Bridge to Terabithia

Created by Gay Miller
Thank you for downloading this preview of *Bridge to Terabithia Book Unit*. Other products in this series may be found at

http://www.teacherspayteachers.com/Store/Gay-Miller

This packet contains graphic organizers for an interactive notebook covering vocabulary, comprehension questions, constructed response writing, and skill practice. I hope your students enjoy a book study using the engaging method of using interactive notebooks.

For teachers who wish paperless activities, this unit contains links to *Boom Learning* Decks as well as *Google Digital* resources.

Realistic Fiction

Interest Level ~ Grades 3 – 6 (Age 9-12)

Grade level Equivalent: 4.6

Lexile Measure®: 810L
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~ Page 5 © Gay Miller ~
Chapter One--Jesse Oliver Aarons, Jr.

despise (verb) - look down on with disdain, dislike intensely; feel hatred or aversion towards; loathe, disgust, feel contempt

Page 2 - When you were the only boy smashed between four sisters, and the older two had despised you ever since you stopped letting them dress you up and wheel you around in their rusty old doll carriage, and the littlest one cried if you looked at her cross-eyed, it was nice to have somebody who worshiped you.

grit (noun) - determination, perseverance, bravery, courage, toughness, firmness of character, spirit

Page 3 - He had never learned to run properly, but he was long-legged for a ten-year-old, and no one had more grit than he.

Chapter Two--Leslie Burke

pandemonium (noun) - chaos, mayhem, bedlam, rackety, uproar, total confusion

Page 13-14 - 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 make-up all over her eyes but none on her mouth.

hypocritical (adjective) - insincere, two-faced, deceitful, phony, false, when someone pretends to have some desirable or publicly approved attitude that one does not really possess

Page 14 - It wouldn’t help to try to defend Miss Edmunds against their unjust and hypocritical attacks.
Chapter One—Jessa Oliver Aarons, Jr.

1. Is *despise* used correctly in the sentences below? True or False
   - Many people *despise* flattery.
   - When school *despises* Jess longs to be the fastest runner in his class.
   - Jess *despises* making dinner for his little sisters.

2. Circle six words in the box that are synonyms of grit.

   toughness  tenderness  perseverance
   love     softness     determination
   cowardice courage fear
   spirit     weakness  bravery

3. Give an example of a time when you had to show grit to accomplish a task.

   [Blank line for response]
Vocabulary Review

Match the correct vocabulary word from column two to its definition in column one by writing the letter associated with the word in front of its definition.

1. _______ completely focused, engrossed
   a. current
2. _______ betraying trust, disloyal, treacherous
   b. solemn
3. _______ going on and on, not stopping
   c. accusation
4. _______ blame, criticism, disapproval
   d. retrieved
5. _______ earnest, sincere, serious
   e. relentlessly
6. _______ regained, got back, picked up
   f. traitorous
7. _______ flowing of a river
   g. absorbed

8. Complete the following analogy:
   anxiety is to worry as discern is to ????
   anxiety : worry :: discern : ____________.

   a) miss
   b) failure
   c) recognize
   d) mistake

Chapter One--Jesse Oliver Aarons, Jr.

1. Is **despise** used correctly in the sentences below? True or False
   
   ____________ Many people **despise** flattery.

   ____________ When school **despises**, Jess longs to be the fastest runner in his class.

   ____________ Jess **despises** making dinner for his little sisters.

2. Circle six words in the box that are synonyms of **grit**.

<table>
<thead>
<tr>
<th>toughness</th>
<th>tenderness</th>
<th>perseverance</th>
</tr>
</thead>
<tbody>
<tr>
<td>love</td>
<td>softness</td>
<td>determination</td>
</tr>
<tr>
<td>cowardice</td>
<td>courage</td>
<td>fear</td>
</tr>
<tr>
<td>spirit</td>
<td>weakness</td>
<td>bravery</td>
</tr>
</tbody>
</table>

3. Give an example of a time when you had to show grit to accomplish a task.

   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
Vocabulary Review

Match the correct vocabulary from column two to its definition in column one by writing the letter associated with the word in front of its definition.

1. ___g____ completely focused, engrossed
   a. current

2. ___f____ betraying trust, disloyal, treacherous
   b. solemn

3. ___e____ going on and on, not stopping
   c. accusation

4. ___c____ blame, criticism, disapproval
   d. retrieved

5. ___b____ earnest, sincere, serious
   e. relentlessly

6. ___d____ regained, got back, picked up
   f. traitorous

7. ___a____ flowing of a river
   g. absorbed

8. Complete the following analogy:
   anxiety is to worry as discern is to ????
   anxiety : worry :: discern : ______c______.
   a) miss
   b) failure
   c) recognize
   d) mistake

Chapter One--Jesse Oliver Aarons, Jr.

1. Is despise used correctly in the sentences below?
   True or False
   ___True___ Many people despise flattery.
   ___False___ When school despises, Jess longs to be the fastest runner in his class.
   ___True___ Jess despises making dinner for his little sisters.

2. Circle six words in the box that are synonyms of grit.

   toughness  tenderness  perseverance
   love        softness    determination
   cowardice   courage     fear
   spirit      weakness    bravery

3. Give an example of a time when you had to show grit to accomplish a task.
   Answers will vary.
How to Use this Resource for Writing

This section contains practice with the Common Core State Standards Literature Standards. On the following pages, you will find charts which show how each question is aligned to the Common Core State Standards.

In this section, you will find graphic organizers which help students plan a written response. Each graphic organizer is followed by the same organizer with possible answers completed to use as an answer key. Note that with these types of questions there may be a variety of correct answers. The answer keys are to be used only as a guide.

Instructions

1. Print the graphic organizers.
2. So the pages will fit into interactive notebooks, trim the four edges. [I usually do this before class using the paper cutter. A class set may be trimmed down in just a matter of seconds.]
3. Have students complete the organizer.
4. Glue the organizer pages to the left side of their interactive notebooks.
5. On the right side of the notebooks, have students use the information from the organizer to write out a response in paragraph form.

See the following page for two different writing options for the organizers.
Option 1

Have students use the graphic organizer for notes. Notice the notes are not in complete sentences. Glue the organizer to the left side of the notebook page. On the right side of the notebook, students use the notes to write the details in paragraph form.

Option 2

Students complete the organizer by writing complete sentences.
1. A good title for Chapter 1 could be ---.
   a. Breakfast
   b. Shopping for School Clothes
   c. Getting to Know Jess
   d. Doing Chores

2. Chapter 1 is told from which point of view?
   a. 1st through Jess
   b. 1st through Mary Ellen
   c. 3rd person narrator focusing on Jess
   d. 3rd person narrator giving equal attention to all characters

3. What can be inferred about Jess’s family?
   a. The Aarons have plenty of money.
   b. The family members get along well with friendly conversation.
   c. Jess is a happy well-adjusted member of the family.
   d. Jess is searching for a means of acceptance.

4. Match each cause to its effect.
   _____ Flies were swarming.  a) Jess put on a shirt.
   _____ The girls were going shopping.  b) Jess could get out of bed.
   _____ Dad’s truck starts.  c) Jess picks beans.

5. Read this passage from Chapter 1.
   Ba-room, ba-room, ba-room, baripity, baripity, baripity, baripity. Good. His dad had the pickup going. He could get up now.
   Which sound device does Bridge to Terabithia open with? Check all that apply.
   _____ alliteration (repetition of initial consonant sounds)
   _____ rhyme (repetition of final sounds)
   _____ onomatopoeia (the use of words that sound like what they refer to)
   _____ repetition (repeated sound)

6. Which sentence does not belong?
   (A) Jess dreamed of being the fastest runner in third, fourth, and fifth grades at Lark Creek Elementary. (C) Once while he was in fourth grade Jess won the big race. (D) Winning gave Jess a taste of what it felt like to be a champ. (E) Jess went from being known as the kid who could draw to a runner. (F) The thought of pleasing his family with a victory kept Jess practicing daily for the races that would begin when school started back.
   a. Sentence B b. Sentence C
c. Sentence D d. Sentence E

7. Which question does the reader know the answer to after reading Chapter 1?
   a. Who is moving into the old Perkins place?
   b. Which member of the family does Jess get along with the best?
   c. Why is Jess not worried that Wayne Pettis will beat him in the races at recess?
   d. Does Jess live in an urban, suburban, or rural area?

8. Read this passage from Chapter 1.
   He thought later how peculiar it was that here was probably the biggest thing in his life, and he had shrugged it off as nothing.
   Which literary device is used in this passage?
   a. flashback
   b. foreshadowing
c. figurative language
d. flash forward
Bridge to Terabithia ~ Chapter 1

1. A good title for Chapter 1 could be ---.
   a. Breakfast
   b. Shopping for School Clothes
   c. Getting to Know Jess
   d. Doing Chores

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   ___ b ___ Dad’s truck starts.
   ___ c ___ The girls were going shopping.
   ___ d ___ Jess could get out of bed.

5. Read this passage from Chapter 1.
   Ba-room, ba-room, ba-room, baripity, baripity, baripity, baripity. Good. His dad had the pickup going. He could get up now.

   Which sound device does Bridge to Terabithia open with? Check all that apply.
   ___ alliteration (repetition of initial consonant sounds)
   ___ rhyme (repetition of final sounds)
   ___ onomatopoeia (the use of words that sound like what they refer to)
   ___ repetition (repeated sound)

6. Which sentence does not belong?
   (A) Jess dreamed of being the fastest runner in third, fourth, and fifth grades at Lark Creek Elementary. (C) Once while he was in fourth grade Jess won the big race. (D) Winning gave Jess a taste of what it felt like to be a champ. (E) Jess went from being known as the kid who could draw to a runner. (F) The thought of pleasing his family with a victory kept Jess practicing daily for the races that would begin when school started back.
   a. Sentence B  b. Sentence C  c. Sentence D  d. Sentence E

7. Which question does the reader not know the answer to after reading Chapter 1?
   a. Who is moving into the old Perkins place?
   b. Which member of the family does Jess get along with the best?
   c. Why is Jess not worried that Wayne Pettis will beat him in the races at recess?
   d. Does Jess live in an urban, suburban, or rural area?

8. Read this passage from Chapter 1.
   He thought later how peculiar it was that here was probably the biggest thing in his life, and he had shrugged it off as nothing.

   Which literary device is used in this passage?
   a. flashback
   b. foreshadowing
   c. figurative language
   d. flash forward
Chapters 1–4 ~ Constructed Response - Comparing Characters

Compare Leslie to Jess. Use examples from Chapters 1-4 to support your answer. After listing three traits for each character on the chart, determine the biggest way they are alike and different. Write a paragraph to describe their biggest likenesses and differences using the details from the chart.

<table>
<thead>
<tr>
<th>Leslie</th>
<th>Jess</th>
</tr>
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<tr>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How are Leslie and Jess alike?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

How are Leslie and Jess different?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

CCSS.ELA-Literacy.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
CCSS.ELA-Literacy.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
CCSS.ELA-Literacy.RL.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.
**Chapters 1-4 ~ Constructed Response - Comparing Characters**

Compare Leslie to Jess. Use examples from Chapters 1-4 to support your answer. After listing three traits for each character on the chart, determine the biggest way they are alike and different. Write a paragraph to describe their biggest likenesses and differences using the details from the chart.

<table>
<thead>
<tr>
<th>Leslie</th>
<th>Jess</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Leslie is teased at school for wearing cutoffs and a T-shirt.</td>
<td>• Jess feels he is ordinary. He wants to distinguish himself by being the fastest runner in 5th grade.</td>
</tr>
<tr>
<td>• Leslie wins the races at school outrunning all the boys with her graceful stride.</td>
<td>• Jess is the only boy in the family. He has 4 sisters. Because of this, Jess is expected to be responsible for chores such as milking the cow, helping his mother with canning, and fixing dinner for his sisters.</td>
</tr>
<tr>
<td>• Leslie has a talent for writing. She writes a vivid description of scuba diving.</td>
<td>• Jess has a talent for art. He is passionate about drawing. His music teacher, Miss Edmunds, recognizes Jess's talent while his father thinks drawing is sissy.</td>
</tr>
<tr>
<td>• Leslie's family has a lot of money. Despite being rich Leslie's family has chosen not to buy a television which sets her apart from the other students.</td>
<td></td>
</tr>
</tbody>
</table>

**How are Leslie and Jess alike?**

Both Leslie and Jess stand out from their school friends; Leslie due to her tomboyish appearance and actions and Jess by the sense of justice he shows by insisting that Leslie be allowed to race.

Leslie and Jess’s friendship grows as they spend time together in the woods Leslie names Terabithia.

**How are Leslie and Jess different?**

Jess’s family lives in poverty while Leslie’s family is rich.

**CCSS.ELA-Literacy.RL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

**CCSS.ELA-Literacy.RL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

**CCSS.ELA-Literacy.RL.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.
Chapter 9 ~ Constructed Response - Timeline

Make a timeline of Jess and Leslie’s friendship. Select the 10 most important events. Use these details to write a summary.

CCSS.ELA-Literacy.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
CCSS.ELA-Literacy.RL.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.
CCSS.ELA-Literacy.RL.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.
Chapter 9 ~ Constructed Response - Timeline (Answer Key)

Make a timeline of Jess and Leslie’s friendship. Select the 10 most important events. Use these details to write a summary.

- Leslie becomes the fastest runner in 5th grade which shames Jess.
- After Jess stands up for Leslie against the school bully, they become friends.
- Jess and Leslie become fast friends. At Christmas he gets her a puppy, and she buys him an expensive paint set.
- Leslie and Jess devise a plan to get even with Janice, the bully, for taking May Belle’s Twinkies only to discover her dad beats her.
- Easter vacation is full of a cold, heavy rain which feels like an “evil spell.”
- Leslie’s family buys and moves into the old Perkins’s farm next to Jess’s farm.
- After becoming friendly, Jess takes up for Leslie when she tells her classmates she doesn’t have a TV set.
- Jess and Leslie create a magical kingdom in the woods near their homes which Leslie names Terabithia.
- Jess gets to know Leslie’s family as he helps them fix up their home.
- Leslie gets to know Jess’s family as they attend church on Easter.

CCSS.ELA-Literacy.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
CCSS.ELA-Literacy.RL.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.
CCSS.ELA-Literacy.RL.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.
Match each cause to its effect.

- Flies were swarming.
- The girls were going shopping.
- Dad's truck starts.
- Jess could get out of bed.
- Jess picks beans.
- Jess put on a shirt.

Read this passage from Chapter 1.
Ba-room, ba-room, ba-room, baripity, baripity, baripity, baripity. Good. His dad had the pickup going. He could get up now.
Which sound device does Bridge to Terabithia open with? Check all that apply.
- onomatopoeia (the use of words that sound like what they refer to)
- repetition (repeated sound)
- alliteration (repetition of initial consonant sounds)
- rhyme (repetition of final sounds)

Drag the synonyms of grit to the synonym box and the antonyms of grit to the antonym box.

Synonym
- determination
- toughness
- softness
- tenderness
- perseverance
- love

Antonym
-
Affix Organizers and Domino Game

descendant
comfort
together with, joint
com-
combine
disturb
disrespect
excitable

-able

sergeant
Root Words Organizers
Hexagon Fold

Loop Game using Root Words
Using the Cards

Read selections from the book orally and have students use the response cards to show which type of figurative language is being used. A list of figurative language found in *Bridge to Terabithia* may be found on pages 67 - 68 of this unit.

You may also wish to incorporate some discussion with this activity because some of the lines may be difficult to interpret.
Round About Activity

Instructions
- When the timer begins you will walk around the room reading the figurative language examples from your classmates’ backs. Analyze each one to determine if personification, simile, or metaphor is used.
- Next to the corresponding number on your recording sheet, highlight the correct literary device used in the sentence.
- When the timer stops after ten minutes, return to your seat.
- The answers will be checked to determine how many correct responses you identified.
Context Clues Organizer

Instructions for Making the Organizer

1) Print the organizer on colored paper.
2) Have students trim around the four sides of the organizer on the bold lines.
3) Fold on the dotted lines and cut on the solid lines to form six flaps.
4) After discussing the types of context clues, have students write a definition and a sample sentence for each type on the lines provided.
Context Clues

This section contains a set of 24 question cards. Following the cards you will find directions for playing two whole class games. A game board for small group play follows. Finally, two partner games are included. These five game activities are intended to be used with the context clues question cards; however, you may simply change the cards and use the games for a variety of practice and review activities.

Game Suggestion

Two partner games are included: tic tac toe and elevator. The playing boards may be trimmed down to fit into student’s interactive notebooks. The games may be used repeatedly using different question cards.

Instructions for Making the Cards

1. Print the question cards onto heavy weight paper or cardstock.
2. Laminate for repeated use.
3. Cut the cards apart.
Comma Organizer

Three versions of the organizer rule cards are offered: one with blanks for students to write the rule and example sentences; one with the rule provided but with blank spaces for students to write in key words; and one with the answers provided. The third copy of the organizer may be used as an answer key, for differentiated instruction, for students who were absent during instruction, or if you wish for the students to have cards already completed.

Additional cards will be provided in this series which may be added to this same pocket.

Instructions for Making the Pocket and Cards

1) Print the cards onto cardstock or construction paper.
2) Students will cut out the cards and fill in the requested information.
3) Print the pocket onto colored paper.

Although this page looks empty now, it will fill up if you decide to use additional units in this series as pockets for other punctuation rules will be provided.
Comma Activity

On the following pages, you will find cards with lines from *Bridge to Terabithia*. On these cards some of the commas have been removed. Following each page of cards is a second page of cards that is the answer key. On the answer key page, the commas have been left in and highlighted for easy viewing. These cards are the same size as the context clues cards in the last activity, so they may be used with any of the game activities listed there.

Special Note: Because the sentences on these cards are quotes from the book, knowing where to place the commas in some may be challenging. This makes for a good class discussion. You may ask students to explain why the author chose specific locations for some of the commas.

Ways to Use the Cards

I like to place one card at a time under the document camera for viewing on the SmartBoard. If you do not have a document camera, you can achieve this same result opening this file on your computer and enlarging the screen size so that one card fills the screen at a time. Students take turns telling where to add commas to make the sentence correct. This can be made into a game activity by simply dividing the class into teams and awarding points for correct answers.

I like to use a soft ball. Students pitch the ball from one to another. The person holding the ball must answer the question (in this case correct the lines from *Bridge to Terabithia*) before tossing the ball to a student who has not had a turn. The ball rotates until all cards have been used or all students have had a turn.

Have students work with a partner dividing the cards into piles depending on the rule for the missing comma.
Part of Speech Organizer

Three versions of this organizer are provided depending on the needs of your students.

- Students will write definitions and examples.
- Students will fill in key words in the definitions which are provided.
- The third copy of the organizer may be used as an answer key, for differentiated instruction, for students who were absent during instruction, or if you wish for the students to have the sentences already completed.
Preposition Activity

Have students make a forest scene by cutting trees from green and brown paper and glue them onto a piece of paper. Patterns are provided on the next page for a castle and giants. Print the castle and giant shapes. Have student add them to their forest scene to create a scene from Terabithia. [You may wish for students to create their own castles and giants; however, this takes much more class time.] Students will then label the scene using prepositions to describe locations in the scene. See the example below. These look great on a bulletin board, or may be made directly in the interactive notebooks.
Synonyms & Antonyms

Graphic Organizers

Two Flap Flip

1) Print the organizer onto colored paper.
2) Students will fill in the missing information in the blank spaces.
3) Trim around the four edges on the lines indicated.
4) Fold the page in half vertically so that the title “Synonyms and Antonyms” will show.
5) Cut on the lines indicated on the inside of the organizer, up to the fold so that the organizer opens with two flaps.

Word Maps

1) These pages have been provided for additional practice.
2) Print the pages.
3) Cut on the lines indicated.
4) These have been left open so that you can supply the words you wish your class to practice. Have students use a thesaurus to complete the word webs.

**Synonym Map**

- foolish
  - laughable
  - childish
  - absurd
- crazy
  - unwise
- silly
- ludicrous

**Relational or Complimentary Antonyms**

- sister
- brother

**Graded Antonym Map**

- ecstatic
- delighted
- joyful
- contented
- down
- depressed
- miserable
- desolate
Synonyms & Antonyms
Card Activity

How to Use the Cards

The cards with the castles are words from *Bridge to Terabithia*. The two adjacent cards contain one synonym and one antonym.

The cards may be used as a simple sorting activity by matching up the vocabulary card to the synonym and antonym cards.

The cards may be used for playing memory by removing all the synonyms or antonyms so that cards are in pairs.
Credits

Cover Image

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