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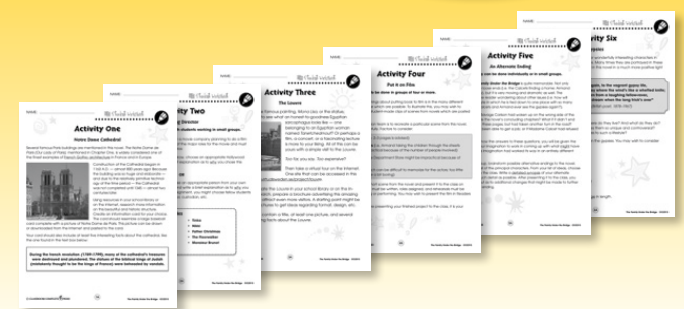
## EASY MARKING™ ANSWER KEY .....

## GRAPHIC ORGANIZERS .....

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# Natalie Savage Carlson

**B**orn in Kernstown, Virginia October 3, 1906, Natalie Savage Carlson's mother was French Canadian. This cultural connection allowed Natalie to work many old family stories from Quebec into her writings. At the age of only four, Natalie was sent to live in a convent boarding school where she stayed for four years. When she returned home, she was tutored by a family friend. She had her first story published when she was only eight years old.



Her first book, *The Talking Cat and Other Stories of French Canada*, was published in 1955. Her series of *Happy Orpheline* books about a group of French orphans and their carefree lives was extremely popular. During her writing career, Natalie received many honors, including the Newbery Honor Book award for *The Family Under the Bridge*, and a nomination in 1966 for the Hans Christian Andersen International Children's Book Award.

Natalie married a naval officer and as a result, traveled the world. This allowed her to add a sense of reality to her writings. Ms. Carlson later lived in Oklahoma, Rhode Island, and the Pacific Northwest. She eventually settled in Florida prior to her death on September 23, 1997.

### Did You Know?

- In the late 1990s, entertainer Kathie Lee Gifford wrote and produced *Under The Bridge*, a play based upon the children's book *The Family Under The Bridge* by Natalie Savage Carlson.
- Natalie explores racism and cultural differences in her books.
- At age 8, Natalie published her first story on the children's page of the Baltimore Sunday Sun.



# Chapter Six

Answer the questions in complete sentences.

1. In Chapter Six, we find that Madame Calcet does not have much respect for gypsies. From what you know about these people, why might Madame Calcet have a problem living among them?  
\_\_\_\_\_  
\_\_\_\_\_
2. Why do you think it is important for gypsies to keep to themselves for the most part? (i.e. They do not send their children to school, or mix socially with outsiders.)  
\_\_\_\_\_  
\_\_\_\_\_

### Vocabulary

Complete each sentence with a word from the list.

commandment	highbrow	persist	bitter	apologize
mischievous	descend	courteous	triumph	distasteful

1. I have never seen anyone \_\_\_\_\_ that staircase so hurriedly.
2. Before getting your reward for a job well done, I insist that you \_\_\_\_\_ to the old woman whom you accidentally insulted.
3. Despite his infirmities, my grandfather is always most \_\_\_\_\_ to everyone he meets.
4. I find that even being in his presence is most \_\_\_\_\_.
5. Completing the twenty-six mile marathon was a \_\_\_\_\_ of the will.
6. My little sister always has a \_\_\_\_\_ expression on her face.
7. Aunt Gertrude refused to attend the soiree because it promised to be too \_\_\_\_\_ for her liking.
8. The grouchy old foreman had only one \_\_\_\_\_ — always work your hardest.
9. If you \_\_\_\_\_ in making that silly noise, I will send you to your room without supper!
10. Not getting a pony for my birthday was a \_\_\_\_\_ pill to swallow.



# Chapter Six

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

- T F a) Once the Calcet children were comfortably settled in Tinka's house, they lost interest in getting one of their own.
- T F b) Paul confessed that he would enjoy living like a gypsy.
- T F c) The thought of not attending school worried Paul a good deal.
- T F d) Madame Calcet apologized to Armand for the way she had treated him.
- T F e) Madame Calcet was very upset to learn that Armand had brought her children to the gypsies.
- T F f) Mireli was willing to take only a small payment from Madame Calcet for letting her family stay with her.

2. Number the events from 1 to 6 in the order they occurred in this chapter.

- a) Suzy begins to teach Tinka how to read.
- b) Armand returns to the gypsy village with Madame Calcet.
- c) Tinka tells the Calcet children stories of her travels.
- d) Suzy asks Armand to inform Father Christmas as to where he can bring their house on Christmas.
- e) Armand leaves to fetch Madame Calcet.
- f) Madame Calcet eats the pigeon stew offered her.



# Chapter Six

Answer each question with a complete sentence.

1. Describe Madame Calcet's reaction to being told by Armand about the two women who had visited the children under the bridge.  
\_\_\_\_\_  
\_\_\_\_\_
2. Why did Madame Calcet walk a few paces behind Armand?  
\_\_\_\_\_  
\_\_\_\_\_
3. What are your thoughts about Armand's statement to Madame Calcet: *What good does it do to be honest if you aren't kind and generous?*  
\_\_\_\_\_  
\_\_\_\_\_
4. How did Armand excuse the gypsies when Madame Calcet accused them of being thieves?  
\_\_\_\_\_  
\_\_\_\_\_
5. Does Armand's excuse justify them in your own eyes? Defend your response.  
\_\_\_\_\_  
\_\_\_\_\_
6. Why did the gypsy children not attend school? What do you think of this practice?  
\_\_\_\_\_  
\_\_\_\_\_

### Journaling Prompt

Madame Calcet's mind must surely have been in a panic by the end of this chapter. Imagine you are her and write a journal entry at the end of this exciting, yet tumultuous day. What are your thoughts regarding the gypsies you have just met? What will you do about finding your children a home? What about the old hobo that has been helping you and the children? So many thoughts must have been going through her mind.



## Chapters 1 to 2

### Anagrams

An **anagram** is a word that is formed by changing the order of the letters of another word. For example, the letters in the word **FROM** can also form the word **FORM**. Follow these directions to form the anagrams:

- Read the clue in the right-hand column.
  - Using the word in the left-hand column, move the letters around in any order, but you must use all the letters.
- Each of the words in the left-hand column are found in the first two chapters of *The Family Under the Bridge*.

Word	Anagram	Clue
miracles		Recovers
steal		The smallest part
heart		A planet
things		Characterized by darkness
mate		Not wild
pride		Levered open



## Chapters 3 to 4

### Personification

Personification is a literary device in which non-humans are given human traits. An example from Chapter 3 is, "The little group headed for the great glass door of which the store was so proud."

- Why is the above sentence an example of personification?
- Create your own imaginative examples of personification using the following items as the subjects of your sentences:
  - a child's squeaky toy
  - a pumpkin
  - a melting popsicle



## Word Search Puzzle

Find the following words from the story. The words are written horizontally, vertically, diagonally, and some are even backwards.

Armand bridge Calcet	Christmas generous gypsies	halles haughty industrious	laundry Louvre miracle	pantaloon pilgrimage vestments
----------------------------	----------------------------------	----------------------------------	------------------------------	--------------------------------------

V	G	Q	W	C	E	Y	R	D	N	J	A	L	Z	I
E	E	Y	R	T	A	Y	U	I	O	P	X	C	N	A
S	L	K	P	J	H	L	G	F	D	S	A	D	P	R
T	G	O	I	S	U	Y	C	T	R	F	U	G	H	M
M	L	E	K	J	I	H	G	E	F	S	D	Y	S	A
E	L	K	N	J	H	E	G	F	T	D	S	T	D	N
N	Q	W	E	E	R	T	S	R	Y	U	I	H	O	D
T	M	E	N	B	R	V	I	C	X	Z	A	G	I	E
S	I	G	U	Y	T	O	R	T	E	R	D	U	U	L
P	O	D	I	U	U	Y	U	S	E	L	L	A	H	C
M	N	I	B	S	V	C	X	S	Z	R	A	H	S	A
C	H	R	I	S	T	M	A	S	G	H	V	F	D	R
U	Y	B	T	R	E	G	H	J	V	B	N	U	X	I
R	T	Y	N	O	O	L	A	T	N	A	P	U	O	M
P	I	L	G	R	I	M	A	G	E	G	H	J	K	L



## Comprehension Quiz

Answer each question in a complete sentence.

- Mireli and the other gypsies always spent their winters in \_\_\_\_\_ and in the spring, traveled to \_\_\_\_\_.  
\_\_\_\_\_
- What circumstances led the Calcet children to having to live beneath the bridge?  
\_\_\_\_\_
- What were the names of the three Calcet children and their dog?  
\_\_\_\_\_
- Who did Armand take the children to see shortly after meeting them for the first time? Why did he do this?  
\_\_\_\_\_
- What news did Father Christmas tell Armand? What was Armand's reaction?  
\_\_\_\_\_
- After visiting Father Christmas, how did Armand use the children to get enough money for them to eat?  
\_\_\_\_\_
- Why did Armand end up taking the children away from their home under the bridge? Where did he take them?  
\_\_\_\_\_

SUBTOTAL: /15

## Event Map

Choose one of the exciting events described in *The Family Under the Bridge*. You might consider one of the following incidents:

- Armand finds the Calcet children in "his" spot under the bridge;
- The Calcet children appeal to Father Christmas;
- The police visit the gypsies.

Now complete the following **Event Map** below with the appropriate details.

Event: \_\_\_\_\_



NAME: \_\_\_\_\_

After You Read 



# Chapter One

Answer each question with a complete sentence or short paragraph.

- Keeping in mind that the **setting** of a story encompasses both place and time, how would you describe the setting of the first chapter?  
\_\_\_\_\_  
\_\_\_\_\_
- How did Anabel react to Armand when he helped himself to the broken branches and flowers? Why do you suppose she reacted in this way?  
\_\_\_\_\_  
\_\_\_\_\_
- Investigate:** Armand tells Mireli, the gypsy woman, that he is tired of living in the crowded corners and tight alleys of **Place Maubert**. Using resources in your school library or on the Internet, find out two interesting facts about **Place Maubert**.  
\_\_\_\_\_  
\_\_\_\_\_
- Describe Armand's view of children. Why do you think he felt this way?  
\_\_\_\_\_  
\_\_\_\_\_
- How did Armand threaten the boys? Was it effective?  
\_\_\_\_\_  
\_\_\_\_\_
- What startling discovery did Armand make under the bridge? Why do you think they were there?  
\_\_\_\_\_  
\_\_\_\_\_

# EASY MARKING



## Journaling Prompt

Imagine you are Armand and write a journal entry describing the shock of what you found under the bridge, and then suggest what you will do about your unusual find.

**1.**  
In the summer Brian would live with his father and during the school year with his mother.

**2.**  
Answers will vary.

**3.**  
When he was at the mall with his mother, he witnessed an older man suffering from a heart attack. The signs include "going down" and screaming about his chest.

**4.**  
Aches and pains in his left shoulder, a strong pain down the left arm, stomach pain, spasms, body jerks, chest pains.

**5.**  
Brian was silent during the drive to the airport because of anger he felt for his mother due to the Secret about his parents' divorce. He felt guilty for being silent so he wore the hatchet, a gift from his mother for the trip, on his belt even though he didn't like it. His mother was speaking to him as she did when he was younger.

**6.**  
Brian's father was a mechanical engineer who had designed or invented a new drill bit for oil drilling: a self-cleaning, self-sharpening bit. He was working in the oil fields of Canada.

**1.**  
Answers will vary.

**2.**  
Answers will vary.

## Vocabulary

1. C

2. H

3. G

4. B

5. J

6. F

7. D

8. A

9. I

10. E

**1.**  
a) **F**

b) **T**

c) **F**

d) **F**

e) **T**

f) **T**

**2.**  
a) 4

b) 2

c) 6

d) 1

e) 3

f) 5

**1.**  
Answers will vary. Altimeter, transmitter radio, clock, speed, compass.

**2.**  
Putting his hand on the control wheel and his feet on the pedals, Brian pulled back on the wheel to raise the plane. He then pushed the wheel back in. He continued to do this until the nose was level with the horizon.

**3.**  
The altimeter is a device that tells you your height above the ground or sea level.

**4.**  
Trees and lakes.

**5.**  
Answers will vary.

**6.**  
Chapter 2 ends with the plane running out of gas. Chapter 3 ends with Brian swimming to shore after crashing the plane into a lake.



## The Family Under the Bridge

---

- **RSL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RSL.3.2** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- **RSL.3.3** Describe characters in a story and explain how their actions contribute to the sequence of events.
- **RSL.3.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.
- **RSL.3.5** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- **RSL.3.6** Distinguish their own point of view from that of the narrator or those of the characters.
- **RSL.3.7** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.
- **RSL.3.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
- **RSL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RSL.4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- **RSL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
- **RSL.4.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.
- **RSL.4.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- **RSL.4.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.3.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Identify and know the meaning of the most common prefixes and derivational suffixes. **B)** Decode words with common Latin suffixes. **C)** Decode multi-syllable words. **d.** Read grade-appropriate irregularly spelled words.
- **RSFS.3.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **RSFS.4.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.
- **RSFS.4.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **WS.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons. **A)** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. **B)** Provide reasons that support the opinion. **C)** Use linking words and phrases to connect opinion and reasons. **D)** Provide a concluding statement or section.
- **WS.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **A)** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. **B)** Develop the topic with facts, definitions, and details. **C)** Use linking words and phrases to connect ideas within categories of information. **D)** Provide a concluding statement or section.
- **WS.3.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **A)** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. **C)** Use temporal words and phrases to signal event order. **D)** Provide a sense of closure.
- **WS.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- **WS.3.7** Conduct short research projects that build knowledge about a topic.
- **WS.3.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- **WS.4.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **A)** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. **B)** Provide reasons that are supported by facts and details. **C)** Link opinion and reasons using words and phrases. **D)** Provide a concluding statement or section related to the opinion presented.
- **WS.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **A)** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use dialogue and description to develop experiences and events or show the responses of characters to situations. **C)** Use a variety of transitional words and phrases to manage the sequence of events. **D)** Use concrete words and phrases and sensory details to convey experiences and events precisely. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **WS.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- **WS.4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- **WS.4.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 4 Reading standards* to literature. **B)** Apply *grade 4 Reading standards* to informational texts.