

Lesson Plans for Tuck Everlasting- Natalie Babbitt

Focus and goals for this unit: Our goals for this unit are for students to critically examine the text in relation to the theme of immortality and responsibility to self and other, as well as write vignettes to form an autobiography.

Unit Roadmap

- Unit's big idea or theme = **Responsibility requires Action**
- **Definition: Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.** Ideally this would be posted in your classroom.
- **Goal:** The **major written product** for this unit is an **autobiography** that *reflects on what they have learned as they have aged*. They will write about experiences from the perspective of how it felt at the time, and again, how they reflect on it now.

(If we were frozen at the same age forever, we would miss the opportunity to reflect on our past and learn from it.)

Option: Teachers: Go to Rubistar4teachers.org and create your own rubric for assessment given the nature of the assignment and your students' abilities. This allows them to see what they will be assessed on and what "mastering" the task looks like. ☺

Lesson Plan for Week 1 Day 1 Novel *Tuck Everlasting*, Day 1

Standards Focus W2.1, 2.5, 2.6, 2.4.1; LC 1.1, 1.4, 1.5; LS 2.3; R 3.3

PREPARE

1. Background knowledge necessary for today's reading

living forever- pros and cons

what would it be like not to change in appearance?

- Show them novel, *Tuck Everlasting* → any predictions given the cover?
- Summary: Winnie Foster, a little girl who comes from a prestigious Southern family, meets the Tucks and her life takes a drastic turn. The Tucks have discovered a fountain in the middle of the woods whose water grants you immortality at whatever age you drink it, regardless of what harm you try to cause yourself. She stumbles upon the youngest son drinking from the fountain, and must decide for herself if she wants to drink from the fountain.
- *The story generates conversations about how life would be different if we lived forever. What would be lost? Gained?*

2. Word Wall

Introduce 5 important, useful words from today's reading

balmy quivers hub tangent bovine

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

4. Read today's story selection 3-12

- Shared Reading RRP: Read, React, Predict every 2-3 pages
- Tape Partner Choral Silent Round Robin Reading

setting	characters	pages
August	Mae Tuck	3-12
Treemap	Miles & Jesse	3-12
	Winnie Foster	3-12

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention

People did not enter the woods very often, therefore they didn't know about the "spring."

The boys will be home tomorrow.

He was dreaming that he had never heard of Treegap.

Mae wants to ride into Treegap to meet the boys.

Her husband warns her against it.

She did not need to look at herself in the mirror—because she, her husband, and their sons, Miles and Jesse, had all looked the same for 87 years.

6. Add new information to ongoing whole class projects posted on the wall.

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

7. Explore today's story with visual and oral language activities

One possible activity: Bookmark

- Draw a **bookmark** illustrating the setting of the book or what you think the book is going to be about.

Other possible activities for a class group or individual

- Bookmark Open Mind Portrait g6 Graphic Organizer
 g7 Main Idea Graphic Organizer c1-12 Cubing Postcard Prop
 Poster Ad Map Retelling Reader's Theatre Cartoon Rap

8. Bridge to a language building activity

Teach a Mini Lesson using *All Write* page: Day one- page 9 Teacher's Handbook: "You have been called!"

Days 1-5: Getting to know and exploring your new Handbook!

- See Teacher's Guide page 8-18

- Student Handbook: iii and entire text

9. Explore today's reading

Key Questions

What would it be like to not age for your entire life?
Would you get tired of looking the same?
How do you think that would feel?

Key Paragraph

“But, before she put on the hat, she brushed her gray-brown hair and wound it into a bun at the back of her neck. She did this quickly and skillfully without a single glance in the mirror. Mae Tuck didn't need a mirror, though she had one propped up on the washstand. She knew very well what she would see in it; her reflection had long since ceased to interest her. For Mae Tuck, and her husband, and Miles and Jesse, too, had all looked exactly the same for eighty-seven years” (11-12).

EXTEND

10. Prompt every student to write a short product tied to today's reading

Go back into the text and look through pages 3-12 again. What clues did the author give you that something was 'different' or unique about the woods?

11. Close with a short summary

Extend the reading to the students' lives or to the world

Lesson Plan for Week 1 Day 2 Novel *Tuck Everlasting*, Day 2

Standards Focus W2.1, 2.5, 2.6, 2.4.1; LC 1.1, 1.4, 1.5; LS 2.3; R 3.6

PREPARE

1. Background knowledge necessary for today's reading

folklore explanations for why things happen
foreshadowing

2. Word Wall

Introduce 5 important, useful words from today's reading

bristly intrusions resentful exasperated jaunty

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

4. Read today's story selection: 13-21

- Shared Reading RRP: Read, React, Predict every 2-3 pages
 Tape Partner Choral Silent Round Robin Reading

setting	characters	pages
Treegap	Winnie	13-21
August	Winnie's grandmother	13-21
	A stranger	13-21

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention

Winnie is feeling bored and wants to run away from home so she can experience freedom.
A stranger comes calling that night and begins talking to Winnie.
Granny comes out and all three hear a tinkling sound.

Granny says that elves make that sound.
The man is a suspicious character.

6. Add new information to ongoing whole class projects posted on the wall.

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

7. Explore today's story with visual and oral language activities

One possible activity: Portrait- Draw what you think Winnie looks like.

Other possible activities for a class group or individual

- Bookmark Open Mind Portrait g6 Graphic Organizer
- g7 Main Idea Graphic Organizer c1-12Cubing Postcard Prop
- Poster Ad Map Retelling Reader's Theatre Cartoon Rap

8. Bridge to a language building activity: Look Below

Teach a Mini Lesson using *All Write* page: Day 2 page 9- Teacher's Guide

Days 1-5: Getting to know and exploring your new Handbook!

- See Teacher's Guide page 8-18
- Student Handbook: iii and entire text

9. Explore today's reading

Key Questions

What does it feel like to be a kid and not have a lot of freedom?
Have you ever felt like running away?

Key Paragraph

“ ‘I suppose you're right,’ said Winnie. ‘Then you'd be just the way I am, now. Why should you have to be cooped up in a cage, too? It'd be better if I could be like you, out in the open and making up my own mind. Do you know they've hardly ever let me out of this yard all by myself? I'll never be able to do anything important if I stay in here like this. I expect I'd better run away.’ She paused and peered anxiously at the toad to see how it would receive this staggering idea, but it showed no signs of interest. ‘You think I wouldn't dare, don't you?’ she said accusingly. ‘I will though. You'll see. Maybe even first thing in the morning, while everyone's still asleep’ (15).

EXTEND

10. Prompt every student to write a short product tied to today's reading

- Write about the time you just described to your partner. The only requirement is, ***write about as though it was happening right now, and you were that age.*** (So if you had a memory of that feeling at age 7, write your paragraph as if it were you talking at that age.)
 - Identify before you write: How old were you? What happened? What was making you feel like you wanted to be older? Describe the scenario from that age. BE THAT AGE.
- **Then, write another paragraph, now as your current age.** Reflect on the experience again, only this time, insert your thoughts about why you think your parents or guardians did not give you that freedom or responsibility at that age. What was their rationale and reasoning? What have you learned since you were that age around this topic? How has your perspective shifted?
 - One example might be how as a 7 year old you wanted to light the candles on the table and your mom would not let you.
 - “I want to light the candle mommy! Let me do it! You never let me do anything etc.”
 - NOW: “I can see how mom didn’t want me to light the candles. I was really little and didn’t have enough hand control to work with the matches very well. I could have lit the house on fire. I’ve learned that they weren’t being mean, they were actually protecting me from hurting myself. I would do the same thing if I had a kid that age.”

► **ITEM 1: This will become one story for them to add to their autobiography. The autobiography will be a series of vignettes.**

► **REVIEW:** This part of their autobiography addresses the question: *Was there ever a time when you were young when you wanted your parents to give you more freedom or responsibility? And now, looking back as an older person, can you see their perspective of why they did not? How has your perspective shifted about their choice?*

11. Close with a short summary

Extend the reading to the students' lives or to the world

Lesson Plan for Week 1 Day 3 Novel *Tuck Everlasting*, Day 3

Standards Focus W2.1, 2.5, 2.6, 2.4.1; LC 1.1, 1.4, 1.5; LS 2.3; R 3.2

PREPARE

1. Background knowledge necessary for today's reading

exploring unknown places
suspicious strangers

2. Word Wall

Introduce 5 important, useful words from today's reading
galling consolingly plaintively fidgeted implored

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

4. Read today's story selection 22-36

- Shared Reading RRP: Read, React, Predict every 2-3 pages
 Tape Partner Choral Silent Round Robin Reading

setting	characters	pages
The woods	Winnie	23-36
	Jesse Tuck	23-36
	Mae	23-36
	Miles	23-36
	Stranger	23-36

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention

Winnie decided she would not run away from home, but she did decide to enter the woods for the first time.

Winnie stumbles upon Jesse Tuck, a beautiful boy that was sipping from the fountain.

Winnie wanted to drink from the fountain and Jesse told her it would be a big mistake.

Ma and Jesse's older brother, Miles, then showed up.

The Tucks kidnap Winnie for her own good.

As they leave the woods the stranger in the yellow suit is spotted.

Winnie then panics a little and starts to cry and wants to go home.

Mae takes out the music box and it calms everyone down.

The Tucks tell Winnie they need her help.

6. Add new information to ongoing whole class projects posted on the wall.

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

7. Explore today's story with visual and oral language activities

One possible activity: Open Mind Portrait

- Draw on Open Mind Portrait of what Winnie, Jesse, Miles or Mae may have been thinking and feeling when they 'kidnapped' Winnie for her own good.

Other possible activities for a class group or individual

Bookmark Open Mind Portrait g6 Graphic Organizer

g7 Main Idea Graphic Organizer c1-12Cubing Postcard Prop

Poster Ad Map Retelling Reader's Theatre Cartoon Rap

8. Bridge to a language building activity

Teach a Mini Lesson using *All Write* page 9- Teacher's handbook: Scavenger Hunt A

Days 1-5: Getting to know and exploring your new Handbook!

- See Teacher's Guide page 8-18
- Student Handbook: iii and entire text

9. Explore today's reading

Key Questions

Do you perceive the world as a safe or dangerous place? Why or why not?

Is your imagination powerful? Can it put things in your head that don't really exist?

Key Paragraph

“It was one thing to talk about being by yourself, doing important things, but quite another when the opportunity arose. The characters in the stories she read always seemed to go off without a thought or care, but in real life—well, the world was a dangerous place. People were always telling her so. And she would not be able to manage without protection. They were always telling her that, too. No one ever said precisely what it was that she would not be able to manage. But she did not need to ask. Her own imagination supplied the horrors” (22-23).

EXTEND

10. Prompt every student to write a short product tied to today’s reading

Think back to a time when you were younger when you were afraid of something you are no longer afraid of. Perhaps you were afraid of the dark or you thought there might have been monsters under your bed.

- Write about that experience as another part of your autobiography. First describe it from the perspective of the age that you were at the time. Then write about how you now know better.

This will become ITEM 2 for your autobiography. You may even label both parts of each vignette as THEN and NOW. 😊

▶ **ITEM 2: This will become the second story to add to the autobiography. The autobiography will be a series of vignettes.**

▶ **REVIEW:** This part of their autobiography addresses the question: *Was there ever a time when you were young when were afraid of something that later you realized was not just a part of childhood and know you know there aren’t monsters under your bed, for instance.*

▶ Begin labeling each section of each vignette, THEN and NOW.

11. Close with a short summary

Extend the reading to the students’ lives or to the world

Lesson Plan for Week 1 Day 4 Novel *Tuck Everlasting*, Day 4

Standards Focus W2.1, 2.5, 2.6, 2.4.1; LC 1.1, 1.4, 1.5; LS 2.3; R 3.6

PREPARE

1. Background knowledge necessary for today's reading

“witchcraft”

trusting someone enough to tell them an important secret

2. Word Wall

Introduce 5 important, useful words from today's reading

knobby whit peculiar parson elated

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

4. Read today's story selection 37-45

- Shared Reading RRP: Read, React, Predict every 2-3 pages
 Tape Partner Choral Silent Round Robin Reading

setting	characters	pages
woods	Winnie	37-45
	Mae, Jesse, Miles	37-45

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention

The Tucks tell Winnie about when they came upon the forest and the woods 87 years earlier.

They drank from the spring, not knowing its special powers.

They began to realize that they were not aging.

People thought that there was witchcraft involved so they had to leave their farm.

They had realized they would live forever.

The Tucks said it felt so good to tell someone their secret.

What they did not realize was that the stranger was eavesdropping nearby and heard the whole incredible story.

6. Add new information to ongoing whole class projects posted on the wall.

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

7. Explore today's story with visual and oral language activities

One possible activity: Poster

- If you were going to turn this book into a movie, from what you know so far, what would the poster look like? Perhaps it would be them drinking at the fountain, or perhaps it would be the man in the yellow suit listening in.
 - Create a poster of the setting or from a scene thus far.

Other possible activities for a class group or individual

- Bookmark Open Mind Portrait g6 Graphic Organizer
- g7 Main Idea Graphic Organizer c1-12Cubing Postcard Prop
- Poster Ad Map Retelling Reader's Theatre Cartoon Rap

8. Bridge to a language building activity

Teach a Mini Lesson using *All Write* page 9 (TE): Scavenger Hunt continued

Days 1-5: Getting to know and exploring your new Handbook!

- See Teacher's Guide page 8-18
- Student Handbook: iii and entire text

9. Explore today's reading

Key Questions

What is it like to hear a secret?

What was the Tucks' secret? Were they excited to tell her?

Did Winnie feel honored to be told their secret?

Have you ever heard something and not believed it was true?

Key Paragraph

Page 37

It was the strangest story Winnie had ever heard. She soon suspected they had never told it before, except to each other—that she was their first real audience; for they gathered around her like children at their mother’s knee, each trying to claim her attention, and sometimes they all talked at once, and interrupted each other in eagerness.

EXTEND

10. Prompt every student to write a short product tied to today’s reading

Pretend you are Winnie. What would be your reaction to the idea of being able to live forever? Would you want that? Why? Describe both the pros and the cons to never growing up.

11. Close with a short summary

Extend the reading to the students’ lives or to the world

Lesson Plan for Week 1 Day 5 Novel *Tuck Everlasting*, Day 5

Standards Focus W2.1, 2.5, 2.6, 2.4.1; LC 1.1, 1.4, 1.5; LS 2.3; R 3.6

PREPARE

1. Background knowledge necessary for today's reading

willing suspension of disbelief as a reader
lyrical writing

2. Word Wall

Introduce 5 important, useful words from today's reading

vanity hoarding ruttled pitiless mirage

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

4. Read today's story selection 46-55

- Shared Reading RRP: Read, React, Predict every 2-3 pages
 Tape Partner Choral Silent Round Robin Reading

setting	characters	pages
The Tuck's home	Winnie	46-55
	The Tucks	46-55

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention

Mae and the boys bring Winnie back to meet Angus (nicknamed Tuck).

They bring her back to where they live and he is happy to meet a natural child.

It's been 80 years.

This is a beautiful lyrical description of the Tucks' home—very comfortable and well loved.

6. Add new information to ongoing whole class projects posted on the wall.

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

7. Explore today's story with visual and oral language activities

One possible activity: Life Map

Other possible activities for a class group or individual

- Bookmark Open Mind Portrait g6 Graphic Organizer
- g7 Main Idea Graphic Organizer c1-12Cubing Postcard Prop
- Poster Ad Map Retelling Reader's Theatre Cartoon Rap

8. Bridge to a language building activity

Teach a Mini Lesson using *All Write* page 9 (TE): "Takeoff"

- **Life Map:**
 - **Turn to page 39 in *All Write*:** You will spend this time creating your own Life Map.
 - If students get stuck, have them look on **page 41** for *additional prompts*.
 - This will become another page of their autobiography. ITEM 3

► **ITEM 3: This will become THE LIFE MAP to add to the autobiography.**

► **REVIEW:** This part of their autobiography is more of an overview. Some of these experiences they may end up writing about. Others they may not. It's another way to get them accessing memories.

9. Explore today's reading

Key Questions

Why do you think Tuck enjoys meeting Winnie so much?
What does that mean that she was an unexpected present?
How long has it been since he has seen a “natural” child?

Key Paragraph

Page 49:

“How do, Winnie Foster,” said Tuck, shaking Winnie’s hand rather solemnly. “Well, then!” 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, in spite of Mae’s blue hat, which still enveloped her head. “Well, then,” Tuck repeated, “seeing you know, I’ll go on and say this is the finest thing that’s happened in—oh—at least eighty years.”

EXTEND

10. Prompt every student to write a short product tied to today’s reading

How would you feel if you were Winnie and someone was admiring you and saying you were the neatest thing they had seen in 87 years? How does that compare to how Winnie felt at home?

11. Close with a short summary

Extend the reading to the students’ lives or to the world

Lesson Plan for Week 2 Day 1 Novel *Tuck Everlasting*, Day 6

Standards Focus W2.1, 2.5, 2.6, 2.4.1; LC 1.1, 1.4, 1.5; LS 2.3; R 3.6

PREPARE

1. Background knowledge necessary for today's reading

missing home
fear of unknown

2. Word Wall

Introduce 5 important, useful words from today's reading

luxurious elation savior decisively silty

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

4. Read today's story selection 56-66

- Shared Reading RRP: Read, React, Predict every 2-3 pages
 Tape Partner Choral Silent Round Robin Reading

setting	characters	pages
The Tuck's home	The Tucks	56-66
	Winnie	56-66

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention

Winnie is starting to miss home.

The father, Tuck, does not have a good feeling about the stranger that witnessed Mae taking Winnie away on the horse.

Tuck explains to Winnie how hard it is to be stuck and be in the situation of living forever. That is why the spring must remain a secret, otherwise people will just become like rocks along the road, never changing.

The man in the yellow suit steals the Tucks' horse and rides to Winnie's house.

He tells them that he knows where Winnie has been taken.

6. Add new information to ongoing whole class projects posted on the wall.

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

7. Explore today's story with visual and oral language activities

One possible activity: self-portrait

- Draw a **self-portrait (ITEM 4)** of yourself in elementary school.
 - The self-portrait can be put together with magazine cutouts, clips from music, drawings, artwork, icons, 3-D materials—anything that represents who you are today. A collage self-portrait.
 - Or it can be an actual drawing of your face and body. Include thoughts and feelings either on the back or on the front, expressing more about how you were at that age.
 - Possible prompts: friends? Family? Interests? School? Teachers? Hobbies? Music?

▶ ITEM 4: Add your self-portrait as a younger person to your autobiography.

Other possible activities for a class group or individual

Bookmark Open Mind Portrait g6 Graphic Organizer

g7 Main Idea Graphic Organizer c1-12Cubing Postcard Prop

Poster Ad Map Retelling Reader's Theatre Cartoon Rap

8. Bridge to a language building activity

Teach a Mini Lesson using *All Write* page: Teachers Guide- 57

Basic parts of a sentence- subject and predicate

Read aloud: Student handbook- page 66, 403

Student activity: Fill in the blanks.

1. A **subject** is the part of the sentence that _____ or is

_____.

2. The **predicate** is the part of the sentence that

_____.

Student activity: Label the simple subject and the simple predicates in each of these sentences.

1. They drifted in silence.
2. The bullfrog spoke again.
3. The rowboat had drifted.

Student activity: Make up three of your own sentences and label and subject and the predicate.

- 1.
- 2.
- 3.

*Teachers: If time allows: Talk about the words that modify subjects and predicates as well.

Example: The *blue* rowboat had drifted *away*.

9. Explore today's reading

Key Questions

What does Tuck mean when he talks about the "wheel"?

Is it the wheel of life?

What's on the wheel of life?

What does it mean to say you can't have living without dying?

Key Paragraph

"She raged against it, helpless and insulted, and blurted out at last, 'I don't want to die.'

'No,' said Tuck calmly. 'Not now. Your time's not now. But dying's part of the wheel, right there next to being born. You can't pick out the pieces you like and leave the rest. Being part of the whole thing, that's the blessing. But it's passing us by, us Tucks. Living's heavy work, but off to one side, the way we are, it's useless, too. It don't make sense. If I knewed how to climb back on the wheel, I'd do it in a minute. You can't have living without dying. So you can't call it living, what we got. We just are, we just be, like rocks beside the road' " (63-64).

EXTEND

10. Prompt every student to write a short product tied to today's reading

Explain what you think Tuck is trying to get across to Winnie. Why doesn't he want to live forever?
Is life more fulfilling if we know we can't live forever?

11. Close with a short summary

Extend the reading to the students' lives or to the world

Lesson Plan for Week 2 Day 2 Novel *Tuck Everlasting*, Day 7

Standards Focus W2.1, 2.5, 2.6, 2.4.1; LC 1.1, 1.4, 1.5; LS 2.3; R 3.2

PREPARE

1. Background knowledge necessary for today's reading

blackmailing

2. Word Wall

Introduce 5 important, useful words from today's reading

consciousness shrill rustled lingered ordeal

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

4. Read today's story selection 67-75

- Shared Reading RRP: Read, React, Predict every 2-3 pages
 Tape Partner Choral Silent Round Robin Reading

setting	characters	pages
Tuck's home	The Tucks	67-75
Foster's home	Winnie	67-75

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention

The Tucks are still trying to convince Winnie not to say anything.
She likes them on one hand, and on the other, does not know whether to believe them.
The stranger approaches the Fosters and tells them that he knows where Winnie is.
He wants to trade his knowledge of her whereabouts for the ownership of the woods.

6. Add new information to ongoing whole class projects posted on the wall.

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

7. Explore today's story with visual and oral language activities

One possible activity : Reader's Theater

Other possible activities for a class group or individual

- Bookmark Open Mind Portrait g6 Graphic Organizer
g7 Main Idea Graphic Organizer c1-12Cubing Postcard Prop
Poster Ad Map Retelling Reader's Theatre Cartoon Rap

8. Bridge to a language building activity

Teach a Mini Lesson using *All Write* page: Read aloud student handbook- page 66, 403

Student activity: Fill in the blanks.

1. A compound subject is a sentence that contains _____.
2. A compound predicate is a sentence that contains _____.

Student activity: Underline the compound subjects.

1. Tuck and me, we got each other.
2. Flapjacks and bacon and applesauce make one fine meal!
3. Winnie and Jesse like each other.

Student activity: Underline the compound predicates.

1. The Tucks love fishing and like eating.

2. Winnie eats flapjacks and sips milk.

Student activity: Write your own sentences first with compound subjects and then with compound predicates.

1.

2.

3.

9. Explore today's reading

Key Questions

How do you know the man in the yellow suit is trying to take advantage of the Fosters and the Tucks?
What clues does the author give you that you should not trust him?
Is he lying?

Key Paragraph

Page 74:

He gestured with his long, white fingers and smiled, his face crinkling pleasantly. "We'd be good friends, I think. Why, the little girl and I, we're friends already. It would be a great relief to see her safely home again, wouldn't it?" He clicked his tongue and frowned. "Dreadful thing, kidnapping..."

EXTEND

10. Prompt every student to write a short product tied to today's reading

- Sometimes when we are growing up we manipulate people to get what we want. Sometimes we do this because we don't have the tools to make better choices.
- Reflect back on an experience that you felt was clearly wrong where you manipulated someone. Write about that experience from the THEN perspective and then from the NOW perspective. What have you learned about what constitutes truly *responsible* actions? ITEM 5

▶ **ITEM 5: This will become another vignette to add to their autobiography.**

▶ **REVIEW:** This part of their autobiography addresses the question: *Was there ever a time when you were young when you manipulated someone to get what you wanted and clearly knew it was wrong? How has your perspective changed, as you have gotten older?*

11. Close with a short summary

Extend the reading to the students' lives or to the world

Lesson Plan for Week 2 Day 3 Novel *Tuck Everlasting*, Day 8

Standards Focus W2.1, 2.5, 2.6, 2.4.1; LC 1.1, 1.4, 1.5; LS 2.3; R 3.6

PREPARE

1. Background knowledge necessary for today's reading

constable
having a purpose in life

2. Word Wall

Introduce 5 important, useful words from today's reading
foothills roust cahoots grudgingly peril

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

4. Read today's story selection 76-88

- Shared Reading RRP: Read, React, Predict every 2-3 pages
 Tape Partner Choral Silent Round Robin Reading

setting	characters	Pages
Road to Tuck's	Stranger	76-88
Tucks' home	Constable	76-88
	Winnie	76-88
	Miles	76-88

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention

The constable and the stranger ride horses on their way to the Tucks' house to retrieve Winnie.

The stranger rides ahead and says he'll meet him there.

Miles takes Winnie fishing early in the morning on the pond.

They also talk about having a purpose in life and not just taking up space.

6. Add new information to ongoing whole class projects posted on the wall.

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

7. Explore today's story with visual and oral language activities

One possible activity OMP: Draw yourself. Fill in your picture with thoughts, feelings and images about what you think *your purpose in life* is and/or will be.

Other possible activities for a class group or individual

Bookmark Open Mind Portrait g6 Graphic Organizer

g7 Main Idea Graphic Organizer c1-12Cubing Postcard Prop

Poster Ad Map Retelling Reader's Theatre Cartoon Rap

8. Bridge to a language building activity

Teach a Mini Lesson using *All Write* page: Student handbook- page 67, 417, 425

subject + action verb

Student activity: Short answer.

1. What is an action verb?
2. Write a sentence with a subject and an action verb using your name as the subject.
3. Write a SUBJECT & ACTION VERB sentence using your best friend's name as the subject.

Student activity: Underline the subject and circle the action verb.

1. Mae frowned.
2. Winnie sang.

3. Jesse rowed.

4. The stranger laughed.

5. Mrs. Foster cried.

9. Explore today's reading

Key Questions

What is irony?

How is it ironic that the constable is talking to the man in the yellow suit about the new jail?

What's strange about that?

Key Paragraph

Page 78:

“Yep, fifteen years. Seen a lot of trouble in fifteen years, but nothing quite like this. ‘Course, there’s a first time for everything, as they say. We got a brand-new jailhouse, did you notice? Listen, it’s a dandy! Give folks nice clean accommodations.”

EXTEND

10. Prompt every student to write a short product tied to today's reading

- Describing what you want to get out of life. What is your purpose? Pretend you are 98 years old and looking back on your life. What do you want people to remember you for? Write about this as if you were that age looking back. **ITEM 6**
- Then, write a bit about the **importance of the life cycle**. How does the cycle of birth, aging and death, **keep things in balance**?

► **ITEM 6: This will be added at the *end* of their autobiography.**

► **REVIEW:** This part of their autobiography addresses the question: *If you were 98 years old and looking back on your life, what would you want people to remember you for? What were your contributions to society? To family? Neighborhood? Community?*

11. Close with a short summary

Extend the reading to the students' lives or to the world

Lesson Plan for Week 2 Day 4 Novel *Tuck Everlasting*, Day 9

Standards Focus W2.1, 2.5, 2.6, 2.4.1; LC 1.1, 1.4, 1.5; LS 2.3; R 3.2

PREPARE

1. Background knowledge necessary for today's reading

different kinds of happiness
exploitation

2. Word Wall

Introduce 5 important, useful words from today's reading

blushed parlor poised mantel petulance

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

4. Read today's story selection 89-100

- Shared Reading RRP: Read, React, Predict every 2-3 pages
 Tape Partner Choral Silent Round Robin Reading

setting	characters	pages
Tucks' home	The Tucks	89-100
	Winnie	89-100
	The stranger	89-100

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention

Winnie and the Tucks are having breakfast.

They hear a knock at the door and it is the stranger.

The stranger gets to the Tucks' home and tells them that he wants to sell the water for a lot of money.

He said he would force Winnie to drink the water as well.

At that, Mae got very mad, and took her shotgun and shot the stranger.

The unfortunate thing is...that's just when the constable was outside their window. He witnessed everything.

6. Add new information to ongoing whole class projects posted on the wall.

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

7. Explore today's story with visual and oral language activities

One possible activity: Simulated journal. Pretend you are Winnie. What would you be feeling listening to the stranger try to take advantage of the Tucks? Write about the experience from Winnie's perspective.

Other possible activities for a class group or individual

Bookmark Open Mind Portrait g6 Graphic Organizer

g7 Main Idea Graphic Organizer c1-12Cubing Postcard Prop

Poster Ad Map Retelling Reader's Theatre Cartoon Rap

8. Bridge to a language building activity

Teach a Mini Lesson using *All Write* page: Read aloud Student handbook- page 67 and 424

subject + action verb + direct object

Student activity: Fill in the blanks.

1. The action verbs that need a direct object to express a complete thought are called

_____.

Student activity: Label the subject with an "S" the action verb with an "AV" and the direct object with a "DO".

1. Winnie tells stories.

2. Jesse rowed the boat.
3. Mae cooked the meal.
4. Tuck rode the horse.
5. Miles hit the ball.

9. Explore today's reading

Key Questions

Why are the Tucks afraid of letting people know about the magic spring?
What is their fear?

Key Paragraph

Page 99:

“You're a madman! A loony! You can't let no one know about the water. Don't you see what would happen?”

EXTEND

10. Prompt every student to write a short product tied to today's reading

- On pages 98-100, the stranger does a good job of making the Tucks angry. He calls them stupid and ignorant and threatens to use them and Winnie for his own profit.
 - Write about a time in your life when you let someone push your buttons and you should not have. What happened? How did you react? Were you proud of your behavior? What else could you have done that may have been more responsible.
 - If you did the responsible thing, how did that feel?

NOTE: This is another optional autobiographical entry. Some events spur greater responses than others, so use your judgment in providing maximum opportunities for success Offer as many writing prompts as possible that help kids reflect on and unearth their experiences.

11. Close with a short summary

Extend the reading to the students' lives or to the world

Lesson Plan for Week 2 Day 5 Novel *Tuck Everlasting*, Day 10

Standards Focus W2.1, 2.5, 2.6, 2.4.1; LC 1.1, 1.4, 1.5; LS 2.3; R 3.6

PREPARE

1. Background knowledge necessary for today's reading

anger provoked actions
consequences

2. Word Wall

Introduce 5 important, useful words from today's reading

unflinchingly marionette entranced reliably acrid

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

4. Read today's story selection 101-110

- Shared Reading RRP: Read, React, Predict every 2-3 pages
 Tape Partner Choral Silent Round Robin Reading

setting	characters	pages
Tucks' home	Tuck family	101-110
	Winnie	101-110
	Constable	101-110
	stranger	101-110

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention

The stranger has not died yet, but if he does the constable will have to hang Mae.

Winnie told the constable that she was not kidnapped, that the Tucks were her friends and she wanted to come with them.

The constable takes Winnie and Mae into Treegap.

Winnie was returned home.

Later the constable came by and told the Fosters that the man in the yellow suit was dead and that Mae Tuck would be sent to the gallows.

Winnie went to bed thinking of what she could do to save Mae.

6. Add new information to ongoing whole class projects posted on the wall.

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

7. Explore today's story with visual and oral language activities

One possible activity Open Mind Portrait

If you were Winnie, what would you be thinking and feeling, knowing that Mae could be hung? What concerns do you have about her? About society finding out about her immortality? What do you think you could do to save her? Fill in an open mind portrait with Winnie's thoughts and feelings.

Other possible activities for a class group or individual

Bookmark Open Mind Portrait g6 Graphic Organizer

g7 Main Idea Graphic Organizer c1-12Cubing Postcard Prop

Poster Ad Map Retelling Reader's Theatre Cartoon Rap

8. Bridge to a language building activity

Teach a Mini Lesson using *All Write* page: Student handbook- 67 and 424

subject + action verb + indirect object + direct object

Student activity: Short answer.

1. An indirect object receives the action of a _____ verb, indirectly.
2. An indirect object names the person to _____ and for _____ something is done.

Student activity: Label the subject with an “S”; the action verb with an “AV”; the indirect object with an “IO”; and the direct object with a “DO”.

6. Winnie tells his friends stories.
7. Jesse offered Winnie a new life.
8. Mae cooked her family the meal.
9. Tuck gave Winnie a hug.

9. Explore today’s reading

Key Questions

How have things escalated and gotten out of hand?

How is Winnie feeling about what happened to Mae?

How did these new experiences give her a life different from her parents?

How did that make her feel?

Key Paragraph

“Well, thought Winnie, crossing her arms of the windowsill, she was different. Things had happened to her that were hers alone, and had nothing to do with them. It was the first time. And no amount of telling about it could help them understand or share what she felt. It was satisfying and lonely, both at once. She rocked, gazing out at the twilight, and the soothing feeling came reliably into her bones. That feeling—it tied her to them, to her mother, her father, her grandmother, with strong threads too ancient and precious to be broken. But there were new threads now, tugging and insistent, which tied her just as firmly to the Tucks” (108).

EXTEND

10. Prompt every student to write a short product tied to today’s reading

As we get older we have more and more experiences that our parents or guardians are not a part of. Write about a time in your life when you had an experience your parents did not know about that was both satisfying and lonely. For Winnie, it was lonely because her parents both were not a part of it, and she did not share all of her experience with them.

11. Close with a short summary

Extend the reading to the students’ lives or to the world

Lesson Plan for Week 3 Day 1 Novel *Tuck Everlasting*, Day 11

Standards Focus W2.1, 2.5, 2.6, 2.4.1; LC 1.1, 1.4, 1.5; LS 2.3; R 3.2

PREPARE

1. Background knowledge necessary for today's reading

problem solving
teamwork

2. Word Wall

Introduce 5 important, useful words from today's reading

exertion velvet dabbing glaring miraculously

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

4. Read today's story selection 111-115

- Shared Reading RRP: Read, React, Predict every 2-3 pages
 Tape Partner Choral Silent Round Robin Reading

setting	characters	pages
Fosters' home	Winnie	111-115
August	Grandmother Jesse	111-115

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention

Jesse finds Winnie and tells her about their plan to get Mae out of jail.

Winnie wants to help by pretending to be Mae until the next morning, so as to fool the constable.

Jesse gives her a small bottle of spring water and pleads with her to drink it when she is 17.

6. Add new information to ongoing whole class projects posted on the wall.

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

7. Explore today's story with visual and oral language activities

One possible activity: Storyboard the events in the chapter.

Other possible activities for a class group or individual

Bookmark Open Mind Portrait g6 Graphic Organizer

g7 Main Idea Graphic Organizer c1-12Cubing Postcard Prop

Poster Ad Map Retelling Reader's Theatre Cartoon Rap

8. Bridge to a language building activity

Teach a Mini Lesson using *All Write* page: Read aloud Student handbook- 67

Student activity: Fill in the blanks. Review.

1. A **direct object** answers the question _____ or _____ after the verb. (see page 424 if you are stuck) ☺
2. The **predicate** is the part of the sentence that _____
_____.
3. An **indirect object** names the person _____ or _____ something is done.
4. An **object complement** is a word that complements the _____.

Student activity: Label the direct objects (DO) and the object complements (OC) in each of these sentences.

1. The family named Miles the best horseback rider.
2. The Fosters called Winnie the cutest girl in the family.
3. Mae labeled Miles and Jesse the best sons on earth.

Extra credit: Try writing 3 sentences on your own using a DO and an OC.

9. Explore today's reading

Key Questions

What would it be like to live with your soul mate forever?

Why is Winnie so excited?

Would you be excited?

Key Paragraph

“Winnie stood up and turned to answer. ‘It’s just a boy, Granny. I’ll be in a minute.’ When she turned around again, Jesse was gone. Winnie clutched the little bottle in her hands and tried to control the rising excitement that made her breath catch. At midnight she would make a difference in the world” (115).

EXTEND

10. Prompt every student to write a short product tied to today's reading

If you were Winnie and Jesse had given you the vile of water from the spring, what would you do?
Why?

11. Close with a short summary

Extend the reading to the students' lives or to the world

Lesson Plan for Week 3 Day 2 Novel *Tuck Everlasting*, Day 12

Standards Focus W2.1, 2.5, 2.6, 2.4.1; LC 1.1, 1.4, 1.5; LS 2.3; R 3.6

PREPARE

1. Background knowledge necessary for today's reading

risk taking

2. Word Wall

Introduce 5 important, useful words from today's reading

ponderous plaintive gentility prostrate squirmed

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

4. Read today's story selection 116-120

- Shared Reading RRP: Read, React, Predict every 2-3 pages
 Tape Partner Choral Silent Round Robin Reading

setting	characters	pages
Fosters' home	Winnie	116-120
August	Grandmother	116-120
Treegap	Jesse	116-120

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention

Winnie contemplates life.

At five minutes until midnight she leaves her home for the jailhouse.

6. Add new information to ongoing whole class projects posted on the wall.

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

7. Explore today's story with visual and oral language activities

One possible activity: Prop. Create a prop that might be used if this book were turned into a play. What would you need on stage? What's the importance of the prop you chose?

Other possible activities for a class group or individual

- Bookmark Open Mind Portrait g6 Graphic Organizer
g7 Main Idea Graphic Organizer c1-12Cubing Postcard Prop
Poster Ad Map Retelling Reader's Theatre Cartoon Rap

8. Bridge to a language building activity

Teach a Mini Lesson using *All Write* page: Read aloud Student handbook- 67, 412, 417

Student activity: Fill in the blanks.

1. A **predicate noun** is a noun follows a form of the _____verb and _____ the subject.
2. A **linking verb** is a verb that links a _____ to a noun or an _____ in the _____part of the sentence.
3. List 14 linking verbs:

Student activity: Underline the predicate nouns and circle what they rename.

1. Tuck is a good father.
2. Miles is a skilled fisherman.
3. Winnie was a thoughtful girl.

Student activity: Write your own sentences where the predicate noun renames the subject. Label and subject and the PN.

1.

2.

3.

9. Explore today's reading

Key Questions

How do we decide what is right and what is wrong?

Key Paragraph

“Winnie had her own strong sense of rightness. She knew that she could always say, afterward, ‘Well, you never told me *not* to!’ But how silly that would be! Of course it would never occur to them to include such a think on their list of don’ts. She could hear them saying it, and almost smiled: ‘Now, remember, Winifred—don’t bite your fingernails, don’t interrupt when someone else is speaking, and don’t go down to the jailhouse at midnight to change places with prisoners’ “(118).

EXTEND

10. Prompt every student to write a short product tied to today's reading

In what ways is Winnie’s decision to help get Mae out of jail an unethical one? Are there any ways in which it is the right choice? Explain your answer.

11. Close with a short summary

Extend the reading to the students’ lives or to the world

Lesson Plan for Week 3 Day 3 Novel *Tuck Everlasting*, Day 13

Standards Focus W2.1, 2.5, 2.6, 2.4.1; LC 1.1, 1.4, 1.5; LS 2.3; R 3.6

PREPARE

1. Background knowledge necessary for today's reading

thunder and lightning

2. Word Wall

Introduce 5 important, useful words from today's reading

accusations realization receded prying flailing

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

4. Read today's story selection 121-126

- Shared Reading RRP: Read, React, Predict every 2-3 pages
 Tape Partner Choral Silent Round Robin Reading

setting	characters	pages
jail	Tucks	121-126
	Winnie	121-126

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention

Jesse meets Winnie at midnight and run to the jail together.

They meet Tuck and Miles there and pry the window of the jail off.

Luckily for them, thunder kept accompanying any noise they would make.

Mae becomes free and Winnie takes her place.

The Tucks disappear into the night.

6. Add new information to ongoing whole class projects posted on the wall.

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

7. Explore today's story with visual and oral language activities

One possible activity: self-portrait

- Draw a **current self-portrait** and label on the front or back some of the ways you have changed.

ITEM 7

- The self-portrait can be put together with magazine cutouts, clips from music, drawings, artwork, icons, and 3-D materials—anything that represents who you are today. A collage self-portrait.

Other possible activities for a class group or individual

Bookmark Open Mind Portrait g6 Graphic Organizer

g7 Main Idea Graphic Organizer c1-12Cubing Postcard Prop

Poster Ad Map Retelling Reader's Theatre Cartoon Rap

8. Bridge to a language building activity

Teach a Mini Lesson using *All Write* page: **Read aloud Student handbook- 67, 427-428**

Student activity: Short answer.

1. Define adjective:
2. Define predicate adjective:

Student activity: Identify the Subject, (S), the Linking Verb (LV) and the Predicate Adjective (PA).

1. The universe is gigantic.
2. Winnie was amazed.

3. Jesse is confused.
4. The stranger was evil.
5. Mrs. Foster was lonely.

9. Explore today's reading

Key Questions

How has Winnie changed over the course of the novel?

What values does she have?

How does she know herself differently?

Key Paragraph

“Leaving the house was so easy that Winnie felt faintly shocked. She had half expected that the instant she put a foot on the stairs they would leap from their beds and surround her with accusations. But no one stirred. And she was struck by the realization that, if she chose, she could slip out night after night without their knowing. The thought made her feel more guilty than ever that she should once more take advantage of their trust. But tonight, this one last time, she had to. There was not other way. She opened the door and slipped out into the heavy August night” (121)

EXTEND

10. Prompt every student to write a short product tied to today's reading

Write more in depth about some of the ways you have changed since you were 6 years old.

- *Possible topics to consider: Friends, parents, interests, fears, hobbies, homes, schools, thoughts, values, and beliefs. **ITEM 8***

▶ **ITEMS 7 & 8: These two items will be added to your autobiography.**

► REVIEW: This part of their autobiography addresses the question: *How have you changed since you were in elementary school?* Also, *please include a current self-portrait.*

11. Close with a short summary

Extend the reading to the students' lives or to the world

Lesson Plan for Week 3 Day 4 Novel *Tuck Everlasting*, Day 14

Standards Focus W2.1, 2.5, 2.6, 2.4.1; LC 1.1, 1.4, 1.5; LS 2.3; R 3.6

PREPARE

1. Background knowledge necessary for today's reading

giving to others for the good of the whole

2. Word Wall

Introduce 5 important, useful words from today's reading

unwittingly perversely constricted revulsion pawing

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

4. Read today's story selection 127-133

- Shared Reading RRP: Read, React, Predict every 2-3 pages
- Tape Partner Choral Silent Round Robin Reading

setting	characters	pages
jail	Tucks	127-133
	Winnie	127-133

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention

The constable found Winnie the next morning and was very upset.

Her parents did not understand her actions either, until she told them she loved the Tucks and she did it for love.

August is coming to a close and the season is changing.

The toad returns and a dog almost killed it.

Winnie saves the toad and decides to sprinkle her spring water on it so it will be safe forever.

6. Add new information to ongoing whole class projects posted on the wall.

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

7. Explore today's story with visual and oral language activities

One possible activity: Cartoon. Draw what you think it looks like when Winnie saves the toad.

Other possible activities for a class group or individual

Bookmark Open Mind Portrait g6 Graphic Organizer

g7 Main Idea Graphic Organizer c1-12Cubing Postcard Prop

Poster Ad Map Retelling Reader's Theatre Cartoon Rap

8. Bridge to a language building activity

Teach a Mini Lesson using *All Write* page: Read aloud Student handbook- 68

Student activity: Fill in the blanks.

1. The sentence fragment does not express a _____.
2. It is missing _____ or more _____ parts.

Student activity: Label each sentence complete or incomplete and try to figure out what it needs to make it complete.

1. Winnie tells.
2. Jesse did.

3. cooked the meal.
4. the horse.
5. Miles the ball.
6. The stranger was strange.

Student Activity: Write 5 sentences, some incomplete and some complete. Trade with a partner and see if you can they can figure out the right answers. Can you trick them? 😊

9. Explore today's reading

Key Questions

Why does Winnie decide to save the toad?

Why do you think she doesn't drink the water herself?

Key Paragraph

“In a moment she was back again. The toad still squatted where she had dropped it, the dog still waited at the fence. Winnie pulled out the cork from the mouth of the bottle, and kneeling; she poured the precious water, very slowly and carefully, over the toad” (132).

EXTEND

10. Prompt every student to write a short product tied to today's reading

In what ways is Winnie showing responsibility through her actions?

11. Close with a short summary

Extend the reading to the students' lives or to the world

Lesson Plan for Week 3 Day 5 Novel *Tuck Everlasting*, Day 15

Standards Focus W2.1, 2.5, 2.6, 2.4.1; LC 1.1, 1.4, 1.5; LS 2.3; R 3.6

PREPARE

1. Background knowledge necessary for today's reading

epilogues
family plot

2. Word Wall

Introduce 5 important, useful words from today's reading
clattering pharmacy verandah linoleum swivel

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

4. Read today's story selection 134-139

- Shared Reading RRP: Read, React, Predict every 2-3 pages
 Tape Partner Choral Silent Round Robin Reading

setting	characters	pages
The town of Treegap	The Tucks	134-139
In 1950		134-139

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention

- The tucks reenter the town of Treegap after many years.
- The woods had been bulldozed down.
- They discover Winnie's grave.
- She had been a wife and mother and died two years earlier.
- She never gave away their secret.
- They spot the toad on their way out of town.

6. Add new information to ongoing whole class projects posted on the wall.

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

7. Explore today's story with visual and oral language activities

One possible activity: Postcard

Write a postcard to the author telling her what you thought of the book!

Mail it to: Natalie Babbitt

In care of: Farrar, Straus and Giroux

19 Union Square West

New York, NY 10003

For more information on the author: www.ipl.org/div/kidspace/askauthor/babbitt.html

Other possible activities for a class group or individual

- Bookmark Open Mind Portrait g6 Graphic Organizer
- g7 Main Idea Graphic Organizer c1-12Cubing Postcard Prop
- Poster Ad Map Retelling Reader's Theatre Cartoon Rap

8. Bridge to a language building activity

Teach a Mini Lesson using *All Write* page: Read aloud Student handbook- 68

Student activity: Short answer.

1. A run-on sentence has _____ sentences joined without _____ or without a _____ word.

Student activity: Correct the following run-on sentences by making each sentence complete.

1. Winnie had a good life after all she had food and shelter and a family.
2. Jesse never thought that she would drink the magic water she probably would want to just live her life and die a natural death.
3. I thought the author did a great job describing the scene I was so excited about what was happening I did not know it was time for lunch.

Student activity: Now try writing some run-on sentences of your own. Switch with a partner. Can you fool them?

9. Explore today's reading

Key Questions

What did you think was going to happen at the end of the book?

Did the ending surprise you?

What additional information did you get about Winnie?

Key Paragraph

Pages 137-138

Slowly, Tuck turned his footsteps toward the monument. And saw, as he approached, that there were other, smaller markers all around it. A family plot. And then his throat closed... He knelt and read the inscription..."

EXTEND

10. Prompt every student to write a short product tied to today's reading

Did the ending surprise you? Why or why not? How would you feel if you were the Tucks?

Pulling it altogether:

- **Assemble your autobiography.** You should have all the **items** ready to go.
- Get with a partner or in a small group and do some group editing and proofreading. Specifically check for sentence fragments and run-on sentences, capitalization and spelling.
- Celebrate your written product. Include a cover and a dedication if you so choose.
- Parents can be invited to a celebration afternoon gathering, honoring the students' THEN and NOW autobiographies.

11. Close with a short summary

Extend the reading to the students' lives or to the world

Additional options:

- View the film version and then create Venn diagram highlighting similarities and differences between the movie and the text.
- Write a sequel to the novel. 😊