

Figurative Language Lesson Plans for 6 Book Club Meetings

The following preview shows all of the Book Club Meetings for Tuck Everlasting by Natalie Babbitt

4 Part Lesson Plans

Discussion Questions by Chapter

Key Vocabulary by Chapter

Guided Reading Level

Specific Instructional Focus

Step by Step Guided Mini Lesson

Book Club

Tuck Everlasting
By: Natalie Babbitt
Grade Level: 6 / Guided Reading Level: W

Meeting #6 Final Meeting

A Note About the Discussion Questions and Vocabulary

The discussion questions and new vocabulary words listed below are intended to guide the conversation. The questions are open-ended and do not have one right answer.

You might choose to introduce the new vocabulary words prior to assigning the reading. Or you might review them as a group after reading the selection. In either instance, remember to model problem solving strategies (context clues, Greek/Latin roots, prefixes/suffixes). Depending on your students' needs, you may find that you need to discuss the meaning of other words within each of the chapters. The words listed below are only intended to be used as guide.

Chapters 20-25 Discussion Questions:

1. What does Jesse bring to Winnie and why? (pg. 11 water from the spring so when she's 17 she can drink it away that age and come find them.)
2. How will Winnie make a difference in the world? (pg. 115 she will save Mae).
3. What did Winnie do with the water from the spring? (pg. 132 she poured it on the road).

Chapters 20-25 New Vocabulary:

1. Unwittingly (pg. 128) – not aware of what's really happening
2. Alibi (pg. 129) – a person who works with or helps someone who is doing something illegal.
3. Custody (pg. 129) – being kept in a prison or jail

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Book Club

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Meeting #2 Continued

Kick-off the Book Club Meeting (5-7 minutes)

- Gather students – remind them to bring everything they might need for Book Club (book, reader's notebook, pencil, etc.).
- Review the conversation prompts on the Book Club Calendar.
- Invite students to begin the conversation by sharing things they found interesting, funny, or confusing.
- If needed, initiate the discussion using one of the discussion questions for the chapter or focus on vocabulary.
- Focus on developing respectful conversation using the conversation prompts provided on the Book Club Calendar.

Time to Teach: Metaphors (7-10 minutes)

When you portray a person, place, thing, or an action as being something else, even though it is not actually "something else," you are speaking metaphorically. "He is the black sheep of the family" is a metaphor because he is not a sheep and is not even black. However, we can use this person to describe an association of a black sheep with that person. A black sheep is an unusual animal and typically stays away from the herd. The person you are describing shares similar characteristics – he is different from the rest of the family, like more outgoing if the family is rather shy.

Here are more everyday examples of metaphors we use when we speak:

My brother was **boiling mad**. (This implies he was really angry.)

The assignment was **a breeze**. (This implies that the assignment was easy.)

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Meeting #4 Continued

Model How to Respond to Reading (continued)

Here are examples from these chapters:

1. (page 52) the chatter of a sweeping kingfisher
2. (page 61) the bullfrog spoke again. ...another bullfrog answered.
3. (page 65) It lapped at the sides of the rowboat and hurried on around them.
4. (page 69) the frogs talked comfortably.

Ask students how these descriptions make them feel. Is the setting imaginary and fairy-tale-like? Is it real?

We cannot always separate personification, metaphors and similes. In this chapter there is a very important metaphor, which is key to the theme of the story.

Jesse tells Winnie (page 62), "Everything's a wheel, turning and turning and never stopping." What does he mean by this and what does Winnie suddenly understand (page 63)?

Take Time to Reflect (2 minutes)

- Distribute the **Student Self-Evaluation Assessment**.
- Ask students to reflect on the work they did in Book Club by completing the self-evaluation form.
- Collect the evaluation forms and discuss them at home on the last day of Book Club along with any notes from the teacher.

Wrap Up the Book Club Meeting

- Assign students to independently read **pages 73-100 (Chapters 15-19)**.
- Determine as a group when the Book Club should meet again.
- Model how to record the assignment on their Book Club Calendar.

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Sample Reader's Notebook Entries

Reflection and Self-Evaluation

Scheduling and Reader Responsibility

Introduce Imagery

Introduce Imagery

Time to Teach Imagery

SIMILE

Meeting #3 Continued

Kick-off the Book Club Meeting (5-7 minutes)

- Gather students – remind them to bring everything they might need for Book Club (book, reader's notebook, pencil, etc.).
- Review the conversation prompts on the Book Club Calendar.
- Invite students to begin the conversation by sharing things they found interesting, funny, or confusing.
- If needed, initiate the discussion using one of the discussion questions for the chapter or focus on vocabulary.
- Focus on developing respectful conversation using the conversation prompts provided on the Book Club Calendar.

Time to Teach Personification (7-10 minutes)

- Personification is giving human qualities to non-human things or ideas. Teacher note: Sometimes personification can also be seen as metaphor, so you can allow for some flexibility in identifying these two figures of speech.
- When we say, "The sky weeps" we are giving the sky the ability to cry, which is a human quality. Thus, we can say that the sky has been personified in the given sentence. It makes the day seem sad with the imagery.

Here are some common examples of personification:

1. Look at my cat. She is a beautiful.
2. The wind whispered through the grass.
3. The flowers danced in the gentle breeze.

Model How to Respond to Reading

- Preview chapter have had lots of examples of personification, as well. These are used in the sample student journal.

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METAPHORS

Meeting #4 Continued

Kick-off the Book Club Meeting (5-7 minutes)

- Gather students – remind them to bring everything they might need for Book Club (book, reader's notebook, pencil, etc.).
- Review the conversation prompts on the Book Club Calendar.
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- If needed, initiate the discussion using one of the discussion questions for the chapter or focus on vocabulary.
- Focus on developing respectful conversation using the conversation prompts provided on the Book Club Calendar.

Time to Teach: Examine how the author helps us understand the story by using figurative language. What's the big idea of the story, and why is imagery important for the reader? (7-10 minutes)

- The author makes choices about words she selects and how she uses figurative language in the story. Students should be able to determine that the similes and metaphors as well as colorful things are used in the chapters with the Tuck family, who are kind and loving. The Foster family has little dignity and almost no figurative language in their descriptions, which would suggest they are still disbelievers, and not very creative or interesting. This is also indicative of why Winnie wants to run away. Help students to see how the author uses language in this way.
- Why does Winnie love the Tucks? (pg. 83) They were her friends and her home. (pg. 107) They were good and gentle people. Find words that describe Mae and Tuck and Jesse and Miles. (pg. 93) "She waited, for a fleeting moment, she could stay with them forever in that sunny, empty house by the pond."

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