

Character Based Literacy Program Lesson Plan

Bridge to Terabithia, Introduction



Outcomes for the Novel

Bridge to Terabithia- Katherine Paterson

Heroic Journey Poster

As Jessie goes through the journey add descriptions to your chart. There is a blank version to fill in on your own as you go through the novel.

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. . . .

Preview

Preview the novel (look at the front cover and back cover and predict what you think the story is going to be about.

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

Familiarize yourself with a newspaper layout.

Using various different “rag” magazines from the grocery store check-out is a great way to brainstorm 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 completed in stages as the story progresses.

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.

Character Based Literacy Program

Independent Study Lesson Plan

Bridge to Terabithia, Week 1



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?

What is imagination?

Choose a song listed below that is referenced in the reading. Listen to the song and interpret its lyrics.

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=vWwgrjjIMXA>

Research the following school yard games:

King of the Hill

Hopscotch

What is the significance of Labor Day?

What are Dogwood and Rosebud trees?

Word Wall Here are vocabulary words to add to the Word Wall.

screeched (2)	yanked (3)	crouched (3)	delicately (7)	obediently (9)
scalding (13)	nauseating (13)	pandemonium (19)	snare (19)	hypocritical (20)
radiator (28)	primly (28)	fluttered (28)	arithmetic (30)	postpone (32)
consolation (43)	melodic (44)	deliberate (46)	consolidate (47)	rumpus (49)
territory (54)	devoted (54)	gully (58)	enchanted (59)	vigorously (60)

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.

Read p. 1-61

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

Heroic Journey Chart

Look at the Heroic Journey stages chart. Where is Jesse now?

Character Chart

Who are the characters so far in the book? List one trait for each of them.

Where is Virginia? Locate it on a map.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait – Jesse

Create an OMP of Jesse. What do you think he is thinking and feeling as he is out running today? Sees his sisters get out of chores? And learns that there is a new neighbor? Add 3-5 new thoughts to your OMP.

Add to your OMP of Jesse. What do you think he is thinking as he has to do chores, meets Leslie, and gets lost in his art? Add 3-5 new thoughts to your OMP.

What do you think he is thinking and feeling as he lets Leslie run and loses to her and sees her in his class? Add 3-5 new thoughts to your OMP.

What is he thinking or feeling as he realizes he is not going to win the races?
Reconnects with Miss Edmunds? And decides to befriend Leslie? Add 3-5 new thoughts to your OMP.

What is he thinking or feeling as he realizes he is not going to win the races?
Reconnects with Miss Edmunds? And decides to befriend Leslie? Add 3-5 new thoughts to your OMP.

Open Mind Portrait – Leslie

Create an Open Mind Portrait of Leslie. What do you think she is thinking and feeling as she meets Jess in the cow pasture? Add 3-5 thoughts to your OMP.

Add to your OMP of Leslie. What do you think she is thinking and feeling as she becomes the “new kid” at school, wins the race with the boys, and tries to befriend Jess? Add 3-5 new thoughts to your OMP.

What is she thinking and feeling as she continues to beat the boys in the races? Has her story read? Becomes friends with Jess? Add 3-5 new thoughts to your OMP.

What is she thinking and feeling as she continues to beat the boys in the races? Has her story read? Becomes friends with Jess? Add 3-5 new thoughts to your OMP.

Venn Diagram

Create a Venn diagram that compares the relationship and treatment Jess has with his parents and compare that to the relationship and treatment his parents have with his sisters? You can use this to write a compare and contrast essay.

Poster

Draw a poster of the creek bed and wooded area Jess and Leslie are playing in. Write one sentence that describes what makes their place special and unique.

Discussion

Key Questions (p. 1-13)

1. What does Jess want to be? Why is this status important to him? How does he practice?
2. What can you infer about the economics of the area Jesse lives in by the description of the farm and of the school in Chapter 1? Give examples to support your answer.
3. What is Jesse’s relationship with his mother and father? What can you discern about his parents?
4. Jesse’s mom accuses him of being lazy, pg. 11. Why is this accusation ironic? What are some examples from the reading that give a different impression of Jesse?

5. Does he notice someone moving in down the road? How does the author describe the Perkins Place, page 11? Could this be a foreshadowing of events? What do you think could happen?

Key Questions (p. 13-27)

1. What does Jess want to do when he grows up? How does his father feel about his career choice and the teachers who support it?
2. Does it seem like Jess has a good imagination? How can you tell? Why is an imagination important?
3. How does Jess' dad treat him in general? Are there specific gender roles that his mother and father assume? What roll is Jess supposed to assume?
4. Describe Miss Edmunds. What are her strengths with the kids? How do the teachers and some students feel about her?
5. Who moves in next door?
6. In what ways is Jess critical of Leslie?

Key Questions (p. 28-42)

1. Leslie arrives at school wearing her cut-offs and looking like she doesn't fit in. How do you think that affects her or does it? What would you try to do if you were going to be the "new person" at school? Try to fit in or be yourself?
2. Why do you think Leslie was drawn to Jess and the boys?
3. Do you think boys are more competitive than girls? The kids tell Leslie that girls are not allowed on the lower playground. Why do these type of gender roles exist? Can you describe a place that still has that type of gender separation (perceived or real)?
4. Why does Jess have so much conflict with Gary?
5. Do the girls tease Leslie? Why?
6. What happens out on the field? How does Leslie disrupt the gender expectations? What is one of Leslie's best attributes?
7. What was Jess's reaction toward Leslie on the bus? Why didn't react to it?

Key Questions (p. 43-52)

1. Why did the boys stop racing after Leslie kept beating them? What do you think she has to prove? Would you act in the same fashion?
2. What was the student's reaction to Miss Edmunds?
3. Why was everyone so surprised that Leslie was a scuba diver?
4. Why did kids make fun of her for not having a TV?
5. What changes in his attitude toward Leslie did Jess make? Why did he decide to become friends with her? What does he have to lose?

Key Questions (p. 52-61)

1. What more do we learn about the setting in today's reading?
2. Why were the kids so cruel to Leslie? Why is this type of behavior normal for certain age groups? How do you combat this type of treatment?
3. Do you think Leslie helps or hinders her situation? Explain.

4. What is happening to Jess that he is willing to stand up for someone else? How has his character changed? What factors contributed to this change?
5. Leslie thinks she and Jess need a place to be the ruler of. Why is this type of place (real or imagined) important to have? How will this place help them? What freedom do Jess and Leslie begin to have with one another?
6. What does Terabithia provide for Jess and Leslie? Explain in detail.

EXTEND

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

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).

Writing Prompts

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.**

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).

Writing Prompt

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. Listen to the songs in the background knowledge section of today's lesson. Interpret the song lyrics and meaning behind the words. State your opinion of the song and the group. Writing should be in narrative format.

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).

Writing Prompt

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)

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).

Writing Prompt

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.

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).

Writing Prompt

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.

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 your enemy. 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—Final Writing Product
My personal HJ

Ordinary World Bored and stuck (setting)S	
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 Chart

Who are the characters in the story so far?

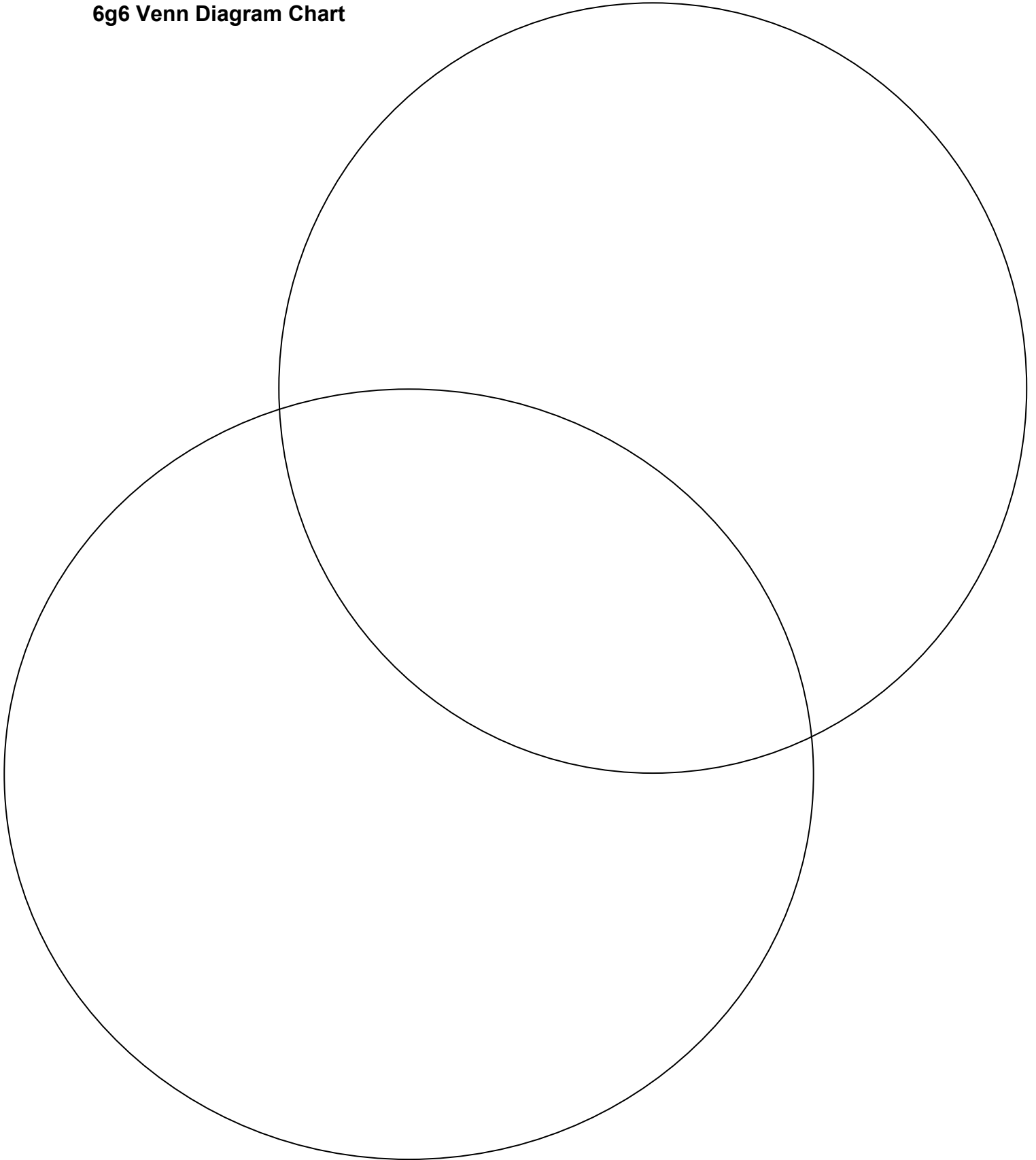
What is one trait you know about them. You can add to this as you read the novel

Character	Trait
Character	Trait

1g6 Setting Chart

Where	When
Time	Weather

6g6 Venn Diagram Chart



Character Based Literacy Program

Independent Study Lesson Plan

Bridge to Terabithia, Week 2



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”

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

What is Self-Restraint or self-control?

What is the importance of thoughtful gifts?

Who is Walter Cronkite?

What is empathy how does it differ from sympathy?

Word Wall Here are vocabulary words to add to the Word Wall.

principle (62)	extinct (64)	angelic (65)	sulked (69)	exhilaration (70)
revenge (74)	snickered (74)	prickled (80)	crimson (83)	nudged (84)
speculation (85)	surplus (85)	pitch (86)	prescribed (90)	imitated (92)
absent-minded (97)	exiled (99)	nuisance (102)	prospectors (103)	gazed (104)
encounter (107)	dumbfounded (109)	smirked (111)	ignorant (113)	shrill (115)

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.

Read p. 61-116

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

Heroic Journey Chart

Add to the Heroic Journey chart. Where is Jesse now?

Character Chart

Who are the characters so far in the book? List five traits for each of them.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait - Jess

Add to your OMP of Jess. What is he thinking and feeling as he is forced to walk three miles home? What about as he learns more about Leslie and her parents? And becomes more comfortable with Leslie? Add 3-5 new thoughts to your OMP.

Open Mind Portrait - Leslie

What do you think Leslie is thinking and feeling as she advocates getting even with Janice? She befriends Jess? And they spend their time at Terabithia? Add 3-5 new thoughts to your OMP.

Open Mind Portrait – Jess or Leslie

Add to your OMP of Jess or Leslie. What are they thinking and feeling as they plot revenge against Janice? Conspire together? And get revenge for May Belle? Add 3-5 new thoughts to your OMP.

Add to your OMP of Jess or Leslie. What do you think they are thinking and feeling as they work on the Burke House? As Jess begins to understand Leslie's family? As they create a beautiful place? Add 3-5 new thoughts to your OMP.

Poster

Create a poster that gives ideas and steps to create useful and creative gifts for people.

- List items and ideas
- Be creative
- Show how the gift can relate to a person with that particular interest

Sketch

Based on the description of the Golden Room sketch the details of the room or the process it took to refurbish it. You can use the sketch to write a descriptive paragraph.

News Headline

If you were a reporter, what would the headline of today's story be? Write on sentence strips and add one to 3 lines introducing the story.

Discussion

Key Questions (p. 61-71)

1. Why do Jess and Leslie want to get back at Janice Avery? What is Leslie's concern about people like Janice?
2. Leslie is reading about whales and is very knowledgeable about events. How does this add to her perspective?
3. Why are Leslie and Jess friendly with each other at school? Is there anything wrong with their friendship? What pressure do your peers put on you about who you can hang out with? Why do we succumb to it?
4. What does Terabithia become to Leslie and Jess? How does this place help them grow?

Key Questions (p. 72-84)

1. How does the chapter title, "The Giant Killers" foreshadow the events in the chapter?
2. Why didn't May Belle listen to Jess? Although they are close why does she brag about the Twinkie to him?
3. Jess and Leslie plot revenge is their plot just for May Belle? Is it ok to seek revenge if there is a greater good? What is a better way of handling a person like Janice?
4. Leslie shares stories from Hamlet with Jess, what does this say about her knowledge base? How does she balance being smart with staying grounded? Is this an important balance to strive for?
5. Do you think May Belle had more respect for Jess when she saw how angry Janice was? Explain.

Key Questions (p. 85-96)

1. How does money affect the gifts that can be given for the family?
2. Why is there an expectation to give gifts of monetary value? What would you rather get a meaningful gift or something that has value? Explain.
3. In what ways is the puppy very appropriate for Leslie? How does it fulfill a need and a want?
4. Why is Jess disconnected with his sisters? How does that affect him?
5. Jess wants to give Leslie a TV. Do you think that is an appropriate gift for her? Explain.
6. If Jess could get anything from his father what do you think he would want?

Key Questions (p. 97-107)

1. Mr. Burke is a very smart man. How does his intelligence hinder him when he is working on the house? How does Leslie assist? What skills does Jess bring to the job to help? Was Jess aware of the skills he possessed? Where did those skills come from?
2. Jess tried to spend time painting at home. How did his family view his time practicing this skill?
3. Leslie enjoys working with her dad and starts to “understand” him. Do you think adults need to be understood?
4. In what ways did Leslie’s family help Jess understand that there is a world outside of his small town. Why is this understanding important for kids to have?
5. What makes Terabithia sacred for Jess and Leslie?

Key Questions (p. 107-116)

1. Why does Jess feel responsibility for Janice? How does he transfer this responsibility to Leslie? Why is it easier for Leslie to care about extinct animals than it is for her to have compassion for people?
2. Why was Leslie scared to encounter Janice? What did she have to lose or gain? Why is taking this type of risk scary?
3. What was the “rule of the school”? In what way is this rule beneficial and detrimental to kids, families, and the school community? Can you appreciate this time in history when not everything was “shared” or “liked” on social media? Do you think there is a need to balance things shared for public knowledge and discretion? Explain.
4. What advice does Leslie give Janice? Do you think it was beneficial?

EXTEND

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

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).

Writing Prompt

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.

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).

Writing Prompt

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.

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).

Writing Prompt

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.**

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).

Writing Prompt

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.

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).

Writing Prompt

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.

Character Based Literacy Program

Independent Study Lesson Plan

Bridge to Terabithia, Week 3



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?

What is intuition? Why should you listen to it?

How do you communicate effectively?

Investigate the Smithsonian Museum

How do you help someone cope with loss or tragedy?

What are the stages of grief?

Word Wall Here are vocabulary words to add to the Word Wall.

trickle (117)	wail (118)	wheedling (119)	complacent (119)	spectacle (120)
earnest (129)	ruin (129)	mournfully (129)	peculiar (132)	emerging (132)
scrawny (142)	drooped (142)	clucked (143)	speckled (143)	transplant (144)
whirled (155)	downcast (155)	relentlessly (155)	swerved (156)	sensation (161)
awkwardly (167)	snicker (169)	smothering (169)	imitate (170)	frayed (172)

READ

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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.

Read p. 117-175

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

Heroic Journey Chart

Add to the Heroic Journey chart. Where is Jesse now?

Character Chart

Who are the characters so far in the book? List 4-5 traits for each of them.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Beginning Middle End Chart

Fill out the Beginning Middle End Chart for the Chapter.

List things that happen as you read. You can use this information/chart to write a summary of the chapter.

Open Mind Portrait

Add to your OMP of Jess and Leslie. What are they thinking and feeling when they learn Jess's dad lost his job? Jess' sisters react to Easter and going to church? Add 3-5 new thoughts to your OMP.

Add to your OMP for Jess or Leslie. What are they thinking and feeling as the rain hinders their vacation? As they see the creek and cross it? As they go to the sacred forest? Add 3-5 new thoughts to your OMP.

Add to your OMP of Jess. What is he thinking and feeling as he tries to summon the courage to tell Leslie he is scared? As he goes to the city with Miss Edmunds? When he learns Leslie has died? Add 3-5 new thoughts to your OMP.

Add to your OMP of Jess. What is he thinking and feeling as he learns the circumstances of Leslie's death? As he wakes up and as his family is talking around him? Add 3-5 new thoughts to your OMP.

Add to your OMP of Leslie. What do you think she would be thinking and feeling if she knew about Jess' fear of crossing the creek? His time in Washington? Add 3-5 thoughts to your OMP.

What is Jess thinking and feeling as they go to the Burke house? As he sees many adults crying? Once he goes back to the creek? And when he connects with his dad? Add 3-5 more thoughts to your OMP.

Plot Profile Chart:

Fill out a Plot Profile Chart. List ten things from today's reading that were significant. Rate them on a scale of 1-10 based on their intensity. Use this to write a summary of the reading.

Venn diagram

Create a Venn diagram explaining the ways Jess and Leslie are alike and different. What is alike goes in the middle and how they are different goes in each of their circles.

Final Writing Product

Research the National Museum or the Smithsonian.

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

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>

Discussion

Key Questions (p. 117-128)

1. What is the weather doing in March and April? Why does this make getting to Terabithia difficult?
2. What was happening to the United States economy during the 1970's? How did this affect Jess's dad?
3. Jess's mom is concerned that Leslie will look down at them and judge them. Who is being judged? Explain. Why does Mrs. Arron concerned about how they "look" to others?
4. Why does Leslie want to go to church? What does this say about her character?
5. How does Leslie act at church compared with Jess' sisters? Why is it important to not judge people before you know how they act?
6. What is Leslie's reaction to church?

Key Questions (p. 129-140)

1. Why are Jess and Leslie initially bored? What do they decide to do, despite the rain?
2. What kind of equipment does Leslie's family have for the weather? How does this differ from Jess's family?
3. What are Jess' feelings about the rising water? In what ways is he not listening to his intuition? Why does he choose not to listen to his gut?
4. What even could the author be foreshadowing?

Key Questions (p. 141-154)

1. Where does Jess's dad go? What is he trying to do? Do you think he is doing the right thing as he is unemployed?
2. Jess goes to milk Miss Bessie, in what ways does she bring him comfort? How does he use the time when he is milking her?
3. Jess wants guts. Do you think you just have "guts" or you have to develop them? List 3-5 ways to develop guts.
4. Miss Edmunds takes Jess to the National Gallery and the Smithsonian. How is this excursion a sign of more simple times? Do you think all of the progress we have made has moved us forward or have some things moved backward?
5. How does he respond to the National Gallery and the Smithsonian?
6. What happened to the setting when they exited the gallery? Does that make the day more special?
7. What things does he want to share with Leslie? What advice does he want to get from her? Does this excursion make him value her friendship more?
8. Jess's sister blurts out, "your girlfriend is dead and we thought you were too." How could this information be shared in a more appropriate manner?

Key Questions (p. 155-165)

1. How does Mr. Aaron choose to approach Jess with the news of Leslie? Do you think this is beneficial to Jess? How would you want someone to tell you bad news?
2. Jess falls into denial about Leslie's death. Is denial healthy? What is happening when you deny bad news around you?
3. What would it be like to lose your best friend?
4. Jess' father chooses not to speak. Is there anything he can do or say to take his son's pain away? Why is silence better than mindless words in this type of situation? When Mr. Aaron follows Jess in his truck what does that action say to his son?
5. Is it natural to have disbelief about something that severe that happens so quickly?
6. Jess didn't know what he should do next. Is it typical to be lost during a crisis? How can friends and family help you?

Key Questions (p. 165-175)

1. When Jess goes to the Burke house he sees Leslie's family crying and upset. He compares himself to them and doesn't think they should be upset. Is there a right way to grieve?
2. What does Bill tell Jess? How did Jess help Leslie? Do you think he was prepared to know he helped her as much as she helped him?
3. How does hearing about the final arrangements affect Jess? What is his reaction to this information? Could he deny her death anymore? What does he have to do?
4. What does Jess do out of anger at the creek? What is his father's response? How does this response help him?
5. How did Jess' family react to him when he returned home? What does he vow to do for May Belle?

EXTEND

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

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).

Writing Prompt

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.

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).

Writing Prompt

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.**

Key Paragraph, p. 144

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

Writing Prompt

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

Research the National Museum or the Smithsonian.

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

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).

Writing Prompt

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.

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).

Writing Prompt

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.

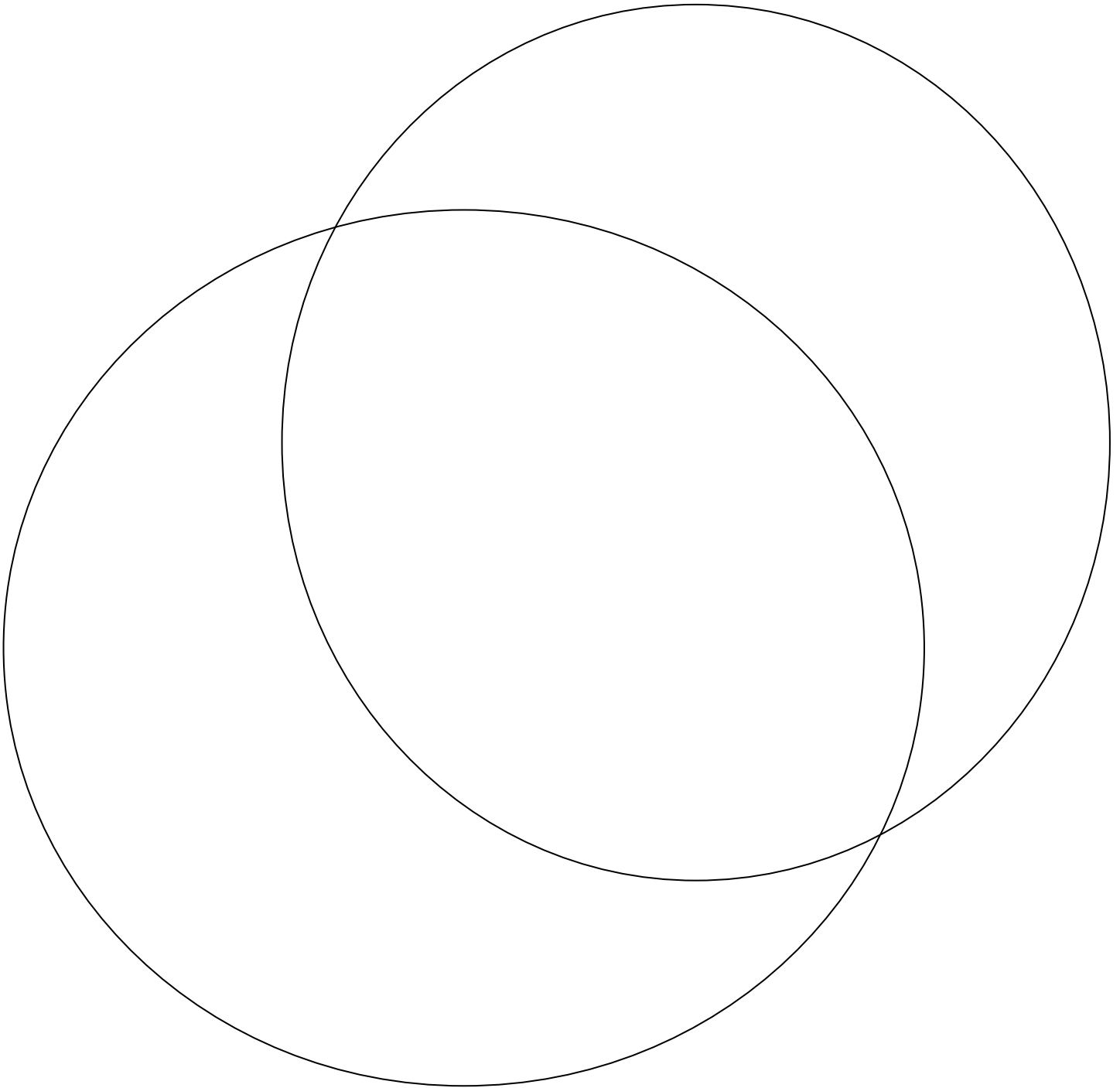
Template how to write an obit:

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

2g6 Beginning-Middle-End Chart

Beginning	Middle	End

6g6 Venn Diagram Chart



3g6 Plot Profile Chart

get Post Home Chart										
10										
9										
8										
7										
6										
5										
4										
3										
2										
1										
Intensity	Description									
Event	1	2	3	4	5	6	7	8	9	1

Character Based Literacy Program

Independent Study Lesson Plan

Bridge to Terabithia, Week 4



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?

Read *THE BRIDGE BUILDER* poem:

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

Word Wall Here are vocabulary words to 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.

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.

Read p. 176-191

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

Heroic Journey Chart

Add to the Heroic Journey chart. Where is Jesse now?

Character Chart

Who are the characters so far in the book? List one trait for each of them.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Complete your OMP for Jess. What did he learn from Leslie? From Mrs. Myers? How can he pay his friendship forward? Add 3-5 new thoughts.

Discussion

Key Questions (p. 176-191)

1. Why did Jess return to Terabithia? What was it like? What did he do to make an offering for Leslie? What realizations did he make when he was there?

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2. In what way do Jess and May Belle make amends? How was May Belle reaching out to him? What does that show you about her character and their relationship?
3. How does Jess honor Leslie?
4. What adult gave him the most support? Was he expecting support for this person? Why is it important to give people a chance? Is it true that our true nature comes out during a crisis? Explain.
5. What is the significance of building a bridge to Terabithia and inviting May Belle to participate?
6. The narrator refers to the Mr. and Mrs. Burke by their first name (Bill and Judy) but does not do the same thing for Jess' parents. What point was the author trying to make?
7. What lessons did Jess learn from Leslie and Terabithia?
8. How is Jess similar to the Bridge Builder in the poem above?

EXTEND

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

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).

Writing Prompt

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".

Character Based Literacy Program Lesson Plan

Bridge to Terabithia, Final Writing Product



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. Listen to the songs in the background knowledge section of today's lesson.

Interpret the song lyrics and meaning behind the words. State your opinion of the song and the group. Your writing should be in narrative format.

Narrative (Lesson Plan Day 10)

Research the National Museum or the Smithsonian. You can write a narrative about Jess' experience and highlight the exhibits he may have seen. Write a recommendation to your 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.