

STAGE 3 LITERATURE UNIT - BRIDGE TO TERABITHIA BY KATHERINE PATERSON

Chapter 1 & 2	Teaching & Learning Syllabus Outcomes: TS3.1 TS3.2 TS3.3 TS3.4 RS3.5 RS3.6 RS3.7 RS3.8 WS3.9 WS3.10 WS3.11 WS3.12 WS3.13 WS3.14	Comprehension Strategy	Cluster Markers Comprehension/Vocab
1 Before Modelled Reading: Orientation to the Text	<p>* What predictions can you make from the title/illustrations? Look at the picture on the front cover. What does it make you think about? What does the picture remind you of? What type of text is this book and how should it be read? (realistic fiction) Are you familiar with the author? Who would like to read this type of book (discuss audience)?</p> <p>* The setting of Bridge to Terabithia is a farming town many miles north of Washington, D.C., during the early 1970s. Discuss how life in a farming community is different from city life. In which place—rural community or big city—are people more likely to accept newcomers who behave in ways they're not used to? Explain why you think so.</p> <p>* Discuss friendship. Why is it so important to have friends? How would you define a friend? Are most of your friends of the same gender—that is, do the boys in the group have male friends only? Do the girls in the group have female friends only?</p> <p>* Brainstorm the following questions: What risks would you be willing to take to form a friendship with a classmate of the opposite gender? Would the opinions of your classmates influence you? If so, how would they influence you? What risks would you be willing to take to develop goals and aspirations that were quite different from those of your family and your classmates?</p> <p>* Focus on spelling and meanings of unknown words prior to reading.</p> <p>* Demonstrate how to work out the meaning of a difficult word by verbalising your thoughts.</p> <p>* Vocabulary: Chapter 1 - screeched, despised, soothingly, crouched, grit, shebang, puny, crud, sloshed, plunked, slurped, scalding, scorching, squawked, primly, vinyl, deadweight, squinted, discarded. Chapter 2 - nauseatingly, pudgy, shuddered, muddled, seep, endure, suburbs, anticipation, pandemonium, allotted, snare, hypocritical, proverbial, fidgeting, cagey, huffily, thrashed, jaggedy</p>	<p>Predicting and Making Connections (use thinking partners when appropriate)</p>	<p>C11 Analyses and evaluates the ways that inference is used in a text to build understanding. C11 Re-examines sections of texts for evidence to support interpretations and opinions. C11 Evaluates a personal interpretation of a text by critically re-examining evidence within the text. C12 Interprets and critically analyses texts by responding to inferred meaning within a text and justifying interpretations using evidence. C12 Analyses texts to compare how language structures and features are used to position readers and viewers. V11 Demonstrates understanding of new words for new concepts. V11 Applies knowledge of prefixes and suffixes to understand the meanings of new words and to create new words. V12 Draws on knowledge of word origins to work out meaning of new words.</p>

Chapter 1 & 2	Teaching & Learning Syllabus Outcomes: TS3.1 TS3.2 TS3.3 TS3.4 RS3.5 RS3.6 RS3.7 RS3.8 WS3.9 WS3.10 WS3.11 WS3.12 WS3.13 WS3.14	Comprehension Strategy
2 Reading the Text	<p>Model reading using fluency and phrasing: Students can list difficult words during reading.</p> <p>Demonstrate monitoring and understanding by using "think alouds"- "I'd better re-read it". "I wonder what this word means. I'd better reread the sentence".</p> <p>Students use questioning strategy QUESTION WEBS/I WONDER...to gain meaning from the text.</p> <p>Students use summarising strategy: KEY WORD STRATEGY during reading - record on post-it notes.</p> <p>Discussion Questions - Chapter 1</p> <ol style="list-style-type: none"> 1. What are Jesse's plans for the morning? 2. What is Jesse's goal for the fifth grade? 3. How is Jesse's relationship with May Belle different from his relationship with his other sisters? 4. How will Jesse's older sister's day be different from Jesse's day? What are the girls going to do? What will Jesse do? 5. Based on this chapter, what can you infer about the Aaronses' lifestyle? Do you think they are wealthy? Middle class? poor? What information from the chapter helps you answer that question? 6. What is happening at the old Perkins place? 7. What is Jesse's reaction to the news? 8. Why do you think he has that reaction? <p>Chapter 2</p> <ol style="list-style-type: none"> 1. What is Jesses secret hobby? 2. What was Jesse's father's reaction to learning Jesse's dream of being an artist? 3. How would you describe Jesse's life at home? Use examples from the story to support your answer. 4. Who is Julia Edmonds? 5. How does Jesse feel about her? 6. Describe Jesse's relationship with his father. 7. Why do you think Jesse wasn't friendlier to Leslie the day he met her? 	<p>Monitoring and Clarifying, Questioning, Summarising (use thinking partners when appropriate)</p>

Chapter 1 & 2	Teaching & Learning Syllabus Outcomes: TS3.1 TS3.2 TS3.3 TS3.4 RS3.5 RS3.6 RS3.7 RS3.8 WS3.9 WS3.10 WS3.11 WS3.12 WS3.13 WS3.14	Comprehension Strategy	
3 After reading	<p>Literary Techniques -</p> <p>simile—a figure of speech which compares two different things using the words “like” or “as”</p> <p>onomatopoeia—a word that imitates a sound or is spelled like the sound</p> <p>personification—speaking of an animal or thing as if it has human qualities</p> <p>foreshadowing—giving a clue of something that will come later in the story</p> <p>hyperbole—an exaggeration used for effect but not meant literally.</p> <p>See Miliken Literature resource Guide p 4</p> <p>E.g. “Momma would be mad as flies in a fruit jar” is a simile on page 1. What does the comparison tell you? Why does this simile help you understand, or visualize, how angry Momma was?</p> <p>Students retell the chapter by referring to their KEY WORD STRATEGY notes.</p> <p>Students predict the plot to occur in the next chapter after discussion with their thinking partners - making inferences.</p> <p>Students make connections to themselves with characters and events -</p> <p>* Students use the Graphic Organizer: Compare and Contrast to compare and contrast their lives to Jesse’s life.</p> <p>* Students use the Graphic Organizer: Compare and Contrast to compare and contrast Lark Elementary School with Wallsend Public School.</p> <p>Writing in Your Literature Response Journal</p> <p>* Students write about one of these topics in their reading journal.</p> <ol style="list-style-type: none"> Put yourself in Mrs. Aarons’ place. Write about Jess’s racing practice from her point of view. From Jess’s point of view, he feels neglected, overworked, and ignored by his parents. Answer the following questions: Why does Jess feel this way? Do you agree or disagree with him, and why? Why does it seem as if Mr. and Mrs. Aarons are ignoring Jess—and are they really ignoring him? In spite of his feelings about his family, Jess is basically a kind person. Write about how he exhibits kindness toward his sister May Belle. What does May Belle do and say that endears her to Jess? <p>* What were your predictions, questions, observations, and connections as you read? Write about one of them in your journal. Check the response you chose.</p> <p><input checked="" type="checkbox"/> Prediction <input checked="" type="checkbox"/> Question <input checked="" type="checkbox"/> Observation <input checked="" type="checkbox"/> Connections</p>	<p>Summarising</p> <p>Predicting Making</p> <p>Connections</p> <p>(use thinking partners when appropriate)</p>	

STAGE 3 LITERATURE UNIT - BRIDGE TO TERABITHIA BY KATHERINE PATERSON

Chapter 3 & 4	Teaching & Learning Syllabus Outcomes: TS3.1 TS3.2 TS3.3 TS3.4 RS3.5 RS3.6 RS3.7 RS3.8 WS3.9 WS3.10 WS3.11 WS3.12 WS3.13 WS3.14	Comprehension Strategy	Cluster Markers Comprehension/Vocab
1 Before Modelled Reading: Orientation to the Text	<p>* Review previous chapter and make predictions.</p> <p>* Focus on spelling and meanings of unknown words prior to reading.</p> <p>* Demonstrate how to work out the meaning of a difficult word by verbalising your thoughts.</p> <p>* Vocabulary:</p> <p>Chapter 3 - swooshed, radiator, fluttered, retreating, inherited, roused, distribution, hoarsely, repulsive, conspicuous, eliminations, sarcasm, deliberately, conceited, quivering</p> <p>Chapter 4 - suspense, consolation, melodic, thrumming, zing, deliberately, suburban, consolidated, reassessing, rumpus, composition, liable, faltered, contempt, upheaval, ominously, scowl, abruptly, slunk, suspiciously, tearing, gully, intoxicated, plunge, vigorously, regally, siege, yearned, insufficiencies, tyrants, dictators, shinnying, sulked, fretting, revved, strive, solemn</p>	<p>Predicting and Making Connections (use thinking partners when appropriate)</p>	<p>C11 Analyses and evaluates the ways that inference is used in a text to build understanding.</p> <p>C11 Re-examines sections of texts for evidence to support interpretations and opinions.</p> <p>C11 Evaluates a personal interpretation of a text by critically re-examining evidence within the text.</p> <p>C12 Interprets and critically analyses texts by responding to inferred meaning within a text and justifying interpretations using evidence.</p> <p>C12 Analyses texts to compare how language structures and features are used to position readers and viewers.</p> <p>V11 Demonstrates understanding of new words for new concepts.</p> <p>V11 Applies knowledge of prefixes and suffixes to understand the meanings of new words and to create new words.</p> <p>V12 Draws on knowledge of word origins to work out meaning of new words.</p>

Chapter 3 & 4	Teaching & Learning Syllabus Outcomes: TS3.1 TS3.2 TS3.3 TS3.4 RS3.5 RS3.6 RS3.7 RS3.8 WS3.9 WS3.10 WS3.11 WS3.12 WS3.13 WS3.14	Comprehension Strategy
2 Reading the Text	<p>Model reading using fluency and phrasing: Students can list difficult words during reading.</p> <p>Demonstrate monitoring and understanding by using "think alouds"- "I'd better re-read it". "I wonder what this word means. I'd better reread the sentence".</p> <p>Students use questioning strategy QUESTION WEBS/I WONDER...to gain meaning from the text.</p> <p>Students use summarising strategy: KEY WORD STRATEGY during reading - record on post-it notes.</p> <p>Discussion Questions - Chapter 3</p> <ol style="list-style-type: none"> 1. Compare Leslie to the rest of the fifth graders. How is she different from them? 2. What is their reaction to her? 3. What happens with the races at recess? 4. How does Leslie end up being able to run? 5. How would you describe Leslie's relationship with Gary Fulcher? 6. What is Jesse's reaction to Leslie at the end of the chapter? Why do you think he acts the way he does? 7. What does Jessie think about the way Leslie runs? <p>Chapter 4</p> <ol style="list-style-type: none"> 1. What happens on Friday that is the high point for school for Jesse? 2. What are some of the things Jesse learns about Leslie and her life before she moved to Lark Creek? 3. What happens to Leslie after Mrs. Myers reads her essay? 4. What happens when Leslie gets on the bus and sits in the seventh grader's spot? 5. Tell about the incident between Jesse and Janice Avery. 6. What does Leslie offer May Belle in exchange for leaving her and Jesse alone? 7. Describe Terabithia. Where is it located? Where did its name come from? How do Jesse and Leslie feel about it? 8. How has life changed at school for Jesse? 9. At the end of Chapter Four, the change that comes over Jesse when he goes to Terabithia is described (page 46) Why do you think Jessie feels this way? How is Terabithia different from his life at school and his life at home? 	<p>Monitoring and Clarifying, Questioning, Summarising (use thinking partners when appropriate)</p>

Chapter 3 & 4	Teaching & Learning Syllabus Outcomes: TS3.1 TS3.2 TS3.3 TS3.4 RS3.5 RS3.6 RS3.7 RS3.8 WS3.9 WS3.10 WS3.11 WS3.12 WS3.13 WS3.14	Comprehension Strategy	
3 After reading	<p>Literary Techniques -</p> <p>simile—a figure of speech which compares two different things using the words “like” or “as”</p> <p>onomatopoeia—a word that imitates a sound or is spelled like the sound</p> <p>personification—speaking of an animal or thing as if it has human qualities</p> <p>foreshadowing—giving a clue of something that will come later in the story</p> <p>hyperbole—an exaggeration used for effect but not meant literally.</p> <p>See Miliken Literature resource Guide p 7</p> <ol style="list-style-type: none"> Copy two similes from this chapter and tell what the comparison means to you, the reader. What incident was foreshadowed on page 33? Why do you think the author chose to give you the clue about the incident before actually telling you about it? What is the metaphor used on page 33 to describe a student's relationship with Mrs. Meyers? What does this metaphor tell you about Mrs. Meyers? On page 39, the author uses personification to describe the trees and sun in the woods. Rewrite this sentence without personification, using instead, realistic adjectives for trees and the sun. How does your rewrite affect the image given in the story? Compare and contrast the dialect the author uses for May Belle's and Jess' speech with the dialogue used when Leslie speaks. Remember, dialect is a way of showing exactly how a person says something. An example of intuition is given on page 29 when the author refers to the ending of the Friday races. How do you know it is intuition? Find another example of intuition on page 31. What change occurs without any need of explanation? Why is Jess' comment on page 41 about saving the whales and shooting people an example of irony? The author uses a bit of humor on page 34 when she describes Jess' reaction to Leslie's essay: “He nearly drowned.” Why is this funny? Does it make you laugh? Why or why not? <p>Students retell the chapter by referring to their KEY WORD STRATEGY notes.</p> <p>Students predict the plot to occur in the next chapter after discussion with their thinking partners - making inferences.</p> <p>Students make connections to themselves with characters and events</p>	<p>Summarising</p> <p>Predicting Making</p> <p>Connections</p> <p>(use thinking partners when appropriate)</p>	

STAGE 3 LITERATURE UNIT - BRIDGE TO TERABITHIA BY KATHERINE PATERSON

Chapter 5 & 6	Teaching & Learning Syllabus Outcomes: TS3.1 TS3.2 TS3.3 TS3.4 RS3.5 RS3.6 RS3.7 RS3.8 WS3.9 WS3.10 WS3.11 WS3.12 WS3.13 WS3.14	Comprehension Strategy	Cluster Markers Comprehension/Vocab
1 Before Modelled Reading: Orientation to the Text	<p>* Review previous chapter and make predictions.</p> <p>* Focus on spelling and meanings of unknown words prior to reading.</p> <p>* Demonstrate how to work out the meaning of a difficult word by verbalising your thoughts.</p> <p>* Vocabulary: Chapter 5 & 6 revenge, vigorously, snuffled, moony, regicide, parapets, stricken, speculation, surplus, foundling, pitch, scrawling, desperate, prescribed, guardian, egged, jester, wretched, splurged, promptness</p>	<p>Predicting and Making Connections (use thinking partners when appropriate)</p>	<p>C11 Analyses and evaluates the ways that inference is used in a text to build understanding.</p> <p>C11 Re-examines sections of texts for evidence to support interpretations and opinions.</p> <p>C11 Evaluates a personal interpretation of a text by critically re-examining evidence within the text.</p> <p>C12 Interprets and critically analyses texts by responding to inferred meaning within a text and justifying interpretations using evidence.</p> <p>C12 Analyses texts to compare how language structures and features are used to position readers and viewers.</p> <p>V11 Demonstrates understanding of new words for new concepts.</p> <p>V11 Applies knowledge of prefixes and suffixes to understand the meanings of new words and to create new words.</p> <p>V12 Draws on knowledge of word origins to work out meaning of new words.</p>

Chapter 5 & 6	Teaching & Learning Syllabus Outcomes: TS3.1 TS3.2 TS3.3 TS3.4 RS3.5 RS3.6 RS3.7 RS3.8 WS3.9 WS3.10 WS3.11 WS3.12 WS3.13 WS3.14	Comprehension Strategy	
2 Reading the Text	<p>Model reading using fluency and phrasing: Students can list difficult words during reading.</p> <p>Demonstrate monitoring and understanding by using "think alouds"- "I'd better re-read it". "I wonder what this word means. I'd better reread the sentence".</p> <p>Students use questioning strategy QUESTION WEBS/I WONDER...to gain meaning from the text.</p> <p>Students use summarising strategy: KEY WORD STRATEGY during reading - record on post-it notes.</p> <p>Discussion Questions - Chapter 5</p> <ol style="list-style-type: none"> 1. Explain what happens with Janice Avery, May Belle, and the Twinkies. 2. Who comes up with the plan to get back at Janice Avery? 3. How do Jesse and Leslie get back at her? 4. Why did Jesse and Leslie choose that method to get revenge? 5. Afterwards, why is Leslie surprised by Jesse's response to the plan? 6. What do you think Jesse means when he says, "Maybe I got this thing for Janice like you got this thing for killer whales"? 7. What might the title of this chapter, "The Giant Killers" symbolise? <p>Chapter 6</p> <ol style="list-style-type: none"> 1. Why does Jesse feel so out of place and angry with his family? 2. What does the amount of time and thought Jesses goes through trying to find a gift for Leslie indicate about how he feels about her and the Christmas gift? 3. What does he give her for Christmas? 4. What does Leslie get Jesse for Christmas? 5. Whatdotheirgiftsreflectabouttheirrelationship? 6. What are some of the events that take place on CHristmas morning at Jesse's house? 7. What redeeming events happen when Jesse goes to milk the cow? 8. Why does Jesse think it feels like Christmas again? 	<p>Monitoring and Clarifying, Questioning, Summarising (use thinking partners when appropriate)</p>	

Chapter 5 & 6	Teaching & Learning Syllabus Outcomes: TS3.1 TS3.2 TS3.3 TS3.4 RS3.5 RS3.6 RS3.7 RS3.8 WS3.9 WS3.10 WS3.11 WS3.12 WS3.13 WS3.14	Comprehension Strategy	
3 After reading	<p>Literary Techniques -</p> <p>simile—a figure of speech which compares two different things using the words “like” or “as”</p> <p>onomatopoeia—a word that imitates a sound or is spelled like the sound</p> <p>personification—speaking of an animal or thing as if it has human qualities</p> <p>foreshadowing—giving a clue of something that will come later in the story</p> <p>hyperbole—an exaggeration used for effect but not meant literally.</p> <p>See Miliken Literature resource Guide p 10</p> <p>E.g. 1. What metaphor on page 49 shows Jess' image of fighting Janice Avery? Why do you think the author chose this comparison?</p> <p>2. Write the metaphor used on page 53 to describe Mr. Turner's reaction to sneaky boys and girls. What do you think would really happen if he caught a kid sneaking around the school?</p> <p>3. An idiom is a way of making a statement without saying exactly what you mean. For example, if you said, “Go climb a tree,” you would mean, “Leave me alone.” What idiom is used on page 51 to tell something about Janice Avery? What does it mean? Students retell the chapter by referring to their KEY WORD STRATEGY notes. Students predict the plot to occur in the next chapter after discussion with their thinking partners - making inferences. Students make connections to themselves with characters and events -</p>	<p>Summarising</p> <p>Predicting Making</p> <p>Connections</p> <p>(use thinking partners when appropriate)</p>	

STAGE 3 LITERATURE UNIT - BRIDGE TO TERABITHIA BY KATHERINE PATERSON

Chapter 7 & 8	Teaching & Learning Syllabus Outcomes: TS3.1 TS3.2 TS3.3 TS3.4 RS3.5 RS3.6 RS3.7 RS3.8 WS3.9 WS3.10 WS3.11 WS3.12 WS3.13 WS3.14	Comprehension Strategy	Cluster Markers Comprehension/Vocab
<p>1 Before Modelled Reading: Orientation to the Text</p>	<p>* Review previous chapter and make predictions. * Focus on spelling and meanings of unknown words prior to reading. * Demonstrate how to work out the meaning of a difficult word by verbalising your thoughts. * Vocabulary: Chapter 7- inclined, reluctant, exiled, romp, dregs, nuisance, tolerated, prospectors, garish, fared, realm, encounter, alcove, hernia, vile Chapter 8- wail, wheeding, complacent, teats, rhythmically, spectacle, cease, garbled, dunce, hunched, rooting, dread, clambered, fliunce, sanctuary, vile, ravelled, conspiring, emerging, sporadically, vanquished, repented, perceive, discern.</p>	<p>Predicting and Making Connections (use thinking partners when appropriate)</p>	<p>C11 Analyses and evaluates the ways that inference is used in a text to build understanding. C11 Re-examines sections of texts for evidence to support interpretations and opinions. C11 Evaluates a personal interpretation of a text by critically re-examining evidence within the text. C12 Interprets and critically analyses texts by responding to inferred meaning within a text and justifying interpretations using evidence. C12 Analyses texts to compare how language structures and features are used to position readers and viewers. V11 Demonstrates understanding of new words for new concepts. V11 Applies knowledge of prefixes and suffixes to understand the meanings of new words and to create new words. V12 Draws on knowledge of word origins to work out meaning of new words.</p>

Chapter 7 & 8	Teaching & Learning Syllabus Outcomes: TS3.1 TS3.2 TS3.3 TS3.4 RS3.5 RS3.6 RS3.7 RS3.8 WS3.9 WS3.10 WS3.11 WS3.12 WS3.13 WS3.14	Comprehension Strategy	
2 Reading the Text	<p>Model reading using fluency and phrasing: Students can list difficult words during reading.</p> <p>Demonstrate monitoring and understanding by using "think alouds"- "I'd better re-read it". "I wonder what this word means. I'd better reread the sentence".</p> <p>Students use questioning strategy QUESTION WEBS/I WONDER...to gain meaning from the text.</p> <p>Students use summarising strategy: KEY WORD STRATEGY during reading - record on post-it notes.</p> <p>Discussion Questions - Chapter 7</p> <ol style="list-style-type: none"> 1. How does Jesse feel about Leslie's father when the Bourke's start working on the renovations to the house? 2. How is Jesse different from Mr. Burke as far as his ability to work on the house? 3. When Jesse and Leslie return to Terabithia, what do they discover? 4. Why do you think Jesse convinced Leslie to see if she could help Janice Avery? 5. What is the unspoken rule at Clark Creek about home and school? 6. Do you think Leslie gave Janice Avery good advice? Why or why not? <p>Chapter 8</p> <ol style="list-style-type: none"> 1. What kind of spring weather are they having? 2. Why are Ellie and Brenda fighting? 3. What has happened to Jesse's dad? What does that mean for the family? 4. How is Jesse able to convince his mother that Leslie should go to church with them on Easter? 5. Compare jesse's reaction to church with Leslie's reaction. How are they different? 6. Contrast May Belle's view of God with Leslie's view. how are they different? 7. Why is it so difficult for Jesse to answer Leslie and May Belle's questions about God and the Bible? 	<p>Monitoring and Clarifying, Questioning, Summarising (use thinking partners when appropriate)</p>	

Chapter 7 & 8	Teaching & Learning Syllabus Outcomes: TS3.1 TS3.2 TS3.3 TS3.4 RS3.5 RS3.6 RS3.7 RS3.8 WS3.9 WS3.10 WS3.11 WS3.12 WS3.13 WS3.14	Comprehension Strategy	
3 After reading	<p>Literary Techniques -</p> <p>simile—a figure of speech which compares two different things using the words “like” or “as”</p> <p>onomatopoeia—a word that imitates a sound or is spelled like the sound</p> <p>personification—speaking of an animal or thing as if it has human qualities</p> <p>foreshadowing—giving a clue of something that will come later in the story</p> <p>hyperbole—an exaggeration used for effect but not meant literally.</p> <p>See Miliken Literature resource Guide p 18</p> <p>E.g. 2. What simile is used on page 79 to describe Brenda and Ellie? Do you think this is an appropriate simile for the girls? Why or why not?</p> <p>3. What is the idiom on page 79 which tells Brenda’s reaction to her father’s comments about being quiet? What does this idiom really mean?</p> <p>4. On page 80, Jess uses a hyperbole to describe his sisters to Leslie. Write the hyperbole and tell what it really means.</p> <p>5. Draw a picture which illustrates the idiom used by Jess’ mother on page 82.</p> <p>6. Describe how Brenda and Ellie look in their fine Easter clothes. Base your description on the simile found on pages 82-83.</p> <p>Students retell the chapter by referring to their KEY WORD STRATEGY notes.</p> <p>Students predict the plot to occur in the next chapter after discussion with their thinking partners - making inferences.</p> <p>Students make connections to themselves with characters and events -</p>	<p>Summarising</p> <p>Predicting Making</p> <p>Connections</p> <p>(use thinking partners when appropriate)</p>	

STAGE 3 LITERATURE UNIT - BRIDGE TO TERABITHIA BY KATHERINE PATERSON

Chapter 9 & 10	Teaching & Learning Syllabus Outcomes: TS3.1 TS3.2 TS3.3 TS3.4 RS3.5 RS3.6 RS3.7 RS3.8 WS3.9 WS3.10 WS3.11 WS3.12 WS3.13 WS3.14	Comprehension Strategy	Cluster Markers Comprehension/Vocab
1 Before Modelled Reading: Orientation to the Text	<ul style="list-style-type: none"> * Review previous chapter and make predictions. * Focus on spelling and meanings of unknown words prior to reading. * Demonstrate how to work out the meaning of a difficult word by verbalising your thoughts. * Vocabulary: scrawny, flank, vaulted, hurting, accusation, constricting, leisurely, chaos, despising, traitorous, emphasis. 	<p>Predicting and Making Connections (use thinking partners when appropriate)</p>	<p>C11 Analyses and evaluates the ways that inference is used in a text to build understanding. C11 Re-examines sections of texts for evidence to support interpretations and opinions. C11 Evaluates a personal interpretation of a text by critically re-examining evidence within the text. C12 Interprets and critically analyses texts by responding to inferred meaning within a text and justifying interpretations using evidence. C12 Analyses texts to compare how language structures and features are used to position readers and viewers. V11 Demonstrates understanding of new words for new concepts. V11 Applies knowledge of prefixes and suffixes to understand the meanings of new words and to create new words. V12 Draws on knowledge of word origins to work out meaning of new words.</p>

Chapter 9 & 10	Teaching & Learning Syllabus Outcomes: TS3.1 TS3.2 TS3.3 TS3.4 RS3.5 RS3.6 RS3.7 RS3.8 WS3.9 WS3.10 WS3.11 WS3.12 WS3.13 WS3.14	Comprehension Strategy	
2 Reading the Text	<p>Model reading using fluency and phrasing: Students can list difficult words during reading.</p> <p>Demonstrate monitoring and understanding by using "think alouds"- "I'd better re-read it". "I wonder what this word means. I'd better reread the sentence".</p> <p>Students use questioning strategy QUESTION WEBS/I WONDER...to gain meaning from the text.</p> <p>Students use summarising strategy: KEY WORD STRATEGY during reading - record on post-it notes.</p> <p>Discussion Questions - Chapter 9</p> <ol style="list-style-type: none"> 1. What is preventing Jesse and Leslie from going to Terabithia? 2. What is the state of the creek when they get to it? 3. How does Jesse feel about crossing the creek? 4. What do Jesse and Leslie do to try to stop the rain? 5. What does Jesse realise is different about his and Leslie's attitudes about crossing the creek? <p>Chapter 10</p> <ol style="list-style-type: none"> 1. What does Jesse mean when he says he wants a gut transplant? 2. Who is on the phone for Jesse? What is the purpose of the call? 3. What does Jesse think as they pass Millsburg? 4. How does Jesse feel about the museum? 5. What scene that particularly strikes him does Jesse see after lunch? 6. How does Jesse feel about the day? 7. What happens when he enters the house? 8. What do you think is meant by the statement, "He squinted his eyes as though trying to peer down a dark drain pipe"? p 102 	<p>Monitoring and Clarifying, Questioning, Summarising (use thinking partners when appropriate)</p>	

Chapter 9 & 10	Teaching & Learning Syllabus Outcomes: TS3.1 TS3.2 TS3.3 TS3.4 RS3.5 RS3.6 RS3.7 RS3.8 WS3.9 WS3.10 WS3.11 WS3.12 WS3.13 WS3.14	Comprehension Strategy	
3 After reading	<p>Literary Techniques -</p> <p>simile—a figure of speech which compares two different things using the words “like” or “as”</p> <p>onomatopoeia—a word that imitates a sound or is spelled like the sound</p> <p>personification—speaking of an animal or thing as if it has human qualities</p> <p>foreshadowing—giving a clue of something that will come later in the story</p> <p>hyperbole—an exaggeration used for effect but not meant literally.</p> <p>See Miliken Literature resource Guide p 19</p> <p>E.g. 1. The author begins this chapter with personification. Rewrite the first two sentences without personification. Be careful not to change the meaning of the sentences.</p> <p>2. What onomatopoeia is used to describe Judy's typewriter on page 87?</p> <p>3. The sentence on page 88 which compares the creek with the TV show, The Ten Commandments, uses both metaphor and personification. Copy the metaphor and label it “M,” then copy the personification and label it “P.”</p> <p>5. An analogy is used on page 99 when Jess compares entering the gallery with stepping inside the pine grove. Why is this an analogy and not a simile?</p> <p>6. Two examples of personification can be found on page 101. Both tell something about the sun shining. Copy the two sentences, then rewrite them without personification.</p> <p>7. Leslie's death was foreshadowed in Chapter 8. Find the foreshadowing and copy the state- ment. Did you catch the foreshadowing when you read Chapter 8 the first time? Why do you think the author gave so subtle a clue?</p> <p>8. Why is the title of this chapter ironic?</p> <p>Students retell the chapter by referring to their KEY WORD STRATEGY notes.</p> <p>Students predict the plot to occur in the next chapter after discussion with their thinking partners - making inferences.</p> <p>Students make connections to themselves with characters and events -</p> <p>* What were your predictions, questions, observations, and connections as you read? Write about one of them in your journal. Check the response you chose.</p> <p><input checked="" type="checkbox"/> Prediction <input checked="" type="checkbox"/> Question</p> <p><input checked="" type="checkbox"/> Observation <input checked="" type="checkbox"/> Connections</p>	<p>Summarising</p> <p>Predicting Making</p> <p>Connections</p> <p>(use thinking partners when appropriate)</p>	

STAGE 3 LITERATURE UNIT - BRIDGE TO TERABITHIA BY KATHERINE PATERSON

Chapter 11 & 12	Teaching & Learning Syllabus Outcomes: TS3.1 TS3.2 TS3.3 TS3.4 RS3.5 RS3.6 RS3.7 RS3.8 WS3.9 WS3.10 WS3.11 WS3.12 WS3.13 WS3.14	Comprehension Strategy	Cluster Markers Comprehension/Vocab
1 Before Modelled Reading: Orientation to the Text	<ul style="list-style-type: none"> * Review previous chapter and make predictions. * Focus on spelling and meanings of unknown words prior to reading. * Demonstrate how to work out the meaning of a difficult word by verbalising your thoughts. * Vocabulary: scrawny, flank, vaulted, hurting, accusation, constricting, leisurely, chaos, despising, traitorous, emphasis. 	<p>Predicting and Making Connections (use thinking partners when appropriate)</p>	<p>C11 Analyses and evaluates the ways that inference is used in a text to build understanding. C11 Re-examines sections of texts for evidence to support interpretations and opinions. C11 Evaluates a personal interpretation of a text by critically re-examining evidence within the text. C12 Interprets and critically analyses texts by responding to inferred meaning within a text and justifying interpretations using evidence. C12 Analyses texts to compare how language structures and features are used to position readers and viewers. V11 Demonstrates understanding of new words for new concepts. V11 Applies knowledge of prefixes and suffixes to understand the meanings of new words and to create new words. V12 Draws on knowledge of word origins to work out meaning of new words.</p>

Chapter 11 & 12	Teaching & Learning Syllabus Outcomes: TS3.1 TS3.2 TS3.3 TS3.4 RS3.5 RS3.6 RS3.7 RS3.8 WS3.9 WS3.10 WS3.11 WS3.12 WS3.13 WS3.14	Comprehension Strategy	
2 Reading the Text	<p>Model reading using fluency and phrasing: Students can list difficult words during reading.</p> <p>Demonstrate monitoring and understanding by using "think alouds"- "I'd better re-read it". "I wonder what this word means. I'd better reread the sentence".</p> <p>Students use questioning strategy QUESTION WEBS/I WONDER...to gain meaning from the text.</p> <p>Students use summarising strategy: KEY WORD STRATEGY during reading - record on post-it notes.</p> <p>Discussion Questions - Chapter 11</p> <ol style="list-style-type: none"> 1. What is Jesse's reaction to the news? 2. What happens when Jesse wakes up in the middle of the night? 3. How are things different in the morning? 4. What is Jesse's reaction to the pancakes? 5. Where do his parents want to take him? 6. Why do you think Jesse reacts the way he does to the pancakes and his father's request to take him to pay respects? <p>Chapter 12</p> <ol style="list-style-type: none"> 1. What is happening at the Bourke's house? 2. What does Jesse realize about the way he will be treated at school? 3. How does Bill respond to Jesse and what is Jesse's reaction? 4. What is Jesse's reaction to Bill saying Leslie was cremated? 5. What does Jesse do after leaving the old Perkins place? 6. Why do you think Jesse is so angry? 7. Explain what happens between Jesse and his dad. 	<p>Monitoring and Clarifying, Questioning, Summarising (use thinking partners when appropriate)</p>	

Chapter 11 & 12	Teaching & Learning Syllabus Outcomes: TS3.1 TS3.2 TS3.3 TS3.4 RS3.5 RS3.6 RS3.7 RS3.8 WS3.9 WS3.10 WS3.11 WS3.12 WS3.13 WS3.14	Comprehension Strategy	
3 After reading	<p>Students retell the chapter by referring to their KEY WORD STRATEGY notes. Students predict the plot to occur in the next chapter after discussion with their thinking partners - making inferences. Students make connections to themselves with characters and events -</p> <p>* What were your predictions, questions, observations, and connections as you read? Write about one of them in your journal. Check the response you chose.</p> <p><input checked="" type="checkbox"/> Prediction <input checked="" type="checkbox"/> Question <input checked="" type="checkbox"/> Observation <input checked="" type="checkbox"/> Connections</p>	<p>Summarising Predicting Making Connections (use thinking partners when appropriate)</p>	

STAGE 3 LITERATURE UNIT - BRIDGE TO TERABITHIA BY KATHERINE PATERSON

Chapter 13	Teaching & Learning Syllabus Outcomes: TS3.1 TS3.2 TS3.3 TS3.4 RS3.5 RS3.6 RS3.7 RS3.8 WS3.9 WS3.10 WS3.11 WS3.12 WS3.13 WS3.14	Comprehension Strategy	Cluster Markers Comprehension/Vocab
1 Before Modelled Reading: Orientation to the Text	<ul style="list-style-type: none"> * Review previous chapter and make predictions. * Focus on spelling and meanings of unknown words prior to reading. * Demonstrate how to work out the meaning of a difficult word by verbalising your thoughts. * Vocabulary: scrawny, flank, vaulted, hurting, accusation, constricting, leisurely, chaos, despising, traitorous, emphasis. 	<p>Predicting and Making Connections (use thinking partners when appropriate)</p>	<p>C11 Analyses and evaluates the ways that inference is used in a text to build understanding. C11 Re-examines sections of texts for evidence to support interpretations and opinions. C11 Evaluates a personal interpretation of a text by critically re-examining evidence within the text. C12 Interprets and critically analyses texts by responding to inferred meaning within a text and justifying interpretations using evidence. C12 Analyses texts to compare how language structures and features are used to position readers and viewers. V11 Demonstrates understanding of new words for new concepts. V11 Applies knowledge of prefixes and suffixes to understand the meanings of new words and to create new words. V12 Draws on knowledge of word origins to work out meaning of new words.</p>

Chapter 13	Teaching & Learning Syllabus Outcomes: TS3.1 TS3.2 TS3.3 TS3.4 RS3.5 RS3.6 RS3.7 RS3.8 WS3.9 WS3.10 WS3.11 WS3.12 WS3.13 WS3.14	Comprehension Strategy	
2 Reading the Text	<p>Model reading using fluency and phrasing: Students can list difficult words during reading.</p> <p>Demonstrate monitoring and understanding by using "think alouds"- "I'd better re-read it". "I wonder what this word means. I'd better reread the sentence".</p> <p>Students use questioning strategy QUESTION WEBS/I WONDER...to gain meaning from the text.</p> <p>Students use summarising strategy: KEY WORD STRATEGY during reading - record on post-it notes.</p> <p>Discussion Questions - Chapter 13</p> <ol style="list-style-type: none"> 1. What does Jesse want to do at the beginning of the chapter? Why? 2. How does Jesse get to Terabithia? 3. What does he do when he gets there? 4. What problem does May Belle have? 5. Describe Jesse's behaviour as he helps May Belle. 6. Explain why Jesse is surprised by Mrs Myers' talk in the hall? 7. Do you think this was a good way to end the novel? Why or why not? 	<p>Monitoring and Clarifying, Questioning, Summarising (use thinking partners when appropriate)</p>	

Chapter 13	Teaching & Learning Syllabus Outcomes: TS3.1 TS3.2 TS3.3 TS3.4 RS3.5 RS3.6 RS3.7 RS3.8 WS3.9 WS3.10 WS3.11 WS3.12 WS3.13 WS3.14	Comprehension Strategy	
3 After reading	<p>Literary Techniques -</p> <p>simile—a figure of speech which compares two different things using the words “like” or “as”</p> <p>onomatopoeia—a word that imitates a sound or is spelled like the sound</p> <p>personification—speaking of an animal or thing as if it has human qualities</p> <p>foreshadowing—giving a clue of something that will come later in the story</p> <p>hyperbole—an exaggeration used for effect but not meant literally.</p> <p>See Miliken Literature resource Guide p 4</p> <p>E.g. “Momma would be mad as flies in a fruit jar” is a simile on page 1. What does the comparison tell you? Why does this simile help you understand, or visualize, how angry Momma was?</p> <p>Students retell the chapter by referring to their KEY WORD STRATEGY notes.</p> <p>Students predict the plot to occur in the next chapter after discussion with their thinking partners - making inferences.</p> <p>Students make connections to themselves with characters and events -</p> <p>* What were your predictions, questions, observations, and connections as you read? Write about one of them in your journal. Check the response you chose.</p> <p><input checked="" type="checkbox"/> Prediction <input checked="" type="checkbox"/> Question <input checked="" type="checkbox"/> Observation <input checked="" type="checkbox"/> Connections</p>	<p>Summarising Predicting Making Connections (use thinking partners when appropriate)</p>	