Character Based Literacy Program 40-Minute Lesson Plan
Tuck Everlasting, Introduction

Summary

Tuck Everlasting (1975) is a children's fantasy novel that explores immorality as well as the possibilities why it is undesirable trait to have. Winnie Foster, a 13-year-old girl, wants to run away from her life with her family. One day, she interacts with Jesse, a boy in the woods. Jesse has a secret and refuses to share his spring water with her. Jesse's family, the Tucks, kidnap Winnie and she then realizes the huge secret that the Tucks are immortal because of the spring water. This secret expels through the constable, he learns about their secret and uses this to blackmail the Tucks to gain a sip of immortal life. However, tables are turned and Mae, Jesse's mother, kills the constable. To save Mae and the secret of immortal life, the Tucks and Winnie devise a plan to switch places with each other, saving Mae and the Tucks. Before Jesse leaves, he asks Winnie to drink the spring water to ensure she remains immortal and the Tucks flee. In the end, the Tucks come back and reveal that Winnie passed away not too long ago and they learned that she lived a normal human life as a mother.

Outcomes for the Novel

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
d.) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Outcomes for Unit

Our goals for this unit are for students to critically examine the text in relation to the

©SCU 2017

theme of immortality and responsibility to self and others, as well as write vignettes that will ultimately comprise the Final written product, a **Narrative poem: Ex., "I am Poem," song or rap.**

Unit Roadmap

- Unit's big idea or theme = Responsibility Requires Action
- Definition: Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now. Ideally this would be posted in your classroom.

(If we were frozen at the same age forever, we would miss the opportunity to reflect on our past and learn from it).

Option: Teachers: Go to Rubistar4teachers.org and create your own rubric for assessment given the nature of the assignment and your students' abilities. This allows them to see what they will be assessed on and what "mastering" the task looks like.

©SCU 2017

Character Based Literacy Program 40-Minute Lesson Plan
Tuck Everlasting, Day 1

Outcomes for Today

Standard Focus
W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
SL1.Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL1. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What would it be like not to change in appearance? What are the pros and cons?
There are benefits to being immortal such as living longer and seeing the future. However, the cons of the living forever are seeing your friends and family members pass on. What are some benefits and complications to being immortal?

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

Introduce five important, useful words from today's reading.

balmy (3)	quivers (3)	hub (4)	tangent (5)	bovine (5)

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far
- Mention the setting and main character
- Point to each timeline item as you quickly review it

Read Read the selection, usually in a Shared Reading Read React Predict Cycle of 2-3 pages

©SCU 2017

Read p. 3-12

Setting	Characters	Pages
August	Mae Tuck	3-12
Treegap	Miles & Jesse	3-12
	Winnie Foster	3-12
	Tuck	3-12

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- People did not enter the woods very often, therefore they didn't know about the "spring." The boys will be home tomorrow.
- He was dreaming that he had never heard of Treegap. Mae wants to ride into Treegap to meet the boys.
- Her husband warns her against it.
- She did not need to look at herself in the mirror—because she, her husband, and their sons, Miles and Jesse, had all looked the same for 87 years.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 11-12

"But, before she put on the hat, she brushed her gray-brown hair and wound it into a bun at the back of her neck. She did this quickly and skillfully without a single glance in the mirror. Mae Tuck didn't need a mirror, though she had one propped up on the washstand. She knew very well what she would see in it; her reflection had long since ceased to interest her. For Mae Tuck, and her husband, and Miles and Jesse, too, had all looked exactly the same for eighty-seven years" (p. 11-12).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Go back into the text and look through pages 3-12 again. **In two narrative paragraphs, use the clues the author gives you that describe how 'different' or unique the woods are. Pretend you are in the woods; describe the forest in first person. Describe the site with the use of all your senses.**

You could also write a poem. Write a haiku, free verse, or even a rhyming poem. Please keep in mind that some poems tell stories. These poems tend to be quite long and often rhyme. Before writing and books were common, people used narrative poetry to tell stories. The rhymes and the rhythm made the stories easy to remember and pass on to other people.

Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world

©SCU 2017

Character Based Literacy Program 40-Minute Lesson Plan
Tuck Everlasting, Day 2

Outcomes for Today

Standards Focus

W3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama

SL1.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a.) Interpret figures of speech (e.g., literary, biblical, and mythological allusions in context. b.) Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

PREPARE

Background
Gather background knowledge about a place, time, event, person, or thing.

Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is folklore?

Folklore is a belief or myth that are associated with a group of people, place and/or activity.

Word Wall
Here are five vocabulary words to teach and add to the Word Wall.

bristly (13)	intrusions (14)	resentful (14)	exasperated (16)	jaunty (17)

READ

Review
Review the timeline from the beginning every day.

Read
Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 13-21

Setting	Characters	Pages

©SCU 2017

Treegap	Winnie	13-21
August	Winnie's grandmother	13-21
	A stranger	13-21

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Winnie is feeling bored and wants to run away from home so she can experience freedom. A stranger comes calling that night and begins talking to Winnie.
- Granny comes out and all three hear a tinkling sound.
- Granny says that elves make that sound. The man is a suspicious character.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 15

"'I suppose you're right,' said Winnie. 'Then you'd be just the way I am, now. Why should you have to be cooped up in a cage, too? It'd be better if I could be like you, out in the open and making up my own mind. Do you know they've hardly ever let me out of this yard all by myself? I'll never be able to do anything important if I stay in here like this. I expect I'd better run away.' She paused and peered anxiously at the toad to see how it would be to receive this staggering idea, but it showed no signs of interest. 'You think I wouldn't dare, don't you?' she said accusingly. 'I will though. You'll see. Maybe even first thing in the morning, while everyone's still asleep'" (p. 15).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

In today's reading Winnie feels like she is stuck being held captive. Have you ever experienced similar feelings in your own life? Frustrated and not allowed to experience life, being told to stay put.

In a narrative paragraph or two, tell what the situation was, how you felt, and ultimately how you handled it. Was your decision one that allowed you to act in a Responsible fashion as we have defined it?

In a narrative paragraph or two, write about the time you felt frustrated and identify before you write: How old were you? What happened? What was making you feel like you wanted to be older? Describe the scenario from that age. BE THAT AGE. Please remember to keep your audience in mind. Is the story interesting? Great details included? Can your reader visualize the picture you are painting with your words/word choice?

Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

©SCU 2017

Character Based Literacy Program 40-Minute Lesson Plan
Tuck Everlasting, Day 3

Outcomes for Today

Standards Focus
W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SL1.Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
c.) Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
d.) Acknowledge new information expressed by others and, when warranted, modify their own.
RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

How do you know if a place is safe? How did you know when you were not safe?
There are some issues that are going on in today's society. We take risks every time we wake up. We also take responsibility to chose our actions and depending on whether the actions are good or bad , the consequences. How do you know if you are in the right place at the right time? Why are children always told to beware of strangers? Why are children so often preyed upon? Is there ever a real safe place anywhere? Is there anything that lets you know you are not safe? Do you trust your gut? Have you ever felt unsafe? What did you do in that circumstance and/or situation?

Is stranger danger a real concern for children and teenagers?
It is important for children and teenagers to have a safety plan when they are away from home. The safety plan may include having an emergency phone number committed to memory, have safe places to go to, and people they can turn to if away from home.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

galling (23)	consolingly (23)	timidly (23)	dismay (34)	brisk (36)

READ

©SCU 2017

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 22-36

Setting	Characters	Pages
The woods	Winnie	23-36
	Jesse Tuck	23-36
	Mae	23-36
	Miles	23-36
	Stranger	23-36

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Winnie decided she would not run away from home, but she did decide to enter the woods for the first time.
- Winnie stumbles upon Jesse Tuck, a beautiful boy that was sipping from the fountain. Winnie wanted to drink from the fountain and Jesse told her it would be a big mistake. Ma and Jesse's older brother, Miles, showed up.
- The Tucks kidnap Winnie for her own good.
- As they leave the woods the stranger in the yellow suit is spotted. Winnie then panics a little and starts to cry and wants to go home. Mae takes out the music box and it calms everyone down.
- The Tucks tell Winnie they need her help.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 22-23

"It was one thing to talk about being by yourself, doing important things, but quite another when the opportunity arose. The characters in the stories she read always seemed to go off without a thought or care, but in real life—well, the world was a dangerous place. People were always telling her so. And she would not be able to manage without protection. They were always telling her that, too. No one ever said precisely what it was that she would not be able to manage. But she did not need to ask. Her own imagination supplied the horrors" (p. 22-23).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Think back to a time when you were younger when you were afraid of something you are no longer afraid of. Perhaps you were afraid of the dark or you thought there might have been monsters under your bed.

©SCU 2017

Write about that experience as two narrative paragraphs. First, describe it from the perspective of the age that you were at the time. Then write about how you now know better. How did you conquer your fear(s)? Write so that your audience understands your POV (point of view). Is your narrative descriptive, well-structured and well-developed?

Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

©SCU 2017

Character Based Literacy Program 40-Minute Lesson Plan
Tuck Everlasting, Day 4

Outcomes for Today

Focus Standards:
W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
d.) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. SL1.Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
c.) Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
d.) Acknowledge new information expressed by others and, when warranted, modify their own.
SL6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is witchcraft? Are witches real?
Witches are considered to be folklore and witchcraft is considered to be fictional or a tall tale. Witches use black magic and spells to practice witchcraft.

How do you know when to trust someone? Is it worth risking your secret?
Trust is a risky endeavor. It can have huge drawbacks. The risk sometimes is worthwhile as it can be the basis of great relationships. The risk can also be drastically damaging to the person who trusts. Trusting someone enough to tell them an important secret.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

knobby (38)	whit (40)	peculiar (42)	parson (43)	scarcely (40)

©SCU 2017

READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 37-45

Setting	Characters	Pages
Woods	Winnie	37-45
	Mae, Jesse, Miles	37-45

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- The Tucks tell Winnie about when they came upon the forest and the woods 87 years earlier. They drank from the spring, not knowing its special powers.
- They began to realize that they were not aging.
- People thought that there was witchcraft involved so they had to leave their farm. They had realized they would live forever.
- The Tucks said it felt so good to tell someone their secret.
- What they did not realize was that the stranger was eavesdropping nearby and heard the whole incredible story.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 37

"It was the strangest story Winnie had ever heard. She soon suspected they had never told it before, except to each other—that she was their first real audience; for they gathered around her like children at their mother's knee, each trying to claim her attention, and sometimes they all talked at once, and interrupted each other in eagerness" (p. 37).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Pretend you are Winnie. What would be your reaction to the idea of being able to live forever? Is this too incredible to believe? Would you want that? Why or why not?

In two to three narrative paragraphs, give both the pros and the cons to never growing up. Would you be prepared to suffer immortality? Losing all your loved ones? What could you personally accomplish?

Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

©SCU 2017

Character Based Literacy Program 40-Minute Lesson Plan
Tuck Everlasting, Day 5

Outcomes for Today

Standards Focus
W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)
SL1.Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
c.) Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
d.) Acknowledge new information expressed by others and, when warranted, modify their own.
SL6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Is that really true? That isn't possible is it?
A definition of willing suspension of disbelief as a reader "Suspension of Disbelief" is defined as specific elements used for fantasy or non-realistic uses in literature.

What is Lyrical writing?
Writing that the way in which the writer expresses his emotions and imagination.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

vanity (46)	perilous (50)	scornful (42)	pastures (46)	embankment (47)

READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

©SCU 2017

Read p. 46-55

Setting	Characters	Pages
The Tuck's home	Winnie	46-55
	The Tucks	46-55

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Mae and the boys bring Winnie back to meet Angus (nicknamed Tuck).
- They bring her back to where they live and he is happy to meet a natural child. It's been 80 years.
- This is a beautiful lyrical description of the Tucks' home—very comfortable and well loved.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 49

"'How do, Winnie Foster,' said Tuck, shaking Winnie's hand rather solemnly. 'Well, then!' He straightened and peered down at her, and Winnie, looking back into his face, saw an expression there that made her feel like an unexpected present, wrapped in pretty paper and tied with ribbons, in spite of Mae's blue hat, which still enveloped her head. 'Well, then,' Tuck repeated, 'seeing you know, I'll go on and say this is the finest thing that's happened in—oh—at least eighty years'" (p. 49).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

How would you feel if you were Winnie and someone was admiring you and saying you were the neatest thing they had seen in 87 years? How does that compare to how Winnie felt at home?

Writing in first person, pretend you are Winnie and you are writing how things are different between you and your admirer and the people you have at home. What in his look shows approval? How important is body language? Can you convey emotion through body language? Everyone likes compliments. Does Winnie feel he is genuine? How would you describe this situation? What is the tone of your narrative writing? Your word choice is critical. Do your best to illustrate Tuck's admiration. Help the audience feel what you are feeling.

Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

©SCU 2017

Character Based Literacy Program 40-Minute Lesson Plan
Tuck Everlasting, Day 6

Outcomes for Today

Standards Focus

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
d.) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.
RL4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
SL1.Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
c.) Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
a.) Interpret figures of speech (e.g., literary, biblical, and mythological allusions in context.
b.) Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

PREPARE

Background
Gather background knowledge about a place, time, event, person, or thing.

Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Have you ever felt like you were just scared of everything? Did you have a difficult time pinpointing the root of your fear? Could you possibly have a fear of the unknown?

Word Wall
Here are five vocabulary words to teach and add to the Word Wall.

luxurious (56)	elation (57)	savior (59)	ringed (61)	rigid (64)

READ

©SCU 2017

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 56-66

Setting	Characters	Pages
The Tuck's home	The Tucks	56-66
	Winnie	56-66

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Winnie is starting to miss home.
- The father, Tuck, does not have a good feeling about the stranger that witnessed Mae taking Winnie away on the horse.
- Tuck explains to Winnie how hard it is to be stuck living forever. That is why the spring must remain a secret; otherwise people will just become like rocks along the road, never changing.
- The man in the yellow suit steals the Tucks' horse and rides to Winnie's house. He tells them that he knows where Winnie has been taken.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 63-64

"She raged against it, helpless and insulted, and blurted out at last, 'I don't want to die.'

'No,' said Tuck calmly. 'Not now. Your time's not now. But dying's part of the wheel, right there next to being born. You can't pick out the pieces you like and leave the rest. Being part of the whole thing, that's the blessing. But it's passing us by, us Tucks. Living's heavy work, but off to one side, the way we are, it's useless, too. It don't make sense. If I knowed how to climb back on the wheel, I'd do it in a minute. You can't have living without dying. So you can't call it living, what we got. We just are, we just be, like rocks beside the road'" (p. 63-64).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Explain what you think Tuck is trying to get across to Winnie. Why doesn't he want to live forever? Is life more fulfilling if we know we can't live forever? In your opinion, what do you think are some consequences to immortality?

Write a narrative writing product stating why he doesn't want to live forever, make every effort to place elaborate words describing what the possible consequences of being immortal are. A variation of this writing piece

©SCU 2017

could be a poem or song. Is there a song you can think of that has a similar theme? What is it? Can it help support your writing?

Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

©SCU 2017

Character Based Literacy Program 40-Minute Lesson Plan
Tuck Everlasting, Day 7

Outcomes for Today

Standards Focus:
W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
d.) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.
W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
RL4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a.) Interpret figures of speech (e.g., literary, biblical, and mythological allusions in context.
b.) Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

PREPARE

Background
Gather background knowledge about a place, time, event, person, or thing.

Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is blackmailing? Why is this action considered immoral?
Blackmail is preying on someone's actions and using them against them for gain. This could present itself as photographic evidence, video clip or simply one person's word against another. Blackmail usually involves gaining something that would not be normally gained under normal circumstances. It is considered immoral because it often involves financial gain, manipulation, and societal humiliation.

Word Wall
Here are five vocabulary words to teach and add to the Word Wall.

consciousness (68)	exclamations (73)	gestured (74)	seldom (75)	ordeal (75)

READ

Review
Review the timeline from the beginning every day.

©SCU 2017

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 67-75

Setting	Characters	Pages
Tuck's home	The Tucks	67-75
Foster's home	Winnie	67-75

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- The Tucks are still trying to convince Winnie not to say anything.
- She likes them on one hand, and on the other, does not know whether to believe them.
- The stranger approaches the Fosters and tells them that he knows where Winnie is. He wants to trade his knowledge of her whereabouts for the ownership of the woods.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 74

"He gestured with his long, white fingers and smiled, his face crinkling pleasantly. 'We'd be good friends, I think. Why, the little girl and I, we're friends already. It would be a great relief to see her safely home again, wouldn't it?' He clicked his tongue and frowned. 'Dreadful thing, kidnapping…'" (p. 74).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

In today's reading we find that the man proposed that Winnie has been kidnapped. Do you believe he is being Responsible with his comment of "Dreadful thing, kidnapping"?

Sometimes when we are growing up, we manipulate people to get what we want. Sometimes we do this because we don't have the tools to make better choices. Reflect back on an experience that you felt was clearly wrong where you manipulated someone and describe it in a narrative paragraph.

Write about that experience from the THEN perspective and then from the NOW perspective. What have you learned about what constitutes truly responsible actions?

REVIEW: This part of their narrative addresses the question: Was there ever a time when you were young when you manipulated someone to get what you wanted and clearly knew it was wrong? How has your perspective changed, as you have gotten older?

Close Close by extending today's lesson to life and the world.

©SCU 2017

Character Based Literacy Program 40-Minute Lesson Plan
Tuck Everlasting, Day 8

Outcomes for Today

Standards Focus

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

SL1.Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

c.) Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

d.) Acknowledge new information expressed by others and, when warranted, modify their own.

SL6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is a constable? What is his purpose?
A constable is usually an agent of law enforcement. Their purpose is to help maintain the peace. http://dictionary.reference.com/browse/constable

How are you different? What makes you different? What is your purpose in life?
Do you have a feeling that you were meant to be? Is there a special talent or skill you have?

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

foothills (77)	protest (87)	wheezed (76)	grudgingly (79)	fondly (81)

READ

Review Review the timeline from the beginning every day.

©SCU 2017

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 76-88

Setting	Characters	Pages
Road to Tuck's	Stranger	76-88
Tucks' home	Constable	76-88
	Winnie	76-88
	Miles	76-88

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- The constable and the stranger ride horses on their way to the Tucks' house to retrieve Winnie.
- The stranger rides ahead and says he'll meet him there.
- Miles takes Winnie fishing early in the morning on the pond.
- They also talk about having a purpose in life and not just taking up space.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 78

"'Yep, fifteen years. Seen a lot of trouble in fifteen years, but nothing quite like this. 'Course, there's a first time for everything, as they say. We got a brand-new jailhouse, did you notice? Listen, it's a dandy! Give folks nice clean accommodations'" (p. 78).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Describe what you want to get out of life. What is your purpose? Pretend you are 98 years old and looking back on your life. What do you want people to remember you for? Write two to three paragraphs as if you were that age looking back. **Then, write a bit about the importance of the life cycle. How does the cycle of birth, youth, adulthood, aging and death, keep things in balance?**

Addresses the question: If you were 98 years old and looking back on your life, what would you want people to remember you for? What were your contributions to society and/or profession? To family? Neighborhood? Community?

Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

©SCU 2017

Character Based Literacy Program 40-Minute Lesson Plan
Tuck Everlasting, Day 9

Outcomes for Today

Standards Focus
W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
d.) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)
W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. RL4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
SL1.Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
c.) Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
d.) Acknowledge new information expressed by others and, when warranted, modify their own.
SL6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What are different ways that people express happiness?
What are different ways you show happiness? Is there a physical form? Do you reward yourself? How would you express your happiness? People express their happiness in different ways. Many express happiness through body language such as a smile.
http://www.huffingtonpost.com/belle-beth-cooper/10-simple-things-to-be-happy_b_4241824.html

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

©SCU 2017

ghastly (99)	faint (97)	parlor (90)	mantel (94)	petulance (98)

READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 89-100

Setting	Characters	Pages
Tucks' home	The Tucks	89-100
	Winnie	89-100
	The stranger	89-100

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Winnie and the Tucks are having breakfast.
- They hear a knock at the door and it is the stranger.
- The stranger gets to the Tucks' home and tells them that he wants to sell the water for a lot of money.
- He said he would force Winnie to drink the water as well.
- At that, Mae got very mad, and took her shotgun and shot the stranger.
- The unfortunate thing is…that's just when the constable was outside their window. He witnessed everything.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 99

"'You're a madman! A loony! You can't let no one know about the water. Don't you see what would happen?'" (p. 99).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

On pages 98-100, the stranger does a good job of making the Tucks angry; he calls them stupid. **In a narrative product, tell why the Tucks are so angry and what scares them so much. Use descriptive words that use sensory (all five senses)**

NOTE: This is another narrative entry. Some events spur greater responses than others, so use your judgment in providing maximum opportunities for success. Offer as many writing prompts as possible that help kids reflect on and unearth their experiences.

Close Close by extending today's lesson to life and the world.

©SCU 2017

Character Based Literacy Program 40-Minute Lesson Plan
Tuck Everlasting, Day 10

Outcomes for Today

Standards Focus
W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
SL1.Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
c.) Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
d.) Acknowledge new information expressed by others and, when warranted, modify their own.
SL6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate
L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a.) Interpret figures of speech (e.g., literary, biblical, and mythological allusions in context.
b.) Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Have you ever gotten so angry? Did you do something that you regretted?
When emotions take a toll on us, it involves not only our mental but also our physical and psychological well-being. According to the CBL theme: Responsibility requires Actions; there are many individuals who have had their responsibilities put to the test when anger or sadness takes the place of joy and happiness.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

unflinchingly (102)	marionette (102)	entranced (103)	reliably (108)	coarse (105)

READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 101-110

©SCU 2017

Setting	Characters	Pages
Tucks' home	Tuck family	101-110
	Winnie	101-110
	Constable	101-110
	Stranger	101-110

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- The stranger has not died yet, but if he does the constable will have to hang Mae.
- Winnie told the constable that she was not kidnapped, that the Tucks were her friends, and that she wanted to come with them.
- The constable takes Winnie and Mae into Treegap. Winnie was returned home.
- Later, the constable came by and told the Fosters that the man in the yellow suit was dead and that Mae Tuck would be sent to the gallows.
- Winnie went to bed thinking of what she could do to save Mae.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 108

"Well, thought Winnie, crossing her arms of the windowsill, she was different. Things had happened to her that were hers alone, and had nothing to do with them. It was the first time. And no amount of telling about it could help them understand or share what she felt. It was satisfying and lonely, both at once. She rocked, gazing out at the twilight, and the soothing feeling came reliably into her bones. That feeling—it tied her to them, to her mother, her father, her grandmother, with strong threads too ancient and precious to be broken. But there were new threads now, tugging and insistent, which tied her just ad firmly to the Tucks" (p. 108).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

As we get older, we have more and more experiences that our parents or guardians are not a part of. For Winnie, it was lonely because her parents both were not a part of it, and she did not share all of her experience with them.

In two narrative paragraphs, write about a time in your life when you had an experience your parents did not know about that was both satisfying and lonely. Explain why the experience had this effect and elaborate on the experience using sensory words that describe a touch, feel, a visual representation.

Close Close by extending today's lesson to life and the world.

©SCU 2017

Character Based Literacy Program 40-Minute Lesson Plan
Tuck Everlasting, Day 11

Outcomes for Today

Standards Focus
W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.
RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
SL6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate
L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
a.) Interpret figures of speech (e.g., literary, biblical, and mythological allusions in context

PREPARE

Background
Gather background knowledge about a place, time, event, person, or thing.

Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Would you work alone? Or work with a group of people? Is there one right answer?
There are some benefits to working with others. Like a company with multiple employees, work with others can be enjoyable and make procedures go a lot faster. What are some things that are beneficial for people working as a team? Working as a team allows the group to think of alternate routes to complete a project. Many times projects can be completed in a more cost-effective manner with fewer steps. Also, working with multiple team members provides an easier division of work.
http://www.webmd.com/balance/news/20060425/problem-solving-teamwork-may-be-best

Word Wall
Here are five vocabulary words to teach and add to the Word Wall.

exertion (111)	velvet (111)	dabbing (113)	glaring (113)	miraculously (113)

READ

Review
Review the timeline from the beginning every day.

©SCU 2017

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 111-115

Setting	Characters	Pages
Fosters' home	Winnie	111-115
August	Grandmother Jesse	111-115

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Jesse finds Winnie and tells her about their plan to get Mae out of jail.
- Winnie wants to help by pretending to be Mae until the next morning, so as to fool the constable.
- Jesse gives her a small bottle of spring water and pleads with her to drink it when she is 17.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 115

"Winnie stood up and turned to answer. 'It's just a boy, Granny. I'll be in a minute.' When she turned around again, Jesse was gone. Winnie clutched the little bottle in her hands and tried to control the rising excitement that made her breath catch. At midnight she would make a difference in the world" (p. 115).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

If you were Winnie and Jesse had given you the vial of water from the spring, what would you do? This is a very big decision you are about to make. Reflect on the definition that CBL gives for the quarter theme Responsibility Requires Action.
In a narrative product tell what you would do if you were Winnie. Be sure to include why you made your decision and if you are acting in a responsible manner.

Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

©SCU 2017

Character Based Literacy Program 40-Minute Lesson Plan
Tuck Everlasting, Day 12

Outcomes for Today

Standards Focus

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
b.) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
c.) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
d.) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events
RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. c.) Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
d.) Acknowledge new information expressed by others and, when warranted, modify their own.
SL6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is risk taking?
It is considered the act or fact to achieve or reach a goal with the possible outcomes of dangers or consequences. There are always risks. That is why it is hard to make certain decision because of different items that may complicate the situation or was the decision worth the risk? Sometimes there is no clear definition of when or where to take risks. http://ngm.nationalgeographic.com/2013/06/125-risk-takers/gwin-text

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

ponderous (116)	plaintive (116)	gentility (116)	prostrate (117)	squirmed (119)

READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

©SCU 2017

Read p. 116-120

Setting	Characters	Pages
Fosters' home	Winnie	116-120
August	Grandmother	116-120
Treegap	Jesse	116-120

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention

- Winnie contemplates life.
- At five minutes until midnight she leaves her home for the jailhouse.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 118

"Winnie had her own strong sense of rightness. She knew that she could always say, afterward, 'Well, you never told me not to!' But how silly that would be! Of course it would never occur to them to include such a thing on their list of don'ts. She could hear them saying it, and almost smiled: 'Now, remember, Winifred— don't bite your fingernails, don't interrupt when someone else is speaking, and don't go down to the jailhouse at midnight to change places with prisoners'" (p. 118).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

In what ways is Winnie's decision to help get Mae out of jail an unethical one? Are there any ways in which it is the right choice? Explain your answer. **Create your narrative product, feel free to use a favorite song to use as an example for your work.**

Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

©SCU 2017

Character Based Literacy Program 40-Minute Lesson Plan
Tuck Everlasting, Day 13

Outcomes for Today

Standards Focus
W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
RL1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama
SL1.Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What are Thunder and lightning? Is there are difference? Similarities?
Thunder is a loud crashing sound that occurs during stormy weather. Lightning is a flash of light that also happens during storms. Lightning can strike people and cause instant death by stopping the heart. Many people use thunder and lightning interchangeably but they are two distinct things.
http://www.weather.com/encyclopedia/thunder/light.html

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

accusations (121)	realization (121)	gallows (124)	prying (124)	flailing (125)

READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 121-126

Setting	Characters	Pages

©SCU 2017

Jail	Tucks	121-126
	Winnie	121-126

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Jesse meets Winnie at midnight and they run to the jail together.
- They meet Tuck and Miles there and pry open the window of the jail. Luckily for them, thunder kept accompanying any noise they would make. Mae becomes free and Winnie takes her place.
- The Tucks disappear into the night.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 121

"Leaving the house was so easy that Winnie felt faintly shocked. She had half expected that the instant she put a foot on the stairs they would leap from their beds and surround her with accusations. But no one stirred. And she was struck by the realization that, if she chose, she could slip out night after night without their knowing. The though made her feel more guilty than ever that she should once more take advantage of their trust. But tonight, this one last time, she had to. There was not other way. She opened the door and slipped out into the heavy August night" (p. 121).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

In today's reading, Winnie acknowledges that she has been acting and behaving in an irresponsible fashion. **The current CBL theme states; Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.**

In a narrative product, tell how Winnie is not upholding the theme and explain how she could be a more responsible person. Write specifically what she should do. Have you ever behaved irresponsibly like Winnie is now? Using Winnie's current behavior, write a poem, song or rap that speaks directly to having responsibility for one's actions. What are the benefits for Winnie behaving responsibly? What are the benefits for you?

Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

©SCU 2017

Character Based Literacy Program 40-Minute Lesson Plan
Tuck Everlasting, Day 14

Outcomes for Today

Standards Focus
W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.) RL4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
SL1.Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
a.) Interpret figures of speech (e.g., literary, biblical, and mythological allusions in context.
b.) Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

PREPARE

Background
Gather background knowledge about a place, time, event, person, or thing.

Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

How can you take responsibility and work to make the world a better place?
What are some things you could do to make the world a better place? Perhaps volunteering for a non-profit organization or donating to a homeless shelter. You could complete a random act of kindness every single day and change 365 lives.
http://greatergood.berkeley.edu/article/item/5_ways_giving_is_good_for_you

Word Wall
Here are five vocabulary words to teach and add to the Word Wall.

unwittingly (128)	perversely (128)	comical (129)	revulsion (131)	pawing (131)

READ

Review
Review the timeline from the beginning every day.

Read
Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 127-133

Setting	Characters	Pages

©SCU 2017

Jail	Tucks	127-133
	Winnie	127-133

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- The constable found Winnie the next morning and was very upset.
- Her parents did not understand her actions either, until she told them she loved the Tucks and she did it for love.
- August is coming to a close and the season is changing. The toad returns and a dog almost killed it.
- Winnie saves the toad and decides to sprinkle her spring water on it so it will be safe forever.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 132

"In a moment she was back again. The toad still squatted where she had dropped it, the dog still waited at the fence. Winnie pulled out the cork from the mouth of the bottle, and kneeling; she poured the precious water, very slowly and carefully, over the toad" (p. 132).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

In what ways is Winnie showing responsibility through her actions? **In two narrative paragraphs, tell how Winnie is being responsible. Use specific evidence from the novel that illustrate her actions. Pay attention to your audience and the type of writing you are creating. Narratives tell a story; stories paint a mental picture.**

Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

©SCU 2017

Character Based Literacy Program 40-Minute Lesson Plan
Tuck Everlasting, Day 15

Outcomes for Today

Standards Focus
W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
a.) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.
W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)
W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
RL4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
SL1.Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
d.) Acknowledge new information expressed by others and, when warranted, modify their own.
SL6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What are Epilogues?
Epilogues are typically found at the end of books/novels and are employed by authors to bring closure to the story/book. They tie up loose ends and wrap up conflicts between characters. http://literarydevices.net/epilogue/

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

clattering (134)	pharmacy (1350	verandah (135)	linoleum (136)	swivel (136)

READ

Review Review the timeline from the beginning every day.

©SCU 2017

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 134-139

Setting	Characters	Pages
The town of Treegap	The Tucks	134-139
In 1950		134-139

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- The Tucks reenter the town of Treegap after many years. The woods had been bulldozed down.
- They discover Winnie's grave.
- She had been a wife and mother and died two years earlier. She never gave away their secret.
- They spot the toad on their way out of town.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 137-138

"Slowly, Tuck turned his footsteps toward the monument. And saw, as he approached, that there were other, smaller markers all around it. A family plot. And then his throat closed… He knelt and read the inscription…" (p. 137-138).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Did the ending surprise you? Why or why not? How would you feel if you were the Tucks**? In a narrative product, write three reasons why it did or did not surprise you. In your writing, be sure that you are describing your position and specifically state evidence from the novel to support your claims.**

Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

©SCU 2017

Character Based Literacy Program 40-Minute Lesson Plan
Tuck Everlasting, Final Writing Product

Final Writing Product

Tuck Everlasting reflects the CBL theme Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now. Ideally this would be posted in your classroom.

Today, write an "I am Poem" or any other type of narrative poem, song or rap. Our goal for this unit is for students to critically examine the text in relation to the theme of immortality and responsibility to self and others, as well as write narratives that will ultimately comprise the Final written product, a Narrative poem. Using the template below, identify which narrative writing pieces you will pull from to create your poem, rap or song. Do you share any characteristics with Winnie in terms of immortality and responsibility? With Tuck?

Example of "I am Poem" template:

I Am
I am (two special characteristics)
I wonder (something you are actually curious about)
I hear (an imaginary sound)
I see (an imaginary sight)
I want (an actual desire)
I am (the first line of the poem restated)
I pretend (something you actually pretend to do)
I feel (a feeling about something imaginary)
I touch (an imaginary touch)
I worry (something that really bothers you)
I cry (something that makes you very sad)
I am (the first line of the poem repeated)
I understand (something you know is true)
I say (something you believe in)
I dream (something you actually dream about)
I try (something you really make an effort about)
I hope (something you actually hope for)
I am (the first line of the poem repeated)

Write your "I am Poem," or any other similar narrative poem, song or rap using your daily writing extensions as inspiration and to provide continuity with our themes of immortality and responsibility. Do your best to select words and/or phrases that exemplify these themes and how they describe you. For example, "I am Poems" are

©SCU 2017

concise and powerful.

Be sure to use a writing process that starts with a rough draft and allows for opportunities to peer edit/revise. Share it with your teacher/peers, and invite them to give you feedback. When you have received constructive feedback, revisit your narrative product and make the appropriate changes.

Don't forget that a narrative is a report of related events presented to the listeners or readers in words arranged in a logical sequence. A story is taken as a synonym of narrative. A narrative or story is told by a narrator who may be a direct part of that experience and he or she often shares the experience as a first-person narrator. Sometimes he or she may only observe the events as a third-person narrator and gives his or her verdict.

After the rough draft has been edited and revised, rewrite your poem, song or rap. Feel free to use other items from this unit besides the narrative writing. One example might be the collage. The collage might help provide a visual to your final narrative writing of your poem, song or rap.

As a class you might host an “Open Mic” event that would provide an opportunity for students to read their poems, sing their songs or speak their rap. Another presentation idea may be to have students record their poems, songs or rap to background music. A slide show with appropriate images might also be another opportunity for evaluation.

©SCU 2017