**Language Arts Unit:**  Cycles in Nature  
**Timeframe:** 8 weeks  
**Grade:** 5

| Literature Core Text:  | *Tuck Everlasting* by Natalie Babbit  
|-------------------------|-------------------------------------|
| Informational Core Text:  | *California Science*, Harcourt, 5th Grade  

**Supporting Texts:**
- *The Life and Times of a Drop of Water* select websites
- Poem, “The Other Side of the Door” by Jeff Moss
- Close reading passages from *Tuck Everlasting*

**Materials:**
- Student notebook (spiral, composition book, or stapled pages) divided into sections
- Chart paper or butcher paper
- Markers

**Reading Literature Standards:**
- RL 1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RL 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.
- RL 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).

**Reading Informational Text Standards:**
- RI 1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI 2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- RI 3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

**Writing Standards:**
- W 1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
  - a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
  - b. Provide logically ordered reasons that are supported by facts and details.
  - c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*).
  - d. Provide a concluding statement or section related to the opinion presented.
- W 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - a. Apply grade 5 Reading standards to literature.
  - b. Apply grade 5 Reading standards to informational texts.

**Essential Questions:**
- RL 1: How does textual evidence support a reader’s interpretation of a story?
- RL 2: How does an author use techniques to suggest themes and lessons to his or her readers? How do the choices made by the characters in a novel reflect their varying perspectives?
- RL 3: How and why do readers compare and contrast information? How do characters change over time?
- W 1: How do effective writers hook and hold their readers? What makes writing easy to follow?
- R I 1: How does textual evidence support a reader's understanding of informational text?
- R I 2: How do readers determine the main idea of a piece of informational text?
- R I 3: How does an author present relationships between individuals, events, ideas, or concepts in informational text?
- W 1: How do writers use effective persuasive techniques for an opinion piece?
**Summative Unit Assessment:**
Opinion writing: The Foster home was a very orderly place where everyone followed the rules. Winnie broke the rules by going into the woods. This led to a chain of events and problems. Was it appropriate for Winnie to break the rules? Write a multi-paragraph essay (minimum 3 paragraphs) to state your opinion and support your point of view with reasons and information from the text. (5th grade ELA CC Rubrics) W1

---

**Key Information about this Unit:**
This unit is broken into two parts: informational text and literature. The core informational text is the 5th grade science textbook, *Science*; the core literature text is the novel, *Tuck Everlasting*. Below key information is provided for the unit as a whole and specifically for opinion writing. Prior to the start of the reading of informational text and *Tuck Everlasting*, additional planning information is provided, respectively.

The overarching theme of this unit is “Cycles in Nature.” Cycles are defined as a series of events that are regularly repeated in the same order. During the unit, students will be exploring various types of cycles as they read the science textbook and *Tuck Everlasting*. While reading the novel, other themes develop including: Circle of Life, Change, Greed, Values, and Love.

Students must be able to quote from the book when providing text evidence (RL 1 and RI 1). To support this, teachers should ask probing questions throughout the unit:
- “Where did you find that in the text?”
- “What did the author say that makes you think that?”

Also refer to the *Question Answer Relationships* (QAR) by Rafael, Highfield, Au (2006) to support student questioning. In addition, begin to teach how to quote details from the text using quotation marks and page reference numbers.

Another element to be taught is how to hold a discussion through accountable student talk. Teachers can directly teach and model this using the discussion sentence stems (See 5th grade ELA Teaching Resources).

The vocabulary words listed are recommended vocabulary words; there are no specific tasks provided for these. Accordingly, your team will need to collaboratively plan based on the needs of your students.

The unit lends itself to each student having a notebook (this can be stapled pages or a composition book) divided into sections. Each grade level
team should collaboratively decide, before beginning the unit, how you want to keep student application of each task organized. Possible sections include:

- graphic organizers/notes from informational text
- graphic organizers/notes from novel not included below
- theme chart
- character charts and descriptions
- setting charts and descriptions
- chapter summaries
- figurative language and foreshadowing charts
- double entry journal
- opinion writing

For this notebook, students should be applying AVID strategies when taking notes (e.g. 2 column notes, 3 column notes), as applicable.

**Writing:**
During this unit, students will be engaged in opinion writing (W 1). Some prompts are provided throughout the unit; however, all the elements of writing need to be taught (see sample tasks below). Modeling and guided practice will be needed. Based on the needs of your students, provide additional scaffolds as needed. (See 5th grade ELA Teaching Resources for a 4-square graphic organizer for opinion writing and a list of transitional words)

1. Teach how opinion pieces are organized with a thesis, reasons, and evidence.
2. Show a rubric to articulate expectations.
3. Teach how to write a thesis statement.
4. Teach the difference between reasons and evidence.
5. Teach how to write an introductory paragraph. (sample task below)
   a. Hook
   b. Summary statement
   c. Thesis statement
6. Teach how to use transitional words.
7. Teach how to write a conclusion.
   a. Final sentence can ask a question
   b. May encourage reader to do something

**Sample tasks:**
1. Why did the author call this character “The man in the yellow suit” instead of a person’s name?
   a. Thesis statement: I believe the author calls this character “The man in the yellow suit” because he is mysterious, sneaky, and
b. Hook: How do authors use symbolism in literature?
d. Put it together for an introductory paragraph:
   How do authors use symbolism in literature? Natalie Babbitt creates characters using symbolism. For instance, she refers to a character as “The man in the yellow suit” instead of a name because he is mysterious, sneaky, and cowardly.

2. Listen to an opinion piece that is missing transitions. Ask student what is missing to make the writing flow. Read transitional words/phrases. Identify the various types.
   Watch the teacher model adding transitional words/phrases to the piece. Teacher asks:
   • “How do I know where to put the transitional word?”
   • “What transition works best in this spot?”
   • “How do transitions improve writing?”
### Language Arts Unit: Cycles in Nature

**Timeframe:** 8 weeks

**Grade:** 5

---

<table>
<thead>
<tr>
<th>Weeks 1-3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Targets:</strong></td>
</tr>
<tr>
<td><strong>RI 1:</strong> Students will quote accurately what the text says explicitly when determining the key details.</td>
</tr>
<tr>
<td><strong>RI 2:</strong> Students will use details directly from the text to determine two main ideas.</td>
</tr>
<tr>
<td><strong>RI 3:</strong> Using a graphic organizer, students will use details directly from the text to explain the relationship (or interaction) of two or more concepts in a scientific text.</td>
</tr>
</tbody>
</table>

| **Standards:** |
| **RI 1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| **RI 2:** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |
| **RI 3:** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. |

---

**Planning Information for Weeks 1-3**

**Overview of Tasks for the Week**

The first three weeks of the unit focus on informational text using the science textbook. The goal is to master informational text *reading* standards. Other science content, such as experiments and investigations, are taught during the regular science time.

Students will be reading Unit 3 Lessons 1 and 2 and Unit 4 Lesson 1 and 2 from their Science textbook over the course of the next three weeks. Students should have an opportunity to read silently/independently, in literature circles, and/or whole group.

Students need to be taught about the different types of text structure within informational text [i.e. chronological (sequential), compare and contrast, cause and effect, problem and solution, description (main idea and detail)] (RI 5). The following article provides information about the different types of text structure: [http://www.readingrockets.org/article/52251](http://www.readingrockets.org/article/52251). You may want to use the following powerpoint to highlight the different types of text structure for your students: [http://www.slideshare.net/joannebresnan/textstructurepowerpoint](http://www.slideshare.net/joannebresnan/textstructurepowerpoint). It is a long, but provides a thorough presentation of the different types of text structure. Please preview it first, you may choose to only use part of it.

The two types of text structure used in the science text are description (students need to recognize main ideas and the details that support them) and cause and effect.

Students will begin to analyze the relationship of scientific ideas and concepts through various tasks. These tasks include creating graphic organizers and taking notes. These tasks will need to be completed through modeling, guided practice, small groups, and individually. These tasks should be recorded in their student notebook. For this notebook, students should be applying AVID strategies as applicable. Accordingly, your team will need to collaboratively plan based on the needs of your students.

During this section of the unit, the writing focus for students is explanatory/informative.

**Text and Supplemental Material**

**Science Textbook**

*The Life and Times of a Drop of Water*
Cycles Websites

- http://www.eo.ucar.edu/kids/green/cycles1.htm

The following is a list of websites and books about cycles and weather. They can be used in addition to the provided text for extension related activities.

- http://www.sciencekids.co.nz/sciencefacts/weather/hurricane.html
- http://tornado-facts.com/
- http://www.sciencekids.co.nz/sciencefacts/weather/tornado.html
- http://www.ready.gov/tornadoes
- HMR Theme 1 Science Link p.48-51
- HMR Theme 1 Career Link p.78-81

Assessments

CFA #1 (after Science Unit 3 Lesson 2)
The Big Idea of science Unit 3 is “Water on Earth moves from the oceans to the land by the processes of evaporation, condensation, and precipitation.” Explain the Big Idea using evidence from the text. (5th grade ELA CC Rubrics) RI 1, RI 2, RI 3, W 9

CFA #2 (after Science Unit 4 Lesson 1)
Using notes and textbook, draw a diagram and write a paragraph to explain how local winds, such as sea breezes and land breezes, are caused by the uneven heating of the Earth. (5th grade ELA CC Rubrics) RI 1, RI 2, RI 3

CFA #3 (after Science Unit 4 Lesson 2)
Using the cause and effect graphic organizer/notes and textbook, write a paragraph to explain the relationship between weather patterns and the water cycle. Include at least 2 components of the water cycle. (5th grade ELA CC Rubrics) RI 1, RI 3, W 9
Weeks 1-3

Unit Introduction

Tasks

- Theme Development - in order to introduce the theme
  - Define CYCLES as a series of events that are regularly repeated in the same order.
  - Divide students into groups of 5–6 and give each a large sheet of paper and markers. Post pictures of cycles (See Appendix) for students to get ideas (feel free to find additional photos). Ask the participants to brainstorm examples of CYCLES. Give them plenty of time and don’t worry about silences.
  - After sufficient time to think and write, ask the students to look at their lists and see if there are ways they can group their examples.
  - Next, have them label each group.
  - Post the labeled groups. Have each group of students share results, allowing them time to explain their reasoning. Teacher charts.
  - Ask, “Based on our list, the groups we’ve created, what can you conclude about CYCLES? Allow students time to come up with generalizations about CYCLES.
  - As a class, find some common generalizations.

- Theme Scavenger Hunt
  - Building an awareness of the theme is a prerequisite to studying it. Have students bring in pictures, models, quotes, stories, anecdotes, things that make them think of CYCLES. Post them on a bulletin board. Discuss the why.
  - Review these kid-friendly Websites for additional resources
    - http://www.eo.ucar.edu/kids/green/cycles1.htm

Pre-reading

- Informational Text Features Review (this should done prior to reading informational text and continued throughout the unit)
  - Point out and discuss the features of the text (headings, pictures with captions, diagrams, timelines, quotes of accounts) to discuss their function in understanding the text. How are the text features useful in comprehension? RI 7
  - Use the Text Features PowerPoint (available on PSD 5th grade Common Core ELA webpage)

- Informational Text Structure (this should done prior to reading informational text and continued throughout the unit)
  - How is the text organized [i.e. chronological (sequential), compare and contrast, cause and effect, problem and solution, description (main idea and detail)] Why? How is the organization useful in comprehension? RI 5
  - The following article provides information about the different types of text structure:
You may want to use the following PowerPoint to highlight the different types of text structure for your students: [http://www.slideshare.net/joannebresnan/textstructurepowerpoint](http://www.slideshare.net/joannebresnan/textstructurepowerpoint). It is a long, but provides a thorough presentation of the different types of text structure. Please preview it first, you may choose to only use part of it.

**Begin to Read Science Textbook**

**Unit 3: The Water Cycle**

**Big Idea:** Water on Earth moves from the oceans to the land by the processes of evaporation and condensation.

**Lesson 1:** How does water move from Earth to the air and back again?

**Vocabulary:** condensation, evaporation, water cycle, water vapor

**Discussion Questions**

- What is the main idea?
- What are the key details to support the main idea?

**Tasks**

- Read Lesson 1 (student text pages 222-231)
- Teacher models creating a main idea/details graphic organizer to record information for the heading, The Water Planet. Quote details from the text to support the main ideas, using quotation marks and page number references. (See 5th grade ELA Teaching Resources for graphic organizer and/or Appendix for sample) **RI 1, RI 2**
- Student records graphic organizers/notes of main ideas and key details in student notebooks. **RI 1, RI 2**
- Class begins to create a main idea/details graphic organizer to record information for the heading, The Water Cycle, using the subheadings: Evaporation, Condensation, and Precipitation (The Science textbook does not include information about precipitation in this lesson; information is provided in Unit 4 Lesson 2). Quote details from the text to support the main ideas, using quotation marks and page number references. (See 5th grade ELA Teaching Resources for graphic organizers) **RI 1, RI 2**
- Read *The Life and Times of a Drop of Water*
- Class continues to add information to the main idea/details graphic organizer for The Water Cycle. Quote details from both texts to support the main ideas, using quotation marks and page number references. (See 5th grade ELA Teaching Resources for graphic organizers) **RI 1, RI 2**
- Student records graphic organizers/notes of main ideas and key details in student notebooks. **RI 1, RI 2**
- Create a graphic organizer to show the cause and effect relationship between the elements of the water cycle. Quote details from the text using quotation marks and page number references. (This is to be done as guided practice. A similar task will be independently
completed for an upcoming CFA following Unit 4 Lesson 2) (See 5th grade ELA Teaching Resources for graphic organizers) **RI 3**

- After lesson 1, discuss the Essential Question: How does water move from Earth to the air and back again? Students must provide evidence from the text to support their ideas. Sample frames to use:
  - **✓ I know ________ because __________.**
  - **✓ Based on ____________, I think ________.

- Guided Practice of Writing: Summarize the water cycle in writing, using key details from the text. Include a diagram. (See Appendix for sample; this is guided practice for CFA following Unit 3 Lesson 2. RI 1, RI 2)

**Lesson 2:** How do Californians get the water they need?

Vocabulary: watershed, dam, reservoir, aqueduct, groundwater

**Discussion Questions**

- What is the main idea?
- What are the key details to support the main idea?

**Tasks**

- Read Lesson 2 (student text pages 236-245)
- Class creates a main idea/details graphic organizer to record information for each of the following headings: Water Resources; Local Water Sources; Groundwater. Quote details from the text to support the main ideas, using quotation marks and page number references. (See 5th grade ELA Teaching Resources for graphic organizers) **RI 1, RI 2**
- Student records graphic organizers/notes of main ideas and key details in student notebooks. **RI 1, RI 2**
- After lesson 2, discuss the Essential Question: How do Californians get the water they need? Students must provide evidence from the text to support their ideas.
- Looking at the Visual Summary on p. 262, discuss the relationship of the three visuals. How do the pictures support the Big Idea? **RI 2, RI 3**

**CFA # 1**

The Big Idea of science Unit 3 is “Water on Earth moves from the oceans to the land by the processes of evaporation, condensation, and precipitation.” Explain the Big Idea using evidence from the text. (5th grade ELA CC Rubrics) **RI 1, RI 2, RI 3, W 9**
Unit 4: Weather
Big Idea: Energy from the sun heats Earth unevenly. This causes air movements that result in changes in the weather.

Lesson 1: How does uneven heating of the Earth affect weather?
Vocabulary: atmosphere, weather, air pressure, convection current, local wind, prevailing wind

Discussion Questions
- What is the main idea?
- What are the key details to support the main idea?

Tasks
- Read Lesson 1 (student text pages 268-277)
- Class creates a main idea/details graphic organizer to record information for each of the following headings: The Atmosphere; Air Pressure; Uneven Heating and Local Winds; Global Winds. Quote details from the text to support the main ideas. (See 5th grade ELA Teaching Resources for graphic organizers) RI 1, RI 2
- Student records graphic organizers/notes of main ideas and key details in student notebooks. RI 1, RI 2
- After Lesson 1, discuss the Essential Question: How does uneven heating of Earth affect weather? Students must provide evidence from the text to support their ideas.

CFA # 2
Using notes and textbook, draw a diagram and write a paragraph to explain how local winds, such as sea breezes and land breezes, are caused by the uneven heating of the Earth. (5th grade ELA CC Rubrics) RI 1, RI 2, RI 3

Lesson 2: How do the oceans and the water cycle affect weather?
Vocabulary: current, humidity, precipitation

Discussion Questions
- How do the oceans affect weather?
- What effect does the water cycle have on weather?
- What causes clouds to form?
- What causes different types of precipitation?

Tasks
- Review Informational Text Structure. This section uses a cause and effect structure. Prior to this, the structure in the text was main idea and details. Point out to the students how the authors present the information.
• Read Lesson 2 (student text pages 282-292)
• Revisit graphic organizer of the Water Cycle from Unit 3 Lesson 1. Add details about precipitation. Quote details from the text to support the main idea. (See 5th grade ELA Teaching Resources for graphic organizers) **RI 1, RI 2, RI 3**
• Teacher models creating a cause and effect graphic organizer for how the oceans affect weather. Quote details from the text to support the causes and effects. (See 5th grade ELA Teaching Resources for graphic organizers) **RI 1, RI 2, RI 3**
• Use graphic organizers/notes to record main ideas and key details in student notebooks.
• Class creates a cause and effect graphic organizer for how the water cycle affects weather. Quote details from the text to support the causes and effects. (See 5th grade ELA Teaching Resources for graphic organizers) **RI 1, RI 2, RI 3**
• Use graphic organizers/notes to record main ideas and key details in student notebooks.
• After lesson 2, discuss the Essential Question: How do oceans and the water cycle affect weather?

• Read *The Life and Times of a Drop of Water*
• Use this book to:
  o reinforce the concepts in Unit 3 and Unit 4
  o review text structure (e.g. cause and effect, description)

**CFA # 3**
Using the cause and effect graphic organizer/notes and textbook, write a paragraph to explain the relationship between weather patterns and the water cycle. Include at least 2 components of the water cycle. (5th grade ELA CC Rubrics) **RI 1, RI 3, W 9**

12

revised 4/28/2014
### Language Arts Unit: Cycles in Nature

**Timeframe:** 8 weeks  
**Grade:** 5

---

#### Week 4

<table>
<thead>
<tr>
<th>Learning Targets:</th>
<th>Standards:</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL 1: Students will quote accurately what the text says explicitly when determining the key details.</td>
<td>RL 1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
</tr>
<tr>
<td>RL 2: Students will use details directly from the text to write a summary.</td>
<td>RL 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.</td>
</tr>
<tr>
<td>RL 3: Compare and contrast two settings in a text, drawing on specific details in the text.</td>
<td>RL 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).</td>
</tr>
<tr>
<td>RL 3: Identify how characters in a story or drama respond to challenges.</td>
<td><strong>W 1:</strong> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</td>
</tr>
</tbody>
</table>

---

#### Planning Information for Week 4

**Overview of Tasks for the Week**

This week, students will begin to read *Tuck Everlasting*. The novel takes place in the 1880s. By providing details about Winnie’s high-button shoes and people’s use of wagons and horses rather than cars, Babbitt shows the time in which the events occur. This is critical for the students to understand. Refer to the cover of the book that has a picture of Winnie in her high-button shoes.

Students will be reading **Prologue - Chapters 4** over the course of this week. Students will also be reading and analyzing a poem, to complement the reading of the novel. Students should have an opportunity to read silently/independently, in literature circles, and/or whole group.

While reading the novel, various on-going tasks will be completed. These tasks include:

- **Graphic Organizer** of the three events described in the Prologue – In the Prologue, the three important events appear unconnected; however, as the story unravels it becomes apparent that they are all connected to the music box. This graphic organizer will be used to show this connection. (See Appendix for example)

- **Theme Chart** - Although the overarching theme of this unit is “Cycles in Nature,” other themes develop including: Circle of Life, Change, Greed, Values, and Love. Students/class should chart the various themes and evidence of them. (See Appendix for a sample chart)

- **Character Charts** - Students/class should chart the different characters including descriptions of them. These charts will be used for other tasks during the novel. The characters charts can include: characters’ reactions to events, how a character has changed, etc. The following characters should be included: Winnie, Mae Tuck, Tuck, Jessie, Miles, and the Man in the Yellow Suit. (See Appendix for a sample chart)

- **Setting Chart** - Students/class should chart the different settings including descriptions of them. These charts will be used for other tasks during the novel. The following settings should be included: Winnie Foster’s home, the wood, the Tuck’s home. (See Appendix for a sample chart)
• **Character Descriptions** – Throughout the novel, students will be asked to write specific descriptions of various characters. These individual descriptions will be used towards the end of the novel to compare and contrast the different characters. (See Appendix for a sample layout for the notebook and 5th grade ELA Teaching Resources. This sheet does not need to be copied; students can create the template in their notebook)

• **Double Entry Journal** - Throughout the novel, students will be asked to respond to a quote using a double entry journal. Within the units, quotes are provided for students to respond, however, additional quotes may be added. (see Appendix for sample. This sheet does not need to be copied; students can create the template in their notebook.)

• **Chapter Summary** – After each chapter, students will write a summary of the chapter and predictions with reasoning. (See Appendix for a sample layout for the notebook and 5th grade ELA Teaching Resources. This sheet does not need to be copied; students can create the template in their notebook)

• **Figurative Language Charts** – Natalie Babbitt uses figurative language, imagery, and symbolism to make the most important themes clear to the reader. Prior to reading the novel, use the Figurative Language Powerpoint to teach the terms. (available on PSD 5th grade Common Core ELA webpage) While reading the novel, students will be looking for various examples of figurative language to discuss and chart. The following charts are needed for figurative language: *Symbolism, Metaphors, Similes, Imagery, and Personification*. (See Appendix for sample charts)

• **Foreshadowing Chart** – While reading the novel, students will be looking for various examples of foreshadowing to discuss and chart. Prior to reading the novel, use the Foreshadowing mini-lesson (embedded in the unit) or the Foreshadowing Powerpoint (available on PSD 5th grade Common Core ELA webpage) to teach foreshadowing. (See Appendix for a sample chart)

These tasks will need to be completed through modeling, guided practice, small groups, and individually. These tasks should be recorded in their student notebook. For this notebook, students should be applying AVID strategies as applicable. Accordingly, your team will need to collaboratively plan based on the needs of your students.

Figurative Language: Below is a list of sample questions that can be used to discuss the figurative language used throughout the novel.

• Why do authors use figurative language?
• What are the various forms and characteristics of figurative language?
• What is a simile? Metaphor? Personification? Imagery?
• What are examples of similes? Metaphor? Personification? Imagery?
• What is the effect of figurative language? How does it enhance meaning?
• What would the selection be like without figurative language? Could it be written a different way and have the same impact?
• Why do authors use imagery (or sensory details)?
• What is imagery? What are some examples of imagery in the story?
• What is the difference between telling and showing?
• What is the effect of using imagery? What do you visualize as you read or hear certain passages?
During the last two weeks of the unit, students will be creating a pamphlet teaching elements of literature and literary devices to younger students using illustrations and evidence from *Tuck Everlasting*. Allow one page for each element or device and give its definition under the heading. Include two devices from the following list: simile, metaphor, symbolism, and imagery. In addition, include these three elements: theme, setting, and character development. *(See 5th grade ELA CC Rubrics)*

While reading the novel, a close reading of the Prologue and Chapter 12 will be done. These pieces of texts analyzed for a deeper understanding of the text. *(See Appendix for copy; students have a copy in their student material book)*

During this week, students will be engaged in opinion writing. A writing prompt is provided, however, all the elements of writing need to be taught. Modeling and guided practice will be needed. Based on the needs of your students, provide additional scaffolds.

**Text and Supplemental Material**

- *Tuck Everlasting* by Natalie Babbitt
- Poem, “The Other Side of the Door” by Jeff Moss *(See Appendix for copy; students have a copy in their student material book)*
- Close reading of the Prologue of *Tuck Everlasting* *(See Appendix for copy; students have a copy in their student material book)*
- Figurative Language PowerPoint *(available on PSD 5th grade Common Core ELA webpage)*
- Foreshadowing Mini-lesson *(embedded in unit)* or Foreshadowing Mini-lesson PowerPoint *(available on PSD 5th grade Common Core ELA webpage)*

**Assessment**

No CFA for this week

**Week 4**

**Pre-reading Tasks**

**Theme Review**

- Revisit cycles as done during the first week in the unit. Discuss the different cycles found in nature as well as man-made cycles.
- Discuss these generalizations about cycles:
  - Cycles may be natural or man-made.
  - Cycles are composed of events that repeat in the same order.
Figurative Language
- Teach figurative language terms using the Figurative Language Powerpoint (available on PSD 5th grade Common Core ELA webpage)

Foreshadowing
- Teach the literacy technique/term of foreshadowing using the Foreshadowing Mini-lesson below or Foreshadowing Mini-lesson PowerPoint (available on PSD 5th grade Common Core ELA webpage)
  - Foreshadowing Mini lesson
    - Foreshadowing is when an author mentions or hints at something that will happen later in the story.
    - Try breaking the word FOreshadowing apart. FORE means ahead. A SHADOW is a glimpse of something without the complete details.
    - An example using Little Red Riding Hood:

      Once upon a time, there was a little girl who lived with her mother. Her mother asked her to take her old and lonely grandmother some food one day. "Don’t stop along the way. Go straight to your Grandma's house and back. Don’t talk to any strangers and watch out for the wolf in the woods! Now get along!"

    - The underlined words provide an example of foreshadowing. Little Red Riding Hood’s mother is warning her about the wolf in the woods, which hints at what may happen next.
Begin to read *Tuck Everlasting*

Prologue -

Close Reading Lesson: (Sample questions are provided. You may have to model the process through a Think Aloud until the students become familiar with this method of analyzing text.)

- Discuss the meaning of Close Reading with the students.
- You may want to post a chart such as this:

```
**Close Readers Do These Things**

- Read the text slowly at least twice
- Get the gist of what a text is about
- Circle words you aren’t sure of and try to figure them out
- Reread, annotate, and underline key vocabulary
- Use the text to answer questions
- Gather evidence (quotes) from the text
- Tell each other about what you think it means
- Read again to summarize or answer specific questions
```

- Tell students:
  - You will be reading a book called *Tuck Everlasting*. (If someone says they’ve read it before, or have seen the movie, ask them to keep the story information to themselves.)
  - Look at the cover. What clues do you find on the cover that prepare you to read this story? (shoes are old-fashioned, setting is in the past)
  - Open the book and turn to the prologue. A prologue is an introduction to a story. It gives information about the setting of the story and hints at the plot.

- **FIRST READ** *(Key Ideas & Details)*
  - Students read the text *(Do not activate prior knowledge.)*
    - Tell them to read the prologue independently.
  - Think-Pair-Share with a partner to check understanding, then share whole group:
→ What do we know about the setting of the story?
→ How does the author introduce the idea of cycles?
→ What do you think are the most important details in this part of the text? Why?
→ What does the author mean by “people are led to do things they are sure to be sorry for later”?

➢ SECOND READ (Craft & Structure)
- Reread selected chunk focusing on text dependent questions. (Independent Reading, Read Aloud, Think Aloud, Shared, or Paired Reading based on what your students need) **Model as necessary.**
- Students turn to the printed copy of the prologue from the student materials booklet. As you go through the text, students use pencils, post-its, or highlighters to mark portions of text that will aid in providing text-based evidence. Tell them to underline major points, circle keywords or phrases that are confusing or unknown, and use a question mark for questions they have during reading. They need to write their questions.
  → Read the first sentence of the prologue. What is the author telling us here?
  → What is the meaning of this personification: “August hangs at the very top of summer”?
  → What is the meaning of this simile: “like the highest seat of a Ferris wheel when it pauses in its turning”?
  → Read the next sentence. Even though “Ferris Wheel” isn’t stated in the second sentence, how do we know that spring and autumn are part of the wheel?
    (Describe the seasons if necessary.)
  → Reread the first paragraph. What tone or mood does the author create?

The next day:
➢ THIRD READ (Integration of Knowledge and Ideas)
- Reread selected chunk focusing on text dependent questions. (Independent Reading, Read Aloud, Think Aloud, Shared, or Paired Reading based on what your students need) **Model as necessary.**
- Students use their copy of the prologue from the student materials booklet.
  → Students reread the prologue, thinking about these questions:
    ▪ What does the author want me to understand?
    ▪ What words paint a picture in your mind?
  → Discuss with a partner, and then share with the whole class. (Include the symbolism of the Ferris Wheel)
- Put it all together – figurative language, foreshadowing, the tone, etc.
  → How has the author crafted the prologue to get the reader’s attention?
Chapter One
Vocabulary: oppressive, weary

Tasks
- Begin setting chart. **RL 3**
  - Ironically, the Fosters own the house and the wood. Identify details of the Foster home. Identify details of the wood.
- Begin Double Entry Journal
  - Explain what the narrator means by, “Nothing ever seems interesting when it belongs to you—only when it doesn’t.” After discussion, have students respond in their double entry journal. (See Appendix for sample)
- Find, discuss, and chart Figurative Language (See Appendix) **RL 4**
  - Personification - the road in the first paragraph.
  - Personification - the house being proud of itself in paragraph three.
  - Metaphor - damp mattress of leaves, helps us picture the wood in paragraph seven.
- Find, discuss, and chart examples of Foreshadowing (See Appendix) **RL 4**
  - Foreshadowing
    - This entire chapter foreshadows events in the book. Discuss the details and their possible meanings.
    - The final paragraph foreshadows the importance of the wood. Discuss why the wood may be so important.
- At the end of each chapter, students write a few sentences in their notebooks summarizing key details from the chapter. **RL 2**

Chapter Two
Vocabulary: melancholy

Discussion Questions
- What does Tuck dream about? What does the dream suggest about Tuck’s attitude toward his life?
- What does Mae Tuck always have with her? Why?
- Why is Mae not interested in seeing her reflection? How is that possible?

Tasks
- Begin character chart of Mae Tuck. **RL 3**
- Continue the graphic organizer/flow chart of the three events.
  - What details can we add to the flow chart? (Since only Mae Tuck is discussed in this chapter only events involving Mae Tuck would be added.)
- Students write a few sentences in their notebooks summarizing key details from the chapter. **RL 2**
Chapter Three
Vocabulary: suspended, exasperated

Discussion Questions
- How does Winnie feel about her life? How does the weather reflect her feelings?

Tasks
- Begin character chart of Winnie. **RL 3**
- Start theme chart. **RL 2**
  - How does the toad represent the theme of cycles?
- Start character descriptions in student notebooks - Four words which describe Winnie, two important quotes from her, and one paragraph that describe her role. **RL 3**
- Continue the graphic organizer/flow chart of the three events. **RL 3**
  - What details can we add to the flow chart? (Since only Winnie is discussed in this chapter, only events involving Winnie would be added.)
- Continue Double Entry Journal
  - Explain how Winnie feels when she states, “I’m not exactly sure what I’d do, you know, but something interesting—something that’s all mine. Something that would make some kind of difference in the world.” After discussion, have students respond in their double entry journal. (See Appendix for sample)
- Find, discuss, and chart Figurative Language **RL 4**
  - Symbolism - a toad’s metamorphosis symbolizes Winnie’s upcoming changes in her life. It is another symbol of the circle of life.
- Continue to add details to previously started setting charts. **RL 3**
- Students write a few sentences in their notebooks summarizing key details from the chapter. **RL 2**
  - Read the poem, “The Other Side of the Door” by Jeff Moss. (see Appendix; students have a copy in their student material book)
    - How is the narrator of the poem similar to Winnie’s character? **RL 3**

Chapter Four
Vocabulary: suspiciously

Discussion Questions
- Why does Winnie’s grandmother call her Winifred instead of Winnie? How does this reflect the grandmother’s character?
- What is your first impression of the man in the yellow suit? What clues does the author give you about this character? (yellow
represents cowardice, he won’t give his name, …)

- What tune is the man in the yellow suit humming?

**Tasks**

- Begin character chart of “The man in the yellow suit.” **RL 3**
- Continue the graphic organizer/flow chart of the three events. **RL 3**
  - How are the three events connected to the music box? What details can we add to the flow chart?
- Create a graphic organizer to contrast the house and the wood. (See 5th grade ELA Teaching Resources for graphic organizers) **RL 3**
- Continue to add details to previously started character and setting charts, as applicable. **RL 3**
- Students write a few sentences in their notebooks summarizing key details from the chapter. **RL 2**
- Opinion writing: “Why did the author call this character ‘The man in the yellow suit’ instead of a person’s name? State your opinion and support your point of view with reasons and information from the text.” Use this writing prompt as a model. Based on the needs of your students, provide additional scaffolds. This writing piece should be at minimum one paragraph. **W 1**
## Week 5

### Learning Targets:
- **RL 1:** Students will quote accurately what the text says explicitly when determining the key details.
- **RL 2:** Students will use details directly from the text to write a summary.
- **RL 3:** Compare and contrast two characters in a text, drawing on specific details in the text.
- **W 1:** Students state an opinion and group their reasons in a logical way. They use linking words, phrases, and clauses to tie their opinions to their reasons.

### Standards:
- **RL1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RL2** 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.
- **RL 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).
- **W1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

### Planning Information for Week 5

#### Overview of Tasks for the Week

Students will be reading **Chapters 5-9** over the course of the week. Students should have an opportunity to read silently/independently, in literature circles, and/or whole group.

Students will continue to analyze the characters, settings, and events through various on-going tasks. These tasks include: a graphic organizer/flow map of the three events, a theme chart, character charts, setting charts, character descriptions, double entry journal, chapter summaries, figurative language charts, and a foreshadowing chart. These tasks will need to be completed through modeling, guided practice, small groups, and individually. These tasks should be recorded in their student notebook. For this notebook, students should be applying AVID strategies as applicable. Accordingly, your team will need to collaboratively plan based on the needs of your students.

During this week, students will be engaged in opinion writing. Writing prompts are provided; however, all the elements of writing need to be taught. Modeling and guided practice may be needed. Based on the needs of your students, provide additional scaffolds as needed.

### Text and Supplemental Material
- **Tuck Everlasting** by Natalie Babbitt

### Assessment

No CFA for this week
Week 5

Chapter Five
Vocabulary: disheartened, consolingly

Discussion Questions
- Describe the woods from Winnie’s perspective. What feeling does she get about the woods? Why do her feelings surprise her?
- What is Winnie’s first impression of Jesse? What do you think Jesse is thinking when he tries to prevent Winnie from drinking the spring water?

Tasks
- Begin character chart of Jesse. **RL 3**
- Continue to add details to the theme chart. **RL 2**
  - In this chapter are several symbols of life and its changes: first is the toad who is there when Winnie takes her first steps into the woods, emphasizing the idea of Winnie’s metamorphosis as she steps beyond the safety she has always known in her own backyard. In addition, the enormous tree with the huge roots symbolizes how the years bring on changes now that it’s grown from a sapling to a huge tree. Connect these symbols to the theme of cycles. Continue to add details to previously started theme chart.
- Continue the graphic organizer/flow chart of the three events. **RL 3**
  - Why does Winnie change her mind about going into the wood? What details can we add to the flow chart?
- Continue Double Entry Journal
  - Mae says, “Well, boys, here it is. The worst is happening at last.” What do you think she means by this statement? After discussion, have students respond in their double entry journal. (See Appendix for sample)
- Find, discuss, and chart Foreshadowing **RL 4**
  - Foreshadowing chart – add “Well, boys, here it is. The worst is happening at last.”
- Continue to add details to previously started character and setting charts, as applicable. **RL 3**
- Students write a few sentences in their notebooks summarizing key details from the chapter. **RL 2**
- Opinion writing: “Why does Winnie decide not to run away from home? State your opinion and support your point of view with reasons and information from the text.” Use this writing prompt as guided practice. Based on the needs of your students, provide additional scaffolds. This writing piece should be at minimum one paragraph. **W 1**
Chapter Six
Discussion Questions
- Why do the Tucks kidnap Winnie?
- What vision has Winnie had about being kidnapped? How does the actual experience differ from her vision?

Tasks
- Begin character chart of Miles. RL 3
- Continue the graphic organizer/flow chart of the three events. RL 3
  - Why is the man in the yellow suit following Winnie and the Tucks? What details can we add to the flow chart?
  - What calms Winnie down when she is upset? Why does it help to calm her? It also can be added to the flow chart. (It connects the three events.)
- Find, discuss, and chart Figurative Language RL 4
  - Simile chart – add “Her backbone felt like a pipe full of running water.”
  - Simile chart – add “Her mouth went as dry as paper.”
  - Symbolism chart - add the music box
- Continue to add details to previously started character and setting charts, as applicable. RL 3
- Students write a few sentences in their notebooks summarizing key details from the chapter. RL 2

Chapter Seven
Vocabulary: peculiar

Discussion Questions
- How does drinking from the spring affect people and animals?

Tasks
- Continue to add details to the theme chart. RL 2
  - How did the Tucks react when they learned of their immortality? How does this relate to the theme of cycles?
- Find, discuss, and chart Figurative Language RL 4
  - Simile chart – add “They gathered around her like children at their mother’s knee.”
- Continue to add details to previously started character and setting charts, as applicable. RL 3
- Students write a few sentences in their notebooks summarizing key details from the chapter. RL 2
- Opinion writing: “Should the Tuck family have kidnapped Winnie? State your opinion and support your point of view with reasons and information from the text.” This writing prompt can be as guided practice or independent practice. Based on the needs of your students, provide additional scaffolds. This writing piece should be at minimum one paragraph. W 1
Chapter Eight

Discussion Questions
- What is the “plan” for Winnie for the next few days?
- How does Winnie react to the secret?
- Who overhears the Tucks’ secret?
- Given what the author has already told us about this character, what do you think he is up to?
- How do the actions of this character create suspense, or tension, in the plot?

Tasks
- Character description in the notebook - Four words which describe Jesse, two important quotes from him, and one paragraph which describes his role. RL 3
- Find, discuss, and chart Figurative Language RL 4
- Simile chart – add “The sweet earth opened out its wide four corners to her like the petals of a flower ready to be picked.”
- Continue to add details to previously started character and setting charts, as applicable. RL 3
- Students write a few sentences in their notebooks summarizing key details from the chapter. RL 2

Chapter Nine

Discussion Questions
- How do Mae and Miles take care of Winnie on the trip to their home?
- How does the reader know that Tuck cares about Winnie?
- How does Winnie react to arriving at the Tucks’ home?

Tasks
- Begin character chart of Tuck. RL 3
- Find, discuss, and chart Figurative Language RL 4
- Simile chart – add “Everything else was motionless, dry as biscuit.”
- Simile chart – add “Queen Anne’s lace lay dusty on the surface of the meadows, like foam on a painted sea.”
- Continue to add details to previously started character and setting charts, as applicable. RL 3
- Students write a few sentences in their notebooks summarizing key details from the chapter. RL 2
### Week 6

#### Learning Targets:
- **RL 1:** Students will quote accurately what the text says explicitly when determining the key details.
- **RL 2:** Students will use details directly from the text to write a summary.
- **RL 3:** Compare and contrast two or more characters, settings, or events in a story, drawing on specific details in the text.
- **W 1:** Students state an opinion and group their reasons in a logical way. They use linking words, phrases, and clauses to tie their opinions to their reasons.

#### Standards:
- **RL1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RL2** 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.
- **RL 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).
- **W1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

#### Planning Information for Week 6

**Overview of Tasks for the Week**

Students will be reading **Chapters 10-16** over the course of the week. Students should have an opportunity to read silently/independently, in literature circles, and/or whole group.

Students will continue to analyze the characters, settings, and events through various on-going tasks. These tasks include: a graphic organizer/flow map of the three events, a theme chart, character charts, setting charts, character descriptions, double entry journal, chapter summaries, figurative language charts, and a foreshadowing chart. These tasks will need to be completed through modeling, guided practice, small groups, and individually. These tasks should be recorded in their student notebook. For this notebook, students should be applying AVID strategies as applicable. Accordingly, your team will need to collaboratively plan based on the needs of your students.

During this week, students will be engaged in opinion writing. Writing prompts are provided; however, all the elements of writing need to be taught. Modeling and guided practice may be needed. Based on the needs of your students, provide additional scaffolds as needed.

#### Text and Supplemental Material
- *Tuck Everlasting* by Natalie Babbitt
- Close reading passage (paragraphs 1-8) from Chapter 12 of *Tuck Everlasting* (See Appendix for copy; students have a copy in their student material book)

#### Assessment

**CFA # 4**

Opinion writing: Write at minimum 1 paragraph responding to following prompt: “Who is more criminal – the man in the yellow suit for what he is doing or the Tucks for kidnapping Winnie?” State your opinion and support your point of view with reasons and information from the text. *(5th grade ELA CC Rubrics)* **W 1**
Week 6
Chapter Ten
Vocabulary: perilous, revolutionary, disarray

Discussion Questions
- How long have the Tucks lived in their home, and why are they thinking of moving? How does this represent a cycle?
- What advice does Mae give Winnie about living life? Explain how Mae might have come to this conclusion.
- How do things look for Winnie now?

Tasks
- Create a graphic organizer to compare and contrast the Foster and Tuck homes. (Details on the Foster home were recorded in Chapter one.) Quote details from the text. (See 5th grade ELA Teaching Resources for graphic organizers) RL 3
- Add to the notebook: character description - Four words which describe Mae, two important quotes from her, and one paragraph which describes her role. RL 3
- Continue Double Entry Journal
  - Why does Mae say, “Life’s got to be lived, no matter how long or short . . . You got to take what comes.” After discussion, have students respond in their double entry journal. (See Appendix for sample)
- Find, discuss, and chart Figurative Language RL 4
  - Simile chart – add “We’re plain as salt, us Tucks.”
- Continue to add details to previously started character and setting charts, as applicable. RL 3
- Students write a few sentences in their notebooks summarizing key details from the chapter. RL 2

Chapter Eleven

Discussion Questions
- How is supper at the Tuck’s home different from what Winnie is used to? Why does she feel the meal is “luxurious”?
- Why does she suddenly feel homesick?
- Why does Tuck insist on talking to Winnie?

Tasks
- Find, discuss, and chart Figurative Language RL 4
  - Simile chart – add “The whole is going to come apart like wet bread.”
- Continue to add details to previously started character and setting charts, as applicable. RL 3
- Students write a few sentences in their notebooks summarizing key details from the chapter. RL 2
<table>
<thead>
<tr>
<th>Chapter Twelve</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary: anguish</td>
</tr>
</tbody>
</table>

**Tasks**

- **Close Reading for Chapter 12:** (Sample questions are provided. You may have to model the process through a Think Aloud until the students become familiar with this method of analyzing text.)

  - **Tell students:**
    - At the end of Chapter 11, Tuck said the pond is a good place to talk. In Chapter 12, Winnie and Tuck go out in the rowboat. This is the scene where Tuck is trying to help Winnie understand that the secret of the spring must remain a secret. It is a powerful moment in the story.
    - As we read these pages, we will notice the setting and the characters’ thoughts, words, and actions. We will stop along the way and talk about our thinking. We can also look back at the charts we’ve made. These charts remind us of Tuck’s and Winnie’s traits – and the important settings in this story. We know that Natalie Babbitt does an amazing job of using vivid words and phrases to describe the setting. She does this a lot in Chapter 12 – see if you recognize some of the vivid language she uses.

  - **FIRST READ (Key Ideas & Details)**
    - Students read the text *(Do not activate prior knowledge.)*
      - Students turn to the printed copy of the passage from Chapter 12 from the student materials booklet (paragraphs 1-8).
      - Students read the entire passage independently. (or teacher reads aloud)
    - Think-Pair-Share with a partner to check understanding, then share whole group.
      - What do we know about the setting?
      - What do you think are the most important details in this part of the text? Why?

  - **SECOND READ (Craft & Structure)**
    - Reread selected chunk focusing on text dependent questions. *(Independent Reading, Read Aloud, Think Aloud, Shared, or Paired Reading based on what your students need)* **Model as necessary.**
      - As you go through the text, students use pencils, post-its, or highlighters to mark *portions of text that will aid in providing text-based evidence.* Tell them to underline major points, circle keywords or phrases that are confusing or unknown, and use a question mark for questions they have during reading. They need to write their questions.
        - Read the first two paragraphs of the passage.
          - How does the author describe the setting?
          - What types of figurative language does she use? (Discuss the effect of each)
Language Arts Unit: Cycles in Nature

Timeframe: 8 weeks

Grade: 5

✓ Metaphors
  The sky was a ragged blaze of red and pink and orange
  The sun was dropping fast now, a soft red sliding egg yolk
✓ Simile
  like color spilled from a paintbox
✓ Personification
  its double trembled on the surface
  a bullfrog spoke a deep note of warning
  tall water grasses whispering

→ Read the next four paragraphs of the passage.
  ✓ Tuck describes the water cycle. What is this a metaphor for? (life)
  ✓ What does the author mean by this metaphor: “Everything’s a wheel, turning and turning, never stopping.”? (line 35)
  ✓ How do both of these relate to the theme of cycles?

→ Read the last two paragraphs.
  ✓ What does the author mean by the metaphor of the rowboat?

You will probably do the third read the next day.

➢ THIRD READ (Integration of Knowledge and Ideas)
  • Reread selected chunk focusing on text dependent questions. (Independent Reading, Read Aloud, Think Aloud, Shared, or Paired Reading based on what your students need) Model as necessary.
  • Students use their copy of the passage from Chapter 12 from the student materials booklet.
    → Students reread the passage, thinking about these questions:
      ▪ What does the author want me to understand?
      ▪ What words paint a picture in your mind?
  • Discuss with a partner, and then share with the whole class.
  • Put it all together – figurative language, foreshadowing, the tone, etc.
    → How has the author crafted this passage to show Tuck’s point of view?
      (The water of the pond represents life; and life is always moving on. Not so for the Tucks. And Tuck uses the rowboat to describe their state of being stuck. The Tucks are permanently stuck, while everything around them—Winnie included—continues to move. Since Tuck can’t change his own fate, he wants to help Winnie choose hers. He wants her to live.)

➢ Go back to the book
  • Continue reading Chapter 12 in the book, stopping before the last paragraph, noting how the author uses the wheel and the water to represent life.
    → “The wheel would keep on going round, the water rolling by to the ocean, but the people would’ve turned into nothing but
rocks by the side of the road.”?

- Read the last paragraph of Chapter 12
  → Who stole the horse? How do you know?

Additional Tasks
- Add to the notebook: character description - Four words which describe Tuck, two important quotes from him, and one paragraph which describes his role. **RL 3**
- Continue to add details to previously started theme chart, as applicable. **RL 2**
- Continue to add details to previously started character and setting charts, as applicable. **RL 3**
- Students write a few sentences in their notebooks summarizing key details from the chapter. **RL 2**
- Opinion writing: Why does Tuck not want anyone else to drink from the spring? State your opinion and support your point of view with reasons and information from the text. This writing prompt can be as guided practice or independent practice. Based on the needs of your students, provide additional scaffolds. This writing piece should be at minimum one paragraph. **W 1**

Chapter Thirteen

Discussion Questions
- Why did the man in the yellow suit go to the Foster’s house instead of to the police? What details can we add to the flow chart?

Tasks
- Add to the notebook: character description - Four words which describe the man in the yellow suit, two important quotes from him, and one paragraph which describes his role. **RL 3**
- Continue to add details to previously started character and setting charts, as applicable. **RL 3**
- Students write a few sentences in their notebooks summarizing key details from the chapter. **RL 2**

Chapter Fourteen

Discussion Questions
- How does Winnie feel on her first night away from home?
- Why does Jesse ask Winnie to drink the water when she turns 17?
- How does Winnie respond to Jesse’s request?

Tasks
Language Arts Unit: Cycles in Nature  
Timeframe: 8 weeks  
Grade: 5

- Find, discuss, and chart Figurative Language **RL 4**
  - Simile chart – add “The cushions of the sofa were remarkably lumpy and smelled like old newspaper.”
  - Idiom chart – add “Stealing their horse right out from under their nose.”
  - Metaphor chart – add “The moon rose, turning the pond to silver.”
- Continue to add details to previously started character and setting charts, as applicable. **RL 3**
- Students write a few sentences in their notebooks summarizing key details from the chapter. **RL 2**

**Chapter Fifteen**
Vocabulary: illiterate

**Discussion Questions**
- What does the man in the yellow suit tell the Fosters about the Tucks? What details can we add to the flow chart?
- What trade does the man in the yellow suit propose to the Fosters?

**Tasks**
- Find, discuss, and chart Figurative Language **RL 4**
- Continue to add details to previously started character and setting charts, as applicable. **RL 3**
- Students write a few sentences in their notebooks summarizing key details from the chapter. **RL 2**

**Chapter Sixteen**

**Discussion Questions**
- How does the constable react to the news that the man in the yellow suit brings?
- What reason does the man in the yellow suit give the constable for wanting to go ahead of him? Do you think he is telling the truth? Why or why not?

**Tasks**
- Find, discuss, and chart Figurative Language **RL 4**
- Continue to add details to previously started character and setting charts, as applicable. **RL 3**
- Students write a few sentences in their notebooks summarizing key details from the chapter. **RL 2**

**CFA # 4**
Opinion writing: Write at minimum 1 paragraph responding to following prompt: “Who is more criminal – the man in the yellow suit for what he is doing or the Tucks for kidnapping Winnie?” State your opinion and support your point of view with reasons and information from the text. (5th grade ELA CC Rubrics) **W 1**
**Week 7**

**Learning Targets:**
- **RL 1:** Students will quote accurately what the text says explicitly when determining the key details.
- **RL 2:** Students will use details directly from the text to write a summary.
- **RL 3:** Compare and contrast two or more characters, settings, or events in a story, drawing on specific details in the text.
- **W 1:** Students state an opinion and group their reasons in a logical way. They use linking words, phrases, and clauses to tie their opinions to their reasons.

**Standards:**
- **RL 1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RL 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.
- **RL 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).
- **W 1:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

**Planning Information for Week 7**

**Overview of Tasks for the Week**

Students will be reading **Chapters 17-21** over the course of the week. Students should have an opportunity to read silently/independently, in literature circles, and/or whole group.

During this week, students will start to create a pamphlet to teach the elements of literature and literary devices to younger students using illustrations and evidence from *Tuck Everlasting*. Allow one page for each element or device and give its definition under the heading. Include two devices from the following list: simile, metaphor, symbolism, and imagery. In addition, include these three elements: theme, setting, and character development. (See 5th grade ELA CC Rubrics)

Students will continue to analyze the characters, settings, and events through various on-going tasks. These tasks include: a graphic organizer/flow map of the three events, a theme chart, character charts, setting charts, character descriptions, double entry journal, chapter summaries, figurative language charts, and a foreshadowing chart. These tasks will need to be completed through modeling, guided practice, small groups, and individually. These tasks should be recorded in their student notebook. For this notebook, students should be applying AVID strategies as applicable. Accordingly, your team will need to collaboratively plan based on the needs of your students.

During this week, students will be engaged in opinion writing. Writing prompts are provided; however, all the elements of writing need to be taught. Modeling and guided practice may be needed. Based on the needs of your students, provide additional scaffolds as needed.

**Text and Supplemental Material**
- *Tuck Everlasting* by Natalie Babbitt
Assessment
CFA # 5
Create a graphic organizer to compare and contrast two characters from the story, drawing on specific details in the text. (See 5th grade ELA CC Rubrics) **RL 3**

Week 7

Pamphlet
- Inform students that they will be creating a pamphlet teaching elements of literature and literary devices to younger students using illustrations and evidence from *Tuck Everlasting*. Allow one page for each element or device and give its definition under the heading. Include two devices from the following list: simile, metaphor, symbolism, and imagery. In addition, include these three elements: theme, setting, and character development. (See 5th grade ELA CC Rubrics)

Chapter Seventeen

Discussion Questions
- Why didn’t Miles give his wife and children water from the spring?
- How does Miles disagree with the way his father lives?
- Why does Winnie tell Miles to put the fish back in the pond?

Tasks
- Character description - Four words which describe Miles, two important quotes from him, and one paragraph which describes his role. **RL 2**
- Class creates a graphic organizer to contrast how Miles and Jesse’s attitudes differ about drinking from the spring. (See 5th grade ELA Teaching Resources for graphic organizers) **RL 3**
- Find, discuss, and chart Figurative Language **RL 4**
- Continue to add details to previously started character and setting charts, as applicable. **RL 3**
- Students write a few sentences in their notebooks summarizing key details from the chapter. **RL 2**
- Continue to create pamphlet. **RL 4**

Chapter Eighteen

Discussion Questions
- How does Winnie react when she sees Jesse in the morning?
- Who is at the Tucks’ door?
Language Arts Unit: Cycles in Nature

Timeframe: 8 weeks

Grade: 5

Tasks
- Find, discuss, and chart Figurative Language **RL 4**
- Continue to add details to previously started character and setting charts, as applicable. **RL 3**
- Students write a few sentences in their notebooks summarizing key details from the chapter. **RL 2**
- Continue to create pamphlet. **RL 4**

Chapter Nineteen
Vocabulary - grudgingly

Discussion Questions
- How did the man in the yellow suit learn about the Tucks? What has he done to pursue the Tucks’ story?
- What does the man in the yellow suit plan to do with the spring? What do his actions tell you about his character?

Tasks
- Continue to add to the Double Entry Journal
  - The narrator says that Mae "swung the shotgun round her heard, like a wheel." Why is this an appropriate simile? How does this relate to the theme of cycles? After discussion, have students respond in their double entry journal. (See Appendix for sample)
- Find, discuss, and chart Figurative Language **RL 4**
- Continue to add details to previously started character and setting charts, as applicable. **RL 3**
- Students write a few sentences in their notebooks summarizing key details from the chapter. **RL 2**
- Continue to create pamphlet. **RL 4**
- Opinion writing: Do you think Mae does the right thing? State your opinion and support your point of view with reasons and information from the text. This writing prompt can be as guided practice or independent practice. Based on the needs of your students, provide additional scaffolds. This writing piece should be at minimum one paragraph. **W 1**

Chapter Twenty
Vocabulary: unflinchingly

Discussion Questions
- To protect the Tucks, what does Winnie tell the constable?
- How does Tuck feel when he stares at the man in the yellow suit? Why?
- What will happen to Mae if the man in the yellow suit dies?
- Why are the Tucks horrified by the thought of that happening to Mae?
Language Arts Unit:  Cycles in Nature  Timeframe: 8 weeks  Grade: 5

- What new possibility does Winnie see before her?

Tasks
- Continue to add to theme chart.  **RL 2**
  - This chapter shows Winnie’s ultimate metamorphosis - she is beginning to think of others before herself. Discuss how this relates to the theme of cycles.
- Find, discuss, and chart Figurative Language **RL 4**
- Continue to add details to previously started character and setting charts, as applicable. **RL 3**
- Students write a few sentences in their notebooks summarizing key details from the chapter. **RL 2**
- Continue to create pamphlet. **RL 4**

Chapter Twenty-One
Vocabulary - anxiously

Discussion Questions
- Explain the dilemma about Mae and the man in the yellow suit.
- How is Winnie different when she returns home?
- Why can’t the constable press kidnapping charges against the Tucks?

Tasks
- Find, discuss, and chart Figurative Language **RL 4**
- Continue to add details to previously started character and setting charts, as applicable. **RL 3**
- Students write a few sentences in their notebooks summarizing key details from the chapter. **RL 2**
- Continue to create pamphlet. **RL 4**

CFA # 5
Create a graphic organizer to compare and contrast two characters from the story, drawing on specific details in the text. (See 5th grade ELA CC Rubrics) **RL 3**
### Week 8

**Learning Targets:**
- **RL 1:** Students will quote accurately what the text says explicitly when determining the key details.
- **RL 2:** Students will use details directly from the text to write a summary.
- **RL 3:** Compare and contrast two or more characters, settings, or events in a story, drawing on specific details in the text.
- **W 1:** Students state an opinion and group their reasons in a logical way. They use linking words, phrases, and clauses to tie their opinions to their reasons.

**Standards:**
- **RL 1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RL 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.
- **RL 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).
- **W 1:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

**Planning Information for Week 8**

**Overview of Tasks for the Week**

Students will be reading **Chapters 22-Epilogue** over the course of the week. Students should have an opportunity to read silently/independently, in literature circles, and/or whole group.

During this week, students will continue to create a pamphlet to teach the elements of literature and literary devices to younger students using illustrations and evidence from *Tuck Everlasting*. Allow one page for each element or device and give its definition under the heading. Include two devices from the following list: simile, metaphor, symbolism, and imagery. In addition, include these three elements: theme, setting, and character development. (See 5th grade ELA CC Rubrics)

Students will continue to analyze the characters, settings, and events through various on-going tasks. These tasks include: a graphic organizer/flow map of the three events, a theme chart, character charts, setting charts, character descriptions, double entry journal, chapter summaries, figurative language charts, and a foreshadowing chart. These tasks will need to be completed through modeling, guided practice, small groups, and individually. These tasks should be recorded in their student notebook. For this notebook, students should be applying AVID strategies as applicable. Accordingly, your team will need to collaboratively plan based on the needs of your students.

During this week, students will be engaged in opinion writing. Writing prompts are provided; however, all the elements of writing need to be taught. Modeling and guided practice may be needed. Based on the needs of your students, provide additional scaffolds as needed.

**Text and Supplemental Material**
- *Tuck Everlasting* by Natalie Babbitt
Assessments
CFA # 6
Opinion writing: Write a short response responding to following prompt: “Will Winnie drink the water when she turns seventeen?” State your opinion and support your point of view with reasons and information from the text. (See 5th grade ELA CC Rubrics) W 1

Summative Assessment:
Opinion writing: The Foster home was a very orderly place where everyone followed the rules. Winnie broke the rules by going into the woods. This led to a chain of events and problems. Was it appropriate for Winnie to break the rules? Write a multi-paragraph essay (minimum 3 paragraphs) to state your opinion and support your point of view with reasons and information from the text. (5th grade ELA CC Rubrics) W1

Week 8

Chapter Twenty-Two

Discussion Questions
- Who unexpectedly visits Winnie at the fence? Why did he come there?
- How are Jesse, Miles, and Tuck planning to help Mae escape from jail?
- Why does Winnie offer to help the Tucks?
- Why is it so important for Winnie to change places with Mae even though she knows that there could be consequences?

Tasks
- Find, discuss, and chart Figurative Language RL 4
- Continue to add details to previously started character and setting charts, as applicable. RL 3
  - In Chapters 22–24, the author uses descriptions of the weather to emphasize the dramatic events that occur as well as the dramatic inner changes in Winnie’s character. Discuss and chart these descriptions on Winnie’s chart.
- Students write a few sentences in their notebooks summarizing key details from the chapter. RL 2
- Continue to create pamphlet. RL 4
- Opinion writing: Is Jesse being selfish when he gives Winnie the bottle of spring water? State your opinion and support your point of view with reasons and information from the text. This writing prompt can be as guided practice or independent practice. Based on the needs of your students, provide additional scaffolds. W 1

CFA # 6
Opinion writing: Write a short response responding to following prompt: “Will Winnie drink the water when she turns seventeen?” State your opinion and support your point of view with reasons and information from the text. (See 5th grade ELA CC Rubrics) W 1
Chapter Twenty-Three

Discussion Questions
- What does the author mean when she says, “Winnie had her own strong sense of rightness.”? Why is it important to know what is right and wrong?
- What factors came together to lead to the solution of the problem?

Tasks
- Find, discuss, and chart Figurative Language RL 4
- Continue to add details to previously started character and setting charts, as applicable. RL 3
- Students write a few sentences in their notebooks summarizing key details from the chapter. RL 2
- Continue to create pamphlet. RL 4

Chapter Twenty-Four

Discussion Questions
- Why does Winnie repeatedly say the poem, “Stone walls do not a prison make, Nor iron bars a cage,” to herself? (metaphor for the Tuck’s life)
- What does Jesse say to Winnie before he leaves? Why does he say this?
- What conclusions can you come to about the main characters? How did their environment and experiences shape their actions? Support your beliefs with examples from the story.

Tasks
- Find, discuss, and chart Figurative Language RL 4
- Continue to add details to previously started character and setting charts, as applicable. RL 3
- Students write a few sentences in their notebooks summarizing key details from the chapter. RL 2
- Continue to create pamphlet. RL 4

Chapter Twenty-Five

Vocabulary - unwittingly, wistful, staunchly

Discussion Questions
- How do the Fosters react to Winnie being an accomplice to the Tuck’s escape?
- How do the other children in Treegap react to Winnie’s crime?
- What does Winnie do for the toad? Why does she do it?
- How did Winnie change over the course of the story? Why do you think she changed in that way?

**Tasks**
- Find, discuss, and chart Figurative Language **RL 4**
- Continue to add details to previously started character and setting charts, as applicable. **RL 3**
- Students write a few sentences in their notebooks summarizing key details from the chapter. **RL 2**
- Continue to create pamphlet. **RL 4**

**Epilogue**

**Discussion Questions**
- What has changed in Treegap since the Tucks last visited the village? How much time do you think has passed?
- Why does Angus Tuck say, “Good girl,” when he sees Winnie’s grave?
- Did Winnie drink from the spring? What was her ultimate fate and how old was she when it happened?

**Tasks**
- Continue to add details to the theme chart. **RL 2**
  - Refer back to chapter five and the symbol of the tree. Discuss the theme of cycles; the tree has completed its cycle.
  - What happened to the tree and the spring? How does the tree reflect a cycle – the circle of life?
- Complete pamphlet and share with a lower grade classroom. **RL 4**
- Optional opinion writing: What is the most important theme in *Tuck Everlasting*? Provide at least two reasons for your choice. Quote evidence from the story to support your reasons. This writing prompt can be as guided practice or independent practice. Based on the needs of your students, provide additional scaffolds. This writing piece should be at minimum three paragraphs. **W 1**

**Summative Assessment:**
Opinion writing: The Foster home was a very orderly place where everyone followed the rules. Winnie broke the rules by going into the woods. This led to a chain of events and problems. Was it appropriate for Winnie to break the rules? Write a multi-paragraph essay (minimum 3 paragraphs) to state your opinion and support your point of view with reasons and information from the text. (5th grade ELA CC Rubrics) **W1**