

# Character Description Lesson Plans for 6 Book Club Meetings

The following preview shows all of the Book Club Meetings for Bridge to Terabithia by Katherine Paterson

## 4 Part Lesson Plans

**Book Club**  
**Bridge to Terabithia**  
 By: Katherine Paterson  
 Grade Level: 5 / Guided Reading Level: T

**Discussion Questions and New Vocabulary**

**Meeting #4**  
**A Note About the Discussion Questions and Vocabulary**  
 Suggested discussion questions and new vocabulary words are listed below to help guide the conversation. Some of the questions are open-ended and have more than one right answer.  
 New vocabulary words can be reviewed prior to assigning the reading or as a group after reading the selection. In either instance, remember to model problem solving strategies (context clues, Greek/Latin roots, prefixes/suffixes). Depending on your students' needs, you may find that you need to add the discussion of the meaning of other words within each of the chapters.

**Chapter 6 Discussion Questions:**

1. What does Jess give Leslie for Christmas?  
 Answer: He gives her a puppy. (pg. 77)
2. How does Jess feel his dad is not happy with the racing car set he received for Christmas?  
 Answer: Because the cars run off the track. (pg. 80)
3. What does Leslie give to Jess?  
 Answer: She gives him paint and art paper. (pg. 78)

**Chapter 6 New Vocabulary:**

1. **Foundling** (pg. 73) – a baby that is found after being left by its parents
2. **Trickster** (pg. 79) – a man who in the past was kept by a ruler to amuse people by acting silly and telling jokes

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Guided Reading Level

Discussion Questions by Chapter

Key Vocabulary by Chapter

Specific Instructional Focus

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**Identify Character Traits of the Main Characters by Citing the Text**

**Meeting #3 Continued**  
**Kick-off the Book Club Meeting (5-7 minutes)**

- Gather students – remind them to bring everything they might need for Book Club (book, Reader's Notebook, pencil, etc.).
- Review the conversation prompts on the Book Club Calendar.
- Invite students to begin the conversation by sharing things they found interesting, funny, or confusing.
- If needed, initiate the discussion using one of the discussion questions for the chapter or focus on vocabulary.
- Focus on developing respectful conversation using the conversation prompts provided on the Book Club Calendar.
- Ask students to share from their Character Analysis Charts what they have discovered about Leslie.

**Time to Teach: Identify Character Traits of the Main Characters by Citing the Text (7-10 minutes)**

- Remind students that we have been discussing the ways readers analyze characters.
  - Examining dialogue, character thoughts, actions, and motives, etc.
- Review **Leslie's Character Analysis Chart**.
  - Focus on the first row
  - Explain that we can identify a single character trait by inferring how Leslie feels when she needs someone to play with.
  - Identify words that match the character description.
    - Possible answers: lonely, isolated, outcast
- Explain to students that we should be able to describe the character with one descriptive word for each part of the text we have cited on the Character Analysis Chart.
- Write the word "Lonely" under the "Character Trait" column on the Character Analysis Chart.

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Step by Step Guided Mini Lesson

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**How Dialogue Develops Characters**

**Meeting #5 Continued**

Sample Reader's Notebook Entry		
Dialogue (page no.)	What it shows about Leslie	What it shows about Jess
"Leslie, if she were an animal predator, we'd be obliged to try to help her." (93)		Jess is comparing Janice to an animal. They would help an animal if it needed them. He is smarter about real-life things than Leslie is.
Leslie gave him a funny look. "But Janice Avery?" (93)	Leslie is surprised that Jess feels sorry for Janice, because Leslie sees Janice as the enemy.	
"Regicide. Did I ever tell you the story of Hamlet?" (67)	Leslie has read a lot and has a large vocabulary. She has even read Shakespeare. Jess is in awe of her.	

**Take Time to Reflect (2 minutes)**

- Distribute the Student Self-Evaluation Assessments.
- Ask students to reflect on the work they are doing by completing the self-evaluation form.
- Collect the evaluation forms (the forms will be sent home on the last day of Book Club along with any notes from the teacher).

**Wrap Up the Book Club Meeting**

- Assign students to independently read **Chapter 13**.
- Tell students to find dialogue that shows the relationship between Jess and Leslie and cite it in their Reader's Notebook.
- Determine as a group when the Book Club should meet again. Monitor students as they record the assignment on their Book Club Calendar.

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Sample Reader's Notebook Entries

Reflection and Self-Evaluation

Scheduling and Reader Responsibility

**Introduce Character Analysis and Citing Text**

**Notice How Characters Interact And Change**

**How Dialogue Develops Characters**

**Compare and Contrast Characters**

**Identify the Main Characters in a Story**

**Identify Character Traits of the Main Characters After Citing the Text**

**Take Time to Reflect (2 minutes)**

- Distribute the Student Self-Evaluation Assessments.
- Ask students to reflect on the work they did in Book Club by completing the self-evaluation form.
- Collect the evaluation forms (the forms will be sent home on the last day of Book Club along with any notes from the teacher).

**Wrap Up the Book Club Meeting**

- Assign students to independently read **Chapter 13**.
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