

SUMMARY of SKILLS

Bridge to Terabithia

Skills For Critical Thinking	Chapter Questions									Writing Tasks	Graphic Organizers
	1	2	3	4	5	6	8-9	10-11	12-13		
LEVEL 1 Knowledge <ul style="list-style-type: none"> Identify Story Elements Recall Details Match Sequence 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 2 Comprehension <ul style="list-style-type: none"> Compare & Contrast Summarize State Main Idea Describe Classify 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 3 Application <ul style="list-style-type: none"> Plan Interview Make Inferences 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 4 Analysis <ul style="list-style-type: none"> Draw Conclusions Identify Supporting Evidence Infer Character Motivations Identify Cause & Effect 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 5 Synthesis <ul style="list-style-type: none"> Predict Design Create Imagine Alternatives 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 6 Evaluation <ul style="list-style-type: none"> Defend An Opinion Make Judgements 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

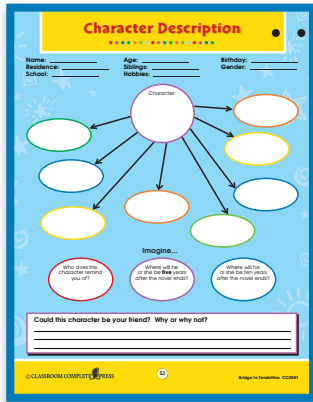
Based on Bloom's Taxonomy



1,2,3

Graphic Organizer Transparencies

The three **Graphic Organizer Transparencies** included in our **Literature Kit™** are especially suited to a study of **Bridge to Terabithia**. Below are suggestions for using each organizer in your classroom, or they may be adapted to suit the individual needs of your students. The transparencies can be used on an overhead projector in teacher-led activities, and/or photocopied for use as student worksheets. To evaluate students' responses to any of the organizers, you may wish to use the **Assessment Rubric** (on page 4).



CHARACTER DESCRIPTION

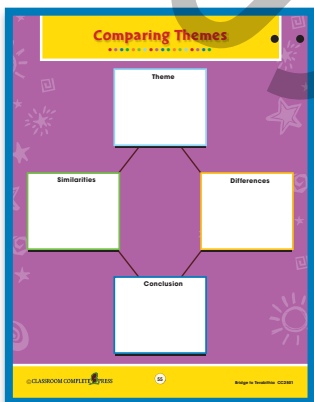
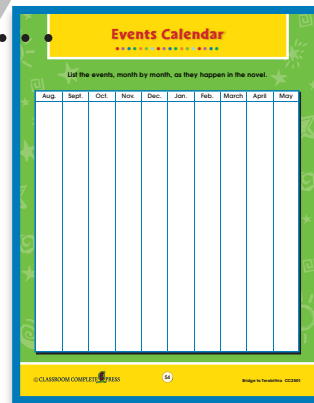
For this activity, students are asked to choose one of the characters from the story and complete the information at the top of the page (name, age, etc.). Then, have students describe the character using the web. They can write down personality traits, physical appearance, important things the character said or did and what that tells us about the character, etc. Next, students answer four questions that require them to think imaginatively about the character. The character description can then be used to write another chapter or another story with this character and the student as main characters in the new story.

Found on Page 53.

EVENTS CALENDAR

This activity is an excellent tool to help students identify the events in the story in the order they occur. You may wish to hand out this organizer as the students are ready to begin reading the novel. Then they can fill it in as they read. All information that happens in each month does not necessarily have to be included. Jotting down, in point form, the main events is most important, which can help students answer questions about the sequence of events.

Found on Page 54.



COMPARING THEMES

This activity can be used to help students make connections between how a theme plays out in the novel and how it is playing out in their own life. Begin by having students brainstorm a list of various themes found in the novel. (They can write their list in their notebook or on the back of their paper). Some of the themes in this novel include: friendship; growing up (coming of age); having courage to face our problems; the power of imagination; dealing with grief, loss and death, the importance of religion/spirituality/faith traditions in daily life, gender roles, etc. Then, have students choose one of the themes from their list that interests them the most. Using the organizer, they identify the similarities and differences of the theme within the book and that theme in their own life.

Found on Page 55.



Chapters Ten and Eleven

Answer the questions in complete sentences.

- There are many rainy days described in this novel. How important and effective do you think the rainy weather is to the story? In what ways would the story have been different if the weather was different (for example, sunny, warm and dry)?

- Chapter Ten is entitled *The Perfect Day*, and Chapter Eleven is entitled No! Why would the author focus on "paradise" (something very positive) in one chapter, and then follow with something so negative in the next? What do you predict will happen?

Vocabulary

Complete each sentence with a word from the list.

scrawny
vault

genuine
obvious

flank
brood

anxiety
sow

suppress
consciousness

- She was filled with so much _____, he was shaking all over.
- It was so evident, it was _____.
- The young of certain animals, especially birds, are called the _____.
- To jump or leap up with the help of a support (like a pole) is to _____.
- When he fainted he lost _____.
- To put down by authority or force is to _____.
- The diamonds weren't fake; they were _____.
- May Belle is very thin, skinny and _____.
- The side of an animal's body between the last rib and the hips is its _____.
- If you _____ the seeds in your garden this spring, they will grow into beautiful flowers by summer.



Chapters Ten and Eleven

Part A

1. Circle **T** if the statement is **TRUE** or **F** if it is **FALSE**.

- T F a) May Belle didn't want to go to the Burke's house.
- T F b) Jess had a wonderful day in the museum.
- T F c) Leslie's body was laid out at Lark Creek Funeral Parlor.
- T F d) Everyone was at home waiting for Jess to arrive.
- T F e) Momma made pancakes for Jess.
- T F f) Mr. Aarons suggested that they go and pay their respects to the Burkes.
- T F g) Brenda was upset that Jess was stuffing his face.
- T F h) It was still raining when the visit ended.
- T F i) Mrs. Myers called Jess to go to the National Gallery in Washington
- T F j) They found Leslie in the creek.
- T F k) Jess paid for his lunch and Miss Edmunds, too.
- T F l) May Belle took care of milking Miss Bessie.

2. Jess visited a variety of different places and saw a variety of different things on his "perfect day". What were they? Circle all that apply.

- | | | | |
|------------------|-----------------------|----------------------|--------------|
| Washington | New York | Terabithia | the Capitol |
| the Italian Poet | the President | the National Gallery | the Library |
| the Lee Mansion | the Mona Lisa | Lark Creek Memorial | Vermont |
| Mount Jefferson | the White House | Abraham Lincoln | the Monument |
| the Smithsonian | Lark Creek Elementary | the Cotton Blanket | Virginia |



Chapters Ten and Eleven

Part B

Answer the questions in complete sentences.

1. Jess was afraid of the creek because he didn't know how to swim. His solution was to ask Leslie to teach him. Have you ever had an experience where you were scared of something but you found the solution through a friend? Explain your answer.

2. What made this day so perfect?

3. Describe the scene in the house when Jess got home from his day with Miss Edmunds.

4. Where do you think Jess was running to when he heard the terrible news?

5. Why would his mom go through the trouble of making him pancakes?

6. **Foreshadowing** is a literary device used by authors in which *subtle hints or suggestions are given beforehand about an event that will happen later in the story*. Katherine Paterson uses a lot of foreshadowing in her novel, *Bridge to Terabithia*, to give the reader hints about Leslie's death. Look back through the novel and try to find four different examples of the foreshadowing of Leslie's death.



Journaling Prompt

Have you ever experienced a close friend or loved one dying? Did you have a chance to say goodbye to them? Write a passage about what they meant to you. If you could write the story of their life either as a short story or a novel, how could you use foreshadowing in your story?