



# Bridge to Terabithia

By Katherine Paterson

## A Teaching Unit

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***Bridge to Terabithia***  
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**Bridge to Terabithia**  
**Chapter Four**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Word Choice**

Author's choices of words work to enhance style, tone, or clarity in writing.

Katherine Paterson uses many strong verbs to paint a picture in the mind of the reader. Through the use of strong, vivid verbs, the reader is able to gain a better understanding of a character or a situation. Read the following sentences from chapter four and underline the strong verbs. Then on the line below the sentence, tell what the verb allows you to understand / see better.

1. Jess shoved his hair off his red forehead.

\_\_\_\_\_

2. Now as he sat on the rug in the teachers' room the same warm feeling swept through him at the sound of her voice.

\_\_\_\_\_

3. Even her ordinary speaking voice bubbled from inside her, rich and melodic.

\_\_\_\_\_

4. She plunked herself down beside him on the bus and squeezed over closer to him to make room for May Belle on the same seat.

\_\_\_\_\_

5. But she had wheeled around again, and was zooming down the hall.

\_\_\_\_\_

6. Jess slunk out of the building.

\_\_\_\_\_

**Find another sentence containing a strong verb in this chapter.** Page number: \_\_\_\_\_

Sentence: \_\_\_\_\_

How does this verb make the sentence more vivid?

\_\_\_\_\_

**Now, you try it. Rewrite the following sentence and choose a verb that adds more detail for the reader.**

She went down the sidewalk.

\_\_\_\_\_

**Onomatopoeia**

When an author uses words to imitate the sound they represent, this is onomatopoeia.

Read the following sentence. Circle the example of onomatopoeia.

*They stood there, not moving, not wanting the swish of dry needles beneath their feet to break the spell.*

**Bridge to Terabithia**  
**Chapter Five**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Dialect** is a form of language that is spoken by people in a certain place or by a certain group of people. Writers use dialect to make their characters more realistic. **Dialogue** is when characters are talking to one another.

Read the dialogue in the following chart.

<b>Aarons family</b>	<b>Burke family</b>
“You ain’t got no money for school shopping”	“Money is not the problem.”
...You don’t want us to have no fun at all!”	“What if you do not have a television set?”
“You ain’t got nothing to do. You ain’t even planned nothing.”	“May Belle, would you like some new paper dolls?”
“Whatsa matter with ‘um?”	“Nothing. They’re brand new.”
“I though you was trying to get some ideas on how to stop Janice Avery.”	“...you know perfectly well what will happen.”
“It don’t matter....”	“...Jess and I are going to figure out a way to pay her back for it. Aren’t we Jess?”
“My daddy brung ‘um to me from Washington!”	“You’re not sorry we did it, are you?”

After reading each set of dialogue, you should be able to make inferences about both the Aarons and the Burkes. What can you tell about the Aarons family? \_\_\_\_\_

\_\_\_\_\_

The Burke family? \_\_\_\_\_

\_\_\_\_\_

The author most likely made the differences in the dialogue of the two families to \_\_\_\_\_

- a. show how the Aarons family should be talking.
- b. allow the reader to understand the backgrounds of both Jesse and Leslie.
- c. allow the Burkes to teach the readers how to speak Standard English.
- d. show that Leslie is an honor student.

**He was drifting, drifting like a fat white lazy cloud back and forth across the blue.**

1. What type of figurative language is used in this sentence?
  - a. idiom
  - b. metaphor
  - c. personification
  - d. simile
2. Which of the following sentences contains the **best** word choice?
  - a. He planted his body firmly as he could, although his heart was knocking his Adam's apple.
  - b. May Belle shook her head. "I want Bride or Miss America."
  - c. Gary Fuller, like Brenda, took great pleasure in teasing Jess about his "girl friend".
  - d. There really was no free time at school except recess, and now that there were no races, Jess and Leslie usually looked for a quiet place on the field, and sat and talked.
3. Read the following sentence. What word in it is an example of onomatopoeia?

**She didn't speak directly to Jess, but she gave him a look with those blue eyes of hers that made him zing like one of the strings she was strumming.**

- a. directly
  - b. blue
  - c. zing
  - d. strumming
4. Which of the following sentences contains dialect?
    - a. "What are you giving your girlfriend, Jess?"
    - b. "Well, you are right for once. Nobody with any sense would call that stick a girl."
    - c. "See you later," he mumbled, and shoved his way up the aisle through pair after pair of sprawling legs.
    - d. "Don't get nothing for your money these days."

5. What type of figurative language is found in this sentence?

**Lord, he wished a million times he'd never helped buy that stupid doll.**

- a. hyperbole
  - b. idiom
  - c. metaphor
  - d. personification
6. Who is P.T.?
    - a. Leslie's dad
    - b. Jess' sister
    - c. a boy in the fifth grade
    - d. Leslie's dog

**Read the following questions and then answer questions 17– 19.**

... "Well, you're the one who's always telling me I gotta care," he said.

"But Janice Avery?"

"If she is crying, there gotta be something really wrong."

"Well, what are you planning to do?"

He flushed. **"I can't go into no girls' room."**

"Oh, I get it. You're going to send me into the shark's jaws. No, thank you, Mr. Aarons."

7. The bolded words are an example of \_\_\_\_\_.
  - a. imagery
  - b. figurative language
  - c. dialect
  - d. a flashback
8. The underlined words are an example of \_\_\_\_\_.
  - a. imagery
  - b. figurative language
  - c. dialect
  - d. a flashback
9. In this passage, Leslie is facing a(n) \_\_\_\_\_ conflict.
  - a. internal
  - b. external
  - c. both internal and external
10. Which of the following characters has a close relationship with his/her parents?
  - a. Jess
  - b. Leslie
  - c. Janice Avery
  - d. none of these

***Bridge to Terabithia***  
**Chapter Nine**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Tone** is the writer's or speaker's attitude toward a subject, character, or audience conveyed through the choice of words and details.

Reread the events at the beginning of chapter nine (page 86 to the top of 87). The tone of this changes very quickly. Which of the following best describes the tone the author uses?

- a. hopeful at first then turning angry
- b. heartfelt in the beginning and then shifting to depressed
- c. melancholy and mournful at first and then changing to outraged and jealous
- d. agitated and bored with a shift towards happiness and relief

When Jess and Leslie are in Terabithia, the tone they use to speak to each changes as well. While there, they are no longer informal and jocular. They become serious and use a formal tone. Underline the words in the sentences below that make the tone formal.

*"Dost know what is in my mind, O King?"*

*"Let us go even up into the sacred grove and inquire of the Spirits what this evil might be and how we must combat it."*

Look through this chapter and fill in the box with words Jess and Leslie use to achieve this formal tone. The box has been started for you.

\*\*Since many of these words are not common to our everyday language, you may need to use a dictionary to clarify meanings.

**Words Used With a Formal Tone**

arise  
proceed  
thou  
removes

**Now you try it!**

On a separate sheet of paper, you will write a dialogue between you and a friend who are visiting Terabithia. You need to make sure that you have at least ten lines of dialogue. Your dialogue must be punctuated correctly. Be sure to use the rules for writing on the dialogue sheet provided by your teacher. Refer to the chart above to help you use a formal tone.

***Bridge to Terabithia***  
**Tableau Rubric**

Name: \_\_\_\_\_

<b>Criteria</b>	<b>Possible Points</b>	<b>Points Earned</b>
Participated effectively with group	20	
Voice was loud enough to be heard by the entire "audience".	20	
Facial expressions and/or gestures were incorporated.	20	
Written analysis was completed with few (if any) errors in conventions.	20	
Written analysis included a thorough explanation of the chosen line.	20	
<b>TOTAL</b>	<b>100</b>	

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<b>TOTAL</b>	<b>100</b>	

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