

# The Lion, the Witch, and the Wardrobe

C. S. Lewis

by  
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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.

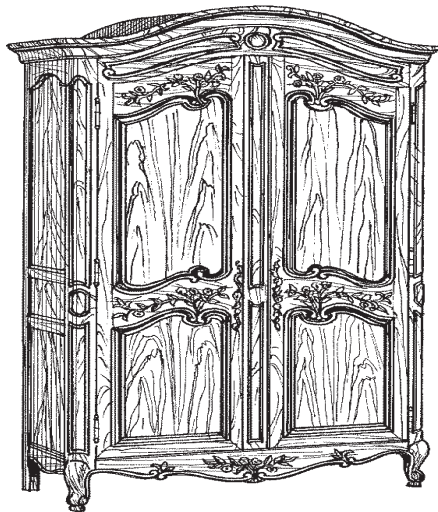
Periodically, along with the comprehension sheet, you will find a worksheet reviewing and practicing a grammatical skill. Common nouns, adverbs, synonyms, and other parts of speech are the focus of these worksheets.

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.



# The Lion, the Witch, and the Wardrobe

C. S. Lewis

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Introduction

Fill out the following information about this book:

TITLE: \_\_\_\_\_

AUTHOR: \_\_\_\_\_

ILLUSTRATOR: \_\_\_\_\_

PUBLISHER: \_\_\_\_\_

This book is an example of : FICITION    NON-FICITION    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              | _____        | _____       |
| 12             | _____        | _____       |
| 17             | _____        | _____       |

# The Lion, the Witch, and the Wardrobe

C. S. Lewis

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Chapter 1: Lucy Looks into a Wardrobe

1. What did the children decide to do during the rain? \_\_\_\_\_

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2. What is a wardrobe? \_\_\_\_\_

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3. In what way did the wardrobe change after Lucy stepped in? \_\_\_\_\_

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4. What does a Faun look like? \_\_\_\_\_

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## Answer Key

### Chapter 1

1. During the rain the children decided to explore the old house.
2. A wardrobe is a piece of furniture in which to hang clothes.
3. After Lucy stepped into the wardrobe, trees appeared and there was snow on the ground.
4. A Faun looks like a man from the waist up and a goat from the waist down.

### Chapter 2

1. To be a Son of Adam or a Daughter of Eve means to be a human boy or girl.
2. Narnia is all the land that lies between the lamp-post and Cair Paravel.
3. The White Witch makes it always winter in Narnia.
4. Mr. Tumnus thought that he was a bad Faun because he was going to kidnap Lucy and take her to the White Witch.
5. Various answers.

### Chapter 2 - Common Nouns

Various answers

### Chapter 3

1. Only a few moments had passed in the real world since Lucy went into the wardrobe.
2. The children thought that Lucy was making up a story.
3. Edmund went into the wardrobe to tease Lucy.
4. The Queen of Narnia (or the White Witch) met Edmund when he arrived in Narnia
5. The Queen asked Edmund, “*What* are you?” because she wanted to know what sort of creature he was.

### Chapter 4

1. The Queen made a warm drink and Turkish Delight from a drop of liquid.
2. The enchanted Turkish Delight was special because anyone who tasted it would want more and more of it.
3. The Queen wanted Edmund to bring his brother and sisters to her.
4. Lucy said that the Queen was the White Witch.
5. Edmund felt sick because he had eaten too many sweets and because he found out that the Lady was a dangerous witch.

### Chapter 5

1. Edmund let Lucy down by telling Peter and Susan that he and Lucy were pretending to be in Narnia.
2. Peter and Susan were beginning to think that Lucy was losing her mind.
3. The three possibilities of which the Professor spoke were that Lucy was a) telling lies, b)mad, or c) telling the truth.
4. The children jumped into the wardrobe because they were hiding from Mrs. Macready and the visitors.