

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

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

All answer keys included!

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

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

4. How does Jesse's demeanor change the way Winnie feels? Explain the different ways 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?

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

1. What animal does Winnie talk to about running away?
 - a. A frog
 - b. A wood
 - 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		

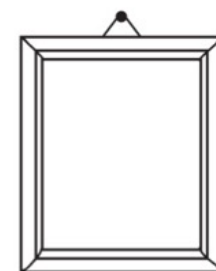
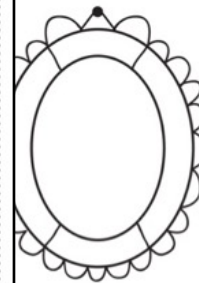
ove to fill in the blanks below.

n _____ 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.



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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.

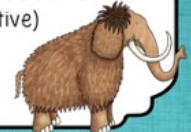
Word: **elated** Definition: **overjoyed**


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 


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
Chapters 3-5	16	exasperated	agitated, annoyed
	25	galling	aggravating, annoying
	34	outrage	anger
Chapters 6-11	48	peculiar	strange
	49	elated	overjoyed
	48	melancholy	sad
Chapters 12-14	50	indomitable	willful, unbeatable
	57	disarray	chaos and clutter
	62	rigid	stiff
Chapters 15-17	64	anguish	agony, grief
	70	lingered	dawdled, remained
	75	ordeal	difficulty or nightmare
Chapters 18-20	76	courteous	polite
	79	grudgingly	unwillingly, unenthusiastically
	93	suspicious	wary, mistrustful
Chapters 21-23	97	hoarsely	roughly
	98	petulance	annoyance, displeasure
	106	soothing	comforting
Chapters 24-25 and Epilogue	111	gingerly	carefully
	116	defeated	crushed, oppressed
	122	deserted	abandoned, empty
	124	shuddered	trembled
	129	apprehension	foreboding, worry and dread

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 Name _____

PROLOGUE AND CHAPTERS 1-11 Vocabulary Review 

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

1. Using a dictionary, or your notes, complete the table below.

Word	Definition
meager	
jaunty	
elated	

2. Write the word in the middle.

Antonyms
melancholy

Illustration

3. Write a sentence using the word **beaming** below. Then, illustrate your sentence.

4. Write a sentence using the word **melancholy** below. Then, illustrate your sentence.

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

Name _____

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 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.

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

Name _____

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...

Name _____

Character Changes

Winnie Foster

Conflicts she Faced

Portrait

Name _____

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		

Name _____

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 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:

Name _____

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 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 and on a pleasant tangent to the top of a small hill, ambled down again between fringes of grass, and then cut sideways across a meadow. Here its edges blurred. It widened and narrowed. To pause...

2. The road 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 _____

Name _____

Puzzling Personification

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 action, 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 and on a pleasant tangent to the top of a small hill, ambled down again between fringes of grass, and then cut sideways across a meadow. Here its edges blurred. It widened and narrowed. To pause...

2. The road 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.

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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.

Name _____

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, _____

Name _____

ONE EVENT: Three Effects

Imagine what would happen if the man in the yellow suit does what _____ there to do, advertise and sell the magical water. What effect do you think would result from _____? Write and illustrate what you think would happen below.

USE _____

the man in the yellow suit _____ and sells the magical water.

Name _____

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	

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

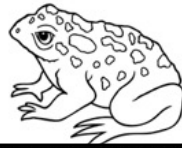


TABLE OF CONTENTS: Reading Response Activities

Focus	Common Core	Pages	Resource	Use with Chapter(s)
Ask and Answer Questions	RI.3.1, 4.1, 5.1, 5.2, 5.3	87	Activity Packet Cover	
Theme	RI.2.2, 4.2, 5.2, 5.3	88-89	Questions and Answers	Use throughout the novel
Plot	RI.3.3, 4.3, 5.3	90-92	Tuck Everlasting Lessons	Use after finishing the novel
		93	Main Events	any
		94-95	Contrasting the Man in the Yellow Suit	29
		96-97	One Event Three Effects	29
		98	Tuck Everlasting Character Notes	Use throughout the novel
Character Analysis	RI.3.3, 4.3, 5.3	99-100	Character Changes: Wives Foster	Use after finishing the novel
		101-104	Characters and Quotes	any
		105	What Would I Do?	any
Setting Analysis	RI.3.3, 4.3, 5.3	106-107	Settings	Use throughout the novel
Figurative Language	RI.3.4, 4.4, 5.4	108	Figurative Language	any
Point of View	RI.3.6, 4.6, 5.6	115-116	Point of View	any
Person Writing	W.3.2, 4.2, 5.2	120	A Check	any
		122-123	A Check	any

Table of Contents: ASSESSMENT PACKET

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Assessment Packet

Tuck Everlasting

BY NATALIE BABBITT



Activity Packet

Tuck Everlasting

BY NATALIE BABBITT



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About the Student Chapter Packet

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

- 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 take. It also gives them an opportunity to connect the concepts in the chapters to their own lives.
- Sequence or Sequencing**—Two sets of these questions are included for every 3 chapters. The first set is a comprehension question or activity is included. These questions are at all levels, so are optional for students who are struggling. Use them all or choose just some.
- Analysis**—Four short answer questions are included for every two chapters. These questions are at all levels, so are optional for students who are struggling. Use them all or choose just some.
- Context Clues**—Three practice with three new words from every two chapters. These words are chosen based on context clues and are among the skills that students will be practicing.

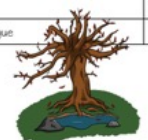
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LOW PREP and EASY ORGANIZATION:

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

Tuck Everlasting: UNIT MAP

Please note that MANY varied resources are included in this novel study. This is so that you can choose what they want to use, since no two classrooms are alike. I have included a table that lists all the resources included, but it certainly does not mean you must use every single thing with every student!

- Use different resources for different leveled small groups.
- Use some resources for the entire class while using others for small groups.
- Pick and choose what to use with the whole class and then use other resources for extension with your higher readers.
- Use some resources with the whole class and then use other resources for independent/softwork.
- Use some resources as classroom, center, or homework.

This unit map is meant to show you an overview of the unit. The order that you will want to use the resources included, but it certainly does not mean you must use every single thing with every student!

Chapters & Student Chapter Packet	Vocabulary Words	Character's Quotes	Table of Contents: Reading Response Activities	Table of Contents: Vocabulary Packet	Table of Contents: Assessments
Prologue and Chapters 1-2	• ...	• ...	• ...	• ...	• ...
Chapters 3-5	• ...	• ...	• ...	• ...	• ...
Chapters 6-8	• ...	• ...	• ...	• ...	• ...
Chapters 9-11	• ...	• ...	• ...	• ...	• ...
Chapters 12-14	• ...	• ...	• ...	• ...	• ...
Chapters 15-17	• ...	• ...	• ...	• ...	• ...
Chapters 18-20	• ...	• ...	• ...	• ...	• ...
Chapters 21-23	• ...	• ...	• ...	• ...	• ...
Chapters 24-25 and Epilogue	• ...	• ...	• ...	• ...	• ...

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



-Tuck Everlasting

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

-Tuck Everlasting



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

-Tuck Everlasting



"But dying's pe can't pick out

<p>Tuck Everlasting BY NATALIE BABBITT Reference Bookmark</p> <p>Plot A young girl stumbles upon a strange family who claims that they are immortal.</p> <p>Setting The story takes place in the Treegap wood, many years ago.</p> <p>Characters</p> <ul style="list-style-type: none"> 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. 	<p>Tuck Everlasting BY NATALIE BABBITT Reference Bookmark</p> <p>Plot A young girl stumbles upon a strange family who claims that they are immortal.</p> <p>Setting The story takes place in the Treegap wood, many years ago.</p> <p>Characters</p> <ul style="list-style-type: none"> 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. 	<p>Tuck Everlasting BY NATALIE BABBITT Reference Bookmark</p> <p>Plot A young girl stumbles upon a strange family who claims that they are immortal.</p> <p>Setting The story takes place in the Treegap wood, many years ago.</p> <p>Characters</p> <ul style="list-style-type: none"> 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. 	<p>Tuck Everlasting BY NATALIE BABBITT Reference Bookmark</p> <p>Plot A young girl stumbles upon a strange family who claims that they are immortal.</p> <p>Setting The story takes place in the Treegap wood, many years ago.</p> <p>Characters</p> <ul style="list-style-type: none"> 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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Culminating Project Choices Grading Sheet

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

Culminating Project Choices

In the boxes below, you will find 9 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 10 stars. Color in the stars of the project(s) you choose.

<p>Eternal Water ☆☆☆</p> <p>Imagine that you are the man in the yellow suit. Create an advertisement for selling the "eternal water." Be sure to include reasons that people would buy it.</p>	<p>Playwright ☆☆☆</p> <p>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.</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 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.</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>

ADDITIONAL RESOURCES:

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

❖ **Part 4: Comprehension Multiple Choice**

Choose the best answer for each question below.

11. What is Winnie's main reason for deciding not to run away after all?
 - a. She didn't save up enough money.
 - b. She is scared.
 - c. She will miss her sister.
 - d. She accidentally injured her ankle.
12. Choose the best word to describe Mae.
 - a. Sorrowful
 - b. Motherly
 - c. Depressed
 - d. Selfish
13. Choose the best word to describe the reaction of the man in the yellow suit when he hears music coming from the wood.
 - a. Sad
 - b. Eager
 - c. Angry
 - d. Horrified
14. How did the Tucks gain immortality?
 - a. They found a magical stone.
 - b. They drank enchanted water.
 - c. They sold their souls to the devil.
 - d. They are witches and wizards.
15. Which of the following does not happen in these chapters?
 - a. Jesse tries to hurt Winnie.
 - b. Winnie talks to a toad.
 - c. Winnie panics about being kidnapped.
 - d. Miles and Jesse jump into the lake.
16. Which of the following is true about the Tucks' story?
 - a. Jesse was once married.
 - b. Miles had children.
 - c. The Tucks only tell their closest friends about their immortality.
 - d. The Tucks' cat drank the water too.

2

❖ **Part 5: Comprehension & Analysis Short Answer**

Answer the following questions in complete sentences.

17. Describe a character of your choice. Then, explain how you are similar to and different from this character.

18. Think of an action of one of the characters that you disagreed with. Explain why you disagreed with his or her action and what you would have done differently.

What part of this story so far made you feel a strong emotion? (The emotion can be happiness, sadness, anger, empathy, etc.) Explain what the emotion was, and why you felt that way.

Describe a character that you like or dislike. Explain why you like or dislike him/her.

3

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Name _____

TUCK EVERLASTING

Assessment #1: Prologue & Chapters 1-11

❖ **Part 1: Vocabulary Matching**

Match the words below with their definitions by drawing lines.

- | | |
|-------------|---------------------------|
| 1. immense | A. crowded and cluttered |
| 2. disarray | B. strange |
| 3. beaming | C. huge |
| 4. peculiar | D. overjoyed |
| 5. elated | E. lively, cheerful |
| 6. jubilant | F. glowing with happiness |

❖ **Part 2: Vocabulary Fill-in-the-Blank**

Choose the word that best completes each sentence below.

7. Jesse tried to cheer up my little brother, but he remained _____.
 - a. galling
 - b. melancholy
 - c. disarray
 - d. meager
8. News casters were calling the _____ hurricane one of the most powerful storms of the century.
 - a. meager
 - b. exasperated
 - c. outrage
 - d. indomitable

❖ **Part 3: Vocabulary Sentences**

ASSESSMENTS:

- Test vocabulary, comprehension, and analysis skills
- Two assessments include matching, multiple choice, fill-in, and short answer

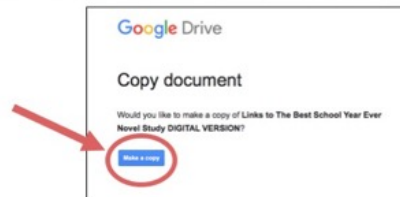
Instructions

for Google Drive File

1. You will need Internet access and a Google™ account (which is free).
2. Click on the link below. You will be prompted to make a copy of a Google™ document called "Links to Tuck Everlasting Novel Study Digital Version." Click on the blue button that says "Make a Copy." That copy will be saved to your Google™ Drive. (All of the screenshots below are examples only. The text may differ, but it will look otherwise the same.)

[Tuck Everlasting Novel Study Google™ Drive Version](#)

Click here first!



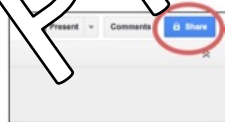
3. Inside of that document, you will see five links. Click on each of the links. Immediately after clicking each link, you will be prompted again to make a copy of that document. Every time you click a link for a new document, click the blue button that says "Make a copy" in order to transfer that document to your own Google™ Drive account. (Therefore, you will need to repeat this process five times, once per link.)



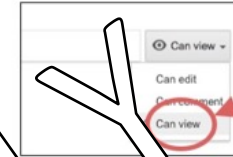
Click each of the links and make copies.

Note: If you have Google™ Drive accounts with multiple email addresses, make sure you note which email address is selected in the top right corner of the screen so you can easily find the files in the future.

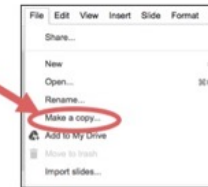
3. Go through each of your copied documents. Make any changes you want. For example, you can rearrange some of the student pages, or eliminate pages that you don't want to use.
4. Once you're ready, share the documents with your students as needed. Of course, students will need their own Google™ accounts. 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."



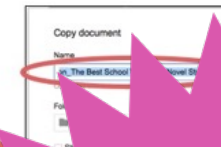
5. Next, you will be prompted to enter the students' e-mail addresses. Be sure to mark your shared document as "Can View," which is a drop down menu on the right-hand side of where you type the e-mail addresses. "Can Edit" will likely be the default selection, so you will need to change it.



6. Students will need to make their own copies since they can't edit your documents. Their own copies will then get saved to 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 the link 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 into their own Google™ Drives.



Students will rename their copied documents here.

7. Students will be able to access...
- Changes that students make to...
8. Students may share their work...
9. Don't forget that you do not need to print out the Google Slides...
- (such as bookmarks and Vocob...

This product includes both the PAPER version and the PAPERLESS version of this novel study.

PAPERLESS VERSION INCLUDED!

- Compatible with Google Drive
- Upon purchasing, you will receive instructions for how to get started right away!