



# Close reading plan

Tuck Everlasting (Chapter 12) by Natalie Babbitt

Created by Lisa M.Handfield, 2014 Connecticut Dream Team teacher

What makes this text complex?			
<b>Text and Author</b>	<u>Tuck Everlasting</u> (Chapter 12) by Natalie Babbitt	<b>Where to Access Text</b>	Babbitt, Natalie. <u>Tuck Everlasting</u> , Scholastic, 1975
Text Description			
<p><u>Tuck Everlasting</u> is a fictional chapter book which engages students' interest by asking, "Would you choose to live forever?" This classic literature text presents upper elementary school students with a moral dilemma, witnessed through the eyes of eleven year old Winnie Foster. Chapter 12 is a pivotal chapter in the book, whereby the eldest Tuck sets out alone with Winnie to convince her of the merits for maintaining her silence in regards to the whereabouts of the "fountain of youth." Natalie Babbitt includes numerous examples of figurative language and integrates the setting (specifically references the water cycle) to help readers access the depth of both Winnie's and Tuck's point of view in this section of the text.</p>			
Quantitative			
<b>Lexile and Grade Level</b>	720 Lexile, Grade 5 Fountas and Pinnell	<b>Text Length</b>	Chapter 12
Qualitative			
Meaning/Central Ideas		Text Structure/Organization	
<p>Meaning and central idea of the text (the moral dilemma of whether or not to expose the "fountain of youth") is implied from the examples and context given through the author's description and dialogue of the scene. Multiple levels of complex thinking are evident.</p>		<p>Chapter 12 is one of twenty-five chapters in <u>Tuck Everlasting</u>. A wiser character (Angus Tuck) is offering the main character (Winnie Foster) some critical advice, through conversation and references to nature, which points towards the author's theme.</p>	
Prior Knowledge Demands		Language Features	
<p>Students need to refer to details and examples in a text when drawing inferences, explaining what the text says explicitly, and describing a character or setting. Students need to be able to summarize and determine the theme from details in a text. Students should be familiar with differences between first and third person narrations.</p>		<p>This chapter has numerous examples of figurative language (simile and metaphor), analogy (especially in the vivid word choices that Tuck employs), and some challenging vocabulary.</p>	
Vocabulary			
Tier Two Words (General academic vocabulary)		Tier Three Words (Domain-specific words)	
<p><i>"Words that are far more likely to appear in written texts than in speech. [They] often represent subtle or precise ways to say relatively simple things—saunter instead of walk, for example."</i> (CCSS ELA Appendix A)</p>		<p><i>"[Tier Three words]...are specific to a domain or field of study (lava, carburetor, legislature, circumference, aorta) and key to understanding a new concept within a text."</i> (CCSS ELA Appendix A)</p>	
<ul style="list-style-type: none"> <li>trembled</li> <li>skittering</li> <li>slops</li> <li>anguish</li> </ul>	<ul style="list-style-type: none"> <li>dimpled</li> <li>thrust</li> <li>protesting</li> <li>trample</li> <li>ragged</li> </ul>	<ul style="list-style-type: none"> <li>silty</li> <li>pine tree</li> <li>stern</li> <li>willow</li> <li>willy-nilly</li> </ul>	<ul style="list-style-type: none"> <li>birch tree</li> <li>wood thrush</li> <li>bow</li> <li>rowboat</li> </ul>

### Potential Reader/Task Challenges

Students should be familiar with the legend of Ponce de Leon’s search for the Fountain of Youth. This story takes place in the late 1800s/early 1900s. Many times the author writes dialogue in a Southern United States, rural dialect. Knowledge of a country setting, pond habitat characteristics and basic nautical terms would be beneficial.

### Text-dependent questions

Question	Standard alignment	Page of this document
<b>What reasons does Tuck give to convince Winnie to keep the secret and not drink from the spring? Use quotes to support your answer.</b>	<i>RL 5.1</i>	4
<b>In what ways are Winnie Foster and Angus Tuck similar? In what ways are Winnie Foster and Angus Tuck different? Use details from the text to support your answer.</b>	<i>RL 5.3</i>	8
<b>What does the simile “we just <i>are</i>, we just <i>be</i>, like rocks beside the road” mean in the context of this chapter?</b>	<i>RL 5.4</i>	14
<b>How does Natalie Babbitt use the setting to convey the theme “life must go on” in this chapter?</b>	<i>RL 5.2</i>	17

*RL5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.*

*RL5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.*

*RL5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).*

*RL5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.*

## Question 1

<b>Question #1</b>	<b>What reasons does Tuck give to convince Winnie to keep the secret and not drink from the spring? Use quotes to support your answer.</b>	
<b>Standard(s) covered:</b>	RL 5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	
	<b>Example response that meets standard</b>	<b>Look-fors</b>
	<p><i>One reason that Tuck gives Winnie for convincing Winnie to keep the secret is that if everyone knew about the spring, they would all “come running like pigs to slops” and would trample each other and get hurt. Also, he explains that little kids wouldn’t ever be able to grow up. Another important reason why Tuck tells Winnie not to drink from the spring is that people “can’t have living without dying” and that’s just how humans are supposed to exist. Living forever at one age wouldn’t allow you to grow, change and to enjoy life fully. Tuck even said that he would “climb back on the wheel” if he could--even if it meant that he would die someday.</i></p>	<ul style="list-style-type: none"> <li>• Accurately identifies at least two important reasons Tuck gives in his conversation with Winnie to convince her to keep the secret and not drink from the spring</li> <li>• Accurately writes quotes from the text to support reasons Tuck gives in his conversation with Winnie to convince her to keep the secret and not drink from the spring</li> </ul>
<b>If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:</b>		
<b>Objective</b>	In this lesson you will learn how to answer a question by gathering evidence and direct quotes from a literary text.	
<b>Prior knowledge to review</b>	Students will need to review the punctuation rule for inserting a quote into text. (L4.2b)	
	Students will need to know that inferences are built from thinking about their own personal prior knowledge, in combination with actual words from a text (details and examples), to form an understanding of what author meant. (RL4.1)	
	Student will need to know that when writing quotes, or explicit key details to describe a character or setting, the words selected are the exact ones that the author wrote in the passage. (L4.2b)	
	Students need to be able to gather relevant story elements (characters, setting, problem, key actions, solution) in order to write several sentences that summarize the main idea of a literary text. (RL4.3, RL4.2)	
	Students will need to determine the overarching idea, moral, message and/or lesson, from details in a text, that the author includes in a given text. (RL 3.2)	
	Students should be familiar with differences between first and third person narrations. (RL 4.6)	

Steps to achieve objective	Think aloud for direct instruction
<p>1) Re-read text, jotting down words and phrases where the author refers to relevant ideas and events.</p>	<ul style="list-style-type: none"> <li>• Towards the end of the chapter (near the top of page 64) I noticed that Natalie Babbitt wrote “No one had ever talked to her of things like this before” which tells me that something important had just been said. This is where I’m going to get out two different colored sticky notes to note key details of what Tuck is saying to Winnie in the paragraphs around this section. The question I am answering asks about two different things: reasons for keeping the secret and reasons for not drinking from the spring. Therefore, I am going to use pink sticky notes to record information of details about why Tuck thinks Winnie should keep the secret and use yellow sticky notes for why Tuck thinks Winnie should not drink from the spring.</li> <li>• Next, let me go back into the text to see if Natalie Babbitt included a great way that Tuck says something that I could use as a direct quote to help support one of my ideas. I’m looking for quotation marks, because that will indicate one of the characters is speaking. I am looking specifically for places where Tuck is talking to Winnie.</li> <li>• Oh, look, I found one at the top of page 64: “You can’t have living without dying. So you can’t call it living, what we got.” The reason I am focusing on this phrase is because it signals that Tuck wants to convince others about the effects of drinking from the spring.</li> <li>• Let me write this quote down on a yellow sticky note and look for some more evidence about how Tuck feels about Winnie not drinking from the spring.</li> <li>• Here’s another one on page 63, “everywhere around us, things is moving and growing and changing.” Let me write that down on another yellow sticky note. Tuck is really saying that everything moves but I know that he can’t move forward in his appearance so that might be important.</li> <li>• Now let me switch to thinking about the other part of the question I need to answer. On my pink sticky notes I’m recording relevant quotes that support reasons Tuck gave for keeping the secret.</li> <li>• Ah...here’s a good quote, on page 64 it says “all the little ones little forever, all the old ones old forever. Can you picture what that means? <i>Forever?</i>” Let me write his exact words on the pink sticky note. This really shows that Tuck is very upset, especially when I see the word forever in italics. I know it would help to support how Tuck thinks that Winnie should not drink from the spring.</li> <li>• Let’s keep looking for thoughts about when Tuck tells Winnie how he feels. Here’s one--at the middle of page 64—“if people knew about the spring down they’d all come running like pigs to slops.” This part of the story makes me think that Tuck is afraid that people will get hurt if they know about the spring. Let me write this idea down on another pink sticky note since this really supports why Tuck thinks that Winnie should not tell the secret.</li> </ul>

<p>2) Review each quote and ask, “What idea is expressed in this quote?” Jot it down in your own words.</p>	<ul style="list-style-type: none"> <li>• Now I need to organize my quotes and add my thoughts and ideas to my yellow and pink sticky notes.</li> <li>• First, let me re-read over my two colored sticky notes. Let’s put the yellow sticky notes on the left side of the board. This side has the quotes that support how Tuck is saying not to drink the water from the spring.</li> <li>• Let’s put the pink sticky notes on the right side of the board. This side has the quotes that support how Tuck wants Winnie to keep the secret.</li> <li>• On the left, I see these quotes on yellow sticky notes: “You can’t have living without dying. So you can’t call it living, what we got” and “everywhere around us, things is moving and growing and changing.”</li> <li>• So when I re-read these quotes, it makes me think that Tuck is upset that he can’t be part of the life cycle. Let me jot this thought down on an additional yellow sticky note. It also makes me think that if everything is moving and Tuck isn’t changing, it would make him feel sad. Let me jot this down on an additional yellow sticky note. Now, on the left side I have exact quotes from the text on some yellow sticky notes and my thoughts and ideas about those quotes on some other yellow sticky notes.</li> <li>• Now let’s look and re-read the quotes from the pink sticky notes: “all the little ones little forever, all the old ones old forever. Can you picture what that means? <i>Forever?</i>” and “if people knew about the spring down they’d all come running like pigs to slops.” I know that Angus Tuck is upset about little ones staying young and not growing so I’ll write that thought on another pink sticky note. I am thinking that if people come running like pigs to slops that could be dangerous and lots of people would be coming at the same time. Let me write those thoughts down on another pink sticky note.</li> </ul>
<p>3) Construct a response using quotes to support your answer.</p>	<ul style="list-style-type: none"> <li>• Lastly, I need to combine my sticky notes ideas with my sticky notes that have quotes when writing my answer to the question. First, let’s just re-read all the yellow sticky notes again. Hmm, these all show reasons and words for Tuck not wanting Winnie to drink from the spring. I need to show that I am stating my opinion, provide some reasons and then include a quote to make my answer really strong. So, I’ll begin my answer by turning the question around like this: <i>Tuck doesn’t want Winnie to drink the water from the spring because.</i> Now I need to write some of my ideas from the yellow sticky notes like this: <i>he wants her to be able to experience the life cycle of growing, having a family and then dying.</i> And then the next sentence should provide a quote, or evidence, of this reason and would look like this: <i>I know that Tuck feels this way because he also tells Winnie that “everywhere around us, things is moving and growing and changing.”</i></li> <li>• Now I need to re-read the pink sticky notes because these provide reasons and words for Tuck wanting Winnie to keep the secret of the spring. In order to show that I am stating my opinion, I need to provide some reasons and then include a quote to make my answer really strong. So, I’ll begin my answer by turning the question around like this: <i>Tuck wants Winnie to keep the secret of the spring because.</i> Now I need to write some of my ideas from the pink sticky notes like this: <i>there would be a mad rush to get the spring which would be dangerous and people could get hurt. Tuck also thinks that living forever is not a good idea.</i> And then the next sentence should provide a quote to provide text evidence of this reason and would look like this: <i>I know that Tuck feels this way because he says, “if people knew about the spring down they’d all come running like pigs to slops” and “all the little ones little forever, all the old ones old forever.”</i></li> </ul>

### Extension and practice

- If students are struggling to quote accurately from the text and combine ideas from their own thoughts to formulate sentences, start by defining that a quote is the exact words an author or person uses. Using quotes is an important way to explain what a text means, quotes can provide evidence to help answer a question. Model with a routine oral phrase you use in the classroom (i.e., Turn and talk with your partner). Write this quote in a visible place and review quotation marks when displaying this writing. Then, return to the text with a simple question such as, “What is one quote, or sentence, from the text on page 60 that tells about the pond?” Have students locate a sentence and share it orally with their partners using the sentence stem, Natalie Babbitt says “across the pond a bullfrog spoke a deep note of warning,” which shows me that the pond was pretty quiet and only one frog made noise. Display shared sentences provided aloud by class visually modeling correct punctuation. Now, have students go back to their yellow sticky notes and use a similar sentence stem to connect one of their yellow sticky note quotes from the text to one yellow sticky note idea from their own thinking: **Tuck says (quote here) which makes me think (personal idea here) when he is convincing Winnie not to drink from the spring.** Then have students go back to their pink sticky notes and use a similar sentence stem to connect one of their pink sticky note quotes to one pink sticky note idea from their own thinking: **Tuck says (quote here) which makes me think (personal idea here) when he is convincing Winnie to keep the secret of the spring.**
- If students are able to locate evidence and quote accurately, have students draw inferences. Use a three column chart with the headings (WORDS/QUOTES FROM THE TEXT, THINGS I KNOW ABOUT/HAVE EXPERIENCED, and INFERENCES/NEW UNDERSTANDING) in order to answer the question: What is Natalie Babbitt trying to teach me through these characters’ actions, dialogue and thoughts?

### What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to (name type of text and skill/standard)

See more examples of how to teach (name skill and standard)

Objective: Answer a question by gathering evidence and using direct quotes from a literary text.

1. Re-read text, jotting down words and phrases where the author refers to relevant ideas and events.
2. Review each quote and ask, “What idea is expressed in this quote?” Jot it down in your own words.
3. Construct a response using quotes to support your answer.

## Question 2

<b>Question #2</b>	<b>In what ways are Winnie Foster and Angus Tuck similar? In what ways are Winnie Foster and Angus Tuck different? Use details from the text to support your answer.</b>
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<b>Standard(s) covered:</b>	RL 5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
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<b>Example response that meets standard</b>	<b>Look-fors</b>
<p><i>Winnie Foster and Angus Tuck are similar because they both were thinking about the topic of death. Winnie says “I don’t want to die” and Angus tells her that “dying’s part of the wheel.” However, the way the young girl and the old man felt about death was different. Winnie is afraid she might die soon but Tuck wishes that he could die because his life is difficult as it’s not natural to live forever. Both characters went for a boat ride in this chapter which was exciting for Winnie as she “climbed boldly onto the boat.” Tuck, on the other hand, while he wanted to go for a boat ride, knew that he was going to have a serious talk with Winnie and so he was quiet when he started to take the rowboat out. Another difference was that Tuck was talking a lot to Winnie as he was convincing her to not drink that water and keep the secret. In contrast, Winnie was mostly listening and thinking to herself because she only said one sentence during the whole chapter.</i></p>	<ul style="list-style-type: none"> <li>• Accurately identifies at least two important ways that Tuck and Winnie are alike using details from the text.</li> <li>• Accurately identifies at least two important ways that Tuck and Winnie are different using details from the text.</li> </ul>

If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:

<b>Objective</b>	In this lesson, you will learn how to compare and contrast two characters by locating specific information that describes their interaction.
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<b>Prior knowledge to review</b>	<p>Students will need to be able to identify ways in which authors lead readers to know how characters feel. (RL 4.3)</p> <p>Students will need to be able to identify ways in which authors lead readers to know the motivations of characters. (RL 4.3)</p> <p>Students will need to be able to identify character traits. (RL 3.3)</p> <p>Students will need to be able to compare two characters in a story, looking at feelings, motivations and character traits. (W 4.9)</p> <p>Students will need to be able to contrast two characters in a story, looking at feelings, motivations and character traits. (W 4.9)</p> <p>Students will need to be able to recall relevant information from print sources, take notes and categorize information. (W4.8)</p> <p>Students will need to be able to link ideas within categories of information using words and phrases. (W4.2)</p>
<b>Steps to achieve objective</b>	<b>Think aloud for direct instruction</b>
<p>1) Re-read the text highlighting the words and actions that characters use with each other.</p>	<ul style="list-style-type: none"> <li>• First, I need to find information from the text that shows an interaction between Tuck and Winnie. Let me look at the beginning of the chapter where both characters are in the boat and Tuck starts talking with Winnie.</li> <li>• I'm looking for Winnie's words and actions. Oh, I notice that Natalie Babbitt starts off by describing Winnie as "newly brave" and "climbed boldly into the rowboat" so I'll highlight these actions. Later on, Winnie says "I don't want to die" which is the only dialogue she has spoken so far so let me highlight those words, too.</li> <li>• I'm also looking for Tuck's words and actions. I noticed that when Tuck was rowing he made the oars have bright rings that "spread noiselessly and vanished" and it was written that he spoke softly to Winnie. I'll highlight these actions too. Tuck does a lot of talking to Winnie and let me also highlight some important phrases like "that's the way it is...everything's a wheel, turning and turning, never stopping."</li> <li>• Continue to highlight specific actions and thoughts throughout pages 60-63.</li> </ul>

<p>2) Jot down actions and words of each character.</p>	<ul style="list-style-type: none"> <li>• Since I know that I will need to compare and contrast the characters of Winnie and Tuck to find similarities and differences between them, I think that a T chart will help me organize each character's words and actions into categories. With a T chart, on one half of the paper, I can record the words and actions for Winnie (on the left side), and on the other half of the paper, I can put Tuck's words and actions (right side of the paper).</li> <li>• Now I need to look back at all my highlighted information and record these words, actions or phrases as I place this information into the correct parts of the T chart.</li> <li>• On the left, I'll put the label Winnie. On the right, I'll put the label Tuck. The first highlighted phrase is "newly brave" which I know is about how only Winnie boarded the boat. I'll copy these words and place them on the left side (the Winnie side) of the T chart.</li> <li>• The next phrase I see is "he dragged on the oars" which I know was about how only Tuck had stopped rowing the boat to make it just float along on the pond. I'll copy these words and place them on the right side (the Tuck side) of the T chart.</li> <li>• I also noticed the Winnie said "I don't want to die" (and I'll write it on the left side) and Tuck proclaims that "dying's part of the wheel" (which I need to record on the right side).</li> <li>• Continue to discuss and sort highlighted phrases about words and actions from pages 60-63.</li> </ul>
<p>3) Looking back at the words and actions, ask, "What character traits are revealed?"</p>	<ul style="list-style-type: none"> <li>• Now that I have my T chart complete with Winnie's words and actions on the left and Tuck's words and actions on the right, I need to re-read these phrases to in order to see what kind of character traits each person possessed. Character traits are terms that give an overall description or impression of a person in a story.</li> <li>• In looking at my chart at the Winnie side, I notice that she speaks only once, listens to Tuck, wants to go for a boat ride, doesn't want to die and is looking forward to going home. Hmm...if I think about all these ideas and want to try to describe her, I would have to say that overall she is a good listener, reflective, an optimist and adventurous person.</li> <li>• In looking at my chart on the Angus Tuck side, I notice that he talks a lot about nature, points out animals and how the water acts in the pond, really wants to influence how Winnie thinks about life, and slowly rows the boat. Hmm...if I think about all these ideas and want to try to describe him, I would have to say that overall he is caring, strong-willed and a person who is very knowledgeable about nature.</li> </ul>
<p>4) Ask, "How are these characters similar and different?"</p>	<ul style="list-style-type: none"> <li>• Now that I have discovered the unique character traits of Winnie and Tuck, I am going to look for similarities. Let me re-read phrases on my T chart and look for when I might have put down words about the same topic or action. Oh...look here where the quotes about dying are on both sides of the T chart. Winnie doesn't want to die but Tuck says that dying is part of the wheel. That makes me think that they both possess the character trait of being concerned about the future. Let's re-read to find other actions and words that are in common.</li> <li>• Continue to discuss similarities and differences.</li> </ul>

### Extension and practice

- If students are having difficulty identifying specific actions, thoughts and words for Winnie and Tuck, they could work in groups of four to re-read Chapter 12 as a Readers Theater activity. One student would take on the role of narrator, one student would take on the role of Tuck (speak his dialogue and act out applicable events), one would take on the role of Winnie (speak her dialogue and act out applicable events) and one student would be the director to oversee and guide the others' roles. Role playing the scene at the pond will help students to experience another modality for learning, experiencing and observing specific actions, thoughts and words of each character in this chapter.
- If students are having difficulty listing detailed thoughts, words and actions of Winnie and Tuck, they could work in pairs cooperatively to complete sentence starters that direct attention to specific part of the texts. For example: *On page 63, paragraph 2, Winnie was thinking about \_\_\_\_\_.* *On page 61, paragraph 2, Tuck was doing this action: \_\_\_\_\_.* *On page 63, paragraph 2 and 3, both Winnie and Tuck were talking about \_\_\_\_\_.* With these stems, students will narrow their focus and be more successful in extracting key details (thoughts, actions and words) from a specific part of the chapter.

### What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to (name type of text and skill/standard)

See more examples of how to teach (name skill and standard)

Objective: Compare and contrast the thoughts and actions of two characters by locating specific information from their interactions within the text.

1. Re-read the text highlighting the words and actions that characters use with each other.
2. Jot down actions and words of each character.
3. Looking back at the words and actions, ask, "What character traits are revealed?"
4. Ask, "How are these characters similar and different?"

## T Chart

Winnie Foster	Angus Tuck

## T Chart

Winnie Foster	Angus Tuck
<p>only speaks once</p> <p>boldly getting into the boat</p> <p>“I don’t want to die”</p>	<p>rowing slowly</p> <p>“dying’s part of the wheel”</p> <p>talks a lot about the water cycle</p>

## Question 3

<b>Question 3</b>	
<b>Question #3</b>	<b>What does the simile “we just are, we just be, like rocks beside the road” mean in the context of this chapter?</b>
<b>Standard(s) covered:</b>	RL 5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
<b>Example response that meets standard</b>	<b>Look-fors</b>
<p><i>When Tuck says that “we just are, we just be, like rocks beside the road” it makes me first think of rocks which are stiff, still, not growing any larger and not moving unless someone or something picks us up. When an author emphasizes the words <b>are</b> and <b>be</b>, I know that they are trying to show how readers that Tuck is complaining and stressing how just being something really isn’t that exciting. Tuck says he’s like a rock unchanging and unnatural and that’s not how life should be in order to convince Winnie not to drink from the spring and to keep the secret of the spring. This simile helps put a picture in the reader’s mind that if people were rocks, it would be really boring to sit as the world and watch all the action on the road as everyone and everything passes by.</i></p>	<ul style="list-style-type: none"> <li>• Accurately defines that this particular simile means the Tuck family is unchanging and unable to participate in the activities of normal life</li> </ul>
<b>If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:</b>	
<b>Objective</b>	In this lesson you will learn how to explain a simile by determining its meaning in the context of the story.
<b>Prior knowledge to review</b>	<p>Student will need to be able to identify literal and nonliteral language. (RL3.4)</p> <p>Students will explain the meaning of simple similes and metaphors in context. (L4.5a)</p>
<b>Steps to achieve objective</b>	<b>Think aloud for direct instruction</b>
1) Locate the simile and re-read the sentences before and after.	<ul style="list-style-type: none"> <li>• To really understand this simile, I need to go back and re-read the text around these words. The simile is the last sentence of a paragraph that started on page 63, so I’m going a few sentences before and after this spot to get a better sense of Angus Tuck’s feelings. Also, I’m thinking that because this simile comes as the last sentence of a paragraph, it just might also be a final idea that summarizes how Tuck feels. So I’ll keep this in mind as I re-read the text here.</li> </ul>

<p>2) Ask, “What two things are being compared in this simile?”</p>	<ul style="list-style-type: none"> <li>• So next, I’m going to really look at the words of the simile as they are written: “we just <i>are</i>, we just <i>be</i>, like rocks beside the road.”</li> <li>• What do these words would mean on their own? I am going to jot some of my ideas down on a white board. So in the first part “we just <i>are</i>, we just <i>be</i>” refers to Tuck’s whole family because at the bottom of page 63 he says “it’s passing us by, us Tucks” and this simile is still part of the same conversation. I’ll write “talking about whole Tuck family” on my board.</li> <li>• Now let me think about the second part of the phrase “like rocks beside the road” as if I was looking up the words in a dictionary. I get a picture of a bunch of stones next to the road in my head. I’ll write “bunch of stones next to road” on my board. I think I’ll draw a picture too so I can really see how I pictured, or visualized this part in my head as a reminder.</li> <li>• So now let me go back to my white board and talk about all my findings. Let me connect all these phrases and ideas: “Looking back on my white board I discovered what this simile literally means. I discovered that Tuck was talking about his family and was comparing his family to a bunch of stones on the side of a road.”</li> </ul>
<p>3) Ask, “How does this simile apply to this particular context?”</p>	<ul style="list-style-type: none"> <li>• Now that I have a dictionary based understanding of what these words mean, I need to figure out what the simile means in the context of the story events. Remember that a simile consists of carefully chosen words that an author uses to compares two ideas or objects so that readers can understand the message of the story better. Right now, I just figured out that literally that Tuck is saying that his family is like a bunch of stones on the side of the road. But I don’t really know how those two ideas have to do with the rest of the story yet.</li> <li>• So let me go back and re-read those few sentences before and after the simile. I need to jot down some ideas about what is going on in the chapter. Then I will be able to see how these events might help me learn more about the deeper meaning of the simile.</li> <li>• Let’s see... in the paragraph at the bottom of page 63, I read that Tuck calls dying a blessing and that his life is useless because he can’t change. Let me write this down on the bottom part of my white board: <i>useless life, can’t change</i>. I know that Tuck’s family can’t grow old but Angus Tuck wishes that they could. The family will also stay the same as they are now. I should write these ideas there also: <i>always the same</i></li> <li>• After the simile, Tuck talks fiercely about wanting to grow again and change. Let me write some more thoughts down on the bottom part of my white board: <i>really wants to grow, really wants to change</i></li> <li>• Now I need to review all my ideas and thoughts on the white board. When I look back, I see a lot of information about how Tuck feels about life. I am also thinking about how stones are objects that cannot move unless nature or people move them while roads can be busy and full of activity. I am definitely starting to develop a new understanding. I understand now the idea that Tuck really meant to say at this point in the story that his family’s life is very uneventful and unchanging. Also, by Angus Tuck adamantly saying that his family--like the rocks--sits on the side of the road of life, it is something that he wished never happened.</li> </ul>

### Extension and practice

- Gather a bunch of small stones and build a scene to reflect the simile from the chapter. In this way, students can really have a hands-on experience setting up the concrete aspects of the visual for thinking about “like rocks beside the road.” Adding a highway, cars and people to the scene, while simulating traffic noises, may also help to understand how being like a rock, an observer, a non-participant might feel. This could enhance the perspective of Angus Tuck when he says “we just *are*, we just *be*.” Students can take turns discussing and assuming the perspective of the stones, people in cars and pedestrians as they work towards a better understanding of this figurative language and determining the various levels of meaning for this simile.
- Have pairs of students look for other examples of figurative language to discuss from previous chapters. One student could be in charge of developing the “dictionary” meaning of the words and the partner could explore the comparison and/or idiom meaning with the assistance of the Internet to double check the implied meaning. Suggestions include page 59 “I got a feeling this whole thing is going to come apart like wet bread,” page 52 “the topmost bowl filled with a jumble of big wooden spoons and forks, like dry, bleached bones,” and page 47 “Queen Anne’s lace lay dusty on the surface of the meadows like foam on a painted sea.” Partnerships then share their insights with whole class or discuss with other pairs of students assigned to the same simile to analyze.
- Turn and talk with a partner: What was Natalie Babbitt’s purpose for including this simile at this particular place in the text? Why would Winnie need to understand this message now? Why was Tuck chosen as the only character to share this conversation with Winnie?

### What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to (name type of text and skill/standard)

See more examples of how to teach (name skill and standard)

Objective: To explain a simile by determining its meaning in the context of the story.

1. Locate the simile and re-read the sentences before and after.
2. Ask, “What two things are being compared in this simile?”
3. Ask, “How does this simile apply to this particular context?”



## Question 4

<b>Question #4</b>	<b>How does Natalie Babbitt use the setting to convey the theme “life must go on” in this chapter?</b>	
<b>Standard(s) covered:</b>	RL5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	
	<b>Example response that meets standard</b>	<b>Look-fors</b>
	<p><i>Natalie Babbitt uses the setting of the pond to convey the theme “life goes on” in Chapter 12 when Tuck is talking about the water cycle. He talks to Winnie about how the sun shines and then sucks up the water in the pond, then the water goes into the clouds and then when it rains the water fills the streams and feeds into the pond. Then he says that “everything’s a wheel, turning and turning, never stopping.” Later on Tuck tells Winnie the specific details of how frogs, bugs, fish (which are found at a pond) and people are all part of the circle of life, part of the wheel too.</i></p> <p><i>After Tuck mentions the water cycle and life cycle that he sees around him at the pond, he then says “that’s the way it’s supposed to be. That’s the way it is” which really sums up how he feels about the theme how life must go on. Tuck is reflecting on how he feels about the topic of life and death. In conclusion, Angus Tuck and Natalie Babbitt used the setting of the pond to show and tell examples for Winnie and readers to help realize that the theme of “life must go on” is truly a natural thing.</i></p>	<ul style="list-style-type: none"> <li>• Identifies key details of the setting (i.e., pond, frogs, stream, clouds, water)</li> <li>• Connect key details of the setting with features of the water and/or life cycle</li> <li>• Includes reference to theme “life must go on” which means that no one can stop time, that growing and changing is natural and inevitable</li> <li>• Accurately connects specific features of the setting (water cycle and/or life cycle) to the theme (continuous natural circle of activity or life/death continuum) with quotes to support ideas</li> </ul>
<b>If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:</b>		
<b>Objective</b>	In this lesson you will explain how the setting helps convey the theme of this text by identifying key details.	
<b>Prior knowledge to review</b>	Student will need to describe in depth a character, setting or events in a story or drama, drawing on specific details in the text (e.g. a character’s thoughts, words or actions) (RL 4.3)	
	Student will need to refer to details and examples in a text when drawing inferences from the text. (RL4.1)	

Steps to achieve objective	Think aloud for direct instruction
1) Re-read the part of the selection where the author describes the setting and highlight key details.	<ul style="list-style-type: none"> <li>• I know that the setting of this chapter is a pond because Tuck and Winnie are getting into a rowboat in the country. When Tuck starts off the boat ride, he begins to talk to Winnie about the water and the surroundings. Let me find that spot in the text (from the middle of page 61 to the middle of page 63) and re-read it.</li> <li>• When I re-read, I will highlight key details that are described in this pond setting. I've found some already...let me highlight the words "current" "stream" "bullfrog" "clouds".</li> <li>• Continue highlighting key details of the pond until page 63.</li> </ul>
2) Review your notes from the text and ask, "What are the characters doing and saying in this section of the text?"	<ul style="list-style-type: none"> <li>• I also know that authors like Natalie Babbitt deliberately choose words that characters use and purposely choose the setting for the interactions of characters. Since the setting of this chapter is a pond and the main character who speaks is Angus Tuck, I'm pretty sure that something he says will be important in helping to support the theme of "life must go on."</li> <li>• Let me go back and note some information about the setting that Tuck says on the pages I just re-read. He says that "the water's always moving on." He then adds later "know what happens then to the water? The sun sucks some of it up right out of the ocean and carries it back in clouds, and then it rains, and the rain falls into the stream, and the stream keeps moving on, taking it all back again." All of this information makes me think about the water cycle. I'll write this idea down: "talking about water cycle."</li> <li>• A little later on, I noticed that Tuck purposely acts to get the rowboat stuck on a tree branch in the water. Tuck then says "that's what us Tucks are, Winnie. Stuck so's we can't move on. We aint' part of the wheel no more. Dropped off, Winnie. Left behind. And everywhere around us, things is moving and growing and changing. You, for instance. A child now, but someday a woman. And after that, moving on to make room for the new children." All this information makes me think about the life cycle, so I'll write that idea down too: "talking about life cycle."</li> </ul>

<p>3) Ask, “How does the setting mirror the experiences of the characters?”</p>	<ul style="list-style-type: none"> <li>• Now if I go back and re-read all my highlighted key details along with my notes, I have some definite evidence that Tuck used the surroundings of the pond as important examples for Winnie to develop a concrete understanding about how “life must go on.” For example, Tuck used the water cycle reference because the water was continuously flowing beneath them—just like life marches forward. Tuck used the life cycle reference when the stump prevented them from moving the boat to show there is a natural cycle of life that is halted when supernatural elements, such as the fountain of youth, keep people stuck in the same stage of life forever. In this conversation,</li> <li>• I’m beginning to really see that Tuck used the part of the pond setting around him to not only show the natural process of water and animal life at the pond, but as a symbol for the cycle of life for all living things in the world.</li> <li>• You know...if Natalie Babbitt had placed Tuck and Winnie in the cabin, this conversation would not have made as much sense. If Tuck had been trying to talking about water and the life cycle inside the house, he couldn’t have really shown Winnie how natural it is to live and die in that setting. Natalie Babbitt purposely put these two characters at the pond in a boat. Visualizing the pond setting and understanding Tuck’s words, I really understand now that Tuck wanted Winnie to realize that something new in our lives is always coming in, always growing and changing, and always moving on. Finally, Tuck uses the natural elements in the setting to show the importance of allowing life and nature to take its course.</li> </ul>
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### Extension and practice

- If students are having trouble finding the parts of the selection which are associated with a pond setting, create a word wall of “pond” vocabulary. Possible words for the POND word wall include: stream, current, rowboat, bow, stern, reeds, brambles, narrow bed, wide banks. Also, providing a definition and pictures for unfamiliar terms would be helpful in visualizing the setting.
- Watch a Chapter 12 segment from the movie, Tuck Everlasting, ([www.youtube.com/watch?v=-UMDYjDT8Uo](http://www.youtube.com/watch?v=-UMDYjDT8Uo)). Have students compare and contrast the video version of this scene with the printed version from the book. Does the setting become more meaningful, less meaningful or is your impression the same, when watching the digital version? Is Disney’s version of the pond the same or different from your own visualization of the pond? Explain whether the printed text or digital version conveys the theme “life must go on” better.

### What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to (name type of text and skill/standard)

See more examples of how to teach (name skill and standard)

Objective: To explain how the setting helps convey the theme of this text by analyzing details and how a speaker reflects upon a topic in the text.

1. Re-read the part of the text where the author describes the setting and highlight key details about the pond.
2. Review your notes and the text and ask, "What are the characters doing and saying?"
3. Ask, "How does the setting mirror the experiences of the characters?"