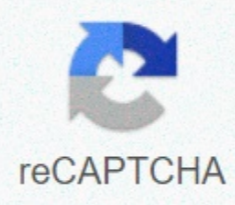




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## Tuck everlasting unit plans

Tuck Everlasting Unit PlanWants you want to live forever? ByRachel WeberJeffrey MilesChristina HoffLaurie GraciaTrena Noval Table of Contents:OverviewSection 1 • Vocabulary Squares • Pre-Reading Activity 1: Literary Influences of Water • Pre-Reading Activity 2: What is Fantasy? • Chapters 1-5 Comprehension QuestionsSeks 2 • Section 2 Vocabulary Squares • Chs. 1-8: Feelings about Life Forever • Chapters 6-12 Comprehension Questions • Metaphors and SimilesSection 3 • Pre-Reading Activity 3: Patent-Medical Show • Chs. 9-20: Setting and Plot • Chs. 21-Epilogue: Weather and Action • Chapters 13-Epilogue Understanding QuestionsEssay • Sections • Outline • Sample EssaysStandards • CA State Content Standards Topics:Coming of AgeFriendshipLife Longevity Focus Content Area:English/Language Arts Grade Level: 6 Overview:This will be a comprehensive, grade-level wide novel unit plan focusing on Kinsella vocabulary instruction, literary analysis, literary devices, debate and convincing writing. Section 1:Vocabulary SquaresUe Kate Kinsella - inspired vocabulary squares to pre-teach new vocabulary words to the entire class for each part of the novel. Section 1 Vocabulary Squares - Student Version Section 1 Vocabulary Squares - Key Pre-Reading Activity 1: Literary Water Influences This PowerPoint presentation provides students with a better understanding of how water has influenced writing and culture throughout history. These include examples of beliefs and superstitions found in literature and cultural beliefs from around the world. PowerPoint ends with a short prediction and slide question relating to Tuck Everlasting. NOTE: This PowerPoint is best used before you start reading a novel. Click HERE to download or view the PowerPoint file on your computer. Pre-Reading Activity 2: What is Fantasy? This PowerPoint presentation looks at the elements that make up a fantasy story. This Power Point presentation contains contemporary examples of fantasy TELEVISION and questions that prompt students to look for clues in Chapter 2. This would be best rated before reading Chapter 2 of Tuck Everlasting. Click HERE to download or view the powerpoint file from your computer: What is Fantasy? Chapters 1-5 Questions of UnderstandingSection 1 1. Describe the setting in full sentences. 2. Why do you think it could be a terrible disaster if people have discovered a giant ash tree and a small, bubbling source? Predict what you think will happen. 3. What is Tuck's good night's sleep about? 4. With whom does Winnie talk about his troubles? 5. What does Winnie complain about? 6. What does Winnie decide she should do to solve her problems? 7. Who is the man in the yellow suit? 8. In Chapter 5, Winnie meets a boy in the woods. Explain what the author meant when she writes: "Sitting relaxed with his back on the trunk was a boy, almost a man. And he seemed so glorious to Winnie that she immediately lost her heart." 9. Why doesn't Jesse want to share water from a source from Winnie? 10. What does Mae Tuck mean when she says, "The worst happens in the end"? Section 2: Section 2 Vocabulary Squares Section 2 Vocabulary Knowledge Rating Sheet Section 2 Vocabulary Squares-Student Version Section 2 Vocabulary Squares-Keychs. 1-8: Feelings about life foreverThe Tucks have mixed feelings about life forever. Ask students to use the chart sheet below to record their attitudes. Think about what happened in their lives because they drank from the spring. In the second column of the sheet summarize in a few words their feelings about life forever. This worksheet to help students explore how the main characters feel about life forever. Feelings about life forever chapters 6-12 Questions with understandingSeks 2 1. Why do Tucks take Winnie with them? 2. Complete the story; 1. \_\_\_\_\_ In those days the wood was 3. \_\_\_\_\_. They thought they were about to start 4. \_\_\_\_\_. Then it happened on 6. \_\_\_\_\_. They stopped and everyone took 7. \_\_\_\_\_. The water tasted like 9. \_\_\_\_\_. They came out of 10. \_\_\_\_\_, finally and found a place to start their farm. One day Jesse dropped from 11th to his 12th. \_\_\_\_\_ its a bit! Pa got a bit by 14. \_\_\_\_\_. Jesse ate 15. \_\_\_\_\_. Mae cut himself slicing 16. \_\_\_\_\_. None of them were injured, and over time none of them got any 17. \_\_\_\_\_. 4. How did the Tucks make sure they were immortal? Angus: Mae: Miles: Jesse: 5. Pretend you're Winnie. Do you believe in Tuck's story? Why? Why not? Provide support for text. 6. How do boys feel to have Winnie with them? Why is this important? 7. Who heard Tuck's story? Why is it important to hear it? 8. Winnie thinks it's sad that the Tucks don't belong anywhere. What does she mean? How do you know? 9. Angus Tuck says life is around them, moving, growing and changing. He compares life to a rock and says the Tucks are stuck. What tuck would say would happen if people in Treegap know about spring? Why is it so important for Winnie to understand. Why is it so important to tuck that no one will learn about spring? What is Tuck when he says that the pond has an answer? 10. Describe the difference between the Tucks house and Foster's House. Metaphors and SimilesStudents will use this worksheet to organize the smiles and metaphors that are found in the novel. Simile and Metaphor LogSection 3: Pre-Reading Activity 3: Patent-Medical ShowThis PowerPoint presentation helps students understand the idea of a medical patent show and what would happen to the characters in Tuck Everlasting if they were forced into one of these man-made shows in yellow. This presentation should be read at the end of Chapter 19. Click HERE to download or view the presentation on your computer. Chs. 9-20: Set up and plotUe this worksheet to help students discover the role of the setting in the development of the novel's plot. In the worksheet, students brainstorm different settings from the novel, and write a brief explanation of how each setting affects the storyline. Setting and chart. 21-Epilogue: Weather and ActionIn this novel, Natalie Babbitt uses weather changes to herald events that affect the outcome of history. Use this worksheet to help students explore how the author uses the weather (heat, thunderstorms, etc.) to herald the plot. Weather and ActionChapters 13-Epilog Understanding QuestionsSection 3 1. Why couldn't Winnie sleep in Chapter 14? 2. What's Jesse's big idea for Winnie? 3. In Chapter 15, a man in a yellow suit explains this to the Fosters: "I have what you want, and you have what I want. Of course, you may find that the child without me, but ... you may not find it on time. So: I want wood and you want a baby. It's trade. Simple, clear trade cut. (page 75) Explain what strangers are doing with fosters. Is it an honorable trade? Why? 4. In Chapter 17, Miles takes Winnie to fish. Read the following passage and answer the following questions. And then Miles caught the fish. There he flopped, at the bottom of the boat, his jaw working, his gills fanning quickly, Winnie pulled out his knees and looked at it. It was beautiful, and horrible too, with shiny rainbow scales, and an eye like marble starting to black out even as she watched it. (page 87) Explain how something can be beautiful and scary at the same time. 5. Describe the offer that a man in a yellow suit makes to TUCKS when he comes to their house to get Winnie. Why do you think the Tucks react the way they do? 6. When a police officer arrives at the Tucks, Winnie explains: "They didn't kidnap me... I came because I wanted to..." Why does he say this to a police officer? 7. What happens to Mae if a man in a yellow suit dies? Why is it so bad? 8. What plan will Winnie come up with to help Mae? 9. Describe how the Mae Tuck rescue operation was carried out. Use complete sentences. 10. Jesse gives Winnie a bottle Water. Why does Winnie pour this water on the lower jaw? What does it mean that she decided to do with her life? 11. Why a book called Tuck Everlasting? 12. Do you think Winnie made the right decision? Explain your answer. 13. Would you drink spring water if you knew where it is? What else would you do? Explain why? 14. What does the reader learn about Winnie in the epilogue? 15. Explain the funny coincidence that happened at the end of the book between oman and Angus Tuck? Essay: RubricClick here to view or download Tuck Everlasting Rubric. This box complies with the 6-character literature and California standards listed on the standards page. Because all students have different and different writing needs, our language art classes are based on the use of 6 characteristics to help students improve these specific writing skills. With each semester, students learn and focus on improving individual characteristics. This essay is written at the end of the year, so the features and boxes are built around what we expect from our students. OutlineClick here to download an outline of the student's initial writing. This outline is constructed to help students organize their notes and ideas after reading Tuck Everlasting. As students wade through the outline, they will see the skeleton of their essay. Working with this skeleton, students will gain a powerful understanding of how to combine notes and quotes from a book to formulate a logical and convincing essay. Sample essaysNachy are actual essays that were included and classified after teaching this unit. They contain comments from teachers and have been evaluated using 6+1 Writing Features. Student Sample Sample 1 Student Sample 3 Student Sample 4Standards:CA State Content StandardsThe most relevant standards will be met when teaching this unit. ELA.6.1.2. Identify and interpret figurative language and words with many meanings. ELA.6.1.3. Recognize the origin and meaning of frequently used foreign words in English and use these words accurately in speaking and writing. ELA.6.1.4. Monitor display text for unknown words or words with novel meanings using word, sentence and paragraph guidance to determine meaning. ELA.6.1.5. Understand and explain the shades of meaning in related words (e.g. quietly and quietly). ELA.6.3.0 Literary responses and analyses of the structural characteristics of literature ELA.6.3.1. Identify forms of fiction and describe the main characteristics of each form. Analysis of narration of text suitable for ela.6.3.2 class. Analyze the impact of character traits (e.g. courage or cowardice, ambition, or laziness) on the plot and resolution of the conflict. ELA.6.3.3. Analyze the impact of the setting on the problem and its resolution. ELA.6.3.4. Define how to convey tone or meaning in poetry by choosing a word, language sentence sentence line length, punctuation, rhythm, repetition and rhyme. ELA.6.3.5. Identify the speaker and recognize the difference between the first and third narrations (e.g. autobiography versus biography). ELA.6.3.6. Identify and analyze the features of themes transmitted through characters, actions and images. ELA.6.3.7. Explain the effects of common literary devices (e.g. symbolism, images, metaphors) in various fictional and non-fictional texts. Literary criticism of ELA.6.3.8. Criticism of the credibility of characterization and the extent to which the plot is contrived or realistic (e.g. compare the use of facts and fantasies in historical fiction). WritingELA.6.2.0 Writing applications (genres and their characteristics) ELA.6.2.5. Write compelling compositions: a. Make a clear position on the proposal or proposal. B. Support the position with structured and relevant evidence. c. Anticipating and solving problems and counterarguments for the reader's considerations. Listening and speakingELA.6.2.0 Speaking applications (genres and their characteristics) ELA.6.2.4. Deliver compelling presentations: a. Provide a clear statement of your position. B. Include relevant evidence. c. We offer a logical sequence of information. d. Engaging the listener and encouraging acceptance of proposals or proposals. Request.

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