

Student Packet

Grades 5–6

Bridge to Terabithia

Katherine Paterson

NOVEL UNITS[™]



NEW WAYS TO LEARN READING,
WRITING, & CRITICAL THINKING



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BRIDGE TO TERABITHIA

by
Katherine Paterson

Student Packet

Written by
Monica L. Odle

Contains masters for:

- 2 Prereading Activities
- 4 Vocabulary Activities
- 1 Study Guide
- 5 Literary Analysis Activities
- 4 Character Analysis Activities
- 2 Critical Thinking Activities
- 1 Comprehension Activity
- 3 Quizzes
- 1 Novel Test

PLUS

- Detailed Answer Key
and Scoring Rubric

Teacher Note

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the appropriate reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

Note

The 2003 Harper Trophy paperback edition of the novel, ©1977 by Katherine Paterson, was used to prepare this guide. Page references may differ in other editions. Novel ISBN: 978-0-06-440184-5

Please note: Parts of this novel deal with sensitive, mature issues. Please assess the appropriateness of this novel for the age level and maturity of your students prior to reading and discussing it with them.

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Note to the Teacher

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Basic Understanding: The student will demonstrate a basic understanding of written texts. The student will:

- use a text's structure or other sources to locate and recall information (Locate Information)
- determine main idea and identify relevant facts and details (Main Idea and Details)
- use prior knowledge and experience to comprehend and bring meaning to a text (Prior Knowledge)
- summarize major ideas in a text (Summarize Major Ideas)

Literary Elements: The student will apply knowledge of literary elements to understand written texts. The student will:

- analyze characters from a story (Character Analysis)
- analyze conflict and problem resolution (Conflict/Resolution)
- recognize and interpret literary devices (flashback, foreshadowing, symbolism, simile, metaphor, etc.) (Literary Devices)
- consider characters' points of view (Point of View)
- recognize and analyze a story's setting (Setting)
- understand and explain themes in a text (Theme)

Analyze Written Texts: The student will use a variety of strategies to analyze written texts. The student will:

- identify the author's purpose (Author's Purpose)
- identify cause and effect relationships in a text (Cause/Effect)
- identify characteristics representative of a given genre (Genre)
- interpret information given in a text (Interpret Text)
- make and verify predictions with information from a text (Predictions)
- sequence events in chronological order (Sequencing)
- identify and use multiple text formats (Text Format)
- follow written directions and write directions for others to follow (Follow/Write Directions)

Critical Thinking: The student will apply critical-thinking skills to analyze written texts. The student will:

- write and complete analogies (Analogies)
- find similarities and differences throughout a text (Compare/Contrast)
- draw conclusions from information given (Drawing Conclusions)
- make and explain inferences (Inferences)
- respond to texts by making connections and observations (Making Connections)
- recognize and identify the mood of a text (Mood)
- recognize an author's style and how it affects a text (Style)
- support responses by referring to relevant aspects of a text (Support Responses)
- recognize and identify the author's tone (Tone)
- write to entertain, such as through humorous poetry or short stories (Write to Entertain)
- write to express ideas (Write to Express)
- write to inform (Write to Inform)
- write to persuade (Write to Persuade)
- demonstrate understanding by creating visual images based on text descriptions (Visualizing)
- practice math skills as they relate to a text (Math Skills)

Name _____

7. To what does Jess compare the swollen creek bed when he and Leslie first arrive?
8. Why do Jess and Leslie visit the sacred grove on Wednesday?
9. Of what is Jess afraid?
10. What does Jess dread doing on Thursday when he sees Leslie?

Chapters Ten–Eleven

1. Who wakes up at the same time as Jess on Thursday morning?
2. What kind of transplant does Jess wish he could have?
3. Who invites Jess to go to Washington with her that day?
4. What exhibit at the Smithsonian particularly interests Jess?
5. Who is waiting for Jess when he arrives home?
6. How did Leslie die?
7. After sleeping for a long time, what does Jess do?
8. Why does May Belle want to go to the Burkes' house?

Chapters Twelve–Thirteen

1. Who greets Jess and his parents at the Burke home?
2. Why does Jess hope Leslie is buried in her blue dress rather than blue jeans?
3. Why does Paul thank Jess?
4. What word hits Jess's head and makes him angry?
5. Whom does Jess see when he arrives home?
6. What does Jess toss into the water?
7. How does Jess's father attempt to comfort him?
8. What does Bill ask Jess to do when he and Judy go to Pennsylvania?
9. Why does Jess return to the creek the next morning?
10. What does Jess make for Leslie, the queen of Terabithia?
11. Who cries out for Jess when he is in trouble?
12. Why did May Belle tell Jess?
13. What does Jess learn about Mrs. Myers's past?
14. How does Mrs. Myers help Jess?
15. What does Jess realize he must do about his fears?
16. What do Leslie's parents give Jess?
17. For what project does Jess use the lumber?
18. Who becomes the new queen of Terabithia?

Name _____

Similes and Metaphors

A. Directions: Read the quotes below from the novel. Each uses a simile or metaphor to compare two things. In the blank boxes next to each quote, write what the simile or metaphor really means.

Quote	Rewrite
1. "dirty old cage of a schoolhouse" (p. 15)	
2. "...the real giant in their lives was Janice Avery" (p. 61).	
3. "Jess's feelings about Leslie's mother poked up like a canker sore" (p. 36).	

B. Directions: Now, read the quotes from the novel. The quotes given DO NOT use similes or metaphors. This time, rewrite each quote so that it DOES use a simile or metaphor.

Quote	Rewrite
4. "The closer he came to the dragon tree and the crab apple tree, the more he could feel the beating of his heart" (p. 59).	
5. "They went into the sun room, and it was just the same, except more beautiful because the sun was pouring through the south windows" (p. 100).	