

**Directions:** Use your book to fill out the information on the lines below. Then write your name on this packet.

Title: ***Bridge to Terabithia***

Author: \_\_\_\_\_

Genre: \_\_\_\_\_

Concepts: Character, Plot, Cause and Effect, Predicting, Theme

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

## Genre Lesson Independent Practice: Realistic Elements

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

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

**Directions:** As you read your book, record the realistic elements you come across that relate to characters, settings, or events. In the right-hand column, make a personal connection to each element.

Realistic Elements in the Text	My Personal Connection

Genre Lesson Independent Practice: Realistic Elements  
(continued)

Realistic Elements in the Text	My Personal Connection

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

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

Vocabulary Activity: One of These Words is Not Like the Others  
 Chapter 1: "Jesse Oliver Aarons, Jr." – Chapter 3: "The Fastest Kid in the Fifth Grade"

**Directions:** Read each group of words. Cross out the word that *does not* belong in the group. Then explain why the remaining words belong together.

1.            admire                      reject                      hate                      despise

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2.            blazing                      scalding                      numbing                      fiery

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3.            anticipation                      expect                      surprised                      predict

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4.            obvious                      conspicuous                      visible                      hidden

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5.            alert                      aware                      unresponsive                      conscious

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6.            craziness                      pandemonium                      calmness                      chaos

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

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

Comprehension Questions

Chapter 1: “Jesse Oliver Aarons, Jr.” – Chapter 3: “The Fastest Kid in the Fifth Grade”

**Directions:** Read the questions and answer them in complete sentences or choose the correct answer. Use the book to help you, if needed. Use details from the text to support your answer. Record the Concept of Comprehension<sup>®</sup> on the line next to each question.

\_\_\_\_\_ 1. Why did Jess wait until his dad had the pickup going in order to run?

- a. He knew it would be warmer at that time.
- b. His dad would take him over to run with Leslie.
- c. He did not want his dad to know he was going running.
- d. He knew that this was also when his sister would get up.

\_\_\_\_\_ 2. Why did Jess want to be the fastest runner in school?

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\_\_\_\_\_ 3. What is the following sentence an example of? “Ellie’s voice was sweeter than a melted Mars Bar.” (p. 8)

- a. Simile
- b. Metaphor
- c. Idiom
- d. Pun

\_\_\_\_\_ 4. What can you tell about Jess’ mom by the way she speaks and acts?

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\_\_\_\_\_ 5. Why couldn’t Jess tell if Leslie was a boy or a girl?

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Comprehension Questions (continued)

Chapter 1: “Jesse Oliver Aarons, Jr.” – Chapter 3: “The Fastest Kid in the Fifth Grade”

\_\_\_\_\_ 6. Why do you think that no one in Jesse’s family has paid any attention to his feelings?

- a. They are too busy with other things.
- b. They are more worried about their father.
- c. They cannot relate to him.
- d. They care more about themselves.

\_\_\_\_\_ 7. Why did Jess sit next to May Belle on the bus?

- a. He did not want to sit next to Gary.
- b. The bus driver told him to sit there.
- c. It was the only seat left.
- d. He did not want to sit next to Leslie.

\_\_\_\_\_ 8. Leslie tells Jesse that he’s “the only kid in the whole darned school who’s worth shooting.” (p. 36) Why does the author use incorrect grammar?

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\_\_\_\_\_ 9. Why do you think that Jesse stood up to Fulcher and told Leslie that she could run? What does this tell you about Jess’ personality?

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\_\_\_\_\_ 10. How is Jesse feeling about Leslie at the end of Chapter 3?

- a. He thinks she is beautiful.
- b. He is jealous of her running skills.
- c. He wishes that she was a boy.
- d. He does not like her.

## Lesson 1 Independent Practice: Predictions Chart Worksheet

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

**Directions:** As you read Chapter 4, fill out the events and details about the events that can help you make a prediction about what's coming up in the text.

1. Identify a big event or cliffhanger.	2. Ask specific questions about what could happen next.	3. Think about your prior knowledge or experience.	4. Make a meaningful prediction using text evidence.

Lesson 1 Independent Practice: Predictions Chart Worksheet (continued)

1. Identify a big event or cliffhanger.	2. Ask specific questions about what could happen next.	3. Think about your prior knowledge or experience.	4. Make a meaningful prediction using text evidence.



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

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

Vocabulary Activity: Opposite Meanings

Chapter 4: “Rulers of Terabithia” — Chapter 6: “The Coming of Prince Terrien”

**Directions:** Read each sentence from the book. The definition of each bold word has been provided for you. Write two to four *antonyms* of the word on the line provided.

1. “Jess knew now that he would never be the best runner of the fourth and fifth grades, and his only **consolation** was that neither would Gary Fulcher.” (Chapter 4, p. 37)

**consolation:** relief, comfort

**antonyms:** \_\_\_\_\_

2. “The hissing sounds of disbelief were already building into a rumbling of **contempt**.” (Chapter 4, p. 44)

**contempt:** disrespect, dishonor

**antonyms:** \_\_\_\_\_

3. “Between the two of them they owned the world and no enemy . . . , Jess’s own fears and **insufficiencies**, nor any of the foes whom Leslie imagined attacking Terabithia, could ever really defeat them.” (Chapter 4, p. 52)

**insufficiencies:** inabilities, weaknesses

**antonyms:** \_\_\_\_\_

4. “‘*Shhh*,’ Leslie said, stroking May Belle’s head, but May Belle didn’t want comfort, she wanted **revenge**.” (Chapter 5, p. 62)

**revenge:** to get even

**antonyms:** \_\_\_\_\_

5. “Then in a loud whisper, ‘**Reckon** you all know that Janice has a heavy date with you know who.’” (Chapter 5, p. 69)

**reckon:** think, imagine

**antonyms:** \_\_\_\_\_

6. “This year Ellie and Brenda both had boyfriends at the consolidated high school and the problem of what to give them and what to expect from them was the cause of endless **speculation** and fights.” (Chapter 6, p. 72)

**speculation:** prediction, guess

**antonyms:** \_\_\_\_\_

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

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

Comprehension Questions

Chapter 4: “Rulers of Terabithia” — Chapter 6: “The Coming of Prince Terrien”

**Directions:** Read the questions and answer them in complete sentences or choose the correct answer. Use the book to help you, if needed. Use details from the text to support your answer. Record the Concept of Comprehension<sup>®</sup> on the line next to each question.

\_\_\_\_\_ 1. Why does the class react so badly when Leslie says she doesn’t own a TV?

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\_\_\_\_\_ 2. How does Jess feel about the woods beyond the creek?

- a. He is frightened of them.
- b. He loves them.
- c. He likes them but not the deepest, darkest parts.
- d. He only likes the deepest, darkest parts.

\_\_\_\_\_ 3. What can you conclude about Janice Avery?

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\_\_\_\_\_ 4. What do you think the chapter title “The Giant Killers” means?

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\_\_\_\_\_ 5. Which of the following is an example of a Character vs. Character conflict in Chapter 5?

- a. Jess is scared of Terabithia, but wants to stay because he likes Leslie.
- b. Leslie is mad at Jess for not standing up to Janice.
- c. Leslie is mad at May Belle for not sharing her Twinkies.
- d. Jess is mad at Janice for stealing May Belle’s Twinkies.

Comprehension Questions (continued)

Chapter 4: “Rulers of Terabithia” — Chapter 6: “The Coming of Prince Terrien”

- \_\_\_\_\_ 6. Why did Jess avert his eyes when May Belle called him yeller? (p. 63) DC
- a. He was going to steal her Twinkies.
  - b. He knew that he would have to fight Janice and did not want to.
  - c. He did not want to get in trouble with Mr. Turner.
  - d. He was embarrassed.

\_\_\_\_\_ 7. How do you think Jess feels about milking the cow on Christmas? Why?

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\_\_\_\_\_ 8. What caused Jesse to fantasize about actually being taken away from his family?

- a.
- b. He wished that May Belle played with Joyce Ann, rather than him.
- c. He was upset that his sisters were obsessed with Christmas.
- d. He was upset that his sister made fun of Leslie.

\_\_\_\_\_ 9. On page 78, Jesse described himself as feeling “proud and good” when he received Leslie’s gift. Why do you think that he felt this way?

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- \_\_\_\_\_ 10. Why did Jesse have such a hard time coming up a gift idea for Leslie?
- a. He knew she expected something expensive and he did not have much money.
  - b. He did not have much money, but wanted to get her a special gift.
  - c. He did not know what she would like.
  - d. He did not want his sisters to make fun of him for getting Leslie a gift.

## Lesson 2 Independent Practice: Plot Conflicts Worksheet

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

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

**Directions:** Write down the Plot Conflicts you encounter in Chapters 5-6. Answer the questions for each conflict.

<p><b>Who is the conflict between?</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>Describe the tension:</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><b>What is the cause of the conflict?</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p><b>Who is the conflict between?</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>Describe the tension:</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><b>What is the cause of the conflict?</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	



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

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

Vocabulary Activity: Four Square  
 Chapter 7: "The Golden Room" – Chapter 9: "The Evil Spell"

**Directions:** For each word below, write the definition, examples of the word, and non-examples of the word. You may use a dictionary if you are unsure of the meaning of the words.

<p><b>1. Word</b></p> <p style="text-align: center;">garish</p>	<p><b>Examples</b></p>
<p><b>Definition</b></p>	<p><b>Non-examples</b></p>

<p><b>2. Word</b></p> <p style="text-align: center;">obliged</p>	<p><b>Examples</b></p>
<p><b>Definition</b></p>	<p><b>Non-examples</b></p>

<p><b>3. Word</b></p> <p style="text-align: center;">vile</p>	<p><b>Examples</b></p>
<p><b>Definition</b></p>	<p><b>Non-examples</b></p>

Vocabulary Activity: Four Square (continued)  
 Chapter 7: “The Golden Room” – Chapter 9: “The Evil Spell”

<p><b>4. Word</b></p> <p style="text-align: center;">sanctuary</p>	<p><b>Examples</b></p>
<p><b>Definition</b></p>	<p><b>Non-examples</b></p>

<p><b>5. Word</b></p> <p style="text-align: center;">conspiring</p>	<p><b>Examples</b></p>
<p><b>Definition</b></p>	<p><b>Non-examples</b></p>

<p><b>6. Word</b></p> <p style="text-align: center;">sporadically</p>	<p><b>Examples</b></p>
<p><b>Definition</b></p>	<p><b>Non-examples</b></p>

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

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

**Comprehension Questions**  
**Chapter 7: “The Golden Room” – Chapter 9: “The Evil Spell”**

**Directions:** Read the questions and answer them in complete sentences or choose the correct answer. Use the book to help you, if needed. Use details from the text to support your answer. Record the Concept of Comprehension<sup>®</sup> on the line next to each question.

\_\_\_\_\_ 1. Why did Chapter 7 end with May Belle confessing to Jess that she followed him into Terabithia?

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\_\_\_\_\_ 2. List the different setting changes in Chapter 7.

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\_\_\_\_\_ 3. Why did Jess avoid going to Leslie’s house?

- a. He was jealous of her.
- b. He had to spend time playing with May Belle.
- c. His mother did not allow him to go to Leslie’s house.
- d. He felt like Leslie’s father was taking her away from him.

\_\_\_\_\_ 4. Why didn’t Mrs. Aarons want Leslie to go with her family to church on Easter?

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\_\_\_\_\_ 5. Why did May Belle feel worried for Leslie when they discussed their beliefs in the Bible?

- a. Leslie told her she did not believe in the Bible, so May Belle thought something bad would happen to her.
- b. Leslie stomped out of the church.
- c. Leslie yelled at the preacher in church.
- d. Leslie refused to wear a dress to church.



Comprehension Questions (continued)  
 Chapter 7: “The Golden Room” – Chapter 9: “The Evil Spell”

\_\_\_\_\_ 6. How does Jess’s mom feel about Leslie? Why do you think that she feels this way?

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\_\_\_\_\_ 7. What effect do you think Jess’s father’s lay off will have on his family?  
 a. The family will ask Leslie’s family for money.  
 b. The children will have to go to work.  
 c. The family will have less money to spend on things.  
 d. Jess will see his father even less.

\_\_\_\_\_ 8. Why do you think the author entitled Chapter 9, “The Evil Spell”?

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\_\_\_\_\_ 9. Why did Jess say that “he has no guts”?  
 a. He was scared to go to Terabithia in the rain.  
 b. He was worried about swinging across the creek.  
 c. He was nervous about Leslie going to church with the family.  
 d. He was uneasy about seeing Leslie’s parents.

\_\_\_\_\_ 10. What did Leslie mean when she said, “Methinks some evil being has put a curse on our beloved kingdom”?  
 a. Jess’s mom told him that he was not allowed to go back to Terabithia.  
 b. There was so much rain that Terabithia was getting destroyed.  
 c. Janice Avery was stealing May Belle’s Twinkies again.  
 d. Jess’s stomach hurt.

Lesson 3 Independent Practice: Relationship Roster

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

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

**Directions:** Analyze the relationship between Jess and Leslie by answering the following questions for the relationship.

**Who is this relationship between?**

**How are these characters alike and different?**

**How do the characters feel about each other?**

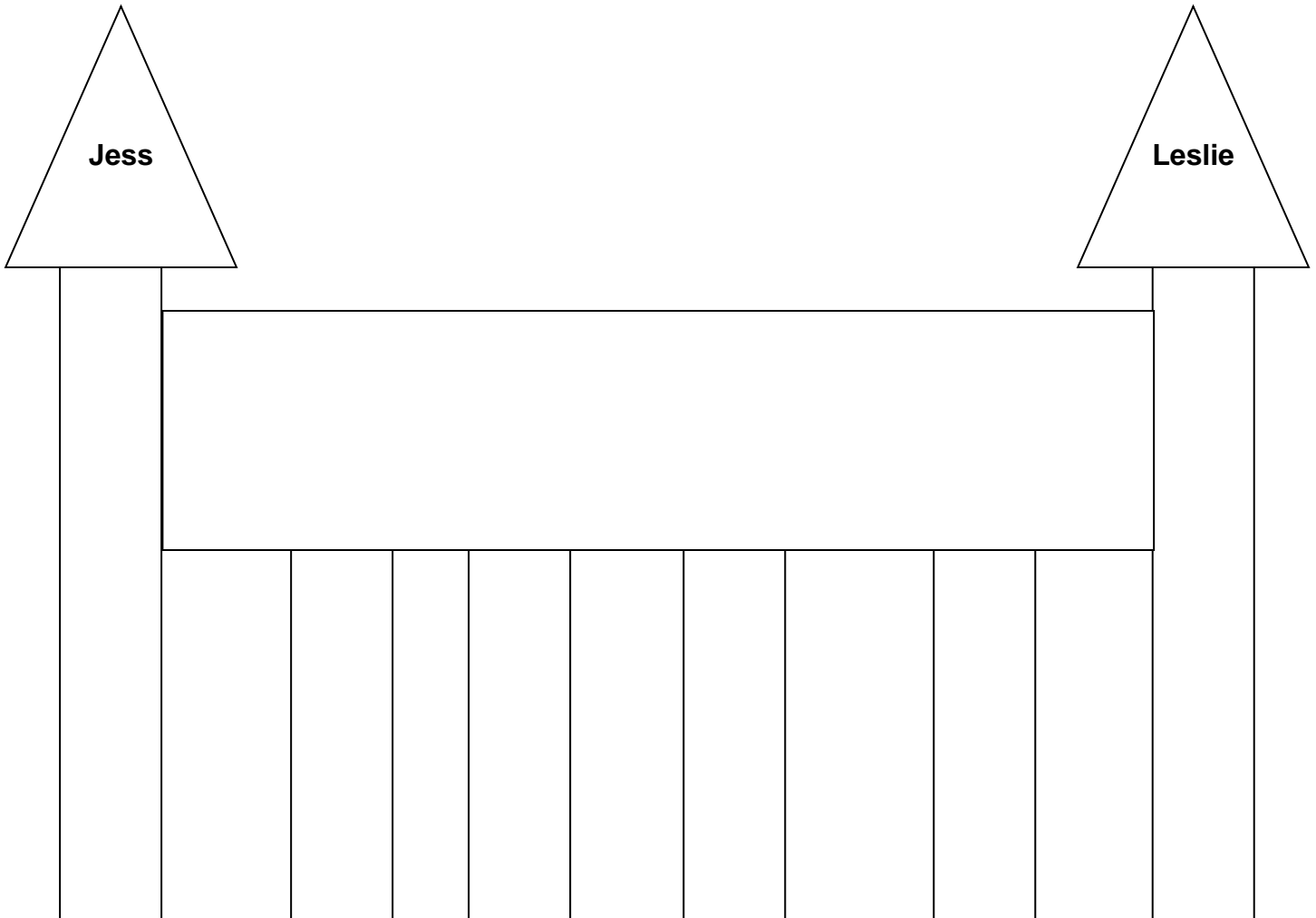
**Why do the characters need each other?**

**Describe the relationship. Is it positive or negative? Both? Explain.**

### Lesson 3 Independent Practice: Friendship Bridge Example

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

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



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

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

## Boys vs. Girls: It's Not Just in Your Head

### Textual Analysis Passage

What does it mean to be a girl? What does it mean to be a boy? There are no correct answers to these questions, but they are important ones. By answering these questions, you're identifying what you think about gender roles. A gender role is a set of ideas or behaviors associated with being male or female. Some people think gender roles are determined by our bodies and our brains. Other people think gender roles are taught and learned by our parents, communities, and culture.

#### Nature: How You Are Born

Some scientists say gender roles are determined before we're even born, when the brain develops in a fetus. A brain functions, they believe, based on whether the person is male or female. Recent studies show that a male's brain functions differently from a female's brain. A male brain, for example, is wired to work on spatial problems better. A female's brain, on the other hand, is wired better for verbal tasks. This could explain why girls tend to score better on reading and writing tests than boys, some scientists argue.

#### Nurture: What You Are Taught

Other scientists believe gender roles develop after birth. When a baby girl bumps her head, for example, parents might respond more to her crying. When a baby boy bumps his head, parents might encourage him not to cry. Gender roles continue to be taught through childhood. A boy might be discouraged from playing with dolls because they are activities considered to be "for girls." A girl might be guided away from running and race cars because they are activities "for boys." Boys and girls are taught to follow a set of unwritten rules of what it means to be a boy or a girl.

#### A Little Bit of Both?

Although the structure of the human brain or the rules of society explain some differences in boys and girls, we shouldn't allow those ideas to tell us what we can or cannot do in our lives. What about the boys who can express their feelings and write creative stories and poems? How about the women marine biologists who've won top honors for their science skills? Many scientists today say a combination of nature and nurture help shape a person's idea of gender roles.

#### Stamping Out Stereotypes

How many of these sentences have you heard? Girls are so moody. Boys are tough and aggressive. Boys are smarter in science than girls. Girls are more creative than boys. Statements like these show gender stereotypes. A stereotype is a phrase that lumps people into a group. Stereotypes are often negative, and they don't take into consideration someone's unique personality or abilities.

Society would be safer and happier if people didn't pigeon hole others. If a boy or girl could safely act in any way without the fear of being made fun of, stereotypes would melt away. A person wouldn't be expected to act like a boy or a girl; he or she would only act like themselves.

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

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

**“Boys vs. Girls: It’s Not Just In Your Head” Textual Analysis Questions**

- \_\_\_ 1. What are gender roles?
  - a. A stereotype that lumps people into one group.
  - b. A way the human brain functions.
  - c. A set of ideas or behaviors associated with being male or female.
  - d. A person’s unique skills and interests.
  
- \_\_\_ 2. According to the passage, what do recent brain studies show?
  - a. Boys are smarter than girls.
  - b. Male and female brains are wired differently for different tasks.
  - c. Girls are more creative than boys.
  - d. All of the above.
  
- \_\_\_ 3. What is “nature vs. nurture”?
  - a. A debate that argues if a person is born with certain qualities or if a person develops those qualities through society.
  - b. A debate that argues if a person’s brain develops before birth or after birth.
  - c. A debate between scientists only.
  - d. A debate the puts boys and girls on opposite sides.
  
- \_\_\_ 4. The main idea of the “Nurture: What You Are Taught” paragraph is
  - a. Boys are encouraged not to cry.
  - b. Boys and girls learn their gender roles.
  - c. Boys and girls learn to follow the law.
  - d. Gender roles are developed before birth.
  
- \_\_\_ 5. What does the author mean by the phrase, “Society would be safer and happier if people didn’t pigeon hole others”?

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- \_\_\_ 6. What is the author’s opinion about stereotypes? How do you know? Do you agree or disagree with the author’s opinion?

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

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

Vocabulary Activity: Questions, Reasons, Examples  
Chapter 10: "The Perfect Day" – Chapter 12: "Stranded"

**Directions:** Think about the meaning of the following words from *Bridge to Terabithia*:

**idly, suppressed, liberated, kinship, hurtling, accusation**

Answer the following questions about the vocabulary words.

1. Why is it important not to **idly** do your homework?

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2. Give an example of a time you **suppressed** your feelings.

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3. When would you feel **liberated**? Explain.

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4. Give an example of a **kinship** you have. Why is it important to you?

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5. Why would someone or something **hurtle**? Explain.

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6. Have you ever made an **accusation**? Explain.

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

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

**Comprehension Questions**  
**Chapter 10: “The Perfect Day” – Chapter 12: “Stranded”**

**Directions:** Read the questions and answer them in complete sentences or choose the correct answer. Use the book to help you, if needed. Use details from the text to support your answer. Record the Concept of Comprehension<sup>®</sup> on the line next to each question.

\_\_\_\_\_ 1. What did Miss Edmunds mean when she told Jess, “My life has been worthwhile after all”?

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\_\_\_\_\_ 2. Why did Jess feel a “kinship” with the Indians and buffalo scene?

- a. It reminded him how much Leslie liked history.
- b. It reminded him of some of the drawings that he has created. It could also represent Jess feeling teased by others.
- c. It reminded him of a class project that he had done.
- d. It reminded him of the imaginary scenes that he created in Terabithia.

\_\_\_\_\_ 3. Why do you think Jess didn't think about inviting Leslie right away to go with him to Washington?

- a. He did not want her to go at first.
- b. He was too excited to go on the trip with Miss Edmunds.
- c. He did not think her parents would allow her to go.
- d. He did not think she would want to go.

\_\_\_\_\_ 4. Why does Jess have a hard time accepting Leslie's death?

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\_\_\_\_\_ 5. How has Terabithia changed since Jess was last there with Leslie?

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Comprehension Questions (continued)  
 Chapter 10: "The Perfect Day" – Chapter 12: "Stranded"

\_\_\_\_\_ 6. On page 135, Jess described P. T. running around Leslie like a "star around the moon." What does this phrase say about how Jess thought of Leslie?

- a. Jess greatly admired and cared for Leslie.
- b. Jess was just dreaming about Leslie.
- c. Jess thought that Leslie had power over him.
- d. Jess was angry at Leslie for dying.

\_\_\_\_\_ 7. How does Leslie's death change the relationship between Jess and his father?

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\_\_\_\_\_ 8. Why is it significant that everyone has gathered to mourn Leslie in the golden room? Consider how Leslie described the room in Chapter 7.

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\_\_\_\_\_ 9. At the bottom of page 145, Jess revealed his anger toward Leslie. Why is he angry with her?

- a. Jess was mad that she was cremated.
- b. Jess was upset that she had lived in a rotten place.
- c. Jess felt like he needed her help.
- d. She made fun of Jess the last time she saw him before she died.

\_\_\_\_\_ 10. What type of conflict is represented by Jess's anger toward Leslie?

- a. Character vs. Society
- b. Character vs. Nature
- c. Character vs. Character
- d. Character vs. Self



### Lesson 4 Independent Practice: What's the Theme? Worksheet

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

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

**Directions:** In the left column, write down the topic. Record the recurring events for this topic in the middle column. Draw a conclusion about the theme/author's message and record it in the right column.

Topic	Recurring Events	Theme/Author's Message

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

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

Vocabulary Activity: Have You Ever?  
Chapter 13: "Building the Bridge"

**Directions:** Think about the meaning of the following words from *Bridge to Terabithia*:

**piteously, constricting, traitorously, swiftly, emphasis**

Answer the following questions about the vocabulary words.

1. Have you ever acted **piteously**? Why or why not?

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2. When have you felt like something was **constricting** you?

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3. Describe a time that you or someone else acted **traitorously**.

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4. Give an example of a time that you acted **swiftly**.

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5. What is something that you would give **emphasis** to? Explain.

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

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

### Comprehension Questions Chapter 13: "Building the Bridge"

**Directions:** Read the questions and answer them in complete sentences or choose the correct answer. Use the book to help you, if needed. Use details from the text to support your answer. Record the Concept of Comprehension<sup>®</sup> on the line next to each question.

\_\_\_\_\_ 1. What does the new bridge mean to Jess?

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\_\_\_\_\_ 2. Why do you think Jess forced himself to go to the sacred grove with the wreath he made for Leslie?

- a. May Belle teased him that he was too scared to go to the grove.
- b. Leslie's father asked him to go to the grove.
- c. He wanted to show her his appreciation.
- d. His father made him go to the grove.

\_\_\_\_\_ 3. What kind of plot conflict was displayed when Jess returned to school?

- a. Character vs. Nature
- b. Character vs. Self
- c. Character vs. Character
- d. Character vs. Society

\_\_\_\_\_ 4. How do you feel about May Belle being the new queen of Terabithia?

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\_\_\_\_\_ 5. Why did Jess want to give something back to Mrs. Myers?

- a. His parents asked him to do this because she helped him.
- b. Mrs. Myers helped him to understand that he would never forget Leslie.
- c. Mrs. Myers had given him a Hallmark sympathy card.
- d. He had some of Leslie's school supplies that he thought should be returned.

Comprehension Questions (continued)  
 Chapter 13: "Building the Bridge"

\_\_\_\_\_ 6. Jess helped May Belle across the fallen branch. How does this show Jess's personal growth?

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\_\_\_\_\_ 7. How has Leslie's death changed Jess' relationship with May Belle?

- a. She follows him around everywhere.
- b. They do not talk much.
- c. They are fighting more.
- d. He is closer to her and invites her to Terabithia.

\_\_\_\_\_ 8. Why did Jess say that one day May Belle may want to tell Joyce Ann about Terabithia?

- a. Jess had a sign from the Spirits that Joyce Ann should know about Terabithia.
- b. Jess wanted to eventually invite Joyce Ann to Terabithia.
- c. Jess wanted to warn Joyce Ann about the dangers of Terabithia.
- d. Jess's mother told him to say this.

\_\_\_\_\_ 9. Evaluate the end of *Bridge to Terabithia*. Did the ending fit in with entire story? Did Jess act in a way that you expected him to behave? Why or why not?

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\_\_\_\_\_ 10. What was the author's purpose in ending the book in this way?

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## Independent Practice Lesson 5: Relationship Change Worksheet

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

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

**Directions:** Examine the relationship between Jess and his father. Fill in the chart below by answering the questions about the relationship. Be sure to cite page numbers and details from the text to support your answers.

1. What did the relationship look like in the beginning of the book?	2. What does the relationship look like now?	3. What events or other characters caused the change in the relationship?	4. How did the relationship change impact the characters?