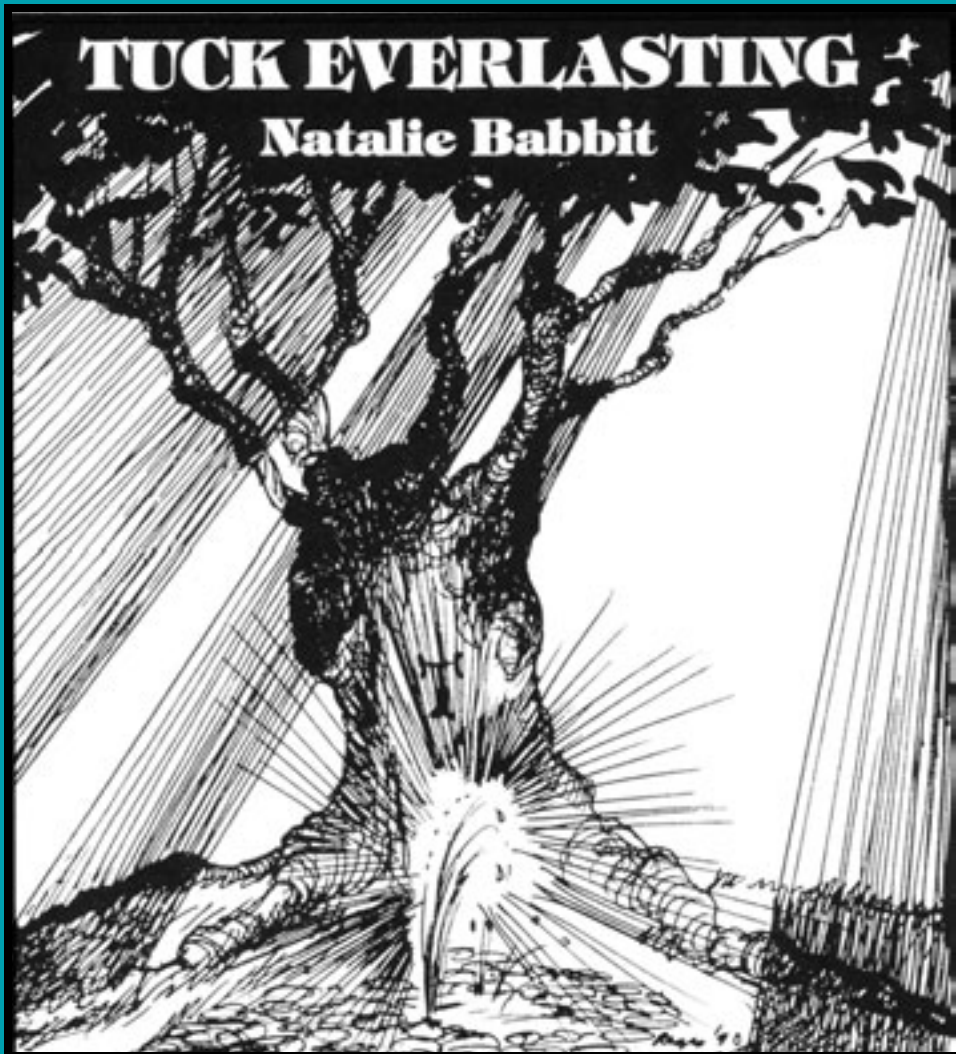


Novel·Ties



A Study Guide

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LEARNING LINKS

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For the Teacher

This reproducible study guide to use in conjunction with the book *Tuck Everlasting* consists of lessons for guided reading. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel at its reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for reading development by distributing the novel and a folder to each child. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered prior to reading a chapter; all other work should be done after the chapter has been read. Comprehension questions can be answered orally or in writing. The classroom teacher should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging students' love of reading.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits, formed by practice in focusing on interpretive comprehension and literary techniques, will be transferred to the books students read independently. Passive readers become active, avid readers.

PROLOGUE, CHAPTERS 1 – 3

Vocabulary: Draw a line from each word on the left to its definition on the right. Then use the numbered words to fill in the blanks in the sentences below.

- | | |
|---------------|--|
| 1. tranquil | a. sad |
| 2. oppressive | b. ox-like or cow-like |
| 3. meager | c. small amount |
| 4. melancholy | d. central part of a wheel; center around which other things revolve |
| 5. bovine | e. patiently |
| 6. tolerantly | f. calm; quiet |
| 7. hub | g. causing discomfort by being harsh or intense |

.....

- The dieter was disappointed at the _____ amount of food on his plate.
- On a merry-go-round, the _____ remains in one spot while the horses travel all around.
- We all waited _____ as the line for tickets slowly inched forward.
- I was feeling _____ after hearing so much bad news.
- The overweight man moved in a(n) _____ manner.
- We relaxed on the grass watching the _____ scene before us.
- We stayed inside the air-conditioned house, afraid to go out in the _____ heat.

Etymology: Ferris Wheel

Objects are often named for people. The Ferris wheel, designed by and named for George Washington Gale Ferris, was first seen at the Columbian Exposition held in Chicago in 1893. It has remained popular ever since and has retained the name of its designer.

Read to find out why Mae Tuck leaves her cottage and goes to Treegap for the first time in ten years.

CHAPTERS 4 – 6

Vocabulary: Synonyms are words with similar meanings. Draw a line from each word in column A to its synonym in column B. Then use the words in column A to fill in the blanks in the sentences below.

<u>A</u>	<u>B</u>
1. reluctantly	a. unrelated
2. irrelevant	b. bottom
3. faltered	c. annoying
4. burly	d. frenzied
5. galling	e. unwillingly
6. hysterical	f. glimpsed
7. base	g. stumbled
8. glanced	h. rough

.....

1. Since she had led everyone to believe she was fearless, it was _____ to admit she was scared.
2. Having just learned to roller skate, I _____ let go of my partner's hand.
3. Not wanting to make him feel uncomfortable, I merely _____ in his direction.
4. The music box key began to revolve more slowly and then the music _____.
5. The crowd became _____ when they feared being trapped inside a burning building.
6. His question about football was _____ while we were all discussing baseball.
7. Walking past the gym, I saw a number of _____ men lifting weights.
8. We put a heavy weight on the _____ of the table to prevent it from toppling over.

Read to find out why Winnie is kidnapped.

Questions:

1. What clues does the author provide to help the reader determine the time and place of the story?
2. What hints are provided about the nature of the big secret?