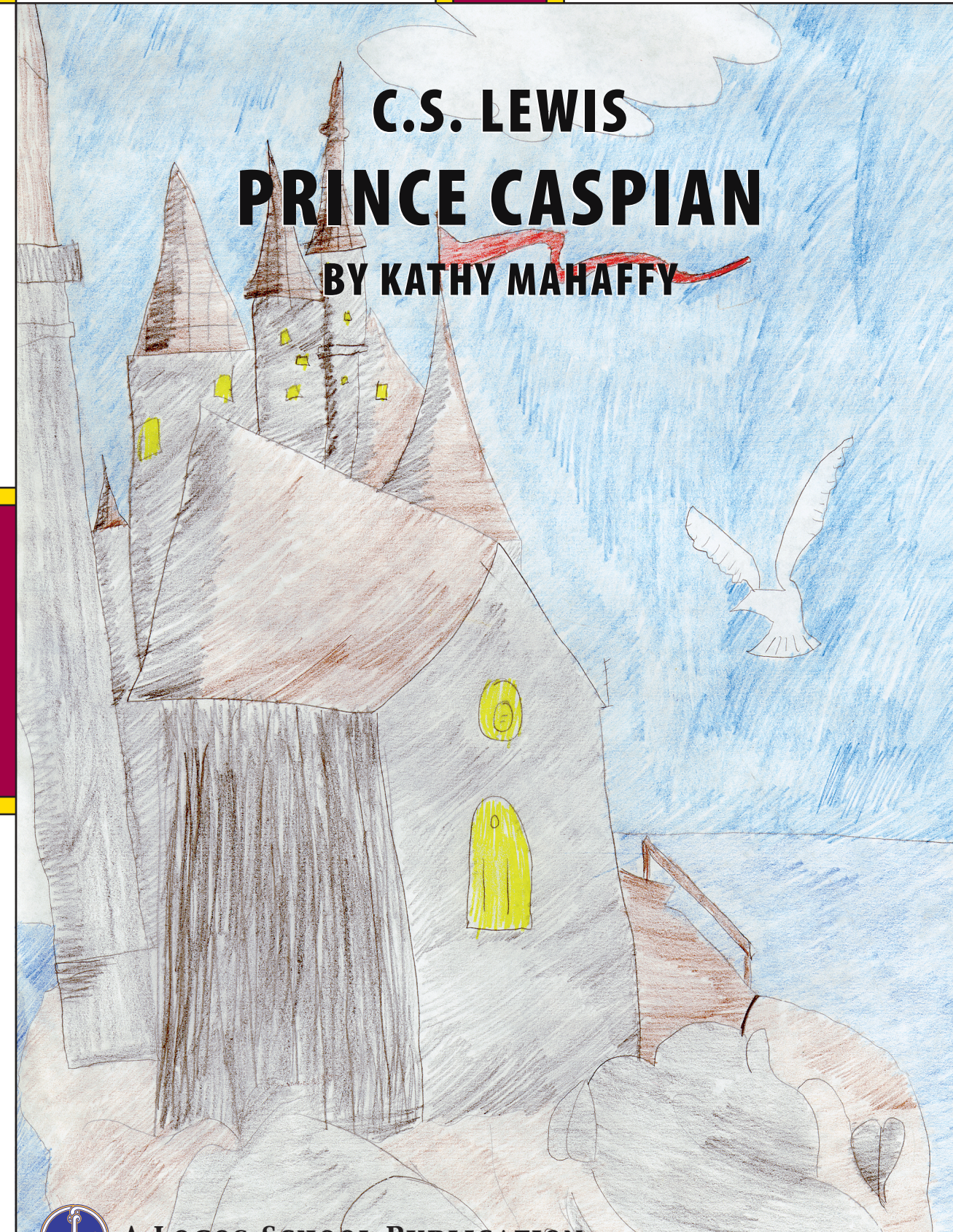


A READING COMPREHENSION GUIDE



C.S. LEWIS
PRINCE CASPIAN
BY KATHY MAHAFFY



A LOGOS SCHOOL PUBLICATION

The Horse and His Boy

C. S. Lewis

by
Kathy Mahaffy

Logos School Literature Series

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ISBN 1-930443-38-2 C108 The Horse and His Boy

Cover design by Paige Atwood Design, Moscow, Idaho
Original cover art by Caitlin Owsley, a 6th grade student at Logos School

Logos School Materials 110 Baker Street Moscow, Idaho 83843

Call Toll Free 866-562-2174 for a free catalog or visit www.logosschool.com

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Suggestions for use

This booklet contains a comprehension sheet for each chapter, answer keys, a vocabulary list, various worksheets reviewing parts of speech, a creative writing assignment, crossword and juggle puzzles, and a final test.

Before reading a chapter, it is encouraged that the student look up the definitions for the vocabulary words corresponding to that chapter. If it is difficult to find the definition in the dictionary, the student may find the meaning in the context of his reading.

In order for the students to know what is expected of them, some instruction will be needed before beginning the comprehension questions. The following six-point grading scale is used.

1. One point is awarded when the student begins his answer with a capital letter.
2. One point is awarded when the student ends his answer with an end mark.
3. One point is awarded when the student restates the question in the answer. For example, if the question reads, "Who is the author of the book?", the answer should be, "The author of the book is C. S. Lewis."
4. A correct answer is worth anywhere from one to three points. This allows the teacher to give partial credit for an answer that is not completely correct.

In order to make this booklet more useful to a wider group of abilities, a section entitled "**A Bit More...**" has been added to the basic comprehension questions. These questions should be used by students at a higher grammar level or as discussion questions for lower grammar level students.

The answer keys at the end of this booklet contain the main element that needs to be present in order to answer the question correctly.

Understanding vocabulary is vital to comprehending what is being read. The following four step exercise gives meaning to the unfamiliar vocabulary.

- Step 1: Find the word in the chapter and write it out in context. This may be done by writing the complete sentence where the word is found or, if the sentence is too lengthy, by writing a few of the words on either side of the vocabulary word.
- Step 2: Guess the meaning from the context and write it down.
- Step 3: Look the word up in the dictionary and write the definition.
- Step 4: Use the word in a sentence.

In order to reinforce learning of the vocabulary words, the student should do one of the following after reading the chapter.

1. Write original sentences using each of the vocabulary words correctly or
2. Write a brief explanation of how the word is used in the chapter.

Periodically, along with the comprehension sheet, you will find a worksheet reviewing and practicing a grammatical skill. Common nouns, adverbs, homonyms, and other parts of speech are the focus of these worksheets.

The creative writing assignment is included to give the student an opportunity to hone his writing skills. This assignment may be tailored to focus on skills being taught in the student's English curriculum (descriptive or narrative writing, for example).

The puzzles included are for fun and review!

The student should take the test after finishing the book. The test may be taken using the book and should be graded as follows:

1. Each item in the **Matching** section is worth one point.
2. Each blank in the **Fill in the Blank** section is worth one point.
3. Each answer in the **Short Answer** section should be graded in the same way as the comprehension questions for each individual chapter.

Name: _____

Date: _____

The Horse and His Boy

C.S. Lewis

Introduction

Fill out the following information about this book:

TITLE: _____

AUTHOR: _____

ILLUSTRATOR: _____

PUBLISHER: _____

This book is an example of: FICTION NON-FICTION POETRY (circle one)

For the following chapters, list the title and the page number where you would find the chapter.

<u>Chapter</u>	<u>Title</u>	<u>Page</u>
3	_____	_____
8	_____	_____
11	_____	_____
15	_____	_____

The Horse and His Boy

C.S. Lewis

Answer Keys

Chapter 1

1. The Tarkaan knew that Shasta wasn't the son of Arsheesh because the boy's skin was fair and white, while Arsheesh's skin was dark.
2. Arsheesh and the Tarkaan were bargaining over the price that the Tarkaan would pay to buy Shasta.
3. What was surprising about the Tarkaan's horse was that it could talk.
4. Bree proposed that he and Shasta run away. He wanted Shasta to come along because everyone would think that he was a stray horse if he had no rider.
5. At the beginning of the chapter it said that the boy that lived with Arsheesh *called* him Father, rather than saying that Arsheesh *was* his father.

Chapter 2

1. Bree was afraid that rolling in the grass was a bad habit that he had picked up from dumb horses.
2. The first sound Bree heard was another horse. The second sound was lions.
3. Hwin and Aravis joined Bree and Shasta in their escape.
4. Bree explained that using the Tarkaan's money wouldn't be stealing because the money was booty. Various answers will be given in agreement or disagreement.

Chapter 2 – Common Nouns

Various answers.

Chapter 3

1. Aravis ran away because her father had promised her in marriage to Ahoshta Tarkaan.
2. Shasta didn't enjoy the journey because Bree and Aravis talked together and he felt left out.
3. Hwin's plan was adopted. The plan was to put on disguises and walk through the city.
4. The two groups were to meet at the Tombs of the Ancient Kings if they became separated.

Chapter 4

1. It was difficult for Aravis to enter the city dressed as a beggar walking with a horse, when she felt that she ought to arrive on a litter with soldiers and slaves.
2. The one traffic regulation in Tashbaan was that everyone who was less important had to get out of the way for everyone who was more important.
3. The Narnians mistook Shasta for Corin, the son of the King of Archenland.
4. Edmund and Susan were in Tashbaan to see if Susan should marry Prince Rabadash.