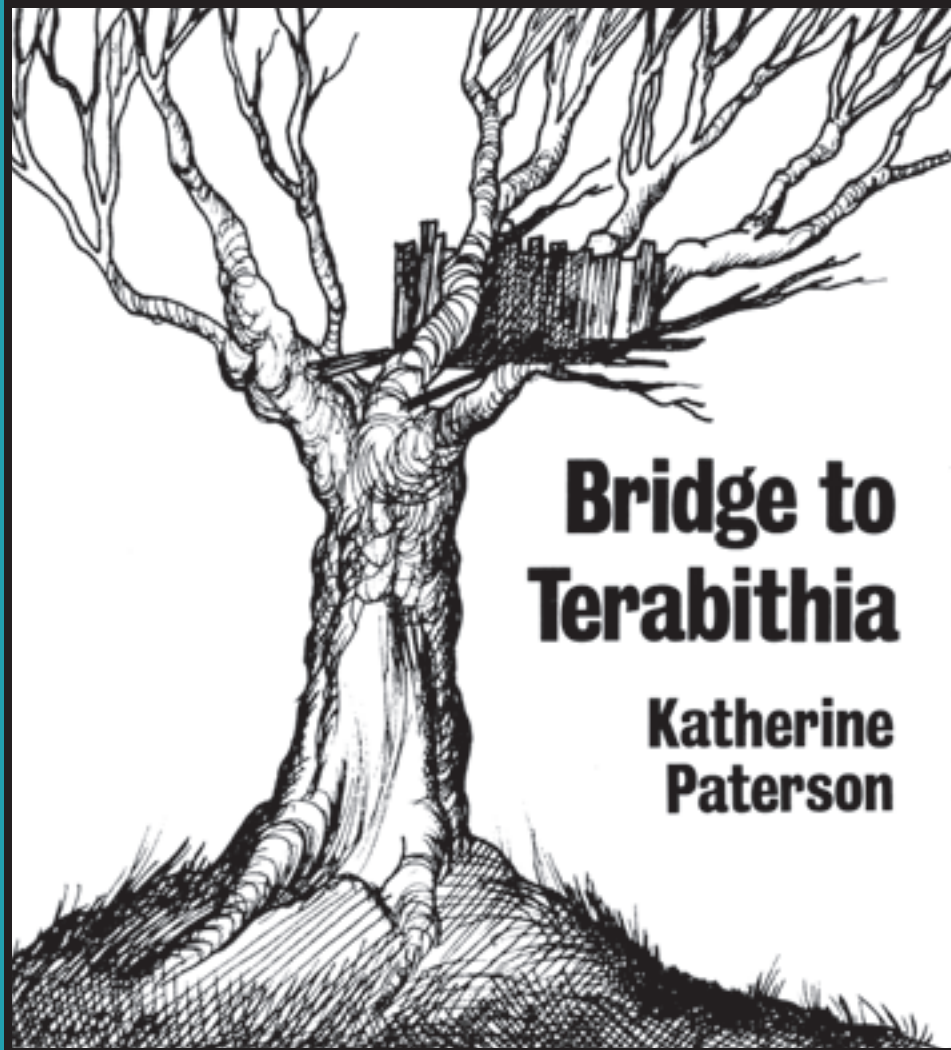


Novel·Ties



Bridge to Terabithia

**Katherine
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A Study Guide

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LEARNING LINKS

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For the Teacher

This reproducible study guide consists of lessons to use in conjunction with the book *Bridge to Terabithia*. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel at its reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for reading development by distributing the novel and a folder to each child. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered prior to reading a chapter; all other work should be done after the chapter has been read. Comprehension questions can be answered orally or in writing. The classroom teacher should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging students' love of reading.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits, formed by practice in focusing on interpretive comprehension and literary techniques, will be transferred to the books students read independently. Passive readers become active, avid readers.

CHAPTER 1: JESSE OLIVER AARONS, JR.

Vocabulary: Draw a line from each word on the left to its definition on the right. Then use the numbered words to fill in the blanks in the sentences below.

- | | |
|---------------|---------------------------------------|
| 1. despised | a. stooped or bent low |
| 2. stroll | b. respectfully; submissively |
| 3. crouched | c. weak |
| 4. brag | d. walk leisurely |
| 5. puny | e. use boastful language |
| 6. obediently | f. regarded with distaste or contempt |

.....

- It is better to _____ through the museum, looking at all the exhibits carefully, rather than racing through quickly.
- A well-trained dog responds to its master _____ when it is called.
- Even though he knew it was a healthy food, Jake _____ garlic because of its odor.
- The runner _____ at the starting block, waiting for the race to begin.
- After several weeks of good food and loving care, the formerly _____ puppy was strong and playful.
- It is better to allow others to say good things about you than to _____ about yourself.

Language Study: These are examples of colloquial speech found in Chapter One. Translate each into standard speech.

- Momma would be mad as flies in a jar.

- He was the only boy smashed between two sisters on either side.

- No one had more grit than he.

- He won the whole shebang.

CHAPTER 2: LESLIE BURKE

Vocabulary: Use the context to figure out the meaning of the underlined word in each of the following sentences. Then compare your definition with a dictionary definition.

1. Pandemonium broke loose in the auditorium when someone shouted “fire.”
Your definition _____
Dictionary definition _____
2. It was hypocritical of my sister to say she disliked my new tee shirt when she had already borrowed it twice.
Your definition _____
Dictionary definition _____
3. My skin turned red and blistered when scalding tea was accidentally spilled on my hand.
Your definition _____
Dictionary definition _____
4. The class cut out paper turkeys and planned a skit in anticipation of Thanksgiving.
Your definition _____
Dictionary definition _____
5. It is easier to endure long walks in the snow if you are dressed in warm clothing and high boots.
Your definition _____
Dictionary definition _____

Questions:

1. What did it mean that “Jess drew like some people drank whiskey”?
2. How did Jess’s father feel about his son’s drawing? Why did he feel that way?
3. Why was Jess so fond of Miss Edmunds?
4. Why didn’t Jess respond to his new neighbor’s offer of friendship?

Questions for Discussion:

1. Why do you think Jess liked to draw crazy animals with problems? What might this suggest about his personality?
2. Do you think Jess’s father should have hugged his son? Do you think there is an age beyond which children should not receive their parents’ physical signs of affection?