PORTALS TO READING

Reading Skills Through Literature

TUCK EVERLASTING

Natalie Babbitt

Reproducible Activity Book
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The *Portals to Reading* series accompanies time-tested literature that should be an important part of every school's reading program. The activities will reinforce a wide variety of language and reading skills which are generally part of the curriculum at the reading level of the novel. However, the *Portals* pick-and-choose format gives you the final decision about which activities will enhance your students' personal learning.

The activities in this book are based on sentences and paragraphs especially written to support the teaching objective of each lesson. Clearly, such literary matters as style and flavor may be experienced only by reading the book itself. Thus, the words of the author have been left where they belong—in their pure form in the pages of the novel.
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Author! Author!
Natalie Babbitt

Natalie Babbitt was born and raised in Ohio. Her father was a business administrator, and her mother was an amateur painter. Natalie’s mother encouraged her artistic development by providing art lessons. As a result of her mother’s nurturing and because of her own desire to become an illustrator, Ms. Babbitt specialized in art at Laurel School and at Smith College.

Following her graduation from college, Ms. Babbitt married Samuel Fisher Babbitt, an academic administrator. They lived in Connecticut, Tennessee, and Washington, D.C. during the next ten years, and they became the parents of two sons and one daughter. Ms. Babbitt and her husband decided to combine their talents to create a book. He wrote and she illustrated a children’s book entitled The Forty-Ninth Magician, published in 1966. Soon after that the family moved again, this time to Clinton, New York, where Mr. Babbitt became the first president of Kirkland College.

Because of Mr. Babbitt’s position, he no longer had time to collaborate with his wife on children’s books. Soon Ms. Babbitt decided to try her hand at writing, and she became an author. In fact, although she still enjoys illustrating, Natalie Babbitt now finds a greater challenge and more satisfaction in writing.

According to Ms. Babbitt she writes for children because she’s interested in fantasy and the possibilities for experiences of all kinds before the time of compromise. She believes that children are far more perceptive and wise than American books give them credit for being.

In a speech about her writing, Ms. Babbitt explained that she’d rather talk about reading than writing, but it all begins with words. Words belong to everyone. Her father taught her to appreciate the music of words, and her mother introduced her to the classics of children’s literature.
The Story in Brief

Winnie Foster is a ten-year-old girl whose life seems very ordinary. Winnie lives in a cottage with her parents and grandmother, and she entertains herself by sitting on the grass and looking through the fence that surrounds her yard. But her life changes forever the day Winnie decides to venture beyond that fence, into the wood owned by her family.

In the wood, Winnie catches a glimpse of Jesse Tuck, a seventeen-year-old boy who fascinates her. When Jesse takes a drink from a spring bubbling beneath a tree, Winnie realizes that she is thirsty too. What Winnie doesn’t realize is that the water holds magical powers—those who drink it live forever without aging. Angus and Mae Tuck, along with their sons Miles and Jesse, had discovered that power quite by accident many years before.

The Tucks must now take Winnie from the wood to their home in order to explain to her why living forever at one age is not as wonderful as it may seem. Although taken against her will, Winnie soon feels loved and cared for by this strange family, and she finds herself returning those same feelings.

Unfortunately, Winnie and the Tucks do not notice that a mysterious stranger has followed them. He overhears the secret of the magic spring and devises a scheme to make his fortune by selling the water. When he tries to take Winnie from the Tucks, Mae Tuck comes to Winnie’s rescue in a dramatic way.

The special bond she develops with the Tucks changes Winnie’s life. She not only saves Mae from a terrible fate, but she realizes she must keep the Tucks’ secret safe forever. The only decision that remains for Winnie is whether or not she will drink the spring water herself. Readers will be left spellbound and wondering until the very end of this fairy tale.
Using Short Vowels

Read the words in the word box. Each word contains a short vowel sound. Then read each sentence. Choose a word from the word box to complete each sentence. Write your answer on the blank line.

Example: From the hill, a traveler could see a _______trouquil____ scene of curved road and silent woods.

1. At the end of the cool woods, the road changed _______________ and became hot and dusty.

2. The woods next to the cottage were private _________________.

3. The thick layers of leaves were like a _______________ on the ground.

4. In the woods, there was a little spring _______________ up from the roots of a tree.

5. Tuck was smiling in his sleep, but the smile _______________ when he woke up.

6. Mae Tuck was a calm and ________________ woman.

7. No one in the ________________ would remember Mae.

8. Mae ________________ a brooch to the front of her shawl.

9. The Tucks had looked ________________ the same for eighty-seven years.

10. As Winnie watched, the toad hopped ________________ across the road.
Finding Base Words

Each word below has been formed by adding a suffix such as -ly, -ed, or -ing to a base word. On the blank beside each word, write the base word.

Example: highest ________ high ________

1. smeared ________________ 11. forbidding ________________
2. running ________________ 12. perfectly ________________
3. stranger ________________ 13. pebbles ________________
4. fringes ________________ 14. trembled ________________
5. thoughtful ________________ 15. having ________________
6. sharply ________________ 16. possibly ________________
7. easiness ________________ 17. painted ________________
8. oppressive ________________ 18. glancing ________________
9. ragged ________________ 19. propped ________________
10. clearly ________________ 20. itchy ________________
Making Compounds

Two words combined form a compound. Each word in Box A forms the first part of a compound. Each word in Box B forms the second part. In the blank in each sentence below, write a compound that best completes the sentence. Use a word from each box to make your compounds.

<table>
<thead>
<tr>
<th>Box A</th>
<th>Box B</th>
</tr>
</thead>
<tbody>
<tr>
<td>other</td>
<td>light</td>
</tr>
<tr>
<td>fore</td>
<td>stand</td>
</tr>
<tr>
<td>noon</td>
<td>webs</td>
</tr>
<tr>
<td>grand</td>
<td>house</td>
</tr>
<tr>
<td>jail</td>
<td>ball</td>
</tr>
<tr>
<td>sun</td>
<td>time</td>
</tr>
<tr>
<td>cob</td>
<td>side</td>
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<tr>
<td>mud</td>
<td>out</td>
</tr>
<tr>
<td>wash</td>
<td>world</td>
</tr>
<tr>
<td>out</td>
<td>mother</td>
</tr>
<tr>
<td>with</td>
<td>head</td>
</tr>
</tbody>
</table>

Example: Winnie wished her __grandmother__ and mother wouldn’t watch her so closely.

1. By ________________ , the sun was high overhead.

2. In the village of Treegap, criminals were held in the new ________________.

3. The strange, ________________ appearance of the woods made it seem like visitors should speak in whispers.

4. The woods were located just ________________ the cottage fence.
5. The trees were so thick that little _____________ was able to get through.

6. Mae lay in bed and looked at the _______________ hanging from the ceiling.

7. A mirror was propped up on the _______________ in Mae’s bedroom.

8. Mae never went anywhere _______________ her music box.

9. Winnie leaned her _______________ against the iron bars of the fence.

10. The toad looked like a big, brown _______________.

Name _____________________________
Listening for Syllables

Say each of the words listed below to yourself. The number of vowel sounds you hear in each word will be the same as the number of syllables. Decide how many syllables are in each word. Then write the number on the blank after each word.

**Example:**

sunset ______ 2

1. strolling ______ 16. whistled ______
2. entertainment ______ 17. fears ______
3. gesturing ______ 18. opportunity ______
4. fingers ______ 19. able ______
5. reminded ______ 20. manage ______
6. funeral ______ 21. laugh ______
7. forever ______ 22. discover ______
8. everyone ______ 23. agreeably ______
9. believe ______ 24. hummed ______
10. suspiciously ______ 25. gentle ______
11. grandmother ______ 26. movement ______
12. answer ______ 27. pruned ______
13. melody ______ 28. enormous ______
14. reluctantly ______ 29. heart ______
15. disappeared ______ 30. suspenders ______
Adding Endings

Read each sentence. Then look at the word shown in parentheses at the end of the sentence. Add an ending such as -ed, -ing, -s, or -er to the word to make it fit in the sentence. Remember, you may need to change the word when you add the ending. Write the new word in the blank.

Example: A stranger ______ paused ______ just outside the gate. (pause)

1. The bright colors seemed to glow as the sunlight began ______. (fade)
2. A black hat ______ from the stranger’s hand. (dangle)
3. Catching fireflies was a ______ way to spend a summer evening. (love)
4. The stranger smiled and acted ______. (friend)
5. The man began to whistle very ______. (soft)
6. Winnie liked to read ______ about characters who had exciting adventures. (story)
7. Winnie ______ to go into the woods by herself. (decide)
8. The air was ______ in the woods than at Winnie’s cottage. (cool)
9. Winnie walked ______ through the thick woods. (timid)
10. The boy wore ragged pants and a ______ shirt. (grub)
Using Long Vowels

Read the words in the word box. Each word contains a long vowel sound. Then read each sentence. Choose a word from the word box to complete each sentence. Write your answer on the blank line.

Example: Winnie noticed a stranger standing beside the fence.

1. The fireflies came out at ________________.
2. Winnie’s grandmother thought the melody was elf ________________.
3. The man was ________________ to talk to someone who had lived in the area for a long time.
4. Grandmother ________________ Winnie’s hand and hurried her into the cottage.
5. They heard the tune three times before the sound ________________ away.
6. The man’s fingers were long and ________________.
7. The sun could be seen on the ________________ horizon.
8. As it shone through the trees, the sun made ________________ of light on the ground.
9. The air and ground were full of living ________________.
10. Under the ________________ of pebbles was a spring of fresh water.
Classifying Word Groups

Read the following sentences. Decide if the italicized part of the sentence tells you where, when, or how. Underline the correct choice.

Example: Afterward, Winnie’s adventures seemed like a dream.  
where  when  how

1. Someone grabbed Winnie and swung her through the air.  
where  when  how

2. Miles and Jesse trotted along on either side.  
where  when  how

3. Winnie thought a kidnapper would have picked her up like a sack of potatoes.  
where  when  how

4. After another few minutes, the road turned to the left.  
where  when  how

5. Winnie’s backbone felt like a pipe full of cold running water.  
where  when  how

6. Mae reached into the pocket of her skirt.  
where  when  how

7. Winnie’s mouth was as dry as paper.  
where  when  how

8. The music box key clicked faintly as Winnie turned it.  
where  when  how

9. The Tucks had come from a long way to the east.  
where  when  how

10. The water from the spring tasted sort of strange.  
where  when  how
Classifying Word Groups
Chapters 6-7

11. The Tucks started a farm many miles to the west.

12. Jesse said they camped by the spring overnight.

13. When Tuck shot himself, the bullet went right on through him.

14. When the Tucks came to the clearing, they discovered the tree hadn’t changed.

15. After several more turns, the music box began to play.

16. The horse was shot when it was grazing by some trees.

17. The Tucks gathered around Winnie like children at their mother’s knee.

18. Miles took a handkerchief from a back pocket.

19. Mae had her fingers laced together in her lap.

20. Jesse said he would stay seventeen till the end of the world.
Sequencing Events

The two sets of events listed below are arranged in incorrect sequence. Number each set of events in order from 1 to 5 by writing a 1 in the blank before the event that happened first, a 2 before the event that happened next, and so on.

Set 1

_____ The horse trotted by the stranger who wore the yellow suit.

_____ The next thing she knew, Winnie was being swung through the air.

_____ Winnie was placed on the back of an old, fat horse.

_____ Winnie knelt on the ground near the spring.

_____ After the stranger was out of sight, Winnie realized she should have shouted for help.

Set 2

_____ On their way west, they stayed overnight at the spring.

_____ After twenty years had passed, they realized they weren’t getting older.

_____ A long time ago, they had left their home to settle in the west.

_____ The Tucks began to tell Winnie their story.

_____ The next day they went farther west and traveled until they found a spot to settle.
Matching Synonyms

A synonym is a word having the same or nearly the same meaning as another word. Read each sentence. Choose a synonym from the word box to replace the italicized word.

Example: grabbed The kidnappers seized Winnie and threw her onto the back of their horse.

_______________ 1. Winnie realized that the Tucks were just as alarmed as she was.

_______________ 2. Winnie thought it was astonishing that she wasn’t more upset about being kidnapped.

_______________ 3. When she rode past the stranger, Winnie just goggled at him in silence.

_______________ 4. Once the stranger was out of sight, Winnie had no opportunity to ask for his help.

_______________ 5. Miles and Jesse grabbed the harness, and the horse stopped abruptly.

_______________ 6. As time passed, Winnie began to comprehend what was happening to her.

_______________ 7. Mae was so upset that her fingers were trembling as she tried to wind the music box.

_______________ 8. The music box played a tinkling little melody.

_______________ 9. The winding key kept revolving more slowly until it stopped completely.

_______________ 10. After the key was wound several times, the music sounded brisk and merry again.

surprising chance tune
quick grabbed suddenly
shaking stared frightened
turning understand
Remembering Details

The following questions are about some of the characters and events in the book. Write the answers on the lines after the questions. Be sure to use complete sentences.

1. Why did Jesse say that Winnie was the only person in the world to know the Tucks’ story? ____________________________________________________________
2. Why did Winnie have to go home with Mae and her sons? __________________________
3. Why did Winnie decide she wasn’t afraid of the Tucks? ____________________________
4. How did the stranger in the yellow suit learn the Tucks’ secret? __________________
5. Why was Winnie surprised to see how cluttered and dusty the Tucks’ home looked? ___
6. How did Mae and Tuck earn money to buy things they needed? _____________________
7. How often did Mae and Tuck get to see their sons? ________________________________
Discovering Meaning Through Context

Read the following sentences. Three meanings are given for each italicized word. Use the context of the sentence to figure out which meaning is correct. Underline the correct meaning.

Example: Winnie thought the story of a spring that kept you from getting older was extraordinary.

honest      fantastic      boring

1. Winnie forgot about vanity and wore the silly-looking bonnet to protect herself from the sun.

   sunburn      the heat      her pride

2. Winnie was exhausted from the long, hard journey.

   tired      unhappy      relaxed

3. Winnie perched behind Mae as they rode off.

   sang      sat      looked

4. The horse walked carefully down the steep embankment.

   field      river      hill

(continued)
5. The sight of Winnie changed Tuck’s *melancholy* expression into a smile.

   - cheerful
   - sad
   - friendly

6. Winnie’s mother and grandmother *scoured* and mopped until everything was sparkling clean.

   - scrubbed
   - talked
   - cooked

7. Things were *strewn* over every surface of the Tucks’ home.

   - forgotten
   - scattered
   - lost

8. A *vast* brass bed took up most of the space in Mae’s bedroom.

   - huge
   - messy
   - empty

9. All around the house, Winnie saw *evidence* of the Tucks’ activities.

   - videos
   - signs
   - nothing

10. Looking around at the clutter, Winnie wondered how anyone could live in such *disarray*.

    - brightness
    - cleanliness
    - messiness
Evaluating What You Read

Read each of the story situations below. Decide whether you agree or disagree with what the character said, did, or thought about the situation. Then explain why you feel as you do.

1. Winnie decided she would go willingly with Mae, Jesse, and Miles. She felt she didn't have any choice in the matter because they would probably make her go. She also felt that there was nothing to fear from the Tucks because they were gentle and childlike.
Do you agree or disagree that Winnie should go willingly with Mae and her sons?
I _________________ with Winnie because _____________________________________
___________________________________________________________________________

2. When Winnie realized that Mae, Jesse, and Miles might be telling the truth about the spring, she was excited. She thought it would be wonderful to live forever. Do you agree or disagree that living forever would be wonderful?
I _________________ with Winnie because _____________________________________
___________________________________________________________________________

3. Mae told Winnie that the family never stayed in one place too long. They were afraid people would become suspicious when the Tucks didn’t show any signs of growing older. Winnie thought it was sad to always be moving around and never be able to make friends. Do you agree or disagree with Winnie that having to move around a lot is sad?
I _________________ with Winnie because _____________________________________
___________________________________________________________________________
Determining Fact and Opinion

Some of the following sentences are statements of fact. Some are statements of opinion. In the blank before each sentence, write the letter F if that sentence is a statement of fact. Write O if that sentence is a statement of opinion.

Example:   ____F____  Winnie had flapjacks, bacon, bread, and applesauce for supper.

_______   1. It is all right to lick your fingers while you are eating.

_______   2. There should be no conversation at mealtimes.

_______   3. Winnie had never slept in any bed but her own.

_______   4. The Tucks were crazy to live the way they did.

_______   5. Some of the water in the ocean would go into the air and become clouds.

_______   6. The water in the pond eventually reached the ocean.

_______   7. Children grow and change.

_______   8. Tuck was a useless person.

_______   9. It would be horrible if everyone lived forever.

_______  10. Someone stole Tuck's horse.
Using Cloze Reading

Read the paragraphs below. Use the words in the word box to fill in the blanks. The first example is done for you.

Winnie and Tuck walked toward the edge of the (1) ______ pond ______. As they climbed into the (2) ________________, the heels of Winnie’s (3) ________________ thumped against the wet boards. Tuck climbed in, grasped the (4) ________________, and pushed off. The rowboat slipped from the (5) ________________ and silently (6) ________________ into the water.

Soon Tuck stopped rowing, and the boat began to (7) ________________ slowly toward the end of the pond. Winnie saw millions of (8) ________________ in the air and on the water. Fish rose to the surface to (9) ________________ on the tiny creatures. The silence was broken only by the croaking of a (10) ________________ and the bird calls echoing from the (11) ________________ and birches that grew along the bank.
Getting the Main Idea

Read each of the following paragraphs. Then read the four sentences below each paragraph. Choose the sentence that best states the main idea of the paragraph. Then neatly copy that sentence on the line provided.

a. Everyone sat in the parlor to eat dinner. Winnie had always eaten at a table and wasn’t sure what to do. But the Tucks didn’t seem concerned about knowing the proper way to eat. Jesse sat on the floor and put his plate on the chair. The others put their plates in their laps. There were no napkins, so fingers had to be licked clean. To Winnie, this seemed like the easiest and best way to eat a meal.

1. Winnie was upset by the Tucks’ bad manners.
2. Winnie enjoyed the relaxed meal with the Tucks.
3. Mae forgot to hand out napkins.
4. Winnie licked her fingers clean.

b. Suddenly Winnie seemed to realize that she was in a strange house with people she didn’t know. They had kidnapped her, so they must be criminals. The story they had told her sounded crazy. And now they expected her to spend the night in this dirty, strange house. All at once, Winnie stopped eating and asked if she could go home.

1. Winnie wanted to go home.
2. The Tucks’ house was dirty and strange.
3. Winnie planned to spend the night.
4. Winnie didn’t know the Tucks.

(continued)
C. Tuck rowed out into the middle of the pond. As the boat drifted, he talked to Winnie. He talked about how water travels from the pond, to the ocean, to the clouds, and back to the pond. He explained that every living thing was part of a wheel that kept turning—always growing and changing.

1. Tuck was tired of rowing.
2. Tuck took Winnie out onto the water so he could teach her how to row.
3. Tuck wanted Winnie to understand that it is normal to grow and change.
4. Tuck liked to talk about wheels.

D. Tuck said it would be awful if people drank from the spring and no one ever got old. People would be just like rocks by the side of the road. No one would ever change or grow. He told Winnie it was hard to understand why living forever was bad until after it happened—and then it was too late.

1. Tuck wanted Winnie to live forever.
2. Tuck wanted everyone to know about the spring.
3. Tuck thought people were like rocks.
4. Tuck thought it would be a mistake for people to drink from the spring.
Matching Antonyms

An antonym is a word that means the opposite or nearly the opposite of another word. Read each sentence. Then find a word in the word box that means the opposite of the italicized word.

Example: ______ light ______ It was too dark outside to look for the missing horse.

1. Winnie wanted to sleep in her own clothing and refused Mae’s offer of a nightgown.
2. Mae’s nightgown was old and faded from many washings.
3. Winnie couldn’t sleep because the pillow felt rough against her cheek.
4. Winnie was exhausted from her long day and couldn’t wait to get into bed.
5. Mae lingered near Winnie as if she didn’t want to leave the child alone.
6. Tuck’s hair was rumpled and wild-looking where his head had touched the pillow.
7. The stranger couldn’t help comparing the Fosters’ spotless home to the mess he had seen at the Tucks’ cabin.
8. The man told the Fosters they were fortunate he had discovered where Winnie was being hidden.
9. The man in the yellow suit was courteous, but not too friendly.
10. The constable warned the stranger that the kidnappers might be dangerous.
Making Inferences

Read each of the questions below. Then read the three possible answers. Think about what happened in chapters 14-16 of Tuck Everlasting. Use what you know to choose the best answer for each question. Circle the number next to the answer you choose.

a. Why were Mae and Tuck so glad to have Winnie with them?

1. Mae and Tuck hoped Winnie would marry Jesse.
2. Mae and Tuck were tired of talking to each other.
3. It had been a long time since anything had changed in their lives.

b. Why was Winnie worried about what would happen when her father found her?

1. Winnie was afraid her father would be angry with her.
2. Winnie didn’t want anything bad to happen to the Tucks.
3. Winnie didn’t want to go home with her father.
Making Inferences
Chapters 14-16

C. Why were the Fosters shocked at what the stranger told them?

1. The stranger refused to bring Winnie home unless they gave him the woods.
2. The stranger told them that Winnie never wanted to come home.
3. The stranger told them that the Tucks really owned the woods.

d. Why didn't the stranger want Mr. Foster to come along with him when he went to get Winnie?

1. The man wanted to keep Mr. Foster from hurting the Tucks.
2. The man thought Mr. Foster should stay with his wife until Winnie was safe.
3. The man didn’t want anyone else to find out about the spring.

e. Why did the stranger ride on ahead of the constable?

1. The stranger didn’t want to carry on a conversation with the constable.
2. The stranger wanted to be sure he was on the right trail.
3. The stranger wanted to get to the Tucks’ cabin before the constable did.
Understanding Special Meanings

Read the following sentences. Explain in your own words the meaning of the italicized word or group of words. Write your response on the line below each sentence.

Example: The Tucks’ horse was stolen right out from under their nose.

when they were nearby

1. Mae thought Winnie would be able to sleep first-rate on the sofa.

2. As she thought about all that had happened, Winnie’s head whirled.

3. The moon appeared in the sky, turning the pond to silver.

4. Mae wanted to know if Winnie was resting easy.
5. When Jesse talked about getting married, Winnie was struck dumb.

6. The stranger said that some people can’t seem to cut their way through a problem.

7. The constable wanted to know why the stranger had to roust him out of bed.

8. The constable suspected that the stranger was in cahoots with the Tucks.

9. The constable wondered why the stranger hadn’t come to him as soon as Winnie had been snatched.

10. The stranger was a close-lipped man.
Classifying Words

In each group of words below, one word does not belong with the others. Draw a line through the word that does not belong. Then decide what the other three words have in common. Write your answer on the blank line after the words.

**Example:** plate dress suit hat

They are all _kinds of clothing_.

1. trees mist weeds lily pads

They are all ____________________________.

2. parlor loft floor quilt

They are all ____________________________.

3. turtle gills trout frog

They are all ____________________________.

4. stared nervous frightened foolish

They are all ____________________________.

5. father brother caller mother

They are all ____________________________.
Classifying Words

Chapters 17-19

6. pond stream bank spring
   They are all ________________________________________________

7. mosquito dragonfly moth birds
   They are all ________________________________________________

8. morning hook pole bait
   They are all ________________________________________________

9. stern ceiling oar seat
   They are all ________________________________________________

10. head eyes knock arm
    They are all ________________________________________________
Determining Feelings

A person does not always express feelings directly in words. Sometimes feelings are shown through other clues as well. Each of the sentences below provides clues to the feelings of a character in the book. The name of that character is italicized. First study the clues, then choose the word from the box that best describes the character’s feelings. Write the word in the blank in front of the sentence.

angry  started  cheerful  contented  embarrassed
determined  upset  frightened  suspicious

1. When Jesse smiled at her, Winnie dropped her eyes and blushed.

2. Miles set his jaw and told Winnie he would find a way to do something important with his life.

3. Winnie’s spirits lifted as she realized that she would be going home soon.

4. As the fish gasped for breath, Winnie wept and begged Miles to put it back in the water.

5. Mae sighed happily as she looked around at all the people she loved.

6. At the knock on the door, Mae dropped her fork and jumped up.

7. Tuck’s eyes narrowed as he sensed that the man’s intentions were not friendly.

8. As he dragged Winnie from her chair, the man’s eyes were like firepoints and his face was twisted.

9. The Tucks jumped to their feet, and Winnie shrank back in her chair.
## Determining Cause and Effect

To determine a cause, ask “What is the reason?” To determine an effect, ask “What is the result?” Match the causes and effects below. Write the number of the cause in front of its effect.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The birds were noisy.</td>
<td>The oars moved without a splash.</td>
</tr>
<tr>
<td>2. Miles was a skillful rower.</td>
<td>The pole jerked and bent.</td>
</tr>
<tr>
<td>3. The sun came up over the trees.</td>
<td>The water sparkled.</td>
</tr>
<tr>
<td>4. Winnie got a bite on her line.</td>
<td>The line went limp.</td>
</tr>
<tr>
<td>5. The fish got away.</td>
<td>Winnie woke up early.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Winnie cried as she watched the fish struggle for breath.</td>
<td>He almost missed breakfast.</td>
</tr>
<tr>
<td>2. Winnie and Miles didn’t bring back any fish.</td>
<td>They had flapjacks for breakfast again.</td>
</tr>
<tr>
<td>3. Jesse woke up very late.</td>
<td>Tuck didn’t know how to get Winnie back home.</td>
</tr>
<tr>
<td>4. Someone stole the Tucks’ horse.</td>
<td>Mae was startled and dropped her fork.</td>
</tr>
<tr>
<td>5. There was a knock at the door.</td>
<td>Miles put the fish back in the water.</td>
</tr>
</tbody>
</table>
# Using a Pronunciation Key

Use the key at the bottom of the page to help pronounce the respelled words. Write the word correctly spelled on the line beside the Respelled Word. Use the Word List to help figure out the Respelled Word.

<table>
<thead>
<tr>
<th>Respelled Word</th>
<th>Word List</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: (fam’ əlē)</td>
<td>family</td>
</tr>
<tr>
<td>1. (thēf’)</td>
<td>explain</td>
</tr>
<tr>
<td>2. (rēz’ ən)</td>
<td>family</td>
</tr>
<tr>
<td>3. (krīm’ ən əlz)</td>
<td>easing</td>
</tr>
<tr>
<td>4. (sē’ling)</td>
<td>rosy</td>
</tr>
<tr>
<td>5. (strēmd)</td>
<td>reason</td>
</tr>
<tr>
<td>6. (rō’ bōt)</td>
<td>mosquito</td>
</tr>
<tr>
<td>7. (krā’ zē)</td>
<td>criminals</td>
</tr>
<tr>
<td>8. (trād)</td>
<td>moment</td>
</tr>
<tr>
<td>9. (ēz’ ing)</td>
<td>ceiling</td>
</tr>
<tr>
<td>10. (tōd)</td>
<td>thief</td>
</tr>
<tr>
<td>11. (mō’ mānt)</td>
<td>rowboat</td>
</tr>
<tr>
<td>12. (rō’ zē)</td>
<td>trade</td>
</tr>
<tr>
<td>13. (mə skēt’ ō)</td>
<td>streamed</td>
</tr>
<tr>
<td>14. (ık splān’)</td>
<td>toad</td>
</tr>
</tbody>
</table>

The ’ mark indicates an accented syllable.
Choosing Correct Meanings

The italicized word in each of the sentences below has several meanings. The meanings are listed in the Glossary. Decide which meaning the word has in the sentence. Then write the number of your choice on the blank.

Glossary

**bear**
1. large furry animal  2. to hold in the mind  3. to give birth to  4. to support the weight of  5. to put up with

**chest**
1. box-like container with a lid  2. storage cupboard or cabinet  3. part of the body

**limp**
1. to walk lamely  2. not stiff or rigid

**rest**
1. to sleep  2. to place on or against a support  3. left over, remaining

**right**
1. proper  2. opposite of left  3. privilege  4. directly

**rock**
1. stone  2. to move back and forth in rhythm  3. to make something shake or sway

Example:   **3**  Winnie tried not to rock the boat.

_______  1. Winnie was afraid she might see a bear in the woods.

_______  2. Winnie pressed her cheek against Tuck's chest.

_______  3. The constable took Mae and told the rest of the family to stay put.

_______  4. The horse went right to the cabin.

_______  5. Winnie couldn’t bear the thought of anything happening to Mae.

_______  6. Jesse put his plate on top of the small wooden chest.

(continued)
Winnie knew it wasn’t right that Mae should go to jail.

Mae’s arms hung limp at her sides.

Winnie sat in her chair and began to rock.

The pebble in her shoe made Winnie limp.

The dry earth was as hard as rock.

Winnie was so tired that she needed to rest.

Tuck let the shotgun rest against the wall.

The Tucks didn’t think a toad that drank from the spring could ever bear young.

Tuck didn’t think that everyone should have the right to drink the spring water.
Using Guide Words

At the top of each dictionary page are guide words. These words are the first and last words on a dictionary page. The other words on the page fall in alphabetical order between the guide words.

Put the words in the word box in alphabetical order under the correct guide words. The first one has been done for you.

<table>
<thead>
<tr>
<th>gasps</th>
<th>eyebrows</th>
<th>die</th>
</tr>
</thead>
<tbody>
<tr>
<td>eased</td>
<td>flung</td>
<td>none</td>
</tr>
<tr>
<td>patterns</td>
<td>arms</td>
<td>relief</td>
</tr>
<tr>
<td>hanged</td>
<td>emerging</td>
<td>little</td>
</tr>
<tr>
<td>closed</td>
<td>plan</td>
<td>exploded</td>
</tr>
<tr>
<td>laughs</td>
<td>lifeless</td>
<td>cheek</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>able—except</th>
<th>expect—leg</th>
<th>let—tide</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. arms</td>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
<td>5.</td>
<td>5.</td>
</tr>
<tr>
<td>6.</td>
<td>6.</td>
<td>6.</td>
</tr>
</tbody>
</table>
Making an Outline

Read the article below. Think about the topics and subtopics of each paragraph. Use the Word List provided to outline the article. The topics should come after the numerals. The subtopics come after the capital letters. List the topics and subtopics in the order the items fall in the article.

Part of the outline has been done for you. Be sure to capitalize the first letter of the topics and subtopics.

Ponce de León

Ponce de León was born into a noble family in 1474 in the Spanish town of Palencia. As a boy, de León served as a page to King Ferdinand and Queen Isabella.

In 1493, de León sailed on Christopher Columbus' second voyage to the Americas. He became a soldier in Hispaniola, part of the West Indies. Eventually he was appointed governor of one of the provinces of Hispaniola. Later, de León explored Puerto Rico, where he discovered gold.

Eventually de León heard an Indian legend about Bimini, an island that was said to be the site of the Fountain of Youth. According to the legend, anyone who drank from the fountain would become young again. Ponce de León set out to find the magical spring. In 1513, his search led de León to Florida. He claimed the area for Spain and explored the western coast as he continued looking for the Fountain of Youth. Although de León never found the legendary spring, he was responsible for the Spanish influence that can still be seen in Florida.

(continued)
Making an Outline
Chapters 20-22

I. __________ The young de León __________
   A. ________________________________
   B. ________________________________
   C. ________________________________
   D. ________________________________

II. ________________________________
    A. ________________________________
    B. ________________________________
    C. ________________________________
    D. ________________________________

III. ________________________________
     A. ________________________________
     B. ________________________________
     C. ________________________________

Word List

Indian legend

Spanish
Sailed with Columbus
Noble family
Search for the Fountain of Youth
Soldier in West Indies
Governor
Ponce de León
Looked for Bimini
The young de León
Discovered Florida
Served as a royal page
Born in 1474
Explorations and achievements
Explored Puerto Rico
## Determining Alphabetical Order

Words are listed in a dictionary in alphabetical order. Number the six words in each list below to show the order in which they would appear in the dictionary. Write 1 in the blank before the word that comes first alphabetically, and so on.

### Example:

<table>
<thead>
<tr>
<th></th>
<th>rocking</th>
<th>loose</th>
<th>guilt</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>read</td>
<td>lapse</td>
<td>grandmother</td>
</tr>
<tr>
<td>2</td>
<td>rhythm</td>
<td>longest</td>
<td>gate</td>
</tr>
<tr>
<td>3</td>
<td>roar</td>
<td>lemonade</td>
<td>glowed</td>
</tr>
<tr>
<td>4</td>
<td>rocker</td>
<td>little</td>
<td>ground</td>
</tr>
<tr>
<td>5</td>
<td>rain</td>
<td>light</td>
<td>gone</td>
</tr>
</tbody>
</table>

### A.

<table>
<thead>
<tr>
<th></th>
<th>waiting</th>
<th>cottage</th>
<th>cottage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>would</td>
<td>clock</td>
<td>clock</td>
</tr>
<tr>
<td></td>
<td>wasn’t</td>
<td>click</td>
<td>click</td>
</tr>
<tr>
<td></td>
<td>were</td>
<td>could</td>
<td>could</td>
</tr>
<tr>
<td></td>
<td>Winnie</td>
<td>church</td>
<td>church</td>
</tr>
<tr>
<td></td>
<td>without</td>
<td>cleared</td>
<td>cleared</td>
</tr>
</tbody>
</table>

### B.

<table>
<thead>
<tr>
<th></th>
<th>float</th>
<th>thunder</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>faintly</td>
<td>thick</td>
</tr>
<tr>
<td></td>
<td>foot</td>
<td>tenth</td>
</tr>
<tr>
<td></td>
<td>feel</td>
<td>tool</td>
</tr>
<tr>
<td></td>
<td>felt</td>
<td>tumbled</td>
</tr>
<tr>
<td></td>
<td>frowned</td>
<td>two</td>
</tr>
</tbody>
</table>

### C.

<table>
<thead>
<tr>
<th></th>
<th>afternoon</th>
<th>sometime</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>air</td>
<td>seventeen</td>
</tr>
<tr>
<td></td>
<td>about</td>
<td>steadily</td>
</tr>
<tr>
<td></td>
<td>ask</td>
<td>stairs</td>
</tr>
<tr>
<td></td>
<td>afterward</td>
<td>surround</td>
</tr>
<tr>
<td></td>
<td>again</td>
<td>struck</td>
</tr>
</tbody>
</table>
Using Descriptive Words

List four words that can be used to describe each of the italicized words below. Write your words on the blanks. Be creative.

Example: ghost
1. pale
2. spooky
3. mischievous
4. floating

A. countryside
1. _________________________
2. _________________________
3. _________________________
4. _________________________

B. life
1. _________________________
2. _________________________
3. _________________________
4. _________________________

C. trees
1. _________________________
2. _________________________
3. _________________________
4. _________________________

D. cottage
1. _________________________
2. _________________________
3. _________________________
4. _________________________

E. thunder
1. _________________________
2. _________________________
3. _________________________
4. _________________________

F. jailhouse
1. _________________________
2. _________________________
3. _________________________
4. _________________________
Creating a Character

Imagine that you are Winnie and you are now an old lady. Several years ago the woods were bulldozed and the spring was destroyed forever. You have decided to tell about the spring, but not about Tuck and his family. Now you are being interviewed by a newspaper reporter. Write your answers to the reporter’s questions on the lines provided.

**Reporter:** How did you find out about the spring?

**Your answer:**

_________________________________________________________________

_________________________________________________________________

**Reporter:** What do you think caused the water to have such wonderful powers?

**Your answer:**

_________________________________________________________________

_________________________________________________________________

**Reporter:** Why did you decide not to share the secret of the spring with the world?

**Your answer:**

_________________________________________________________________

_________________________________________________________________

**Reporter:** If you had to allow one person to drink from the spring, whom would you choose and why?

**Your answer:**

_________________________________________________________________

_________________________________________________________________

**Reporter:** Why did you decide not to drink any of the spring water? Do you have any regrets about your decision?

**Your answer:**

_________________________________________________________________

_________________________________________________________________
Writing a Journal Sample

Imagine you are Winnie and you are almost seventeen years old now. In the sample journal below, explain what you have decided about drinking from the spring. Why have you made this decision?

<p>| | | | |</p>
<table>
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</tr>
</tbody>
</table>
Creating a Picture

Draw one of the scenes the author describes in chapter 25 through the Epilogue. Then write your own description of what you have drawn.
Recalling a Character

Think about a character from this book. Imagine that you are describing this character to someone who has not read the book. Write your description of the character. Try to include information about the character’s appearance, beliefs, likes and dislikes, behavior, family relationships, and so forth.

Character: ________________________________
Explaining Feelings

The questions below ask you to describe the feelings you had as you read the book. Read each question carefully. Write your response on the lines provided. Explain why you felt the way you did.

1. How did you feel when the Tucks kidnapped Winnie?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

2. How did you feel when the Tucks told Winnie about the spring?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

3. How did you feel when Tuck explained why he wasn’t happy about living forever?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

(continued)
Explaining Feelings

4. How did you feel when Mae killed the stranger?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

5. How did you feel when Winnie took Mae’s place in the jailhouse?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

6. How did you feel when Winnie poured the spring water over the toad?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

7. How did you feel when you realized that Winnie never drank from the spring?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
Writing a Book Recommendation

Do you think other students would enjoy reading *Tuck Everlasting*? On the lines below, explain why you would recommend reading the book. Mention specific things you liked about the story. For example, did you find the book characters appealing? Was the story interesting? If you didn’t like the book, tell why you would not recommend it.
Optional Spelling and Vocabulary Lists

Below are six word lists from the book. The words can be used as spelling or vocabulary words.

**Prologue-Chapter 5**
- connection
- meager
- disturb
- private
- trespassing
- acres
- wisdom
- fiery
- melancholy
- petticoats
- brooch
- gnats
- marionette
- melody
- horizon
- galling
- underbrush
- pebble
- clearing
- spurt

**Chapters 6-10**
- kidnapped
- burly
- fidgeted
- faltered
- audience
- spring
- populated
- gypsies
- tension
- scornful
- vanity
- reservoirs
- enveloped
- order
- fortress
- cavernous
- mirage
- disarray
- blessing
- curse

**Chapters 11-15**
- flapjacks
- parlor
- luxurious
- elation
- ragged
- current
- raged
- anguish
- outrage
- nonsense
- lingered
- criminals
- loft
- dumb
- destination
- barbarian
- illiterate
- reasonable
- legal
- ordeal
## Optional Spelling and Vocabulary Lists

### Chapters 16-19
- constable
- roust
- foothills
- gallows
- gallop
- cantering
- dewy
- blacksmith
- bait
- peril
- teeming
- arch
- alien
- legends
- ignorant
- freaks
- petulance
- madman
- ghastly
- skull

### Chapters 20-23
- limp
- soothing
- bewitched
- exchange
- horror
- insistent
- eyewitness
- exertion
- parched
- squinted
- risk
- ponderous
- rhythm
- prostrate
- gusts
- guilt
- forbidden
- interrupt
- chimes
- poised

### Chapters 24-Epilogue
- accusations
- advantage
- detached
- flailing
- precisely
- exhausted
- pod
- comical
- downcast
- accomplice
- custody
- wistful
- staunchly
- romance
- loped
- continuous
- stump
- cemetery
- inscription
- reined
Supplementary Activities

Below is a list of ideas that could be used as supplementary or culminating activities.

I. Oral reading
   A. To the entire class
   B. To each other
   C. To the teacher
   D. To a tape recorder

II. Group discussions
   A. Author’s writing style
   B. Ideas gained from the book
   C. Parts of the book
      1. Most important
      2. Most humorous
      3. Most saddening
      4. Most exciting
      5. Most liked
   D. Characters
      1. Did the characters seem real?
      2. What did you like best about each character?
      3. What did you dislike most about each character?
      4. Which character was the student’s favorite? Why?
      5. List questions to ask each character.
Supplementary Activities

III. Spelling bee using words from the book

IV. Role play situations from the book

V. Artistic creations
   A. Murals
   B. Dioramas
   C. Book jackets
   D. Posters
   E. Puppets
   F. Poetry
   G. Costumes
   H. Portraits
   I. Mobiles
   J. Songs
   K. Newspaper headlines, articles, and drawings

VI. Research
   A. The Fountain of Youth
   B. Aging
   C. Life cycles
   D. Small town development

VII. Read other books by the same author
TUCK EVERLASTING

Response Key

WORD ATTACK SKILLS

Using Short Vowels (page 7)
1. abruptly; 2. property; 3. mattress; 4. bubbling; 5. vanished; 6. sensible; 7. village;
8. pinned; 9. exactly; 10. clumsily

Finding Base Words (page 8)
1. smear; 2. run; 3. strange; 4. fringe; 5. thought; 6. sharp; 7. easy; 8. oppress; 9. rag;
10. clear; 11. forbid; 12. perfect; 13. pebble; 14. tremble; 15. have; 16. possible; 17. paint;
18. glance; 19. prop; 20. itch

Making Compounds (page 9)
1. noontime; 2. jailhouse; 3. otherworld; 4. outside; 5. sunlight; 6. cobwebs;
7. washstand; 8. without; 9. forehead; 10. mudball

Listening for Syllables (page 11)
1. 2; 2. 4; 3. 3; 4. 2; 5. 3; 6. 3; 7. 3; 8. 3; 9. 2; 10. 4; 11. 3; 12. 2; 13. 3; 14. 4; 15. 3; 16. 2;
17. 1; 18. 5; 19. 2; 20. 2; 21. 1; 22. 3; 23. 4; 24. 1; 25. 2; 26. 2; 27. 1; 28. 3; 29. 1; 30. 3

Adding Endings (page 12)
1. fading; 2. dangled; 3. lovely; 4. friendly; 5. softly; 6. stories; 7. decided; 8. cooler;
9. timidly; 10. grubby

Using Long Vowels (page 13)
1. twilight; 2. music; 3. eager; 4. seized; 5. faded; 6. graceful; 7. eastern; 8. stripes;
9. creatures; 10. pile

COMPREHENSION SKILLS

Classifying Word Groups (page 14)
1. where; 2. where; 3. how; 4. when; 5. how; 6. where; 7. how; 8. how; 9. where;
10. how; 11. where; 12. when; 13. where; 14. where; 15. when; 16. where; 17. how;
18. where; 19. where; 20. when

Sequencing Events (page 16)
Set 1: 4; 2; 3; 1; 5
Set 2: 3; 5; 2; 1; 4
Matching Synonyms (page 17)
1. frightened; 2. surprising; 3. stared; 4. chance; 5. suddenly; 6. understand; 7. shaking; 8. tune; 9. turning; 10. quick

Remembering Details (page 18)
1. The Tucks had never told anyone about the spring and what the water did to them. 2. Tuck needed to explain to Winnie why she shouldn’t tell anyone the secret of the spring. 3. Winnie realized the Tucks were her friends. 4. The stranger was hiding in the bushes and overheard the story of the spring. 5. Winnie’s home was always very neat and clean. 6. Mae and Tuck made things to sell. 7. Mae and Tuck saw their sons every ten years.

Discovering Meaning Through Context (page 19)
1. her pride; 2. tired; 3. sat; 4. hill; 5. sad; 6. scrubbed; 7. scattered; 8. huge; 9. signs; 10. messiness

Evaluating What You Read (page 21)
Responses will vary.

Determining Fact and Opinion (page 22)

Using Cloze Reading (page 23)
1. pond; 2. rowboat; 3. boots; 4. oars; 5. bank; 6. glided; 7. drift; 8. insects; 9. feed; 10. bullfrog; 11. pines

Getting the Main Idea (page 24)
a. Winnie enjoyed the relaxed meal with the Tucks. b. Winnie wanted to go home. c. Tuck wanted Winnie to understand that it is normal to grow and change. d. Tuck thought it would be a mistake for people to drink from the spring.

Matching Antonyms (page 26)
1. accepted; 2. bright; 3. smooth; 4. rested; 5. passed; 6. neat; 7. dirty; 8. unlucky; 9. rude; 10. safe

Making Inferences (page 27)
a. 3; b. 2; c. 1; d. 3; e. 1

Understanding Special Meanings (page 29)
1. well; 2. Winnie felt confused; 3. reflecting on the surface of the pond; 4. comfortable; 5. was too surprised to say anything; 6. solve; 7. wake him up; 8. working as the Tucks’ partner; 9. kidnapped, taken; 10. quiet
**Classifying Words** (page 31)
1. mist/plants; 2. quilt/parts of a house; 3. gills/water animals; 4. stared/feelings;
5. caller/members of a family; 6. bank/sources of water; 7. birds/insects; 8. morning/used
for fishing; 9. ceiling/found in a rowboat; 10. knock/parts of the body

**Determining Feelings** (page 33)
1. embarrassed; 2. determined; 3. cheerful; 4. upset; 5. contented; 6. startled;
7. suspicious; 8. angry; 9. frightened

**Determining Cause and Effect** (page 34)
Set 1: 2; 4; 3; 5; 1
Set 2: 3; 2; 4; 5; 1

**STUDY SKILLS**

**Using a Pronunciation Key** (page 35)
1. thief; 2. reason; 3. criminals; 4. ceiling; 5. streamed; 6. rowboat; 7. crazy; 8. trade;
9. easing; 10. toad; 11. moment; 12. rosy; 13. mosquito; 14. explain

**Choosing Correct Meanings** (page 36)
1. 1; 2. 3; 3. 3; 4. 4; 5. 5; 6. 1; 7. 1; 8. 2; 9. 2; 10. 1; 11. 1; 12. 1; 13. 2; 14. 3; 15. 3

**Using Guide Words** (page 38)

<table>
<thead>
<tr>
<th>able—except</th>
<th>expect—leg</th>
<th>let—tide</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. arms</td>
<td>1. exploded</td>
<td>1. lifeless</td>
</tr>
<tr>
<td>2. cheek</td>
<td>2. eyebrows</td>
<td>2. little</td>
</tr>
<tr>
<td>3. closed</td>
<td>3. flung</td>
<td>3. none</td>
</tr>
<tr>
<td>4. die</td>
<td>4. gasps</td>
<td>4. patterns</td>
</tr>
<tr>
<td>5. eased</td>
<td>5. hanged</td>
<td>5. plan</td>
</tr>
<tr>
<td>6. emerging</td>
<td>6. laughs</td>
<td>6. relief</td>
</tr>
</tbody>
</table>

**Making an Outline** (page 39)

Ponce de León

I. The young de León
A. Noble family
B. Born in 1474
C. Spanish
D. Served as a royal page

II. Explorations and achievements
A. Sailed with Columbus
B. Soldier in West Indies
C. Governor
D. Explored Puerto Rico

III. Search for the Fountain of Youth
A. Indian legend
B. Looked for Bimini
C. Discovered Florida
Determining Alphabetic Order (page 41)
A. 6; 1; 5; 2; 4; 3
B. 6; 4; 1; 2; 5; 3
C. 1; 6; 2; 3; 4; 5
D. 5; 4; 3; 6; 1; 2
E. 4; 1; 5; 2; 3; 6
F. 2; 5; 1; 6; 3; 4
G. 2; 1; 4; 3; 6; 5
H. 3; 2; 1; 4; 5; 6

CREATIVE SKILLS

Using Descriptive Words (page 42)
Responses will vary.

Creating a Character (page 43)
Responses will vary.

Writing a Journal Sample (page 44)
Responses will vary.

Creating a Picture (page 45)
Responses will vary.

Recalling a Character (page 46)
Responses will vary.

Explaining Feelings (page 47)
Responses will vary.

Writing a Book Recommendation (page 49)
Responses will vary.
Tuck Everlasting

WORD ATTACK SKILLS
Using Short Vowels
Finding Base Words
Making Compounds
Listening for Syllables
Adding Endings
Using Long Vowels

COMPREHENSION SKILLS
Classifying Word Groups
Sequencing Events
Matching Synonyms
Remembering Details
Discovering Meaning
  Through Context
Evaluating What You Read
Determining Fact and Opinion
Using Cloze Reading
Getting the Main Idea
Matching Antonyms
Making Inferences
Understanding Special Meanings
Classifying Words
Determining Feelings
Determining Cause and Effect

STUDY SKILLS
Using a Pronunciation Key
Choosing Correct Meanings
Using Guide Words
Making an Outline
Determining Alphabetical Order

CREATIVE SKILLS
Using Descriptive Words
Creating a Character
Writing a Journal Sample
Creating a Picture
Recalling a Character
Explaining Feelings
Writing a Book Recommendation
Supplementary Activities

SPELLING AND VOCABULARY
Optional Spelling and Vocabulary Lists