

# Prestwick PowerPacks™

Practical Activities for Comprehension and Key Skills



# Bridge to Terabithia

by Katherine Paterson

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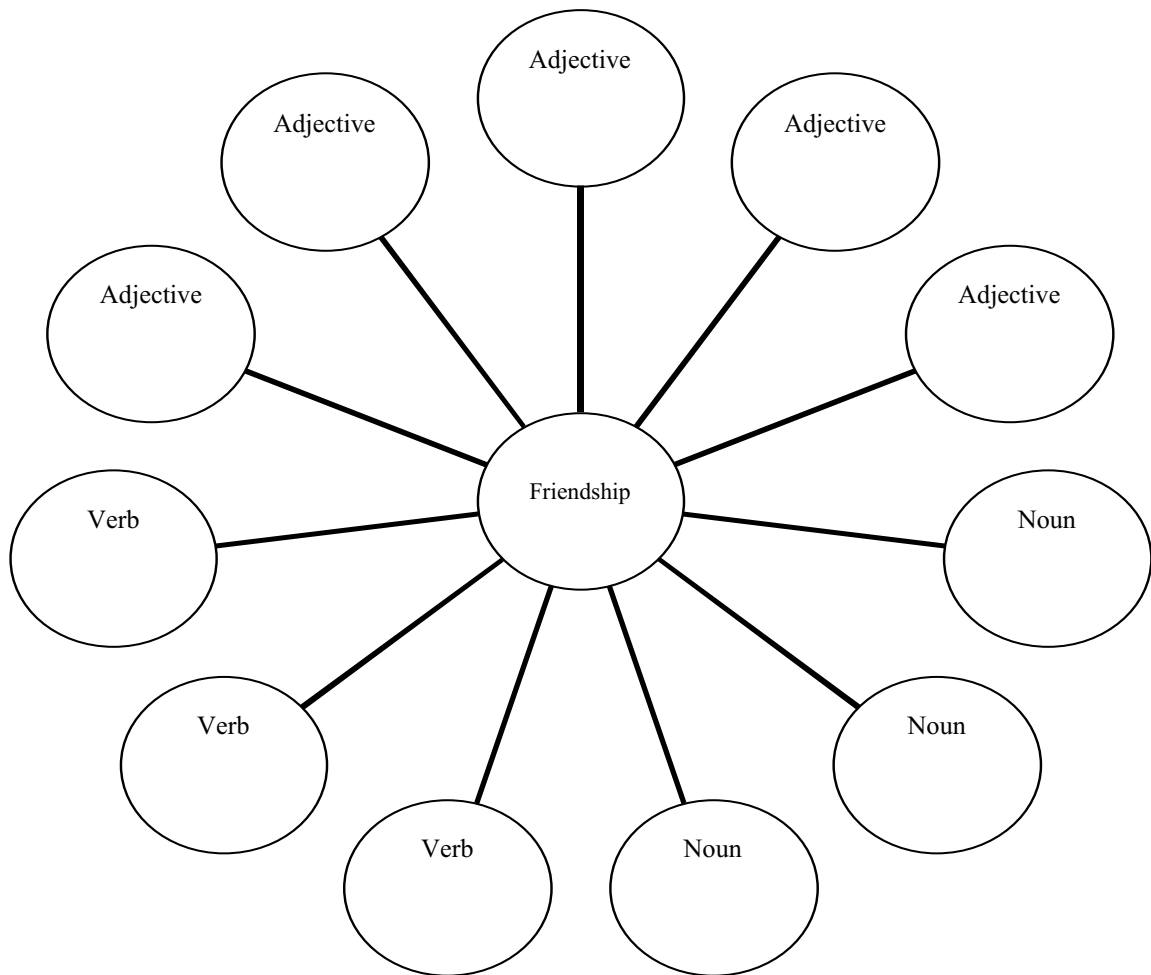
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**Activity I: Connecting with Literature** **Pre-Reading**

*Bridge to Terabithia* is a story about two young people who form a special bond. Throughout the novel, their friendship encounters obstacles and is able to survive. Think about what it means to be a friend. Complete the following **FRIENDSHIP WORD WEB** by including:

- Five adjectives that describe a friend
- Three verbs that show what a friend does
- Three nouns that mean friend or friendship

*FRIENDSHIP WORD WEB*



Then, write a one-page journal entry explaining what it means to be a friend. In your writing, discuss the qualities that you brainstormed in your **FRIENDSHIP WORD WEB**. Be sure to use complete sentences and to be as descriptive as you can.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Activity II: Vocabulary–Context Clues and Vocabulary Map

Pre-Reading

Context clues help you determine the meaning of new words. These clues can be descriptions, actions and reactions, opinions, and direct definitions. They often appear in the same sentence as the unfamiliar word, or within two sentences before or after it. In the example below, try to determine the meaning of the word **pandemonium**. You should look for clues, such as descriptions, in the sentence or in the sentences surrounding the word:

So the students of Lark Creek Elementary sat at their desks all Friday, their hearts thumping with anticipation as they listened to the joyful **pandemonium** pouring out from the teachers' room, spent their allotted half hours with Miss Edmunds under the spell of her wild beauty and in the snare of her enthusiasms, and then went out and pretended that they couldn't be suckered by some hippie in tight jeans with makeup all over her eyes but none on her mouth. (Pgs. 16-17)

Jesse is describing what school is like when Miss Edmunds comes to lead music class. In the description, he uses words and phrases such as **thumping with anticipation**, **pouring out from the teachers' room**, **wild beauty**, and **enthusiasms**. By using these words and phrases, you understand that **pandemonium** is not a word used in relation to calm activities, but instead activities that invite wildness and chaos. Therefore, we might assume that **pandemonium** means something similar to chaos or confusion.

Of course, if you cannot define a word using context clues, you should look it up in the dictionary to learn its meaning.

### Part I

The following vocabulary list contains words from the novel. The author has provided context clues to help you understand their meanings. The page numbers where you will find each word are included. Look up the words in the novel and match each vocabulary word with its context clues.

Vocabulary Word	Context Clues
_____ 1. melodic (Pg. 38)	A. "He was drifting, drifting like a fat white lazy cloud back and forth across the blue."
_____ 2. upheaval (Pg. 44)	B. "...it began suddenly to rain so hard that water came through the top of the shack in icy streams."
_____ 3. pandemonium (Pg. 16)	C. "...making sure that every eye in the church was on them..."
_____ 4. intoxicated (Pg. 49)	D. "...her wild beauty and in the snare of her enthusiasms..."
_____ 5. solemnly (Pg. 63)	E. "The hissing sounds of disbelief were already building into a rumbling of contempt."
_____ 6. sporadically (Pg.115)	F. "'Cross-your-heart-and-hope-to-die?'"
_____ 7. wheedling (Pg. 100)	G. "...rich..."
_____ 8. flounce (Pg.106)	

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Part 2**

Now, use the context clues to write a definition for each word. Then, compare your definitions to the dictionary's definitions to check their accuracy. Correct any of your definitions that contain errors. Then, write an original sentence using each of the words.

**Definitions**

- 1. melodic: \_\_\_\_\_
- 2. upheaval: \_\_\_\_\_
- 3. pandemonium: \_\_\_\_\_
- 4. intoxicated: \_\_\_\_\_
- 5. solemnly: \_\_\_\_\_
- 6. sporadically: \_\_\_\_\_
- 7. flounce: \_\_\_\_\_

**Sentences**

- 1. \_\_\_\_\_  
\_\_\_\_\_
- 2. \_\_\_\_\_  
\_\_\_\_\_
- 3. \_\_\_\_\_  
\_\_\_\_\_
- 4. \_\_\_\_\_  
\_\_\_\_\_
- 5. \_\_\_\_\_  
\_\_\_\_\_
- 6. \_\_\_\_\_  
\_\_\_\_\_
- 7. \_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Activity III: Prediction/SQ<sub>3</sub>R****Pre-Reading**

Before you begin reading *Bridge to Terabithia*, you will answer a few questions about what you can learn from the title, chapter headings, and the brief synopsis on the back of the book. You will use the process SQ<sub>3</sub>R: Survey, Question, Read, Recite, and Review.

**Step 1—S (Survey)**

Answer the following questions about the novel by evaluating the physical book—the front cover, the back cover, and anything you may know about the book and the author.

1. What do you think this book is going to be about?
2. What does the cover tell you about this book?
3. What does the information on the back of the book or on the inside cover tell you about the book?
4. What does the title tell you about the book?
5. When do you think the story takes place?
6. What was happening in the world at the time of the story?

**Step 2—Q (Question)**

After reading the summary on the back cover, write 5 questions that you have about this book.

- 1.
- 2.
- 3.
- 4.
- 5.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Step 3—R (Read)**

Read each of the chapter headings and list them below. Under each heading, write a prediction consisting of one or two sentences explaining what you think the chapter will be about. Leave room to write whether your **predictions** are correct.

Chapter 1

Chapter 2

Chapter 3

Chapter 4

Chapter 5

Chapter 6

Chapter 7

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Chapter 8

Chapter 9

Chapter 10

Chapter 11

Chapter 12

Chapter 13

**Step 4—R (Recite)**

Share your thoughts with a person sitting near you. Do you have any of the same ideas? Can your partner answer any of the questions that you have?

**Step 5—R (Review)**

As you read the novel, come back to this worksheet and try to answer the questions you developed. See if your **predictions** about the chapters are accurate. Under your original prediction, write two or three sentences explaining what really happens in the chapter.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Activity I: Song Lyrics/Writing****Chapters 1–2**

Throughout the novel, the narrator mentions “hippies” and the Vietnam War. In the second chapter, the reader is introduced to Miss Edmunds, the Lark Creek Elementary music teacher. Jesse is in love with Miss Edmunds. He loves the way she plays her guitar, and he loves the sound of her voice.

Chapter 2 lists several songs that Miss Edmunds sings with her classes on Friday. Katherine Paterson alludes to specific titles in order to give the reader a better understanding of the culture in which the story is taking place.

Research any one of the songs listed in Chapter Two (page 16) and answer the following questions:

- When was the song written? What was happening in the world at that time?
- What are the lyrics?
- What do you learn about Jesse’s environment from the song lyrics?

Now, think about the time in which you live. Imagine that you are in music class and your teacher is going to choose four or five songs to reflect America in the 21<sup>st</sup> century. Which songs do you think that your music teacher will choose? In a well-developed journal response, first list the titles that most reflect 21<sup>st</sup> century America that you would place on your teacher’s list. Then, choose which song you feel does the best job of revealing the culture in which you live. Using the song lyrics as a reference, explain why you believe the song you have chosen is best. Be sure to include a copy of the lyrics so your teacher and classmates are familiar with the song you choose.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Activity I: Conflict Chapter 3**

**Step 1**

Even though you have just been introduced to Leslie, you learn in chapter three that she is an outsider at Lark Creek Elementary School. From the moment she walks into the classroom until the end of the school day, Leslie breaks established social rules. In the following chart, make a list of the social rules that are in place in school and on the playground, and then explain how Leslie breaks those rules.

Lark Creek Elementary Social Rules	Leslie's Actions
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>

**Step 2**

Now, imagine that you are Leslie and you have just experienced your first day at Lark Creek Elementary. Using the **FRIENDLY LETTER MODEL**, write a letter to an old school friend explaining how you feel about your new school. Write about your new classmates, meeting Jesse, racing on the playground, and how you feel to be in your new environment. Remember that you are writing as the character Leslie, so you should use first-person pronouns in your letter (I, me).

*FRIENDLY LETTER MODEL*

<p style="text-align: right;">Your street address Your City, State Zip Code Date</p> <p>Dear Name,</p> <p>Begin your letter here. Use complete sentences to form clearly organized paragraphs. Begin a new paragraph when you finish discussing one topic and want to move on to another topic. Indent the first word of each new paragraph.</p> <p>The purpose of a friendly letter is to share news with friends, family, and other people you know well.</p> <p>Your friend, sign your name</p>
--

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Activity I: Characterization****Chapter 4**

Characterization is how the author reveals a character's personality. Instead of explaining a character with long, boring descriptions, the author sometimes gives you clues and hints about the character's personality. The author usually uses the following three methods to tell you about a character:

- the narrator's description of a character
- the character's own thoughts, actions, and words
- other characters' opinions of and actions toward the character.

As you read, you should look for evidence in these clues that helps you decide whether a character is smart, generous, stubborn, selfish, etc.

For example, on page 2, Jesse wakes up very early in order to run before he has to do his chores. "Of course he was going to run. He had gotten up early every day all summer to run."

Because Jesse gets up early every morning to run, we learn that he is determined and motivated. When we keep reading, we know that he is determined to be the fastest runner in the fifth grade. If Jesse were not motivated, he would not wake up early to run. Most likely, he would stay in bed until his mother or father comes in to wake him. We also learn that Jesse is determined because we read that he wakes up every day in order to run. A person who is not determined might run sporadically instead of all of the time.

During the first four chapters of *Bridge to Terabithia*, we learn a lot about Jesse's personality. Using the first four chapters, determine personality characteristics for Jesse. Be sure to use textual examples to support your choices and include the page numbers where each can be found. Record your answers and the corresponding page numbers in the **CHARACTERIZATION CHART FOR JESSE**. The first one has been done for you as an example.

As you continue reading the novel, complete the **CHARACTERIZATION CHART FOR LESLIE**. You may also need to add personality traits to Jesse's chart as his character develops throughout the novel.