

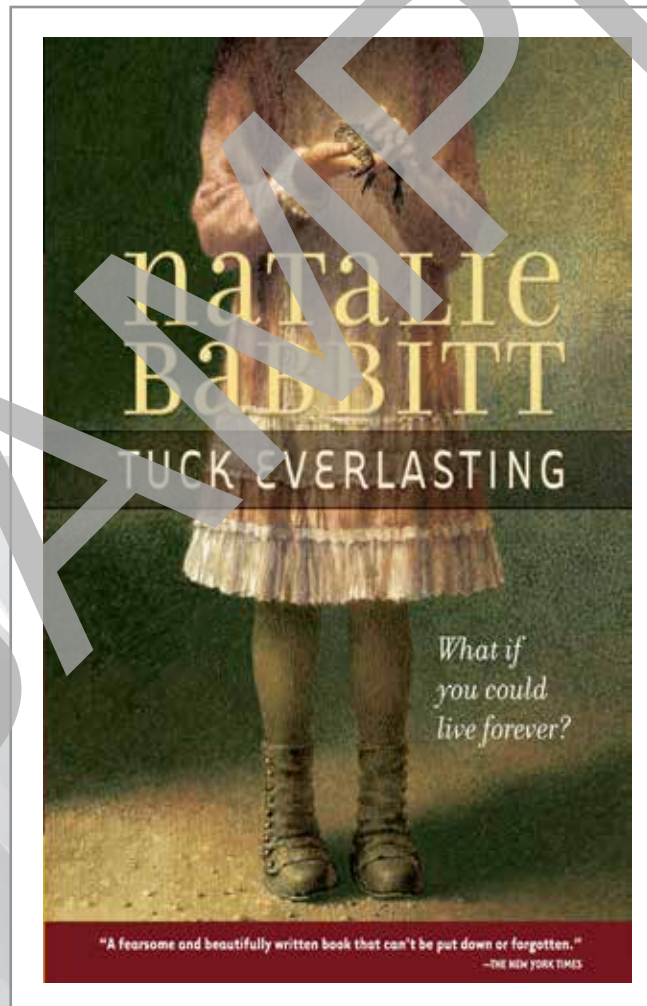


STUDENT PACKET

GRADES 6-8

Tuck Everlasting

Natalie Babbitt



READ, WRITE, THINK, DISCUSS AND CONNECT

Tuck Everlasting

Natalie Babbitt

STUDENT PACKET

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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Note to the Teacher

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the following reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

Basic Understanding: The student will demonstrate a basic understanding of written texts. The student will:

- use a text's structure or other sources to locate and recall information (Locate Information)
- determine main idea and identify relevant facts and details (Main Idea and Details)
- use prior knowledge and experience to comprehend and bring meaning to a text (Prior Knowledge)
- summarize major ideas in a text (Summarize Major Ideas)

Literary Elements: The student will apply knowledge of literary elements to understand written texts. The student will:

- analyze characters from a story (Character Analysis)
- analyze conflict and problem resolution (Conflict/Resolution)
- recognize and interpret literary devices (flashback, foreshadowing, symbolism, simile, metaphor, etc.) (Literary Devices)
- consider characters' points of view (Point of View)
- recognize and analyze a story's setting (Setting)
- understand and explain themes in a text (Theme)

Analyze Written Texts: The student will use a variety of strategies to analyze written texts. The student will:

- identify the author's purpose (Author's Purpose)
- identify cause and effect relationships in a text (Cause/Effect)
- identify characteristics representative of a given genre (Genre)
- interpret information given in a text (Interpret Text)
- make and verify predictions with information from a text (Predictions)
- sequence events in chronological order (Sequencing)
- identify and use multiple text formats (Text Format)
- follow written directions and write directions for others to follow (Follow/Write Directions)

Critical Thinking: The student will apply critical-thinking skills to analyze written texts. The student will:

- write and complete analogies (Analogies)
- find similarities and differences throughout a text (Compare/Contrast)
- draw conclusions from information given (Drawing Conclusions)
- make and explain inferences (Inferences)
- respond to texts by making connections and observations (Making Connections)
- recognize and identify the mood of a text (Mood)
- recognize an author's style and how it affects a text (Style)
- support responses by referring to relevant aspects of a text (Support Responses)
- recognize and identify the author's tone (Tone)
- write to entertain, such as through humorous poetry or short stories (Write to Entertain)
- write to express ideas (Write to Express)
- write to inform (Write to Inform)
- write to persuade (Write to Persuade)
- demonstrate understanding by creating visual images based on text descriptions (Visualizing)
- practice math skills as they relate to a text (Math Skills)

Name_____

Tuck Everlasting
Activity #1: Freewriting
Use Before Reading
(Prior Knowledge)

Directions: Choose one or more of the following sentence-starters and freewrite for about ten minutes. (Write without stopping to correct or change anything).

1. A hundred years ago...
2. If I could live forever...
3. Being ten...
4. Being an only child...
5. When I'm feeling lonely...
6. One time I was very frightened when...
7. Being patient...
8. When I think of doing something important with my life...

Handwriting practice lines (ruled lines) for freewriting.

As you read the next section, think about the differences between the Tuck household and Winnie's family.

Chapters 10-12

1. What does the Tuck's house look like inside? What does it tell you about the Tuck family?
2. What do the Tuck boys do while they are away from their parents' home?
3. How do Winnie's feelings about being with the Tucks start to change as she sits eating with them?
4. Why is Winnie happy when she thinks about the man in the yellow suit?
5. Why does Tuck take Winnie out in the rowboat?
6. According to Tuck, how is everything like a wheel? (p. 62) Where have you seen wheels mentioned in this story before?
7. Why do you think Tuck lets the rowboat get stuck? (p. 63)
8. How does Winnie feel about dying? What about Tuck?
9. Why doesn't Tuck want others to know about the spring? Do you think he is right? Do you think Winnie is convinced?
10. What new problem does Miles reveal at the end of Chapter 12?

As you read the next section, try to get a better picture of the man in the yellow suit—what he's like and what his motives are.

Chapters 13-15

1. Who took the Tuck's horse? Why?
2. What kind of sleep does Winnie have? Why?
3. Who "visits" Winnie in the night?
4. How can you tell that Winnie has a crush on Jesse?
5. What is Jesse's plan for the future? What does Winnie think of that plan? What do you think of it?
6. What does the man in the yellow suit want in exchange for Winnie? Does he get it?

Name _____

Tuck Everlasting
Activity #5: Vocabulary
Chapters 16-21

Note: This activity has two pages.

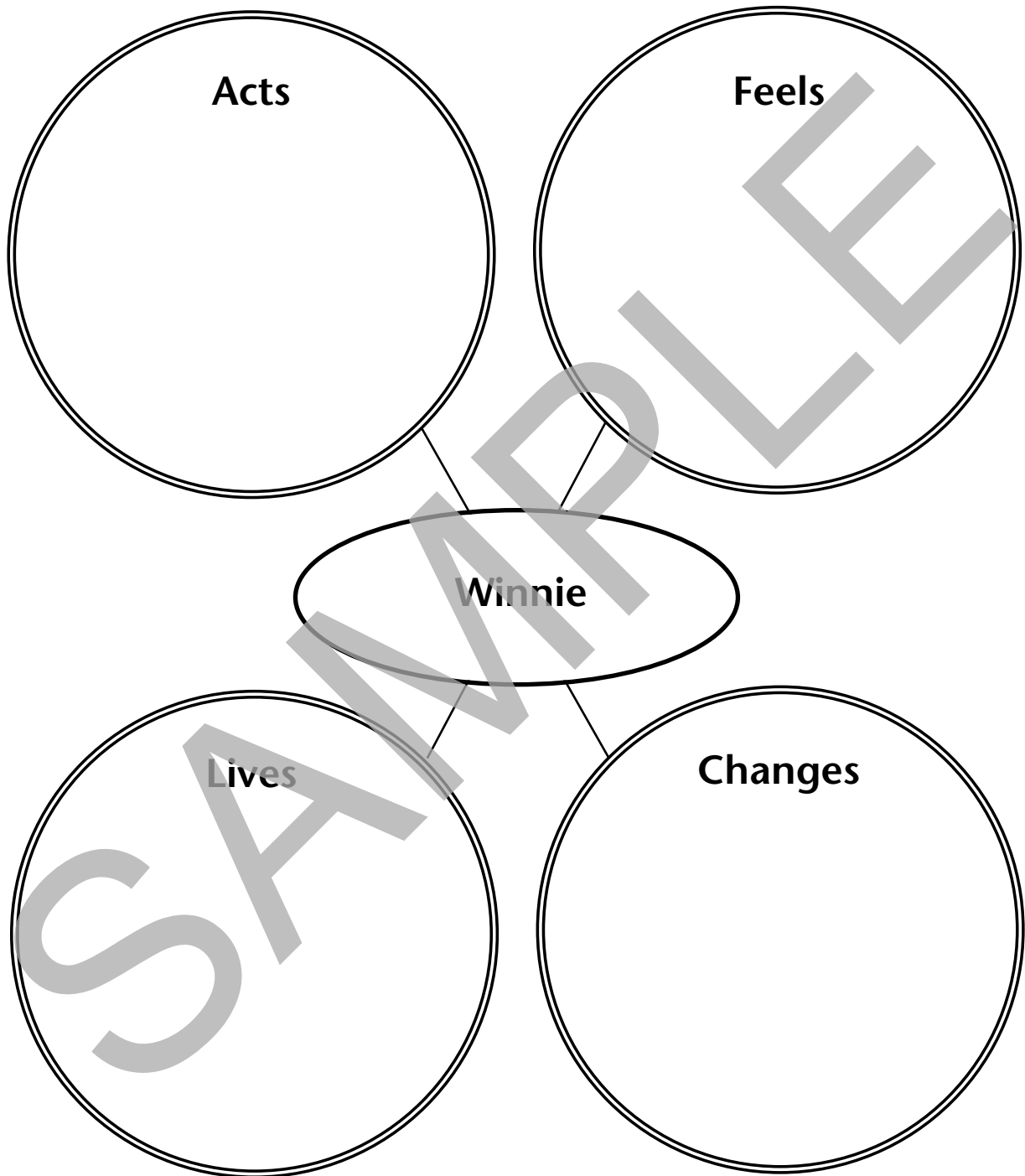
cahoots 77	companionable 78	accommodations 78	gallows 78
grudgingly 79	peril 85	teeming 85	rigid 86
reasserting 86	persisted 87	fleeting 91	alien 91
fantastic 95	tension 97	immense 97	fatal 98
petulance 98	ghastly 99	clenched 100	sprawled 101
unflinchingly 102	shrugged 102	babbling 106	borne 107
acrid 109			

Directions: Complete each statement with a word from the box above.

1. The air was filled with the _____ odor of burning rubber as the tire factory burned. 15 16
2. Rhonda's sniffles disappeared but her nagging cough _____ for several weeks. 17 13 19
3. After an afternoon of fishing, the friends walked home in _____ silence. 18
4. When police found some of the ransom money in Dizzy's room, they realized that Dizzy had been in _____ with his kidnappers. 5 6
5. Rocky _____ his fist and asked, "How about a knuckle sandwich?" 12
6. Francine waited for hours to see the President pass, but she caught only a _____ glimpse of his limousine. 3 4
7. He held up _____ under forty lashes with a wet noodle. 7 2
8. The king was _____ into his tropical palace on a throne carried by his attendants. 20
9. When the police asked what she wanted with 48 pairs of tweezers, the shoplifter merely _____. 1 9 8

Name _____

Tuck Everlasting
Activity #7: Attribute Web
Use During or After Reading
(Character Analysis)



Name _____

Tuck Everlasting

Activity #8: Writing Response

Use During or After Reading

Note: May be used for bulletin board display.

(Write to Inform)

Directions: The fountain of youth is a legendary source of eternal life. Talk with other members of your group about what it would be like to drink from the fountain of youth. What would be good about living forever? What would be some of the problems? On the lines below, explain why you would or would not drink the water that would give you eternal youth. Display your writing on a bulletin board entitled "To Live Forever."



A large rectangular box containing ten horizontal lines for writing. A large, light gray watermark reading "SAMPLE" is oriented diagonally across the entire page, passing through the fountain illustration and the writing area.

Name _____

Tuck Everlasting
Activity #9: page 2
(Making Connections)

Winnie was quite frightened during her “kidnapping.” Describe a time when you were very frightened.



After the kidnapping, Winnie sat in the rocking chair she had outgrown because it gave her comfort. Describe a time when you returned to a toy or activity from your earlier childhood even though you felt “too old” for it.

