

All answer keys included!

The Tucks and Immortality

Name _____

While Winnie is with the Tucks, she gets to hear about each of their perspectives regarding their inability to die. They each have different opinions. As you read, think about each person's point of view. Write about them below. Then, provide textual evidence to support your answers in the right hand boxes. On the back of this paper, write about whose opinion you agree with most. Explain why you agree with it.

How does he or she	Provide textual evidence here
--------------------	-------------------------------

A Choice to Make

Name _____

In Chapter 22, Jesse gives Winnie a bottle of the eternal water. Do you think she should drink it? Write about some reasons that she should drink it, on the left. Then, write about some reasons that she shouldn't drink it, on the right.

WINNIE SHOULD DRINK IT BECAUSE...	WINNIE SHOULDN'T DRINK IT BECAUSE...
-----------------------------------	--------------------------------------

Character Changes

Name _____

Winnie Foster

Conflicts she Faced

Portrait

SETTINGS and EMOTIONS

Different settings evoke different emotions. Imagine yourself in each of the settings from the book below. Draw a picture of it below its name. Write a brief description of the setting. Then, write about how it makes you feel.

Setting and Picture	Description	How it makes me feel
Winnie's house		
The Tucks' house		

Mae
Jesse
Miles

A Difference in the World

Name _____

In Tuck Everlasting, Miss Sayers, "people got to do something useful if they're going to live up here in this world." What is something useful that you would like to do in the world? Draw a picture and write about it below.

Picture:

Caption:

FIGURATIVE LANGUAGE

Name _____

METAPHOR-a comparison between two things not using the words "like" or "as."
PERSONIFICATION-when an object is given human-like attributes or actions.
SIMILE-a comparison between two things using the words "like" or "as."

DIRECTIONS: Read each quote from Tuck Everlasting. Underline the part(s) of each quote that is figurative. In the analysis column, name the type of figurative language and justify your answer. Then, sketch a picture of the figurative language.

1. The road that led to Treepop had been trod out long before by a herd of cows... to say the least, relaxed. It wandered along in curves and easy angles, swayed off on a pleasant tangent to the top of a small hill, ambled down again between ridges of grass and then out sideways across a meadow. Here its edges blurred. It widened and narrowed to pause...

2. The rowboat had drifted at last to the end of the pond, but now its bow bumped into the rotting branches of a fallen tree that thrust thick fingers into the water.

3. There was a long, long moment of silence. Winnie, struggling with the anguish of all these things, could only sit hunched and numb, the sound of the water rolling in her ears. It was black and silky now; it lapped at the sides of the rowboat and hurried on around them into the stream.

4. She closed her eyes against the glaring light, and watched, a little dizzy, as brilliant patterns of red and orange danced inside her eyelids.

ANALYSIS	SKETCH
Type of figurative language: I know this because	

Personification

Name _____

Directions: Read each of the quotes from Tuck Everlasting below. Determine what is being personified. First, underline what is being personified. Then, underline its human-like attribute, emotion, or action.

1. The road that led to Treepop had been trod out long before by a herd of cows... to say the least, relaxed. It wandered along in curves and easy angles, swayed off on a pleasant tangent to the top of a small hill, ambled down again between ridges of grass and then out sideways across a meadow. Here its edges blurred. It widened and narrowed to pause...

2. The rowboat had drifted at last to the end of the pond, but now its bow bumped into the rotting branches of a fallen tree that thrust thick fingers into the water.

3. There was a long, long moment of silence. Winnie, struggling with the anguish of all these things, could only sit hunched and numb, the sound of the water rolling in her ears. It was black and silky now; it lapped at the sides of the rowboat and hurried on around them into the stream.

4. She closed her eyes against the glaring light, and watched, a little dizzy, as brilliant patterns of red and orange danced inside her eyelids.

Confronting the Man in the Yellow Suit

Name _____

In Chapter 19, the climax of the story happens as the man in the yellow suit confronts the Tuck family. Write and illustrate the main events of this chapter on the lines and in the boxes below.

First,

Then,

Next,

Afterwards,

Finally,

ONE EVENT: Three Effects

Name _____

Imagine what would happen if the man in the yellow suit does what he says there to do, and sell the magical water. What effects do you think would result from what you think would happen below.

USE

the man in the yellow suit does what he says there to do, and sell the magical water.

Tuck Everlasting: LESSONS

Name _____

Tuck Everlasting: Character Notes

Use this page to take notes about the major characters in the story as you read.

Winnie Foster	Mae Tuck	Tuck
Jesse Tuck	Miles Tuck	

16 READING RESPONSE ACTIVITIES:

- Creative activities perfect for direct instruction, team tasks, or independent work
- Focuses include character, setting, plot, theme, figurative language, writing, and more
- Aligned with Common Core standards

Figurative Language

KEY IDEA: Determine the meanings of figurative language to help you better visualize the text.

- **Simile**—a comparison between two things using the words “like” or “as.”
- **Metaphor**—a comparison between two things without using the words “like” or “as.”
- **Personification**—giving human attributes to something non-human.
- **Imagery**—written description that puts a picture in the reader’s mind.



RL 3.4/RL 4.4/RL 5.4/RL 6.4

Activity Packet Tuck Everlasting BY KATHALIE BABBITT



Name _____

TABLE OF CONTENTS: Reading Response Activities

Focus	Common Core	Pages	Resource	Use with Chapter(s)
		3	Activity Packet Cover	
Ask and Answer Questions	RL 3.1/RL 4.1/RL 5.1/RL 6.1	4-5	Questions and Answers	Use throughout the novel
Theme	RL 3.2/RL 4.2/RL 5.2/RL 6.2	6	Tuck Everlasting Lessons	Use after finishing the novel
		9	Main Events	any
Plot	RL 3.3/RL 4.3/RL 5.3/RL 6.3		Confronting the Man in the Yellow Suit	19
		12-13	One Event: Three Effects	19
		14	Tuck Everlasting Character Notes	Use throughout the novel
Character	RL 3.3/RL 4.3/RL 5.3/RL 6.3	15-16	Character Changes: Winnie Foster	Use after finishing the novel
		17-20	Characters and Quotes	Use throughout the novel
		21	What Would I Do?	any
	3.3/RL 4.3/RL 5.3/RL 6.3	22-23	Settings and Emotions	Use throughout the novel
		24	Figurative Language Anchor Poster	any
	3.4/RL 4.4/RL 5.4/RL 6.4	25-30	Figurative Language	1-9
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	3.6/RL 4.6/RL 5.6/RL 6.6	33-35	The Tucks and Immortality	Use throughout the novel
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	3.1/W 4.1/W 5.1/W 6.1	37	A Choice to Make	22
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ALSO INCLUDES:

- Activity Packet cover
- Figurative Language anchor poster
- Detailed Table of Contents

Name _____

Culminating Project Choices: Grading Sheet







<p>Project Choice #1</p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Project Choice #2</p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Project Choice #3</p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Project Choice #4</p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Project Choice #5</p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Project Choice #6</p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Project Choice #7</p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Project Choice #8</p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Project Choice #9</p> <p>Project Name: _____</p> <p>Grade: _____</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>

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Name _____

Culminating Project Choices

In the boxes below, you will find nine project choices to complete after you finish the book. Each of the projects is worth a certain number of stars. You must choose one or more projects that add up to at least _____ stars. Color in the stars of the projects that you choose.

<p>Eternal Water ☆</p> <p>Imagine that you are the man in the yellow suit. Create an advertisement for selling the Tucks' eternal water. Be sure to include reasons that people should buy it.</p> 	<p>Playwright ☆</p> <p>Choose your favorite scene from the story. Write it in the form of a play. Either read it to the class or perform it live. You will need to get some costumes to play your supporting actors.</p>	<p>Sequel ☆ ☆</p> <p>What do you think happens to Winnie between her time with the Tucks and the Epilogue? Write a story about that time in Winnie's life. Include illustrations with your story.</p> 
<p>Game On ☆ ☆ ☆</p> <p>Create a board game themed around the book. Your game must include a board, game pieces, instructions, question cards, and any other materials needed to play the game. You will present your game to the class.</p> 	<p>Alternate Ending ☆</p> <p>Do you wish Tuck Everlasting had a different ending? Write an alternate ending to the story. Include an illustration with your alternate ending.</p> 	<p>Newspaper ☆ ☆ ☆</p> <p>Write a complete newspaper about the events that happen in the book. Include some articles, a comic strip, an advertisement, an obituary, and any other newspaper parts you can think of!</p>
<p>3D Characters ☆ ☆ ☆</p> <p>Create 3D depictions of the characters. You might use clay, play-doh, posterboard, yarn, wood, or any other material you choose. Include index cards with descriptions about each character.</p> 	<p>Paper Bag Book ☆ ☆</p> <p>Fill a bag with 7-9 items that represent important parts of the book. Present the items to the class and explain why each item is important. Design the outside of the bag to include the book's title, author, and a picture.</p> 	<p>Puppet Show ☆ ☆</p> <p>Create puppets that depict the characters in the book. Use the puppets to act out a scene from the book in front of the class. The puppets may be made out of any material you choose. Be sure to turn in a written manuscript of your play.</p>

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CULMINATING PROJECT CHOICES:

- 10 choices for students to complete after finishing the book
- Includes teacher grading sheet

Instructions

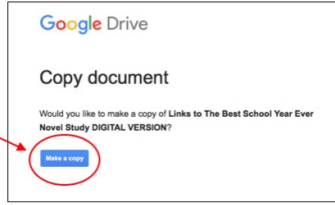
for Digital Version/Google™ Drive Document

1. In the Google folder you received after purchasing my product, you should have found three files: the **digital version**, the **printable PDF**, and the **instructions** you are currently reading.

2. You will notice that the digital version contains the resource in its entirety. This includes Tables of Contents, student pages, answer keys, and everything else. You will also notice that the document has blue text boxes already placed everywhere that students will need to type.

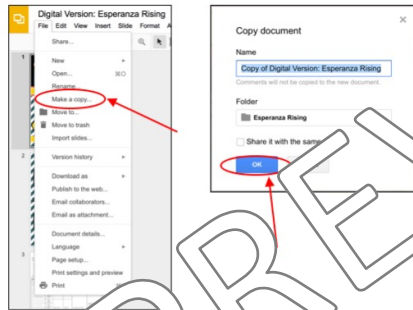
MAKE ANOTHER COPY of this document by going to File>Make a copy. A window will pop up that says "Copy document." Rename it as you wish, and then click OK.

You will customize this additional copy in whatever ways you want, according to your students' needs.

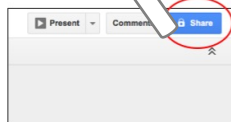


3. Think through how you want to roll it out to your students. Decide what you want your students to have access to. Obviously, you won't want to share answer keys. Also, for example, do you only want to assign your students certain pages at a time? Once you decide, **delete** everything you don't want your students to have access to, and **reorganize** the remaining pages however you wish.

4. If you need to, make additional copies (as outlined in Step 3). For example, maybe you want to separate the assignments into smaller chunks, or withhold certain resources until a certain time. Just be sure to name all of your customized copies according to what they are, so it is not confusing when it comes time to share the documents with your students.

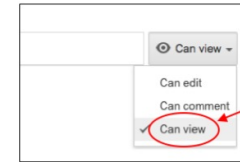


5. Once you're ready, share the documents with your students as needed. Students will need their own Google™ accounts. To share, open the document you want to share in your Google™ Drive. Then, click on the blue button in the upper right corner that says "Share."



Note: Sharing with students can also be done through Google™ Classroom.

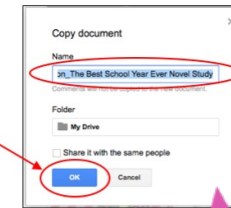
6. Next, you will be prompted to enter the students' e-mail addresses. **Be sure to mark your shared document as "Can View,"** which is a drop down menu on the right-hand side of where you type the e-mail addresses. "Can Edit" will likely be the default selection, so you may need to change it.



7. Students will need to make their own copies since you don't want them to be able to edit your original documents. Their own copies will then get saved into their own Google™ Drives. In order to make their own copies, students will need to click the links in their e-mails, which will open the document you shared with them in Google™ Drive. Students will need to click on "File," and then "Make a copy," in the top left corner.



A box will pop up like the one below. Students can change the name of their copied documents to something of your choosing, so that it is not confusing when they share their document back with you. After they hit OK, the document will be saved to their own Google™ Drives.



Students will rename their copied documents here.

8. Students will be able to access the content, type in text boxes, and click text boxes, draw pictures, etc. Changes that students make to their documents will be automatically saved.
9. Students may share with you their works in progress and finished products.
10. Don't forget that you do have the option to print the digital version in black and white and printer-friendly, while the Google™ Drive version is in color. Both versions are most handy if they are printed. Many teachers use both versions and end up using both versions.
11. There are places where students are not allowed to use their iPads or tablets, this is easy to do. However, if you are in a classroom where iPads or tablets are under the "Insert" dropdown menu in Google™ Classroom.

Your purchase includes both the PAPER version and the GOOGLE™ version of this resource.

BONUS Paperless Version included!

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- Within this product are easy instructions for how to get started right away!

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- ✓ Improve student writing
- ✓ High student engagement
- ✓ Renewed student interest
- ✓ Access anywhere
- ✓ College readiness
- ✓ Also printable
- ✓ Full color

PREVIEW

Digital Version: Harry Potter and the Prisoner of Azkaban Activities

Name Text here

HARRY'S CONFLICTS

Harry encounters many conflicts, or problems, in these chapters. In the space below, write about Harry's conflicts. Then, write about how the conflicts get resolved. If a conflict doesn't get resolved, explain why.

#	CONFLICTS	RESOLUTIONS
1	Text here	Text here
2	Text here	Text here
3	Text here	Text here
4	Text here	Text here

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MORE about the GOOGLE™ version...

- All pages are available in "Google™ Slides" with text boxes, for students to type into.
- Please note that the text within the resource itself is *not editable*. This version simply offers students the opportunity to access the pages via Google Drive™, so they may type and draw directly on the pages on their computers or tablets.
- Though the text is not editable, you may delete or reorganize the pages as needed.
- See sample screenshots on the right for a clear idea of what this looks like.