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## EASY MARKING™ ANSWER KEY .....

## GRAPHIC ORGANIZERS .....

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# C. S. Lewis

**C**live Staples Lewis was born on November 29, 1898 in Belfast, Ireland. His mother was Florence Lewis, the daughter of a Church of Ireland priest. His father was Richard Lewis, a solicitor. When Lewis was a boy, he decided he didn't like the name Clive. He loved a small dog named Jacksie and took the name for his own. He refused to answer to any other name. He would be known as Jack to friends and family for the rest of his life. Lewis was close with his older brother Warren. The pair spent time imagining their own land of Boxen, which had its own history.



At age 10, following his mother's death, Lewis' father sent him to a series of private boarding schools. He went to Cherbourg House preparatory school. During that time, he drifted away from his Christian roots. He became more and more interested in mythology and spent a great amount of time studying Norse and Greek myths. In 1916, Lewis earned a scholarship to attend University College, Oxford. Shortly afterward, he joined the Officers' Training Corps at the university. Within months he was shipped to France to do his part in the First World War.

In April 1918, Lewis was wounded by a British shell. In December he returned to Oxford. By 1925, he had graduated and became a teacher at Magdalen College. He stayed in the role

for nearly 30 years. There, he joined a group called The Inklings. This group also happened to include J.R.R. Tolkien. During this time, his faith in Christianity was restored. By the mid '20s, Lewis had begun publishing his own writing. His first book, *Dymor* was published in 1926. His first science fiction work, *Out of the Silent Planet* was published in 1938. In 1949, Lewis began writing what would become some of his best-known works, *The Chronicles of Narnia*. The seven book series went on to sell more than 100 million copies. Lewis succumbed to renal failure and died in November 1963.

• Author C.S. Lewis was close friends with *Lord of the Rings* author J.R.R. Tolkien.

**Did You Know?** • Lewis enlisted in the British army during the First World War and was sent home after being wounded by shrapnel.

• Lewis drew away from his faith when he was young, but embraced Christianity again later in life.



# Chapters Three to Four

Answer the questions in complete sentences.

- Do you think the Witch will find out what Mr. Tumnus did? Why or why not?  
\_\_\_\_\_  
\_\_\_\_\_
- Do you think Lucy will tell the others what she found in the wardrobe?  
\_\_\_\_\_  
\_\_\_\_\_

### Vocabulary

With a straight line, connect each word on the left with its meaning on the right.

- hoax
- rapped
- stern
- jeered
- sneered
- spiteful
- elder
- jolly
- hereafter
- sledge

- Knocked or tapped.
- Something that's done with the intention to cause harm emotionally.
- Serious or unsmiling.
- Happy and cheerful.
- A funny or mean joke or prank.
- Teased or mocked.
- An insulting smile or smirk.
- A vehicle with runners on the bottom, often pulled over snow or ice.
- A person of greater age.
- From now on or in the future.



# Chapters Five to Six

1. Circle **T** if the statement is TRUE or **F** if it is FALSE.

- T F a) Lucy is two years younger than Edmund.
- T F b) Susan and Peter tell Lucy's story to the professor.
- T F c) Peter says things that are real, are real all the time.
- T F d) The big fur coats look like royal robes on the children.
- T F e) The Witch's real name is Janis.

2. Complete each sentence with a word from the list.

briskly    horrid    probable    chiefly    fraternizing

- "Nothing is more \_\_\_\_\_," said the professor.
- "Where are we going anyway?" said Susan, \_\_\_\_\_ for the sake of changing the subject.
- Everyone agreed to this and off they went walking \_\_\_\_\_ and stamping their feet.
- "That's what it means by comforting the Queen's enemies and \_\_\_\_\_ with humans."
- "I've a \_\_\_\_\_ feeling that Lu is right," said Susan.

# Chapters Eight to Nine

Answer each question with a complete sentence.

- What does Mr. Beaver suppose the White Witch might do to Mr. Tumnus?  
\_\_\_\_\_  
\_\_\_\_\_
- Who is Aslan and what is he?  
\_\_\_\_\_  
\_\_\_\_\_
- Why does Mr. Beaver believe the White Witch will keep Edmund alive as long as she doesn't have the other children?  
\_\_\_\_\_  
\_\_\_\_\_
- What excuse does Edmund use to justify his actions? How does he really feel?  
\_\_\_\_\_  
\_\_\_\_\_
- How does Edmund betray the others?  
\_\_\_\_\_  
\_\_\_\_\_
- What is the name of the chief of the White Witch's secret police?  
\_\_\_\_\_



### Journaling Prompt

Edmund has fully betrayed his brother and sisters. Do you think they will be able to forgive him? If Mr. Beaver suspected Edmund was under the Witch's spell, why do you think he didn't say anything? If you were Edmund's sister or brother, how would you handle his actions and why? Answer all of these questions in a few paragraphs.



## Chapters 1 to 5

### Character Study

Is there one character from the book that you really like? This is your chance. Pick a character from *The Lion, the Witch and the Wardrobe*. Write a character study about that person or creature. A character study helps people get to know a character.

In your first paragraph, give some simple details about your character. This can be age, looks, likes, and dislikes. Give some information about the character's background. Is your character smart? Shy?

Does your character have any weaknesses or strengths? Talk about them in your next paragraph. Write about how these details affect your character's decisions. Your character study should also share some of the conflict your character faces. This will include both within their own mind and with other people.

How do all of these things impact the thoughts, feelings, and actions of your character? Talk about them in your final paragraph. Decide whether the character's choices make sense considering these factors.



## Chapters 4 to 7

### Interview with a Witch

Jadis, the White Witch and self-proclaimed Queen of Narnia holds all its residents under threat of being turned to stone. All of Narnia suffers constant winter. All who speak of the Witch say she is vile and evil. But, we really don't get to see the Witch's perspective in *The Lion, the Witch and the Wardrobe*.

In this activity, you will be playing the role of a reporter. You will be interviewing the Witch. Get together in groups of two. Between yourselves, decide who will be the Witch and who will be the reporter.

The reporter will write down questions to try to understand the Witch's motivations. The person playing the Witch will come up with interesting answers to the questions. The finished product should be typed and follow a question and answer format.



## Word Search Puzzle

Find the following words from the story. The words are written horizontally, vertically, diagonally, and some are written backwards.

abide	eternal	hush	romp	stern
blame	faun	liberated	royal	thickets
cordial	gloomy	nibble	sneered	triumph
dismay	gracious	panting	snigger	valiant
dreadful	hoax	risk	splendid	vermin

l	i	b	e	r	a	t	e	d	e	m	v	a	m	s	i	d	s
h	w	l	a	w	b	j	y	q	l	f	z	p	x	j	c	v	p
d	b	a	k	q	i	a	h	p	s	n	e	r	e	d	c	l	
r	o	m	b	r	d	n	g	u	r	b	f	r	q	v	u	m	e
e	b	e	b	d	e	l	p	y	s	e	m	a	n	p	c	u	n
a	l	k	y	k	g	w	a	j	z	h	u	i	l	a	d	i	d
d	r	l	a	i	d	r	o	c	o	x	b	p	g	n	l	a	i
f	d	r	b	o	f	s	h	a	r	b	n	a	f	t	r	h	d
u	v	e	r	m	i	n	w	i	l	n	c	k	o	i	t	a	d
l	o	e	x	y	r	b	s	e	o	t	b	q	e	n	w	i	p
s	k	z	k	t	e	u	n	a	n	h	n	h	e	g	t	s	m
k	s	i	r	o	t	o	r	r	g	p	a	e	u	z	x	o	
f	w	s	n	l	g	g	e	r	v	m	d	m	i	z	r	a	r
a	g	j	c	j	l	t	d	q	u	z	x	c	m	l	x	f	c
u	x	a	o	h	s	i	y	i	r	o	y	a	l	a	a	y	m
n	r	n	p	g	e	b	r	e	s	i	e	u	f	s	z	v	s
g	l	o	o	m	y	t	v	t	x	s	t	e	k	c	i	h	t



## Comprehension Quiz

Answer each question in a complete sentence.

- Name the four main human characters in the book. 2
- Who is the first character to discover Narnia? Who is the first character from Narnia who is introduced? 2
- What is strange about the weather in Narnia at the beginning of the book? Why? 3
- What is strange about time in Narnia? 2
- Who is the main antagonist of the book? What is this character's real name? 2
- What tasty treat begins to change Edmund? 1
- How does Edmund change after his first encounter with a resident of Narnia? 4

SUBTOTAL: /16

## Creatures Featured

The Witch's fortress was crammed with all manner of mythological creatures. Still, more joined the White Witch's army. Use this organizer to list and describe the looks and backgrounds of some of the creatures from the book.

character description	character description
character drawing	

NAME: \_\_\_\_\_

After You Read 



# Chapter Eleven

Answer each question with a complete sentence.

1. What does the Witch order Maugrim to do?  
\_\_\_\_\_  
\_\_\_\_\_
2. Why weren't the wolves able to follow the trail of the children and the beavers?  
\_\_\_\_\_  
\_\_\_\_\_
3. Why was the sledge journey terrible for Edmund?  
\_\_\_\_\_
4. What was the only way Edmund could comfort himself?  
\_\_\_\_\_  
\_\_\_\_\_
5. What did Edmund first notice about the changing weather?  
\_\_\_\_\_  
\_\_\_\_\_
6. What might the Witch's reaction to the mention of Aslan tell you about her?  
\_\_\_\_\_  
\_\_\_\_\_

### Journaling Prompt

Spring has come to Narnia. Now that the snow has begun to melt, the Witch can no longer travel using her sledge. What impact could this event have on Peter, Lucy and Susan? What impact could there be on Edmund? Does Spring signify something? If so, what? Answer these questions in a few paragraphs.

1.

She orders him to take the swiftest wolves to the house of the beavers and kill anyone they find there. She says if they are already gone, travel to the Stone Table and don't be seen.

2.

The storm covered their footprints with snow and the scent was cold.

3.

He didn't have a coat.

4.

The only way he could comfort himself was to believe the whole thing was a dream and he could wake up at any moment.

5.

The snow was wetter than it had ever been and every minute it grew foggier and warmer.

6.

Answers will vary, but may include: The Witch wants to hear no mention of Aslan. This reaction suggests she fears Aslan and the response the mention of his name might bring from the other creatures in Narnia.

31

1.

Answers will vary.

2.

Answers will vary.

### Vocabulary

Sentences will vary.

32

1.

- a) Deep
- b) Magic
- c) gravely
- d) shriller
- e) Table
- f) Stone
- g) spear
- h) secret
- i) hill
- j) engraved
- k) scepter

2.

- a)  C
- b)  A

3.

- c)  D
- d)  C

33

1.

They see Aslan at the centre of a mix of creatures crowded around him.

2.

Peter says he was angry at Edmund and thinks that helped him to go wrong.

3.

To Peter, the castle looked like a great star resting on the seashore.

4.

Peter doesn't feel brave, he feels sick. He realizes Susan is in trouble and despite how he feels he rushes toward the wolf and attacks.

5.

The Witch used her magic to disguise she and the dwarf as a tree stump and a boulder.

6.

Answers will vary.

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# EASY MARKING ANSWER KEY

## The Lion, the Witch and the Wardrobe – Gr. 5-6

- **RSL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RSL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **RSL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
- **RSL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- **RSL.5.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **RSL.5.6** Describe how a narrator's or speaker's point of view influences how events are described.
- **RSL.5.9** Compare and contrast stories in the same genre on their approaches to similar themes and topics.
- **RSL.5.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
- **RSL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.6.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RSL.6.3** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- **RSL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- **RSL.6.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- **RSL.6.6** Explain how an author develops the point of view of the narrator or speaker in a text.
- **RSL.6.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.5.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.
- **RSFS.5.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **WS.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **A)** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. **B)** Provide logically ordered reasons that are supported by facts and details. **C)** Link opinion and reasons using words, phrases, and clauses. **D)** Provide a concluding statement or section related to the opinion presented.
- **WS.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **A)** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. **B)** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **C)** Link ideas within and across categories of information using words, phrases, and clauses. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Provide a concluding statement or section related to the information or explanation presented.
- **WS.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. **C)** Use a variety of transitional words, phrases, and clauses to manage the sequence of events. **D)** Use concrete words and phrases and sensory details to convey experiences and events precisely. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **WS.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- **WS.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.5.9** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.6.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s) and organize the reasons and evidence clearly. **B)** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from the argument presented.
- **WS.6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate transitions to clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from the information or explanation presented.
- **WS.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- **WS.6.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- **WS.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 6 Reading standards* to literature. **B)** Apply *grade 6 Reading standards* to literary nonfiction.

NAME: \_\_\_\_\_



# Chapters Eight to Nine

Answer each question with a complete sentence.

1. What does Mr. Beaver suppose the White Witch might do to Mr. Tumnus?

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2. Who is Aslan and what is he?

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3. Why does Mr. Beaver believe the White Witch will keep Edmund alive as long as she doesn't have the other children?

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4. What excuse does Edmund use to justify his actions? How does he really feel?

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5. How does Edmund betray the others?

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6. What is the name of the chief of the White Witch's secret police?

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### Journaling Prompt

**Edmund has fully betrayed his brother and sisters. Do you think they will be able to forgive him? If Mr. Beaver suspected Edmund was under the Witch's spell, why do you think he didn't say anything? If you were Edmund's sister or brother, how would you handle his actions and why? Answer all of these questions in a few paragraphs.**



## Chapters 1 to 5

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## Chapters 4 to 7

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# Creatures Featured



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**character description**

**character description**

**character drawing**