A Reading Comprehension Guide

by Kathy Mahaffy and David Kohl

Suggestions for use

This booklet contains a comprehension sheet for each chapter, answer keys, a vocabulary list, 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.

The creative writing assignment is included to give the student an opportunity to hone their 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: _____

C. S. Lewis

Introduction

Fill out the fo	ollowing informa	ntion about this l	book:			
TITLE:						
AUTHOR: _						
ILLUSTRAT	OR:					
PUBLISHER	:					
This book is a	an example of:	FICTION	NON-FICTION	POETRY	(circle one)	
For the follow	ving chapters, lis	st the title and th	ne page number where yo	u would find the	chapter.	
<u>Chapter</u>	<u>Title</u>				<u>Page</u>	
3						
8						
11						
15						

Name:	
Date: _	

C. S. Lewis

Chapter 1: The Wrong Door				
1.	Why was Digory living with his Uncle Andrew and Aunt Letty?			
2.	Where were Polly and Digory going when they walked through the tunnel?			
3.	Whom did the children find in the furnished room?			
4.	What did Polly touch, and what happened to her?			
A	Bit More			
5.	What is peculiar about Uncle Andrew?			

Answer Key

Chapter 1:

- 1. Digory was living with his Uncle Andrew and Aunt Letty because his mother was dying and they were taking care of her.
- 2. Polly and Digory were trying to get to the empty house on the other side of Digory's house when they walked through the tunnel.
- 3. The children found Uncle Andrew in the furnished room.
- 4. Polly touched a yellow ring, and then she disappeared.
- 5. Uncle Andrew seemed peculiar because he had awful eyes, a mop of gray hair, and long white fingers. People thought that he was mad. He had a study in which no one was allowed to go. He also performed strange experiments.

Chapter 2:

- 1. Mrs. Lefay gave Uncle Andrew an old box filled with dust from another world.
- 2. If someone touched the dust, they would be drawn back to the place from which the dust came.
- 3. If someone used the green ring, it would bring them back to their world.
- 4. Digory went to the Otherworld to find Polly and bring her back.
- 5. Uncle Andrew didn't test the rings himself because he said that, since he was performing the experiments, he shouldn't participate in them, but actually he was a coward.
- 6. Uncle Andrew thought that it was permissible for himself to lie because he believed that great thinkers who had great wisdom didn't have to follow common rules. Answers will vary as to why they agree/disagree.

Chapter 3:

- 1. Digory saw many trees, small pools, and a green light when he arrived in the Otherworld.
- 2. The wood reminded Digory of the tunnel under the slates at home.
- 3. Digory wanted to jump into other pools and explore other worlds before going back home.
- 4. The children marked the pool that would take them home by cutting a long piece of turf by the side of the pool.
- 5. Uncle Andrew was wrong about how the rings worked because he thought that the yellow rings took people out of the real world and that the green rings brought them home. Actually the yellow rings took people into the Wood and the green rings took them to other worlds outside of the Wood.

Chapter 3 - Common Nouns:

Various answers