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Natalie Babbitt

Natalie Babbitt grew up in Ohio. Since she was a child, she wanted to be an illustrator. Babbitt liked to read Greek myths and fairytales. She has said in interviews that *Alice in Wonderland* was her favorite book. Her favorite subject in school was art. The first book she illustrated was created with her husband. It was called *The Forty-Ninth Magician*. Soon she was drawing pictures for books all by herself.



Babbitt has said the setting for *Tuck Everlasting* was like the place where she used to live as a child. She said the Foster's house looked a lot like the one she used to live in. Babbitt has also said that Winnie Foster is the character that is most like her from her stories. When asked where she would go if she traveled in time, she said back to fifth grade!

When she was asked about *Tuck Everlasting*, she has said there wasn't a lesson in it. She wanted the book to be about how things can be complicated and not always right or wrong. Babbitt had mentioned that adults think kids' lives are simple and she knows they are not! Babbitt had spent a lot of time talking to kids about what they think and how they feel. She had no plans to write a second book for *Tuck Everlasting*.

Natalie Babbitt had illustrated and written many books for children. She said being read to aloud by her mom and her dad helped her to be a writer. However, she said the most important thing someone can do is be a teacher. When she was a child, she also wanted to be a librarian or a pirate when she grew up. Natalie Babbitt passed away on October 31, 2016 when she was 84.

Did You Know?

- Natalie Babbitt can also play the piano.
- Her worst habit is wanting everything to be perfect.
- May is her favorite month.



Chapters Five to Six

Answer the questions in complete sentences.

1. Do you think the man in the yellow suit will return?

2. Winnie is thinking about running away. Will she do it?

Vocabulary

Complete each sentence with a word from the list.

resentful
timidlycoward
prunedventure
pleadedbrooch
revolving

1. Mae put an old _____ on her shirt.
2. I was _____ my little brother got an extra dessert.
3. We ran through the _____ door at the mall last Saturday.
4. My grandfather _____ the tall bushes at our house yesterday.
5. He acted like a _____ when he ran away last night.
6. I _____ asked my teacher for an extra day to finish my homework.
7. She convinced him to join her business _____ of selling cell phones.
8. They _____ to the principal to get out of trouble.



Chapters Seven to Eight

1. Complete the paragraph by filling in each blank with the correct word from these Chapters.

And Winnie, _____ at him, lost the last of her alarm. They were _____, her friends. She was running away after all, but she was not _____. Closing the _____ on her oldest fears as she had closed the gate of her own _____ yard, she _____ the wings she'd always wished she had. And all at once she was _____. Where were the _____ she'd been told to expect? She could not recognize them anymore. The _____ earth opened out its wide four corners to her like the petals of a flower ready to be picked, and it shimmered with light and possibility till she was dizzy with it. Her mother's voice, the feel of home, _____ for the moment, and her thoughts turned forward. Why, she too might _____ forever in this remarkable world she was only just _____. The story of the _____—it might be true! So that, when she was not rolling along the back of the fat old _____—by _____ this time—she ran shouting down the road, her arms flung out, making more noise than anybody.



Chapters Twelve to Fourteen

Answer each question with a complete sentence.

1. What does Tuck compare life to?
2. How does Tuck feel about his family's condition?
3. What does Tuck predict will happen if other people find out about the spring?
4. Why does the man in the yellow suit go to the Foster's house?
5. Why does Jesse enjoy his life so much?
6. Winnie has confusing feelings about the Tucks. How are those feelings confusing?

**Journaling Prompt**

In these Chapters, two different views on living forever are given. Angus Tuck is tired of his family continually being on the wheel of life. Jesse Tuck thinks living forever is great and wants Winnie to join him. Whose side do you agree with most? Write down your reasons why you agree. Then, compare your opinion with someone who has the opposite opinion. Have a debate where you try to convince others of your point of view.



Chapters 1 to 2

The Touch-me-not House

Winnie's family home is described in the first chapters as a "touch-me-not" house. The author uses adjectives such as, "square", "solid", and mentions the house has an iron fence. The use of adjectives gives the reader a better picture in their mind about what the house looks like.

Choose a building you know well and write a paragraph describing it. It could be your house, a friend's house, or a building in your neighborhood. Be sure to use lots of adjectives to create a picture in the mind of your reader.



Chapters 7 to 8

A Day in the Life Of...

The Tuck family has an endless number of days to live. For the rest of us, that is not true. What does your typical day look like? Write a schedule of what you usually do in a whole day. You will need to add a description at each time. For example,

9:00: Eat a breakfast of peanut butter and jam toast. Drink a glass of orange juice and pack a lunch for school.

Alternatively, you can choose to write the schedule for an animal. Winnie was very fond of a toad. What animal would you want to follow for a day?



Word Search Puzzle

Find the following words from the story. The words are written horizontally, vertically, diagonally, and some are written backwards.

balmy	elated	loomed	strode
blur	elation	meager	tad
cahoots	grove	plush	tarnished
conclusion	grubby	remnants	wisp
consolingly	infinite	silly	
drooping	longed	staggering	

e	l	j	d	e	g	n	o	l	i	v	e	l	a	t	e	d
a	s	a	s	h	y	q	g	o	n	r	b	w	d	n	c	n
u	t	q	v	t	g	a	i	o	f	e	h	d	m	z	s	k
b	a	l	m	y	r	q	b	m	l	m	z	r	t	d	i	w
l	g	p	o	b	s	o	b	e	n	n	c	o	j	m	e	c
u	g	a	e	b	y	r	d	d	i	a	s	o	i	r	k	a
r	e	z	x	u	a	x	g	e	t	n	y	p	l	u	s	h
k	r	h	l	r	r	r	n	e	t	q	i	l	s	i	o	
w	i	s	p	g	j	e	o	x	i	s	k	n	o	u	l	o
f	n	p	x	r	g	l	v	p	g	d	u	g	d	n	t	t
i	g	c	b	o	b	o	e	r	k	p	o	e	c	v	y	s
m	n	s	e	n	t	f	t	r	e	l	a	t	i	o	n	w
f	s	m	g	c	o	n	s	o	l	i	n	g	l	y	r	j
y	v	t	p	w	a	w	t	a	r	n	i	s	h	e	d	z
c	o	n	c	l	u	s	i	o	n	y	t	v	h	u	e	h



Comprehension Quiz

Answer each question in a complete sentence.

1. How are the Fosters perceived in Treegap?

2. Does Winnie like living in Treegap? Why?

3. In the beginning of the story, who does Winnie have as a friend?

4. How do you know the man in the yellow suit is a villain?

5. What are Winnie's first thoughts about Jesse?

6. Is Winnie convinced when Jesse says the water is dirty? Why?

7. How does Mae first react to Winnie?

SUBTOTAL: /14

The Passing of Time in Tuck Everlasting

On the hourglass diagram below, place major details of the story's beginning at the top. This could include setting, main characters, or your predictions. In the middle of the hourglass, write the main problem of the story. The bottom of the hourglass will be used for the ending. What happened? How was it solved? Write down the most important details.



NAME: _____

After You Read 



Chapters Five to Six

Answer each question with a complete sentence.

1. What does Winnie decide not to do the next morning?

2. Where does Winnie go? What does she discover?

3. How old is Jesse Tuck?

4. Why should Winnie not drink the water, according to Jesse?

5. How did the Tucks react to Winnie?

6. Who else was at the edge of the woods?

Journaling Prompt

Winnie decides to investigate the noise she hears in the woods. What she discovers there surprises her. Pair up with a classmate and ask each other about a time you were both brave and went to find answers for yourselves. What were you looking for? What did you find?

1.

Winnie decided not to run away. She was afraid.

2.

Winnie goes into the woods to find where the music is coming from. She finds a large old tree and a boy sitting at the base of it.

3.

He is 104 years old, or 17.

4.

Jesse says the water isn't good. He says it comes out of the ground and is dirty.

5.

They think she is a bad sign of worse things to come, they grab her and put her on their horse.

6.

The man in the yellow suit was in the woods.

Vocabulary

Across

- 4. changelessness
- 5. longed
- 8. receded
- 10. whoop
- 12. grazing
- 14. tension

Down

- 1. peculiar
- 2. conclusion
- 3. plum
- 6. kneeling
- 7. cautiously
- 9. elated
- 11. parson
- 13. gypsies

1.

- a) laughing
- b) friends
- c) alone
- d) gate
- e) fenced
- f) discovered

g) elated

h) terrors

i) sweet

j) receded

k) live
l) discovering

m) spring

n) horse
o) choice

21



1.

The entire family drank from the spring 87 years before. So did the horse, but not the cat. The family and horse could not be killed or age.

2.

Jesse fell out of a tree.

3.

People thought they were witches, thought they were practicing black magic from the devil.

4.

Winnie doesn't believe them, but she is open to the possibility.

5.

They made her feel older, important, special, and that they're her friends.

6.

The man in the yellow suit overheard them. Answers will vary.

22

19

20

Tuck Everlasting

- **RSL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RSL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **RSL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
- **RSL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- **RSL.5.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **RSL.5.6** Describe how a narrator's or speaker's point of view influences how events are described.
- **RSL.5.9** Compare and contrast stories in the same genre on their approaches to similar themes and topics.
- **RSL.5.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
- **RSL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.6.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RSL.6.3** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- **RSL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- **RSL.6.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- **RSL.6.6** Explain how an author develops the point of view of the narrator or speaker in a text.
- **RSL.6.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.5.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.
- **RSFS.5.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **WS.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **A)** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. **B)** Provide logically ordered reasons that are supported by facts and details. **C)** Link opinion and reasons using words, phrases, and clauses. **D)** Provide a concluding statement or section related to the opinion presented.
- **WS.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **A)** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. **B)** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **C)** Link ideas within and across categories of information using words, phrases, and clauses. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Provide a concluding statement or section related to the information or explanation presented.
- **WS.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. **C)** Use a variety of transitional words, phrases, and clauses to manage the sequence of events. **D)** Use concrete words and phrases and sensory details to convey experiences and events precisely. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **WS.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- **WS.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.5.9** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.6.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s) and organize the reasons and evidence clearly. **B)** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from the argument presented.
- **WS.6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate transitions to clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from the information or explanation presented.
- **WS.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- **WS.6.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- **WS.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 6 Reading standards* to literature. **B)** Apply *grade 6 Reading standards* to literary nonfiction.