



Department of  
Education

# BRIDGE TO TERABITHIA

Author: Katherine Paterson



Year 6

English

10 Day Print Course



Department of  
Education

© Department of Education WA Revised 2020

Whilst every effort has been made to ensure the accuracy of the information contained in this publication, no guarantee can be given that all errors and omissions have been excluded. No responsibility for loss occasioned to any person acting or refraining from action as a result of the material in this publication can be accepted by the Department.

Except where indicated, this content is © Department of Education Western Australia 2020 and released under a Creative Commons CC BY NC licence. Before re-purposing any third party content in this resource refer to the owner of that content for permission

Requests and enquiries concerning copyright should be addressed to:

Manager Intellectual Property and Copyright  
Department of Education  
51 Royal Street  
EAST PERTH WA 6004  
Email: [copyright@education.wa.edu.au](mailto:copyright@education.wa.edu.au)

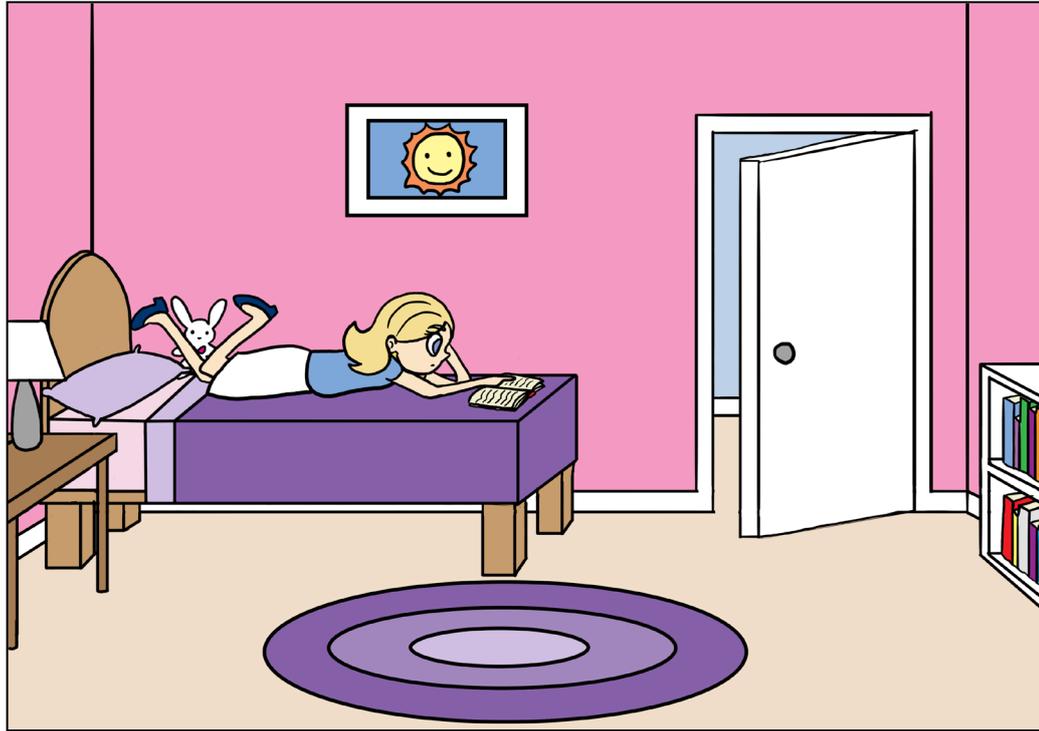


<p><b>Section 1</b></p>	<p>About the Author Imaginary worlds Mind Map Reading for Pleasure Similes Character Chart- Leslie’s Diary</p>
<p><b>Section 2</b></p>	<p>Reading for Pleasure Character Chart Hidden Themes Crossword</p>
<p><b>Section 3</b></p>	<p>Reading for Pleasure, Reading Log Character chart A great gift- Your Golden Room</p>
<p><b>Section 4</b></p>	<p>Reading for Pleasure, Reading Log Character Chart Calendar of Events Reading for Pleasure, Reading Log Character Description</p>
<p><b>Section 5</b></p>	<p>Reading for Pleasure, Reading Log, Calendar Update Values to Live By Friendship Word Study</p>
<p><b>Section 6</b></p>	<p>Reading for Pleasure, Reading Log, Calendar Update In Shock Choose a Points of View Reading for Pleasure, Reading Log Choice Activity</p>

**Read the chart below.** These are the skills that your teachers will look for when your work is returned for assessment.

**Highlight** the things you think you can already do. **Tick** two things in Reading and two things in Writing you will aim to improve when completing this work book.

			
<b>Reading</b>	<p>I can</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> read and respond to imaginative writing</li> <li><input type="checkbox"/> make conclusions and inferences about texts</li> <li><input type="checkbox"/> interpret ideas and information in texts and respond with evidence from my reading</li> <li><input type="checkbox"/> use my own experiences to help me interpret my reading and can understand there are other points of view.</li> </ul>	<p>I can</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> read, and respond to imaginative texts that explore themes from different social and cultural contexts</li> <li><input type="checkbox"/> use evidence from texts to take a point of view on key ideas, and can provide some reasons for this</li> <li><input type="checkbox"/> compare characters different points of view and how they influence the audience.</li> </ul>	<p>I can</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> read and respond to imaginative texts that cover topics of personal, social and cultural significance</li> <li><input type="checkbox"/> identify the main ideas in texts</li> <li><input type="checkbox"/> make inferences about characters, settings, events and issues</li> <li><input type="checkbox"/> find textual evidence to support points of view</li> <li><input type="checkbox"/> draw conclusions about main ideas and arguments.</li> </ul>
<b>Writing</b>	<p>I can</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> think about my audience when I write</li> <li><input type="checkbox"/> use information and ideas from the story</li> <li><input type="checkbox"/> write compound sentences using words such as because and although</li> <li><input type="checkbox"/> use words to persuade and express emotion</li> <li><input type="checkbox"/> write correctly punctuated sentences and paragraphs which connect ideas</li> <li><input type="checkbox"/> edit for errors in spelling and punctuation.</li> </ul>	<p>I can</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> make my writing entertaining</li> <li><input type="checkbox"/> justify my opinions with reasons</li> <li><input type="checkbox"/> use words and phrases to persuade my audience</li> <li><input type="checkbox"/> correctly use quotation marks for direct speech</li> <li><input type="checkbox"/> edit and proofread to improve my own work</li> <li><input type="checkbox"/> present my handwriting neatly.</li> </ul>	<p>I can</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> write well-structured and sequenced texts</li> <li><input type="checkbox"/> use figurative language such as similes</li> <li><input type="checkbox"/> select content to support points of view</li> <li><input type="checkbox"/> use topic sentences in paragraphs</li> <li><input type="checkbox"/> plan, draft, edit and proofread independently.</li> </ul>



The book chosen for this unit of work is *Bridge to Terabithia* by Katherine Paterson. Even though this book was written quite a few years ago, it is still a favourite of many children and adults.

The book is still considered special because it is so real. Everything in it is like life: good things, bad things, and just when everything seems perfect, the most unexpected things happen.

The author, Katherine Paterson, had an experience in her own life, similar to something in the story, just before she wrote the book. This explains why she was able to write so realistically.

*Bridge to Terabithia* has been made into a film by Walt Disney Pictures and Walden Media. They describe it as a heart-warming fantasy-adventure about the power of imagination and the magic of friendship.

You can view a trailer by searching the internet for a video clip. Use the title as the key search words.

## About the Author

Books usually tell us something about the author. This helps us to understand their writing and see where their ideas might have come from. Read the information about the author on the opening page of the book. Then read the additional information written below:

Katherine Paterson was born on 31 October, 1932 in Qing Jang, Jiangsu, China, to George and Mary Womeldorf, who were in China as missionaries. Her father rode by donkey from village to village teaching the concepts of Christianity. Katherine's first language was Chinese.

After her first five years in China, Katherine and her family began to move around. They moved more than fifteen times during the years Katherine was five to eighteen, and she was often very lonely. In her loneliness, Katherine found ideas for her writing. She also read many books to bring her comfort, and invented many stories to keep her entertained.

After graduation from King College in Bristol Tennessee, she taught for one year in a rural primary school. Katherine then went to graduate school for a Master's Degree in Christian education where a professor encouraged her to become a writer.

From 1957 to 1961, Katherine served as a missionary in Japan. This experience gave her new ways to express her ideas, as well as new ideas. Many of Katherine's writings reflect her stay with the Japanese people. In 1962, she met and married John Barstow Paterson, a Presbyterian minister. Katherine began her writing career during her pregnancy with her first son. At this time, the Paterson's were also waiting for the arrival of their soon-to-be-adopted daughter from an orphanage in Hong Kong.

Although the time to write had to be squeezed into a life as a wife and mother, she drew on these experiences to inspire and enrich her writing.

Katherine Paterson had received many awards from her writing. Two of her books, *Bridge to Terabithia* and *Jacob Have I Loved* received the Newbery Medal. *The Master Puppeteer*, *The Great Gilly Hopkins*, and *Come Sing, Jimmy Jo* have won numerous awards.

Katherine Paterson offers this insight about her interest in writing for others:

*"...I have learned, for all my failings and limitations, that when I am willing to give myself away in a book, readers will respond by giving themselves away as well, and the book that I laboured over so long becomes in our mutual giving something far richer and more powerful than I could have ever imagined."*

**Imaginary Worlds**

When I was a child I grew up on a farm and there was some bush beside one of our boundaries. On the edge of the bush were some big granite boulders behind which were trees and undergrowth. From the top of the boulders you could see far across the countryside.

This became our imaginary world. My brother and sister called it 'Greenwood hideout'. Special visitors who came (kids only) were invited and sworn to secrecy. They were then allowed to join in amazing battles, secret spy missions and courageous rescues.



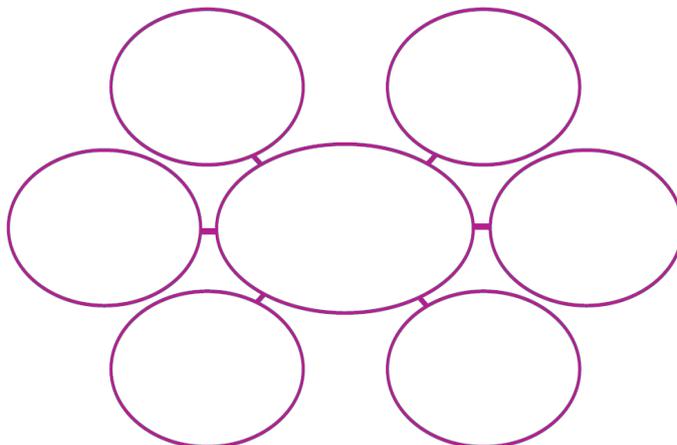
**Mind map**

Have you ever created your own imaginary world? If so, now is your chance to share it. If not, use your imagination and create one.

You will need to decide:

- what your imaginary world is called
- what is in your imaginary world
- what you do in your imaginary world
- how you get to it
- who else shares your imaginary world and what you call yourselves
- if you have special positions - like Jess and Leslie were King and Queen
- other features

You will use a mind map to share your world. Mind maps are a fun, quick way to present your ideas. They are diagrams used to represent words, ideas or other items linked to and arranged around a key idea.



Start in the centre with an image of the topic, using at least 3 colours.

- Begin with the central image.
- The central lines are thicker, becoming thinner as they radiate out.
- Use multiple colours for visual stimulation and to group ideas.
- Use images, symbols and words.

Use the space below or a computer to create your mind map.

Reading for Pleasure

Now it is time to begin reading *Bridge to Terabithia*. Read chapters 1 -3. Once you have finished reading, **record your thoughts in your reading log.**



You will find your reading log at the back of this activity book on page 34.

This section of the book introduces the setting of the story and its main characters. The illustration which starts Chapter 1 gives us a good idea that Jess lives in the country.

Answer these questions to help remind you of the setting. You can use details from the book to help you.

What time of day is it, and where does the story begin?

Where is Jess going? What does he plan to do there and why?

Write three sentences which tell something about Jess' house.

What school does Jess go to? Write a sentence about something interesting you have learned about Jess' school.

**Similes**

When writing *Bridge to Terabithia*, Katherine Paterson chooses her words very carefully to help the reader see and experience the events and feelings that are part of her characters' lives. One of the literary techniques she uses is comparing one thing to another to stimulate a strong picture in the reader's mind. She does this through the use of simile. A simile compares two things using the word "like" or "as" in the comparison.

Highlight the things that are being compared in the sentences below.

The little girl sings as sweetly as a nightingale.  
He is as jumpy as a frog.  
My dog moves like a snail when I call him.



Here are some examples of similes from the story.

Momma would be as mad as flies in a fruit jar if they woke her up at this time of day.  
He kept the knowledge of it buried inside himself like a pirate treasure.  
Beautiful Julia. The syllables rolled through his head like a ripple of guitar chords.  
He paused in midair like a stop-action TV shot.

Use your imagination to illustrate one of these similes. Write the sentence and illustrate it so that the meaning of the simile is clear to the viewer.

You can draw, use a computer or even craft materials to create your illustration.

Complete the similes below in a creative way.



I'm as happy as

*a bee in a tree full of nectar.*

I'm as mad as

I'm as clumsy as

I'm as smelly as

I'm as sweet as

I'm as fresh as

I'm as quiet as

I'm as sad as

I'm as mean as

I'm as busy as

I'm as nervous as

I'm as smart as

I'm as tired as

I'm as silly as

**Character Chart**

You have already written some points about where the story happens (the setting). Now let's look at the characters whose actions drive the story along. As the story progresses you learn more about the characters. The way authors bring their characters to life is called characterisation.

The major characters are introduced in the section you have read, but as the story progresses we continue to learn more about them.

Using a character chart, you are going to record what you have learned about the main characters. Other characters will be added as you are introduced to them.

You have been given five characters to begin with.

Jess
Maybelle
Lesley
Brenda
Miss Edwards

You will need to add

- Character's name and age
- Words/phrases to describe appearance
- Words phrases to describe personality
- Interests talents, hobbies

You will find the Character Chart at the back of this activity book on pages 37 and 38.

Character Chart			
Characters names and ages	Words/phrases to describe appearance	Words/phrases to describe personality	Interests, talents and hobbies
Jess			
May-Belle			
Leslie Burke			
Brenda			
Miss Edwards			

**Leslie's Diary**

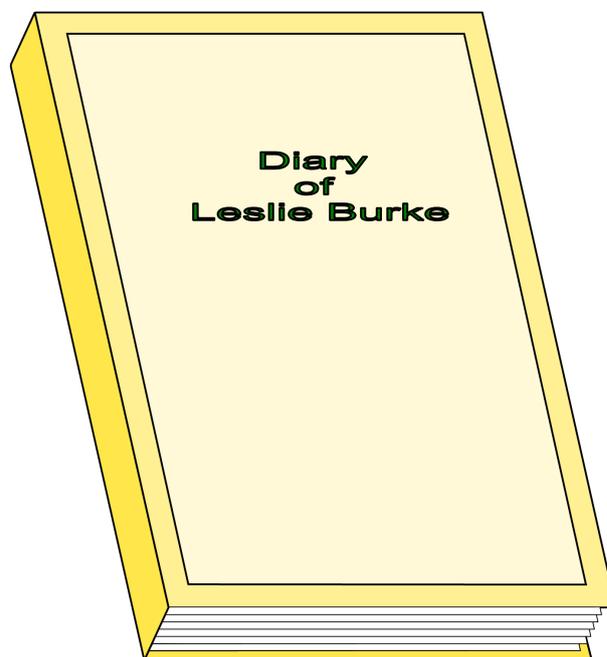
Many people like to keep a diary. Have you ever tried it? There are lots of reasons to do this. Some people say it helps to bring back memories of exciting times or sad times. Others use it to write about their feelings when they find it hard to say them to anyone, and still other people use a diary to record all the events that happen to them.

Some people write entries in their diary every day, others do it once a week and still others do it only when a special event happens. Jess uses his drawing to express his feelings and record his imaginary world.

Imagine you are Leslie and have just returned home from your first day at Lark Creek Elementary School. On the following page, write an entry in your diary describing what happened to you and how you feel. You will need to write at least one page. You may include small illustrations or diagrams if you wish.

Include these things:

- where you sat in class and how you felt about it
- what you think of the kids in the class
- what you think of Jess
- how you felt at lunchtime
- how you felt after beating the boys in the race.





**Reading for Pleasure**

Now it is time to read the next part of *Bridge to Terabithia*, chapters 4 and 5. Once you have finished reading, **record your thoughts in your reading log.**



**The secret world**

In chapters 4 and 5 Jess and Lesley invented their imaginary world Terabithia. Is it anything like the world you described in Section 1?

When they were planning their imaginary world, Leslie loaned Jess all of her books about Narnia. These are a series of books by CS Lewis about an imaginary world. In these books, a wardrobe is the gateway between the real world and the imaginary world of Narnia. *The Lion, the Witch and the Wardrobe* is one title you may know.

The Narnia books are still loved by both adults and children. If you would like to borrow these books, contact the SIDE Resource Centre, or your teacher.

Leslie, who liked reading, had a clear idea about how things worked in a magical kingdom. Jess had read very little and the Narnia books would have helped him understand how this kind of imaginary world might work.

Leslie says, *We need a place just for us...*  
 What were the five things they planned for Terabithia?  
 Write them below.

**Plans for Terrabithia**

1.	
2.	
3.	
4.	
5.	

**Go back to your Mind Map in Section 1 and add another thing you would like to have in your imaginary world.**

**Character Chart**

You have begun to record interesting features about the main characters on your Character Chart. You have now learned more about the main character Jess, and Leslie, and some of the other characters. Add this additional information to the characters you already have on your chart and now add a new character and any details you know about them.

Character Chart			
Jess			
May-Belle			
Leslie			
Brenda			
Miss Edwards			

**Hidden Themes**

When writing a novel the author works with a storyline (plot) and themes. Themes are things which the author includes, but which may not be actual events of the storyline. Themes are intertwined in the story and involve the characters. They tell us about the lives of the people and the way they behave. We are not told “this is the theme of the novel”, and in fact themes can often be hidden until we look closely at the story. Also, there is often more than one theme in a novel.

As a reader you can work out what the themes are by looking at what is happening between the characters, what they are like, and what they say, and to think about the message the author is trying to communicate to the reader.

*In Bridge to Terabithia* the author is developing a theme about friendship. Hidden in her story she has begun to show us things that have attracted Jess and Leslie to one another. We will watch how this theme develops as we read through the story.

Another main theme the author has started to develop is a theme about differences. We see how someone, who is different from most people, is sometimes treated.

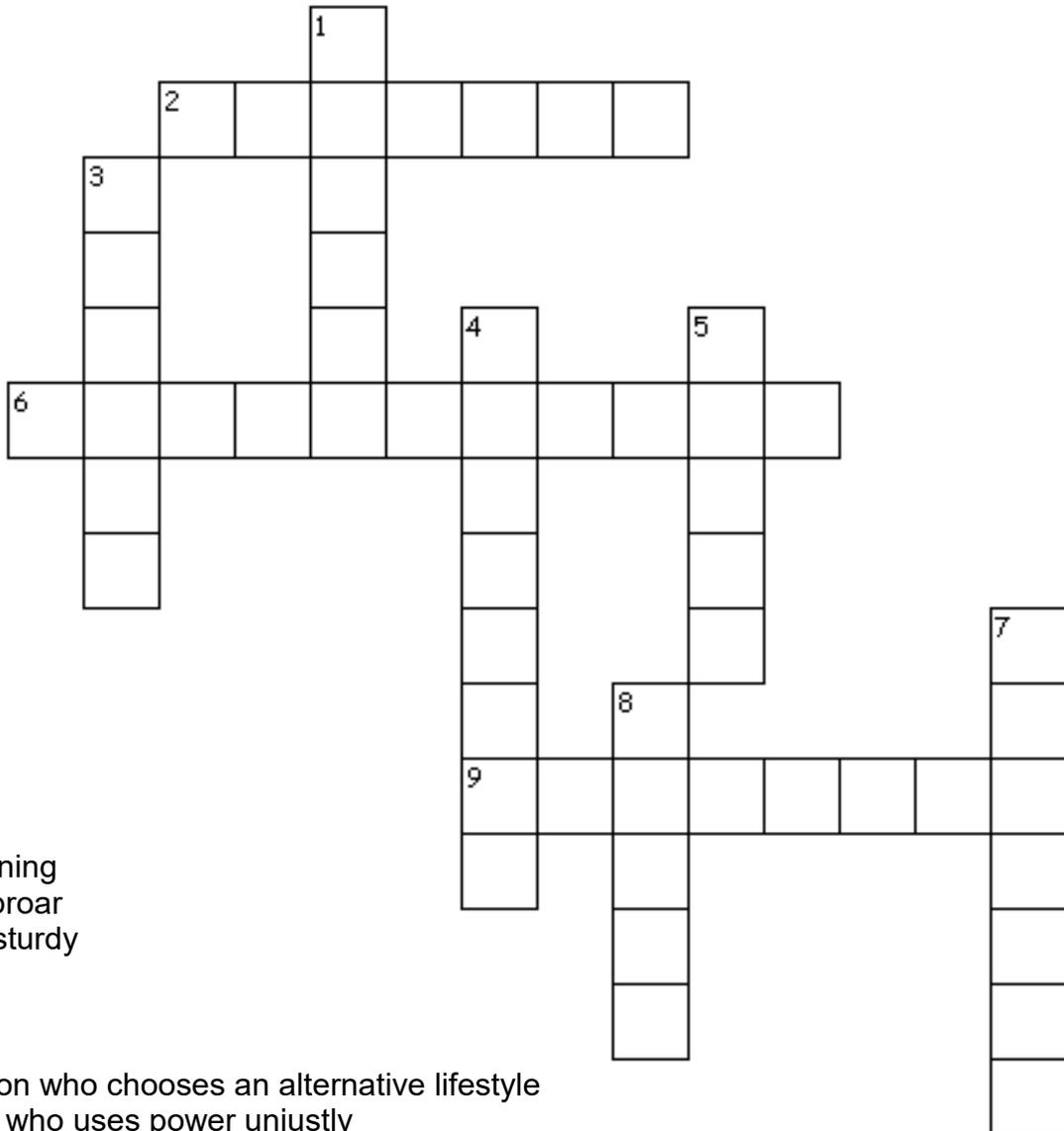
**Someone Special**

Leslie and Jess have things in common which makes them friends. Think about one of your best friendships. It may even be a member of your family. Think about what makes them special.

What do you like about their character?	What do you like to do together?

Word Study

In this activity you will use words from the story to complete a crossword. Use the clues and the vocabulary in the box below to help you complete the crossword.



**Across**

- 2. threatening
- 6. wild uproar
- 9. loose sturdy trousers

**Down**

- 1. a person who chooses an alternative lifestyle
- 3. a ruler who uses power unjustly
- 4. a fabric with lengthwise ridges
- 5. chubby
- 7. to get rid of
- 8. relating to a king or queen

ominous	discard	pudgy	tyrant	overalls
corduroy	pandemonium	hippie	regal	



Reading for Pleasure

Now it is time to read the next part of *Bridge to Terabithia*, chapters 6 and 7. Once you have finished reading, **record your thoughts in your reading log.**

Character Chart

It's time to enter any further features about characters on your chart, and add another two characters of your choice. Look out for any characteristics that Jess and Leslie share.

Character Chart			
Jess			
May-Belle			
Leslie			
Brenda			
Miss Edwards			

A great gift

Chapter 6 starts a month before Christmas and takes us up to Christmas day.

For most people the weeks leading up to Christmas are exciting but also very rushed and sometimes stressful.

Sometimes it's difficult to decide what to give your family and friends for Christmas. Some people are more difficult than others. Do you know someone like this?



Jess was having this problem, especially with Leslie. Why do you think it was so hard?

Was his choice a good one? Why?

What gift did Jess' father give him? Why do you think his father gave him this?

Was his choice a good one? Why?

What did Leslie give Jess? Was this a good choice? Why?

### Your Golden Room

A large part of Chapter 7 describes Leslie's relationship with her father and how she enjoys helping him. It also describes Jess' feelings. He feels left out and resentful until he tries to talk to Leslie about it and she exclaims: *'Well for spaghetti sauce! You could offer to help, you know'*, (p 76)

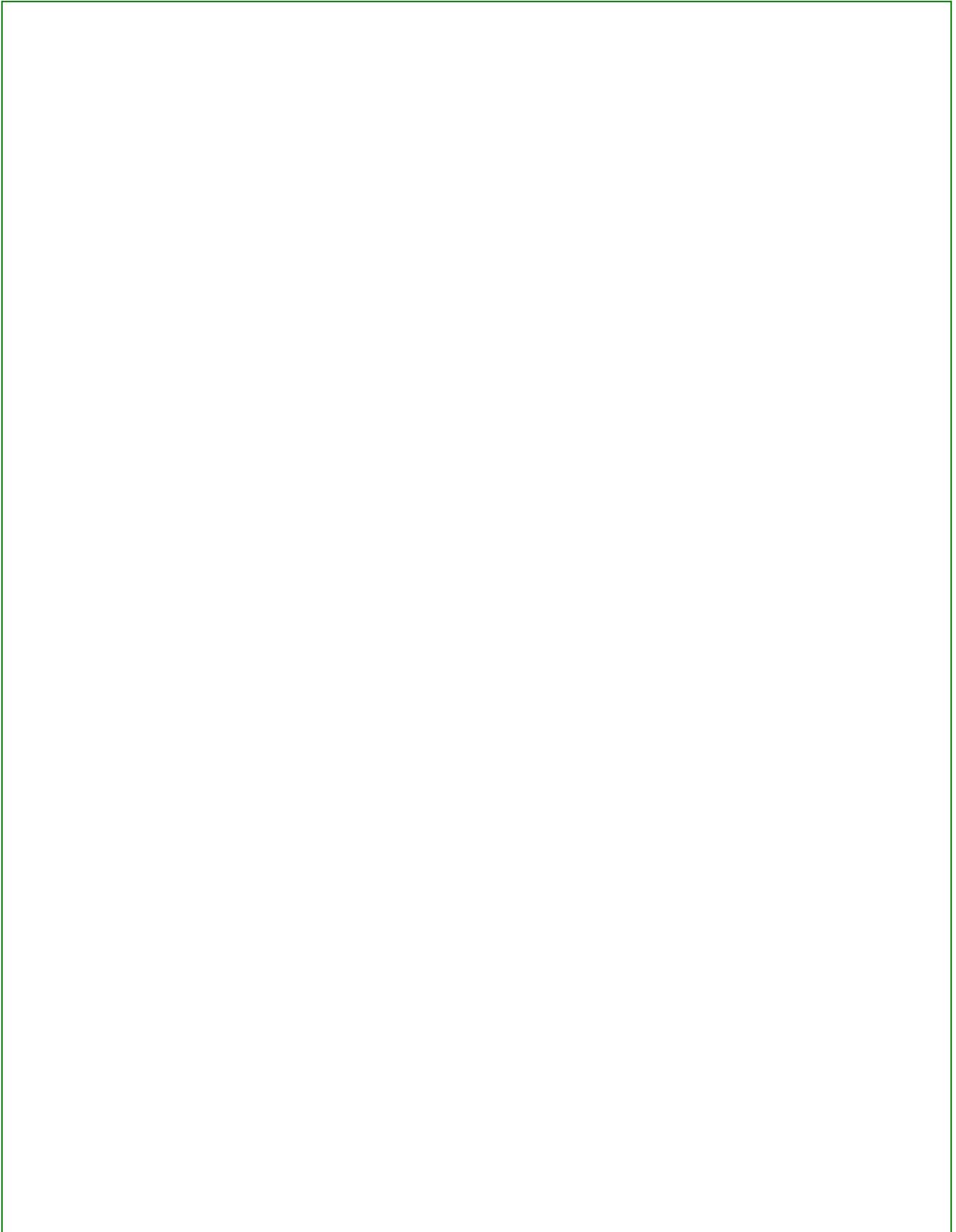
The way Katherine Paterson lets us know how Jess feels about this is very colourful. It creates a vivid image. She writes: *'It was like all the lights coming back on after an electrical storm, Lord, who was the stupid one?'*

Jess, of course, did help Leslie and her father. It took a few days for him to feel comfortable but it helped to know he really was useful. They worked hard together and enjoyed it.

Re-read from the bottom paragraph of page 77 through to the second-last paragraph on page 78. This tells about what they did and how they felt about it.



Create a plan of your room showing how you would arrange all of the things you have listed. You can use a computer, magazines, illustrations etc to design a final copy of how your room would look when it was finished.

A large, empty rectangular box with a thin black border, intended for a student to draw a room plan. The box occupies most of the page below the instructions.

**Reading for Pleasure**

Now it is time to read Chapter 8 of *Bridge to Terabithia*. Once you have finished reading, **record your thoughts in your reading log.**



**Character Chart**

By this stage of the book we've met most of the characters. Any that are introduced from here are minor characters. You needn't add any more characters to your chart. Of course if there is another character you'd like to explore, add it and write in the details.

Character Chart			
Jess			
May-Belle			
Leslie			
Brenda			
Miss Edwards			

**Now return to your character chart and add any further information you discovered about the characters in chapter 8.** At this stage we know a lot about the characters and might not find much more information.

**Calendar of Events**

Chapter 6, *The Coming of Prince Terrien*, is set at Christmas time and chapter 8 is called Easter. When reading you can easily guess the number of months that have passed in chapters 6, 7, and 8.

It is interesting to watch how a writer lets a reader know about time passing in the story. Sometimes it is clearly stated as in the two chapters we have just mentioned and at other times it is up to the reader to work this out.

**On the next page is a table with the seasons and the months of the year.** You will notice that the seasons fall in different months than in Australia. This is because the book is set in the USA, which is in the northern hemisphere.

**You will add details to each season to build up a calendar which shows the main events and when they happened.**

The main events for chapter 1 have been done for you. Choose events from each of the chapters, looking for those which are important to the story. Write one event for every dot point given, using key words and phrases.

In what month do you think the story begins? Did you think January or February because this is when our school year starts? If you did, you must have forgotten that *Bridge to Terabithia* is set in the USA where the school year starts in September.

In chapter 1 we are told that Jess '*had gotten up early every day all summer to run*' (p2). This refers to the summer in the USA, in the northern hemisphere, where the seasons are the opposite of ours. Schools close for their summer holidays in July and August.

The first term of the new school year begins in September which is autumn. Sometimes it is called 'fall' as this is when the deciduous trees which grow in the northern hemisphere loose their leaves.

Complete the main events from Chapters 1 – 8. You will come back to this table as you read further into the book.

<p><b>SUMMER</b></p> <p>June July August</p> 	<ul style="list-style-type: none"> <li>• Jessie begins running practise</li> <li>• The Burkes move next door to Jessie</li> <li>•</li> </ul>
<p><b>AUTUMN</b></p> <p>September October November</p> 	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
<p><b>WINTER</b></p> <p>December January February</p> 	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
<p><b>SPRING</b></p> <p>March April May</p> 	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>

**Reading for Pleasure**

Now it is time to read chapter 9 of *Bridge to Terabithia*. Once you have finished reading, **record your thoughts in your reading log.**

Think about two main events that occurred in chapter 9, *The Evil Spell* and write them into your Calendar of events.



**Character Description**

At this stage of *Bridge to Terabithia*, the author has painted a clear picture of the main characters. Your task in this activity is to write a description of the character you like the most.

You may want to refer back to the Character Chart where you started making notes on each character.

- 1 Think about the characters we have met and decide who you like the most.
- 2 In the plan, use key words and phrases to plan your description.
- 3 Read through the **Framework for a Description** which is included below.
- 4 Write your description using the page provided or a computer.
- 5 You may sketch a portrait of the character you have selected to include with your description.

**Framework for a Description**

<b>Introduction</b>	Tells who is being described.
<b>Important features</b>	Paragraph which describes the character's appearance personality, lifestyle, friends, interests and so on.
<b>Conclusion</b>	A summing up statement about the character which includes reasons why you like the character.

**Plan for description of my character**

<b>Introduction</b>	
<b>Important features</b>	
<b>Conclusion</b>	

Now use your key words and phrases to write your description.

Reading for Pleasure

Time out to read and enjoy Chapter 10 of *Bridge to Terabithia*. Once you have finished reading, **record your thoughts in your reading log**. Go back to your Calendar task and enter the details for chapter 10.

Values to Live By

Values are the ideas people think are important in life. They play a crucial role in decision making. We express our values in the way we think and act. Although we all have values, not everyone's values are the same.



Read the list of values in the box below.

pride      honesty      wealth      kindness      loyalty

Jessie and Leslie come from very different family backgrounds and this may influence what they think is important.

Rank these values the way you think Leslie would.

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
5. \_\_\_\_\_

Rank these values the way you think Jessie would.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Find out who you are most like by ranking the values in order of importance in your opinion.

My ranking

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
5. \_\_\_\_\_

Who are you most like?

\_\_\_\_\_

**Friendship**

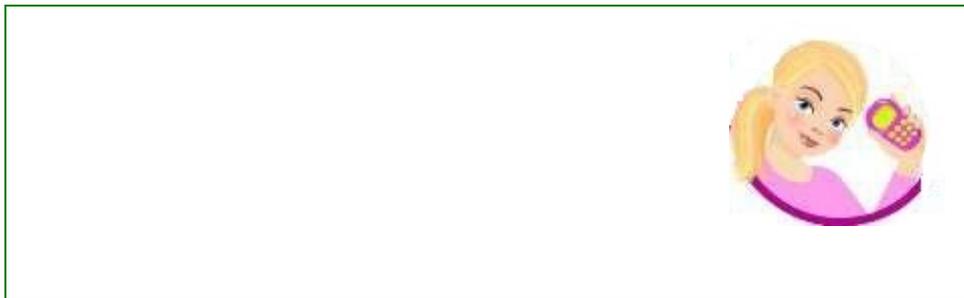
Many books are about friendship between characters. One list below tells us about things that often *bring* friends together and the other list tells us the qualities that often *keep* friends together.

Read the list below and highlight what things brought Jessie and Leslie together.

Things that bring friends together

• Neighbourhood	• Age
• Sport	• Hobbies
• Parents	• Pets
• Books	• School
• clubs	• Toys

Choose 5 things from the list that you think help you make new friends.

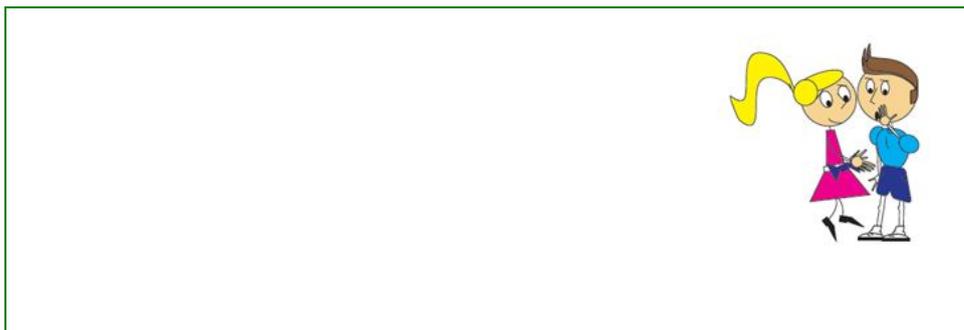


Read the list below and highlight what qualities kept Jessie and Leslie friends.

Qualities that keep friends together

• funny	• brave
• athletic	• creative
• quiet	• loyal
• understanding	• honest
• smart	• loving

Choose and list 5 qualities that you think are important in a friendship.



Match the words in the first column to the best available answer in the second column.

_____ speculation	1) excess or too much
_____ foundling	2) clown or fool
_____ jester	3) very serious
_____ exile	4) extremely hot
_____ obsessed	5) a group of three
_____ reluctant	6) a guess
_____ comprehend	7) great excitement
_____ surplus	8) preoccupied with one thought
_____ smirk	9) to look forward to something
_____ distracted	10) understand
_____ solemnly	11) mean or unfriendly
_____ crimson	12) dark red; almost purple
_____ scalding	13) to stare at
_____ retreating	14) force to leave a place
_____ pandemonium	15) unwilling to do something
_____ garish	16) going back
_____ hostile	17) a half-smile with an evil intent
_____ anticipation	18) an abandoned infant
_____ glare	19) gaudy or very showy
_____ trio	20) drew attention to something else

Reading for Pleasure

Time out to read and find out what happens in chapters 11 and 12 in *Bridge to Terabithia*.

Once you have finished reading, **record your thoughts in your reading log**.  
Go back to your Calendar task and enter the details for chapter 11 and 12



In Shock

Jess is in shock. Re-read paragraph 1 of chapter 11 This describes Jess' actions. They are not conscious action but reactions to something he does not want to believe. The name of the chapter, 'No' sums up his reaction. He doesn't want to accept what has happened.

The following paragraph from page 117 describes changing feelings that Jess is experiencing.

*Leslie – dead- girlfriend-rope-broke-fell-you-you-you.* The words exploded in his head like corn against the sides of the popper.  
*God – dead-you- Leslie – dead- you.*  
He ran until he was stumbling but he kept on, afraid to stop. Knowing somehow that running was the only thing that could keep Leslie from being dead. It was up to him. He had to keep going.

Choose and highlight ten words that best describe how Jess was feeling.

abandoned afraid anxious alone angry astonished bewildered betrayed  
cheated confused crushed depressed disbelieving drained devastated  
empty enraged helpless hurt isolated lonely miserable numb pessimistic  
punished resentful sad shaken sympathetic wounded

The remainder of the chapter describes Jess' family's reactions and how they treat him. Explain in your own words the difference in their behaviour towards Jess now.

---

---

---

---

---

Chapter 12 deals with the reactions of Leslie’s family, and Jess’ first visit to them after her death. This helps Jess move from feeling guilty to feeling angry. Jess runs from the old Perkins place, ‘... with angry tears streaming down his face’. Later when his father tries to comfort him he sobs, ‘I hate her. I hate her. I wish I’d never seen her in my whole life.’ (p129)

Now add words to the thought bubbles to show what else Jess may be thinking.



What did Bill ask Jess to do for him? Why was Jess pleased to be able to help Bill?

---

---

---

---

---

The feelings and reactions that Jess has to Leslie’s death are part of a theme about how to cope with death. The writer is showing how grief makes a character (Jess) react. In real life people can react in a similar way.



**Reading for Pleasure**

Time out to read and find out what happens in chapter 13 of *Bridge to Terabithia*. Once you have finished reading, **record your thoughts in your reading log.**



When you finished reading *Bridge to Terabithia*, did you feel the ending was satisfactory? Why?

**Choose one of the following** for your final task on *Bridge to Terabithia*. This is an oral activity which should be recorded using a video recorder or digital sound file on your computer.

Make sure you practise what you will say before you begin recording.

Record a list of facts you learned from the story.

Pretend you are a librarian recommending this book to someone. Persuade the reader with your reasons to read the book.

Make up a different ending to the book. Tell why you changed it.

If you could only save one character from the book in the event of a disaster, which one would it be and why? Record your reasons.



Tell about a time something similar to what happened in the story happened to you or someone you know.









Character Chart	
Characters names and ages	Words/phrases to describe appearance
<b>Jess</b>	
<b>Maybelle</b>	
<b>Leslie Burke</b>	
<b>Brenda</b>	
<b>Miss Edwards</b>	

Character Chart	
Words/phrases to describe personality	Interests, talents and hobbies

## Year 6: English

### Overview

#### Western Australian Curriculum

### Year 6 English

Content strands	
Language	
Literature	
Literacy	

Content Descriptions	
<b>Language</b>	
<b>Language Variation and Change</b>	
Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English ( <a href="#">ACELA1515</a> )	
<b>Language for Interaction</b>	
Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase ( <a href="#">ACELA1516</a> )	
Understand the uses of objective and subjective language and bias ( <a href="#">ACELA1517</a> )	
<b>Text Structure and Organisation</b>	
Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects ( <a href="#">ACELA1518</a> )	
Understand that cohesive links can be made in texts by omitting or replacing words ( <a href="#">ACELA1520</a> )	
Understand the uses of commas to separate clauses ( <a href="#">ACELA1521</a> )	
<b>Expressing and Developing</b>	
Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas ( <a href="#">ACELA1522</a> )	
Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases ( <a href="#">ACELA1523</a> )	

<b>Content Descriptions</b>	
<b>Language</b>	
Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts <a href="#">(ACELA1524)</a>	
Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion <a href="#">(ACELA1525)</a>	
<b>Phonics and Word Knowledge</b>	
Understand how to use knowledge of known words, word origins including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words including technical words <a href="#">(ACELA1526)</a>	
Understand how to use phonic knowledge and accumulated understandings about blending, letter-sound relationships, common and uncommon letter patterns and phonic generalisations to read and write increasingly complex words <a href="#">(ACELA1830)</a>	
<b>Literature</b>	
<b>Literature and Content</b>	
Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts <a href="#">(ACELT1613)</a>	
<b>Responding to Literature</b>	
Analyse and evaluate similarities and differences in texts on similar topics, themes or plots <a href="#">(ACELT1614)</a>	
Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts <a href="#">(ACELT1615)</a>	
<b>Examining Literature</b>	
Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style <a href="#">(ACELT1616)</a>	
<b>Creating Literature</b>	
Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse <a href="#">(ACELT1617)</a>	
Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice <a href="#">(ACELT1800)</a>	

Literacy	
Texts in Context	
Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches <a href="#">(ACELY1708)</a>	
Interacting with Others	
Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions <a href="#">(ACELY1709)</a>	
Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience <a href="#">(ACELY1816)</a>	
Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis <a href="#">(ACELY1710)</a>	
Interpreting, Analysing, Evaluating	
Analyse how text structures and language features work together to meet the purpose of a text <a href="#">(ACELY1711)</a>	
Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings <a href="#">(ACELY1712)</a>	
Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts <a href="#">(ACELY1713)</a>	
Analyse strategies authors use to influence readers <a href="#">(ACELY1801)</a>	
Creating Texts	
Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience <a href="#">(ACELY1714)</a>	
Re-read and edit students' own and others' work using agreed criteria and explaining editing choices <a href="#">(ACELY1715)</a>	
Develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose <a href="#">(ACELY1716)</a>	
Use a range of software, including word processing programs, learning new functions as required to create texts <a href="#">(ACELY1717)</a>	

**General Capabilities and Cross Curriculum Priorities**

<b>General capabilities</b>	
Literacy	
Numeracy	
Information and communication technology (ICT) capability	
Critical and creative thinking	
Personal and social capability	
Ethical understanding	
Intercultural understanding	

<b>Cross-curriculum priorities</b>	
Aboriginal and Torres Strait Islander histories and cultures	
Asia and Australia’s engagement with Asia	
Sustainability	

This resource contains extracts from The Western Australian Curriculum Version 8.1. © School Curriculum and Standards Authority.

The unaltered and most up to date version of this material is located at <http://wacurriculum.scsa.wa.edu.au/>



[creativecommons.org/licenses/by-nc-sa/3.0/au/](http://creativecommons.org/licenses/by-nc-sa/3.0/au/)





Department of  
**Education**



© Department of Education WA

Year 6

English

Learning Resource