



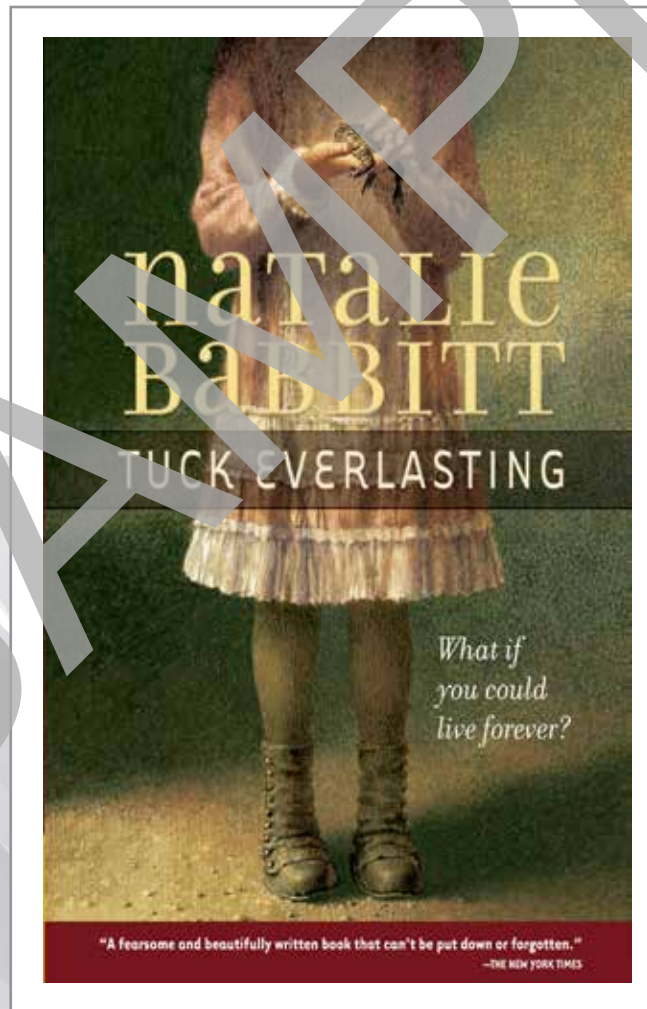
TEACHER GUIDE

GRADES 6-8

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Tuck Everlasting

Natalie Babbitt



READ, WRITE, THINK, DISCUSS AND CONNECT

Tuck Everlasting

Natalie Babbitt

TEACHER GUIDE

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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Skills and Strategies

Thinking

Brainstorming, comparing and contrasting, evaluating, analyzing details

Literary Elements

Character, setting, plot, figurative language, symbol, theme

Comprehension

Predicting, sequencing, cause/effect, inference

Vocabulary

Synonyms/antonyms, multiple meaning words, root words

Writing

Descriptive, narrative, letter writing, lyric writing

Listening/Speaking

Participation in discussion, participation in dramatic activities

Summary of *Tuck Everlasting*

Tuck Everlasting is the mysterious story of a family named Tuck that headed from the East to the frontier country and through a forest that seemed to have no end. Finally they found a small clearing, and in it a magic spring. Winnie Foster stumbles upon the Tucks and their great secret. The powerful story is one that ten-year-olds will not want to put down.

Instructions Prior to Reading

Setting the Purpose—Previewing the Book: Have students examine the cover. Ask: Do you see any clues about the story? We are going to read a really great story, but before we start the story we are going to make up what we think this story *could* be about. Here are some clues about the story: magic spring, mysterious man, kidnapping, jail, little girl. Given these clues, what might happen in the book?

Introductory Activities

Pre-Reading Discussion Topics

1. Facing a frightening situation: Have you ever been in a situation where nature frightened you (such as finding that electricity was cut off by a storm, or that a hurricane raged around you, or that you were lost in the woods, etc.)? What made you afraid? What did you think about? How did you overcome your fear?
2. Thinking positively: Have you ever heard the expression, "the power of positive thinking"? What does it mean? Do you believe in it? If not, why not? If so, when have you seen it work for someone else? When has it worked for you?
3. Patience: Think of a time when you needed to have a lot of patience. Describe the situation. Was it difficult to have patience? Why or why not? What was the outcome? Is patience always a good thing to have?
4. Relationship of people to nature: What rights do you think animals and plants in the wild have? Do you think humans have the right to kill wild animals? If so, when? What is your opinion of hunting and fishing?

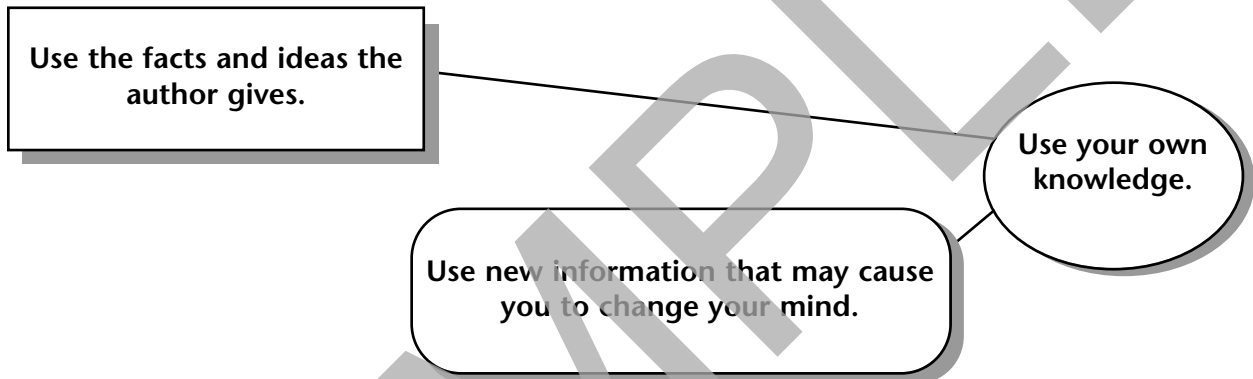
Art Activity

A symbol is an object, character, or incident that stands for something else. A symbol can also have different meanings in different situations. After reading the Prologue, can you guess what the different symbols might be? Draw a picture of your symbol and write what it stands for. Place these pictures on the bulletin board.

Using Predictions in the Novel Unit Approach

We all make predictions as we read—little guesses about what will happen next, how the conflict will be resolved, which details given by the author will be important to the plot, which details will help to fill in our sense of a character. Students should be encouraged to predict, to make sensible guesses. As students work on predictions, these discussion questions can be used to guide them: What are some of the ways to predict? What is the process of a sophisticated reader’s thinking and predicting? What clues does an author give us to help us in making our predictions? Why are some predictions more likely than others?

A predicting chart is for students to record their predictions. As each subsequent chapter is discussed, you can review and correct previous predictions. This procedure serves to focus on predictions and to review the stories.



What characters have we met so far?	What is the conflict in the story?	What are your predictions?	Why did you make those predictions?

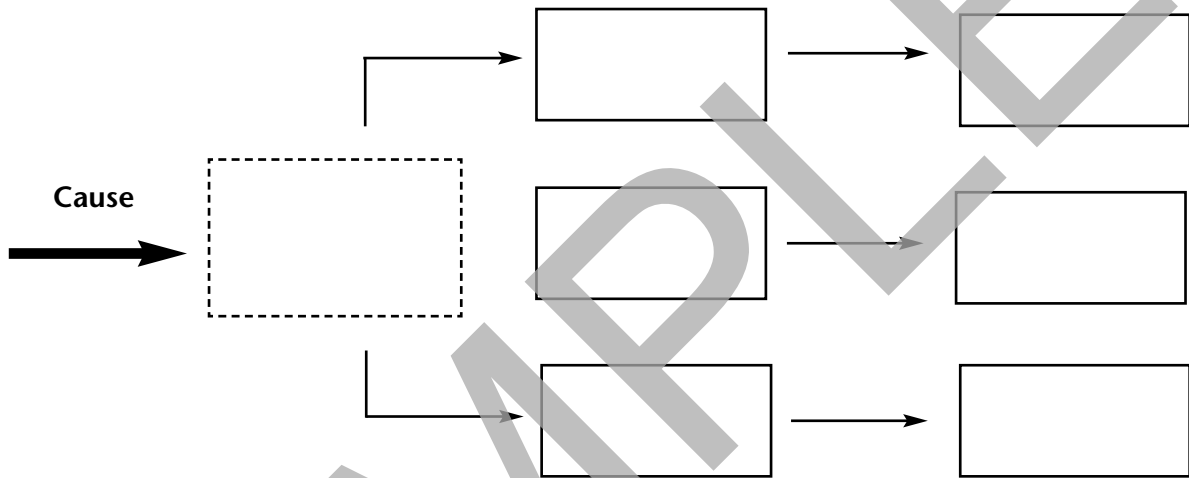
Cause/Effect Chart

Directions

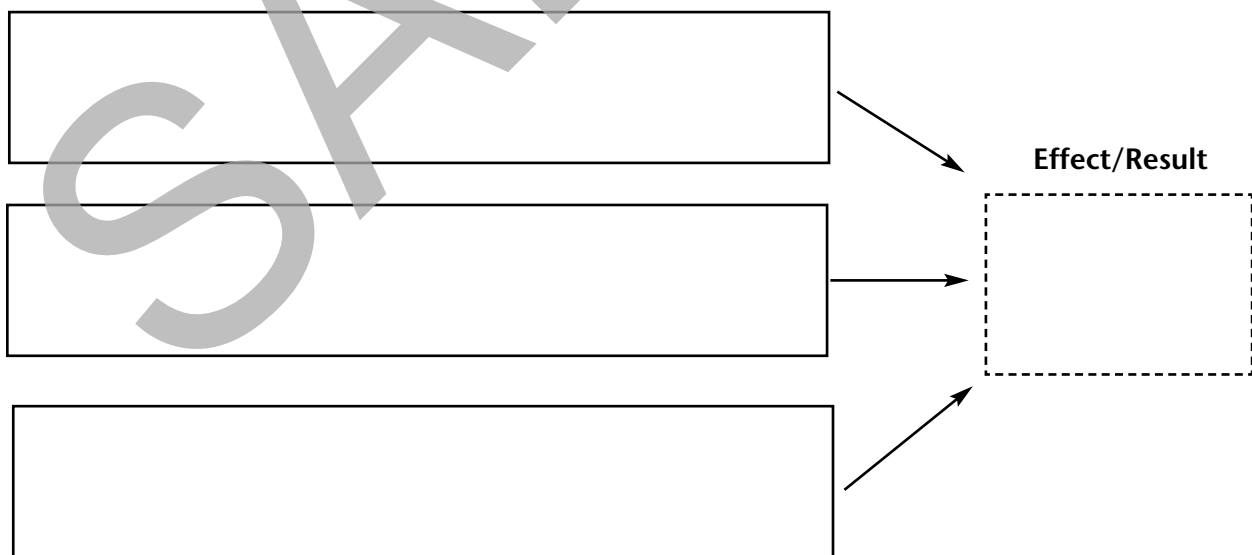
When examining the reasons for events in a story, we often find that—

- a) one cause has several results, or
- b) several causes lead to the same result.

1. Have your students list the ten major events of the story, and mark each with a C or an E, noting if the event is a Cause or and Effect.
2. Think about the various effects in the list. Organize the chain of events it sets off within the map below.



2. Organize some of these reasons (causes of actions) within the map below.



Chapter-by-Chapter Vocabulary, Discussion Questions, and Activities

Chapter 1

Pages 5-8

Discussion Questions and Activities

1. The author creates a mood with the setting of the story. The descriptive words set the tone of the story. Let's list on the board descriptive words or phrases. There are two moods that are in sharp contrast.

Peace	Mystery
<ul style="list-style-type: none">• Pleasant• Fringes of bee-hung clover• Tranquil bovine picnics• Thoughtful contemplation of the infinite	<ul style="list-style-type: none">• Sense of ease dissolved• Sun was uncomfortably hot• Dust oppressive• Meager grass: ragged and forlorn• Sleeping, otherworld appearance of the woods• Made you want to speak in whispers• Dimness <u>shot</u> through with <u>bars</u> of sunlight• Deep, damp mattress of leaves• Not so pleasant: spiders, thorns, grubs

2. Story Maps: Many stories have the same parts—a setting, characters, a problem, a goal and a series of events that lead to an ending or conclusion. These story elements may be placed on a story map. Just as a road map helps a driver get from one place to another, so, too, a story map leads a reader from one point to another. There are many different types of story maps. Students may use the type included or make up their own. (See page 12 of this guide.)

Writing Activity

The chapters do not have titles. For each chapter make up a title. Compare your titles with a classmate's. Remember that a chapter title usually summarizes what happens in the chapter or refers to an important incident or object in the chapter without giving away too much of the plot. Place the titles on strips under "Chapter 1" on the bulletin board. Change titles as the book is read.

Art Activity

There are no pictures in the book. Draw a picture of the woods or of the Fosters' cottage.

Chapter 2

Pages 9-12

Vocabulary

melancholy 9

tolerantly 9

brooch 11

Vocabulary Activity

Words in Context: Ask students to "guess" at the meaning from context, telling why for each guess. Make a list of "why answers" to teach context clues.

Discussion Questions and Activities

1. What do we learn about the Tucks? (*Page 10, Mae was "a great potato of a woman," with grey, brown hair, a round, sensible face, and brown eyes. Tuck was sleepy. Two Tuck boys were coming home.*)
2. There is one unusual sentence which has very important information on page 12. What is the sentence and why do you think it is important? (*The last sentence: "For Mae Tuck, and her husband, and Miles and Jesse, too, had all looked exactly the same for eighty-seven years."*)
3. What is a mystery? Why do you think this story might be a mystery?
4. Begin attribute webs for the Tucks. (See pages 10-11 of this guide.)

Writing Activity

Join the words or phrases on each of the lines below, adding words of your own to form sentences about the setting (time and place) in *Tuck Everlasting*.

- at dawn, Mae Tuck, woods
- at noontime, Winnie Foster, decided
- at sunset, a stranger, appeared

Art Activity

Illustrate a new book jacket for *Tuck Everlasting*. Include a cover illustration, imaginary "rave review" blurbs on the back cover, and a short biography of the author. (See your librarian for reference books containing summary biographies of children's authors.)