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Teaching Guidelines

PREPARING TO READ:

I. Review

- A. Orally review any previous vocabulary.
- B. Review the plot of the book as read so far.
- C. Periodically review the concepts of character, setting, and plot.

II. Study Guide Preview

- A. Reading Notes:
 - Read aloud together.
 - This section gives the student key characters, places, and terms that are relevant to a particular time period, etc.
- B. Vocabulary:
 - Read aloud together so that students will recognize words when they come across them in their reading.
 - Look at each word within the context that it is used, and help your student come up with the best synonym that defines the word. (Make sure it is a synonym the student knows the meaning of.)
 - Record the word's meaning in the students' study guides. (Use students' knowledge of Latin and other vocabulary to decipher meanings.)
- C. Comprehension Questions:
 - Read through these questions with students to encourage purposeful reading.

III. Reading

- A. Student reads the chapter (or selection of the chapter for that lesson) independently or to the teacher (for younger students).
- B. For younger students, you can alternate between teacher-read and student-read passages. Model good reading skills. Encourage students to read expressively and smoothly. The teacher may occasionally take oral reading grades.
- C. While reading, mark each vocabulary word as you come across it.
- D. Have students take note in their study guide margin of pages where a Comprehension Question is answered.

AFTER READING:

I. Comprehension Questions

- A. Older students can answer these questions independently, but younger students (2nd-4th) need to answer the questions orally, form a good sentence, and then write it down, using correct punctuation, capitalization, and spelling. (You may want to write the sentence down for the younger student after forming it orally, and then let the student copy it perfectly.)
- B. It is not necessary to write the answer to every question; some may be better answered orally. Just make sure you answer the questions that will appear on tests so that students will have the information they need to study.
- C. Answering questions and composing answers is a valuable learning activity. Questions require students to think; writing a concise answer is a good composition exercise.

II. Quotations and Discussion Questions

- A. Use the Quotations and Discussion Questions section of each lesson as a guide to your oral discussion of the key concepts in the chapter that may not be covered in the Comprehension Questions.
- B. These talking points can take your oral discussion to a higher level than covered in the students' written work. Use this time as an opportunity to introduce higher-level thinking. You can introduce concepts the students may not be mature enough to fully understand yet but that would be beneficial for them to begin thinking about.
- C. A key to the Discussion Questions is in the back of the *Teacher Guide*.

III. Enrichment

- A. The Enrichment activities include composition, copywork, dictation, research, mapping, drawing, poetry work, literary terms, and more.
- B. This section has a variety of activities in it, but the most valuable activity is composition. Your student should complete at least one composition assignment each week. Proof student's work and have student copy composition until grammatically perfect. Insist on clear, concise writing. For younger students, start with 2-3 sentences, and do the assignment together. The student can form good sentences orally as you write them down, and then the student copies them.
- C. These activities can be completed as time and interest allow. Do not feel you need to complete all of these activities. Choose the ones that you feel are the best use of your students' time.

IV. Unit Review and Tests

- A. There is a unit review and a quiz or test following every few lessons (varies by individual guide).
- B. On the weeks that have these reviews and tests, you may want to do the review early in the week, and then drill it orally a couple of times before giving the test at the end of the week.
- C. A final comprehensive test is also included.
- D. Vocabulary Terms and Comprehension Questions with an asterisk in the *Teacher Guide* indicate important plot points that will appear on the quizzes and tests.

Chapter 1: The Wrong Door

This is a story about something that happened long ago when your grandfather was a child. It is a very important story because it shows how all the comings and goings between our own world and the land of Narnia first began.

READING NOTES

Eton collar	stiff white collar worn outside of the coat
Polly	young, adventurous girl
Mr. and Miss Ketterley	Digory's Uncle Andrew and Aunt Letty
Digory	country boy stuck in London
box-room	smaller than other rooms; used as a child's room, storage, or a maid's room
cistern	a tank for storing water
smuggler	a person who sneaks goods in or out of a country
pantomime	theatrical entertainment for children that involved music, jokes, and slapstick comedy usually based on a fairy tale or nursery story

VOCABULARY: Write the meaning of each bold word or phrase.

1. it would only make your mouth water **in vain** _____
2. The face of the strange boy was very **grubby** _____
3. said Uncle Andrew with a **cunning** smile _____

COMPREHENSION QUESTIONS: Answer the following in complete sentences.

1. Describe Digory's appearance when he and Polly meet.

2. Where is Digory from, and why has he been brought to London? How does Digory feel about being in London?

3. What evidence does Digory have that Mr. Ketterley might be crazy?

4. Where is Polly's smuggler's cave, and what does she keep there?

5. Describe the strange room.

6. Describe the look on Uncle Andrew's face when he offers Polly the ring.

DISCUSSION QUESTIONS

1. Polly tries to cheer up Digory by asking about his seemingly crazy uncle. Why might this have been a good idea? What would you have done to cheer up Digory?
2. If you had been with Polly and Digory when they found the strange attic room, what would you have done? Would you have entered it once you found that it wasn't abandoned?
3. Are there any clues as to whether the strange room is occupied?
4. Digory and Polly's adventures begin on a cold, wet summer day. What do you like to do on such days?

ENRICHMENT

1. Digory's father is away in India. The British began trade with India at the end of the sixteenth century, but it was not until the formation of the East India Company that Britain's presence in India grew stronger than that of the Dutch, Spanish, and Portuguese who began trading with India before Britain. Prior to the formation of the East India Company, trade was done by individual merchants who had no permanent company set up for trade. Each ship would create a company for one particular voyage; once that voyage was complete, the company would be dissolved. Britain was able to set up a permanent trading depot in India in 1619. Later, when Charles II married Catherine of Braganza, Britain received Bombay, in part for aiding the Portuguese in their war against Spain. By the eighteenth century, the British presence was incredibly strong, with the majority of India's exports going to Britain. At the end of the century, Britain ruled two-thirds of India. Though the East India Company came under the control of the British government in 1784, it was not until 1858 that the East India Company was dissolved and Queen Victoria became the first British monarch to take the title of Empress of India. Long thought of as the jewel of the British Empire, India remained under Britain's rule until finally gaining independence in 1947.
2. Lewis refers to three different books at the beginning of this chapter: *Treasure Island*, *The Adventures of Sherlock Holmes*, and *The Story of the Treasure Seekers*. Look up these books or borrow them from the library.

Chapter 2: Digory and His Uncle

"I didn't believe in Magic till today. I see now it's real. Well if it is, I suppose all the old fairy tales are more or less true. And you're simply a wicked, cruel magician like the ones in stories. Well, I've never read a story in which people of that sort weren't paid out in the end, and I bet you will be. And serve you right." —Digory

"If you had any honor and all that, you'd be going yourself. But I know you won't. All right. I see I've got to go. But you are a beast. I suppose you planned the whole thing, so that she'd go without knowing it and then I'd have to go after her." —Digory

READING NOTES

Mrs. Lefay	Uncle Andrew's fairy godmother
sages	profoundly wise people
charwoman	a woman who cleans houses or offices (think chore woman)
Atlantis	fictional island that sunk into the ocean
showing the white feather	behaving in a cowardly fashion

VOCABULARY: Write the meaning of each bold word or phrase.

1. the horrible meanness of getting at a **chap** in *that* way _____
2. She certainly got very **queer** in later life _____
3. How you do **harp** on that! _____
4. I never heard anything so **preposterous** in my life! _____
5. I am the great scholar, the magician, the **adept**, who is *doing* the experiment

COMPREHENSION QUESTIONS: Answer the following in complete sentences.

1. What promise did Uncle Andrew fail to keep?

2. Upon studying the box, what did Uncle Andrew discover of its origin?

3. What did Uncle Andrew find inside the box? What did he do with what was inside?

4. Why does Digory call Uncle Andrew a coward?

5. What is Uncle Andrew's opinion about rules?

6. How does Uncle Andrew trap Digory?

DISCUSSION QUESTIONS

1. During their conversation, Uncle Andrew tells Digory that he keeps getting off point. This shows where Uncle Andrew's concerns and priorities lie. Compare what Digory is concerned about with Uncle Andrew's concerns.
2. Do you think that Uncle Andrew knows for a fact that the green rings will bring Polly and Digory back to Earth?

ENRICHMENT

1. Think of other stories that involve magical rings or other magical objects.

2. Digory likens Uncle Andrew to cruel magicians he's read about. Who are some good magicians from stories?

3. Atlantis was an ancient mythological city first mentioned, and perhaps invented, by Plato around 330 B.C. in his writings *Timaeus* and *Critias*. Atlantis was a large island, given to Atlas by his father Poseidon. The Atlantean society was technologically advanced and sophisticated and possessed a great army. Not only were the people amazing, but the island itself contained riches like gold, silver, and other precious metals as well as abundant and exotic wildlife. Atlantis is a tragic tale of a great society, once good, that is corrupted by greed. As punishment, the gods destroyed Atlantis, sinking it into the sea.