

Character Based Literacy Program 40-Minute Lesson Plan

Bridge to Terabithia, Introduction



Outcomes for the Novel

Bridge to Terabithia- Katherine Paterson

Focus and goals for this unit: Our goal for this unit is for students to write a news story, an editorial and write and present a commercial.

Unit Roadmap

- Unit's big idea or theme = **Courage Requires Fortitude**
- **Definition: Courage is risk for a reason, not risk for a thrill; courage requires I moderate my impulses and emotions. Courage leads me to consider the heroic journey in which people live for purposes bigger than themselves and their want and needs.**
- Ideally this would be posted in your classroom.
- Written product: three high-quality written pieces—a news story, an editorial, and a commercial.

Heroic Journey Poster

Make a large version of the Heroic Journey chart and post it in the class. As Jessie goes through the journey add descriptions as a class. There is a blank version for students to fill in on their own as they go through the novel. This unit also lends itself to film comparisons. There is a chart that follows the Heroic Journey for *The Wizard of Oz* and *Star Wars*.

Character Chart

As you read keep a list of the characters in the novel.
List at least one fact or trait about them as they develop.

Final Writing Product

The final writing product for *Bridge to Terabithia* will be a narrative. . . .

Word Wall

Post words and definitions on:

- Leaves from the forest
- Items from the days reading (milk jug, stool, running shoe, leave)
- Use brown paper cut as logs to create a "Bridge" of words

Preview

Have students preview the novel (look at the front cover and back cover. As a class predict what you think the story is going to be about.

Have students research author Katherine Paterson and cube her information.

This can be used to write a biography about the author.

<http://www.terabithia.com/about.html>

Where do you think her inspiration from Bridge to Terabithia came from?

Final Writing Product—Newspaper Layout

Introduce students to the newspaper and the layout.

Using various different “rag” magazines from the grocery store check-out is a great way to introduce the final layout and catchy headlines.

The final writing product for Bridge of Terabithia is a Newspaper layout. All articles and stories must be written in narrative format following the standards and instructions listed above. This project will be interjected into the lesson plan on day **2, 3, 13, 15, 16**, or you can choose to move it to work within your plan.

Materials

- Stiff paper 9x12 to 11x17 or butcher paper
- Pencils, pens, crayons, markers
- Construction paper, scissors, glue sticks if desired
- Newspapers or magazines to discuss the needed elements of a magazine or paper.

Directions

Imagine you are on the editorial team for a national magazine. Throughout the lesson you have written narrative stories. Create a magazine/paper with a compilation of your stories to form a mini-magazine or mini-paper.

1. You have been assigned to write front page article, feature story, obituary, sports story, op-ed and cartoon, arts, weather and entertainment.
2. You will have the cover and any additional pages you need to create your paper.
3. Story format. Your stories need to be written in narrative format. Following all narrative writing standards.
4. Once your stories have been written compile them together and format them to form a paper or magazine.

Some suggestions have been given for certain articles and others are embedded in the lesson plans on certain days. See below.

Front Page Article

Highlight Terabithia. Answer the five questions: Who? Where? What? Why? When? How? This main story can tie into your other stories.

Sports Story (Lesson Plan Day 32, 3)

Write a sports article that highlights the 5th grade race.

Be sure to answer the 5 questions.

- Who was involved?
- Where did it take place?
- What happened?

- When did the race take place?
- How the race was won, be descriptive (write in narrative form)

Obituary (Lesson Plan Day 15)

Write an obituary for Leslie. Use the following format to help you gather your thoughts and put information together on Leslie and her life.

Template how to write an obituary:

<http://obituaryguide.com/template.php>

Feature Story (Lesson Plan Day 16)

Write a feature story about Terabithia and the impact it made of Jess and his life. What changes occurred for him and how did he want to “pay-those changes-forward”.

Arts and Leisure (Lesson Plan Day 2 or Day 13)

Write a narrative that highlights the music from the novel and the 1970’s.

Have students listen to the songs in the background knowledge section of today’s lesson.

Have student interpret the song lyrics and meaning behind the words.

Students can state their opinion of the song and the group.

Writing should be in narrative format.

Narrative (Lesson Plan Day 10)

Have students research the National Museum or the Smithsonian.

Students can write a narrative about Jess’ experience and highlight the exhibits he may have seen. Students can write a recommendation to their audience about the museum.

Optional Articles

- Cartoon
- Weather (use the weather in the novel to create a weather map)
- Opinion or editorial article. Choose one of the social issues from the novel—gender equity, economics, friendship, family structure and write an opinion article to give your opinion of the issue.

The Heroic Journey Overview

Ordinary World	The journey begins in the Ordinary World where you are board, feeling stuck, finding your life is going nowhere, or at least where you want it to go.
Call to Adventure	But then, unexpectedly, you receive a Call to Adventure. Often from a herald sometimes an invitation, a plea for help usually a disruption.
Reluctant, Refuse the Call	But our hero, bored and stuck is Reluctant to answer this call and even Refuses the Call. It's too different, too many obligations, not now. . .
Mentor	This will change and the call will be answered, training will be required and for this a Mentor will enter to provide the expertise and wisdom with some tool or symbolic object necessary for the journey.
Cross the Threshold	You can't stay in school and enjoy the wisdom of the mentor forever, somewhere the journey must begin and you must enter the special world where this heroic journey will take place, you Cross the Threshold and begin the journey.
Test, Allies, & Enemies	The journey is never alone, you need companions. Now the test comes, you find who will be with you and who will not. Who will be your friend, who will be enemies. This is the time of Test, Allies, & Enemies.
Approach the Innermost Cave	As you set off with companions you now approach your deepest fear, longing, desire and dread. You must Approach the Innermost Cave, get even closer to what causes you the most anxiety & pain.
Ordeal	You find yourself in the horrible mess you feared most. The Ordeal has come and you must summon everything heroic in yourself to get through it. The moment has come. . .
Reward	You have survived and won, you celebrate victory and leave with your Reward which you can celebrate.
The Road Back	The story isn't over yet, you have to either stay in this special world or go return to the ordinary world which hero's always do. The real proving is on The Road Back.
Transformation	What has our hero learned? Has he really changed? In this journey their old self really dies and is reborn as the new hero and this is where we really see it. A real Transformation when everything depends on it.
Return w/ the Gain of Experience	The heroic journey ends with what you learned out of this experience. Did you get the outcome? Return with what you take from the experience.
Outcome	In the simplest terms: What was it that you learned?

The Heroic Journey – *Bridge to Terabithia*

Blow this chart up on the wall and fill in the cells as Jesse goes through each step of the journey. Students can also keep a copy for themselves.

Ordinary World	
Call to Adventure	
Reluctant, Refuse the Call	
Mentor	
Cross the Threshold	
Test, Allies, & Enemies	
Approach the Innermost Cave	
Ordeal	
Reward	
The Road Back	
Transformation	
Return w/ the Gain of Experience	
Outcome	

The Heroic Journey

The Wizard of Oz vs. Star Wars

This chart can be used for other films or heroic situations (Social Studies) or use it with other films Shrek, The Sandlot Kids, Raiders of the Lost Ark, or Spider Man or Harry Potter are good examples. A blank Heroic Journey Chart has been attached.

The Ordinary World	The Wizard of Oz	Star Wars
Call to Adventure	Dorothy is in Kansas on the farm and Toto is threatened. .no one will listen	Luke Skywalker is bored on this planetary farm with his aunt and uncle
Call to Adventure	Toto is threatened, Dorothy begins to run, then the TORNADO	R2D2 brings an urgent message from Princess Leia
Reluctant Refuse the Call	Dorothy hides. .she's not in Kansas anymore	Luke has obligations at home and must stay; this changes when the farm is blown up
Mentor	The Good Witch Glenda encourages Dorothy. .the ruby slippers	Obi-Wan and the training tools of the Jedi Knight
Cross the Threshold	Dorothy sets out on the Yellow Brick Road	Luke leaves home with his light saber
Test, Allies, Enemies	Dorothy gathers her companions. .the Scarecrow, the Lion, and the Tin Man	The cantina scene: Luke meets Hans Solo
Approach the Innermost Cave	Dorothy meets and has to approach the Wizard of Oz	The Death Star pulls them in
Ordeal	Approaching and experiencing the Wicked Witches Castle	The trash master scene
Reward	Dorothy has the witch's broom to give the Wizard	They survive and launch an attack
The Road Back	Deceived by the Wizard Dorothy learns he is a fake and she will still have to solve her own problems	Darth Vader pursues Luke
Transformation	Glenda enters and tells Dorothy that she has always had the power	Hans Solo comes back to help, Luke trusts the Force, makes the shot and destroys the Death Star
Return w/ the Gain of Experience	Click the Ruby Slippers and goes home	Award Ceremony. .connection to the Jedi Knight
Outcome	There's No Place Like Home	Trust the Force

The Heroic Journey—Final Writing Product

My personal Heroic Journey

Ordinary World Bored and stuck (setting)	
Call to Adventure Plea for Help	
Reluctant, Refuse the Call Don't want to go	
Mentor Who helps w/ Experience	
Cross the Threshold Begin the Journey	
Test, Allies, & Enemies Who helps, who is against, what are your challenges.	
Approach the Innermost Cave What is the biggest fear	
Ordeal The horrible mess	
Reward You win/Celebrate	
The Road Back Stay in the special world or go back	
Transformation What was learned	
Return w/ the Gain of Experience	
Outcome What was learned	

Character Based Literacy Program 40-Minute Lesson Plan

Bridge to Terabithia, Day 1



Outcomes for Today

W3. 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 point of view 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.
- e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is the setting and context of this novel?

Bridge to Terabithia takes place in Lark Creek, which is in rural Virginia during the late 1970's. Jesse lives on a farm and the novel starts with him sharing a room with his sisters, running in the pasture, and milking the cows. It is his desire to be the best runner so he is practicing daily so he can be noticed.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

Introduce 5 important, useful words from today's reading

screeched (2)	yanked (3)	crouched (3)	delicately (7)	obediently (9)
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READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character
- Point to each timeline item as you quickly review it

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 1-13 Chapter 1

Setting	Characters	Pages
The bedroom	Jesse, May Belle	1-2
Yard/Pasture	Jesse (practicing running), Miss Bessie the cow	3-7
Kitchen	Jesse, May Belle, Momma, his sisters	7-11

Yard	Jessie, May Belle	11-13
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RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Jess wanted to be the fastest boy in 5th grade.
- He gets up early to practice running in the field.
- He has chores to do—milking the cow, picking the beans.
- His sisters can easily get out of doing chores.
- A neighbor moves in down the road.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 10

"It was May Belle who came to tell him in the bean patch that people were moving into the old Perkins place down on the farm...the Perkins place was one of those ratty old country houses you moved into because you had no decent place to go...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" (p. 10).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Think of a time someone new moved into your neighborhood or school. Or of a time you moved into a new school or neighborhood. **Write a one-paragraph narrative sharing about your experience. In today's writing tell your story in chronological order. Engage your reader by establishing context and point of view and introducing your narrator and characters. Use strong descriptions and pacing to develop your story. Provide a conclusion that follows from and reflects on the event.**

Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world

Character Based Literacy Program 40-Minute Lesson Plan

Bridge to Terabithia, Day 2



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
- Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
- Provide a conclusion that follows from and reflects on the narrated experiences or events.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is imagination?

Imagination is the ability to form mental images based on fact or fantasy.

In today's reading, Jess uses art and drawing as his way of escaping from the hectic parts of his life. His drawings are images he conjures in his imagination of animals.

Music reference

In today's reading, Jess references Miss Edmund's and the music she taught. A good opportunity to have students listen to some of the songs the kids sang. You can have students choose a song and its lyrics to interpret.

My Beautiful Balloon, The Fifth Dimension

<http://www.youtube.com/watch?v=5akEgsZSfhg>

Free to be me and you

http://www.youtube.com/watch?v=_26FOHoaC78

This Land is Your Land; Woody Guthrie

http://www.youtube.com/watch?v=_26FOHoaC78

Blowing in the Wind

<http://www.youtube.com/watch?v=vWwgrjIMXA>

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

scalding (13)	nauseating (13)	pandemonium (19)	snare (19)	hypocritical (20)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 13-27, chapter 2

Setting	Characters	Pages
Kitchen/Porch	Jess, mother, little sisters	13-14
Bedroom	Jess	14-16
School	Jess, Miss Edmunds, teacher	17-20
Barn	Jess, May Belle, dad	20-23
Pasture	Jess, Leslie	23-27

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Jess spends the day helping his mom with chores and with the kids.
- He goes to his room to draw which is his escape.
- Jess talks about wanting to be an artist and his dad disapproving.
- Jess mentions that he is in love with his teacher, Miss Edmunds; she is progressive and a free-spirit in the midst of conformity.
- His dad returns home and he describes wanting to have a relationship with a male.
- Jess starts milking the cow.
- He runs the next day and meets Leslie.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 22

“My name’s Leslie Burke.’ She even had one of those names that could go either way, but he was sure now that he was right. ‘What’s the matter?’

‘Huh?’

‘Is something the matter?’

‘Yeah. No’” (p. 22).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

In what ways is Jess critical of Leslie? Have you ever had a first impression of someone and it wasn't positive only to have him or her become a good friend later on? What lessons can we learn from this?

Write a one-paragraph narrative in which you describe in detail an experience you had meeting someone for the first time. Engage your readers by establishing context and setting. Use dialog where appropriate. Detail the setting and experiences you two shared for the first time (must be school appropriate). Make sure the details you chose are relevant to your topic. Conclude with a statement that supports your narrative.

Final Writing Product

Write a narrative that highlights the music from the novel and the 1970's. Have students listen to the songs in the background knowledge section of today's lesson. Have student interpret the song lyrics and meaning behind the words. Students can state their opinion of the song and the group. Writing should be in narrative format.

Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world

Character Based Literacy Program 40-Minute Lesson Plan

Bridge to Terabithia, Day 3



Outcomes for Today

W3. 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 point of view 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 frame to another.
- d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
- e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What were traditional schoolyard games during this novel? Discuss why these games may or may not be played today.

King of the Hill (also known as "King of the Mountain" or "King of the Castle") is a children's game, the object of which is to stay on top of a large hill or pile (or any other designated area) as the "King of the Hill". Other players attempt to knock the current King off the pile and take their place, thus becoming the new King of the Hill.

The way the "king" can be removed from the hill depends largely on the rules determined by the players before the game starts. Ordinarily pushing is the most common way of removing the king from the hill, but there are significantly rougher variations where punching or kicking is allowed. As such, the game is often banned from schools.

Hopscotch is a children's game that can be played with several players or alone. Hopscotch is a popular playground game in which players toss a small object into numbered spaces of a pattern of rectangles outlined on the ground and then hop or jump through the spaces to retrieve the object.

Additional playground games:

<http://www.sheknows.com/sheknows-cares/articles/827891/7-creative-playground-games-for-kids>

In today's reading Jess describes the playground at his school and its limited resources. He talks about how the various different age groups share or use the space. His group

had little left over so they started running races at recess. Traditionally, the races were only for boys. Today Leslie wanted to race the boys. Jess stood up for her and made sure she raced with the kids. She ended up beating all of the boys.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

radiator (28)	primly (28)	fluttered (28)	arithmetic (30)	postpone (32)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 28-42, Chapter 3

Setting	Characters	Pages
Classroom	Jess, Leslie, the class	28-33
Classroom/Lunch	Jess, Leslie, classmates	33-34
Playground	The boys, Jess, Leslie	35-38
Racing	Leslie, boys, Jess	39-42

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- It is the first day of school and Leslie enters Jess' classroom, there is little room for her so she is placed in the front of the class.
- It is crowded and the other kids stare at her for looking different (she is in cutoffs, they are in their dress clothes), she eats different food than the rest of the class;
- At recess the boys go out to race and the girls play hopscotch.
- Leslie joins the boys, which is unheard of. She asks to race as well
- She wins and becomes the fastest kid in the whole school.
- Jess tries not to associate with her because he's afraid he'll get teased.
- He watches her run home and is amazed at her beauty—but doesn't want to admit it.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 39

"You can run with the fours, Leslie.' He said it loudly enough to make sure Fulcher could hear him and then concentrated on the runners. See, he told himself, you can stand up to a creep like Flucher. No sweat" (p. 39).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Sometimes people expect certain behaviors from others due to their gender. What expectations do the boys have of Leslie? Are those expectations fair? Are there gender expectations in our culture that you disagree with? (Like the man should be breadwinner or the woman should not work...or women should always wear dresses etc.)

Jess is able to stand up to Fulcher and defend Leslie. **Write a one-paragraph narrative in which you detail a situation where you defended yourself and a friend. Introduce a narrator and the characters. Be detailed about the characters and their traits. What was the setting of the situation? Conclude by reflecting on your experiences. *For the purpose of today's writing you will put most of your focus on your characters.***

Final Writing Product

Write a sports article that highlights the 5th grade race. Be sure to answer the 5 questions.

Who was involved?

Where did it take place?

What happened?

When did the race take place?

How the race was won, be descriptive (write in narrative form)

Character Based Literacy Program 40-Minute Lesson Plan

Bridge to Terabithia, Day 4



Outcomes for Today

W3. 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 point of view 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 frame to another.
- d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
- e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is the significance of Labor Day?

The first Labor Day was held in 1882. Its origins stem from the desire of the Central Labor Union to create a holiday for workers. It became a federal holiday in 1894. It was originally intended that the day would be filled with a street parade to allow the public to appreciate the work of the trade and labor organizations. After the parade, a festival was to be held to amuse local workers and their families. In later years, prominent men and women held speeches. This is less common now, but is sometimes seen in election years. One of the reasons for choosing to celebrate this on the first Monday in September was to add a holiday in the long gap between Independence Day and Thanksgiving.

In today's reading, Jess describes the first week of school and how he appreciated that it was a short week due to the holiday. Leslie continued to join the boys in their races and she continued to win. By the end of the week many of the boys were going and playing other games.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

consolation (43)	melodic (44)	deliberate (46)	consolidate (47)	rumpus (49)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 43-52- bottom paragraph

Setting	Characters	Pages
Play ground	Leslie and Jess and classmates	43
Music	Miss Edmunds, Jess, Leslie, classmates	44-46
Bus	Leslie, Jess, May Belle	46-48
Classroom	Leslie, Jess, Classmates, Mrs. Myers	48-52

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Leslie won the races every day that week.
- The boys could not believe it and they all gave up racing.
- During music, Jess decided to start being nicer to Leslie.
- Leslie told Jess she came from money and her parents wanted to reprioritize their values.
- Leslie's favorite hobby is scuba diving.
- The other students tease her for not having a TV.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 39

"Lord. Sometimes he acted like the original yellow-bellied sapsucker. He nodded and smiled again. She smiled back. He felt there in the teachers' room it was the beginning of a new season in his life and he chose deliberately to make it so" (p. 39).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

What does Jess mean by starting a new season in his life? How has he decided to treat Leslie differently? Does he still care what other people think? Have you, a friend, sibling, parent or guardian ever decided to start a 'new season in your life' or decided to treat someone nicely even if your peers didn't agree?

Have you ever had a "new season" in your life? **Write a narrative to describe/detail a real or imagined "new season" that you have experienced. Engage your reader by establishing the context of the situation and point of view of the narrator. Organize the sequences so they develop in a natural order. Provide a conclusion that supports your topic.**

Close Close by extending today's lesson to life and the world.

Character Based Literacy Program 40-Minute Lesson Plan

Bridge to Terabithia, Day 5



Outcomes for Today

W3. 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 point of view 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 frame to another.
- d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
- e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



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What are Dogwood and Rosebud trees?

Show your students the trees by searching for them as images.

The flowering dogwood (*Cornus florida*) originally evolved as a junior member of the forests of the eastern United States where it thrives under the canopy of larger trees in the shady, moist and nutrient-rich conditions it prefers. Home-owners and landscapers have long favored it for its lovely spring display, its attractive shape and luxuriant leaves and its modest size.

<http://dogwood-tree.com/>

Eastern Redbud is a small sturdy tree native to the United States. Growing everywhere from Canada to Florida, Eastern Redbud is a perfect tree for home landscaping. Its flowers, appearing from March to May, are light to vibrant pink in color and almost a half inch long. Flowers appear in clusters on bare stems before the leaves. At times, the flowers even appear on the trunk itself. The Eastern Redbud is the state tree of Oklahoma. Flowers attract bees and butterflies. A deciduous tree, Redbud foliage turns a distinct yellow in fall. Eastern Redbud is a wonderful urban tree that does well in well-drained soil.

In today's reading, Leslie and Jess spend the afternoon together in the fields. They find a dry creek bed and they describe the location. While there, they decide they need to have a "place" to hang out together.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

territory (54)	devoted (54)	gully (58)	enchanted (59)	vigorously (60)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 52-61

Setting	Characters	Pages
School	Jess and Leslie	52-53
Bus	Jess, Leslie, Classmates, May Belle	54-55
Field	Jess, Leslie & May Belle	56-57
Gully/Creek	Jess & Leslie	57-61

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Leslie is made fun of by the girls in the class. She tries to hide but cannot.
- Jess is trying to help Leslie.
- Leslie gets on the bus and sits in the wrong place. Jess defends her.
- They decide to hang out and go to the creek bed/woods.
- Leslie decides they need a place entirely for them. A place where they can be the rulers.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 60

"Leslie named their secret land 'Terabithia,' and she loaned Jess all her books about Narnia, so he would know how things went in a magic kingdom—how the animals and the tress must be protected and how a ruler must behave. That was the hard part. When Leslie spoke, the words rolling out so regally, you knew she was a proper queen. He could hardly manage English, must less the poetic language of a king" (p. 60).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

What would it feel like to have a secret world like Terabithia, where you can just be yourself and hang out with your best friend—it is important to Leslie that their land (trees and animals) are protected and that one behaves royally.

Write a one-paragraph narrative in which you describe the setting of Terabithia. Write a dialogue between Leslie and Jess in which you detail her rules for the trees and animals of Terabithia. Once you complete your dialog conclude your paragraph using the same form and that reflects on the experiences of the paragraph.

Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world

Character Based Literacy Program 40-Minute Lesson Plan

Bridge to Terabithia, Day 6



Outcomes for Today

W3. 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 point of view 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 frame to another.
- d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
- e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Define the term “bully” as a class.

Bullying is unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious, lasting problems. In order to be considered bullying, the behavior must be aggressive and include:

- An Imbalance of Power: Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviors happen more than once or have the potential to happen more than once.
- Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

<http://www.stopbullying.gov/what-is-bullying/definition/index.html>

What is the most effective way to cope with a bully?

It is important to engage kids and adults in conversation about bullying. In addition adults and kids should respond quickly and consistently to bullying behavior they send the message that it is not acceptable. Research shows this can stop bullying behavior

over time. There are simple steps adults can take to stop bullying on the spot and keep kids safe.

Do:

Intervene immediately. It is ok to get another adult to help.

Separate the kids involved.

Make sure everyone is safe.

Meet any immediate medical or mental health needs.

Stay calm. Reassure the kids involved, including bystanders.

Model respectful behavior when you intervene.

Avoid these common mistakes:

Don't ignore it. Don't think kids can work it out without adult help.

Don't immediately try to sort out the facts.

Don't force other kids to say publicly what they saw.

Don't question the children involved in front of other kids.

Don't talk to the kids involved together, only separately.

Don't make the kids involved apologize or patch up relations on the spot.

Get police help or medical attention immediately if:

A weapon is involved.

There are threats of serious physical injury.

There are threats of hate-motivated violence, such as racism or homophobia.

There is serious bodily harm.

There is sexual abuse.

Anyone is accused of an illegal act, such as robbery or extortion—using force to get money, property, or services.

<http://www.stopbullying.gov/>

In today's reading, Jess, Leslie, and May Belle are being bullied by an older student. Instead of reacting or acting out Leslie and Jess find a more passive way to "get back" at her.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

principle (62)	extinct (64)	angelic (65)	sulked (69)	exhilaration (70)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 61-71

Setting	Characters	Pages
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Bus	Jess, Leslie, May Belle, Janice	61-63
Terabithia	Jess and Leslie	64
School	Jess, Leslie, Janice	64-66
Terabithia	Jess and Leslie	66
Home	Jess, Leslie, and both sets of parents	67-71

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Janice falls as she is getting on the bus. She blames Jess and he has to walk three miles home.
- Leslie wants to figure out a plan for revenge. She doesn't think that Janice should be allowed to treat them like that.
- Jess and Leslie stop trying to hide their friendship and spend their time together at school too.
- Their favorite place is Terabithia, but fall is coming and it is getting colder.
- Jess is scared of her parents although they are very humble and nice to him.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 61

"A few days after they finished the castle, Janice Avery fell down in the school bus and yelled that Jess had tripped her as she went past. She made such a fuss that Mrs. Prentice, the driver, ordered Jess off the bus and he had to walk the entire three miles home" (p. 61).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Jess is victim to Janice and the situation on the bus is completely unjust. Think about a time when you were treated unfairly (real or imagined).

Write a narrative in which you engage your reader by introducing your characters, the situation and point of view. Write about the situation in a logical order with natural flow. Use dialogue if it is appropriate. Use variety and transitions to help the flow of your writing. Paint a picture with descriptive words and variety in your writing. Conclude with a statement that follows flow and ties together your narrative experience.

Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world

Character Based Literacy Program 40-Minute Lesson Plan

Bridge to Terabithia, Day 7



Outcomes for Today

W3. 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 point of view 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 frame to another.
- d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
- e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is Self-Restraint or self control?

The formal definition of self-restraint is restraint imposed on oneself to control your own anger and emotions.

In today's reading, Janice Avery steals May Belle's Twinkie. She is angry and wants Jess to beat Janice up. Leslie and Jess know that they cannot do that and have to show restraint towards Janice. They make a plan to get back at her in a more passive way.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

revenge (74)	snickered (74)	prickled (80)	crimson (83)	nudged (84)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 72-84

Setting	Characters	Pages
Terabithia	Jess and Leslie	72
Bus	Jess, Leslie, May Belle	73

School	Jess, Leslie, May Belle	74-75
Terabithia	Jess and Leslie	76-80
School	Jess and Leslie	80-81
School	Jess, Leslie, Janice and friends	82
Bus	Jess, Leslie, May Belle, and classmates	82
Terabithia	Jess and Leslie	83
Bus	Jess, Leslie, May Belle, Janice, and classmates	84

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Janice Avery and her friends are bullies. They steal May Belle's Twinkies.
- May Belle wants Jess to beat Janice up and he can't.
- Jess and Leslie convince May Belle they will get back at Janice.
- They plant a note in her desk from a boy and convince her that he wants to walk her home and he is in love with her.
- She shares the "secret" note with her friends.
- She is stranded at school and has to walk home alone.
- Leslie shares stories of Hamlet with Jess.
- When they get on the bus it is clear that Janice is angry because she was made fun of.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 83

"Maybe I got this thing for Janice like you go this thing for killer whales.'
She punched him in the shoulder. 'Let's go out and find some giants or walking dead to fight'" (p. 83).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

In this chapter, Jess and Leslie work hard to find a way to settle many scores against Janice. Jess references Leslie's desire to protect the whales as they are becoming extinct. He feels a little guilty about Janice and tries to explain it.

Think about a cause you are passionate about (real or imagined). This could be something in your community, school, nation, or world.

Write a one-paragraph narrative in which you describe the cause and how you go about advocating for them. Introduce the persons who are involved and how you take action to assist them. Give good descriptions, dialog, and organize the event to detail. Conclude by relating the cause and your experiences.

Close Close by extending today's lesson to life and the world.

Character Based Literacy Program 40-Minute Lesson Plan

Bridge to Terabithia, Day 8



Outcomes for Today

W3. 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 point of view 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.
- d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
- e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is the importance of thoughtful gifts?

Sometimes we get so wrapped up in giving a gift we forget the thoughtfulness behind the giving. It is important to focus on the person versus the cost of the gift. In order to do this we suggest:

- Concentrate on the person not the gift;
- Give a gift that means spending more time together;
- Give of your skills or talents;
- Pass on meaningful items or words;
- Add to or start a collection the person appreciates;
- Give meaningful gift cards;
- Present your gift in a creative/meaningful way;
- Give a stress-relieving gift;
- Appreciate them in words or thoughts for assisting you;
- Give a gif that supports a hobby;
- Give a gift that they may want but not purchase for themselves.

In today's chapter, it is close to Christmas and Jess wants to give Leslie something meaningful to her and he struggles because he has little money. It is important he gets something for May Belle that is also special. He is able to get something for Free for Leslie, which she adores. She gets him something that supports talent for art. They were both able to give each other something thoughtful and meaningful without spending a lot of money.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

speculation (85)	surplus (85)	pitch (86)	prescribed (90)	imitated (92)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 85-96

Setting	Characters	Pages
Home	Jess and his sisters	85-88
Bus	Jess, classmates	89
Terabithia	Jess, Leslie, new puppy	90-93
Home	Jess, May Belle, Joyce Ann	93-95
Barn	Jess and Leslie	96

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Jess is trying to think of an appropriate Christmas gift for Leslie.
- His sisters are making fun of him and he considers the fantasy that he was sent adrift in a river and found by his father to work the farm.
- His sisters make fun of Leslie.
- Money is tight so he is trying to make it stretch to give May Belle a special gift for Christmas too.
- He sees a sign for puppies and gets one for Leslie.
- Leslie gives him art paper, watercolors, and paints.
- He is given a gift by his father; it is meaningless and cheap, but he wants to please his father and try to like it.
- He meets Leslie with the puppy in the barn.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 88

"May Belle had her heart set on a Barbie doll, and he had already promised to pool his money with Ellie and Brenda for that. Then the price had gone up, and he found he would have to go over into everyone else's dollar to make up the amount for May Belle. Somehow this year May Belle needed something special" (p. 88).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

In order for Jess to do something special for May Belle he has to short change everyone else. But, he knows that this year May Belle deserves something special. Not only does he give her the special gift he spends time with her the next day helping her dress and play with the doll.

Think of a time you gave someone a really special gift that was extremely meaningful for you and for them. It could be something tangible or a gift of time, a special visit, or giving of your talents. **Write a narrative in which you engage your reader with relative details. Introduce your characters and organize the event so it follows a logical flow. Use techniques such as dialog, pacing, and description to develop your characters and situations. Use details and sensory language to capture the action. Provide a conclusion that reflects on the events of your readers.**

Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

Character Based Literacy Program 40-Minute Lesson Plan

Bridge to Terabithia, Day 9



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
- Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
- Provide a conclusion that follows from and reflects on the narrated experiences or events.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Who is Walter Cronkite?

Walter Cronkite (1916-2009) was an American broadcast journalist who was best known as the anchorman for the CBS Evening News for 19 years.

In today's reading, Leslie starts spending more time at home helping her father fix it up. Her father was very intelligent but lacked common sense. Jess started spending more time at the house and realizes that Leslie's parents were amazing people and had brilliance about them similar to Walter Cronkite. He wishes his parents would stop stereotyping the Burkes as "hippies" and see them for the knowledge and people that they are.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

absent-minded (97)	exiled (99)	nuisance (102)	prospectors (103)	gazed (104)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 97-107

Setting	Characters	Pages
The Perkin's Place	Leslie and Mr. Burke	97
Home	Jess and family	99
School	Jess and Leslie	100-102
The Perkins Place	Jess, Leslie, Mr. Burke, Mrs. Burke	102-104
Terabithia	Jess, Leslie, PT (the dog)	105-107

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Leslie's family decides to start renovating the home after Christmas. Leslie is working with her father.
- Jess is frustrated he never sees her anymore but still talks to her at school.
- Leslie invites him to help. It takes him a while to get used to her father.
- Jess knows how to do many things and is extremely helpful to Leslie's dad.
- They renovate a room and it turns out beautifully.
- Jess and Leslie return to Terabithia and honor the special place they have.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 104

"When Bill and the children finished razor blading the last bits of paint off the windows and washing the panes, they called Judy down from her upstairs study to come and see. They four of them sat down on the floor and gazed around. It was gorgeous" (p. 104).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Jess, Leslie, and Bill spent much time refurbishing a room of their house. Much work and detail went into the finished product.

Write a narrative in which you describe a time you created something (real or imagined). It could be a meal, a project, making a clothing item, art piece, ect.

Engage your reader as you introduce the topic and characters. Detail your experience in a logical order with logical flow. Spend time developing the characters and your experience. Use dialog, description and good pacing where necessary.

Use a variety of transition words to convey sequence. Conclude with a statement that reflects on your experiences.

Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world

Character Based Literacy Program 40-Minute Lesson Plan

Bridge to Terabithia, Day 10



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- b) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is empathy how does it differ from sympathy?

Empathy is the ability to mutually *experience* the thoughts, emotions, and direct experience of others. It goes beyond **sympathy**, which is a feeling of care and understanding for the suffering of others. Both words have similar usage but differ in their emotional meaning.

In today's reading, Janice Avery is in the bathroom crying. Leslie goes in to talk to her and hears about her situation. Leslie is able to share similar experiences to help Janice. Due to this encounter, Leslie realizes she may now have 1 ½ friends at school.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

encounter (107)	dumbfounded (109)	smirked (111)	ignorant (113)	shrill (115)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 107-116

Setting	Characters	Pages
School	Jess, Leslie, and Janice Avery	107-110
Classroom/bus	Jess, Leslie, Classmates	110-111
Terabithia	Jess and Leslie	111-115
Home	Jess and May Belle	115-116

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Leslie tells Jess that Janice is in the restroom crying.
- Jess feels some responsibility for her and thinks they should check on her;
- Leslie learns that Janice's father beats her. She told her friends and they blabbed to everyone.
- She broke the unwritten rule, 'you don't share troubles at home.
- Leslie gave Janice advice and told her some of her experiences and how she coped.
- May Belle followed Jess and Leslie and knows where they go.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 116

"He made her swear on the Bible never to tell and never to follow, but still he lay awake a long time. How could he trust everything that mattered to him to a sassy 6 year old? Sometimes it seemed to him that his life was as delicate as a dandelion. One little puff in one direction, and it was blown to bits" (p. 116).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Have you ever had a time when you trusted something that mattered to someone else, a friend, relative, or mentor?

Write a one-paragraph narrative in which you share your experience. Introduce your reader to the situation (real or imagined) and who was involved. Relate your experiences with this situation in a dialog format. What was shared or said to this person (must be school appropriate). Conclude by reflecting on your experience.

Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

Character Based Literacy Program 40-Minute Lesson Plan

Bridge to Terabithia, Day 11



Outcomes for Today

W3. 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 point of view 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 frame to another.
- d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
- e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What does spring symbolize (for discussion)?

In today's reading, spring has arrived and it meets Leslie and Jess with lots of rain and storms. Jess's family is going to church for Easter. Leslie wants to go with them.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

trickle (117)	wail (118)	wheeling (119)	complacent (119)	spectacle (120)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 117-128

Setting	Characters	Pages
The creek bed	Jess, Leslie, and PT	117
Home	Jess and the family	118-119
Shed	Jess, Miss Bessie, and Leslie	119-122
Church	Jess, the family, Leslie	122-126

Home	Jess, Leslie, May Belle	126-128
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RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- It is March and April and there is a lot of rain. The creek bed is full of water. Swinging over it is scary.
- Jess' father got laid off of work.
- Leslie attends church with Jess and his family.
- Leslie's beliefs about God differ from Jess' family.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph p. 120

"I never knew you went to church."
 'Just Easter.' He concentrated on the warm udders. 'I guess you think that's dumb or something.'
 She didn't answer for a moment. 'I was thinking I'd like to go.'
 He stopped smiling. 'I don't understand you sometimes, Leslie.'
 'Well, I've never been to a church before. It would be a new experience for me'" (p. 120).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Leslie has never experienced church before and she wants to go and see what it is about. She realizes she cannot form an opinion until she tries it. Think about a time you had a new experience (real or imagined and school appropriate). It could be a new food, city, museum, trying a new skill, etc.

Write a one-paragraph narrative in which you introduce and engage your reader to your experience. Introduce your narrator and the characters. Organize your writing in a logical order. Use a variety of transitions to keep your reader engaged and dialog where appropriate. Conclude by relating your story to the topic.

Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world

Character Based Literacy Program 40-Minute Lesson Plan

Bridge to Terabithia, Day 12



Outcomes for Today

W3. 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 point of view 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 frame to another.
- d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
- e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is intuition? Why should you listen to it?

Intuition is instinctive knowledge or a belief using inference to make a decision. It is important to listen to your “gut” because sometimes your mind plays tricks on you. You may see or hear something and your mind tells you something else. People’s gut or their feeling is typically telling them the “truth” about a situation. In many times this “feeling” can keep you out of harm’s way.

In today’s reading, Jess and Leslie are on Spring Break and it is raining. They get board at home and decide to go to Terabithia. There is a lot of water in the creek so crossing it is difficult and unsafe. Jess doesn’t want to go back but he knows that Leslie will want to.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

earnest (129)	ruin (129)	mournfully (129)	peculiar (132)	emerging (132)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 129-140

Setting	Characters	Pages
Leslie's House	Jess, Leslie, Mrs. Burke	129-131
Terabithia	Jess, Leslie, and PT	132-139
Home	Jess	139-140

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- It is raining heavily outside and Jess and Leslie are bored. They decide to go to Terabithia.
- The river is 8 feet wide and moving *very* rapidly.
- Jess is hesitant to cross but Leslie encourages him.
- They went to Terabithia all week and the water level continued to rise.
- They go to their sacred forest and ask about the rain.
- Jess felt fearful and didn't want to cross the river the next day, but knew Leslie would want to.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 140

"Lord it would be better to be born without an arm than to go through life with not guts" (p. 140).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Jess has lived in the country his entire life and knows the creek is too big and fast. However, he is not listening to his heart, gut, or head. He is afraid of what Leslie will say.

Think about a time you chose to listen to your gut or chose not to (this can be real or imagined). **Write a narrative in which you introduce your situation and the characters that are involved. Share with your reader what happened. Organize your writing logically. Use a variety of transitions and pacing to give your reader variety. Use relevant details and facts to bring life to your writing. Conclude by following the form and sharing reflections on your experience.**

Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world

Character Based Literacy Program 40-Minute Lesson Plan

Bridge to Terabithia, Day 13



Outcomes for Today

W3. 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 point of view 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 frame to another.
- d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
- e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

How do you communicate effectively?

Here are 5 essential communication practices of effective leaders.

1. **Mind the say-do gap.** This is all about trust, which is the bedrock of effective leadership. Your behavior is your single greatest mode of communication, and it must be congruent with what you say. If your actions don't align with your words, there's trouble. And it can turn into *big trouble* if not corrected swiftly and genuinely. Since it's often difficult to see the say-do gap in yourself, rely on a few trusted colleagues to tell it to you straight and flag discrepancies. Rule of thumb: it's better to say nothing or delay your communication until you're certain that your actions will ring true.
2. **Make the complex simple.** Your employees and customers are being bombarded 24/7 by information, making it hard for them to hear you. Simplicity has never been more powerful or necessary. Effective leaders distill complex thoughts and strategies into simple, memorable terms that colleagues and customers can grasp and act upon. If you're having trouble distilling something to its essence, it may be that you don't understand it. So get clear and look out for technical jargon and business speak, which add complexity. Say *what you mean* in as few words as possible.
3. **Find your own voice.** Use language that's distinctly your own. Let your values come through in your communication. Often, executives will opt for the sanitized "corporate voice" instead of their own because they think the

former is more eloquent; more appropriate. This is not to say that correct grammar and use of language aren't important — strong leaders know how to string a sentence together. But don't fixate on eloquence; concentrate on being distinct and real. People want real. People respect real. People follow real. Don't disguise who you are. Be genuine, and people will respect you for it.

4. **Be visible.** Visibility is about letting your key stakeholders get a feel for who you are and what you care about. It's easy to hide behind a computer and transmit messages to others without seeing or interacting with them. Although e-communication serves a valuable purpose, it is no substitute for face-to-face and voice-to-voice communication. In today's environment, people are often burned out and need to feel a personal connection to you and the work that you believe in. Do a "calendar test" to make sure you're allocating time regularly to be out on the floor, in the factory, in the call center, in the lab, in the store. Show your people that you're engaged and care about them and their work.
5. **Listen with your eyes as well as your ears.** Stop, look and listen. Remember that effective communication is two-way. Good leaders know how to ask good questions, and then listen with both their eyes and ears. It's easy to be so focused on getting your message out — or persuading others — that you don't tune in to what you see and hear. Because you're in a position of authority, the stakes are even higher because you won't always get direct feedback. You need to read between the lines. Listen and hear what is coming back at you. Look for the nonverbal cues. Sometimes a person's body language will tell you everything you need to know.

Investigate the Smithsonian Museum

<http://www.si.edu/Museums>

In today's reading, Jess struggles with being able to communicate his fears of the creek with Leslie. He gets called by Miss Edmunds. She wants to know if he wants to go to a museum with her in the city. It is raining and he doesn't know how to tell Leslie about not wanting to cross the creek so he goes with her.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

scrawny (142)	drooped (142)	clucked (143)	speckled (143)	transplant (144)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict* Cycle of 2-3 pages.

Read p. 141-154

Setting	Characters	Pages
Home	Jess, May Belle, Miss Bessie	141-146

Character Education at the Markkula Center for Applied Ethics

www.scu.edu/character

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Car & National Gallery	Jess, Miss Edmunds	147-152
Home	Jess and family	152-154

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Jess can't sleep, so he decided to go milk the cow.
- He is trying to get up the courage to tell Leslie he doesn't want to cross the river today.
- Miss Edmunds invites Jess to go to a museum in Washington.
- He has a great day and he thinks of all the things he needs to talk to Leslie about.
- When he returns, he finds out Leslie is dead and his family thought he was dead too.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 144

"He may not have been born without guts, but he did not have to die without them" (p. 144).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Jess knows that he does not have guts and he wants to do something about it. But, he is not quite sure what he needs to do short of a transplant to get guts. Think of a time you had to do something that took a certain amount of guts or bravery to get through it. It may be a difficult conversation, a job interview, trying out for a team.

Write a one-paragraph narrative (real or imagined). Introduce your reader to the narrator, characters, and situation. Organize your writing with a logical flow or sequence. Use a variety of transitions and dialog to develop your experience and your characters. Add relevant details and sensory language to "show" your reader your experiences. Provide a conclusion that follows form and reflects on your experience.

Final Writing Product

Have students research the National Museum or the Smithsonian. Students can write a narrative about Jess' experience and highlight the exhibits he may have seen. Students can write a recommendation to their audience about the museum.

Close Close by extending today's lesson to life and the world.

Character Based Literacy Program 40-Minute Lesson Plan

Bridge to Terabithia, Day 14



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one frame to another.
- Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
- Provide a conclusion that follows from and reflects on the narrated experiences or events.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

How do you help someone cope with loss or tragedy?

Tragedy strikes everyone, everywhere, at any time. There are certain steps you can take to help yourself and others cope and start your healing process.

- Reassure—give as much age appropriate information as possible in a humane way.
- Organize—help the person get organized. Give them the power of getting things done by helping them organize and prioritize.
- Reinforce—the actions the victim is taking or wants to take to emotionally survive the event as long as they are safe.
- Reach out physically and emotionally to those around you.
- Protect yourself and others from making impulsive decisions.

In today's reading, Jess learns that Leslie is dead. This information is delivered to him in a horrible fashion from someone he does not like or trust.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

whirled (155)	downcast (155)	relentlessly (155)	swerved (156)	sensation (161)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 155-165

Setting	Characters	Pages
Home	Jess' family	155-156
Running	Jess and his father	156-158
Bedroom	Jess	158-161
Kitchen	Jess, his mother, father, and sisters	161-165

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Jess' father shares with him the details of Leslie's death.
- Jess denies the news about Leslie's death and starts running down the road, he is in denial.
- His father chases him down with his pickup.
- Jess falls asleep and when he awakens he still can't believe it is true.
- He is thinking about all of the things he would say to Leslie.
- Jess' parents want to pay the Burkes their respects.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 165

"Your friend Leslie is dead, Jesse. You need to understand that..."

His father leaned down the table and put his big hand on top of Jess's hand. He gave his wife a quick, troubled look. But she just stood there, her eyes full of pain, saying nothing" (p. 165).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Jess and his family are in un-charted territory. It is not natural for a young person to die so suddenly. Unlike his sister's his mother chooses to say nothing. Silence is golden. Think of the situation Jess and his parents are in. They don't communicate well on a good day. Now that their son is hurting they are at a loss.

Write a one-paragraph narrative in which you re-write this situation for Jess and his parents. In your situation, Leslie has died. As you write introduce the situation and the characters. Use dialog to re-write the conversation between Jess and his parents to better deliver the horrible news. Keep the facts of the situation based on the reading. Use dialog, pacing, and a variety of transitions to keep your reader engaged. Conclude by reflecting on the events.

Close Close by extending today's lesson to life and the world.

Character Based Literacy Program 40-Minute Lesson Plan

Bridge to Terabithia, Day 15



Outcomes for Today

W3. 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 point of view 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 frame to another.
- d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
- e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What are the stages of grief?

There are five basic stages of grief. In most cases the stages are very fluid and there is no right or wrong way to grieve a loss. This process is individual and it is a process. Just because you were in a stage once doesn't mean you can't revisit it. The pain gets more manageable over time but the loss will always be permanent.

<http://grief.com/the-five-stages/>

The five stages are:

- Denial—Denial and shock help us to cope and make survival possible. Denial helps us to pace our feelings of grief. There is a grace in denial. It is nature's way of letting in only as much as we can handle.
- Anger—Anger is strength and it can be an anchor, giving temporary structure to the nothingness of loss. At first grief feels like being lost at sea: no connection to anything. Then you get angry at someone, maybe a person who didn't attend the funeral, maybe a person who isn't around, maybe a person who is different now that your loved one has died. Suddenly you have a structure—your anger toward them. The anger becomes a bridge over the open sea, a connection from you to them. It is something to hold onto; and a connection made from the strength of anger feels better than nothing. We usually know more about suppressing anger than feeling it. The anger is just another indication of the intensity of your love.
- Bargaining—After a loss, bargaining may take the form of a temporary truce. "What if I devote the rest of my life to helping others. Then can I wake up and

realize this has all been a bad dream?” We become lost in a maze of “If only...” or “What if...” statements. We want life returned to what it was; we want

- Depression—depression is not a sign of mental illness. It is the appropriate response to a great loss. We withdraw from life, left in a fog of intense sadness, wondering, perhaps, if there is any point in going on alone? Why go on at all? Depression after a loss is too often seen as unnatural: a state to be fixed, something to snap out of.
- Acceptance is often confused with the notion of being “all right” or “OK” with what has happened. This is not the case. Most people don’t ever feel OK or all right about the loss of a loved one. This stage is about accepting the reality that our loved one is physically gone and recognizing that this new reality is the permanent reality. We will never like this reality or make it OK, but eventually we accept it. We learn to live with it. It is the new norm with which we must learn to live.

In today’s reading, Jess, his mother, and father decide they need to go and pay respects to the Burke family. While there Jess realizes that Leslie is really gone. He has left denial and is able to start his own grieving process.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

awkwardly (167)	snicker (169)	smothering (169)	imitate (170)	frayed (172)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 166-175

Setting	Characters	Pages
Burkes’ house	Burkes’ family	166-171
Home	Jess and his sisters	171-172
Creek	Jess and his father	172-175

RESPOND

Timeline Agree on the facts in today’s reading and list the 3-5 most important on the timeline.

Students might mention:

- Jess and his parents pay the Burkes a visit.
- Jess is angry that her family is sad. He doesn’t think they deserve to be.
- Bill hugs Jess and tells him that Leslie loved him.
- Jess is not used to seeing so many adults crying, it makes him very uncomfortable.
- Leslie’s death becomes “real” when her dad talks about her ashes.

- Jess is angry and runs to the stream and throws his watercolors and paints into the water.
- His dad tries to comfort him, he talks to him like a man and that brings comfort to him.
- The Burkes ask Jess to take care of P.T. while they go out of town.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 175

“That afternoon Bill came up to the house. They were about to leave for Pennsylvania, and he wondered if Jess would take care of the dog until they got back.

He was glad Bill wanted him to help. He was afraid he hurt Bill by running away this morning. He wanted, too, to know that Bill didn’t blame him for anything” (p. 175).

EXTEND

Write Have each student write a short product based on today’s prompt to connect to the unit theme.

It was important for Jess to feel helpful. Taking care of the dog was something he could do to help Leslie’s family and indirectly help Leslie.

Think of a time you were able to help someone during a tough time.

Write a narrative describing the situation. Establish the point of view. Introduce the characters, situation, and narrator. Use good descriptions and dialog where appropriate. Organize your even in a sequence that flows naturally. Use relevant details and language to describe the situation to your reader. Conclude by relating the topic on a personal level.

Final Product

Obituary—write an obituary on Leslie in narrative form. Use the following format to help you gather your thoughts and put information together on Leslie and her life.

Template how to write an obit:

<http://obituaryguide.com/template.php>

Close Close by extending today’s lesson to life and the world.

Extend the reading to the students’ lives or to the world

Character Based Literacy Program 40-Minute Lesson Plan

Bridge to Terabithia, Day 16



Outcomes for Today

W3. 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 point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
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PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What do bridges symbolize (for class discussion)?

Share ***THE BRIDGE BUILDER*** with your class.

An old man, going a lone highway,
Came at the evening cold and gray,
To a chasm, vast and deep and wide,
Through which was flowing a sullen tide.
The old man crossed in the twilight dim-
That sullen stream had no fears for him;
But he turned, when he reached the other side,
And built a bridge to span the tide.

"Old man," said a fellow pilgrim near,
"You are wasting strength in building here.
Your journey will end with the ending day;
You never again must pass this way.
You have crossed the chasm, deep and wide,
Why build you the bridge at the eventide?"

The builder lifted his old gray head.
"Good friend, in the path I have come," he said,
"There followeth after me today

A youth whose feet must pass this way.
 This chasm that has been naught to me
 To that fair-haired youth may a pitfall be.
 He, too, must cross in the twilight dim;
 Good friend, I am building the bridge for *him*."

WILL ALLEN DROMGOOLE

In today's reading, Jess goes to Terabithia and realizes he needs to do something symbolic to say good-bye to Leslie. He makes her a wreath as an offering. May Belle followed and got stuck trying to cross. Jess asks Bill for lumber and he constructs a bridge for May Belle and others to cross the river into Terabithia.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

whimpering (176)	narrowest (177)	piteously (177)	constricting (178)	bough (178)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 176-191

Setting	Characters	Pages
Home	Jess, PT, Miss Bessie	176-177
Terabithia	Jess and PT	177-179
Creek	Jess and May Belle	179-183
School	Jess and Mrs. Myers	184-188
Home	Bill and Judy	188-189
Terabithia	Jess and May Belle	189-191

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Jess goes to Terabithia with P.T. and makes Leslie a funeral wreath.
- He held a procession through the sacred grove.
- May Belle got stuck on the log trying to get to Terabithia, Jess fearlessly saves her.
- May Belle didn't want Jess to be lonesome she came to be with him.
- Jess' teacher tries to comfort him as well by sharing her loss and experience.
- Jess realizes he has to have courage and move on and realizes he will always have Leslie and her memory with him.
- The Burkes decide to move away.
- Jess builds a bridge to Terabithia using lumber and invites May Belle to be the new queen.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 188

“Now it occurred to him that perhaps Terabithia was like a castle where you came to be knighted. After you stayed awhile and grew strong you had to move on. For hadn’t Leslie, even in Terabithia, tried to push back the walls of his mind and make him see beyond the shining world—huge and terrible and beautiful and very fragile? (handle with care—everything—even the predators).

Now it was time for him to move out. She wasn’t there so he had to go for both of them. It was up to him to pay back the world in beauty and in caring what Leslie had loaned him in vision and in strength” (p. 188).

EXTEND

Write Have each student write a short product based on today’s prompt to connect to the unit theme.

In what way does it take courage for Jess to continue the legacy of Terabithia? Wouldn’t it have been easier to put it all behind him and not go there ever again? What do you Leslie would have wanted him to do? In what way is he “going forth” and paying back the world with beauty and caring?

Think of a time that you had the opportunity to pay-it-forward. **Write a one-paragraph narrative in which you share your pay-it-forward moment. Who did it involved? What happened? What was the end result? Introduce your characters. Use dialog and pacing where appropriate. Organize your even so it flows logically. Conclude with a statement that reflects on your experiences and how they changed you.**

Final Writing Product

Write a feature story about Terabithia and the impact it made of Jess and his life. What changes occurred for him and how did he want to “pay-those changes-forward”.

Close Close by extending today’s lesson to life and the world.

Extend the reading to the students’ lives or to the world

Character Based Literacy Program 40-Minute Lesson Plan

Bridge to Terabithia, Final Writing Product



Outcomes for Today

W3. 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 point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
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- d.) Use precise words and phrases, relevant details, and sensory language to capture action and convey experiences and events.
- e.) Provide a conclusion that follows from and reflects on the narrated experiences or events.

The final writing product for *Bridge of Terabithia* is a Newspaper layout. All articles and stories must be written in narrative format following the standards and instructions listed above. This project will be interjected into the lesson plan on days **2, 3, 13, 15, 16**, or you can choose to move it to work within your plan.

Materials:

- Stiff paper 9x12 to 11x17 or butcher paper
- Pencils, pens, crayons, markers
- Construction paper, scissors, glue sticks if desired
- Newspapers or magazines to discuss the needed elements of a magazine or paper.

Imagine you are on the editorial team for a national magazine. Throughout the lesson you have written narrative stories. Create a magazine/paper with a compilation of your stories to form a mini-magazine or mini-paper.

1. You have been assigned to write front page article, feature story, obituary, sports story, op-ed and cartoon, arts, weather and entertainment.
2. You will have the cover and any additional pages you need to create your paper.
3. Story format. Your stories need to be written in narrative format. Following all narrative writing standards.
4. Once your stories have been written compile them together and format them to form a paper or magazine.

Some suggestions have been given for certain articles and others are embedded in the lesson plans on certain days. See below.

Front Page Article

Highlight *Terabithia*. Answer the five questions: Who? Where? What? Why? When? How? This main story can tie into your other stories.

Sports Story (Lesson Plan Day 32, 3)

Write a sports article that highlights the 5th grade race.

Be sure to answer the 5 questions.

- Who was involved?
- Where did it take place?
- What happened?
- When did the race take place?
- How the race was won, be descriptive (write in narrative form)

Obituary (Lesson Plan Day 15)

Write an obituary for Leslie. Use the following format to help you gather your thoughts and put information together on Leslie and her life.

Template how to write an obituary:

<http://obituaryguide.com/template.php>

Feature Story (Lesson Plan Day 16)

Write a feature story about Terabithia and the impact it made of Jess and his life. What changes occurred for him and how did he want to “pay-those changes-forward”.

Arts and Leisure (Lesson Plan Day 2 or Day 13)

Write a narrative that highlights the music from the novel and the 1970's.

Have students listen to the songs in the background knowledge section of today's lesson.

Have student interpret the song lyrics and meaning behind the words.

Students can state their opinion of the song and the group.

Writing should be in narrative format.

Narrative (Lesson Plan Day 10)

Have students research the National Museum or the Smithsonian.

Students can write a narrative about Jess' experience and highlight the exhibits he may have seen. Students can write a recommendation to their audience about the museum.

Optional Articles

- Cartoon
- Weather (use the weather in the novel to create a weather map)
- Opinion or editorial article. Choose one of the social issues from the novel—gender equity, economics, friendship, family structure and write an opinion article to give your opinion of the issue.