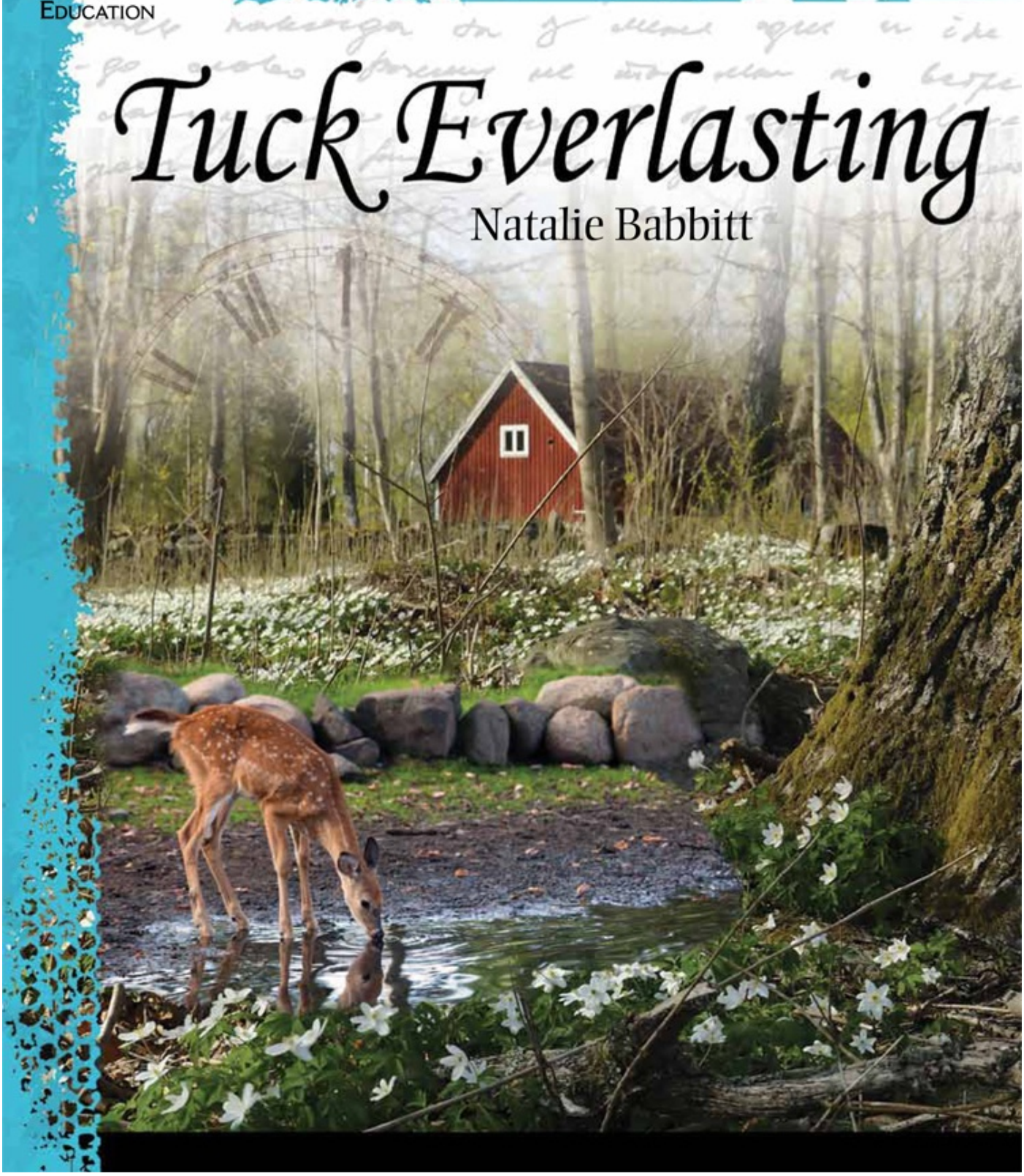
Shell Education

Great Works

Instructional Guides for Literature

Tuck Everlasting

Natalie Babbitt



Great Works Instructional Guides for Literature

Tuck Everlasting

A guide for the novel by Natalie Babbitt
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SHELL EDUCATION

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Introduction

How to Use This Literature Guide

Today's standards demand rigor and relevance in the reading of complex texts. The units in this series guide teachers in a rich and deep exploration of worthwhile works of literature for classroom study. The most rigorous instruction can also be interesting and engaging!

Many current strategies for effective literacy instruction have been incorporated into these instructional guides for literature. Throughout the units, text-dependent questions are used to determine comprehension of the book as well as student interpretation of the vocabulary words. The books chosen for the series are complex and exemplars of carefully crafted works of literature. Close reading is used throughout the units to guide students toward revisiting the text and using textual evidence to respond to prompts orally and in writing. Students must analyze the story elements in multiple assignments for each section of the book. All of these strategies work together to rigorously guide students through their study of literature.

The next few pages will make clear how to use this guide for a purposeful and meaningful literature study. Each section of this guide is set up in the same way to make it easier for you to implement the instruction in your classroom.

Theme Thoughts

The great works of literature used throughout this series have important themes that have been relevant to people for many years. Many of the themes will be discussed during the various sections of this instructional guide. However, it would also benefit students to have independent time to think about the key themes of the novel.

Before students begin reading, have them complete *Pre-Reading Theme Thoughts* (page 13). This graphic organizer will allow students to think about the themes outside the context of the story. They'll have the opportunity to evaluate statements based on important themes and defend their opinions. Be sure to have students keep their papers for comparison to the *Post-Reading Theme Thoughts* (page 64). This graphic organizer is similar to the pre-reading activity. However, this time, students will be answering the questions from the point of view of one of the characters of the novel. They have to think about how the character would feel about each statement and defend their thoughts. To conclude the activity, have students compare what they thought about the themes before the novel to what the characters discovered during the story.

Vocabulary

Each teacher overview page has definitions and sentences about how key vocabulary words are used in the section. These words should be introduced and discussed with students. There are two student vocabulary activity pages in each section. On the first page, students are asked to define the ten words chosen by the author of this unit. On the

second page in most sections, each student will select at least eight words that he or she finds interesting or difficult. For each section, choose one of these pages for your students to complete. With either assignment, you may want to have students get into pairs to discuss the meanings of the words. Allow students to use reference guides to define the words. Monitor students to make sure the definitions they have found are accurate and relate to how the words are used in the text.

On some of the vocabulary student pages, students are asked to answer text-related questions about the vocabulary words. The following question stems will help you create your own vocabulary questions if you'd like to extend the discussion.

- How does this word describe _____'s character?
- In what ways does this word relate to the problem in this story?
- How does this word help you understand the setting?
- In what ways is this word related to the story's solution?
- Describe how this word supports the novel's theme of … .
- What visual images does this word bring to your mind?
- For what reasons might the author have chosen to use this particular word?

At times, more work with the words will help students understand their meanings. The following quick vocabulary activities are a good way to further study the words.

- Have students practice their vocabulary and writing skills by creating sentences and/or paragraphs in which multiple vocabulary words are used correctly and with evidence of understanding.
- Students can play vocabulary concentration. Students make a set of cards with the words and a separate set of cards with the definitions. Then, students lay the cards out on the table and play concentration. The goal of the game is to match vocabulary words with their definitions.
- Students can create word journal entries about the words. Students choose words they think are important and then describe why they think each word is important within the book.

Analyzing the Literature

After students have read each section, hold small-group or whole-class discussions. Questions are written at two levels of complexity to allow you to decide which questions best meet the needs of your students. The Level 1 questions are typically less abstract than the Level 2 questions. Level 1 is indicated by a square, while Level 2 is indicated by a triangle.

These questions focus on the various story elements, such as character, setting, and plot. Student pages are provided if you want to assign these questions for individual student work before your group discussion. Be sure to add further questions as your students discuss what they've read. For each question, a few key points are provided for your reference as you discuss the novel with students.

Reader Response

In today's classrooms, there are often great readers who are below average writers. So much time and energy is spent in classrooms getting students to read on grade level, that little time is left to focus on writing skills. To help teachers include more writing in their daily literacy instruction, each section of this guide has a literature-based reader response prompt. Each of the three genres of writing is used in the reader responses within this guide: narrative, informative/explanatory, and opinion/argument. Students have a choice between two prompts for each reader response. One response requires students to make connections between the reading and their own lives. The other prompt requires students to determine text-to-text connections or connections within the text.

Close Reading the Literature

Within each section, students are asked to closely reread a short section of text. Since some versions of the novels have different page numbers, the selections are described by chapter and location, along with quotations to guide the readers. After each close reading, there are text-dependent questions to be answered by students.

Encourage students to read each question one at a time and then go back to the text and discover the answer. Work with students to ensure that they use the text to determine their answers rather than making unsupported inferences. Once students have answered the questions, discuss what they discovered. Suggested answers are provided in the answer key.

The generic, open-ended stems below can be used to write your own text-dependent questions if you would like to give students more practice.

- Give evidence from the text to support … .
- Justify your thinking using text evidence about … .
- Find evidence to support your conclusions about … .
- What text evidence helps the reader understand … ?
- Use the book to tell why _____ happens.
- Based on events in the story, … .
- Use text evidence to describe why … .

Making Connections

The activities in this section help students make cross-curricular connections to writing, mathematics, science, social studies, or the fine arts. In some of these lessons, students are asked to use the author as a mentor. The writing in the novel models a skill for them that they can then try to emulate. Students may also be asked to look for examples of language conventions within the novel. Each of these types of activities requires higher-order thinking skills from students.

Creating with the Story Elements

It is important to spend time discussing the common story elements in literature. Understanding the characters, setting, and plot can increase students' comprehension and appreciation of the story. If teachers discuss these elements daily, students will more likely internalize the concepts and look for the elements in their independent reading. Another very important reason for focusing on the story elements is that students will be better writers if they think about how the stories they read are constructed.

Students are given three options for working with the story elements. They are asked to create something related to the characters, setting, or plot of the novel. Students are given choice on this activity so that they can decide to complete the activity that most appeals to them. Different multiple intelligences are used so that the activities are diverse and interesting to all students.

Culminating Activity

This open-ended, cross-curricular activity requires higher-order thinking and allows for a creative product. Students will enjoy getting the chance to share what they have discovered through reading the novel. Be sure to allow them enough time to complete the activity at school or home.

Comprehension Assessment

The questions in this section are modeled after current standardized tests to help students analyze what they've read and prepare for tests they may see in their classrooms. The questions are dependent on the text and require critical-thinking skills to answer.

Response to Literature

The final post-reading activity is an essay based on the text that also requires further research by students. This is a great way to extend this book into other curricular areas. A suggested rubric is provided for teacher reference.

Correlation to the Standards

Shell Education is committed to producing educational materials that are research and standards based. In this effort, we have correlated all of our products to the academic standards of all 50 United States, the District of Columbia, the Department of Defense Dependents Schools, and all Canadian provinces.

Purpose and Intent of Standards

Standards are designed to focus instruction and guide adoption of curricula. Standards are statements that describe the criteria necessary for students to meet specific academic goals. They define the knowledge, skills, and content students should acquire at each level. Standards are also used to develop standardized tests to evaluate students' academic progress. Teachers are required to demonstrate how their lessons meet standards. Standards are used in the development of all of our products, so educators can be assured they meet high academic standards.

How To Find Standards Correlations

To print a customized correlation report of this product for your state, visit our website at http://www.shelleducation.com and follow the online directions. If you require assistance in printing correlation reports, please contact Customer Service at 1-877-777-3450.

Standards Correlation Chart

The lessons in this guide were written to support the Common Core College and Career Readiness Anchor Standards. This chart indicates which sections of this guide address the anchor standards.

Common Core College and Career Readiness Anchor Standard	Section
CCSS.ELA-Literacy.CCRA.R.1—Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Close Reading the Literature Sections 1–5; Culminating Activity
CCSS.ELA-Literacy.CCRA.R.2—Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Analyzing the Literature Sections 1–5; Theme Thoughts
CCSS.ELA-Literacy.CCRA.R.3—Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	Close Reading the Literature Sections 1–5; Analyzing the Literature Sections 1–5; Creating with the Story Elements Sections 1–4; Making Connections Section 2
CCSS.ELA-Literacy.CCRA.R.4—Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Vocabulary Sections 1–5
CCSS.ELA-Literacy.CCRA.R.5—Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e. g., a section, chapter, scene, or stanza) relate to each other and the whole.	Making Connections Section 1; Creating with the Story Elements Section 4

CCSS.ELA-Literacy.CCRA.R.10—Read and comprehend complex literary and informational texts independently and proficiently.	Entire Unit
CCSS.ELA-Literacy.CCRA.W.1—Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.	Reader Response Sections 1–2, 4–5; Post-Reading Response to Literature
CCSS.ELA-Literacy.CCRA.W.2—Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Reader Response Sections 2–3, 5; Culminating Activity; Post-Reading Response to Literature
CCSS.ELA-Literacy.CCRA.W.3—Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.	Reader Response Sections 1, 3–4; Creating with the Story Elements Sections 4–5; Culminating Activity; Post-Reading Response to Literature
CCSS.ELA-Literacy.CCRA.W.4—Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Making Connections Section 4; Creating with the Story Elements Section 4; Culminating Activity; Post-Reading Response to Literature
CCSS.ELA-Literacy.CCRA.W.6—Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	Making Connections Sections 3, 5
CCSS.ELA-Literacy.CCRA.W.9—Draw evidence from literary or informational texts to support analysis, reflection, and research.	Making Connections Section 5; Post-Reading Response to Literature
CCSS.ELA-Literacy.CCRA.L.1—Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Creating with the Story Elements Section 4; Culminating Activity; Post-Reading Response to Literature
CCSS.ELA-Literacy.CCRA.L.4—Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as	Vocabulary Sections 1–5

appropriate.	
CCSS.ELA-Literacy.CCRA.L.6—Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	Vocabulary Sections 1-5

TESOL and WIDA Standards

The lessons in this book promote English language development for English language learners. The following TESOL and WIDA English Language Development Standards are addressed through the activities in this book:

- **Standard 1:** English language learners communicate for social and instructional purposes within the school setting.
- **Standard 2:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.

About the Author—Natalie Babbitt

Natalie Babbitt was born on July 28, 1932, in Dayton, Ohio. She spent a lot of her time as a child drawing and reading fairy tales and myths. She wanted to take after her mother and become an artist when she grew up. She even studied art in college.

After she graduated from Smith College in Massachusetts, she married Samuel Fisher Babbitt. She spent the next ten years raising her three children. During this time, she observed both her husband and her sister go through the authoring and editing process for books that they were writing. In an interview she gave for Scholastic.com, she says these years taught her some important things about writing. “You have to give writing your full attention. You have to like the revision process. And you have to like to be alone.”

In 1966, Babbitt collaborated with her husband to write a children’s book called *The Forty-ninth Magician.* She drew the pictures, while her husband wrote the text. After that book, her editor encouraged her to continue writing on her own. After that time, there was no stopping her. She continued to write and illustrate many popular and well-reviewed books.

One of her best-known books is *Kneeknock Rise,* which received a Newbery Honor Award in 1971. In 1975, she wrote *Tuck Everlasting.* This book was named as an American Library Association Notable book and is still popular more than 35 years later. In all, Babbitt has written 18 books and illustrated 10 other books.

In March 2013, Babbitt was awarded the very first E. B. White Award for achievement in children’s literature by the American Academy of Arts and Letters.

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