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The pages which follow are a few sample pages taken from the *LitPlan TeacherPack™* title you have chosen to view. They include:

- Table of Contents
- Introduction to the *LitPlan Teacher Pack™*
- first page of the Study Questions
- first page of the Study Question Answer Key
- first page of the Multiple Choice Quiz Section
- first Vocabulary Worksheet
- first few pages of the Daily Lessons
- a Writing Assignment
- first page of the Extra Discussion Questions
- first page of the Unit Test Section

If you wish to see a sample of an entire *LitPlan Teacher Pack™*, go to the link on our home page to view the entire *Raisin in the Sun LitPlan Teacher Pack™*. Since all of the *Teacher Packs™* are in the same format, this will give you a good idea of what to expect in the full document.

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TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK™

for

The Lion, the Witch, and the Wardrobe

based on the book by

C. S. Lewis

Written by

Susan R. Woodward

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ISBN 978-1-58337-398-9  
Item No. 304775

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## INTRODUCTION

This LitPlan has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *The Lion, the Witch and the Wardrobe*. It includes twenty lessons supported by extra resource materials.

The **introductory lesson** introduces students to C.S. Lewis and his world. Students will work in teams to complete a questionnaire about the author of the Narnia Chronicles. Following the introductory activity, students are given a transition to explain how the activity relates to the book they are about to read. Following the transition, students are given the materials they will be using during the unit. At the end of the lesson, students begin the pre-reading work for the first reading assignment.

The **reading assignments** are approximately thirty pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for 10 vocabulary words they will encounter in their reading.

The **study guide questions** are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple choice version for occasional quizzes.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part worksheet for 10 vocabulary words for each upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II nails down the definitions of the words by giving students dictionary definitions of the words and having students match the words to the correct definitions based on the words' contextual usage. Students should then have an understanding of the words when they meet them in the text.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a **review** of the most important events and ideas presented in the reading assignments.

After students complete reading the work, there is a **vocabulary review** lesson which pulls together all of the fragmented vocabulary lists from the reading assignments and gives students a review of all of the words they have studied. One of these will take the form of "Vocabulary Baseball" which will allow students to demonstrate that they not only recognize a word from its definition, but they can use it in correctly in a sentence. Students are expected to use their vocabulary words in the three writing assignments.

## UNIT OBJECTIVES - *The Lion, the Witch and the Wardrobe*

1. Through reading Lewis's *The Lion, the Witch and the Wardrobe*, students will study the themes of heroism, forgiveness, and change/coming of age.
2. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical, and personal.
3. Students will trace the development of the Pevensie children through their adventures in Narnia using "The Hero's Journey" developed by Joseph Campbell.
4. Students will be given the opportunity to practice reading aloud and silently to improve their skills in each area.
5. Students will read and write about the Blitz in London, the 9/11/2001 bombing of the World Trade Center and the Pentagon, and contemporary heroes.
6. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *The Lion, the Witch and the Wardrobe* as they relate to the author's theme development.
7. Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with the novel.
8. The writing assignments in this unit are geared to several purposes:
  - a. To have students demonstrate their abilities to inform, to persuade, or to express their own personal ideas  
Note: Students will demonstrate ability to write effectively to inform by developing and organizing facts to convey information. Students will demonstrate the ability to write effectively to persuade by selecting and organizing relevant information, establishing an argumentative purpose, and by designing an appropriate strategy for an identified audience. Students will demonstrate the ability to write effectively to express personal ideas by selecting a form and its appropriate elements.
  - b. To check the students' reading comprehension
  - c. To make students think about the ideas presented by the novel
  - d. To encourage logical thinking
  - e. To provide an opportunity to practice good grammar and improve students' use of the English language.
9. Students will read aloud, report, and participate in large and small group discussions to improve their public speaking and personal interaction skills.

READING ASSIGNMENT SHEET - *The Lion, the Witch and the Wardrobe*

Date Assigned	Chapters Assigned	Date Completed
	1-2	
	3-4	
	5-6	
	7-8	
	9-10	
	11-12	
	13-14	
	15-17	

UNIT OUTLINE - *The Lion, the Witch and the Wardrobe*

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Introduction	Review C.S.Lewis PVR 1-2	Study ? 1-2 PV 3-4 Nonfiction Assignment	R 3-4  Writing #1	Study ? 3-4 Peer Editing PVR 5-6
<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
Study ? 5-6 PVR 7-8	Study ? 7-8 Character Poster PVR 9-10	Study ? 9-10  PVR 11-12	Study? 11-12 Provoking Question PVR 13-14	Study ? 13-14  PVR 15-17
<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
Study ? 15-17 Figurative Language Mini-lesson	Hero's Journey	Hero's Journey	Vocab Review	Writing #2
<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>
Peer Editing Writing #3	Writing #3 Continued	Extra Discussion Questions	Unit Review	Unit Test

Key: P = Preview Study Questions    V = Vocabulary Work    R= Read

## LESSON ONE

### Objectives

1. To introduce students to the author C. S. Lewis
2. To introduce students to *The Lion, the Witch and the Wardrobe*
3. To distribute books and other related materials\_

### Activity #1

Have students count off into five teams. Each team will be given a set of questions about author C. S. Lewis. Using the in-class resources or resources at the library/media center students will search for the answers to the questions about C. S. Lewis's life. Have each group complete the questionnaire and turn in at the end of the class.

### Activity #2

Distribute the materials students will use in this unit. Explain in detail how students are to use the materials that had been given to them.

Study Guides Students should read the study guide questions for each reading assignment prior to beginning the reading assignment to get a feeling for what events and ideas are important in the section they are about to read. After reading the section, students will (as a class or individually) answer the questions to review the important events and ideas from that section of the book. Students should keep the study guides as study materials for the unit test.

Vocabulary Prior to reading a reading assignment, students will do vocabulary work related to the section of the book they are about to read. Following the completion of the reading of the book, there will be a vocabulary review of all the words used in the vocabulary assignments. Students should keep their vocabulary work as study materials for the unit test.

Reading Assignment Sheet You need to fill in the reading assignment sheet to let students know by when their reading has to be completed. You can either write the assignment sheet up on a side blackboard or bulletin board and leave it there for students to see each day, or you can make copies for each student to have. In either case, you should advise students to become very familiar with the reading assignments so they know what is expected of them.

Extra Activities Center The Unit Resource Materials portion of this LitPlan contains suggestions for an extra library of related books and articles in your classroom as well as crossword and word search puzzles. Make an extra activities center in your room where you will keep these materials for students to use. (Bring the books and articles in from the library and keep several copies of the puzzles on hand.) Explain to students that these materials are available for students to use when they finish reading assignments or other class work early.

Nonfiction Assignment Sheets (2 copies) Explain to students that they each are to read at least two non-fiction pieces at some time during the unit (one about The Blitz on London in the 1940's and one about the 9/11/001 bombings). Students will fill out a nonfiction assignment sheet after completing each of the reading assignments to help you (the teacher) evaluate their



## WRITING ASSIGNMENT 1 *The Lion, the Witch and the Wardrobe*

### PROMPT

You are reading about the Pevensie children who were removed from their London home because of Germany's Blitz on the city in the 1940's. During World War II, many families were separated as children were sent to the English countryside to escape the bombings. As a result, some family members never saw one another again. On 11 September 2001, thousands of American families were affected by the terrorist bombings of the World Trade Center in New York City, the Pentagon in Washington, D.C., and the United Airlines Flight 93 that crashed just outside Pittsburgh, Pennsylvania. Like the frightened children of the Blitz, many American children wondered about the fate of adult family members after 9/11. In these instances, childhood innocence is lost as youngsters become witnesses to the atrocities of war. Your assignment is to write an essay comparing the effects of war on families (especially as they relate to children) resulting from these events.

### PREWRITING

You have read articles about the Blitz and 9/11. Take a few moments to think about how the Blitz and 9/11 affected families and children. Make one column for the Blitz and one column for 9/11. What was the affect of the Blitz on family? Put your thoughts in the Blitz column. What was the effect of 9/11 on families? Jot your ideas in the 9/11 column. Look for similarities. Then come to a general conclusion you can make about your ideas. This will be your thesis statement.

### DRAFTING

Introduce your topic in the first paragraph, being sure to end with a thesis statement. Then write three body paragraphs, each describing a profound similarity between the effects of the Blitz and 9/11 on families. Be sure to include any appropriate quotations or information from your articles in your body paragraphs as support for your thesis. Also, incorporate at least three vocabulary words from the unit into your essay. Finally, conclude by attempting to formulate a hypothesis about why people do not seem to learn from history. End the conclusion by challenging your reader in some way.

### PEER CONFERENCE/REVISING

When you finish the draft, ask another student to look at it. You may want to give the student your worksheets and articles so he/she can double check to see you have included all the information you intended to include. After reading, he/she should tell you what is best about your essay, which parts were difficult to understand or follow, and ways in which your essay could be improved. Reread your essay considering your critic's comments and make the corrections you think are necessary.

### PROOFREADING/EDITING

Do a final proofreading of your essay, double-checking your grammar, spelling, organization, and the clarity of your ideas.