

Name: _____ Date: _____

Novel Study ~ Bridge to Terabithia
Reader Responses and Vocabulary #1:
Chapters 1 – 3

There are two parts to be completed:

- *As You Read Chapters 1 - 3*
- *After You Read Chapters 1 – 3*
- *Before You Read Chapters 4 - 5*

Be sure to complete each activity as intended, during, after, or before reading the chapters.

Marks:

AS YOU READ /4

AUTHOR'S USE OF LANGUAGE /4

PERSONAL RESPONSE /4

ANALYSING THE NOVEL /4

BEFORE YOU READ CHAPTERS 4 – 5 /4

Total: /20

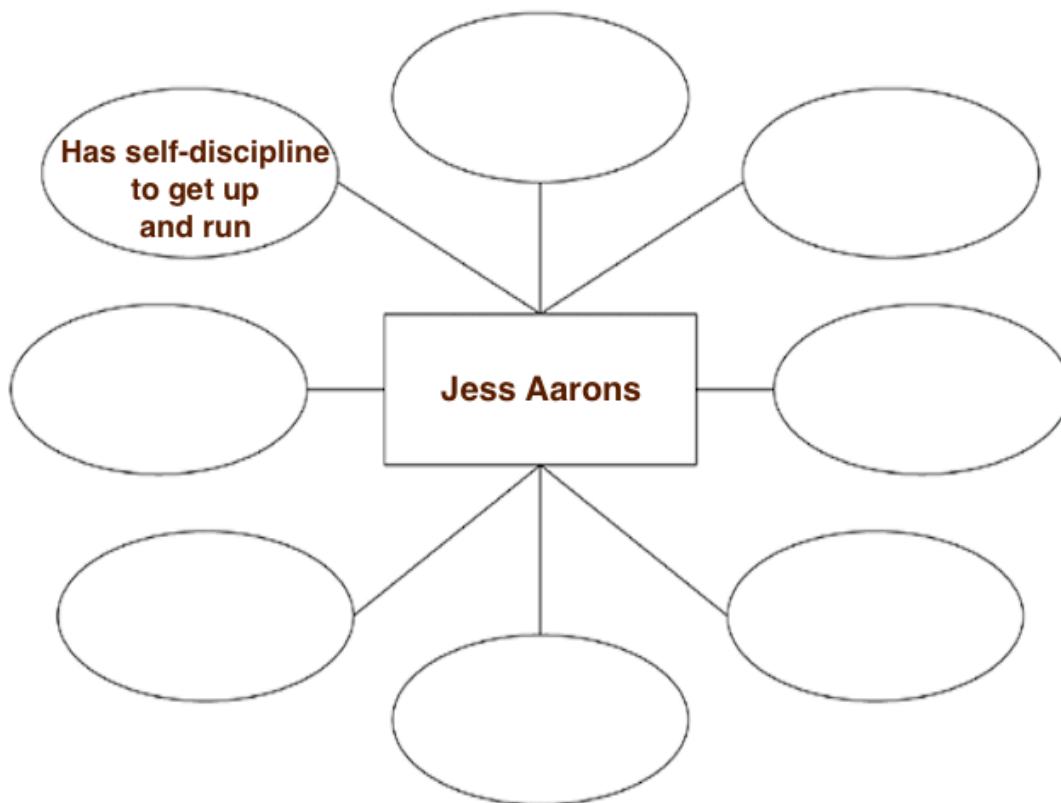
AS YOU READ CHAPTERS 1 – 3 – ACTIVE READING:

What kind of person is Jess Aarons? You can learn about his personality and character by:

- What he says
- What he does
- What he thinks
- What other characters say about him

As you read chapters 1 – 3, complete the web diagram to list what you learn about Jess' personality and character in this section of the novel. You can add more circles or list more information under the web, if needed.

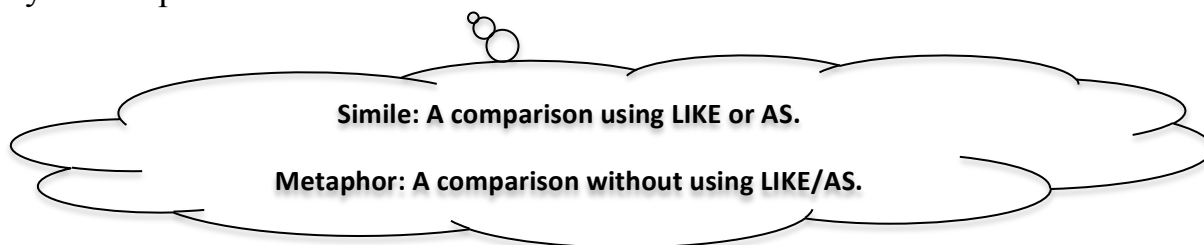
(Marks: 4-point scale – 4 = Wow! Very detailed, evidence of inferencing as well as obvious information. 3 = fully meets expectations, 2 = minimally meets expectations, 0-1 not meeting expectations)



/4

READER RESPONSES – AFTER YOU READ CHAPTERS 1 - 3:

1. AUTHOR’S USE OF LANGUAGE - The author uses similes and metaphors to help the reader to visualize the story and to add voice to her writing. How well can you interpret them?



Create a different simile or metaphor for the following – look up phrases in the novel to find context clues, if needed. (Marks: 4-point scale – 4 = Wow! Amazing choice of words! 3 = fully meets expectations, 2 = minimally meets expectations, 0-1 not meeting expectations)

“Sweating like a knock-kneed mule.” (p. 5)

... Sweating like _____

“Those girls could get out of work faster than grasshoppers could slip through your fingers.” (p. 6)

... get out of work faster than _____

“Surprise swooshed up from the class like steam from a released radiator cap.” (p. 19)

...like _____

2. PERSONAL RESPONSE - (Response options: Writing / Audio or Video Recording / Cartoon Sketch with Speech Bubbles)

Jess felt like he was left to do all the work while his whiny sisters went shopping. His mother called him lazy when he was left to do chores. His dad grabbed the little ones to hug but not him. Respond to both questions below. (Marks: 4-point scale – 4 = Wow! Very detailed, evidence of inferencing, insightful. 3 = fully meets expectations, 2 = minimally meets expectations, 0-1 not meeting expectations)

- a) What do you think about the way Jess’s family treats him?
- b) If you could talk to his family, what would you say to them?

Written:

Sketch with thought bubbles:

3. ANALYSING THE NOVEL – CHOOSE ONE OF THE FOLLOWING TO RESPOND TO (Response options: Writing / Audio or Video Recording)

(Marks: 4-point scale – 4 = Wow! Very detailed, evidence of inferencing as well as obvious information. 3 = fully meets expectations, 2 = minimally meets expectations, 0-1 not meeting expectations)

CHOICE 1: What did you learn about Jess by the way he reacted to Gary Fulcher wanting to see his drawing?

CHOICE 2: Jess had been practicing for the races all summer and knew he was going to be the best runner. How do you think he felt when he lost his heat to Leslie?

/4

BEFORE YOU READ CHAPTERS 4 – 5 – VOCABULARY AND CONNECTING:

VOCABULARY:

Choose two vocabulary words from below to learn. For each word you choose, write the definition in words you can understand and use the word in a sentence of your own.

consolation, faltered, intoxicated, perk, stricken, stronghold, strumming, suburbs, thrumming, yellow-bellied sapsucker (last paragraph on page 39 – can you use context clues to figure out this phrase?), tacky, vigorously

1. Word: _____

Definition: _____

Sentence: _____

2. Word: _____

Definition: _____

Sentence: _____

CONNECTING:

Listen to the first song by Marlo Thomas and Friends: *Free To Be You and Me* (3 minutes 30 seconds) using the link in the online lesson (or https://youtu.be/XneZB_Rqv5s). This song is from a famous musical that came out in 1972.

Does Leslie feel “free” to be herself? How do you know?

Does Jess fee “free” to be himself? How do you know?

PLOT

BE SURE TO COMPLETE YOUR PLOT FLOW CHART FOR THIS SECTION ON THE DOCUMENT YOU DOWNLOADED IN LESSON 6.1, *TRACKING THE PLOT*.

******* IN YOUR NEXT PACKAGE, YOU WILL FIND AN “AS YOU READ” ACTIVITY. PLEASE READ THE ACTIVITY BEFORE YOU START READNG CHAPTERS 4 - 5 SO YOU KNOW WHAT IS EXPECTED. IT IS A SMALL ACTIVITY THAT HELPS TO FOCUS YOUR READING.*******

Name: _____ Date: _____

Novel Study ~ Bridge to Terabithia

Reader Responses and Vocabulary #2: Chapters 4 – 5

There are three parts to be completed:

- *As You Read Chapters 4-5*
- *After You Read Chapters 4-5*
- *Before You Read Chapters 6 - 9*

Be sure to complete each activity as intended, during, after, or before reading the chapters.

Marks:

AS YOU READ /4

PERSONAL RESPONSE /4

ANALYSING THE NOVEL /4

DIALECTS IN THE NOVEL /4

BEFORE YOU READ CHAPTERS 6 – 9 /4

Total: /20

AS YOU READ CHAPTERS 4 – 5 – ACTIVE READING:

In the “Before You Read” book online, you learned that setting included:

- **Location**
- **Time**
- **Mood or feeling**

This novel has two settings: the small town of Lark Creek and the imaginary world of Terabithia. As you read chapters 4 – 5, the differences between them will begin to become clear. As you read, on the following page, record (in point form) words and phrases that describe Terabithia.

(Marks: 4-point scale – 4 = Wow! Very detailed, careful collection of information, 3 = fully meets expectations, 2 = minimally meets expectations, 0-1 not meeting expectations)

<i>To enter, swing across creek bed on enchanted rope...</i>		

/4

READER RESPONSES – AFTER YOU READ CHAPTERS 4 - 5:

1. PERSONAL RESPONSE:

(Response options: Writing / Audio or Video Recording)

(Marks: 4-point scale – 4 = Wow! Very detailed, evidence of inferencing as well as obvious information. 3 = fully meets expectations, 2 = minimally meets expectations, 0-1 not meeting expectations)

Jess and Leslie’s parents were very different from each other, and Jess’ mom acted differently when Leslie was over. Leslie’s parents were nice to Jess, but he was uncomfortable because he didn’t want them to know “how dumb he was”.

A) Why do you think Jess feels dumb at Leslie’s house?

B) Have you ever felt uncomfortable or “dumb” around certain people? Explain.

/4

2. ANALYSING THE NOVEL:

(Marks: 4-point scale – 4 = Wow! Very detailed, evidence of inferencing as well as obvious information. 3 = fully meets expectations, 2 = minimally meets expectations, 0-1 not meeting expectations)

Think about the following quote found near the end of Chapter 4: “For the first time in his life, [Jess] got up with something to look forward to. Leslie was more than his friend. She was his other, more exciting self — his way to Terabithia and all the worlds beyond.”

A) Why do you think Jess and Leslie become friends?

B) LIST three factors that might make it difficult for Jess and Leslie to be friends. (Point form is fine when given the key word “List”.)

C) Do these things affect their friendship? Why or why not?

/4

3. DIALECTS IN THE NOVEL:

(Marks: 4-point scale – 4 = Wow! Very detailed, evidence of inferencing as well as obvious information. 3 = fully meets expectations, 2 = minimally meets expectations, 0-1 not meeting expectations)

Dialect is a form of language that is spoken by people in a certain place or by a certain group of people. Writers use dialect to make their characters more realistic. Dialogue is when characters are talking to one another. Read the dialogue in the following chart:

Aarons Family	Burke Family
“You ain’t got no money for school shopping.”	“Money is not the problem.”
“You don’t want us to have no fun at all.”	“What if you do not have a television set?”
“You ain’t got nothing to do. You ain’t even planned nothing.”	“May Belle, would you like some new paper dolls?”
“Whatsa matter with ‘um?”	“Nothing. They’re brand new.”
“I thought you was tryin’ to get some ideas on how to stop Janice Avery.”	“...you know perfectly well what will happen.”
“I don’t matter...”	“...Jess and I are going to figure out a way to pay her back for it. Aren’t we, Jess?”
“My daddy brung ‘um to me from Washington.”	“You’re not sorry we did that, are you?”

A) After reading the dialogue, you should be able to **make inferences** about both the Aarons and the Burkes. What can you tell about the Aarons family?

The Burke family?

B) The author most likely made the differences in the dialogue of the two families to _____. (Choose A, B, or C)

A) Show how the Aarons family should be talking.

B) Allow the reader to understand the backgrounds of both Jesse and Leslie.

C) Allow the Burkes to teach the readers how to speak standard English.

/4

BEFORE YOU READ CHAPTERS 6-9:

VOCABULARY:

Match the words and the definitions. (0.5 mark each)

- | | |
|-----------------------|------------------------|
| ___C___ 1. Complacent | A. thinking, wondering |
| ___ 2. Dregs | B. shocked, speechless |
| ___ 3. Dumbfounded | C. self-satisfied |
| ___ 4. Foundling | D. last leftovers |
| ___ 5. Garish | E. evil, foul, filthy |
| ___ 6. Parapets | F. tacky, in bad taste |
| ___ 7. Speculation | G. castle walls |
| ___ 8. Vile | H. orphan |

/4

PLOT

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******* IN YOUR NEXT PACKAGE, YOU WILL FIND AN “AS YOU READ” ACTIVITY. PLEASE READ THE ACTIVITY BEFORE YOU START READNG CHAPTERS 6 - 9 SO YOU KNOW WHAT IS EXPECTED. IT IS A SMALL ACTIVITY THAT HELPS TO FOCUS YOUR READING.*******

Name: _____ Date: _____

Novel Study ~ Bridge to Terabithia

Reader Responses and Vocabulary #3: Chapters 6 – 9

There are three parts to be completed:

- *As You Read Chapters 6-9*
- *After You Read Chapters 6-9*
- *Before You Read Chapters 10 - 13*

Be sure to complete each activity when intended, before, during, or after reading the chapters.

Marks:

AS YOU READ /4

PERSONAL RESPONSE /4

ANALYSING THE NOVEL /4

PREDICTION OR QUESTION /4

BEFORE YOU READ CHAPTERS 10 – 13 /4

Total: /20

AS YOU READ CHAPTERS 6 – 9 – ACTIVE READING:

One of the most important parts of any story is the *plot*. Plot is a literary term used to describe the events that make up a story or the main part of a story. Imagine you had to tell someone about a movie. You would most likely tell what happened. Plots usually are based on a problem that has to be solved and, as the story progresses, events unfold, building to the climax or turning point that results in the problem being solved. Imagine you are texting the plot to someone who wants to learn about the story.

At the end of each chapter:

- Send a text telling the most important plot development(s). What REALLY IMPORTANT thing(s) happens?
- Send one reply text with a question or prediction (I wonder....) from the person at the other end of the texts.

Chapter 6 Text:

Reply:



Chapter 7 Text:



Reply:



Chapter 8 Text:



Reply:



Chapter 9 Text

Reply:



/4

READER RESPONSES – AFTER YOU READ CHAPTERS 6 - 9:

1. PERSONAL RESPONSE: (Response options: Writing / Audio or Video Recording / Cartoon Sketch with Speech Bubbles)

(Marks: 4-point scale – 4 = Wow! Very detailed, evidence of inferencing, insightful. 3 = fully meets expectations, 2 = minimally meets expectations, 0-1 not meeting expectations)

Choose one of the following:

A) Why was Jess worried about crossing the creek the next day? In your opinion, was Jess right to worry about crossing the creek? What would you have done? What advice would you give Jess?

B) Have you ever worried because you didn't want to do something a friend did? What did that feel like? What worried you most about the situation? (Guide the discussion so that students talk about not wanting to look bad to a friend, not wanting to lose a friend, not feeling as courageous as a friend does.)

C) In the book, it says that Jess needed to give Leslie a Christmas present “as much as he needed to eat when he was hungry.” When have you felt that way about a friend? How did you show it? How do you think Jess would feel if his friendship with Leslie ended?

Choice: _____ (A, B, or C)

Written:

Drawing: (insert a blank page after this page if needed)

2. ANALYSING THE NOVEL: (Marks: 4-point scale – 4 = Wow! Very detailed, evidence from the text, insightful. 3 = fully meets expectations, 2 = minimally meets expectations, 0-1 not meeting expectations)

A) In chapter nine, the author writes: ““Dread lay on Jess’s stomach like a hunk of cold, undigested doughnut” (p. 91 in some versions of the novel)

What is this kind of comparison called? (Name the literary device).

What does the author mean by the sentence?

B) How does Leslie “build a bridge” between herself and Janice? What experience did they have in common?

/4

3. PREDICTION / QUESTION - Choose one: Make a prediction about what might happen next and explain why you think so OR ask a question about the novel characters, or events so far. What do you wonder?

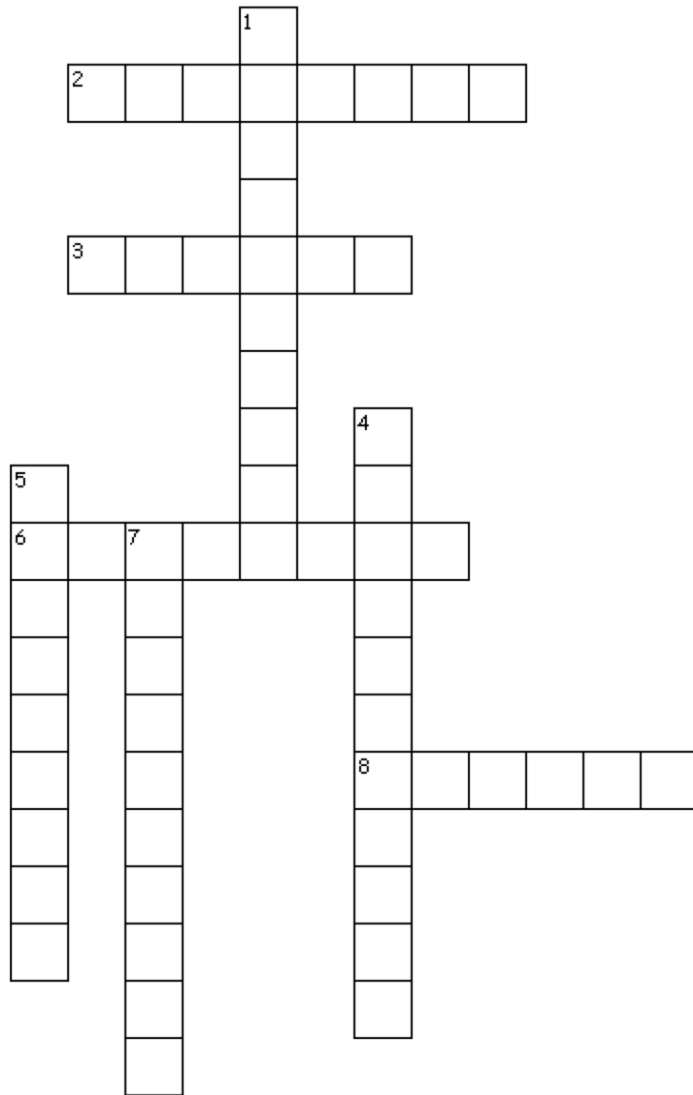
/4

BEFORE YOU READ CHAPTERS 10-13:

VOCABULARY:

Put the following words on the crossword. Use the clues to help you figure out which word goes with which clue. (0.5 marks each.)

WORDS	CLUES - ACROSS	CLUES - DOWN
intently, leaden, mourning, piteously, procession, relentlessly, solemn, traitorous	2. expression of deep sorry 3. very serious 6. with concentration 8. heavy, like lead	1. parade 4. without stopping 5. in a sad or sorrowful way 7. betraying trust, not trustworthy



PLOT

BE SURE TO COMPLETE YOUR PLOT FLOW CHART FOR THIS SECTION ON THE DOCUMENT YOU DOWNLOADED IN LESSON 6.1, *TRACKING THE PLOT*.

Name: _____ Date: _____

Novel Study ~ Bridge to Terabithia

Reader Responses and Vocabulary: Chapters 10 – 13

There are two parts to be completed:

- *As You Read Chapters 10 - 13*
- *After You Read Chapters 10-13*

Be sure to complete each activity when intended, before, during, or after reading the chapters.

Marks:

AS YOU READ /4

AUTHOR'S USE OF LANGUAGE /4

PERSONAL RESPONSE /4

ANALYSING THE NOVEL /4

Total: /16

AS YOU READ CHAPTERS 10 – 13 – ACTIVE READING:

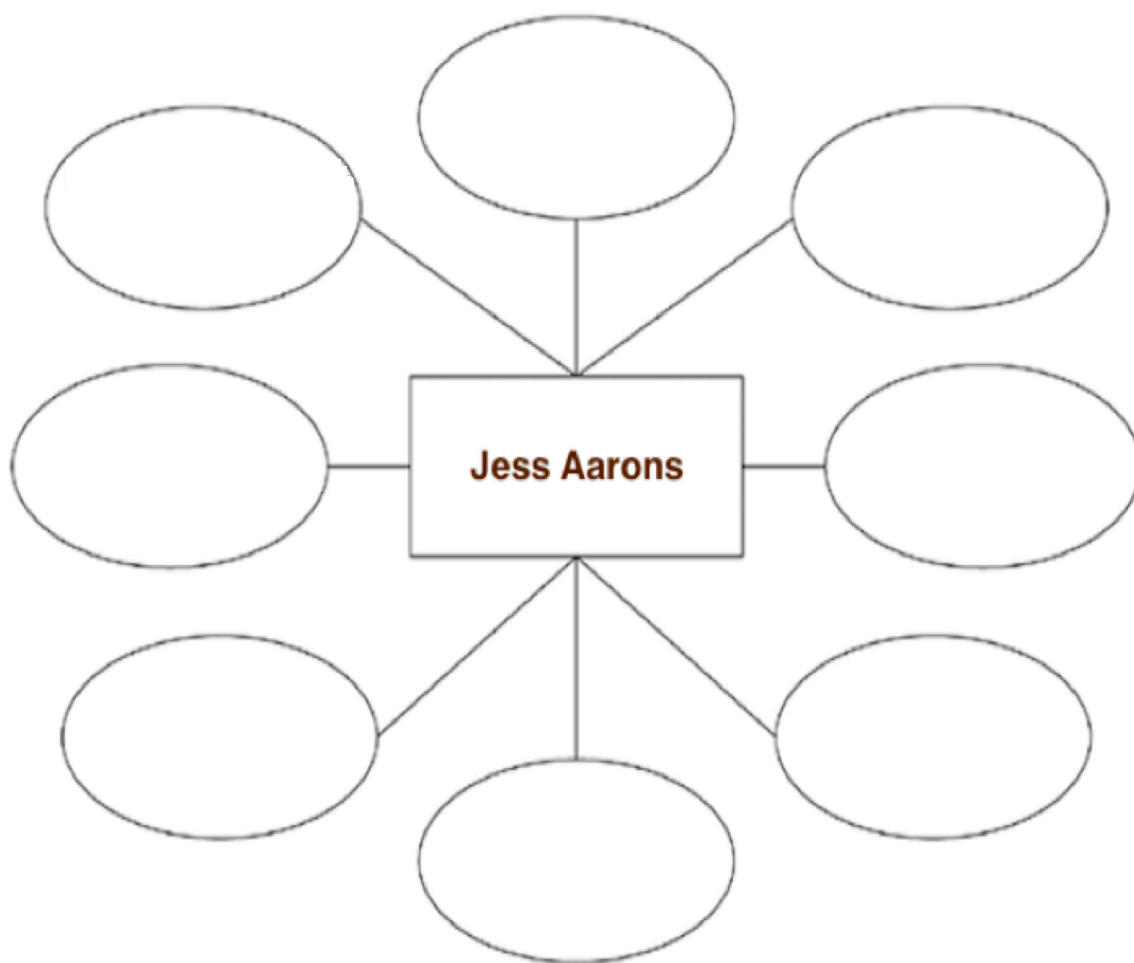
PLOT: Remember, one of the most important parts of any story is the *plot*. *Plot* is the events that make up a story or the main part of a story, starting with the **exposition**, which introduces the setting, main characters, and conflicts. Events based on the conflicts develop in the **rising action**. They lead to the **climax**, or turning point, often the emotional high point, of the story. Watch for the **climax** (turning point) as you read the last chapters. Notice how the **falling action**, after the climax, leads to the **resolution**. Find out how Jess addresses a difficult problem and discovers strengths within himself that he didn't know he had.

CHARACTER:

How has Jess Aarons changed since the beginning of the novel? How have other characters changed in the way they think about Jess? You can learn about his personality and character by:

- What he says
- What he does
- What he thinks
- What other characters say about him

As you read chapters 10 – 13, complete the web diagram to list what you learn about Jess’s personality and character, especially how Jess has changed and how the way others think of Jess has changed. You can add more circles or list more information under the web, if needed.



READER RESPONSES – AFTER YOU READ CHAPTERS 10 - 13:

1. AUTHOR’S USE OF LANGUAGE - Sometimes writers want to make readers think about what might happen later in the story. This is called *foreshadowing*. Katherine Paterson uses this method to hint to the climax where Leslie dies.

A) Go to the end of chapter 8. Find, then write down an example of foreshadowing.

B) Go to the last couple of pages of chapter 10. Find, then write down an example of foreshadowing.

/4

2. PERSONAL RESPONSE: (Response options: Writing / Audio or Video)

(Marks: 4-point scale – 4 = Wow! Very detailed, evidence of inferencing, insightful. 3 = fully meets expectations, 2 = minimally meets expectations, 0-1 not meeting expectations)

Choose one of the following:

A) Jess forgot his fear of water to help May Belle and she admired him for not being scared. Have you ever had to help someone who was more scared than you? Have you ever been helped by someone when you were really scared? Describe what happened. What were your thoughts and feelings?

OR B) Jess didn’t want to accept Leslie’s death and tried to keep it from being real. Why did Jess do this? Have you ever lost someone special? Did you try to keep this death from being real? How did you feel? What did you do? What thoughts did you have?

Written:

/4

3. ANALYSING THE NOVEL: (Response options: Writing / Audio or Video Recording)

(Marks: 4-point scale – 4 = Wow! Very detailed, evidence of inferencing as well as obvious information. 3 = fully meets expectations, 2 = minimally meets expectations, 0-1 not meeting expectations)

A. Make a list of four of the happy memories Jess would have of Leslie.

- _____
- _____
- _____
- _____

B. Explain why Jess makes the wreath and what he does with it.

C. Jess says that, “Leslie took him from the cow pasture to Terabithia and turned him into a king.” What does Jess mean by this statement?

/4

PLOT

BE SURE TO COMPLETE YOUR PLOT FLOW CHART FOR THIS SECTION ON THE DOCUMENT YOU DOWNLOADED IN LESSON 6.1, *TRACKING THE PLOT*.