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## EASY MARKING™ ANSWER KEY .....

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## GRAPHIC ORGANIZERS .....

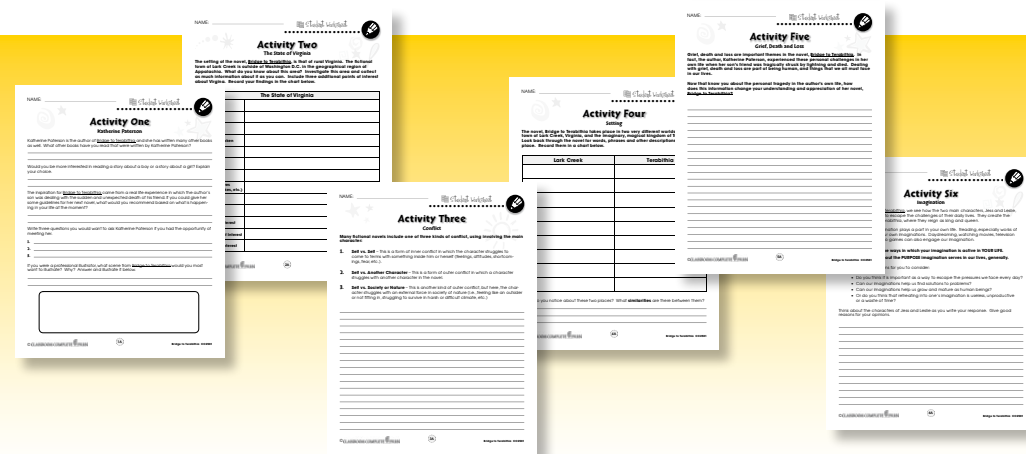
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- Go to our website:  
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# Katherine Paterson

**K**atherine Womeldorf Paterson was born in Qing Jiang, Jiangsu, China in 1932. Her parents were American missionaries working in China. There she learned the Chinese language, how to accept differences and respect cultures that were different from her own. By the time she was fifteen years old, she had moved fifteen times. She felt terribly lonely and found refuge inside books.



Back in the United States, she graduated from King College in Bristol, Tennessee with an English degree. She worked in a small rural school in Virginia for a year before doing her Master's in Richmond, Virginia. Her plan was to work as a missionary in China but in the late 1950's China was not allowing any Americans into their country. She decided to go to Japan instead.

In 1962, she married her husband, John. They had two of their own children and adopted two more.

Katherine took an adult creative writing class and nine years later, in 1973, *Sign of the Chrysanthemum* was published.

Katherine always had the love of reading fiction books. She decided not to write nonfiction because she felt it was important for children to read fiction and connect with the real world.

Her readers can experience what happens to others as a way to prepare themselves for their own future experiences. She was inspired to write *Bridge to Terabithia* when she was helping her son deal with the death of his best friend who was struck by lightning.

Looking back, Katherine believes her experiences in China and Japan, and her strong Biblical heritage influenced the tone and themes within her books. Katherine and her husband now live in Barre, Vermont.

- Katherine Paterson has won awards for thirteen of her books.
- *Bridge to Terabithia* won eight different awards including Newberry Medal.
- Because she has moved so much, Katherine says she is a lot like Leslie Burke.

### Did You Know?



# Chapter Three

Answer the questions in complete sentences.

1. What type of relationship do you predict Jess and Leslie will have? Will they completely avoid each other? Will they become friends? Will they fall in love?  
\_\_\_\_\_
2. Have you ever wanted something so much that you had to compete for it? What was it? Did you get what you wanted? Thinking back on it now, was there anything you could have done better to get what you wanted?  
\_\_\_\_\_

### Vocabulary

Use a dictionary to find the definitions of the words below. Write each word in a sentence that shows the meaning of the word.

1. **repulsive** sentence: \_\_\_\_\_
2. **conceited** sentence: \_\_\_\_\_
3. **conscious** sentence: \_\_\_\_\_
4. **conspicuous** sentence: \_\_\_\_\_
5. **grudgingly** sentence: \_\_\_\_\_
6. **sarcasm** sentence: \_\_\_\_\_
7. **temptation** sentence: \_\_\_\_\_



# Chapter Three

### Part A

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

- T F a) Leslie wore new blue jeans and a faded blue t-shirt on the first day of school.
- T F b) Mrs. Myers was upset that she had 31 students in her class.
- T F c) Gary Fulcher asked Jess if he was going to run.
- T F d) Wayne Pettis was also in the fifth grade.
- T F e) Jess had to stay in at recess to copy the dictionary.
- T F f) Jess wondered how he was going to last the next eight months.
- T F g) The boys had no choice but to allow Leslie to run.
- T F h) The children ate lunch in their classroom.
- T F i) Jimmy Deal and Clyde Mitchell broke out into a fight at the finishing line.
- T F j) Jess won the race.
- T F k) Jess really loves Leslie.

2. Do you agree or disagree with each of the following statements? Write your answer in the space provided. Be ready to justify your opinions.

- \_\_\_\_\_ a) Girls can be just as good athletes as boys.
- \_\_\_\_\_ b) Thirty-one students in one class is too many.
- \_\_\_\_\_ c) You should not let others push you around.
- \_\_\_\_\_ d) It's good for the soul to move (change residence) at least once in a young person's life.



# Chapter Three

### Part B

Answer the questions in complete sentences.

1. What emotions did you feel for Jess when it was time to run? Did you expect him to win? Do you think he would have been the fastest boy? Why or why not?  
\_\_\_\_\_
2. Why do you think Mrs. Myers was only seen smiling on the first and the last days of school? Why do you think Jess questioned himself about having to last another eight years?  
\_\_\_\_\_
3. What do you think about girls and boys competing with each other in sports activities?  
\_\_\_\_\_
4. When Jess was running, who did he wish could see him? Explain.  
\_\_\_\_\_
5. What made Jess stand up for Leslie? Would you have responded differently? Do you think this has anything to do with him feeling sorry for her?  
\_\_\_\_\_
6. The author uses a variety of interesting and effective similes in Chapter Three. (Remember: a simile is a comparison of two different things, often using the words like or as.) Try to find three similes from the chapter.  
\_\_\_\_\_



### Journaling Prompt

Reread the part of Chapter Three in which Jess and the others are running. Think of a sport you have participated in. Write a play-by-play account of one of the captivating moments of the sport. Write your account so that the reader will feel the build-up of energy and excitement of the sport.





## Chapters One and Two

In many cities across North America you can find an organization called the **Welcome Wagon**. They offer a package to new residents arriving to their town. The package holds information on how to get in touch with different members of the community, services offered in that city, and maybe a map. Some hold potluck picnics for new residents to meet members of the community both young and old.

Imagine that a new student, from another town, will be joining your class in a few weeks. **Prepare your own version of a Welcome Wagon for him or her.** Include information for extra curricular activities, health information, etc. Include information about religious activities in your area if you like.

Be creative with your new student package. If you do get a new student during the year, you'll be ready!



## Chapters Three and Four

Terabithia is a lovely kingdom that Jess and Leslie created in their **imaginings** and of which they were rulers. It is a magical place just like Narnia. The kingdom was accessible only by going over the creek using the rope attached to the tree. Jess and Leslie dragged pieces of wood to build themselves a castle stronghold.

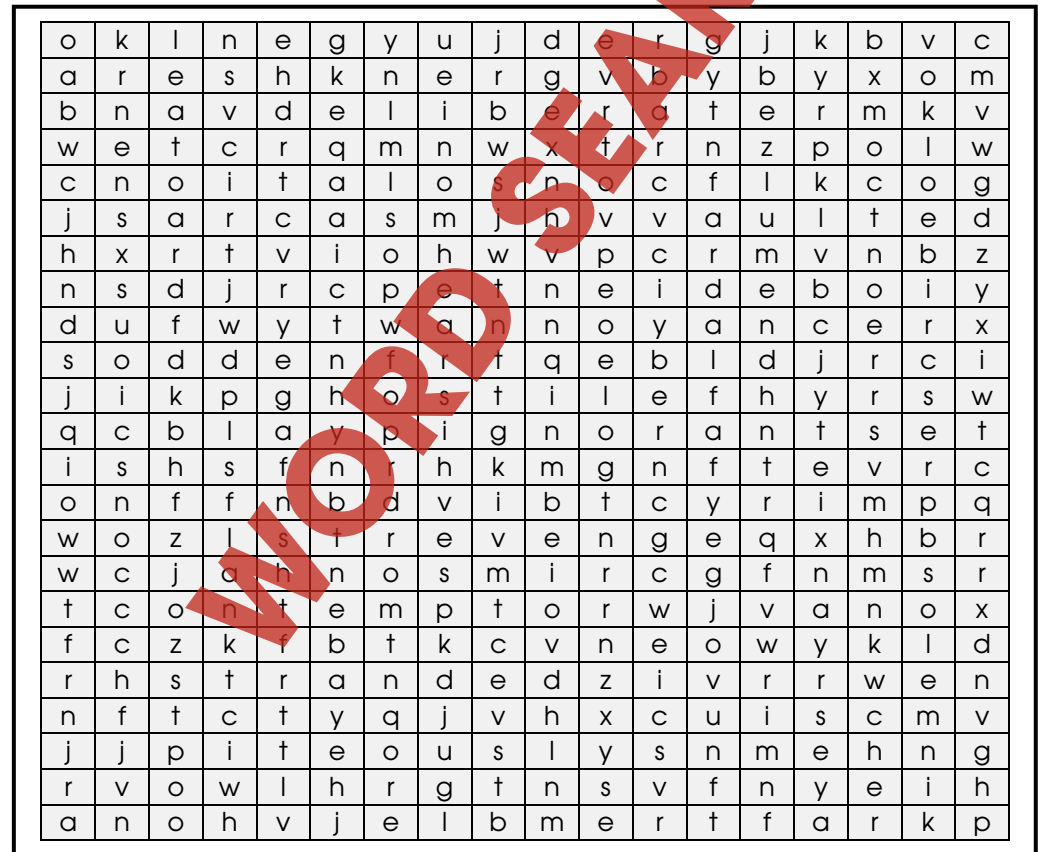
**Think of a place you can turn into your own "Terabithia".** Where would it be? How could you get access to it? Who would you allow to go? What magical experiences would you encounter there? Elaborate on your very own Terabithia.



## Word Search

Find all of the words in the Word Search. Words are written horizontally, vertically, diagonally, and some are even written backwards.

Annoyance	Sarcasm	Pandemonium	Deliberate
Brood	Anticipation	Sodden	Piteously
Conscious	Cease	Stranded	Revenge
Crimson	Consolation	Vaulted	Solemn
Hostile	Decent	Anxiety	Temptation
Obedient	Flank	Complacent	Worship
Prescribe	Ignorant	Contempt	Tremble



## Comprehension Quiz

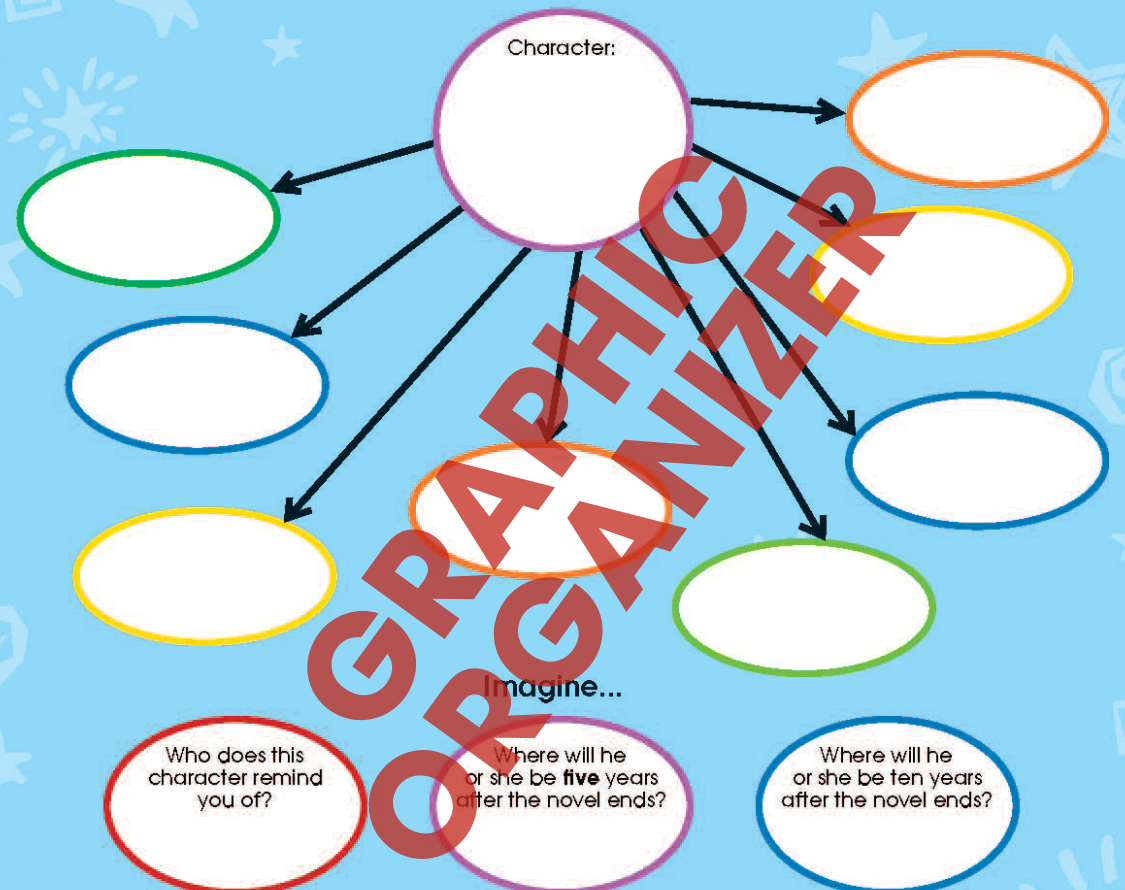
Answer the questions in complete sentences.

- Name all the members of the Aarons family. Who are the members of the Burkes family?  
\_\_\_\_\_
- Who is moving into the old Perkins place? How long will they stay there?  
\_\_\_\_\_
- Who is Miss Bessie? Who is PT.?  
\_\_\_\_\_
- Who is Jess and Leslie's teacher? What grade are they in? What school do they attend?  
\_\_\_\_\_
- Who discovered Terabithia? What was Terabithia's reason for being?  
\_\_\_\_\_
- Where did Jess spend his "perfect day"? Who was he with?  
\_\_\_\_\_
- Who cried in Jess' arms? Why did this person cry?  
\_\_\_\_\_
- Why was Janice Avery so upset? Who gave her advice?  
\_\_\_\_\_

SUBTOTAL: /16

## Character Description

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Birthday: \_\_\_\_\_  
Residence: \_\_\_\_\_ Siblings: \_\_\_\_\_ Gender: \_\_\_\_\_  
School: \_\_\_\_\_ Hobbies: \_\_\_\_\_



Could this character be your friend? Why or why not?

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

After You Read 



# Chapter One

## Part B

Answer the questions in complete sentences.

- Why was it so important to Jess to run early every morning? What else could he have done to improve his workout?  
\_\_\_\_\_
- Have you ever wanted something so much that you would make sacrifices like Jess did? What was your goal? What sacrifices did you make? Did you attain your goal?  
\_\_\_\_\_
- Imagine that you are May Belle, and write about why Jess is so important to you and why you worship him.  
\_\_\_\_\_
- Jess' mom relies on Jess for many chores in and around the house. List the ways in which your parents depend on you. Was Jess really lazy as his mom believed? Why or why not?  
\_\_\_\_\_
- Authors often use literary devices to make their writing interesting. A **simile** is a literary device that makes a comparison between two different things using the words like or as. For example, in Chapter One, Jess fears that **momma would be mad as flies in a fruit jar**. The author, Katherine Paterson, uses a simile to compare Momma's anger to flies buzzing around in a jar. Try to find **three** more similes in the chapter and write them below.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Journaling Prompt

Imagine that a new family is moving in next door to you. Write about these people. Who are they? Where are they from? How many members are in the family? Why are they moving in? How long do they intend to stay?

1.

Jess wants to be the fastest runner in the fifth grade. Answers will vary.

2.

Answers will vary.

3.

Answers will vary.

4.

Answers will vary. Jess wasn't lazy; his mom didn't acknowledge what he actually did.

5.

Possible answers:

1) They would follow him around like a country music star.

2) Sweating like a knock-kneed mule.

3) The water ... pricked like ice.

13

1.

Answers will vary

2.

Answers will vary

3.

Answers will vary

### Vocabulary

1) pandemonium

2) nauseated

3) squished

4) fidgety

5) scalding

6) endure

7) proverbial

8) anticipation

9) cagey

10) allotted

11) trembled

12) hypocritical

14

1.

a)  B    b)  A

2.

Answers will vary

3.

c)  C    d)  C

4.

e)  C

5.

6.

Answers will vary.

7.

a)  B    b)  C

15

1.

Answers will vary.

2.

Answers will vary. He used Wayne Pettis as motivation.

3.

Answers will vary.

4.

He really wants his parents to be proud of him.

5.

Answers will vary.

6.

Answers will vary.

7.

Answers will vary.

16





## Bridge to Terabithia

- **RSL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RSL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **RSL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
- **RSL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- **RSL.5.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **RSL.5.6** Describe how a narrator's or speaker's point of view influences how events are described.
- **RSL.5.9** Compare and contrast stories in the same genre on their approaches to similar themes and topics.
- **RSL.5.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
- **RSL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.6.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RSL.6.3** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- **RSL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- **RSL.6.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- **RSL.6.6** Explain how an author develops the point of view of the narrator or speaker in a text.
- **RSL.6.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.5.3** 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.5.4** 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.5.1** 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 ideas are logically grouped to support the writer's purpose. **B)** Provide logically ordered reasons that are supported by facts and details. **C)** Link opinion and reasons using words, phrases, and clauses. **D)** Provide a concluding statement or section related to the opinion presented.
- **WS.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **A)** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. **B)** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **C)** Link ideas within and across categories of information using words, phrases, and clauses. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Provide a concluding statement or section related to the information or explanation presented.
- **WS.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. **C)** Use a variety of transitional words, phrases, and clauses 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.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **WS.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- **WS.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.5.9** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.6.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s) and organize the reasons and evidence clearly. **B)** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from the argument presented.
- **WS.6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate transitions to clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from the information or explanation presented.
- **WS.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- **WS.6.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- **WS.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 6 Reading standards* to literature. **B)** Apply *grade 6 Reading standards* to literary nonfiction.