

Tuck Everlasting  
UDL Team Lesson Plan  
Lake Ridge Middle School  
2005-2006

\*Creating Instructional Unit Resource Guides  
Based on Principles of Universal Design and Differentiated Instruction\*



Tuck Everlasting, by Natalie Babbitt  
Lake Ridge Middle School  
Grades 6,7,8  
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Terry Drummond, Reading Instructor

## **Author's Note**

My name is Shawna Schiralli. I am a Least Restrictive Environment Facilitator at Lake Ridge Middle School in Gary, Indiana. This is my third year employed by the Northwest Indiana Special Education Cooperative.

Previously, I was an early childhood educator, as well as a paraprofessional in a high school setting, working with severely disabled 18-21 year olds.

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My experience with technology began on the university level with assistive technology for persons with disabilities. I am trained on Smart Board, Kurzweil Systems, Co-Writer and Thinking Reader. I am excited to be part of our UDL Team, as these programs are invaluable to the students who are struggling readers.

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This unit is designed for grades 6-8 students who read on the 3<sup>rd</sup>-5<sup>th</sup> grade level. Tuck Everlasting has a readability level of 5<sup>th</sup>-6<sup>th</sup> grade, so assistive technology will provide the scaffolding most of my students require to be successful in a reading program.

My hope for the students is that, as they progress through Tuck Everlasting, they develop strategies to aid their comprehension and fluency of material that they read. My ultimate goal is for all my students to enjoy themselves as they read!


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Any questions about implementing this unit in a Middle School Setting may be directed to me via e-mail: [sschiralli@lakeridge.k12.in.us](mailto:sschiralli@lakeridge.k12.in.us) or on the PATINS discussion board at the Patins website.

# Standards

## Reading/Language Art Standards:

- 6.1.1 Read aloud grade-level-appropriate poems, narrative text (stories), and expository text (information) fluently and accurately and with appropriate timing, changes in voice, and expression.
  
- 6.2.7 Make reasonable statements and conclusions about a text, supporting them with accurate examples.
  
- 6.3.2 Analyze the effect of the qualities of the character on the plot and the resolution of the conflict.
  
- 6.3.6 Identify and analyze features of themes conveyed through characters, actions, and images
  
- 6.3.7 Explain the effects of common literary devices, such as symbolism, imagery, or metaphor, in a variety of fictional and non-fictional texts.
  
- 7.3.2 Identify events that advance the plot and determine how each event explains past or present action or foreshadows (provides clues to) future action.
  
- 7.3.3 Identify and analyze themes — such as bravery, loyalty, friendship, and loneliness — which appear in many different works.



### **Help!! Resources for State Standards:**

Indiana Standards: [www.doe.state.in.us/standards/](http://www.doe.state.in.us/standards/)

ISTE-National Educational Technology Standards: [www.cnets.iste.org](http://www.cnets.iste.org)

## Planning Pyramid

Some students will know:

How the actions of some characters impacted the actions of other characters and affected the plot of the story. They will be able to form multiple paragraphs stating a summary of these actions.

Most students will know:

How to use chapter vocabulary in sentences of their own creation.

How to discuss the traits of all characters in the book and how these traits affect other characters and the plot of the book.

All Students will know:

The main idea of each chapter—state orally.

How to complete a character map.

The vocabulary of each chapter with 80% accuracy.

How to retell an event in their own words. (Orally or on paper).

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Learning Barrier	Web Resources
Student cannot read at grade level.	<a href="http://www.tomsnyder.com">www.tomsnyder.com</a> <a href="http://www.kurzweil.com">www.kurzweil.com</a> <a href="http://www.sparknotes.com">www.sparknotes.com</a>
Student has difficulty with comprehension	<a href="http://www.brainpop.com">www.brainpop.com</a> <a href="http://www.eduplace.com">www.eduplace.com</a>
Student has difficulty with content vocabulary.	<a href="http://www.puzzlemaker.com">www.puzzlemaker.com</a> <a href="http://www.languageresourceonline.com">www.languageresourceonline.com</a> <a href="http://www.wordcentral.com">www.wordcentral.com</a>
Student has difficulty with the writing process.	<a href="http://www.inspiration.com">www.inspiration.com</a> <a href="http://www.eduplace.com">www.eduplace.com</a> <a href="http://www.tomsnyder.com">www.tomsnyder.com</a>
General Modifications for all students.	<a href="http://www.ldonline.org">www.ldonline.org</a>

Help!!

Resources for locating assessment materials.

Quizzes–electronic online:

[www.school.discovery.com/quizcenter/quizcenter.html](http://www.school.discovery.com/quizcenter/quizcenter.html)

[www.funbrain.com](http://www.funbrain.com)

Rubrics:

[www.rubistar.4teachers.org](http://www.rubistar.4teachers.org)

[www.teachers.teach-nology.com/web-tools/rubrics](http://www.teachers.teach-nology.com/web-tools/rubrics)

Test/

Quiz questions:

[www.glencoe.com](http://www.glencoe.com)

[www.cloudnet.com](http://www.cloudnet.com)

