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- first Vocabulary Worksheet
- first few pages of the Daily Lessons
- a Writing Assignment
- first page of the Extra Discussion Questions
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TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK™

for

Bridge to Terabithia

based on the book by
Katherine Paterson

Written by
Janine H. Sherman

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A FEW NOTES ABOUT THE AUTHOR

Katherine Paterson

PATERSON, Katherine (1932-). Three time Newbery award winning author Katherine Paterson calls herself a gypsy. She has lived in three countries and many states. She doesn't feel she has a home in that sense, so to her, she doesn't have a place out of which stories naturally come.

These sentiments come from an author whose writing in every aspect, not only setting, seems to come very naturally. Characters in Paterson's Newbery Honor book *The Great Gilly Hopkins* and Newbery Medal novels *Jacob Have I Loved* and *Bridge to Terabithia* totally belong where they are. And where they are is where she has spent a good part of her life, in the mid-Atlantic region of the United States. These are her recent works, though. Earlier novels: *The Sign of the Chrysanthemum*, *Of Nightingales That Weep*, and *The Master Puppeteer* are set in Japan, where she attended and taught school in the 1950's.

She doesn't think you have to fight dragons to write books, but to live deeply the life you've been given. Her deeply -lived life has taken her all over the world. She spent her early childhood in China, where her father was a missionary. During World War II, she was evacuated with her family. They came to live in various parts of Virginia, North Carolina, and West Virginia, where Katherine's odd clothes and British accent made her an outcast. As a result, she became an avid reader with a vivid imagination.

Katherine feels a book always grows out of who you are. You may wish it to be different, you might even pretend it to be different, but she insists the book will betray you. What you are will always come out in the book, she testifies. When asked what qualifies her to be a writer for children, she responds with the fact the she was once a weird little kid. She thinks that gives her a head start.

Katherine has written a total of twelve books including these most recent: *Lyddie* (1991), *The King's Equal* (1992), and *Flip-Flop Girl* (1994). She and her Presbyterian minister husband, John Paterson, have four children who have provided her with much of the subject matter for her keenly observant stories of family life. She presently lives in Barre, Vermont.

INTRODUCTION

This unit has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *Bridge to Terabithia* by Katherine Paterson. It includes twenty lessons, supported by extra resource materials.

The **introductory lesson** introduces students to one main theme of the novel (friendship) through a bulletin board activity. Following the introductory activity, students are given an explanation of how the activity relates to the book they are about to read. Following the transition, students are given the materials they will be using during the unit.

The **reading assignments** are approximately twenty pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of Pre-reading work to do prior to each reading assignment. This Pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for 10 vocabulary words they will encounter in their reading.

The **study guide questions** are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple choice version for occasional quizzes. If your school has the appropriate machinery, it might be a good idea to make transparencies of your answer keys for the overhead projector.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part work sheet for 10 vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II nails down the definitions of the words by giving students dictionary definitions of the words and having students match the words to the correct definitions based on the words' contextual usage. Students should then have an understanding of the words when they meet them in the text.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a **review** of the most important events and ideas presented in the reading assignments.

After students complete extra discussion questions, there is a **vocabulary review** lesson which pulls together all of the fragmented vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

Following the reading of the book, two lessons are devoted to the **extra discussion questions/writing assignments/activities**. These questions focus on interpretation, critical analysis and personal response, employing a variety of thinking skills and adding to the students' understanding of the novel. These questions are done as a **group activity**. Using the information they have acquired so far through individual work and class discussions, students get together to further examine the text and to brainstorm ideas relating to the themes of the novel.

The group activity is followed by a **reports and discussion/ activity** session in which the groups share their ideas about the book with the entire class; thus, the entire class gets exposed to many different ideas regarding the themes and events of the book.

There are three **writing assignments** in this unit, each with the purpose of informing, persuading, or having students express personal opinions. The first assignment is to inform: students compose a "want ad" in which they advertise to find a friend. This assignment pulls in the theme of friendship and the skills necessary to write a "want ad." The second assignment gives students the opportunity to express their personal ideas: students will describe their ideal fantasy place and the role they would assume within it. The third assignment is to give students a chance to persuade: students will pretend to be Jesse and try to persuade his parents to allow him to go to a special art school his teacher has arranged.

In addition, there is a **nonfiction reading assignment**. Students are required to read a piece of nonfiction related in some way to *Bridge to Terabithia*. After reading their nonfiction pieces, students will fill out a work sheet on which they answer questions regarding facts, interpretation, criticism, and personal opinions. During one class period, students make **oral presentations** about the nonfiction pieces they have read. This not only exposes all students to a wealth of information, it also gives students the opportunity to practice **public speaking**.

There is an optional **class project** (Build a Bridge) through which students will have the opportunity to act on their interpretation of this passage.

The **review lesson** pulls together all of the aspects of the unit. The teacher is given four or five choices of activities or games to use which all serve the same basic function of reviewing all of the information presented in the unit.

The **unit test** comes in two formats: all multiple choice-matching-true/false or with a mixture of matching, short answer, and composition. As a convenience, two different tests for each format have been included.

There are additional **support materials** included with this unit. The **extra activities** section includes suggestions for an in-class library, crossword and word search puzzles related to the novel, and extra vocabulary games and work sheets. There is a list of **bulletin board ideas** which gives the teacher suggestions for bulletin boards to go along with this unit. In addition, there is a list of **extra class activities** the teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his/her class. **Answer keys** are located directly after the **reproducible student materials** throughout the unit. The student materials may be reproduced for use in the teacher's classroom without infringement of copyrights. No other portion of this unit may be reproduced without the written consent of Teacher's Pet Publications, Inc.

UNIT OBJECTIVES - *Bridge to Terabithia*

1. Through reading Katherine Paterson's *Bridge to Terabithia*, students will gain an appreciation for the value of friendship and personal growth.
2. Students will be exposed to the trauma of a character dealing with the death of a friend and the stages of grief.
3. Students will define their own viewpoints on the aforementioned themes.
4. Students will gain appreciation for and demonstrate proficiency in identifying and using figurative language.
5. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical and personal.
6. Students will be given the opportunity to practice reading aloud and silently to improve their skills in each area.
7. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *Bridge to Terabithia* as they relate to the author's theme development.
8. Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with the novel.
9. The writing assignments in this unit are geared to several purposes:
 - a. To have students demonstrate their abilities to inform, to persuade, or to express their own personal ideas
Note: Students will demonstrate ability to write effectively to inform by developing and organizing facts to convey information. Students will demonstrate the ability to write effectively to persuade by selecting and organizing relevant information, establishing an argumentative purpose, and by designing an appropriate strategy for an identified audience. Students will demonstrate the ability to write effectively to express personal ideas by selecting a form and its appropriate elements.
 - b. To check the students' reading comprehension
 - c. To make students think about the ideas presented by the novel
 - d. To encourage logical thinking
 - e. To provide an opportunity to practice good grammar and improve students' use of the English language.

READING ASSIGNMENT SHEET - *Bridge to Terabithia*

Date Assigned	Reading Assignment (Chapters)	Completion Date
	1, 2	
	3, 4	
	5, 6	
	7, 8	
	9, 10, 11	
	12, 13	

UNIT OUTLINE - *Bridge to Terabithia*

1	2	3	4	5
Theme Introduction Writing Assignment 1	Materials PVR Ch. 1,2	Study? Ch. 1,2 PVR Ch. 3,4	Study? Ch. 3,4 PVR Ch. 5,6	Nonfiction Rdg Writing Assignment #2
6	7	8	9	10
Study ? Ch. 5,6 PVR Ch. 7,8	Figurative Language	Study ? Ch. 7, 8 Share Nonfiction PV Ch. 9-11	Read Ch. 9-11 Oral Rdg Evaluation	Finish Rdg Writing Conference
11	12	13	14	15
Grief PVR Ch. 12,13	Study? Ch. 12,13 Jesse's Grief	Share "Want Ad" posters Writing Assignment #3	Extra Discussion Questions	Extra Discussion Questions
16	17	18	19	20
Extra Discussion/ Activities Sharing Writing Assignments #2, 3	Vocabulary Review	Review	Test	Project Build a Bridge

Key: P = Preview Study Questions V = Vocabulary Work R = Read

LESSON ONE

Objectives

1. To introduce the *Bridge to Terabithia* unit
2. To distribute books and other related materials
3. To introduce the theme of "people need friends"
4. To give students the opportunity to write to inform by developing and organizing facts to convey information

NOTE: Prior to Lesson One you need to have assigned students to bring to class pictures showing things that friends do for each other. Also, you should have an empty bulletin board with just background paper and the title: *Bridge to Terabithia*: A STORY ABOUT FRIENDSHIP.

Activity #1

Tell students to get out the pictures they were assigned to bring to class. Have each student post his picture(s) on the bulletin board and, as he does so, to explain to the class what trait of friendship his picture exemplifies.

TRANSITION: Explain to students that *Bridge to Terabithia*, the book they are about to read, is a story about friendship--about what it really means to be someone's friend and to have a friend.

Activity #2

Distribute Writing Assignment #1 and discuss the directions in detail. Give students the remainder of this class period to work on this assignment. While students are working on this assignment, distribute/assign the books to students. (If you wish, you may also distribute the other materials which students will need for the unit. There is, however, time planned for distributing materials in Lesson Two. If your students tend to lose materials or tend to forget to bring what they need to class, you might wait to give the materials out in Lesson Two when you will also need students' attention to tell them how these materials are to be used.)

WRITING ASSIGNMENT #1 - *Bridge to Terabithia*

PROMPT

Individuality can sometimes lead to loneliness. The two main characters in *Bridge to Terabithia* are both children who are a little different; they don't really "fit in." Their determination and imaginations create a bond; demonstrating what it means to be a friend and to have a friend. Friendship has great rewards, but being a friend isn't always easy.

Your assignment is to design an advertisement -- "WANTED: A FRIEND." Your advertisement should carry all the usual information in a "want ad": what you want, a job description, the requirements and the rewards. Your ad must fit on an 8 1/2" X 11" sheet of paper. Be as creative as you like, but remember your ad must contain the information requested above and remember that you are striving for an effective advertisement.

PREWRITING

The first thing you need to do is to jot down ideas you have about what a friend's job description would contain. What does it mean to be a friend? What qualities are necessary for a person to have to be a good friend? What are the positive aspects of being a friend? What are the difficult parts of the job?

Put down all of your thoughts, and then go back and sort through them. Combine ideas that are essentially the same. Organize your thoughts into categories: job description, qualifications/requirements, and rewards. From there you can begin to design your ad.

DRAFTING

You need to make a few basic decisions: Are you going to have any graphics (drawings) in your ad? What will be the attention-getter in your ad? How can you make all of your most important information fit on one page? How will you lay-out or design your ad? (How will it look on the page?) Once you have decided these things, you can put pencil to paper and make a rough draft of your ad.

PROMPT

After you have finished a rough draft of your ad, revise it yourself until you are happy with your work. Then, ask a student who sits near you to tell you what he/she likes best about your work, and what things he/she thinks can be improved. Take another look at your ad keeping in mind your critic's suggestions, and make the revisions you feel are necessary.

PROOFREADING

Do a final proofreading of your paper double-checking your grammar, spelling, organization, and the clarity of your ideas.