**Week 1**

**OVERVIEW**

*Tuck Everlasting*

by Natalie Babbitt

When young Winnie Foster meets the Tuck family, who have drunk from the spring of immortality, she must protect their secret while deciding if she will join them on their ageless journey or live a mortal, human life.

“This book is used throughout Unit 4.”

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**Online Resources**

Visit the CCC Learning Hub (ccclearninghub.org) to find your online resources for this week.

**Whiteboard Activity**

- WA1

**Assessment Forms**

- “Class Assessment Record” sheet (CA1)
- “IDR Conference Notes” record sheet (CN1)

**Professional Development Media**

- “Asking Facilitative Questions” (AV21)
- “Using Blogs in the Classroom” tutorial (AV45)
Comprehension Focus

- Students analyze text structure in a novel, including the story elements character, setting, plot, and conflict.
- Students read independently.

Social Development Focus

- Students analyze why it is important to be responsible.
- Students build on one another’s thinking during class discussions.

DO AHEAD

✓ Consider reading this unit’s read-aloud selection with your English Language Learners before you read it to the whole class. Stop during the reading to discuss vocabulary and to check for understanding.

✓ Make available novels at a variety of levels so that the students can practice asking questions and making inferences about story elements (character, plot, setting, conflict, and theme) during IDR and Independent Strategy Practice throughout the unit (see “About Teaching Elements of Fiction” on Week 1, Day 1).

✓ Prior to Day 1, decide how you will randomly assign partners to work together during this unit.

✓ Prior to Day 1, you might wish to provide each student with a copy of Tuck Everlasting to read during the unit. For information about ordering class sets of the novel, visit the CCC Learning Hub (ccclearninghub.org).

✓ Prior to Day 1, prepare a sheet of chart paper with the title “Important Elements of Fiction.” Write these terms and definitions on the chart paper: character: person in a story; setting: where and when a story takes place; and plot: what happens to the characters in a story (the events that make up the story). (See the diagram in Step 5.)

✓ Prior to Day 1, make a class set of “IDR Conference Notes” record sheets (CN1); see page 49 of the Assessment Resource Book.

✓ Prior to Day 3, make a copy of the “Class Assessment Record” sheet (CA1); see page 42 of the Assessment Resource Book.

Vocabulary Note

If you are teaching the vocabulary lessons, teach the Week 7 lessons this week.
In this lesson, the students:

- Hear and discuss part of a novel, including the prologue
- Discuss character, setting, and plot
- Read independently for 25–30 minutes
- Begin working with new partners
- Work in a responsible way

**ABOUT TEACHING ELEMENTS OF FICTION**

In this four-week unit, the students explore important elements of fiction through Natalie Babbit’s novel *Tuck Everlasting*. They ask questions and make inferences about the characters, setting, plot, and conflict, and they explore an important theme in the novel. They also practice using the comprehension strategies of questioning, making inferences, and analyzing text structure to make sense of novels during Individualized Daily Reading.

Provide a variety of novels in a wide range of genres (mystery, adventure, science fiction, historical fiction, and realistic fiction) at different reading levels for the students to read during IDR. For more information about analyzing text structure, see “The Grade 5 Comprehension Strategies” in the Introduction.

1 **Pair Students and Get Ready to Work Together**

Randomly assign partners and make sure they know each other’s names. Gather the class with partners sitting together, facing you. Explain that during the coming weeks the students will work with the same partners. Remind them that talking with and listening to partners helps them think more about what they are learning. Ask:

**Q** What do you want to keep in mind today to be a responsible partner? Why will that be important?

**Students might say:**

“I want to remember to look at my partner while she’s talking. That’s important because it helps me stay focused on what we’re talking about.”

“I want to remember to ask questions if I don’t understand something my partner says. That’s important because I might have to tell the class what my partner says.”
2 Discuss Novels and Introduce *Tuck Everlasting*

Remind the students that one type of story they have been hearing and reading this year is *fiction*, or stories that are make-believe. Explain that during the coming weeks the students will hear and read *novels*, or long fiction stories that are usually divided into chapters. Show the cover of *Tuck Everlasting* and read aloud the title and the author’s name. Explain that *Tuck Everlasting* is a novel that the students will hear and discuss over the next four weeks.

Read aloud the paragraphs on the back cover of *Tuck Everlasting*. If necessary, explain that *eternal* means “never-ending,” a *spring* is a “place where water flows naturally out of the ground,” and *immortality* means “living forever.” Ask:

Q What do you think this story might be about?

Q What do you wonder about the story?

Students might say:

“It sounds like it will be about a girl named Winnie who meets a family that will never die.”

“I wonder whether the Tucks like knowing that they’ll live forever.”

“I wonder whether the family tries to get Winnie to drink from the spring.”

“I’m wondering if Winnie ends up drinking the water or not.”

3 Read the Prologue Aloud

Show the prologue on page 3 and explain that a *prologue* is “a short introduction before the first chapter.” Explain that you will read it aloud. Ask the students to think as they listen about what they are learning about the story.

Read pages 3–4 aloud slowly and clearly, clarifying vocabulary as you read.

**Suggested Vocabulary**

**hub:** center (p. 4)

**ELL Vocabulary**

English Language Learners may benefit from hearing additional vocabulary defined, including:

**motionless:** not moving, without any wind (p. 3)

**lost her patience:** got tired of waiting (p. 4)
Tell the students that you will reread the prologue and ask them to listen for any details they might have missed. Reread pages 3–4 aloud; then ask and briefly discuss:

**Q** *What might the author be trying to do in this prologue?*

**Students might say:**

“I think the author is telling us where the story takes place and who some of the characters are.”

“I think the author is trying to get us interested by hinting that something bad will happen in the story.”

“I think the author wants us to wonder how the three events might end up being connected so we’ll want to keep reading to find out more.”

**4 Read Aloud Chapters 1 and 2**

Explain that you will read the first two chapters aloud, stopping several times to have partners talk about the story. Read pages 5–12 aloud slowly and clearly, stopping as described on the next page. Clarify vocabulary as you read. Stop and reread the first paragraph on page 5 before continuing with the rest of the reading.

**Suggested Vocabulary**

- **trod out**: walked on (p. 5)
- **bovine**: having to do with cows (p. 5)
- **contemplation**: slow, deep thinking (p. 5)
- **veered**: turned (p. 5)
- **gallows**: place where prisoners are executed (killed) by hanging (p. 6)
- **trespassing**: entering private property without permission (p. 7)
- **responsible for the wood’s isolation**: responsible for no one going to the woods (p. 8)

**ELL Vocabulary**

- **abruptly**: suddenly; quickly (p. 6)
- **cottage**: small house (p. 6)
- **forbidding**: scary (p. 6)
- **private property**: house or land owned by someone (p. 7)
- **conceal**: hide (p. 8)
- **disaster**: huge, terrible problem (p. 8)
- **long since ceased to interest her**: stopped being interesting to her a long time ago (p. 12)
Stop after:  
  p. 6  “‘Move on—we don’t want you here.’”

Ask:

Q  What are you thinking about the story so far? Turn to your partner.

Without sharing as a class, reread the last sentence and continue reading to the next stopping point. Follow the same procedure at each of the following stops:

p. 8  “... would have trembled on its axis like a beetle on a pin.”
pp. 9–10  “‘I was having that dream again, the good one where we’re all in heaven and never heard of Treegap.’”
p. 12  “For Mae Tuck, and her husband, and Miles and Jesse, too, had all looked exactly the same for eighty-seven years.”

5 Discuss the Story and Highlight Story Elements

Discuss the following questions as a class. Be ready to reread passages aloud as the students refer to them to help them recall what they heard.

Q  The characters in a story are the "people in a story." What characters have been introduced so far? What do you know about them?

Q  The setting of a story is “where and when a story takes place.” What do you already know about this setting?

Q  The plot of a story is “what happens to the characters in the story.” What has happened so far?

Direct the students’ attention to the “Important Elements of Fiction” chart.

Important Elements of Fiction

− character: person in a story
− setting: where and when a story takes place
− plot: what happens to the characters in a story (the events that make up the story)

Read aloud the terms and definitions, and explain that character, setting, and plot are three key elements of fiction stories. Explain that the students will think more about these story elements as they continue to hear *Tuck Everlasting*.

Teacher Note

One reason for not sharing as a class during the read-aloud is to help the students learn to rely on their partners, rather than depending solely on you, to confirm or support their thinking. Another is to maintain the flow of the story.

Teacher Note

You might explain that while characters are usually people, they can also be animals or other creatures. This is particularly common in children’s books.

Teacher Note

Save the “Important Elements of Fiction” chart to use throughout the unit.
Review and Practice Using “Fix-up” Strategies

Tell the students that for the next four weeks they will read novels during IDR. Direct the students’ attention to the “Thinking About My Reading” chart and remind the students that it is important for them to check their comprehension as they are reading. Remind the students that earlier they learned a couple of “fix-up” strategies, or tools a student can use when he does not understand what he has read. Review that one strategy is to reread the part of the book he does not understand slowly and carefully. Another strategy is to read ahead and look for more information.

Distribute self-stick notes to each student. Tell the students that as they read today, you want them to pause occasionally and ask themselves if they understand what they are reading. If a student does not understand what she is reading, she should mark the place in the text that she does not understand with a self-stick note and then try one or both of the “fix-up” strategies—rereading and reading ahead—to see if the strategies help her understand what she is reading. Explain that at the end of IDR you will check in with the students to see how they did with using the “fix-up” strategies. Then have the students get their novels and read silently for 25–30 minutes. After they have settled into their reading, confer with individual students.

Signal to let the students know when it is time to stop reading. Ask and discuss:

Q Was there any part of your reading that you did not understand today? Tell us about it.

Q Which “fix-up” strategy did you try? What happened when you [reread/read ahead]?

If a student has tried both of the “fix-up” strategies and still does not understand the text he is reading, refer him to the “Reading Comprehension Strategies” chart and encourage him to try the strategies listed on it. Alternatively, you might encourage the student to ask you or a classmate for help.

Have the students return to their desks and put away their texts.
In this lesson, the students:
• Hear and discuss part of a novel
• Discuss character, setting, and plot
• Read independently for 25–30 minutes
• Work in a responsible way
• Use discussion prompts to build on one another’s thinking

1 Review Chapters 1 and 2
Gather the class with partners sitting together, facing you. Show the cover of *Tuck Everlasting* and remind the students that they heard the prologue and the first two chapters yesterday. Refer to the “Important Elements of Fiction” chart and review that the students discussed three key elements that are common to all fiction stories: character, setting, and plot. Briefly review these elements, and explain that recognizing and thinking about them helps readers make sense of stories and understand them at a deeper level.

Briefly review the beginning of *Tuck Everlasting* by asking:
**Q** Who are the characters we’ve met in *Tuck Everlasting*?
**Q** Briefly, what is the plot (what happens in the story)?
**Q** What do we know so far about the setting?

2 Read Aloud Chapters 3 and 4 and Part of Chapter 5
Explain that as you continue reading from *Tuck Everlasting*, you will stop several times for partners to discuss their thinking. Ask the students to listen for information about character, setting, and plot.

Reread the last three sentences on page 12 aloud, starting with “Mae Tuck didn’t need a mirror . . . .” Then continue reading pages 13–25 slowly and clearly, stopping as described on the next page and ending after the sentence “And he seemed so glorious to Winnie that she lost her heart at once” on page 25. Clarify vocabulary as you read.

Materials
• *Tuck Everlasting* (pages 13–25)
• “Important Elements of Fiction” chart from Day 1

Teacher Note
While the students do not need to remember the definitions of these elements, they do need to understand that story elements are one framework for thinking about stories. The goal is for the students to use story elements to make sense of stories they read independently.
### Suggested Vocabulary

- **intended**: meant (p. 14)
- **marionette**: puppet that moves by strings or wires (p. 18)
- **suspiciously**: with doubt (p. 19)
- **disheartened**: discouraged (p. 23)
- **bolder**: more brave (p. 23)

### ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

- **cross**: angry (p. 13)
- **gnats**: tiny flying bugs (p. 13)
- **melody**: song (p. 20)
- **elves**: small imaginary people with magic powers (p. 21)
- **satisfaction**: happiness (p. 21)
- **horrors**: scary ideas (p. 23)
- **damp**: a little wet (p. 23)
- **vanished**: disappeared (p. 24)
- **glorious**: wonderful; beautiful (p. 25)

### Facilitation Tip

During this unit, practice asking facilitative questions during class discussions to help the students build on one another’s thinking and respond directly to one another, not just to you. After a student comments, ask the class questions such as:

- **Q** Do you agree or disagree with [Deborah]? Why?
- **Q** What questions can we ask [Deborah] about what she said?
- **Q** What can you add to what [Deborah] said?

To see this Facilitation Tip in action, view “Asking Facilitative Questions” (AV21).

### Stop after:

- **p. 16** “You’ll see. Just wait till morning.”

**Ask:**

- **Q** What are you thinking about the story so far? Turn to your partner.

Without sharing as a class, reread the last sentence and continue reading to the next stopping point. Follow the same procedure at each of the following stops:

- **p. 18** “‘Forever,’ the man echoed thoughtfully.”
- **p. 21** “‘It sounds like a music box,’ said Winnie when it was over.”
- **p. 25** “And he seemed so glorious to Winnie that she lost her heart at once.”

### Discuss Character, Setting, and Plot

**Ask:**

- **Q** What has happened so far in the story? Turn to your partner.

After a few minutes, signal for the students’ attention. Refer to the “Important Elements of Fiction” chart as you facilitate a class discussion using the following questions:

- **Q** What has happened so far in this story? What is the plot?
- **Q** What are we learning about the character of Winnie? What did you hear that makes you think that?
Q  What are we learning about the setting of the story? What is it like in the woods where Winnie is?

Students might say:
“We’re learning that Winnie is bored and frustrated at home. She wants to run away.”
“In addition to what [Peter] said, she’s frustrated because her mom and grandma watch her all the time.”
“The setting in the woods is cool and shady, with fallen logs and lots of animals.”
“I agree with [Karen]. I think I heard the words ‘sweet green-velvet moss.’”

4 Reflect on Using the Discussion Prompts

Facilitate a brief discussion about how the students interacted. Ask:

Q  How did using the discussion prompts help you listen to one another? How was that responsible?

Tell the students that they will hear more from Tuck Everlasting tomorrow and they will have more opportunities to use the discussion prompts in class discussions.

INDIVIDUALIZED DAILY READING

5 Read Independently and Think About Story Elements

Direct the students’ attention to the “Important Elements of Fiction” chart and read the items on it aloud. Ask the students to think as they read about what they are learning about their novels’ characters, settings, and plots. Tell them that at the end of IDR, you will ask them to share what they have learned with the class. Have the students get their novels and read silently for 25–30 minutes. After they have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (Assessment Resource Book page 46) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 49 of the Assessment Resource Book.
Signal to let the students know when it is time to stop reading. Ask a few volunteers to share with the class the titles of their novels, the authors' names, and what their novels are about. Follow up by asking questions such as:

Q Who are some of the characters in your novel?
Q What do you know about the characters?
Q What is the setting of your novel? How do you know that?
Q What is the plot of your novel?

Have the students return to their desks and put away their books.

Day 3

Read-aloud/Strategy Lesson

Materials

- Tuck Everlasting (pages 25–36)
- “Winnie’s Character” chart (WA1)
- “Class Assessment Record” sheet (CA1)
- “Important Elements of Fiction” chart
- “Reading Comprehension Strategies” chart and a marker

In this lesson, the students:

- Hear and discuss part of a novel
- Discuss character, setting, and plot
- Read independently for 25–30 minutes
- Use discussion prompts to build on one another’s thinking

1 Explore Character

Gather the class with partners sitting together, facing you. Remind the students that they heard the first several chapters of Tuck Everlasting and began thinking about the story in terms of character, setting, and plot. Briefly review the story by asking:

Q What has happened in the story so far?

Use “Think, Pair, Share” to discuss:

Q What words or phrases might we use to describe Winnie’s character at this point in the story? Why do you think so? [pause] Turn to your partner.

Have a few volunteers share their thinking. Display the “Winnie’s Character” chart (WA1) and list a few of the students’ ideas on the chart as they generate them.

Teacher Note

If the students have difficulty generating ideas about Winnie’s character, suggest some such as those listed in the diagram on the next page.
Winnie’s Character
- bored and frustrated
- curious
- wants to run away
- wants to change the world

Point out that the main characters of fiction stories often change over the course of the stories. Ask the students to think as they listen to the story about what kind of person Winnie is and how she changes.

2 Read Aloud the Rest of Chapter 5 and Then Chapter 6

Read aloud the last paragraph you read yesterday on page 25, starting at “There was a clearing directly in front of her . . .” Then continue reading pages 25–36 aloud slowly and clearly, stopping as described on the next page. Clarify vocabulary as you read.

Suggested Vocabulary
self-assurance: confidence (p. 25)
reluctantly: without really wanting to (p. 27)
solemnly: very seriously (p. 28)
bridle: something attached to the head of a horse, used to pull or guide the horse (p. 31)
outrage: anger (p. 34)

ELL Vocabulary
English Language Learners may benefit from hearing additional vocabulary defined, including:
scarcely breathing: almost forgetting to breathe; watching carefully (p. 26)
admiring him: liking him (p. 28)
pale: white; looking sick (p. 29)
seized: grabbed (p. 31)
kidnapped: captured and held as a prisoner by someone (p. 31)
harm: hurt (p. 32)
merely goggled at him: just looked at him in a confused way (p. 33)
revolving: turning (p. 35)
Stop after:
  p. 26  “As he did this, he turned his face in her direction—and their eyes met.”

Ask:

💬 Q  What are you thinking about the story so far? Turn to your partner.

Without sharing as a class, reread the last sentence and continue reading to the next stopping point:
  p. 28  “You have no idea,” he agreed with a nod.”

Ask:

💬 Q  What do you think might happen next? What in the story makes you think so? Turn to your partner.

Without sharing as a class, reread the last sentence and continue reading to the next stopping point. Follow the same procedure at each of the following stops:
  p. 30  “The worst is happening at last.”
  p. 33  “. . . the man in the yellow suit, his black hat on his head.”
  p. 36  “Come sit down, and we’ll try to tell you why.”

As partners talk, circulate among them and listen for whether they are able to make predictions and refer to the text to support their thinking.

CLASS ASSESSMENT NOTE

Ask yourself:

- Do the students use evidence from the text to make predictions and to support their thinking?

Record your observations on the “Class Assessment Record” sheet (CA1); see page 42 of the Assessment Resource Book. Use the following suggestions to support the students:

- If all or most students are able to use evidence from the text to make predictions and support their thinking, proceed with the lesson and continue on to Day 4.

- If about half of the students are able to use evidence from the text to make predictions and support their thinking, continue on to Day 4 and plan to monitor the students who are having difficulty during independent reading. You might have a student read a short passage from his story aloud to you and then have him make a prediction about what might happen next and tell you what in the story makes him think so.

- If only a few students are able to use evidence from the text to make predictions and support their thinking, you might give the class additional instruction by repeating Day 3 of this week using an alternative book before continuing on to Day 4. Visit the CCC Learning Hub (ccclearninghub.org) to view the “Grade 5 Alternative Texts” list.

Teacher Note

The alternative books for this unit include two novels as well as shorter stories suitable for reteaching each week’s lessons. However, in order to keep the students focused on the novel Tuck Everlasting, you might instead prefer to reteach lessons in this unit using stories the students are already familiar with.

Teacher Note

To manage the pace of the lesson, keep partner conversations brief during read-alouds.
Discuss Character, Setting, and Plot

First in pairs and then as a class, discuss each of the questions that follow. Be ready to reread from the text to help the students recall what they heard. Remind them to use the discussion prompts they have learned to build on one another’s thinking. Ask:

Q How would you describe the plot, or what’s happening to Winnie, so far in this story? Turn to your partner.

Q Why do you think the Tucks might be acting so strangely? Turn to your partner.

Refer to the “Winnie’s Character” chart and discuss:

Q What else have we learned about Winnie that we can add to this chart? What in the story makes you think that? Turn to your partner.

As students offer ideas about Winnie’s character, add these to the “Winnie’s Character” chart. Encourage the students to refer to the text to justify their ideas.

Students might say:

“In the plot of this story, Winnie lives a boring life until something exciting happens—she gets kidnapped by the Tucks.”

“I agree with [Rosie], and it has something to do with them not wanting her to drink from the spring.”

“In addition to what [Clay] said, Winnie gets scared and wants to go home.”

Add to the “Reading Comprehension Strategies” Chart

Refer to the “Important Elements of Fiction” chart and review that the students have been discussing key elements that are common to all fiction stories: character, setting, and plot. Learning to recognize these elements in any fiction the students read will help them understand it on a deeper level and enjoy it more.

Direct the students’ attention to the “Reading Comprehension Strategies” chart and add recognizing story elements to it. Remind the students that they should be practicing these strategies when they read independently.
Reading Comprehension Strategies

- using text features
- questioning
- recognizing story elements

INDIVIDUALIZED DAILY READING

5 Read Independently and Think About Main Characters

Direct the students’ attention to the “Important Elements of Fiction” chart and review that characters are an important element in a story. Point out that we call the important characters in a story the main characters. Ask the students to think as they read about who the main characters of their novels are and what they are learning about the main characters. Tell them that at the end of IDR you will ask them to share what they are learning with the class. Have the students get their novels and read silently for 25–30 minutes. After they have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (Assessment Resource Book page 46) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 49 of the Assessment Resource Book.

Signal to let the students know when it is time to stop reading. Ask a few volunteers to share with the class the titles of their novels, the authors’ names, and what their novels are about. Follow up by asking:

Q Who is one of the main characters in your novel?
Q What are you finding out about that character?

Have the students return to their desks and put away their books.
EXTENSION

Identify Story Elements in Movies and TV Shows

Point out that movies and many TV shows are fiction stories. These visual stories are based on written scripts and have the same elements as written stories (characters, settings, and plots). Have the students watch a movie or TV show and write or tell about the story elements they identify.

ELL Note

You might want to have English Language Learners watch movies or TV shows in their primary languages and identify the characters, settings, and plots.

Read-aloud/ Guided Strategy Practice

Day 4

In this lesson, the students:
- Hear and discuss part of a novel
- Discuss character, setting, plot, and conflict
- Read independently for 25–30 minutes
- Use discussion prompts to build on one another’s thinking

Discuss Setting

Have the students bring their Student Response Books and pencils and gather with partners sitting together, facing you. Remind the students that they have been hearing the novel Tuck Everlasting over the past few days and discussing character, setting, and plot. Point out that they have been introduced to several different settings in this story. Ask the students to close their eyes and imagine the setting as you reread the following passage aloud:

pp. 23–24 “It was another heavy morning . . . and not in the least alarming.”

Without discussing the passage, ask the students to turn to Student Response Book page 21, "Excerpt from Tuck Everlasting." Ask partners to reread the excerpt together and talk about what the author might be trying to make them feel about the setting. Encourage them to underline words or phrases that make them feel a particular way.

Circulate and observe as partners work. If you notice the students having difficulty, support them using questions such as:

Q How do you think the author wants us to feel about this setting? What words or phrases make you think so?
After a few moments, signal for the students’ attention and discuss as a class:

Q What do you think the author wants us to feel about being in the woods? What words or phrases make you think so?

Q Is this a pleasant or unpleasant setting? Why do you think so?

Point out that authors often use setting to communicate important things about the characters or plots of stories. Ask the students to continue to think about how the author might be using the setting as they listen to more of *Tuck Everlasting* today.

### Read Aloud Chapters 7 and 8

Reread aloud the last paragraph you read yesterday on page 36 beginning “Look here, Winnie Foster . . . .” Then read aloud pages 37–45 slowly and clearly, stopping as described below. Clarify vocabulary as you read.

#### Suggested Vocabulary

- **thinly populated**: without many people living in it (p. 38)
- **scornful**: thinking something is ridiculous (p. 42)
- **parson**: preacher (p. 43)
- **elated**: thrilled; very happy (p. 45)
- **receded**: went away (p. 45)

#### ELL Vocabulary

English Language Learners may benefit from hearing additional vocabulary defined, including:

- **forest**: large area of land covered with trees (p. 37)
- **happened on**: came to (p. 38)
- **carved**: cut with a knife (p. 38)

Stop after:

- **p. 39** “But after ten years, then twenty, they had to face the fact that there was something terribly wrong.”

Ask:

Q What are you thinking about the story so far? Turn to your partner.

Without sharing as a class, reread the last sentence and continue reading to the next stopping point. Follow the same procedure at each of the following stops:

- **p. 41** “And, so far as I know, I’ll stay seventeen till the end of the world.”
- **p. 43** “And all three of them looked at her hopefully.”
- **p. 45** “… his mouth, above the thin, gray beard, turned ever so slightly toward a smile.”
Discuss the Story, Including Conflict or Problem

Facilitate a class discussion using the questions below. Be ready to reread from the text to help the students recall what they heard. Remind them to use the discussion prompts to build on one another’s thinking. Ask:

Q  What important events have happened so far in the plot of this story?

Display the “Winnie’s Character” chart (WA1) and ask:

Q  In what ways is Winnie changing? What makes you think so?

Add new ideas the students have about Winnie’s character to the chart. Reread aloud the last paragraph on page 45 and ask:

Q  What thoughts are you having about this character, and why?

Explain that often in stories the main character or characters must deal with a conflict or problem, sometimes in the form of a danger or threat. Point out that a conflict or problem is another important element of many fiction stories, and add conflict or problem to the “Important Elements of Fiction” chart.

**Important Elements of Fiction**

- character: person in a story
- setting: where and when a story takes place
- plot: what happens to the characters in a story (the events that make up the story)
- conflict or problem

Ask:

Q  What clues have there been that the man in the yellow suit might be a problem or source of conflict for the Tucks or Winnie? Why might he be a danger or threat?

**Students might say:**

“The Tucks tell Winnie about the secret of the spring.”

“In addition to what [Helena] said, Winnie starts to feel less afraid. She gets more brave.”

“The man in the yellow suit is creepy. He sneaks up behind them and hears the whole story.”

“I agree with [Colin]. He was sneaking around and asking lots of questions earlier in the story.”
Explain that the students will continue to explore conflict in *Tuck Everlasting* next week.

4 Reflect on Using Discussion Prompts

Facilitate a brief discussion about how the students are doing using the discussion prompts by asking questions such as:

Q *What do you notice about our discussions when you use the discussion prompts?*

Q *How does it help our discussions when we are able to build on one another’s ideas?*

Encourage the students to continue to practice using the prompts during discussions throughout the day.

INDIVIDUALIZED DAILY READING

5 Read Independently and Think About Conflicts or Problems

Direct the students’ attention to the “Important Elements of Fiction” chart and remind the students that characters in novels often face conflicts or problems. Ask the students to think as they read about what they are learning about the conflicts or problems faced by the characters in their novels. Tell them that at the end of IDR you will ask them to share what they are learning with the class. Have the students get their novels and read silently for 25–30 minutes. After they have settled into their reading, confer with individual students.

IDR CONFERENCE NOTE

Continue to confer individually with the students about their reading.

As you confer with each student, refer to the “Resource Sheet for IDR Conferences” (Assessment Resource Book page 46) to help guide your questioning during the conference. Document your observations for each student on an “IDR Conference Notes” record sheet (CN1); see page 49 of the Assessment Resource Book.

Signal to let the students know when it is time to stop reading. Give the students a few minutes to share what they read with partners. Have each partner tell the title of her novel and the author’s name, what the novel is about, and any conflicts or problems the characters in the novel face. After partners have had a chance to share, discuss as a class:

Q *What did your partner share with you today about his or her reading?*
Remind the students that the purpose of sharing their partners’ thinking is to help them develop their listening skills. Have the students return to their desks and put away their books.

**TECHNOLOGY EXTENSION**

Start a Class Blog About *Tuck Everlasting*

Create a class blog as a forum for the students’ thoughts and ideas about *Tuck Everlasting*. Begin by having the students help you write the title, the author’s name, and a brief summary of the book. Then have the students help you compose a few sentences telling what the class is enjoying about the novel and what strategies the class has practiced using as they listen to it. Post the write-up on the class blog and invite the students to write their own entries throughout the remaining weeks of the unit. (You might create a schedule that has each student contributing at least one blog entry about the book.) Provide the following questions to stimulate their thinking as they write their blog entries:

**Q** What did you hear in the story today that surprised you?

**Q** What are you enjoying about the story?

**Q** What questions do you have about the story?

**Q** What do you think is going to happen next? Why?

Alternatively, you might instead have the students blog about the novels they are reading independently. Students might respond to questions such as:

**Q** What is the novel about?

**Q** Who are the main characters (people in the story) and what are they like?

**Q** What is the setting (where and when does the story take place)?

**Q** What is the plot (what happens to the characters)?

**Q** Would you recommend this novel? Why?

Invite the students’ families to read the blog and post follow-up comments and questions. Share the families’ comments and questions with the students and invite the students to respond to them.

**Vocabulary Note**

Next week you will revisit *Tuck Everlasting* to teach the Week 8 vocabulary lessons.

**Technology Tip**

For more information about setting up and maintaining a class blog, view the “Using Blogs in the Classroom” tutorial (AV45).