❖ **Comprehension & Analysis:** Answer in complete sentences.

1. Summarize the conversation that Winnie and her grandmother have with the man in the yellow suit.

_____
_____
_____

2. What does Winnie, her grandmother, and ___ the woods? How do each of them react?

_____
_____
_____
_____

3. Why does Winnie decide against running ___ evidence to support your answer.

_____
_____
_____
_____

4. How does Jesse's demeanor change th___ Winnie? Explain the different w___ that he

Chapters 3-5

❖ **Quickwrite:** What do you think it would be like to run away from home? How would you feel if you did it?

_____
_____
_____
_____

❖ **Multiple Choice:** Choose the best answers.

1. What animal does Winnie talk to about running away?
   a. A frog
   b. A toad
   c. A firefly
   d. A butterfly

2. What does Winnie first see Jesse doing?
   a. Riding a horse.
   b. Drinking water.
   c. Chasing a rabbit.
   d. Climbing a tree.

❖ **True or False:** Write T for True and F for False.

1. Jesse refuses to let Winnie drink the water. _____
2. Jesse tells Winnie he is 45 years old. _____

❖ **Vocabulary:** Use a dictionary to complete the table below.

Word	Definition	Illustration
exasperated		

___ove to fill in the blanks below.

___ _____ sigh when she saw my

___ _____ when his little sister followed him

___ a _____ angle on his head, giving ___nce.

___ures of three of the characters you have ___ description of each of them of the lines.
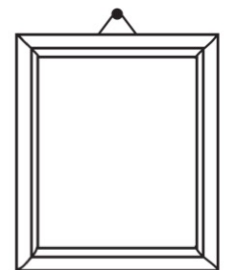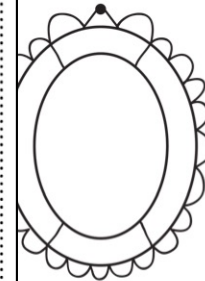
COMPREHENSION WORK for every three chapters, each containing:
- Quickwrite–Students freewrite and relate text to themselves.
- Multiple Choice, True/False, and Sequencing–Basic comprehension skills.
- Standards Focus activity–Practice with literary skills like main idea and character analysis.
- 4 Short and Long answer questions–A mix of comprehension and deeper analysis.
- Vocabulary–Focus on 3 new words and practice with synonyms, antonyms, and context clues.
- Beyond–Creative activity.

Word: elated
Definition: overjoyed

Word: melancholy

Word: indomitable

Word: disarray

meager (adjective) minimum; sparse

immense (adjective) huge

beaming (adjective) glowing with happiness

exasperated (adjective) agitated;

jaunty (adjective) lively; cheerful

outrage (noun) anger

4. Choose the best synonym for peculiar below.
   a. odd
   b. sweet
   c. understated
   d. normal

5. Choose the best antonym for indomitable below.
   a. meek

Tuck Everlasting

PROLOGUE AND CHAPTERS 1–11
Vocabulary Review

meager	immense	beaming
exasperated	jaunty	galling
outrage	peculiar	elated
melancholy	indomitable	disarray

1. Using a dictionary, or your notes, complete the table below.
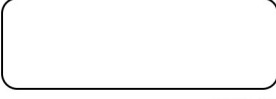
Word	Definition
meager	
jaunty	
elated	

Name _____

... the following sentence.

... at I could scarcely see the floor.

... ght make you feel melancholy.

... ke you feel elated.

... a reasonable answer.

... ords in one single sentence below. Use more if you

Name _____

... or the word in the middle.

Antonyms

melancholy

Illustration

... d beaming below. Then, illustrate your sentence.

Tuck Everlasting

VOCABULARY WORDS AND DEFINITIONS

Chapters	Page #	Word	Definition
Prologue and Chapters 1–2	6	meager	minimum, sparse
	8	immense	huge
	9	beaming	glowing with happiness
	16	exasperated	agitated, annoyed
Chapters 3–5		jaunty	lively, cheerful
	23	galling	aggravating, annoying
	34	outrage	anger
Chapters 6–		peculiar	strange
		elated	overjoyed
Chapters –11	48	melancholy	sad
	50	indomitable	willful, unbeatable
		disarray	chaos and clutter
Chapters		rigid	stiff
	64	anguish	agony, grief
	70	lingered	dawdled, remained
	75	ordeal	difficulty or nightmare
Chapters 15–17	76	courteous	polite
	79	grudgingly	unwillingly, unenthusiastically
Chapters 18–20	93	suspicious	wary, mistrustful
	97	hoarsely	roughly
	98	petulance	annoyance, displeasure
Chapters 21–23	106	soothing	comforting
	111	gingerly	carefully
	116	defeated	crushed, oppressed
Chapters 24–25 and Epilogue	122	deserted	abandoned, empty
	124	shuddered	trembled
	129	apprehension	foreboding, worry and dread

VOCABULARY FOCUS:
- Complete Vocabulary Lists provided, with and without definitions
- Two Vocabulary Reviews contain practice with synonyms, antonyms, context clues, and more
- Vocabulary Word Wall Cards & Flash Cards for direct instruction, practice, and games

The Tucks and Immortality

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. On the back of this paper, write about whose opinion you agree with most. Explain why you agree with it.

Person	How does he or she feel about being immortal?	Provide textual evidence here, along with its page number.
Tuck		
Mae		
Jesse		
Miles		

A Choice to Make

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

Winnie Foster

Portrait

Conflicts she Faced:

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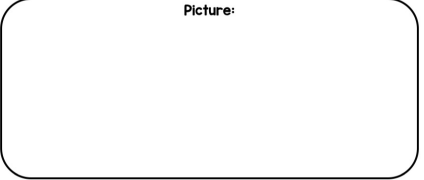
Setting and Picture	Description	How it makes me feel
Winnie's house		
The Tucks' house		

A Difference in the World

In Tuck Everlasting, Miles says, "People got to do something useful if they're going to take up space in the 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

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 picture of the figurative language.

1. The road that led to Treegap had been trod out long before by a herd of cows who were, to say the least, relaxed. It wandered along in curves and easy angles, swayed off and on with a pleasant tangent to the top of a small hill, ambled down again between fringes of...hung clover, and then cut sidewise across a meadow. Here its edges blurred. It widened and s... to pause... (page 5)

ANALYSIS

Type of figurative language: _____

I know this because _____

SKETCH

Puzzling Personification

...for each of the quotes from Tuck Everlasting below. Determine what is being personified. First, ...LE what is being personified. Then, UNDERLINE its human-like attribute, emotion, or action.

1. ...them with their...used the mouse was pushed off, also alone, into o... corner, a...armchairs and an elderly rocker stood about like...strange...a party, ignoring each other.

2. The...ped from the bank then, silently, and glided out, tall water grasses...ching away from its sides, releasing it. The rowboat had drifted at last to the end of the pond, but now its bow...mped into the rotting branches of a fallen tree that thrust thick fingers into the water.

4. 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.

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

Confronting the Man in the Yellow Suit

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

Imagine what would happen if the man in the yellow suit does what he...tens to do: advertise and sell the magical water. What effects do you think would result from...? Write ab...that you think would happen below.

CAUSE

The man in the yellow suit advertises and sells the magical water.

EFFECT
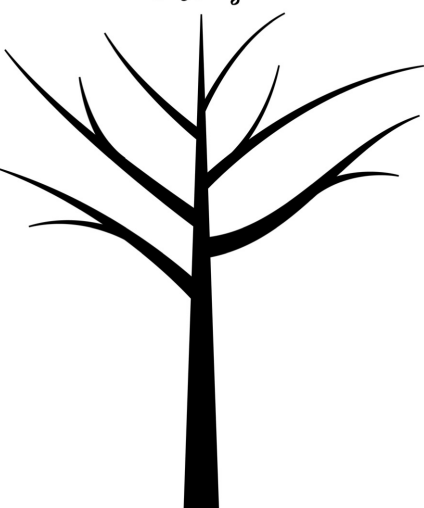
Tuck Everlasting: LESSONS

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	

PREVIEW ONLY

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
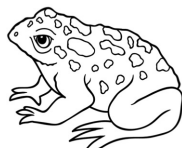
Student Chapter Packet
Tuck Everlasting
BY NATALIE BABBITT

Vocabulary Packet
Tuck Everlasting
BY NATALIE BABBITT

Assessment Packet
Tuck Everlasting
BY NATALIE BABBITT

Activity Packet
Tuck Everlasting
BY NATALIE BABBITT

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TABLE OF CONTENTS: Reading Response Activities

Table of Contents: ASSESSMENT PACKET

Table of Contents: VOCABULARY PACKET

FOLLOW ME for MORE resources like this!

About the Student Chapter Packet

The student work for every 3 chapters contains both comprehension and vocabulary. Each part includes the following sections:

1. _Quickwrite_–A great idea is to have the students free-write here BEFORE reading the chapters. This gets their minds warmed up and thinking in the direction that the chapters will [go]. [It help]s them to connect the concepts in [the chapters].

[continuing sections describing _Sequence, or Sequencing_–Two sets of these included for every 3 chapters. [One] question or activity is included. These [cover] standards like main idea, [and] figurative language.

Analysis–Four short answer questions [...] that these questions are at all [taxonomy], so are optimal for [...]. Use them all or choose just some [to complete].

[Students] practice with three new words [from] from every two chapters. [...] and context clues are among the skills [...]

[Activities] are a mix of fun activities, [organizers], and text-to-self [that] encourage the students to use their [upper]-level thinking. You might even [make it] an option for early finishers.]

Table of Contents: STUDENT CHAPTER PACKET

FOLLOW ME for MORE resources like this!

Table of Contents

FOLLOW ME for [MORE resources]

Don't forget to l[eave a rating]

www.teacherspayte[achers.com]

Tuck Everlasting: UNIT [MAP]

Please note that MANY varied resources are included in this novel study. This is so that [teachers can] choose what they want to use, since no two classrooms are alike. The [fact that teachers can] differentiate for different groups within their classrooms. For [example:]

- Use different resources for different leveled small gro[ups]
- Use some resources for the entire class while using oth[er resources for pull-out groups, for intensive] instruction.
- Pick and choose what to use with the whole [class and then use the remaining resources as] extension with your higher readers.
- Use some resources with the whole [class and save an easy teachers pack with some of the] resources.
- Use some resources as your bas[ic whole class direct instruction,] using other resources for independent seatwork.
- Use some resources as classwork, and [others as homework.]

This unit map is meant to show you in one [easy snapshot, the order that you will want to use the] resources included, but it certainly does no[t mean you must use every single thing with every single student!]

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LOW PREP and EASY ORGANIZATION:
- Teacher instructions and Tables of Contents
- Unit map lays it all out for you
- Student cover pages to keep things organized

PREVIEW ONLY

"Don't be afraid of death; be afraid of an unlived life. You don't have to live forever, you just have to live."

-Tuck Everlasting

©2016 Nothing but Class

"Life's got to be lived, no matter how long or short. You got to take what comes."

-Tuck Everlasting

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"Like all magnificent things, it's very simple."

-Tuck Everlasting

©2016 Nothing but Class

"But dying's p... can't pick out...

Tuck Everlasting
BY NATALIE BABBITT
Reference Bookmark

Plot
A young girl stumbles upon a strange family who claims that they are immortal.

Setting
The story takes place in the Treegap wood, many years ago.

Characters
- Winnie—a ten year old girl who is lonely and longs for freedom.
- Mae—a loving mother.
- Tuck—a kind but sad father.
- Jesse—their young and lively son.
- Miles—their older son.
- The man in the yellow suit—a mysterious man who is searching for something.

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(The Tuck Everlasting bookmark is repeated four times across the page.)

Culminating Project Choices: Grading Sheet

Name _____

Project Choice #1	Project Choice #2	Project Choice #3
Project Name: _____	Project Name: _____	Project Name: _____
Grade: ____	Grade: ____	Grade: ____
Comments:	Comments:	Comments:

Project Choice #4	Project Choice #5	Project Choice #6
Project Name: _____	Project Name: _____	Project Name: _____
Grade: ____	Grade: ____	Grade: ____
Comments:	Comments:	Comments:

Project Choice #7	Project Choice #8	Project Choice #9
Project Name:	Project Name:	Project Name:
Grade:	Grade:	Grade:
Comments:	Comments:	Comments:

Culminating Project Choices

Name _____

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 project(s) you choose.

Eternal Water ☆☆
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.

Playwright ☆☆
Choose your favorite scene(s) from the story. Write it in the form of a play. Either record it to broadcast, or perform it live in front of the class. You will need to get some classmates to play your supporting actors.

Sequel ☆☆
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.

Game On ☆☆☆
Create a board game that is 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.

Alternate Ending ☆☆
Do you wish Tuck Everlasting had a different ending? Write an alternate ending to the story. Include an illustration with your alternate ending.

Newspaper ☆☆☆
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!

3D Characters ☆☆
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.

Paper Bag Book ☆☆
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.

Puppet Show ☆☆
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.

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ADDITIONAL RESOURCES:
- Culminating Project Choices with grading sheet
- Two sided student reference bookmarks

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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.
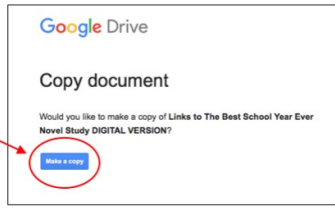
3. Think through how you want to roll it out to your students. Decide what you want your students to have access to. Obviously, you won't want to share answer keys. Also, for example, do you only want to assign your students certain pages at a time? Once you decide, **delete** everything you don't want 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 the customized copies according to what they are, so it is not confusing when it comes time to share the documents with your students.
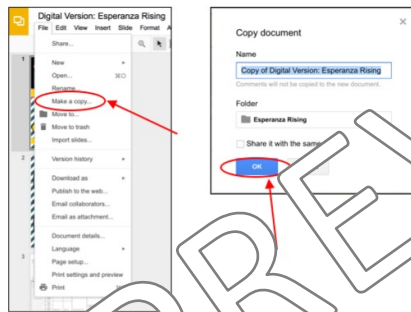
5. Once you're ready, share the documents with your students as needed. Students will need their own Google™ accounts. To share, open the document you want to share in your Google™ Drive. Then, click on the blue button in the upper right corner that says "Share."
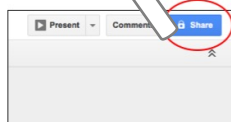
   *Note: Sharing with students can also be done through Google™ Classroom.*

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.*
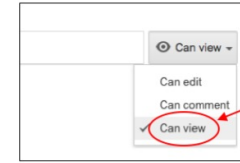
7. Students will need to make their own copies since you don't want them to be able to edit your original documents. Their own copies will then get saved into their own Google™ Drives. In order to make their own copies, students will need to click the links in their e-mails, which will open whatever document you shared with them in Google™ Drive. Students will need to click on "File," and then "Make a copy," in the upper left corner.
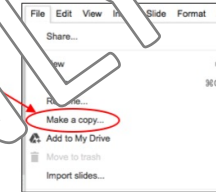
   A box will pop up like the one below. Students can change the name of their copied documents to something of your choosing, so that it is not confusing when they share their document back with you. After they hit OK, the document will be saved in their own Google™ Drives.
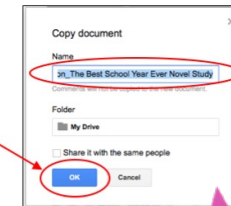
   Students will rename their copied documents here.

8. Students will be able to access the content, type in text boxes, add 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.

10. Don't forget that you do have the option to print. The printable PDF files are black and white and printer-friendly, while the Google™ Drive files are most handy if they are printed. Many teachers find that they end up using both versions.

11. There are places where students are asked to draw. On iPads or tablets, this is easy to do. However, if students are using the "Insert" dropdown menu in Google.

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

BONUS *Paperless* Version included!
- Compatible with Google™ Drive & Google™ Classroom
- Within this product are easy instructions for how to get started right away!

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Why do it digital?

- ✓ No paper or pencil
- ✓ No wasting ink
- ✓ Students work directly in the file
- ✓ Incorporate technology
- ✓ Improve student writing
- ✓ High student engagement
- ✓ Renewed student interest
- ✓ Access anywhere
- ✓ College readiness
- ✓ Also printable
- ✓ Full color

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.

PREVIEW ONLY

Digital Version: The Magician's Nephew Comprehension and Vocabulary

❖ **Comprehension and Analysis:** Answer the questions in complete sentences.

1. What is your opinion of Digory so far? Explain your thoughts, and use textual evidence to support your opinion.

Text here

2. Use three adjectives to describe Uncle Andrew. Explain why you chose each of your three adjectives.

Text here

3. How does Uncle Andrew manipulate both Polly and Digory to do what he wants them to do in these chapters?

Text here

❖ **Beyond:** Below, write about a time that you have done something adventurous, like Polly and Digory do. Illustrate your writing.

Text here