawing Conclusions
  - Prefixes/Suffixes
  - Synonyms/Antonyms
  - Summarizing
  - Main Idea & Details
  - Sequencing
  - Vocabulary (include a couple words per chapter at least)
  - Connections with other texts (poems, etc.)
  - Cause/Effect
  - Compare/Contrast

Test suggestions from Mr. Falconi:
  - Culminating test with a review sheet
  - MC, T/F, etc.
  - Open-ended question (writing response)
  - May give quizzes throughout the unit

D. **Duration:** 10 days, 1 hour per day
E. **Context:** This unit can be used at any point in the school year and does not need to be used concurrently with any other unit.

II. **Content**

A. **Goals**

- Give the students a positive learning experience because this will be their first opportunity to study a novel as a class and will lay the foundation for future learning/enjoyment through reading novels.
- Students will read the entire novel through the course of the unit in large group, small group, partner, and independent settings.
- Students will develop their social and literacy skills through a variety of activities and reading settings.
- The themes present in this novel will help students develop their understanding of morality

B. **Concepts**
• The students will expand their understanding of themes such as the circle of life, making hard decisions, and greed.
• Students will expand their vocabulary.
• Students will improve their fluency and confidence as readers.
• Students will develop their comprehension and communication skills in reading, writing, speaking, and listening through the reading of the novel, journaling, and sharing with peers.

C. **Vocabulary** (page numbers in parenthesis)

**April 4th**

- **Bovine** (5)
  - “Here its edges blurred. It widened and seemed to pause, suggesting tranquil bovine picnics: slow chewing and thoughtful contemplation of the infinite.”
  - Having to do with cows
- **Melancholy** (16)
  - “Mae’s husband, on his back beside her, did not stir. He was still asleep, and the melancholy creases that folded his daytime face were smoothed and slack.”
  - A gloomy mood which often turns into a habit
- **Rueful** (11)
  - “Tuck rolled over and made a rueful face at her. ‘What in the world could possibly happen to me?’”
  - Showing sadness or pity
- **Exasperated** (16)
  - “‘All right! I’m coming!’ she cried, exasperated, and then added quickly, ‘I mean, I’ll be right there, Mama.’”
  - Extremely annoyed
- **Self-deprecation** (18)
  - “He laughed, gesturing in self-deprecation with long, thin fingers.”
  - Overly modest
- **Galling** (23)
  - “Still, it was galling, this having to admit she was afraid.”
  - Irritating or unpleasant
- **Falter** (35)
  - “The winding key was still revolving, but more and more slowly. The melody faltered.”
  - Started to hesitate or stop

**April 6th**

- **Parson** (43)
  - “‘Oh, stuff,’ said Jesse with a shrug. ‘We might as well enjoy it, long as we can’t change it. You don’t have to be such a parson all the time.’”
  - The pastor of a church
- **Vigorous** (46)
  - “The pastures, fields, and scrubby groves they crossed were vigorous with bees, and crickets leapt before them as if each step released a spring and flung them up like pebbles.”
• Active and full of life

• Indomitable (50)
  o “The Foster women had made a fortress out of duty. Within it, they were indomitable. And Winnie was in training.”
  o Impossible to stop or overcome

• Disarray (52)
  o “It was a whole new idea to her that people could live in such disarray, but at the same time she was charmed.”
  o Disorder or confusion, chaos

• Silhouette (62)
  o “In the fading light, the trees along the banks were slowly losing their dimensions, flattening into silhouettes clipped from black paper and pasted to the paling sky.”
  o The outline of something

April 8th

• Constable (75)
  o “You go for your local constable, and he and I ride out and bring back the child and the criminals.”
  o Small-town police officer who keeps the peace

• Gallows (78)
  o “’Course, we got a gallows of our own, if we ever need it. Keeps trouble down, I think, just having it there.”
  o A wooden structure used to hang criminals with rope

April 11th

• Teeming (85)
  o “Winnie squinted at her fishing line and tried to picture a teeming world.”
  o Swarming with a lot of something

• Ignorant (98)
  o “Ignorant people like you should never have the opportunity. It should be kept for...certain others.”
  o Lacking knowledge or training, unaware

• Petulance (98)
  o “Jesse said dully, ‘Freaks. You want us to be freaks. IN a patent-medicine show.’ The man in the yellow suit raised his eyebrows and a nervous petulance came into his voice.”
  o Sudden annoyance, often because of something unimportant

• Resentfully (101)
  o “The constable stood up. ‘What did you hit him for?’ he wheezed resentfully.”
  o Displeased or irritated because of a certain action

• Acrid (109)
  o “There was a pause, and the murmur of voices; then a match striking, the acrid smell of fresh cigar smoke.”
  o A strong, bitter taste or smell
April 13th

- Profoundly (128)
  - “There was no trace of her at all, or of Tuck or Miles or Jesse. Winnie was profoundly grateful for that. But she was also profoundly tired. It had been a trying two weeks.”
  - Deeply or seriously

- Catholic (135)
  - “Mae and Tuck clattered on into the village proper, past a catholic mixture of houses which soon gave way to shops and other places of business: a hot-dog stand; a dry cleaner; a pharmacy; a five-and-ten; another gas station...”
  - A wide variety of opinions or taste

D. Skills

- Social
  - Collaborating and communicating with peers during reading time
  - Verbally communicating opinions and insights

- Writing
  - Expressing thoughts concisely in journal entries
  - Responding to text
  - Planning writing using graphic organizers

- Reading
  - Fluency
  - New vocabulary comprehension
  - Making predictions
  - Making connections
  - Asking questions of the other
  - Identifying figurative language
  - Sensing imagery

- Story elements
  - Identifying themes
  - Noting setting: place and year
  - Plot comprehension: cause and effect
  - Recording character development using character graphic organizers

III. Objectives

Blooms Taxonomy:

- Knowledge
  - The students will learn the definitions for new vocabulary
  - The students will be able to name narrative elements of the novel
  - The students will be able to recall basic facts from throughout the plot
  - The students will learn to identify figures of speech

- Comprehension
  - Class discussion will guide and reflect students’ comprehension
  - Students will make predictions based on their understanding of the text every day

- Application
The students will relate the text to their own lives by explaining what they would do in the position of various characters

The students will relate the text to their own lives by discussing the ways in which the themes in the novel appear in their everyday lives

- **Analysis**
  - The students will reflect on the motives and consequences of characters’ choices
  - The students will consider whether or not they agree with characters’ choices
  - The students will question the author

- **Synthesis**
  - The students will be able to summarize main ideas from the reading
  - The students will organize their thoughts by writing their reactions to the text in their journals
  - The students will record characters’ development throughout the entire novel character maps

- **Evaluation**
  - The students will complete daily journal entries to show they have completed the reading and understand it
  - The students will complete a unit test
  - The students will share their journals with their peers

**Overall, TSWBAT:**

- Read *Tuck Everlasting* in its entirety within the 10 day unit, given peer-group and teacher support/discussion
- Exhibit comprehension of daily reading of *Tuck Everlasting* given opportunities to respond to the text verbally and in writing
- Complete daily journal activities to teacher satisfaction (based on rubric found on the “Homework Checklist”) based on daily reading of *Tuck Everlasting*
- Expand their vocabulary given a graphic organizer, the Reading Tree and direct instruction

**On day 1, TSWBAT:**

- Define vocabulary words using a graphic organizer, the Reading Tree, and direct instruction from teacher during mini-lesson as whole-class
- Name 3 important reading skills, given direct instruction during mini-lesson as whole-class
- Predict elements of *Tuck Everlasting* based on the title, prologue, and a trailer found on YouTube.com as whole-class
- Read chapters 1-3 in a whole-class setting. If time does not permit, students will finish reading independently.
- Develop an understanding of how to use their handbooks given direct instruction mini-lesson in half-class setting
- Add whatever is on their mind to the “What are you thinking?” box, given a journal prompt and today’s reading
- Add to character maps, given today’s reading

**On day 2, TSWBAT:**

- Read chapters 4-6 independently or with a partner, given instructions in handbook because teachers will not be able to attend class
Write a 1-2 sentence prediction, given a journal prompt and yesterday’s reading
Write a 1 sentence inference, given a journal prompt and today’s reading
Write a 1-3 sentence text-to-self connection, given a journal prompt and today’s reading
Add whatever is on their mind to the “What are you thinking?” box, given a journal prompt and today’s reading
Add to character maps, given today’s reading

On day 3, TWSBAT:

Define vocabulary words using a graphic organizer, the Reading Tree, and direct instruction from teacher during mini-lesson as whole-class
Verbally review chapters 4-6, given half-class discussion guided by teacher
Contrast the kidnapping scenes from the movie and novel, given a journal prompt, by filling in a Venn diagram and writing 2-4 sentences.
Reader chapter 7-9 through half-class popcorn reading guided by teacher. If there is not enough time, students will complete the reading independently after all.
Write 1 sentence to question in order to show comprehension of plot, given a journal prompt and today’s reading
Write a 1-2 sentence inference, given a journal prompt and today’s reading
Add whatever is on their mind to the “What are you thinking?” box, given a journal prompt and today’s reading
Add to character maps, given today’s reading

On day 4, TWSBAT:

Exhibit comprehension of the text by writing 2-4 sentences expression their opinion on the text, given yesterday’s reading and a journal prompt
Read chapters 10-12 independently or with a partner, given instructions in handbook because teachers will not be able to attend class
Exhibit comprehension by writing 1-3 sentences comparing the Fosters’ and Tucks’ homes, given today’s reading and a journal prompt
Develop an understanding of the wheel of life by completing their own wheel of life, given today’s reading and a journal prompt
Add whatever is on their mind to the “What are you thinking?” box, given a journal prompt and today’s reading
Add to character maps, given today’s reading

On day 5, TWSBAT

Define vocabulary words using a graphic organizer, the Reading Tree, and direct instruction from teacher during mini-lesson as whole-class
Exhibit an understanding of figurative language (metaphor, simile, and personification), given direct instruction in the half-class setting, by completing a worksheet in their handbooks to at least 90% accuracy
Write a 1-3 sentence prediction, given yesterday’s reading and a journal prompt
Read chapters 13-16 in a group of 3 students
Exhibit an understanding of figurative language by finding an example in today’s reading and writing it in journal
• Exhibit reading comprehension and analysis by writing 1-2 sentences explaining how Winnie’s feelings toward the Tucks are changing, given today’s reading and a journal prompt
• Add whatever is on their mind to the “What are you thinking?” box, given a journal prompt and today’s reading
• Add to character maps, given today’s reading

Over the weekend, TSWBAT:
• Read chapters 17 and 18 independently

On day 6, TSWBAT:
• Define vocabulary words using a graphic organizer, the Reading Tree, and direct instruction from teacher during mini-lesson as whole-class
• Discuss moral dilemmas with a partner, given teacher guidance and decision making mini-lesson
• Demonstrate the ability to synthesize information by writing a 1-2 sentence summary of the past weekend’s reading, given a journal prompt and half-class discussion led by the teacher
• Read chapters 19 and 20 through half-class popcorn reading, given guidance by the teacher
• Analyze the motives for a character’s action by writing 1 sentence, given today’s reading and a journal prompt
• Analyze the consequences of a character’s decision and make a text-to-self connect by writing 2-5 sentences, give today’s reading and a journal prompt
• Add whatever is on their mind to the “What are you thinking?” box, given a journal prompt and today’s reading
• Add to character maps, given today’s reading

On day 7, TWSBAT:
• Read chapters 21-23 independently or with a partner
• Add whatever is on their mind to the “What are you thinking?” box, given a journal prompt and today’s reading
• Write a letter to Winnie using at least 3 arguments, persuading her to or not to break Mae out of jail, given today’s reading and a graphic organizer
• Add to character maps, given today’s reading

On day 8, TSWBAT:
• Define vocabulary words using a graphic organizer, the Reading Tree, and direct instruction from teacher during mini-lesson as whole-class
• Read chapters 24 and 25 with a partner
• Add whatever is on their mind to the “What are you thinking?” box, given a journal prompt and today’s reading
• Make a text-to-self connection by writing at least 4 sentences explaining why they would or would not drink from the spring if they were in Winnie’s shoes, given today’s reading and a graphic organizer
• Add to character maps, given today’s reading
• Read the epilogue in the whole-class setting, given teacher guidance and discussion
On day 9, TWSBAT

- Review vocabulary and comprehension for the test by completing a review worksheet to at least 90% accuracy

One day 10, TSWBAT

- Complete the unit test to at least 90% accuracy
- Share their journals in small-group settings

Standards

- PA1.1.5.D Identify the basic ideas and facts in text using strategies (e.g. prior knowledge, illustrations and headings) and information from other sources to make predictions about text.
- PA 1.1.5.F: Identify, understand the meaning of and use correctly key vocabulary from various subject areas
- PA 1.1.5 G Demonstrate after reading understanding and interpretation of both fiction and nonfiction text
- PA 1.1.5 G.1 Summarize major ideas, themes or procedures of the text
- PA 1.1.5 G.3 Clarify ideas and understandings through rereading and discussion
- PA 1.1.5.G.4 Make responsible assertions about the ideas from the text by citing evidence.
- PA 1.1.5. H Demonstrate fluency and comprehension in reading
- PA 1.2.5. A. 4 Evaluate text organization and content to determine the author’s purpose and effectiveness.
- PA 1.3.5. A Read and understand works of literature
- PA 1.3.5. B Compare the use of literary elements within and among texts including characters, setting, plot, theme, and point of view.
- PA 1.3.5. C Describe how the author uses literary devices to convey meaning.
- PA 1.6.4.A Listen to others: ask pertinent questions
- PA 1.6.4.B.4 Identify and define new words and concepts
- PA 1.6.4.D Contribute to discussions
- PA 1.6.4.D.1 Ask relevant questions
- PA 1.5.4.A. Write with a clear focus
- PA 1.5.4.C. Organize writing in a logical order
- PA 1.5.4.F. Use grade appropriate conventions of language when writing
IV. Learning Experiences

<table>
<thead>
<tr>
<th>Prior to day 1</th>
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<tr>
<td>• Deliver unit plan and letter for students to Mr. Falconi</td>
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<td>• The letter will include narrative facts about <em>Tuck Everlasting</em>, 5 anticipation questions to help students begin thinking about the themes within the novel, and will ask students to read the Prologue for homework</td>
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<tr>
<th>Introductory lesson: Day 1</th>
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<tr>
<td>• Topic: Prologue-Ch. 3</td>
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<td>• Standards</td>
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<tr>
<td>• PA1.1.5.D Identify the basic ideas and facts in text using strategies (e.g prior knowledge, illustrations and headings) and information from other sources to make predictions about text.</td>
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<th>Objectives: TSWGABT</th>
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<tr>
<td>• Define vocabulary words using a graphic organizer, the Reading Tree, and direct instruction from teacher during mini-lesson as whole-class</td>
<td></td>
</tr>
<tr>
<td>• Name 3 important reading skills, given direct instruction during mini-lesson as whole-class</td>
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<tr>
<td>• Predict elements of <em>Tuck Everlasting</em> based on the title, prologue, and a trailer found on YouTube.com as whole-class</td>
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<tr>
<td>• Read chapters 1-3 in a whole-class setting. If time does not permit, students will finish reading independently.</td>
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<tr>
<td>• Develop an understanding of how to use their handbooks given direct instruction mini-lesson in half-class setting</td>
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<tr>
<td>• Add whatever is on their mind to the “What are you thinking?” box, given a journal prompt and today’s reading</td>
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<tr>
<td>• Add to character maps, given today’s reading</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Introduction</th>
<th></th>
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<tbody>
<tr>
<td>3-5 min</td>
<td>Miss Murrill and I will introduce the novel together in a whole-class setting</td>
</tr>
<tr>
<td></td>
<td>Introduce the Reading Tree on the bulletin board Remind students to raise their hand to share</td>
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</tbody>
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<tr>
<th>Development</th>
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<tbody>
<tr>
<td>5-7 min</td>
<td><em>The roots of the tree are the 3 reading strategies we will use throughout the novel: Sense it, Connections, and Questions</em> (These strategies will also be listed on the students’ bookmarks)</td>
</tr>
<tr>
<td></td>
<td>o <em>What do you think it means to sense it?</em> (Imagine the story using all 5 of your senses)</td>
</tr>
</tbody>
</table>
What do you think it means to make connections? (Make text-to-text, text-to-self, and text-to-world connections)
What do you think it means to ask questions? (Ask questions and respond to the text before, during, and after reading.)

**The branches are the narrative elements of the story like setting, plot, and characters**

- What is the setting of this story? (Treegap, 1800s, 1950)
- Who are some of the main characters you met in the Prologue? (Winnie, the Tucks)
- What is a plot? (The story-line)
- So far, has anything happened in the plot? (No, we have just been introduced to the main characters and we know their paths are going to cross)

Over the next few days we will fill the leaves with new vocabulary we find throughout our reading

**Guided Practice**

- Have the students make predictions about the novel by talking with the person next to them, then calling on one or two students to share with the whole class
  - Make a prediction about the novel based on the title (Emphasize “Everlasting,” ask what it means, and ask what it might have to do with the story)
  - Make a prediction based on the Prologue (How might the main characters’ paths cross?)
  - As you watch this trailer, think about the predictions you can make about the story (Show the 3 minute novel trailer on YouTube.com)

- Introduce vocabulary words for the day: bovine, melancholy, rueful, exasperated, self-deprecation, galling, falter
  - Show students the word on a note card and have one student add it to the leaves of the Reading Tree
  - Show the word on the overhead (with definition covered with paper)
  - Read them a sentence from the book
  - Have them speculate the meaning
  - Tell them the definition and reveal it on the overhead
  - Have students copy definition into graphic organizer and draw a picture to help them remember it

- Ask students to set down their pencils when they are done so we know we can move on

- Begin reading chapters 1-3 and model reading strategies of good readers
  - Miss Murrill will read aloud to the whole class, pausing throughout so she and I can make connections, talk about sensing it, ask questions, and express other thoughts that come to mind throughout the reading
  - To keep students engaged, remind them to be actively listening and practicing good readers’ skills

- 10 minutes before class is over, break the students into our 2 reading groups. Before doing so, remind them to walk quietly to the group meeting area.
• Explain how to use the handbook throughout the coming days
  o Your handbook which will be your guide as you read Tuck Everlasting. Just like we did today, we will define vocabulary in it before we read.
  o Turn to the first page. Each day, there will be directions explaining what you should read and write. If you see a stop sign in the bottom corner of a page, do not turn the page until you are instructed to by me. If you see an arrow at the bottom of the page, you turn the page.
  o Do good readers only think about what they’ve read after they’ve read it? (No, they reflect before, during and after) Each day, follow the instructions before, during, and after your reading.
  o Every day in the “during” section of your handbook, there will be a “What are you thinking about?” box. You can fill it with anything you want! But you have to have to put something in it. What kinds of things do you think a good reader would write in this box while they’re reading? (Make a prediction, ask a question, write a word you don’t know, write an observation, write something you liked/disliked, write a sentence summarizing your reading, draw a picture, etc.)
  o (Have students turn to the character maps) Each day, once you’ve completed your required journal entries, if you have more time to work, turn to the back of your handbook to the character maps. Each day you can add something new about the main characters of the story. Write things the characters care about in the hearts, write things they do in the arrows, write things they say in the speech bubble, and write things they think about in the thought cloud. By the end of the story we will be able to see how the characters changed throughout the book.
  o If you ever run out of time during language arts class, Mr. Falconi says you can continue working during free reading time in the afternoon.

• Closing
  1-2 min
  o Ask a student to tell me what their assignment is for that afternoon assuming we will not have to finish that day’s reading as a class
  o Questions?

• Materials
  o 1 copy of Tuck Everlasting for me and every student
  o Student handbooks
  o The Reading Tree bulletin board and note cards for each word
  o Vocabulary overhead and overhead projector
  o Good Reader Bookmarks
  o Computer with internet (Tuck Everlasting trailer on YouTube)

• Adaptations
  o Short on time (most likely)
    ▪ Ask the students to read up until chapter 4 that afternoon during free reading time, then stop
• Extra time
  - Have the students begin filling in character maps
• Low-readers
  - Have them answer questions to check for understanding
• High-readers
  - Ask them not to read ahead, but encourage them to work on character maps or add more to their “What are you thinking about?” box
• Behavior/Distraction
  - Have them assist with the lesson (have them place word on the Reading Tree, call on them, sit next to them, etc.)

• Evaluation
  - Did the students participate in defining the vocabulary words?
  - Were the students able to name 3 important reading skills?
  - Were the students able to make predictions based on the title, prologue, and trailer?
  - Did all of the students complete the required reading?
  - Were the students able to demonstrate understanding of the handbooks when asked about their assignments?
  - Were the students able to add to their character maps?
  - If I taught this lesson again, how would I change it?
  - Did I include all of the students in the lesson?
  - Should I adjust classroom management for Wednesday?

• Day 2
  • Topic: Ch. 4-6
  • Standards
    - PA 1.5.4.A. Write with a clear focus
    - PA 1.5.4.C. Organize writing in a logical order
    - PA 1.5.4.F. Use grade appropriate conventions of language when writing
    - PA 1.1.5 G Demonstrate after reading understanding and interpretation of both fiction and nonfiction text
  • Objectives: TSWBAT
    - Read chapters 4-6 independently or with a partner, given instructions in handbook because teachers will not be able to attend class
    - Write a 1-2 sentence prediction, given a journal prompt and yesterday’s reading
    - Write a 1 sentence inference, given a journal prompt and today’s reading
    - Write a 1-3 sentence text-to-self connection, given a journal prompt and today’s reading
    - Add whatever is on their mind to the “What are you thinking?” box, given a journal prompt and today’s reading
    - Add to character maps, given today’s reading
  • Independent Practice
    - I will not be present, so students will follow the directions in their handbooks
    - The students will choose to read chapters 4-6 independently or with a partner
    - The students will use their handbooks to journal before, during and after reading chapters 4-6
• If they have extra time, they should not continue reading but instead add to their character maps
• If they run out of time, they should finish their assignment during free-reading time in the afternoon

• Materials
  • 1 copy of *Tuck Everlasting* for me and every student
  • Student handbooks
  • The Reading Tree bulletin board and note cards for each word
  • Good Reader Bookmarks

• Adaptations
  • Lack of focus
    o If students do not seem to be completing assignments on the days I’m not present, try pairing them with a stronger partner and ask Mr. Falconi for suggestions

• Evaluation
  • Did the students complete the assigned tasks in the allotted time?
  • If not, how can the assignments be adjusted for the future?

• Day 3
  • Topic: Ch. 7-9
  • Standards
    • PA 1.1.5 G.3 Clarify ideas and understandings through rereading and discussion
    • PA 1.1.5 G Demonstrate after reading understanding and interpretation of both fiction and nonfiction text
    • PA 1.6.4.A Listen to others: ask pertinent questions

• Objectives: TSWBAT
  • Define vocabulary words using a graphic organizer, the Reading Tree, and direct instruction from teacher during mini-lesson as whole-class
  • Verbally review chapters 4-6, given half-class discussion guided by teacher
  • Contrast the kidnapping scenes from the movie and novel, given a journal prompt, by filling in a Venn diagram and writing 2-4 sentences.
  • Reader chapter 7-9 through half-class popcorn reading guided by teacher. If there is not enough time, students will complete the reading independently after all.
  • Write 1 sentence to question in order to show comprehension of plot, given a journal prompt and today’s reading
  • Write a 1-2 sentence inference, given a journal prompt and today’s reading
  • Add whatever is on their mind to the “What are you thinking?” box, given a journal prompt and today’s reading
  • Add to character maps, given today’s reading

• Introduction (whole class setting)
  • Ask one or students to share an insight from yesterday’s reading

• Development
  • Introduce vocabulary words for the day as whole class: parson, vigorous, indomitable, disarray, silhouette
o Show students the word on a note card and have one student add it to the leaves of the Reading Tree
o Show the word on the overhead (with definition covered with paper)
o Read them a sentence from the book
o Have them speculate the meaning
o Tell them the definition and reveal it on the overhead
o Have students copy definition into graphic organizer and draw a picture to help them remember it

• Who can raise their hand and tell me what you read yesterday in chapters 4-6? (Winnie runs away, finds Jesse at the spring, the Tucks are kind to her but kidnap her)

• Guided Practice

  10-15 min

  • Think about how the Tucks kidnapped Winnie in chapter 6 as you watch the kidnapping scene from the movie. Think about how they are alike and different. (Play 5 minute clip starting at 17:00 and ending at 22:00)
  • What are some things you noticed in the movie?

• Independent Practice

  • Have the students turn to the Venn diagram in their handbooks and explain how to fill it in.
  • After they fill in the Venn diagram, the students will journal about which kidnapping scene they prefer, and why.
  • Then break the students into groups of 3 and have them popcorn read. They will use their journals to respond to the text before, during, and after their reading.

• Closing

  • Rest of class

  • 1 min

  • Ask the students to explain back to me what they need to accomplish before tomorrow to check for understanding

• Materials

  • 1 copy of Tuck Everlasting for me and every student
  • Student handbooks
  • The Reading Tree bulletin board and note cards for each word
  • Vocabulary overhead and overhead projector
  • Good Reader Bookmarks
  • Tuck Everlasting DVD
  • TV

• Adaptations

  • Struggling students
    o If students are having trouble remembering details from yesterday’s reading, encourage them to skip chapter 6 or discuss it with a partner
  • Extra time
    o Have the students add to their character maps
  • Too little time
    o Have the students complete the reading/assignments during free-reading time that afternoon

• Evaluation
• Did the students participate in defining the vocabulary?
• Did the students demonstrate that they had read chapters 4-6 by discussing them during the review?
• Did the students contrast the kidnapping scenes?
• Did the students complete the assigned reading?
• Did the students show comprehension of the plot?
• Did the students write an inference?
• Did the students share thoughts and insights in their journal?
• Did the students have time to add to their character maps?
• If I taught this lesson again, how would I change it?
• Did I include all of the students in the lesson?

• Day 4
  • Topic: Ch. 10-12
  • Standards
    • PA 1.6.4.D.1 Ask relevant questions
    • PA 1.3.5. B Compare the use of literary elements within and among texts including characters, setting, plot, theme, and point of view.
    • PA 1.1.5 G.1 Summarize major ideas, themes or procedures of the text
  • Objectives: TSWBAT
    • Exhibit comprehension of the text by writing 2-4 sentences expression their opinion on the text, given yesterday’s reading and a journal prompt
    • Read chapters 10-12 independently or with a partner, given instructions in handbook because teachers will not be able to attend class
    • Exhibit comprehension by writing 1-3 sentences comparing the Fosters’ and Tucks’ homes, given today’s reading and a journal prompt
    • Develop an understanding of the wheel of life by completing their own wheel of life, given today’s reading and a journal prompt
    • Add whatever is on their mind to the “What are you thinking?” box, given a journal prompt and today’s reading
    • Add to character maps, given today’s reading
    • I will not be present, so students will follow the directions in their handbooks
    • The students will choose to read chapters 10-12 independently or with a partner
    • The students will use their handbooks to journal before, during and after reading chapters 10-12
    • If they have extra time, they should not continue reading but instead add to their character maps
    • If they run out of time, they should finish their assignment during free-reading time in the afternoon

• Independent Practice
  • I will not be present, so students will follow the directions in their handbooks
  • The students will choose to read chapters 10-12 independently or with a partner
  • The students will use their handbooks to journal before, during and after reading chapters 10-12
• If they have extra time, they should not continue reading but instead add to their character maps
• If they run out of time, they should finish their assignment during free-reading time in the afternoon

**Materials**
- 1 copy of *Tuck Everlasting* for me and every student
- Student handbooks
- The Reading Tree bulletin board and note cards for each word
- Good Reader Bookmarks

**Adaptations**
- Lack of focus
  - If students do not seem to be completing assignments on the days I’m not present, try pairing them with a stronger partner and ask Mr. Falconi for suggestions

**Evaluation**
- Did the students complete the assigned tasks in the allotted time?
- If not, how can the assignments be adjusted for the future?

**Day 5**
- **Topic:** Ch. 13-16
- **Standards**
  - PA 1.6.4.D Contribute to discussions
  - PA 1.6.4.D.1 Ask relevant questions
  - PA 1.1.5. H Demonstrate fluency and comprehension in reading
  - PA 1.1.5 G.1 Summarize major ideas, themes or procedures of the text
  - PA 1.3.5. C Describe how the author uses literary devices to convey meaning.

**Objectives:** TSWBAT
- Define vocabulary words using a graphic organizer, the Reading Tree, and direct instruction from teacher during mini-lesson as whole-class
- Exhibit an understanding of figurative language (metaphor, simile, and personification), given direct instruction in the half-class setting, by completing a worksheet in their handbooks to at least 90% accuracy
- Write a 1-3 sentence prediction, given yesterday’s reading and a journal prompt
- Read chapters 13-16 in a group of 3 students
- Exhibit an understanding of figurative language by finding an example in today’s reading and writing it in journal
- Exhibit reading comprehension and analysis by writing 1-2 sentences explaining how Winnie’s feelings toward the Tucks are changing, given today’s reading and a journal prompt
- Add whatever is on their mind to the “What are you thinking?” box, given a journal prompt and today’s reading
- Add to character maps, given today’s reading

**Introduction** (whole-class setting)
- Have one student share what they read yesterday
- Introduce vocabulary words for the day as whole class: constable and gallows
• Show students the word on a note card and have one student add it to the leaves of the Reading Tree
• Show the word on the overhead (with definition covered with paper)
• Read them a sentence from the book
• Have them speculate the meaning
• Tell them the definition and reveal it on the overhead
• Have students copy definition into graphic organizer and draw a picture to help them remember it
• (When they’re done with vocab, break the students into two reading groups)

• **Development: Figurative language mini-lesson**

  5 min

  • As I introduce these 3 kinds of figurative language, I will show them the figurative language signs. As we discuss each one, we will add them to the Reading Tree.
  • Simile: Compares two things using the words “like” or “as”
    • We can remember this because like and simile both have the letter “l” in them
    • Simile sounds like similar. When two things are similar, they are LIKE each other, or one thing might do something in the same way AS something else
  • Metaphor: Compares two things by saying “is”
  • Personification: Gives human characteristics to objects or animals
    • We can remember PERSONification has human qualities because the word “person” is another word for human

• **Guided Practice**

  5-10 min

  • Have the students do the figurative language exercise in their journals. Then go over the answers together.

• **Independent Practice**

  Rest of class

  • The students will break into groups of 3 and read chapters 13-16. They will use their journals to respond to the text before, during, and after their reading.

• **Closing**

  1 min

  • Ask the students to remind me how to tell a simile, metaphor, and personification apart

• **Materials**

  • 1 copy of *Tuck Everlasting* for every student
  • Student handbooks
  • The Reading Tree bulletin board and note cards for each word
  • Vocabulary overhead and projector
  • Good Reader Bookmarks
  • Figurative language signs

• **Adaptations**

  • Struggling student
    • If student is having difficulty identifying figurative language, encourage them to create pictures in their mind of exactly what they are saying, and search for human qualities, “as”, “like” and “is”. 
• Advanced student
  • If some students are finished the figurative language exercise before
    the rest of the group is ready to discuss it, they may begin the day’s
    assigned reading.

• Extra time
  • Have students add to character maps

• Short on time
  • Have the students complete their assignment during free-reading
    time

• Evaluation
  • Did the students participate in defining the vocabulary?
  • Did the students complete the figurative language activity to at least 90%?
  • Did the students demonstrate comprehension by making a 1-3 sentence
    prediction?
  • Did the complete the assigned reading?
  • Did the students identify an example of figurative language in the reading?
  • Did the students writing 1-2 analysis sentences?
  • Did the students fill in the “What are you thinking” box?
  • Did the students have time to add to their character maps?
  • If I taught this lesson again, how would I change it?
  • Did I include all of the students in the lesson?

• Day 6
  • Topic: Ch. 19-20
  • Standards
    • PA 1.6.4.D.1 Ask relevant questions
    • PA 1.5.4.F. Use grade appropriate conventions of language when writing
    • PA 1.1.5 G Demonstrate after reading understanding and interpretation of both
      fiction and nonfiction text
    • PA 1.1.5.G.4 Make responsible assertions about the ideas from the text by citing
      evidence.
  • Objectives: TSWBAT
    • Define vocabulary words using a graphic organizer, the Reading Tree, and direct
      instruction from teacher during mini-lesson as whole-class
    • Discuss moral dilemmas with a partner, given teacher guidance and decision making
      mini-lesson
    • Demonstrate the ability to synthesize information by writing a 1-2 sentence
      summary of the past weekend’s reading, given a journal prompt and half-class
      discussion led by the teacher
    • Read chapters 19 and 20 through half-class popcorn reading, given guidance by the
      teacher
    • Analyze the motives for a character’s action by writing 1 sentence, given today’s
      reading and a journal prompt
    • Analyze the consequences of a character’s decision and make a text-to-self connect
      by writing 2-5 sentences, give today’s reading and a journal prompt
• Add whatever is on their mind to the “What are you thinking?” box, given a journal prompt and today’s reading
• Add to character maps, given today’s reading

• Introduction

  2-5 min

  • Open your handbooks to today’s journal entry and write down a short summary of what you read this weekend. (Students should write about 1 sentence. Have someone share what they wrote.)

• Development

  15-20 min

  • Popcorn read ch. 19 and 20 as a reading group and complete journal entries before, during, and after reading.
  • Did you read that Winnie decided she should or should not break Mae out of jail? (she did)
  • Winnie felt that was the right thing to do even though it was against the law and she disobeyed her parents. Why did she think it was the right thing to do? (It would protect the world from finding out about the secret of the spring)
  • Sometimes we have to make really hard decisions in our lives when there is no perfectly clear choice to make. We have to make the best choice we can by thinking about the consequences. With a partner, read one of the hard decisions, and decide what you would do in that situation. Then we will all share our opinions.

• Guided Practice

  5 min

  • Each pair is assigned one of the four hard decisions
  • After the students make a decision, I read the scenario to the group and discuss their decisions

• Materials

  • 1 copy of Tuck Everlasting for me and every student
  • Student handbooks
  • The Reading Tree bulletin board and note cards for each word
  • Vocabulary overhead and overhead projector
  • Good Reader Bookmarks
  • Hard decision scenarios

• Adaptations

  • Struggling students
    o If students are struggling to express their opinion, reiterate there is no wrong answer, they should just express whatever they feel
  • Lack of focus
    o If a pair is chatting instead of discussing the moral dilemmas, ask them leading questions such as “Why wouldn’t you make a different decision instead?”
  • More time
    o Have the students add to character maps
  • Less time
    o Have students complete the assignment during free-reading time

• Evaluation

  • Did the students participate in defining the vocabulary words?
• Did the students express their opinions orally?
• Did the students write 1-2 sentence summaries?
• Did the students complete the required reading?
• Did the students write 1 analytical sentence?
• Did the students write 2-5 analytical sentences?
• Did the students fill in the “What are you thinking” box?
• Did the students have time to add to their character maps?
• If I taught this lesson again, how would I change it?
• Did I include all of the students in the lesson?

• Day 7
  • Topic: Ch. 21-23
  • Standards
    • PA 1.1.5. H Demonstrate fluency and comprehension in reading
    • PA 1.5.4.A. Write with a clear focus
    • PA 1.5.4.C. Organize writing in a logical order
    • PA 1.5.4.F. Use grade appropriate conventions of language when writing
  • Objectives: TSWBAT
    • Read chapters 21-23 independently or with a partner
    • Add whatever is on their mind to the “What are you thinking?” box, given a journal prompt and today’s reading
    • Write a letter to Winnie using at least 3 arguments, persuading her to or not to break Mae out of jail, given today’s reading and a graphic organizer
    • Add to character maps, given today’s reading
    • I will not be present, so students will follow the directions in their handbooks
    • The students will choose to read chapters 21-23 independently or with a partner
    • The students will use their handbooks to journal before, during and after reading chapters 21-23
    • If they have extra time, they should not continue reading but instead add to their character maps
    • If they run out of time, they should finish their assignment during free-reading time in the afternoon
  • Materials
    • 1 copy of Tuck Everlasting for me and every student
    • Student handbooks
    • The Reading Tree bulletin board and note cards for each word
    • Good Reader Bookmarks
  • Adaptations
    • Lack of focus
      o If students do not seem to be completing assignments on the days I’m not present, try pairing them with a stronger partner and ask Mr. Falconi for suggestions
  • Evaluation
    • Did the students complete the assigned tasks in the allotted time?
    • If not, how can the assignments be adjusted for the future?

• Day 8
  • Topic: Ch. 24-Epilogue
• Standards
  • PA 1.6.4.D Contribute to discussions
  • PA 1.6.4.A Listen to others: ask pertinent questions
  • PA 1.1.5. H Demonstrate fluency and comprehension in reading

• Objectives: TSWBAT
  • Define vocabulary words using a graphic organizer, the Reading Tree, and direct instruction from teacher during mini-lesson as whole-class
  • Read chapters 24 and 25 with a partner
  • Add whatever is on their mind to the “What are you thinking?” box, given a journal prompt and today’s reading
  • Make a text-to-self connection by writing at least 4 sentences explaining why they would or would not drink from the spring if they were in Winnie’s shoes, given today’s reading and a graphic organizer
  • Add to character maps, given today’s reading
  • Read the epilogue in the whole-class setting, given teacher guidance and discussion

• Introduction (half-class)
  • Ask the students what they read yesterday

• Development
  • Have the students read ch. 24-25 with a partner and complete the journal entries before, during, and after the reading.
  • Return to whole-class. Ask the students to raise their hand if they think Winnie will drink from the spring. Then if they think she won’t. Read Epilogue aloud to students

• Guided practice
  • Fill in the before and after chart as a class and discuss the theme of change that occurs throughout the novel. Is it a good thing? Is it part of life? How did Winnie change? Was it good or bad the Tucks didn’t change?

• Materials
  • 1 copy of Tuck Everlasting for me and every student
  • Student handbooks
  • The Reading Tree bulletin board and note cards for each word
  • Vocabulary overhead and overhead projector
  • Good Reader Bookmarks
  • Old, glass bottle of “spring water” for students to look at as they journal
  • Change poster

• Adaptations
  • Less time
    • If the students do not finish during literacy, they may finish during free-reading time in the afternoon
  • More time
    • If the students finish early, they may work on their character maps
  • Struggling students
    • Remind students there is no wrong answer, they are free to express their opinion

• Evaluation
  • Did the students participate in defining the vocabulary?
  • Did the students complete the required reading?
• Did the students fill in the “What are you thinking” box?
• Did the students write at least 4 sentences?
• Did the students have time to add to their character maps?
• Did the class complete the epilogue?
• If I taught this lesson again, how would I change it?
• Did I include all of the students in the lesson?

• **Day 9**
  
  • **Topic:** Unit review
  
  • **Standards**
    
    • PA 1.1.5.F: Identify, understand the meaning of and use correctly key vocabulary from various subject areas
    
    • PA 1.1.5 G Demonstrate after reading understanding and interpretation of both fiction and nonfiction text
    
    • PA 1.1.5 G.1 Summarize major ideas, themes or procedures of the text
  
  • **Objectives:** TSWBAT
    
    • Review vocabulary and comprehension for the test by completing a review worksheet to at least 90% accuracy
    
    • I will not be present, so students will follow the directions in their handbooks
    
    • The students will complete a unit test review worksheet which will help them review vocabulary and various comprehension from throughout the novel

  • **Independent practice**
    
    • Test review

  • **Materials**
    
    • 1 copy of *Tuck Everlasting* for me and every student
    
    • Student handbooks
    
    • The Reading Tree bulletin board and note cards for each word
    
    • Good Reader Bookmarks
    
    • Review sheet

  • **Adaptations**
    
    • Struggling students
      
      • Pair two students up and have them quiz each other verbally on vocab etc.
    
    • Advanced students
      
      • They may choose something else to read during free-reading time

  • **Evaluation**
    
    • Did the students complete the review to at least 90% accuracy?
    
    • If not, how can I adjust my test or instruction?

• **Final Lesson: Day 10**

  • **Topic:** Unit closure

  • **Standards**
    
    • PA 1.1.5.F: Identify, understand the meaning of and use correctly key vocabulary from various subject areas
    
    • PA 1.1.5 G Demonstrate after reading understanding and interpretation of both fiction and nonfiction text
    
    • PA 1.1.5 G.1 Summarize major ideas, themes or procedures of the text
• PA 1.6.4.D Contribute to discussions

• **Objectives: TSWBAT**
  • Complete the unit test to at least 90% accuracy
  • Share their journals in small-group settings

• **Introduction**
  o Verbally review vocab and comprehension by calling on students who raise their hand

**Development**
  o Administer test
  o Celebrate the end of the unit by drinking bottled spring water and breaking students into pairs (one student from each reading group) to share the hard work they put into their journals

• **Closure**
  o Encourage students to continue reading novels

• **Materials**
  o Test
  o Handbooks
  o Bottled spring water

• **Adaptations**
  o Lack of focus
    • If students are chit-chatting instead of sharing their journals, ask them open-ended questions about their journal, such as “Can you tell me about one of the pictures you drew?”
  o Extra time
    • Have the students go back to their desks and ask students to share their favorite part of their unit, what novels they would be interested in reading next, etc.
  o Too little time
    • If there is not enough time to break the students into pairs to have them share their journals, ask a few students to share their favorite part of the unit with the whole class

• **Evaluation**
  o Did the students complete the test to at least 90% accuracy?
  o Did the students get to share some of the work they did in their journals?

V. **Evaluation Instrument and Methods**

Formative assessment will take place throughout the first 9 days through class discussions and the completion of journal entries. Each day as the students are reading or working on their journals I will circulate the room to record whether or not they have completed. A journal assignment is considered to be completed if all of the following questions can be answered with a “yes”: Did the student correctly the assignment’s directions? Did the student appear to put forth effort? Did the student appear to have read the required reading by exhibiting an understanding of it?

Summative assessment will take place on day 10 with a unit test.

VI. **Evaluation of Objectives and Daily Lessons**
Each day after leaving Hillview I will reflect on my lesson on lined paper which will follow each daily learning experience in the unit plan binder, looking back at the daily objectives as I answer the daily evaluation questions to guide my thinking. I will first reflect upon whether or not my students met the objectives and how I can improve their learning experience (student-centered objectives). Then I will reflect upon how I can improve my teaching and the lesson itself for future use (teacher-centered objectives).

VII. Materials

- Entire unit
  - 1 copy of *Tuck Everlasting* for me and every student
  - Student handbooks
  - The Reading Tree bulletin board and note cards for each word
  - Vocabulary overhead and overhead projector
  - Good Reader Bookmarks
- Day 1
  - Computer with internet
- Day 2
  - Nothing in addition to entire unit materials
- Day 3
  - “Tuck Everlasting” DVD
  - TV
- Day 4
  - Nothing in addition to entire unit materials
- Day 5
  - Figurative language signs
- Day 6
  - Hard decision scenarios
- Day 7
  - Nothing in addition to entire unit materials
- Day 8
  - Old, glass bottle of “spring water” for students to look at as they journal
  - Change poster
- Day 9
  - Review sheet
- Day 10
  - Test
  - Bottled spring water

VIII. Resources

**Novel trailer video:**

**Teaching guide book:**

**DVD of the movie version of the novel:**


**Website:**


**Equipment:**

- Overhead projector
- TV
- DVD player
- Computer with internet access

**Sensory Aids:**

- Glass bottle of “spring water”
- Plastic, bottled spring water
- Bulletin board: The Reading Tree
- Good Readers’ Skills Bookmarks
- Vocabulary overhead

**IX. Appendix**

- Sketch
  - Bulletin board: The Reading Tree
- Teacher Material
  - Reading discussion guide
  - Key to test review
  - Key to test
  - Vocabulary overhead
  - Figurative language signs
  - Hard decision scenarios
- Assessment tools
  - Homework checklist
  - Test
- Student Materials
  - Letter to students
  - Bookmarks
  - Handbook
  - Test Review
Bulletin Board: The Reading Tree

Reading Tree
Tuck Everlasting

 questões
conexões
sensações
fables
setting
figurative language
characters
plot
theme
# Teacher’s Guide for Reading Discussions

<table>
<thead>
<tr>
<th>Ch.</th>
<th>Summary</th>
<th>Reading format</th>
<th>Character Development</th>
<th>Before</th>
<th>During</th>
<th>After</th>
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</thead>
<tbody>
<tr>
<td>Pro.</td>
<td>Introduction of man in yellow suit, Tucks, Winnie. Their paths will cross</td>
<td>Homework</td>
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<td>Imagery of Treegap: The point is, it’s a sleepy, rural, small town, but something horrible would happen if a certain tree is discovered there</td>
<td>Whole-class</td>
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<td>Make a guess why the tree in the wood is special</td>
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<td>Make predictions about the novel. How will the characters’ paths cross?</td>
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<td>Make a guess why the tree in the wood is special</td>
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<td>Make a guess why the tree in the wood is special</td>
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<td>2</td>
<td>Mae awakes to meet her sons as she does every 10 years</td>
<td>Whole-class</td>
<td>Angus: Melancholy, Mae: More cheerful</td>
<td>Make a prediction</td>
<td></td>
<td>How could the Tucks look the same for over 80 years?</td>
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<td>Make a prediction</td>
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<td>3</td>
<td>Winnie threatens the toad that she’ll run away tomorrow.</td>
<td>Whole-class</td>
<td>Winnie is tired of being bossed around by her family</td>
<td>Make a prediction</td>
<td>What does their house smell or sound like?</td>
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<td>4</td>
<td>A stranger in a yellow suit tells Winnie he is looking for a family. They hear music which her grandmother believes is coming from elves.</td>
<td>Independent or partner</td>
<td>The man in the yellow suit is sort of creepy and suspicious and on a mission</td>
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<td>What’s something you’ve always wanted to do that you couldn’t?</td>
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<td>5</td>
<td>Winnie runs away into her family’s wood and meets Jesse at the spring. Mae and Miles join</td>
<td>Independent or partner</td>
<td>Winnie shoes some bravery, then fear</td>
<td>She and Jesse have chemistry</td>
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<td>6</td>
<td>The Tucks put Winnie on a horse and hurry her toward their home (but are nice to her)</td>
<td>Independent or partner</td>
<td>The Tucks are kind</td>
<td>Winnie is fearful</td>
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<td>7</td>
<td>The Tucks confess their secret, and the man in the yellow suit overhears</td>
<td>Half-class</td>
<td>The Tucks never change</td>
<td>Make a prediction</td>
<td>Do you think Winnie should believe the Tucks?</td>
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<td>8</td>
<td>Winnie has to continue to the Tucks home and won’t be allowed home until tomorrow</td>
<td>Half-class</td>
<td>Winnie feels freedom and begins to loosen up a bit</td>
<td>Do you think anyone has noticed Winnie is missing?</td>
<td>What does it mean Winnie felt the corners of the earth open up? Predict the consequences of the man in the yellow suit overhearing their secret</td>
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<td>9</td>
<td>Winnie arrives at the Tucks’ and meets Tuck. He’s</td>
<td>Half-class</td>
<td>Winnie feels shy again upon seeing Tuck</td>
<td>Why does Winnie feel shy</td>
<td>What will Tuck tell Winnie?</td>
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<td>No.</td>
<td>Text</td>
<td>Role</td>
<td>Additional Information</td>
<td>Questions</td>
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<td>10</td>
<td>At first Winnie is uncomfortable with the disorder of the Tucks’ home, but it is novel to her</td>
<td>Independent or partner</td>
<td>Winnie is growing more comfortable with the Tucks and is getting less uptight</td>
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<tr>
<td>11</td>
<td>Tuck decides to take Winnie out in the row boat to talk</td>
<td>Independent or partner</td>
<td>Tuck is the boss of the family and gets to take Winnie out in the boat even though his sons wanted to</td>
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<td>12</td>
<td>Tuck explains life is like a turning wheel and his family has fallen off</td>
<td>Independent or partner</td>
<td>Tuck is wise and discontent</td>
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<td>13</td>
<td>The man in the yellow suit tells the Fosters he knows where Winnie is</td>
<td>Groups of 3</td>
<td>Who might have stolen the Tucks’ horse? Why?</td>
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<td>14</td>
<td>Winnie spends the night on the couch. Mae, Tuck, and Jesse check on her because she can’t sleep. Jesse proposes.</td>
<td>Groups of 3</td>
<td>Winnie feels cared for The Tucks are kind to her They are happy to have a guest for the first time in a long time</td>
<td>Do you think help is on the way?</td>
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<td>15</td>
<td>The man in the yellow suit offers to trade Winnie for the wood</td>
<td>Groups of 3</td>
<td>The man in the yellow suit wants the wood Selfish</td>
<td>Make a prediction</td>
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<td>16</td>
<td>The man in the yellow suit gets the constable but</td>
<td>Groups of 3</td>
<td>The constable is lazy The man in the constable</td>
<td>Will the Fosters agree to Do you think the constable</td>
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<tr>
<td>1</td>
<td>Winnie goes ahead of him to the Tucks</td>
<td>yellow suit is sneaky and manipulative</td>
<td>the man’s deal?</td>
<td>has a good attitude?</td>
<td>suit wants to go ahead of the constable?</td>
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<td></td>
<td>Home work</td>
<td>Winnie is thinking deeper about life and death; maturing</td>
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<td>17</td>
<td>Winnie goes fishing with Miles and realizes while death is sad, it would be awful if mosquitoes never died. They both want to do something important one day.</td>
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<td>Homework</td>
<td>Winnie enjoys this meal more as she’s getting used to the Tucks’ way of life</td>
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<td>18</td>
<td>There’s a knock on the door!</td>
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<td>19</td>
<td>Man in the yellow suit admits plan to sell spring water to the Tucks</td>
<td>Man in yellow suit is mean, selfish, rude, greedy</td>
<td>Who knocked on the door?</td>
<td>Do you think the man is right about the Tucks being stupid?</td>
<td>Was it a good idea to hit the man over the head?</td>
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<td></td>
<td>Half-class</td>
<td>Mae was surprisingly bold and violent Winnie claims she wasn’t kidnapped because she is growing attached to the Tucks</td>
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<td>20</td>
<td>Mae is arrested</td>
<td>Half-class</td>
<td>What will the constable say?</td>
<td>What do you think Winnie guessed Tuck was thinking as he looked at the man on the ground?</td>
<td>What would happen if Mae went to the gallows?</td>
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<td>21</td>
<td>Winnie returns home and decides she must help save Mae</td>
<td>Winnie’s parents sense she is different. She is more brave</td>
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<td></td>
<td>Independent or partner</td>
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<td>22</td>
<td>Jesse and Winnie decide she will take Mae’s spot in jail</td>
<td>Winnie is still compassionate toward toad and showing bravery</td>
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<td>Independent or partner</td>
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<td>23</td>
<td>Winnie prepares to sneak out of her house to save Mae and risk losing her parents trust</td>
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<td></td>
<td>Independent or partner</td>
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<td>24</td>
<td>Winnie, Jesse, and Miles arrive at the</td>
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<td></td>
<td>Partners</td>
<td>Do you think</td>
<td>How do you think</td>
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<td>Do you think the constable</td>
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<td></td>
<td>jail</td>
<td>Winnie will go through with it?</td>
<td>Winnie felt when she first saw Miles and Jesse outside the jail? What does this scene sound like will catch them? When have you ever felt nervous like Winnie?</td>
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<td>25</td>
<td>Winnie pours spring water on her toad</td>
<td>Winnie lost her parents trust She is more grown up now</td>
<td>What will Winnie parents think when they find out she helped Mae? Do you think the toad would be happy to live forever? Do you think Winnie will drink from the spring?</td>
<td></td>
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<tr>
<td>Ep.</td>
<td>The Tucks are sad to find out Winnie is dead</td>
<td>Partners</td>
<td>Make a prediction</td>
<td>How do you think Jesse felt when Winnie never came after him? Did you like the ending? Do you wish it ended differently?</td>
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</tbody>
</table>
Vocabulary crossword:

Across

2. Active and full of life **VIGOROUS**
5. Having to do with cows **BOVINE**
6. Impossible to stop or overcome **INDOMITABLE**
7. Deeply or seriously **PROFOUNDLY**
9. To slow down or fade away **FALTER**
10. Lacking knowledge or training, unaware **IGNORANT**

Down

1. Extremely annoyed **EXASPERATED**
3. The outline of something **SILHOUETTE**
4. A gloomy mood which often turns into a habit **MELANCHOLY**
8. Disorder or confusion, chaos **DISARRAY**
Test KEY

Write the type of figurative language used in the sentences below. Each sentence uses either a simile or personification.

“The first week of August hangs at the very top of summer like the highest seat of a Ferris wheel when it pauses in its turning” _______ Simile

“Across the pond a bullfrog spoke a deep note of warning.” _______ Personification

Vocab

1. C
2. F
3. A
4. B
5. G
6. H
7. J
8. L
9. K
10. I

Character Matching

1. D
2. A
3. F
4. C
5. E
6. B

Multiple Choice

1. B
2. C
3. False
4. True
5. False
Bovine........................Having to do with cows

Melancholy...................A gloomy mood which often turns into a habit

Rueful........................Showing sadness or pity

Exasperated................Extremely annoyed

Self-deprecation.........Overly modest

Galling......................Irritating or unpleasant

Falter.........................To slow down or fade away

Parson........................The pastor of a church

Vigorous.....................Active and full of life

Indomitable...............Impossible to stop or overcome

Disarray....................Disorder or confusion, chaos

Silhouette...................The outline of something

Constable....................Small-town police officer who keeps the peace

Gallows......................A wooden structure used to hang criminals with rope

Teeming......................Swarming with a lot of something

Ignorant....................Lacking knowledge or training, unaware

Petulance....................Sudden annoyance, often because of something unimportant

Resentful....................Displeased or irritated because of a certain action

Acrid..........................A strong, bitter taste or smell

Profoundly...................Deeply or seriously
Simile
Compares two things using the words “like” or “as”

Metaphor
Compares two things by saying “is”

Personification
You see an elderly lady stealing medicine from a pharmacy. You think she probably can’t afford to pay for it. Do you report her to the pharmacist?

Your best friend will fail English if he or she misses one more assignment. You know the assignment is done, but your friend forgot it at home, and no one is there to bring it to school. Do you let your friend copy your homework?

Your dog is very old and sick. The vet said she might live for another year, but she will probably be in a lot of pain. Do you put her to sleep, or let her die naturally?

Your aunt worked very hard every night for a month to sew you a Halloween costume. You don’t like it, and you think other kids might tease you if you were it. What do you do?
Homework Checklist

Did the student complete their journal entry by correctly following the directions? Did the student appear to put forth effort? Did the student appear to have read the required reading by exhibiting an understanding of it?

<table>
<thead>
<tr>
<th>Name</th>
<th>4/5</th>
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Tuck Everlasting Test

Name ____________________________________________

Write the type of figurative language used in the sentences below. Each sentence uses either a simile or personification. Each word will be used once.

“The first week of August hangs at the very top of summer like the highest seat of a Ferris wheel when it pauses in its turning” _______________________________________

“Across the pond a bullfrog spoke a deep note of warning.” _______________________________________

Write the letter of the definition that best matches each vocabulary word.

1. Melancholy ______
2. Exasperated ______
3. Disarray ______
4. Bovine ______
5. Ignorant ______
6. Profoundly ______
7. Vigorous ______
8. Indomitable ______
9. Falter ______
10. Silhouette ______

Write the letter of the description that best matches each character.

1. Winnie ______
2. Jesse Tuck ______
3. Mae Tuck ______
4. Man in the yellow suit ______
5. Constable ______
6. Mrs. Foster ______
Circle the best answer.

1. Why didn’t Jesse want Winnie to drink from the spring?
   a. Because he was thirsty and wanted the water for himself
   b. Because the water would make her live forever
   c. Because it tasted bad

2. Why didn’t Winnie want Mae to go to gallows?
   a. Because when Mae died Winnie would miss her
   b. Because it would be painful
   c. Because Mae would not die and everyone would discover her secret

3. Tuck thinks it’s a really good idea to live forever
   a. True
   b. False

4. Jesse wanted Winnie to wait until she is older to drink from the spring.
   a. True
   b. False

Write a short answer to the question below.

1. How does Winnie feel about the Tucks by the end of the story compared to how she feels about them when they first kidnapped her? Why?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
April 1, 2011

Dear ________________________,

I am so excited to spend the next two weeks in your classroom reading *Tuck Everlasting* together! Check out some facts about the book in the box below, and then follow the 3 instructions.

<table>
<thead>
<tr>
<th><strong>Title:</strong> Tuck Everlasting</th>
<th><strong>Main characters:</strong> Winnie Foster, Mr. and Mrs. Foster, Mae Tuck, Agnus Tuck, Miles Tuck, Jesse Tuck, The Man in the Yellow Suit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Author:</strong> Natalie Babbitt</td>
<td><strong>Themes:</strong> Friendship, time, change, greed, doing the right thing</td>
</tr>
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<td><strong>Setting:</strong> A fictional town called Treegap, the wood, and the Tucks’ home in the year 1880 and in the year 1950</td>
<td><strong>Main characters:</strong> Winnie Foster, Mr. and Mrs. Foster, Mae Tuck, Agnus Tuck, Miles Tuck, Jesse Tuck, The Man in the Yellow Suit</td>
</tr>
</tbody>
</table>

1. **Read the 5 statements below. Put an X next to the statements with which you agree. There is no wrong answer. Just express your own opinion.**
   
   ____ It would be great to live forever.         ____ Living means always changing.
   ____ Everyone who commits a crime should be punished. ____ You should take advantage of every chance you get to make money.
   ____ People should have control over life and death.

2. **This weekend, please read the Prologue of the book.**
3. **Be sure to bring your book and this paper back to school on Monday!**

Sincerely,

April 1, 2011

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I am so excited to spend the next two weeks in your classroom reading *Tuck Everlasting* together! Check out some facts about the book in the box below, and then follow the 3 instructions.

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2. **This weekend, please read the Prologue of the book.**
3. **Be sure to bring your book and this paper back to school on Monday!**

Sincerely,
Bookmarks

What do good readers do?

✓ Ask Questions
✓ Make Connections
✓ Sense It!
✓ Have Fun!
This
Tuck Everlasting

Handbook belongs to:
My Journal

When you see this in the bottom right corner of a page, please do not turn the page until you are instructed to do so by your teacher.

If you see this in the bottom right corner of a page, you may continue.
Dear student,

I’m sorry I can’t be in class today, but I will see you tomorrow! Today you may choose to read chapters 4-6 independently or with a partner. Please read the directions below before you start.

Sincerely,

Miss Ernst

Directions: Answer the “Before” question before you begin today’s reading of *Tuck Everlasting*. Answer the “During” question and fill in the box while you read. Answer the “After” question after you are done reading. When you’re done with that, if you have time, add to your character maps.

Before: In chapter 3, Winnie told the toad she is going to run away the next day. Do you think she will? Why or why not?

________________________________________________________________________

________________________________________________________________________

During: Who do you think the man in the yellow suit is looking for?

________________________________________________________________________

What are you thinking about? You can fill the box below however you want throughout your reading. Here are some ideas: Make a prediction, ask a question, write a word you don’t know, write an observation, write something you liked/disliked, write a sentence summarizing your reading, draw a picture, etc.

________________________________________________________________________

________________________________________________________________________

After: Jesse told Winnie “we’re friends, we really are,” after he, Miles, and Mae kidnapped her. If you were Winnie, would you trust the Tucks? Why or why not?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Directions: 1) Compare and contrast the kidnapping scene in the movie clip we watched with chapter 6 of *Tuck Everlasting*. How were they alike? How were they different? Fill in the Venn diagram below.

2) Which kidnapping scene did you like better? Explain why.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
3) We will popcorn read chapters 7-9 as a group. Answer the questions below.

**During:** Who was eavesdropping on the Tucks and Winnie in the wood?

______________________________________________________________________________

**What are you thinking about?** You can fill the box below however you want throughout your reading.

______________________________________________________________________________

**After:** Why do you think the Tucks are so happy to have a visitor?

______________________________________________________________________________

Don’t forget to add to your character maps!
April 7, 2011

Dear student,

I’m sorry I can’t be in class today, but I will see you tomorrow! Today you may choose to read chapters 10-12 independently or with a partner. Please read the directions below before you start.

Sincerely,

Miss Ernst

Directions: Just like you did yesterday, answer the “Before” question before you begin today’s reading of Tuck Everlasting, answer the “During” question while you read, and do the “After’ section after you are done reading.

Before: Do you think Winnie is safe at the Tucks’ home? Why or why not?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

During: How is the Tucks’ house different from the Fosters’ house?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

What are you thinking about? Fill the box below however you want throughout your reading.

Continue to the next page after you have finished reading chapter 12.
Wheel of Life

After: In chapter 12, Tuck took Winnie out in his row boat and explained life is like a wheel. Fill in your own wheel of life below. When you’re done, add to your character maps.
Figurative language

- **Simile**: Compares two things using the words “like” or “as”
- **Metaphor**: Compares two things by saying “is”
- **Personification**: Gives human characteristics to objects or animals

Directions: Identify the kind of figurative language used in each of the excerpts from *Tuck Everlasting* below.

- Write “M” for metaphor
- Write “S” for simile
- Write “P” for personification.

_____“The music was like a ribbon tying her to familiar things.”

_____“The sun was dropping fast now, a soft red sliding egg yolk.”

_____“The house was so proud of itself that you wanted to make a lot of noise as you passed.”

_____“I want some water. I’m about dry as dust.”

_____”The house was enclosed by a capable iron fence some four feet high which clearly said, ‘Move on - we don’t want you here.’”

_____“But at the same time he had a kind of grace, like a well-handled marionette.”

_____“The sun was only just opening its own eye on the eastern horizon.”

_____”Life is a wheel.”
Directions: Read chapters 13-16 in groups of 3, and answer the questions below.

Before: Who do you think stole the Tucks’ horse? Why?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

During: Find and copy the personification on page 69 or a different example of figurative language somewhere in today’s reading.
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

What are you thinking about? You can fill the box below however you want throughout your reading.

After: How are Winnie’s feelings toward the Tucks changing? Why?
______________________________________________________________________________
______________________________________________________________________________

Don’t forget to add to your character maps!

Homework assignment: Read chapters 17 and 18 this weekend. Be sure to bring your book back to school on Monday!
April 11, 2011

Directions: We will popcorn read chapters 19 and 20 as a group. Answer the questions below.

Before: Write one sentence which summarizes the reading you did this weekend.
______________________________________________________________________________
______________________________________________________________________________

During: What were Mae’s motives for hitting the man in the yellow suit?

______________________________________________________________________________
What are you thinking? You can fill the box below however you want throughout your reading.

______________________________________________________________________________
______________________________________________________________________________
After: Think about the possible consequences of Mae’s decision. If you were Mae, what would you have done?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Don’t forget to add to your character maps when you’re done!
April 12, 2011

Directions: You may choose to read chapters 21, 22, and 23 independently or with a partner.

What are you thinking? You can fill the box below however you want throughout your reading.

Do not turn the page until you have finished reading chapter 23.
Directions: Think back to yesterday’s discussion about hard decisions. Today you read about the hard decision Winnie has to make. Should she break Mae out of jail or not? Think about the good and bad consequences of both possible decisions and fill in the table below.

<table>
<thead>
<tr>
<th>If Winnie breaks Mae out of jail, then...</th>
<th>If Winnie DOES NOT break Mae out of jail, then...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
</tbody>
</table>

Write a letter to Winnie persuading her to or not to break Mae out of jail. There is no wrong answer, just be sure to explain why using at least 3 reasons. Use the table above to help you. There is more space on the next page, but you don’t have to use all of the space.

Dear Winnie,

____________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

________________________________________

______________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________
Sincerely,

Don’t forget to add to your character maps when you’re done!
Directions: Read chapters 24 and 25 with a partner and fill in the “What are you thinking?” box. STOP before you get to the epilogue, because we will read that together as a class.

During: What are you thinking about? You can fill the box below however you want throughout your reading.
Directions: After we read the Epilogue together as a class, we will discuss the theme of change throughout the book. Fill in the chart below. How did Treegap change from the beginning of the story by the end? How did Winnie change as a person?

<table>
<thead>
<tr>
<th>Before</th>
<th>After</th>
</tr>
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<tbody>
<tr>
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</tbody>
</table>
Character Maps
Directions:
1) Draw her based on Natalie Babbitt’s imagery on page 14.
2) In the heart, list the things she cares about.
3) In the thought cloud, list the things she thinks about.
4) In the speech bubble, list some important things she says.
5) In the arrow, list some important things she does.

Winnie Foster
The Man in the Yellow Suit

Directions:
1) Draw him based on Natalie Babbitt’s imagery on page 17.
2) In the heart, list the things he cares about.
3) In the thought cloud, list the things he thinks about.
4) In the speech bubble, list some important things he says.
5) In the arrow, list some important things he does.
Jesse Tuck

Directions:
2) In the heart, list the things he cares about.
3) In the thought cloud, list the things he thinks about.
4) In the speech bubble, list some important things he says.
5) In the arrow, list some important things he does.
Miles Tuck

Directions:
1) Draw him based on Natalie Babbitt's imagery on pages 83-84.
2) In the heart, list the things he cares about.
3) In the thought cloud, list the things he thinks about.
4) In the speech bubble, list some important things he says.
5) In the arrow, list some important things he does.
Mae Tuck

Directions:
1) Draw her based on Natalie Babbitt’s imagery on pages 10-11.
2) In the heart, list the things she cares about.
3) In the thought cloud, list the things she thinks about.
4) In the speech bubble, list some important things she says.
5) In the arrow, list some important things she does.
Agnus Tuck (also known as Tuck)

Directions:
1) Draw him based on Natalie Babbitt’s imagery on page 48.
2) In the heart, list the things he cares about.
3) In the thought cloud, list the things he thinks about.
4) In the speech bubble, list some important things he says.
5) In the arrow, list some important things he does.
Important Vocabulary Words
<table>
<thead>
<tr>
<th>Draw a picture</th>
<th>The word</th>
<th>Write the definition and synonyms</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>bovine</td>
<td></td>
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<tr>
<td></td>
<td>melancholy</td>
<td></td>
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<tr>
<td></td>
<td>rueful</td>
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<tr>
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<td>The word</td>
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<td></td>
<td>exasperated</td>
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<td>self-deprecation</td>
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<td></td>
<td>galling</td>
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<td>falter</td>
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<td>parson</td>
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<td></td>
<td>vigorous</td>
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<td>indomitable</td>
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<td>disarray</td>
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<tr>
<td></td>
<td>silhouette</td>
<td></td>
</tr>
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<td>constable</td>
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<td>teeming</td>
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<tr>
<td></td>
<td>ignorant</td>
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<td>petulance</td>
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<td></td>
<td>resentful</td>
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<tr>
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<td>acrid</td>
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<td>profoundly</td>
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<td></td>
<td>catholic</td>
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</table>
**Tuck Everlasting Test Review**

**Vocabulary Word Bank**

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<thead>
<tr>
<th>Bovine</th>
<th>Disarray</th>
<th>Exasperated</th>
<th>Profoundly</th>
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</tbody>
</table>

**Clues**

**Across**

2. Active and full of life
5. Having to do with cows
6.Impossible to stop or overcome
7. Deeply or seriously
9. To slow down or fade away
10. Lacking knowledge or training, unaware

**Down**

2. Extremely annoyed
5. The outline of something
6. A gloomy mood which often turns into a habit
8. Disorder or confusion, chaos
Write 2-3 details about each character from the story.

<table>
<thead>
<tr>
<th>Character</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winnie Foster</td>
<td></td>
</tr>
<tr>
<td>Mae Tuck</td>
<td></td>
</tr>
<tr>
<td>Miles Tuck</td>
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<tr>
<td>Jesse Tuck</td>
<td></td>
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<tr>
<td>Man in Yellow Suit</td>
<td></td>
</tr>
<tr>
<td>Constable</td>
<td></td>
</tr>
<tr>
<td>Mrs. Foster</td>
<td></td>
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<tr>
<td>Angus Tuck</td>
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</table>

Write your short answers to the questions below.

1. What is the one thing that Mae Tuck never goes anywhere without?

2. Why do the Tucks kidnap Winnie?

3. Why does the man in the yellow suit want to own the Fosters’ wood?
4. Why doesn’t Tuck want the world to discover the secret of the spring? How does he feel about living forever?

_____________________________________________________________________________

5. What does Jesse ask Winnie to do when she turns 17?

_____________________________________________________________________________

6. Why does Winnie know she has to help break Mae out of jail?

_____________________________________________________________________________