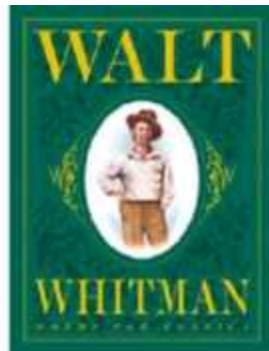
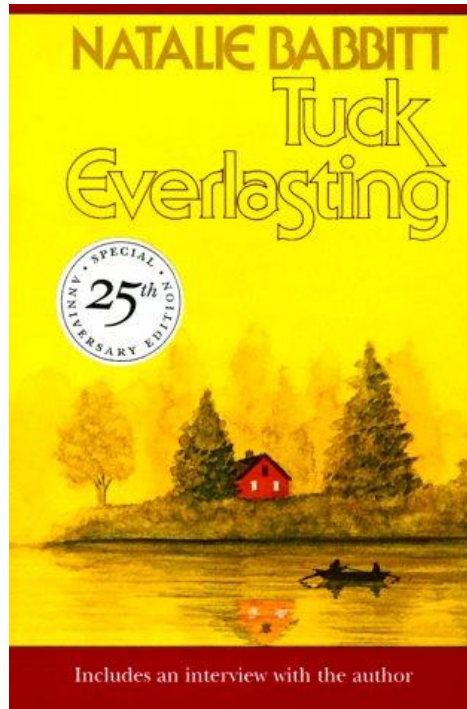


# *Tuck Everlasting*

By: Natalie Babbitt

“Life’s got to be lived, no matter how long or short.” –Mae Tuck (Ch 10)



*Walt Whitman: Words for America* by Barbara Kerley

Philosophy Multi-Text

Created by: Elisabeth Borowicz

## Text Selection:

Babbitt, N. (1999). *Tuck everlasting*. United States of America: Farrar, Straus and Giroux. RL: 5.9

Kerley, B. (2004). *Walt whitman words for America*: Schoalstic. RL: 6.4

*Tuck Everlasting* is a timeless work that challenges readers to question their beliefs about life, justice and ethics. The book is a wonderful choice for the targeted age group because the protagonist is around the same age (ten, almost eleven years old) as the readers. The decisions the protagonist is forced to make are issues that students this age are developmentally ready to discuss. At ten/eleven years old, students should be forming their own opinions on life and death, their morals and what justice means which are all studied within philosophy. *Tuck Everlasting* is an excellent springboard for these types of discussions.

*Tuck Everlasting* is a book that is a teacher's dream for teaching literary elements. Almost every other sentence in this novel is some form of figurative language. Babbitt doesn't limit herself to similes but paints a beautiful canvas with a mixture of similes, metaphors, and examples of personification. Babbitt's vivid descriptions bring the scenery of the settings to life. She develops multi-faceted characters with intricate relationships. There are multiple themes for students to discover and discuss. *Tuck Everlasting* is written in a mysterious way that provides the reader with tons of foreshadowing and numerous opportunities to formulate questions and make predictions. The vocabulary used in Babbitt's writing is sensational and it will without a doubt challenge students' thinking and increase their lexicon.

I hope that by reading *Tuck Everlasting* my students will become more analytical readers as well as use their newfound knowledge of the philosophical components and be deeper thinkers.

With the help of Dr. Frye I chose *Walt Whitman: Words for America* as my informational text. This text is a beautifully illustrated biography of the transcendentalist poet that is split into two parts: Walt Whitman's life up to the Civil War and his life during it. The author's notes at the end of the text include many of Whitman's great works.

I hope that by pairing this informational text with *Tuck Everlasting* my students will have a solid example of a philosopher and his works and thinking. Walt Whitman lived just a couple of decades before the time *Tuck Everlasting* is set and I hope the students will draw parallels between both authors' focus on nature. Since the work touches on the Civil War and the issue of slavery vs. abolition, this will also force students to confront their opinions on justice and equality, a tenant of philosophy.

## **Tuck Everlasting Multi-Text Outline**

### **Pre-Reading**

Day 1:

Launch

- Song selection (for background music):
  - “The Circle of Life” by Elton John
  - “Turn, Turn, Turn” by The Byrds
  - “The Circle Game” by Joni Mitchell
- “Have You Ever Wanted to Live Forever?” activity (*partners*)
  - After students share read “Elegy” and “Epitaph” from *A Kick in the Head* by Paul Janecko
- “What is Philosophy?” (*class discussion*)
- Predict-o-gram (*Individual*)

### **During Reading**

Days 2 and 3:

Section 1- Prologue to Ch. 4

- Do a shared reading of the Prologue
- Students should read chapters 1-4 silently to themselves. This is pages 5-21.
- Word Wizard (individual)
  - Synonyms and Antonyms (*group*)
  - Sentence Stems (*individual*)
- Foreshadowing
  - To be kept by each student and filled out throughout the book
- The “Good Dream” Activity
  - Model (*whole group*)
  - Writing (*individually*)

Day 4:

Discuss Section 1

- Discussion Director (*small groups*)

Days 5 and 6:

Section 2- Chapter 5 to 7

- Students should read silently to themselves pages 22-41.
- Word Wizard (individual)
  - Learning Common Suffixes (*whole group*)
  - Synonyms and Antonyms (*whole group*)
  - Riddle me This... (*whole group*)
- DED
  - Model (*whole group*)
  - Create (*individual*)
- Fact or Fiction? (*Think Pair Share*) **OR** Philosopher's Corner (*individual*)

Day 7:

Discuss Section 2

- Reader's Theater (*small groups*)

Days 8 and 9:

Section 3- Chapter 8 to 11

- Students should read silently to themselves pages 42-59.
- Word Wizard (*individual*)
  - Synonyms and Antonyms (*whole group*)
  - Making Choices (*whole group*)
  - Forms of a Word (*whole group*)
- Author's Craft: Figurative Language (*individual*)
- Character Sketcher: Winnie Foster (*individual*) **OR** DED (*individual*)

Day 10:

Discuss Section 3

- Reciprocal Teaching (*small group*)
  - Bookmark

Days 11 and 12:

Section 4- Chapter 12 to 16

- Shared reading of chapter 12
- Students should read silently to themselves pages 66-80
- Word Wizard (*individual*)
  - Vocabulary Activities (whole group)
  - Synonyms and Antonyms (whole group)
- Character Sketcher: The man in the yellow suit (individual)
- Wheel of Life
  - To be kept by each student and filled out throughout the book

Day 13:

Discuss Section 4

- Discussion Director (small groups)

Days 14:

Section 5- Chapter 17 to 20

- Shared reading of chapter 17
- Students should read silently to themselves pages 89-105.
- Word Wizard (individual)
  - Making Choices (whole group) **OR**
  - Learning Common Suffixes (whole group)

Day 15:

- Philosophy Internet Workshop (individual)

Day 16:

Section 5

- Is the Tucks' secret really a secret? (Class works in two groups)

Day 17:

Discuss Section 5

- Class discussion of the internet workshop results and "Is the Tucks' secret..."

Day 18 and 19:

Section 6- Chapter 21-24

- Students should read silently to themselves pages 106-126.
- Word Wizard (individual)
  - Synonyms and Antonyms (whole group)
  - Forms of a Word (whole group)
- Law & Order (individual)

Day 20:

Discuss Section 6

- Discuss the previous day's activity (Law & Order)

Day 21:

Section 7- Chapter 25 to Epilogue

Walt Whitman

- Shared reading of both chapters in *Tuck Everlasting*
- Word Wizard (individual)
  - Word Associations (individual)

Day 22:

Section 7

- Shared reading of *Walt Whitman* up to "The Civil War" (partners)
- Character Sketcher: Walt Whitman (partners)

Day 23:

Section 7

- Shared reading of *Walt Whitman* from "The Civil War" to the end (partners)
- Character Sketcher: Walt Whitman

Day 24:

Discuss Section 7

- Class discussion of Character Sketchers and *Walt Whitman*

## Post-Reading Activities

Days 25 and 26:

- I Am poems (individually)
  - Template
  - Graphic Organizer
- Introduce Mock Trial (small groups)

Days 27 and 28:

- Students should be given time to plan and practice their parts

Day 29:

- Mock Trial

Day 30:

- Vocabulary Quiz



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

Date: \_\_\_\_\_

## Have You Ever Wanted to Live Forever?

Life is ever-changing and ever-moving. With life comes death. Life is referred to as a “cycle” because every life moves in the same circular motion: birth, life, death.

Keeping this in mind, I want you to work with a partner and construct a list of pros and cons to living forever and a list for death.

Then, you are to design:

- **A Scrapbook Page of Your Life:** Imagine you are twenty-two years old, except you’ve been alive for 110 years! When you were twenty-two, you found a way to escape aging and death. What have some of the major events in your life been? What have you seen? Is your family still around? On the back of this page illustrate the best moments of the past 88 years of your life!

# What is Philosophy?

After composing a class list of pros and cons for the two subjects (eternal life vs. death), introduce the concept of philosophy while facilitating a class discussion using these questions:

- Does anyone know what philosophy is?
- How can asking simple questions help you in your life?
- Do you have to be an adult to be a good philosopher?
- Explain to your students that they have all become philosophers today!

Conduct a [shared reading](#) of [“There is no Frigate like a Book”](#) by Emily Dickinson. Quickly discuss how a book can be like a ship to “take us lands away”. Then have students define imagination.

Next conduct another shared reading of Dickinson’s [“I’m Nobody. Who are You?”](#) Ask the students what they think the author means when she says “how dreary to be somebody.” Have them write their own poem entitled “I’m a Philosopher. Are You?” Afterwards, have volunteers to read theirs aloud.

Transition students to think about great philosophers they might have heard of. Ask if they know of any. In little detail, introduce Plato. Tell students you are going to tell them a story (*The Myth of the Cave*) about something Plato wrote, but first tell them to sit straight up in their seat, stare straight ahead, and then begin reading the excerpt on page 6 of *Little Big Minds* by Marietta McCarty. Ask students for their responses to the story and explain the importance of wonder and curiosity.

## **There is no Frigate like a Book**

By: Emily Dickinson

There is no Frigate like a Book  
To take us Lands away,  
Nor any Coursers like a Page  
Of prancing Poetry –  
This Traverse may the poorest take  
Without oppress of Toll –  
How frugal is the Chariot  
That bears a Human soul.

## **I'm Nobody. Who are You?**

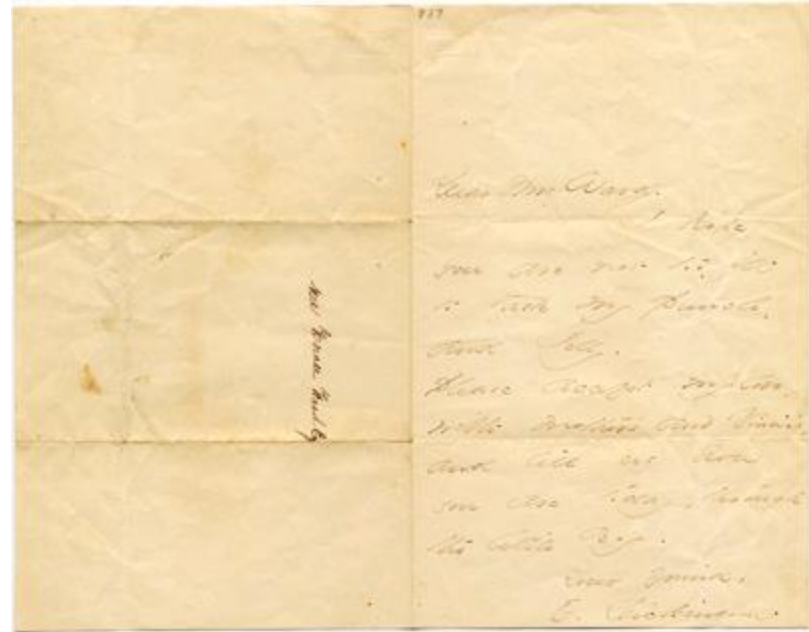
By: Emily Dickinson

I'm Nobody! Who are you?  
Are you – Nobody – too?  
Then there's a pair of us?  
Don't tell! they'd advertise – you know!

How dreary – to be – Somebody!  
How public – like a Frog –  
To tell one's name – the livelong June –  
To an admiring Bog!



Photo courtesy of Amherst College Library.



A letter from Emily Dickinson to Mrs. Ward, 1860.

Courtesy of Amherst College Archives and Special Collections.

*Emily Dickinson*

# Vocab-o-gram / Predict-o-gram

## *Tuck Everlasting*

Vocabulary Words – tranquil, infinite, oppressive, melancholy, gallows, spring (not the season)

Use the vocabulary words above along with the front and back covers to make predictions about the following elements of the story:

<p><b>Setting</b> What is the setting likely to be?</p>	<p><b>Characters</b> Who are possible characters in the novel?</p>
<p><b>Problem</b> What might some problems be for the characters?</p>	<p><b>Characters' Goals</b> What are likely goals for some of the characters?</p>
<p><b>Solution</b> What are possible solutions to the problems?</p>	<p><b>Prediction/Questions</b> Any other predictions?</p> <p>Do you have any questions about how the story might evolve?</p>

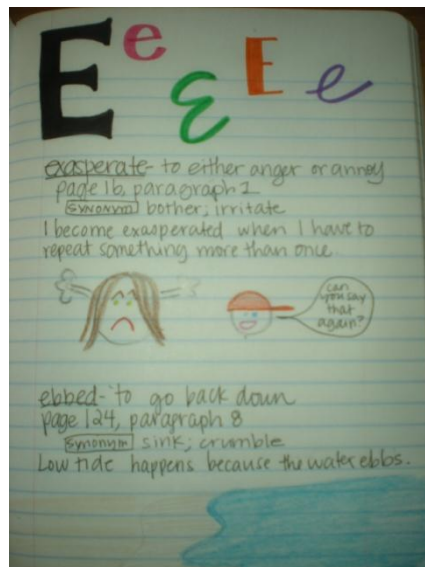
# Word Wizard

## Section 1

In every section of our reading, you will be learning and using many new words. Your job is to become a WORD WIZARD and to create an entry in your Word Wizard Notebook for each new word.

Each entry will include the following:

- the **word and the page and paragraph** where it is located
- a **child-friendly definition** for the word (remember to use your context clues)
- synonyms** you know (remember to use your character trait sheet and the THESAURUS)
- any **associations/connections** you may have with that word
- an **illustration or sketch** of the word



After you discuss the word, you may be asked to write a sentence using 4 or more of the following: who, what, where, when, why or how.

## Section One Words from *Tuck Everlasting*

Create a new entry in your Word Wizard Notebook for each of the following words:

<b>WORD</b>	<b>PAGE # and PARAGRAPH</b>
<b>Tranquil</b>	Page 5, first paragraph
<b>Infinite</b>	Page 5, first paragraph
<b>Gallows</b>	Page 6, first paragraph
<b>Melancholy</b>	Page 9, second paragraph
<b>Brooch</b>	Page 11, first paragraph
<b>Grimace</b>	Page 14, first paragraph
<b>Jaunty</b>	Page 17, second paragraph
<b>Self-deprecate</b>	Page 18, first paragraph

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

## Sentence Stems: Section 1

1. What kind of environment do you prefer to be **tranquil**? Why? \_\_\_\_\_

---

---

2. Give an example of something that is **infinite**. Give an example of something that is **not infinite**.

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3. Which best describes a reason for visiting the **gallows**?

- To see a new art exhibit
- Guilty of murder

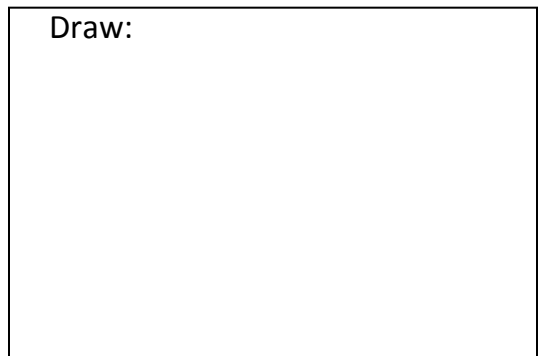
4. What people, things, situations, or words come to mind when you hear the word **melancholy**? Explain.

---

---

5. If you had a **brooch**, what would it look like?

Draw:





6. What would make you **grimace**?

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7. What person comes to mind when you hear the word **jaunty**? Describe their appearance. \_\_\_\_\_

---

8. What might be a reason someone would be **self-deprecating**?

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## Synonyms and Antonyms

**Directions:** Look at the vocabulary word under the “word” column. Recall its definition (look back at your definition if needed). Think of other words associated with the vocabulary word and write them under the “synonym” column. Think of other words not associated with, or the opposite of, the vocabulary word and write them under the “antonym” column.

<b>Synonym</b>	<b>WORD</b>	<b>Antonym</b>
peaceful; still	<b>Tranquil</b> Page 5, par. 1	noisy; wild
	<b>Infinite</b> Page 5, par. 1	
	<b>Gallows</b> Page 6, par. 1	
	<b>Melancholy</b> Page 9, par. 2	
	<b>Brooch</b> Page 11, par. 1	
	<b>Grimace</b> Page 14, par. 1	
	<b>Jaunty</b> Page 17, par. 2	
	<b>Self-deprecate</b> Page 18, par. 1	



# Foreshadowing

-the use of hints that suggest what will happen later in the story

Let's be on the lookout for examples of foreshadowing in Tuck Everlasting.

Page #	What does the book say?	What I think will happen later....
3-4	"Three things happened and at first there appeared to be no connection between them." (pg 3) "Fixed points they are, and best left undisturbed...but sometimes people find this out too late." (pg 4)	



## THE "GOOD DREAM" ACTIVITY

This class session will be devoted to the students and their writing. The first twenty minutes the teacher should **model** how to plan and begin a piece of writing. The next fifty minutes should be given to students to plan and write their assigned piece. The remaining time in class students will be allowed to volunteer to present their work in the author's chair.



### MODELING

#### Teacher Topic to Model:

"Nothing ever seems interesting when it belongs to you- only when it doesn't."

-Author, Chapter 1 page 5

- In chapter one, the author introduces Winnie, the only child of the Foster family who owns the wood. The reader then finds out that Winnie had never visited the wood or been curious about it. Perhaps this was because her family owned the wood, and that took away from its mystique. Do you own something that might be more interesting if it never belonged to you?

Teacher says, "Ok, well I'm going to have to think about this for a minute because I just own so many things. I think I'm going to make a list of things I own that aren't that interesting to me. Let's see, well I use my cell phone every day but I don't think it's that interesting. I also use my hair dryer almost every day so it's not very interesting to me because I know how it works. What else? Hmm.....this is getting kind of hard. Oh! There is a creek in my backyard. I know it's there and I hear it every day but I'm not very curious to go look around down there.

This is a small list but I know I can work from it. Ok, now that I have this list I need to narrow it down to pick a topic. Well I guess hair dryers aren't very interesting even if you don't have one, because it states its purpose in its name. I'm going to cross hair dryer off the list. Now I have cell phone and creek. You have to admit, cell phones can be pretty neat even if you do own one! And, well, the creek is in my back yard, but I don't technically own it. Hmm. I think I am going to cross "creek" out and write about my cell phone."

Now that the topic is picked, the teacher should model how to plan the piece. For this section you should pick whatever strategy best suits your style: list, web, outline, etc.

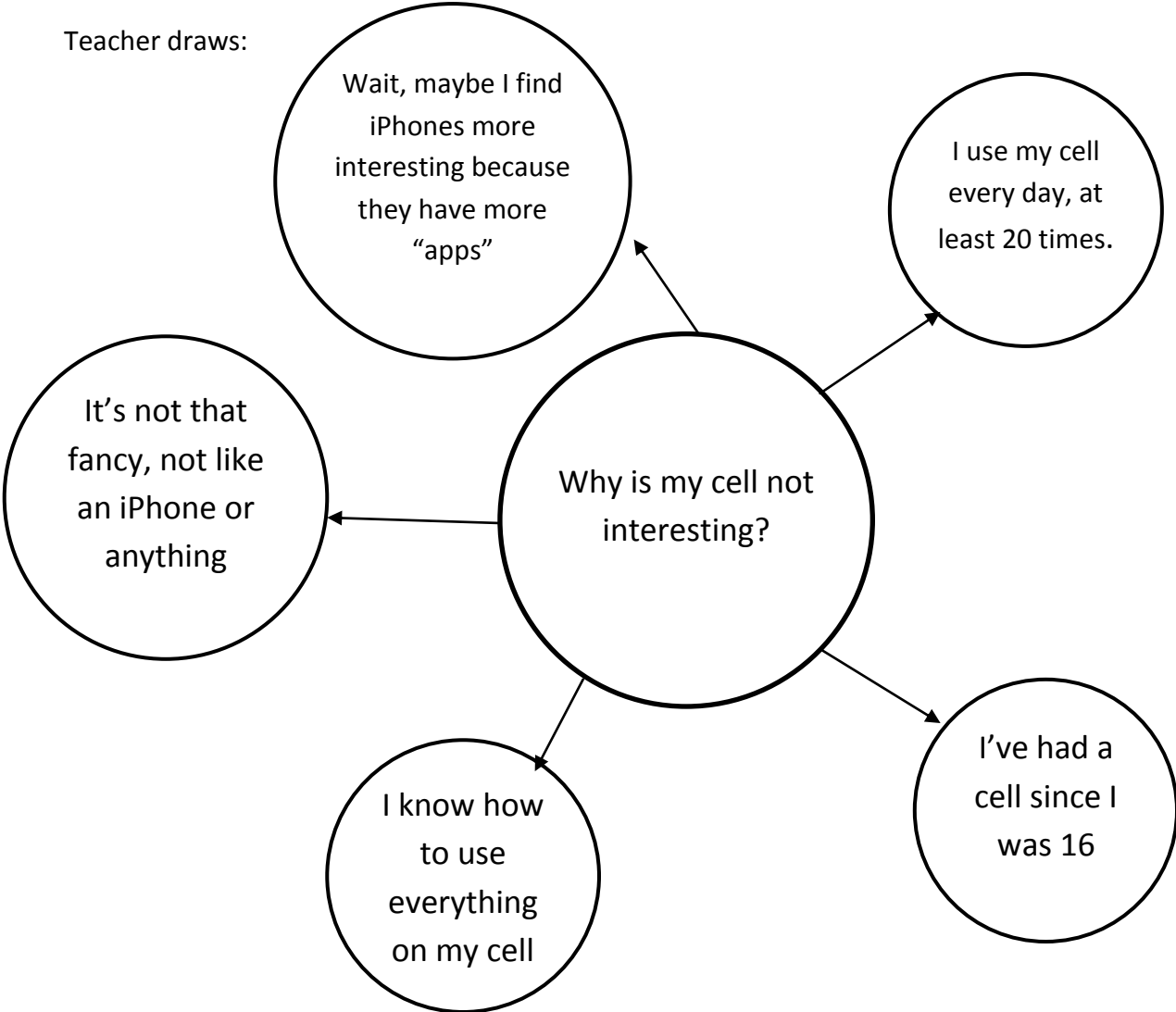
Teacher says, "Alright, now that I have picked my topic I am going to need to plan my paper out. I am going to start with my five W's and the H."

Thinking aloud, teacher should write this on the board:

WHO	WHAT	WHEN	WHERE	WHY	HOW
Me	My cell phone	I use my cell everyday	I always have my cell phone with me anywhere throughout the day	I don't find my cell interesting because I am so familiar with it	Maybe I feel this way because I interact with so much technology

Teacher says, "Now that I have my 5 W's and the H, I need to plan out even more specific details so that writing this piece comes easier. Now I could list these details, or make a web. Today I think I want to make a web."

Teacher draws:



Teacher says, "Now that I have planned out all my details I can begin writing. You guys have been very patient watching me so I am only going to write the first few sentences."

Begin modeling. Remember to think aloud.

*Hmm. I don't know how I want to start. Well, it's always ok to start with a question. Maybe I'll do that today. Do you own something that doesn't seem that interesting to you? Do you think if you didn't own that thing it would become more interesting? I do. I own a Verizon EnV3 phone and I don't think it's that interesting. There are probably lots of reasons why I don't find it too interesting but the biggest reason has to be that I depend on my phone to keep me connected to the world and my friends so I use it at least twenty times a day. You could say I have a parasitic relationship with my phone. Who knows what a parasitic relationship is? Can you give me an example? You see, I just use, use, use my phone, drain its battery, and I don't give anything back to my phone!*

Teacher says, "I think that's a good start! Does anyone have a question about anything I did? Remember, there are many ways to plan your writing out, you don't have to use the strategy I did."

#### Student Writing:

Teacher says, "This is your writing topic for today. You have almost an hour create your list, plan and write your piece. I don't care how you write your piece, whether you want to use five paragraphs or not, I only ask that you try to fill one page in your notebook. You can pick any place in the room to work, just remember that everyone else will be writing too, so you need to stay quiet so everyone can think."

After writing has commenced, encourage a sharing time around the author's chair.

## THE "GOOD DREAM" ACTIVITY

*"I was having that dream again, the good one where we're all in Heaven and never heard of Treegap." -Angus Tuck, Chapter 2 page 6*



- After Tuck describes his good dream the author reveals that he and his family have been frozen in their bodies for 87 years. Imagine you have been stuck in your body for 87 years. What would you dream about? What would make your dream "good"? Fill up at least one page about your dream in your notebook. Include extravagant and juicy descriptive words from your lists. When you're done writing about your dream, bring it to life!! Illustrate at least one part of your dream.





# Discussion Director

*Chapters 1-4*

Your job is to involve the students in your group by thinking and talking about the section of the book you have just read. You are going to ask questions that really help the students in your group *think* about the reading. Your questions should require students to discuss their interpretations of the text and connect background experience and knowledge with the text. You want all students involved in the discussion and talking about issues that come up during the reading.

Your job as the *Discussion Director* is to come up with four(4) thinking questions. You really want to make your group *think* about what you all have just read. You are trying to make sure everyone in your group understands or comprehends the reading. It is very important that you ask your group *fat, juicy, thinking* questions and not easy, right there, in the book questions. Remember you may wish to begin your questions with the following words/phrases:

- *Who ?*,
- *What ?*,
- *Where ?*,
- *When ?*,
- *Why ?*,
- *How ?*,
- *If \_\_\_\_\_ then \_\_\_\_\_?*

Your teacher really wants you to help the students in your group to go back to the book to find their answers if they don't know them. So, to help this run very smoothly, you need to write down **the questions, your answers to your questions, and the page numbers where the students can reference the text to justify their responses to your questions.** Your teacher will tell you **how many questions** and what **types of questions** you need to ask.

**Here are some things to think about while you're creating your questions:**

- What characters have we been introduced to?
- Why doesn't Mae Tuck care about her appearance?
- How is Winnie Foster's life different from yours?
- Have you ever wanted to run away?
- What is your first impression of the man in the yellow suit?

**Here are some HINTS to help you lead your discussion:**

1. You need to write down the following:

- the **questions**
- your **answers** to your questions
- **the page numbers** where the students can reference the text to justify their responses to your questions

2. As you lead the discussion, you may want to model for the other students how to politely make a point by entering the discussion with comments such as:

Excuse me.... I'm confused about.... I disagree because....

3. You may need to help students in your group:

- \* *Focus on supporting ideas and opinions*
- \* *Disagree politely*
- \* *Listen with their eyes and ears on the speaker*
- \* *Reference the text for justifying or supporting ideas*
- \* *Predict what will happen next*
- \* *Relate to other books or characters as well as their own lives*

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

## WORD WIZARD NOTEBOOK

### *Section 2*

While reading chapters 5-7 you will need to create an entry for each of the following words in your Word Wizard Notebook.

Each entry will include the following:

- a. the **word and the page and paragraph** where it is located
- b. a **child-friendly definition** for the word (remember to use your context clues)
- c. **synonyms** you know (remember to use your character trait sheet and the THESAURUS)
- d. any **associations/connections** you may have with that word
- e. an **illustration or sketch** of the word

### **Words for Section 2:**

<b>Word</b>	<b>Page and Paragraph #</b>
<b>galling</b>	p. 23, first paragraph
<b>timid</b>	p.23, third paragraph
<b>plaintively</b>	p. 29, fourth paragraph
<b>bridle</b>	p. 31, first paragraph
<b>burly</b>	p. 31, second paragraph
<b>falter</b>	p. 35, last paragraph

## Vocabulary Activities Section 3: *Tuck Everlasting*

### Learning Common Suffixes

Write short definitions for these words. Use your context clues and what you know about word parts to help you write the definition:

Word	Page and Paragraph Number	Definition
connection	p. 3 par. 2	
isolation	p. 8 par. 1	
reflection	p. 12	
satisfaction	p. 21 par. 5	

What does the suffix “-tion” mean?

You are searching for the suffix **-tion**. As you read, ANY MATERIALS, write down all words you find that end with the suffix **-tion**.

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

**Synonyms and Antonyms****(Ch 5-7)**

You will complete the following chart by using your definitions from your Word Wizard Notebook to find similar and dissimilar words.

<b>Synonym</b>	<b>Word</b>	<b>Antonym</b>
annoying; pesky	<b>Galling</b> p. 23 par. 1	pleasing; sweet
	<b>Timid</b> p.23 par. 3	
	<b>Plaintively</b> p. 29 par. 4	
	<b>Bridle</b> p. 31 par. 1	
	<b>Burly</b> p. 31 par. 2	
	<b>Falter</b> p. 35 last par.	

**Riddle me This...**  
**(Ch 5-7)**

1. How would you describe a **galling** person? \_\_\_\_\_  
\_\_\_\_\_.

2. If a **timid** person would do any of the following, write "**timid**" next to it.

- Keep quiet during a discussion
- Stand up for someone who was being teased
- Try out for a play
- Cover their face in a photograph

3. When was the last time you uttered a **plaintive** cry? \_\_\_\_\_  
\_\_\_\_\_.

4. What people, things, situations or words come to mind when you hear the word **bridle**? \_\_\_\_\_  
\_\_\_\_\_.

5. Which of the following would be considered **burly**? Write "**burly**" next to those that apply.

- Body-builder
- Mermaid
- Construction Worker
- Ballerina

6. Describe the last time your legs **faltered**. \_\_\_\_\_  
\_\_\_\_\_.

# DOUBLE ENTRY DIARY

## Chapters 5-7

You will write a **Double Entry Diary**, otherwise known as a **DED**. You will be reading, writing in your diary, rereading, and discussing throughout these entire books of historical fiction and nonfiction.

As you are assigned your reading, you will write a total of **FOUR entries** from Section 2 of *Tuck Everlasting*. You will find important words, quotations, or passages from the book. Then you will explain why those words, quotations, and passages are important—in other words, when you read them, what do those words mean to you?

You will write each entry **in your notebook** so that it looks something like this table:

From the book (words, quotes, passages). Please include the page and paragraph.	What it means to me...
<b>Quote:</b> "But there was no road through the wood." (p. 7)	<b>Inference/Question:</b> The author makes sure the reader understands the road goes around the wood. I wonder if there is something dangerous in the wood. And if there is, I bet the stranger or Winnie Foster will discover it.

Below are options that you may choose to write about and how you might organize your thoughts:

Significant passage copied from the text; include page and paragraph #.	Connections or reactions to recorded statement
1. Quote	Reaction (How you feel about the quote)
2. Quote	Connection (Self, Text, World)
3. Quote/Picture	Inference (What you think it means)

4. <i>Quote</i>	<i>Question</i>
5. <i>Prediction</i>	<i>What Really Happened (You will complete this after you know)</i>
6. <i>Question you have or something you don't understand</i>	<i>Answer or possible answer</i>
7. <i>Fact</i>	<i>Your Opinion</i>
8. <i>Effect (What happened?)</i>	<i>Cause (Why did it happen?)</i>
9. <i>Author's Craft (Simile, metaphor, personification)</i>	<i>Explanation of what it means and how it adds importance to the passage</i>

You will read chapters 5-7 individually. As you are reading, think about the following:

- ❖ Kidnapping
- ❖ Author's craft-simile (comparison using **like** or **as**) and personification (giving human or person traits to objects or things)
- ❖ Immortality (what it means to live forever)
- ❖ Setting (look at the author's description of the wood)
- ❖ Make a prediction after reading Section 2: Now that Winnie knows the Tucks' secret, do you think they'll ever let her go?

**Use the above ideas when writing your DEDs.**





# DED: Chapters 5-7

Be mindful as you read chapters 5-7. Write down your DED in your notebook.

Remember, you are to complete **four** entries for this section.

Below are 5 examples of DEDs from the first section of *Tuck Everlasting*.

Remember, you only have to write down 4 entries.

<p><b>1. Quote:</b> "The first week of August hangs at the very top of summer, the top of the live-long year, like the highest seat of a Ferris Wheel when it pauses in its turning." (p. 3, first line)</p>	<p><b>Connection:</b> There is a simile in this sentence that compares August to a Ferris wheel. I think this means that it must be very hot, maybe even the hottest because it says "the very top of summer".</p>
<p><b>2. Quote:</b> "The people would have noticed the giant ash tree at the center of the wood, and then, in time, they'd have noticed the little spring bubbling up among its roots in spite of the pebbles piled there to conceal it. And that would have been a disaster..." (p. 8, last paragraph)</p>	<p><b>Reaction:</b> I wonder why someone put pebbles on the spring to try to cover it up?</p> <p><b>Inference:</b> I think someone is going to find the spring, and then there will be a disaster.</p>
<p><b>3. Quote:</b> "For Mae Tuck, and her husband, and Miles and Jesse, too, had all looked the same for eighty-seven years." (p. 12, last paragraph)</p>	<p><b>Reaction:</b> Woah! Really? That is crazy.</p>
<p><b>4. Effect:</b> "I expect I'd better run away." (p. 15, paragraph 3)</p>	<p><b>Cause:</b> "See? That's just what I mean. It's like that every minute...I'm tired of being looked at all the time. I want to be myself for a change." (p. 14)</p>
<p><b>5. Quote:</b> "Then he turned and disappeared down the shadowy road, and as he went he whistled, very softly, the tinkling little melody from the wood." (p. 21, last paragraph)</p>	<p><b>Reaction:</b> I wonder if there are really elves in the wood. If yes, why did that make the man smile? Or was he smiling for another reason?</p>

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

**FACT OR FICTION?**

News reporters often have to separate fact from fiction. Imagine you are a reporter. You have heard a rumor about a mysterious family that never seems to age. Your editor wants you to find out if the rumor is true. What questions would you ask to try to get to the bottom of this story? Write at least two questions you would ask each major character in the story.

<b>CHARACTER</b>	<b>QUESTIONS</b>
MAE TUCK	
ANGUS TUCK	
JESSE TUCK	
MILES TUCK	

# PHILOSOPHER'S CORNER

*“After that we went sort of crazy,” said Jesse, grinning at the memory. “Heck, we was going to live forever. Can you picture what it felt like to find that out?”*

-Jesse Tuck, p. 34

At the end of Chapter 7 the Tucks reveal their secret to Winnie. Eighty-seven years ago the Tucks drank from a stream in the wood. As the years passed by not only did the Tucks not age, they escaped death numerous times. As they were wrapping up their story, Jesse asks Winnie, “Can you picture what it felt like to find that out?”

Can you imagine what it felt like to find that out? Imagine you were Jesse when he found out about the spring, how would you feel? Would you be excited? Upset? What would you look forward to? What would miss out on? Write your response in your writer’s notebook.

The background of the slide is a photograph of a theater stage. It features a wooden floor with several small, round, gold-colored lights. Behind the floor is a large, red, draped curtain. The curtain is framed by a dark, arched structure, possibly a doorway or a stage arch. The overall lighting is warm and focused on the stage.

# READER'S THEATER

You and the people in your group are responsible for putting on a short performance about a scene from a chapter we just read. Don't worry about props or costumes....just focus on reading your part! You should re-read your part, alone and with your group, until you are comfortable with it. You should strive to read fluently, conversationally, not too fast or slow, and in meaningful way so that your audience will understand your message. Break a leg!!

## Chapter 5 Script

Staging: Narrator should stand off to the side. Winnie should be stage front and Jesse on the opposite side of the narrator. Mae will enter at the end.

Time: 4 minutes

Characters:

- Narrator
- Winnie Foster
- Jesse Tuck
- Mae Tuck

Narrator: Winnie awoke early that morning right when the sun was rising. She had realized sometime during the night that she would not run away today. She thought to herself...

Winnie: “Where would I go anyways? There’s nowhere else I want to be than here, and how would I take care of myself?”

Narrator: But Winnie hated admitting to herself that she was scared. She decided instead of running away today she would just go explore the wood...

Winnie: “And if I decide I never want to come back, well then, that will be that.”

Narrator: Winnie had only been walking under the interlacing branches of the wood for about two minutes before she wondered to herself.....

Winnie: “Why have I never come here before? It’s so nice!”

Narrator: There were little flowers she didn’t recognize and there were creatures everywhere! She wandered for a long time, looking at everything and listening to all the sounds. Suddenly, up ahead she saw something move.

Winnie: “If it’s really elves, I can have a look at them!”

Narrator: As Winnie crept up to a clearing she was surprised not to see elves, the most beautiful boy she had ever seen. He yawned, stretched, and then drank from the stream he was sitting next to. Suddenly he turned his face in her direction and their eyes met.

Jesse: “You may as well come on out. What are you even *doing* here?”

Winnie: “It’s my wood, I can come here whenever I want to.”

Jesse: “Oh, you’re one of the Foster’s then?”

Winnie: “Yes, I’m Winnie. Who are you?”

Jesse: “I’m Jesse Tuck.”

Winnie: “Do you live nearby? I’ve never seen you before. Do you come here a lot? No one’s supposed to, it is our wood. It’s alright, though, if *you* come here.”

Jesse: “No, I don’t live nearby. I’m just passing through.”

Winnie: “How old are you anyways?”

Jesse: “Why do you want to know?”

Winnie: “I just wondered.”

Jesse: “All right, I’m one hundred and four years old.”

Winnie: “No, I mean really.”

Jesse: “Well, if you must know, I’m seventeen.”

Winnie: “Oh. Seventeen. That’s old.”

Jesse: “You have no idea.”

Narrator: Winnie laughed, her head tilted to the side admiring Jesse. She pointed to the spring.

Winnie: “Is that good to drink? I’m thirsty.”

Narrator: Jesse’s face was instantly serious.

Jesse: “No! I mean....it’s just really dirty. You probably shouldn’t drink from it.”

Winnie: “But *you* drank some, and it’s my wood anyways.”

Jesse: “Believe me Winnie Foster, it would be terrible for you if you drank any of this water. Just terrible. I couldn’t let you do it.”

Winnie: “Well I just don’t see why not. If my papa was here he would let me.”

Jesse: “You’re not going to tell him about it are you? I knew this was going to happen sooner or later. *Now* what am I going to do?”

Narrator: As he said this, there was a crashing sound among the trees and a voice called.....

Mae: “Jesse?”

Jesse: “Thank goodness! Here comes Ma and Miles. They’ll know what to do.”

Narrator: A big woman appeared leading a fat horse and at her side was a young man almost as beautiful as Jesse. As soon as the woman saw Winnie her hand flew to her chest and her face went white.

Mae: “Well boys, here it is. The worst is happening at last.”

## Chapter 6 Script

Staging: Every character should be stage front with the narrator off to the side.

Time: 5-6 minutes

Characters:

- Narrator
- Winnie Foster
- Jesse Tuck
- Mae Tuck
- Miles Tuck

Narrator: For Winnie, the next few minutes were a blur. It seemed like just a minute ago she was trying to get a drink out of the spring, and now she was thrown atop the horse and was being dragged through the woods by Mae Tuck with Jesse and Miles running next to her. Winnie had thought about what it would be like to be kidnapped. She always thought she would plead with her captors, but with the Tucks, it was the other way around.

Mae: "Please, child....dear, dear child....don't you be scared. We...wouldn't harm you....for the world."

Jesse: "If you'd...yelled or anything someone might've heard you and....that's too risky."

Miles: "We'll explain it.....soon as we're far enough away."

Narrator: Winnie was speechless. Her grip on the saddle tightened. She thought to herself.....

Winnie: "So this is what it's like to ride a horse- I was going to run away today anyway. What will they say when I'm not there for breakfast- I better duck if I don't want this next branch to knock me off."



Narrator: After another few minutes the road led them to a place where there was a shallow stream shaded by weeping willows.

Mae: “Stop! We’ll stop here!”

Narrator: Miles and Jesse grabbed the horse’s harness to slow him down.

Mae: “Lift the poor child down!”

Narrator: Everything hit Winnie at once. This was real. Strangers were taking her away; they might do anything; she might never see her mother again. And then, thinking of her mother, Winnie started to cry.

Mae: “Dear Lord, don’t cry! Please don’t cry, child! We’re not bad people, truly, we’re not. We *had* to bring you away- you’ll see why in a minute- and we’ll take you back just as soon as we can. Tomorrow, I promise.”

Narrator: Winnie sobbed even harder when she heard the word “tomorrow”.

Jesse: “This is just awful! Can’t you do something, Ma? The poor little tad.”

Miles: “We ought to’ve had some better plan than *this*.”

Mae: “That’s the truth. Lord knows we’ve had enough time to think of one. But I never expected it to be a *child*!”

Narrator: Mae reached into the pocket of her skirt and pulled out her music box. Without thinking, she twisted the winding key and the tinkling melody began. When Winnie heard the soft music she stopped sobbing and listened. She thought....

Winnie: “When I get home, I’ll tell Granny it wasn’t elf music after all. My granny heard that music last night and thought it was elves.”

Mae: “Dear me, no. It’s only my music box. I didn’t think anyone could hear it. Do you want to hold it? Wind it up.”

Narrator: Winnie turned the key. After a few more turns, the music began to play. The music box had relaxed them all, Miles was mopping his face with his handkerchief and Mae sat down on a rock.

Jesse: “Look here, Winnie Foster. We’re friends, really we are. But you got to help us. Come sit down and we’ll tell you why.”

## Chapter 7 Script

Staging: All the characters should be stage front, sitting on both sides of Winnie. The narrator should be off to the side.

Time: 5 minutes

Characters:

- Narrator
- Winnie Foster
- Jesse Tuck
- Mae Tuck
- Miles Tuck

Narrator: It was the strangest story Winnie had ever heard. She began to think they had never told the story before, the way they were gathered around her.

Miles: "Eighty-seven years ago we came from the West to find a place to settle. Back then the wood was more like a forest, and we thought we would make a farm where the trees ended. But they never did end."

Jesse: "We stopped at a clearing to camp. We drank from the spring, all of us and the horse. Anyway, the water tasted kind of strange, but we camped there overnight. Pa carved a "T" on the trunk to mark where we were."

Mae: "The first time we figured there was something peculiar Jesse fell out of a tree...."

Jesse: "I was way up in the middle trying to saw off some of the big branches. I lost my balance and I fell...."

Mae: "We thought for sure he broke his neck. But come to find out, it didn't hurt him a bit!"

Miles: "Not long after, some hunters came by around sunset. The horse was out grazing by some trees, and they shot him, thinking it was a deer. But the thing is,

they didn't kill him. The bullet went right on through him, and didn't hardly leave a mark."

Jesse: "Then Pa got a snake bite....."

Miles: "And Jesse at the poison toad stools...."

Mae: "And I cut myself. Remember? Slicing bread."

Narrator: But it was the passage of time that worried them the most. They had worked the farm, settled down, and made friends. But after ten years, then twenty, they had to face the ugly truth: none of them were getting any older.

Miles: "I was more'n forty by then. I was married and had two children. But, from the look of me, I was still twenty-two. My wife convinced herself I sold my soul to the Devil and left me."

Mae: "It was the same with our friends. They pulled away from us, talked about us using the words "witchcraft" and "black magic". We had to leave. And we came back here, by the spring."

Miles: "The tree hadn't changed any more than we had. Pa'd carved a "T" on the front, remember, twenty years before, but the T was just where it'd been when he done it. It was as fresh as if he carved it yesterday."

Narrator: The Tucks described how they remembered the only one not to drink from the spring was their cat, and it had died ten years ago. But everyone who had drunk from it, including the horse, looked the same as they did the day they drank from the spring.

Mae: "When we came to that conclusion, my husband Tuck said he had to be sure, once and for all. He took his shotgun and pointed it at himself the best he could, and before we could stop him, he pulled the trigger."

Miles: "The shot knocked him down. It went into his heart, it *had* to the way he pointed it. But it just went straight through him, scarcely left a mark."

Jesse: "After that we went sort of crazy. Heck, we was going to live forever. Can you picture what it felt like to find that out?"

Miles: "But then we sat down and talked it over....."

Mae: "And we figured it'd be very bad if everyone knowed about that spring. Do you understand, child? That water- it stops you right where you are. If you drank it today, you'd stay a little girl forever. You'd never grow up, not ever.

Miles: "We don't know how it works, or even why."

Jesse: "You see, Winnie Foster, when I told you before I'm a hundred and four years old, I was telling the truth. But I'm really only seventeen. And, so far as I know, I'll stay seventeen till the end of the world."

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

## WORD WIZARD NOTEBOOK

### *Section 3*

While reading chapters 8-11 you will need to create an entry for each of the following words in your Word Wizard Notebook.

Each entry will include the following:

- f. the **word and the page and paragraph** where it is located
- g. a **child-friendly definition** for the word (remember to use your context clues)
- h. **synonyms** you know (remember to use your character trait sheet and the THESAURUS)
- i. any **associations/connections** you may have with that word
- j. an **illustration or sketch** of the word

### WORDS FOR SECTION 3:

WORD	PAGE AND PARAGRAPH #
<b>scornful</b>	p. 42, first paragraph
<b>parson</b>	p. 43, second paragraph
<b>vigorous</b>	p. 46, second paragraph
<b>indomitable</b>	p. 50, first paragraph
<b>lollid</b>	p. 51, first paragraph
<b>revolutionary</b>	p. 53 top of page
<b>luxurious</b>	p. 56, first paragraph

## Vocabulary Activities: Section 3 *Tuck Everlasting*

### Making Choices

**Directions:** Tell whether each item or scenario is a description of the vocabulary word given. If so, say the word. If not, don't say anything.

- 1) If any of the situations I describe might cause you to be **scornful** say, "**I would be scornful.**"
  - You discovered your bike was stolen
  - Your mom baked a cake for no reason
  - You were made fun of on the playground
  - Your brother broke your favorite toy
  
- 2) Where would you be surprised to see a **parson**? Say, "**I would be surprised.**"
  - A church
  - A bar
  - A circus
  - A wedding reception
  
- 3) Which of these actions might require you to be **vigorous**? Say, "**You would need to be vigorous!**"
  - Run a marathon
  - Bake a batch of cookies
  - Take a three hour test
  - Play a match of tug-o-war
  
- 4) If you wanted any of these qualities to be **indomitable**, say, "**I would want this to be indomitable.**"
  - Courage
  - Strength
  - Faith
  - Bad attitude
  
- 5) If you consider any of the following to be **luxurious**, just say "**luxurious.**"
  - A stretch limo
  - A sweater from Old Navy
  - A gold necklace
  - An Xbox

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

## Synonyms and Antonyms

### Section 3

You will complete the following chart by using your definitions from your Word Wizard Notebook to find similar and dissimilar words.

<b>Synonym</b>	<b>Word</b>	<b>Antonym</b>
hateful; despise	<b>scornful</b> p. 42 par. 1	respectful; admiring
	<b>parson</b> p. 43 par. 2	
	<b>vigorous</b> p. 46 par. 2	
	<b>indomitable</b> p. 50 par. 1	
	<b>loll</b> p. 51 par. 1	
	<b>revolutionary</b> p. 53	
	<b>luxurious</b> p. 56 par. 1	



# Forms of a Word

**Directions:** Look at the vocabulary in bold print. Recall its definition (look back at your notebook if needed). Think of the different forms of the word and write each in the appropriate column. Not all forms of the word will be completed each time like the first example.

Noun	Verb	Adjective	Adverb
scorn		<b>scornful</b>	
		<b>vigorous</b>	
	<b>loll</b>		
		<b>luxurious</b>	

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

# Author's Craft: Figurative Language

## Chapters 8-11

Natalie Babbitt chooses her words very carefully in *Tuck Everlasting* to help create powerful literary devices. Figurative language is used to describe something by comparing it to something else. Your job is to work with a partner and find at least two examples of the following:

<b>Similes (Look in Section 3, pgs 42-59)</b>	
<b>Simile:</b> a comparison that includes the word "like" or "as"	
<b>Given Example</b>	<b>Example found in Book</b>
<p><i>"He straightened and peered down at her, and Winnie, looking back into his face, saw an expression there that made her feel like an unexpected present, wrapped in pretty paper and tied with ribbons...." (p. 49, last paragraph)</i></p>	<p><u>Page Number:</u> <u>Example:</u></p> <p><u>What does this passage add to the story?</u></p>
<p>This simile compares Winnie to an unexpected present, at least that's the way Tuck sees her. Instead of just saying "a present", though, Babbitt describes it as "wrapped in pretty paper and tied with ribbons." This truly allows the reader to visualize the great splendor Winnie brought Tuck because everyone can remember a beautifully wrapped present they've received and the excitement that comes with it.</p>	<p><u>Page Number:</u> <u>Example:</u></p> <p><u>What does this passage add to the story?</u></p>

<b>Personification (Look in Section 3, pgs 42-59)</b>	
<b>Personification:</b> giving human characteristics to something that is not human	
<b>Given Example:</b>	<b>Examples from the Book:</b>
<p><i>“...the graceful arms of the pines stretched out protectively in every direction.” (p. 47)</i></p> <p>In this example of personification, the author gives a tree the life-like quality of having arms, instead of branches. By writing that they “stretched out protectively”, the reader gets a clear picture of huge trees with branches spanning in every direction overhead. This helps add to the imagery of the wood.</p>	<p><u>Page Number:</u> <u>Example:</u></p> <p><u>What does this passage add to the story?</u></p>
	<p><u>Page Number:</u> <u>Example:</u></p> <p><u>What does this passage add to the story?</u></p>

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

# Character Sketcher

*Chapters 8-11*

Your job as Character Sketcher is to think carefully about **Winnie Foster** as you read. You will be given a passage with a page and paragraph where you can find information about your character. Reread the passage carefully. As you are reading, think about **descriptive words (traits)** that capture how your character acts or looks. You need to be aware that the character traits you will choose will be implied character traits. In other words, they are not directly stated in the passage. You will want to use descriptive words for your character traits. You do NOT want to use words like good, bad, nice, and mean. Be sure to use your “**Descriptive Character Traits**” page for help. In addition, you will create an **artistic impression** of your character. When you begin artistically representing your character, try to use any physical descriptions from the text to help you. Your “artistic impression” of the character will probably be on a separate piece of paper.

You are invited to learn more about **Winnie Foster**. Please take notes on how **Winnie Foster** acts and looks.

- To begin, reread the following passages and determine “descriptive words” that capture **Winnie Foster’s** personality and explain *why* the words describe her.
  - **reread page 14-15:** the last paragraph on p.14 to the end of p. 15. Which character trait words describe Winnie Foster? \_\_\_\_\_
-

- What words in the passage were your context clues?

---

Reread page 25, the first two paragraphs.

- Winnie acts \_\_\_\_\_ because \_\_\_\_\_

---

- Reread **the first paragraph on page 57**. Which words describe how **Winnie** is feeling?

---

- She **feels** \_\_\_\_\_ because \_\_\_\_\_

---

- Reread the last paragraph on page 48 to the end of 49. Which words describe **Tuck**?

---

**Tuck** acts \_\_\_\_\_

because \_\_\_\_\_

On another paper, use the **last paragraph on page 25** to sketch your interpretation of **Jesse Tuck**. Enjoy!

# DOUBLE ENTRY DIARY

## Chapters 8-11

You will write a **Double Entry Diary**, otherwise known as a **DED**. You will be reading, writing in your diary, rereading, and discussing throughout these entire books of historical fiction and nonfiction.

As you are assigned your reading, you will write a total of **FIVE entries** from Section 3 of *Tuck Everlasting*. You will find important words, quotations, or passages from the book. Then you will explain why those words, quotations, and passages are important—in other words, when you read them, what do those words mean to you?

You will write each entry **in your notebook** so that it looks something like this table:

From the book (words, quotes, passages). Please include the page and paragraph.	What it means to me
<b>Quote:</b> "But there was no road through the wood." (p. 7)	<b>Inference/Question:</b> The author makes sure the reader understands the road goes around the wood. I wonder if there is something dangerous in the wood. And if there is, I bet the stranger or Winnie Foster will discover it.

Below are options that you may choose to write about and how you might organize your thoughts:

Significant passage copied from the text; include page and paragraph #.	Connections or reactions to recorded statement
10. Quote	Reaction (How you feel about the quote)
11. Quote	Connection (Self, Text, World)
12. Quote/Picture	Inference (What you think it means)
13. Quote	Question
14. Prediction	What Really Happened (You will complete this after you know)
15. Question you have or something you don't understand	Answer or possible answer

16. <i>Fact</i>	<i>Your Opinion</i>
17. <i>Effect (What happened?)</i>	<i>Cause (Why did it happen?)</i>
18. <i>Author's Craft (Simile, metaphor, personification)</i>	<i>Explanation of what it means and how it adds importance to the passage</i>

You are to read Section 3 (chapters 8-11). As you are reading, think about the following:

- ❖ The Tucks' story of the spring
- ❖ Kidnapping
- ❖ Author's craft-simile (comparison using *like* or *as*) and personification (giving human or person traits to objects or things)
- ❖ Immortality (what it means to live forever)
- ❖ Is what happened to the Tucks a blessing or a curse?
- ❖ The man in the yellow suit
- ❖ Make a prediction after reading Section 3: Why do you think the man in the yellow suit was smiling after he heard the Tucks' story? What do you think he will do with his new knowledge?

**Use the above ideas when writing your DEDs.**

.....

**RECIPROCAL TEACHING:** Only fill out the section for your job. Fill in the other columns when you discuss.

**Predict:**

Based on what you've read and what you know, what do you think will happen next?

What clues helped you to think about what will happen next?

Is your prediction logical?

**Clarify:**

Was there a word you weren't sure about? What is it?  
What page is it on?

What can we predict it means?

Were there any ideas that were confusing to you or that you don't understand?



**Question & Connect:**

Is there anything that you did not understand?

What were you thinking about as you were reading?

Has anything like this ever happened to you?

Have you ever known anyone like this character?

What are you curious about?

**Summarize:**

What are the most important ideas or events?

What does the author want you to remember or learn from this?

What is the most important information in this passage?

In your own words, what was this passage mostly about?

**TRAIN YOUR BRAIN TO  
READ BOOKMARK**



Make a **PREDICTION** when:

- a title is given
- headings are provided
- the author poses a question in the text
- the text suggests what will be discussed next

Prediction stems:

- Based on the title, I predict this is going to be about...
- I already know these things about the topic/story...
- I think the next chapter/section will be about...
  - Based on... (a clue), I predict...
- Based on what \_\_\_\_\_ said/did, I predict...



Ask **TEACHER-LIKE QUESTIONS**:

- Who is \_\_\_?
- What is/does \_\_\_?
  - When is \_\_\_?
  - Where is \_\_\_?
- Why is \_\_\_ significant?
- Why does \_\_\_ happen?
- What are the parts of \_\_\_?
- How is \_\_\_ an example of \_\_\_?
- How do \_\_\_ and \_\_\_ compare?
- How are \_\_\_ and \_\_\_ different?
  - How does \_\_\_ happen?
- What is most important \_\_\_?
- What is your opinion of \_\_\_?



**CLARIFY** hard parts when:

- you don't understand
- you can't follow the text
- you don't know what a word means

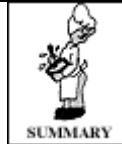
Clarifying stems:

- I don't really understand...
- A question I have is...
- A question I'd like answered by the author is...
- One word/phrase I do not understand is...



**VISUALIZE** a picture in your mind:

- When I read this, I imagine that...
- As I read, in my mind I see...



How to do a **SUMMARY**:

- Look for the topic sentence.
- Look for who, what, when, where, why, and how.
- Omit unnecessary information.

Summary Stems

- This story/paragraph is mostly about...
  - The topic sentence is...
- The author is trying to tell me...

A framed summary sentence:

This story/passage about \_\_\_\_\_ begins with \_\_\_\_\_, discusses (or develops) the idea that \_\_\_\_\_, and ends with \_\_\_\_\_.

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

## WORD WIZARD NOTEBOOK

### *Section 4*

While reading chapters 12-16 you will need to create an entry for each of the following words in your Word Wizard Notebook.

Each entry will include the following:

- k. the **word and the page and paragraph** where it is located
- l. a **child-friendly definition** for the word (remember to use your context clues)
- m. **synonyms** you know (remember to use your character trait sheet and the THESAURUS)
- n. any **associations/connections** you may have with that word
- o. an **illustration or sketch** of the word

### WORDS FOR SECTION 4:

WORD	PAGE AND PARAGRAPH #
<b>silty</b>	p. 60, first paragraph
<b>linger</b>	p. 70, first paragraph
<b>illiterates</b>	p. 74, first paragraph
<b>constable</b>	p. 75, first paragraph
<b>cahoots</b>	p. 77, first paragraph
<b>accommodations</b>	p. 78, third paragraph

**Vocabulary Activities:**  
*Chapters 12-16*

1. Which of these could be described as **silty**?

- A beach
- Chimney
- Clay

2. Describe the last time you **lingered**. Why did you **linger**?

---

---

3. Why can the word **illiterate** be used as an insult?

---

---

4. What words, situations, or people come to mind when you hear the word "**constable**"?

---

---

5. Name a time you were in cahoots with somebody.

---

---

6. Describe the best accommodations you've ever stayed in.

---

---

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

# Synonyms and Antonyms

*Chapters 12-16*

You will complete the following chart by using your definitions from your Word Wizard Notebook to find similar and dissimilar words.

<b>Synonym</b>	<b>Word</b>	<b>Antonym</b>
	<b>silty</b> p.60 par.1	
	<b>linger</b> p.70 par.1	
	<b>illiterates</b> p.74 par.1	
	<b>constable</b> p.75 par.1	
	<b>cahoots</b> p.77 par.1	
	<b>accommodations</b> p.78 par. 3	

# Character Sketcher:

## The Man in the Yellow Suit

*Chapters 12-16*

Your job as Character Sketcher is to think carefully about **The Man in the Yellow Suit** as you read. You will be given a passage with a page and paragraph where you can find information about your character. Reread the passage carefully. As you are reading, think about **descriptive words (traits)** that capture how your character acts or looks. You need to be aware that the character traits you will choose will be implied character traits. In other words, they are not directly stated in the passage. You will want to use descriptive words for your character traits. You do NOT want to use words like good, bad, nice, and mean. Be sure to use your **“Descriptive Character Traits”** page for help. In addition, you will create an **artistic impression** of your character. When you begin artistically representing your character, try to use any physical descriptions from the text to help you. Your “artistic impression” of the character will probably be on a separate piece of paper.

You are invited to learn more about **The Man in the Yellow Suit**. Please take notes on how **The Man in the Yellow Suit** acts and looks.

- To begin, reread the following passages and determine “descriptive words” that capture **The Man in the Yellow Suit’s** personality and explain *why* the words describe him.
- **Reread page 17, until the paragraph ends on page 18:**  
Describe **the Man in the Yellow Suit’s** appearance:

---

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- **Reread page 45, the last paragraph:** Why do you think **the Man in the Yellow Suit** is smiling? Do you think this is the family he was looking for? Why or why not?

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- **Read Ch. 15:** What character traits describe **the Man in the Yellow Suit** in this section?

---

---

What are your context clues? \_\_\_\_\_

---

- **Read page 79, second paragraph:**

**The Man in the Yellow Suit** acts \_\_\_\_\_ because

---

- Which words describe **the constable**?

---

- **The constable** acts \_\_\_\_\_ because \_\_\_\_\_

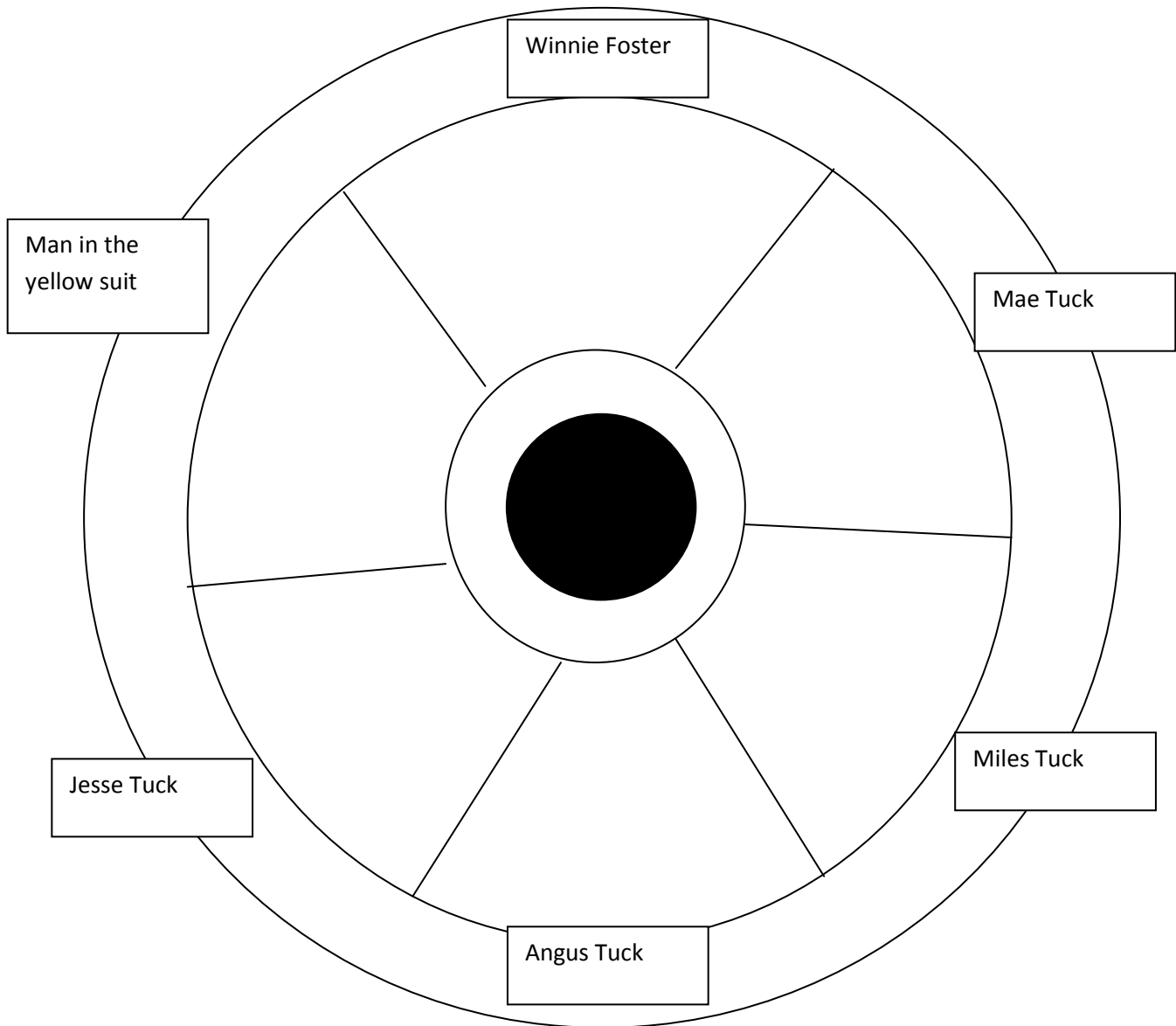
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On another paper, use the passages that describe **the Man in the Yellow Suit's** actions and appearance to help you complete an artistic impression of him. Have fun!

## Wheel of Life

Angus Tuck compares life to a wheel “...turning and turning, never stopping.”

As you read *Tuck Everlasting*, note each character’s views about the magical spring water and the idea of living forever. Jot down in each character’s wedge of the wheel his or her words and thoughts.







# Discussion Director

*Chapters 12-16*

Your job is to involve the students in your group by thinking and talking about the section of the book you have just read. You are going to ask questions that really help the students in your group *think* about the reading. Your questions should require students to discuss their interpretations of the text and connect background experience and knowledge with the text. You want all students involved in the discussion and talking about issues that come up during the reading.

Your job as the *Discussion Director* is to come up with five (5) thinking questions. You really want to make your group *think* about what you all have just read. You are trying to make sure everyone in your group understands or comprehends the reading. It is very important that you ask your group *fat, juicy, thinking* questions and not easy, right there, in the book questions. Remember you may wish to begin your questions with the following words/phrases:

- *Who ?*,
- *What ?*,
- *Where ?*,
- *When ?*,
- *Why ?*,
- *How ?*,
- *If \_\_\_\_\_ then \_\_\_\_\_?*

Your teacher really wants you to help the students in your group to go back to the book to find their answers if they don't know them. So, to help this run very smoothly, you need to write down **the questions, your answers to your questions, and the page numbers where the students can reference the text to justify their responses to your questions.** Your teacher will tell you **how many questions** and what **types of questions** you need to ask.

**Here are some things to think about while you're creating your questions:**

- The Tucks' secret- do you believe it?
- Kidnapping
- The man in the yellow suit
- Life: the "wheel" metaphor
- Figurative Language (similes, metaphors, personification)
- Punishments for crimes

**Here are some HINTS to help you lead your discussion:**

1. You need to write down the following:

- the **questions**
- your **answers** to your questions
- **the page numbers** where the students can reference the text to justify their responses to your questions

2. As you lead the discussion, you may want to model for the other students how to politely make a point by entering the discussion with comments such as:

Excuse me ...

I'm confused about ...

I agree because ...

That reminds me of ....

I don't understand what you mean ...

I disagree because ...

3. You may need to help students in your group:

\* *Focus on supporting ideas and opinions*

\* *Disagree politely*

\* *Listen with their eyes and ears on the speaker*

\* *Reference the text for justifying or supporting ideas*

\* *Predict what will happen next*

# Word Wizard

## Section 5

In every section of our reading, you will be learning and using many new words. Your job is to become a WORD WIZARD and to create an entry in your Word Wizard Notebook for each new word.

Each entry will include the following:

- p. the **word and the page and paragraph** where it is located
- q. a **child-friendly definition** for the word (remember to use your context clues)
- r. **synonyms** you know (remember to use your character trait sheet and the THESAURUS)
- s. any **associations/connections** you may have with that word
- t. an **illustration or sketch** of the word

After you discuss the word, you may be asked to write a sentence using 4 or more of the following: who, what, where, when, why or how.

### Section 5 Words from *Tuck Everlasting*

WORD	PAGE AND PARAGRAPH NUMBER
threadbare	p. 83, last paragraph
hearth	p. 94, second paragraph
immense	p. 97, third paragraph
petulance	p. 98, third paragraph
ghastly	p. 99, last paragraph
unflinchingly	p. 102, fifth paragraph

## Making Choices

*Chapters 17-20*

**Directions:** Tell whether each item or scenario is a description of the vocabulary word given. If so, say the word. If not, don't say anything.

1) Which of the following would be an acceptable place to wear a **threadbare** shirt? If it would be acceptable, say, "**Acceptable.**"

- On a hike outside in the summer
- Outside during a snow storm
- On a fall day that is very windy
- Church

2) If any of these things could be described as **immense**, say "**immense**". If not, don't say anything.

- The Sahara Desert
- A plastic kiddie pool
- Disney World
- The school gym

3) If any of these things would make you respond **petulantly**, say, "**I would respond petulantly.**"

- Your babysitter talked to you like you were five
- Your mom decided to bake you cupcakes for no reason
- Your brother couldn't hear what you were saying so you had to repeat yourself twice
- Your sister changed the channel right at the good part of your movie

4) Which of the following would you consider **ghastly**? If it's **ghastly**, say "**ghastly**", if not, don't say anything at all.

- Garden full of daisies
- Walking through a graveyard under a full moon
- A birthday party at a skate rink
- Seeing someone crawl out alive from a horrible car accident

5) When might it be hard to be **unflinching**?

- If someone threw a bug at you
- Sitting down to your favorite meal
- Eating zucchini
- If your brother passed gas in the car on a long trip

**Synonyms and Antonyms**

*Chapters 17-20*

**Directions:** Look at the vocabulary word under the “word” column. Recall its definition (look back at your definition if needed). Think of other words associated with the vocabulary word and write them under the “synonym” column. Think of other words not associated with, or the opposite of, the vocabulary word and write them under the “antonym” column.

<b>Synonym</b>	<b>Word</b>	<b>Antonym</b>
	<b>threadbare</b>	
	<b>hearth</b>	
	<b>immense</b>	
	<b>petulance</b>	
	<b>ghastly</b>	
	<b>unflinchingly</b>	

## Learning Common Suffixes

*Chapters 17-20*

Write short definitions for these words. Use your context clues and what you know about word parts to help you write the definition:

<b>Word</b>	<b>Page and Paragraph Number</b>	<b>Definition</b>
thoughtful	p. 5 par. 1	
beautiful	p. 27 par. 5	
cheerfully	p. 58 par. 1	
helpful		

What does the suffix “-ful” mean?

You are searching for the treasured suffix **-ful**. As you read, ANY MATERIALS, write down all words you find that begin with the suffix **-ful**.

## Philosophy Internet Workshop

This Internet workshop will help you expand your knowledge of and dig deeper into philosophy. You are invited to explore information on the Internet. Take notes in your reading notebook. Come prepared to share your information at our workshop session.

Please answer the following questions:

- A. Go to the bookmark for the following website:

<http://library.thinkquest.org/3075/>

1. What does philosophy mean? What is philosophy?

Look on the left column for “Divisions of Philosophy”. Explore the five divisions. Pick one division to answer the following.

2. What division did you pick? What is this a study of, or what does it deal with? What does it question or try to prove?

- B. Go to the following bookmark:

[http://library.thinkquest.org/CR0210200/ancient\\_greece/philosophers.htm](http://library.thinkquest.org/CR0210200/ancient_greece/philosophers.htm)

3. Who are the three philosophers spotlighted on this page? Who was considered the most famous? Name one thing each was famous for.

- C. Go to the following bookmark:

<http://depts.washington.edu/nwcenter/lessonsplansethical.html>

4. Read all four short stories. Pick one to respond to. Answer every question associated with the story you chose.

# Is the Tucks' secret really a secret?



In *Tuck Everlasting* the Tuck family carries a secret with them wherever they go: they never age and they will never die because of a spring they drank from years ago. But, is this really a secret? Are there any stories you can think of throughout history that tell of a source of immortality? Think hard.

You are to go to two centers in the room. At each center there is a story for you and your group to read. After you've read it, discuss it with your group. Then using the Venn diagram provided, compare it to *Tuck Everlasting*. When it is time, move to the next center. Repeat the same steps.

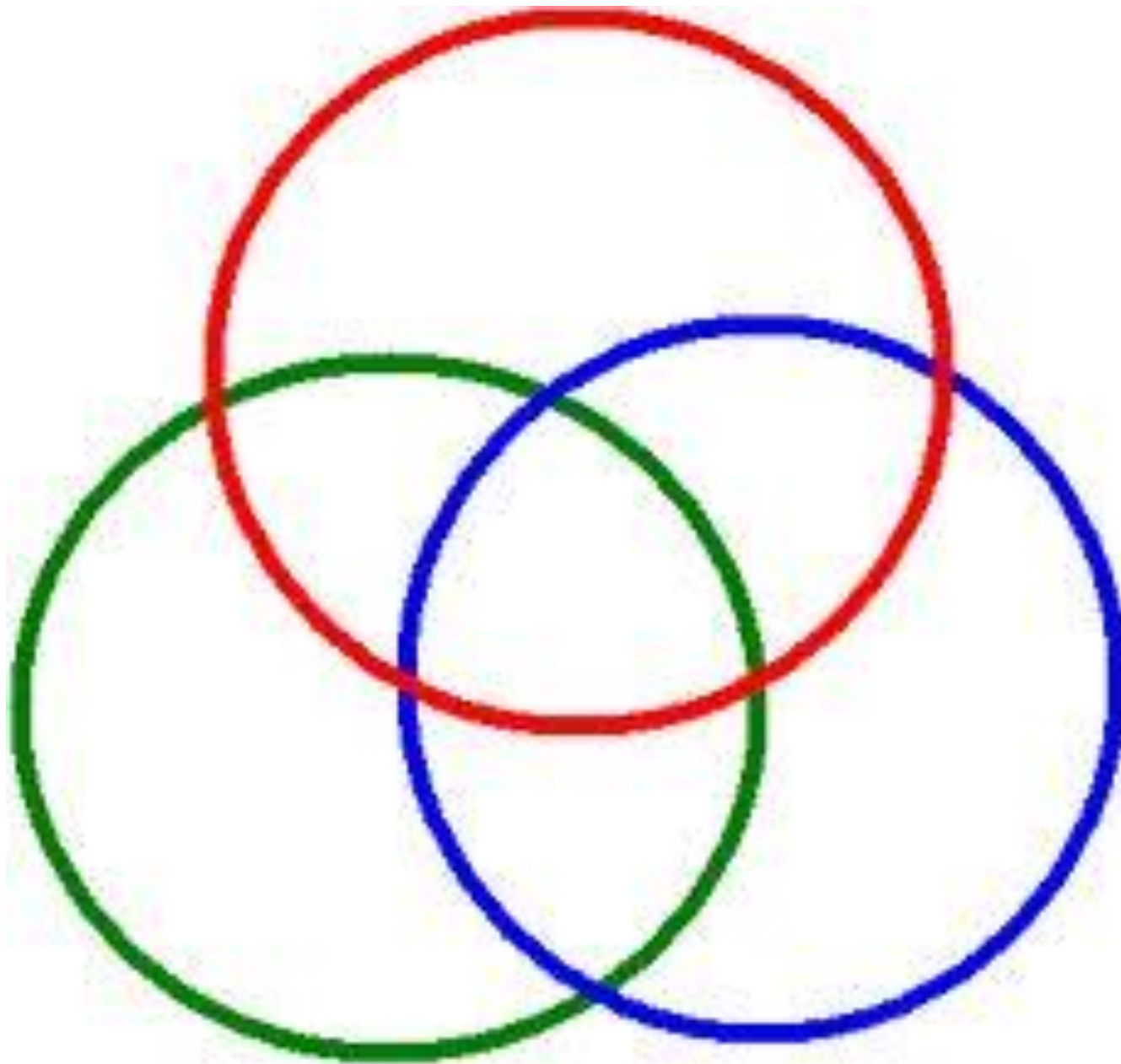
In order to fill your chart out, ask yourselves these questions:

- How are the two stories the same?
- How are they different?
- What was the source of immortality?
- Was it widely-known?
- Was the source protected?
- Where was the source located?



*Tuck Everlasting*

Iduna's  
Apples



Ponce  
de  
Leon

# Word Wizard

## Section 6

In every section of our reading, you will be learning and using many new words. Your job is to become a WORD WIZARD and to create an entry in your Word Wizard Notebook for each new word.

Each entry will include the following:

- the **word and the page and paragraph** where it is located
- a **child-friendly definition** for the word (remember to use your context clues)
- synonyms** you know (remember to use your character trait sheet and the THESAURUS)
- any **associations/connections** you may have with that word
- an **illustration or sketch** of the word

After you discuss the word, you may be asked to write a sentence using 4 or more of the following: who, what, where, when, why or how.

### Section 5 Words from *Tuck Everlasting*

WORD	PAGE AND PARAGRAPH NUMBER
acid	p. 109, first paragraph
remorseless	p. 116, first paragraph
gentility	p. 116, second paragraph
ebbed	p. 124, second paragraph
furrowed	p. 124, fourth paragraph
flailing	p. 125, first paragraph

## Vocabulary Activities

*Chapters 21-24*

### Synonyms & Antonyms

<b>Synonym</b>	<b>WORD</b>	<b>Antonym</b>
	acid	
	remorseless	
	gentility	
	ebbed	
	furrowed	
	flailing	

## Forms of a Word

Place the correct form of each word in the correct box.

Noun	Verb	Adjective	Verb
			<b>acridly</b>
	<b>ebbed</b>		
		<b>remorseless</b>	
	<b>flailing</b>		

# LAW & ORDER

## *Tuck Everlasting* Unit

While reading *Tuck Everlasting* the reader comes across many different situations that seem unfair and difficult decisions characters have to make. Let's take a closer look at justice and what it means to you. You be the judge! Some of the questions on this sheet can be difficult but you need to think carefully and write your honest opinion. Be ready to discuss your thoughts tomorrow.

- 1. What does the word "justice" mean to you?

---

---

What are some ways you've heard it used?

---

---

- 2. Are all people equal? Are all people the same? Explain your reasoning.

---

---

---

In *Tuck Everlasting* the man in the yellow suit said he would only sell the spring water to those who were worthy. If "all men are created equal" then how would the man in the yellow suit choose who was worthy?

---

---

3. Do you believe in luck? Is luck fair?

---

---

4. A man and his wife have a three-month old baby. The woman lost her job because she had to take off too much time because of her pregnancy. The husband never graduated high school and therefore has a low-paying job. At the end of one month the family is struggling to find money for food and all their bills. Their baby becomes sick and the couple doesn't know where they'll get the money for medicine. The husband decides to steal medicine from the CVS in his neighborhood but he gets caught by the store and is taken to court. Should the man be punished? What should his punishment be? Was his reason justified?

---

---

---

5. Why do some kids have good health, opportunities and fun and others children suffer? Why do children in Africa die because they don't have clean drinking water and children in America get clean water for free in school?

---

---

---

---

# Word Wizard

## Section 7

In every section of our reading, you will be learning and using many new words. Your job is to become a WORD WIZARD and to create an entry in your Word Wizard Notebook for each new word.

Each entry will include the following:

- the **word and the page and paragraph** where it is located
- a **child-friendly definition** for the word (remember to use your context clues)
- synonyms** you know (remember to use your character trait sheet and the THESAURUS)
- any **associations/connections** you may have with that word
- an **illustration or sketch** of the word

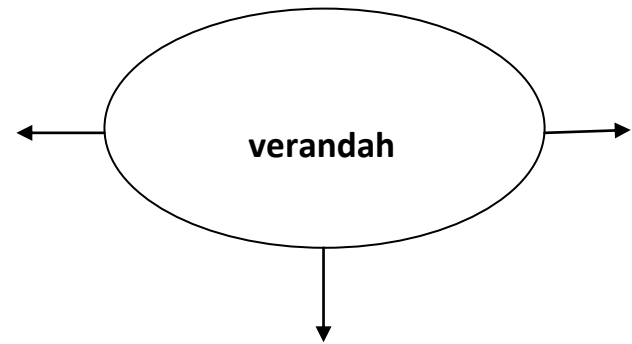
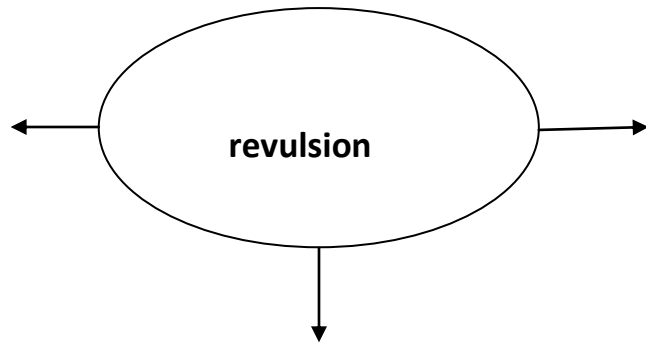
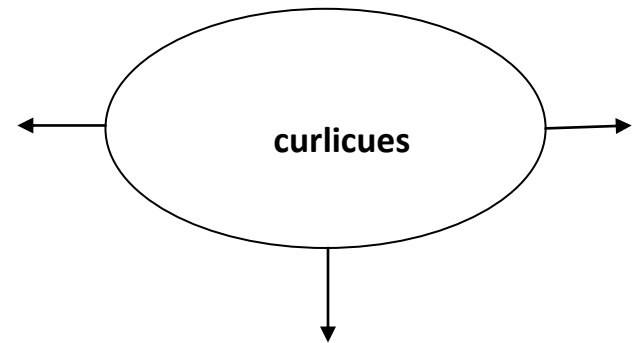
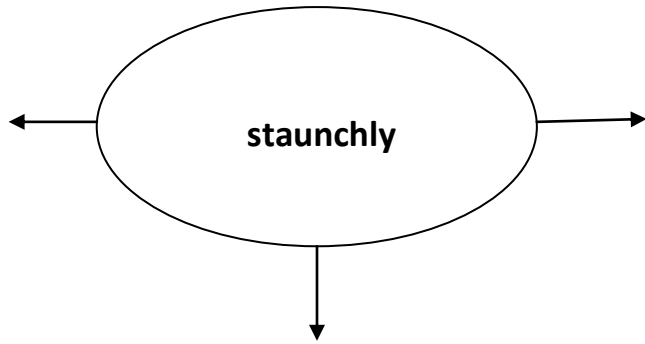
After you discuss the word, you may be asked to write a sentence using 4 or more of the following: who, what, where, when, why or how.

### Section 7 Words from *Tuck Everlasting*

WORD	PAGE AND PARAGRAPH NUMBER
staunchly	p. 130, first paragraph
revulsion	p. 131, last paragraph
catholic	p. 135, second paragraph
verandah	p. 135, second paragraph
curlicues	p. 137, third paragraph

# Word Association!

For this activity, write what comes to your mind when you see each word.





# Character Sketcher

*Walt Whitman*

Your job as Character Sketcher is to think carefully about **Walt Whitman** as you read. You will be given a passage with a page and paragraph where you can find information about your character. Reread the passage carefully. As you are reading, think about **descriptive words (traits)** that capture how your character acts or looks. You need to be aware that the character traits you will choose will be implied character traits. In other words, they are not directly stated in the passage. You will want to use descriptive words for your character traits. You do NOT want to use words like good, bad, nice, and mean. Be sure to use your “**Descriptive Character Traits**” page for help. In addition, you will create an **artistic impression** of your character. When you begin artistically representing your character, try to use any physical descriptions from the text to help you. Your “artistic impression” of the character will probably be on a separate piece of paper.

You are invited to learn more about **Walt Whitman**. Please take notes on how **Walt Whitman** acts and looks.

- To begin, reread the following passages and determine “descriptive words” that capture **Walt Whitman’s** personality and explain *why* the words describe him.
  - **Reread the first six pages:** Which character trait words describe Walt Whitman? \_\_\_\_\_
-

- What words in the passage were your context clues?

---

**Reread pages 9-10.**

- Walt feared \_\_\_\_\_ would split the United States. Whitman thought he could help keep the country together by \_\_\_\_\_

---

What does this make you think about Whitman? \_\_\_\_\_

---

- Reread **pages 20-21**. Which words describe how **Walt** is feeling?

---

- He **feels** \_\_\_\_\_ because \_\_\_\_\_

---

- Reread **page 26**. Walt acts as a \_\_\_\_\_ for wounded

soldiers by \_\_\_\_\_.

# I Am poem

You are to create an I Am poem about one of the characters in *Tuck Everlasting* or about Walt Whitman.

To write an I Am poem you need to take on your character's point of view and become them.

I will provide you with a template and a graphic organizer to help organize your poem. Make sure you write a rough draft before you complete your final draft. Spelling and grammar will count.

## I Am Poem/Persona Poem Template

### FIRST STANZA

I am (two special characteristics)  
I wonder (something you are actually curious about)  
I hear (an imaginary sound)  
I see (an imaginary sight)  
I want (an actual desire)  
I am (the first line of the poem repeated)

### SECOND STANZA

I pretend (something you pretend to do)  
I feel (a feeling about something imaginary)  
I touch (an imaginary touch)  
I worry (something that really bothers you)  
I cry (something that makes you very sad)  
I am (the first line of the poem repeated)

### THIRD STANZA

I understand (something you know is true)  
I say (something you believe in)  
I dream (something you actually dream about)  
I try (something you really make an effort to do)  
I hope (something you actually hope for)  
I am (the first line of the poem repeated)

**I Am** \_\_\_\_\_

**Stanza One**

**I am** \_\_\_\_\_

\_\_\_\_\_

**I live** \_\_\_\_\_

\_\_\_\_\_

**I wonder** \_\_\_\_\_

\_\_\_\_\_

**I hear** \_\_\_\_\_

\_\_\_\_\_

**I see** \_\_\_\_\_

\_\_\_\_\_

**I want** \_\_\_\_\_

\_\_\_\_\_

**I am** \_\_\_\_\_

**Stanza Two**

**I question** \_\_\_\_\_

\_\_\_\_\_

**I feel** \_\_\_\_\_

\_\_\_\_\_

**I touch** \_\_\_\_\_

\_\_\_\_\_

**I worry** \_\_\_\_\_

\_\_\_\_\_

**I cry** \_\_\_\_\_

\_\_\_\_\_

**I understand** \_\_\_\_\_

\_\_\_\_\_

**I am** \_\_\_\_\_

\_\_\_\_\_

**Stanza Three**

**I say** \_\_\_\_\_ -

\_\_\_\_\_

**I believe** \_\_\_\_\_

\_\_\_\_\_

**I dream** \_\_\_\_\_

\_\_\_\_\_

**I try** \_\_\_\_\_

\_\_\_\_\_

**I hope** \_\_\_\_\_

\_\_\_\_\_

**I was once** \_\_\_\_\_

\_\_\_\_\_

**But now I** \_\_\_\_\_

\_\_\_\_\_

**I am** \_\_\_\_\_

\_\_\_\_\_



# Mock Trial

In *Tuck Everlasting* Mae Tuck was able to escape the gallows and her court date. But what if she did go to court, what would happen? Would the jury take pity on her? Would the prosecution charge her like a cold-blooded murderer? You be the judge (or the lawyer, or the jury)! We are going to have a mock trial and run it as though Mae got her day in court. You will have a few days to plan and practice your role.

Here are the roles. Think about what you would feel comfortable doing and we will assign roles as a class:

- Judge
- Prosecutor
- Defense Lawyer
- Mae Tuck
- Jesse Tuck
- Angus Tuck
- Winnie Foster
- Constable
- 12 jurors



## *Tuck Everlasting* Vocabulary Quiz

For numbers 1-5 write a **synonym** for each word.

1. Ghastly \_\_\_\_\_
2. Immense \_\_\_\_\_
3. Tranquil \_\_\_\_\_
4. Parson \_\_\_\_\_
5. Acrid \_\_\_\_\_

For numbers 6-8 **write a sentence** using the word given.

6. Accommodation(s) \_\_\_\_\_

\_\_\_\_\_

7. Linger \_\_\_\_\_

\_\_\_\_\_

8. Timid \_\_\_\_\_

\_\_\_\_\_

9. What does the suffix “-ful” mean? \_\_\_\_\_

10. What does the suffix “-tion” mean? \_\_\_\_\_

11. Write in **adjective** form: indomitably. \_\_\_\_\_

12. Write in **adverb** form: plaintive. \_\_\_\_\_

For numbers 13-15 write an **antonym** for each word.

13. Melancholy \_\_\_\_\_

14. Luxurious \_\_\_\_\_

15. Grimace \_\_\_\_\_

For numbers 16-20 **match** each word to its definition.

\_\_\_\_\_ 1. Petulance

\_\_\_\_\_ 2. Ebbed

\_\_\_\_\_ 3. Scornful

\_\_\_\_\_ 4. Jaunty

\_\_\_\_\_ 5. Burly

- a) Heavy, strong or muscular
- b) Full of anger or hate
- c) Being rude
- d) Declined or got smaller
- e) Burly

### Tuck Everlasting Multi-Text Rubric

Activity	Your Points/Total Points Possible
<u>Vocabulary Exercises and Activities</u> <ul style="list-style-type: none"> <li>• Word Wizard entries are complete</li> <li>• Definitions are accurate</li> <li>• Considerable effort is shown</li> </ul>	____/25
<u>The “Good Dream”/Philosopher’s Corner</u> <ul style="list-style-type: none"> <li>• Evidence the student planned their thoughts</li> <li>• Student writes to the prompt</li> <li>• Student exerts considerable effort</li> </ul>	____/15
<u>DED</u> <ul style="list-style-type: none"> <li>• Entries connect to topics in the chapter</li> <li>• The correct amount of entries is completed; well explained and thoughtfully crafted; includes well-chosen examples of passages from the book; should reflect knowledge gained from class discussion.</li> </ul>	____/20
<u>Fact or Fiction</u> <ul style="list-style-type: none"> <li>• Student writes two questions for each character</li> <li>• The questions asked correspond correctly to the character</li> </ul>	____/5
<u>Author’s Craft</u> <ul style="list-style-type: none"> <li>• The student completes every section</li> <li>• The information provided is correct</li> <li>• The student effectively supports their response</li> </ul>	____/10
<u>Character Sketcher</u> <ul style="list-style-type: none"> <li>• Sketch includes thoughtfully selected information about the character</li> <li>• Artistic Impression is creative and demonstrates knowledge of information given in text regarding character’s physical description. (If you completed this artistic impression, you will receive 3 points extra credit).</li> </ul>	____/20
<u>Discussion Director/Reciprocal Teaching</u> <ul style="list-style-type: none"> <li>• The student provides the right amount of</li> </ul>	____/15

<p>questions for the discussion</p> <ul style="list-style-type: none"> <li>• The student provides page numbers to support their ideas</li> <li>• The student's RT chart is filled out completely and reflects the student worked and listened well with others</li> </ul>	
<p><u>Tucks' Secret</u></p> <ul style="list-style-type: none"> <li>• The Venn diagram is filled in all four sections</li> <li>• There is correct information about every story in the diagram</li> <li>• Student's work reflects concrete understanding</li> </ul>	<u>    </u> /5
<p><u>Mock Trial</u></p> <ul style="list-style-type: none"> <li>• Student turns in their script</li> <li>• Student's work reflects effort</li> <li>• Student worked well with others during the play</li> </ul>	<u>    </u> /15
<b>TOTAL</b>	<u>    </u> /115

## Additional Texts

1. *Juan Ponce de Leon and the Search for the Fountain of Youth* by Dan Harmon
  - Art Director: Sara Davis
  - Published by Chelsea House Publishers
  - Copyrighted in 2000
  - This is a 58-page illustrated biography of the Spanish explorer that includes a chapter on his search for the fountain of youth.
2. *Emily Dickinson's Letter's to the World* written and illustrated by Jeanette Winter
  - Published by Farrar, Straus and Giroux
  - Copyrighted in 2002
  - This is a book of twenty-one of Emily Dickinson's unpublished poems at the time of her death; Dickinson's poetry was often philosophical which is the theme of this unit.
3. *Poetry for Young People: Emily Dickinson* edited by Frances Schoonmaker Bolin
  - Illustrator: Chi Chung
  - Published by Scholastic
  - Copyrighted in 1994
  - This book has a short biography of the poet and includes thirty-six of her poems.
4. *Poetry for Young People: Walt Whitman* edited by Jonathan Levin
  - Illustrator: Jim Burke
  - Published by Scholastic
  - Copyrighted in 1997
  - This is an additional book full of biographical information and poems for students who want to learn more about Walt Whitman.
5. *Philosophy for Kids: 40 Questions that Help You Wonder...About Everything!* by David White
  - Published by Prufrock Press
  - Copyrighted in 2001
  - This book offers up forty questions that challenge the reader to question themselves; includes information about famous philosophers and a glossary of philosophical terms.
6. *d'Aulaires' Book of Norse Myths* by Ingri and Edgar Parin d'Aulaire
  - Illustrator: Louise Fili
  - Published by New York Review of Books
  - Copyrighted in 1967
  - This book is a compilation of Norse myths that students may read if their interest is sparked after learning about Iduna's apples.

7. *Young Person's Guide to Mythology* by Jeremy Weate
  - Illustrator: Peter Lawman
  - Published by DK Publishing
  - Copyrighted in 1998
  - This is an informational text packed with facts about philosophy, philosophers and its school of thoughts that will provide students important information on understanding the tough subject.
8. *Wise Guy: The life and philosophy of Socrates* by M.D. Usher
  - Illustrator: William Bramhall
  - Published by Farrar, Strauss and Giroux
  - Copyrighted in 2005
  - This is an illustrated kid-friendly biography of Socrates, one of the founders of Western philosophy.

Unit Activity	NC English Language Arts Grade 5
Students will create their own definitions using context clues in the Word Wizard activity and work with suffixes in other vocabulary activities.	<p><b>1.01</b> Expand and refine vocabulary through knowledge of prefixes, suffixes, roots, derivatives, context clues, and etymologies (word origins) to assist comprehension.</p>
Students will make predictions, formulate questions about their reading, make personal connections to the text and support their ideas using the text while participating in Reciprocal Teaching.	<p><b>2.02</b> Interact with the text before, during, and after reading, listening, and viewing by:</p> <ul style="list-style-type: none"> <li>• Making predictions.</li> <li>• Formulating questions.</li> <li>• Supporting answers from textual information, previous experience, and/or other sources.</li> <li>• Drawing on personal, literary, and cultural understandings.</li> <li>• Seeking additional information.</li> <li>• Making connections with previous experiences, information, and ideas.</li> </ul>
Students will read a fiction novel, a biography, a Norse myth, and many poems throughout this unit.	<p><b>2.03</b> Read a variety of texts, such as:</p> <ul style="list-style-type: none"> <li>• Fiction (tall tales, myths).</li> <li>• Nonfiction (books of true experience, newspaper and magazine articles, schedules).</li> <li>• Poetry (narrative, lyric, and cinquains).</li> <li>• Drama (plays and skits).</li> </ul>
Students will analyze and identify the author's use figurative language in the Author's Craft activity.	<p><b>2.04</b> Identify elements of fiction and nonfiction and support by referencing the text to determine the:</p> <ul style="list-style-type: none"> <li>• Plot development.</li> <li>• Author's choice of words.</li> <li>• Effectiveness of figurative language (e.g., personification, flashback).</li> <li>• Tone.</li> </ul>
Students will analyze, examine and evaluate characters in <i>Tuck Everlasting</i> by completing the Character Sketcher activities.	<p><b>3.01</b> Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by:</p> <ul style="list-style-type: none"> <li>• Analyzing word choice and content.</li> <li>• Examining reasons for a character's actions, taking into account the situation and basic motivation of the character.</li> <li>• Creating and presenting a product that effectively demonstrates a personal response to a selection or experience.</li> </ul>

	<ul style="list-style-type: none"> <li>• Examining alternative perspectives.</li> <li>• Evaluating the differences among genres.</li> <li>• Examining relationships among characters.</li> <li>• Making and evaluating inferences and conclusions about characters, events, and themes.</li> </ul>
Students will research philosophy during their internet workshop.	<b>3.06</b> Conduct research (with assistance) from a variety of sources for assigned or self-selected projects (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).
Students will develop and perform a Reader’s Theater presentation.	<b>4.01</b> Read aloud grade-appropriate text with fluency, comprehension, expression, and personal style demonstrating an awareness of volume, pace, audience, and purpose.
Students will plan and create a draft of their writing in the “Good Dream” activity.	<b>4.06</b> Compose a draft that elaborates on major ideas and adheres to the topic by using an appropriate organizational pattern that accomplishes the purpose of the writing task and effectively communicates its content.
Students will compose a piece of poetry.	<b>4.07</b> Compose a variety of fiction, nonfiction, poetry, and drama using self-selected topic and format (e.g., poetry, research reports, news articles, letters to the editor, business letters).
<b>Unit Activity</b>	<b>NC Social Studies 5<sup>th</sup> Grade</b>
Students will discuss the components of the Civil War while reading <i>Walt Whitman</i> .	<b>4.05</b> Describe the impact of wars and conflicts on United States citizens, including but not limited to, the Civil War, World War I, World War II, the Korean War, the Vietnam War, Persian Gulf War, and the twenty-first century war on terrorism.
<b>Unit Activity</b>	<b>NC Arts Education: Theater 5<sup>th</sup> Grade</b>
Students will plan and participate in Mae Tuck’s trial as if it happened in the book.	<b>2.03</b> Participate in dramatic activities that deal with conflict and emotions.



## Resources

I used these sources to help create my unit.

<http://re4030.wordpress.com/>

- Dr. Frye's blog
  - Reader's Theater Page
  - *Peter and the Starcatchers* Activities
  - Pirate Diary Activity
  - Persona Poetry page
  - Vocabulary page
  - *The Lightning Thief* Multi-Text
  - How many pages should they read?

[http://www.glencoe.com/sec/literature/litlibrary/pdf/tuck\\_everlasting.pdf](http://www.glencoe.com/sec/literature/litlibrary/pdf/tuck_everlasting.pdf)

- McGraw Hill's Study Guide for *Tuck Everlasting*

[http://www.scholastic.com/kids/homework/pdfs/Tuck\\_Everlasting.pdf](http://www.scholastic.com/kids/homework/pdfs/Tuck_Everlasting.pdf)

- Scholastic's Reading Guide

McCarty, M. *Little big minds*. New York, NY: Penguin Books.

Colum, F. *The children of odin: the book of northern myths*. New York, NY: Aladdin Paperbacks.

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- Wheel of Life worksheet

[http://www.readingrockets.org/strategies/reciprocal\\_teaching](http://www.readingrockets.org/strategies/reciprocal_teaching)

- Reciprocal Teaching Chart and bookmark