Guidance for Learning at Home

How to Provide Feedback

- Feedback might be provided in two possible ways:
    - **Telephone Conferences:** Teachers can provide feedback via telephone conferences with students using Teacher Talk Moves and guiding questions to help students refine answers.
    - **Written Feedback:** When telephone conferences are not an option, teachers should collect Distance Learning Guidebook Companions and provide feedback in the form of additional guiding questions and/or organizational frames.
- Student look-fors for each lesson will be available in the Feedback Guide for teachers and/or parents to measure student progress.
- Feedback cycles should occur as often as possible for students (minimally once a week).

About this Unit

By the end of this unit, students will have read an assortment of fiction texts and used them to help recognize the features of the fantasy genre. Students will also uncover their themes.

The main text students will read in this unit is *The Lion, the Witch and the Wardrobe* by C. S. Lewis, where a girl named Lucy finds a wardrobe that transports her to a magical world called Narnia. Throughout the unit, students will explore the motivations of various characters and recognize how storytelling can change with different narrative points of view. At the end of the unit, students will be asked to write a scene from the point of view of a new narrator.

Text Access

In order to complete this unit at home, students will need access to the following texts:

- Texts schools need to provide:
    - *The Lion, the Witch and the Wardrobe* by C.S. Lewis
    - Grade 5 ELA *The Lion, the Witch and the Wardrobe* Guidebook Unit Reader
    - OPTIONAL Independent Reading: *A Wrinkle in Time* by Madeleine L'Engle
- Texts provided for educational purposes included in the Home Learning Guidebook Companion Resource:
    - "Down the Rabbit-Hole" from *Alice's Adventures in Wonderland* by Lewis Carroll
    - *The Secret Garden*, "The Robin Who Showed The Way" by Frances Burnett
    - "Alice's Evidence" from *Alice's Adventures in Wonderland*

Possible Supports

Support for Background Knowledge
Students might need extra support with the content and texts before starting the unit. Instructional videos to support students in building context about words and phrases people use in England, the historical setting of *The Lion, the Witch and the Wardrobe,* and how to recognize patterns in a sentence can be found here: https://learnzillion.com/wikis/159506-the-lion-the-witch-and-the-wardrobe-let-s-set-the-context-videos/.

Students can watch these videos on any device. Students will encounter stopping signs across the video when they should pause to complete part of a handout. Students will need a printed handout for each video which can be found on the "Additional Materials" tab.

Support for Language

- The following words and their word families are important to the unit focus. Throughout the unit, students will read these words in multiple texts and learn the meaning of them. Students should use these words in their conversations and written responses. As often as you can, you should try to work these words into your conversations with students.
    - courage, courageous, courageousness, encourage, encouraging
    - curious, curiosity, curiousness, curio
    - history, histories, historic, historical, historically, historicalness, anti-historical, anti-historically, anti-historicalness, unhistorical

Support for Reading

An audio recording of *The Lion, the Witch and the Wardrobe* is available at https://www.amazon.com/Lion-Witch-Wardrobe-Chronicles-Narnia/dp/B0009NS97Y.

Students who are still learning English may need to use native language to English dictionaries/translators, native language texts (when available) and other supports to make the texts more accessible. They will need more time to read the texts.

Support for Organization

If students struggle with organization, you should

- consider printing and using a self-monitoring checklist[1] to help them stay on task;
- consider creating or asking students to help you create a daily or weekly to-do list[2] to help them stay on task and understand their responsibilities each day for school and at home;
- consider visual/pictorial directions[3] to help them understand what they should be doing at certain times throughout the day;
- provide clear, realistic expectations for the recommended duration of work sessions, and break assignments into manageable work periods with suggested break times throughout materials to support student needs; and/or
- provide visual support like social stories[4] and choice boards to reinforce expectations and support communication.

Support for Writing

If students struggle to write, you should

- consider using tools such as transitions, grades 3-5, evidence sentence starters, grades 3-5, and ELA Guidebook Grammar Guide and the WriteAlongframes. If you are unsure of how to use these tools, you should request a

[1] https://goalbookapp.com/toolkit/v/strategy/self-monitoring
[2] https://web.uri.edu/teachonline/the-power-of-to-do-lists/
[3] https://catapultlearning.com/2016/05/17/using-visual-supports-for-students-with-developmental-disabilities/
[4] http://www.researchautism.net/interventions/168/social-stories-and-autism?print=1

telephone conference with the student's teacher for additional guidance.

- consider allowing students to respond orally while you write down their responses, **if they qualify for an accommodation of transcribed answers**; and/or
- consider having students write in their native language if English is not their first language, then translate their written responses into English on another day.

Week 1 Lesson 1

Understand

1. Determine the meaning of the words in context.
    - First, use context to define the bolded word in the sentence.
    - Then, define the word using a dictionary.
    - Finally, draw a picture showing what the word means.

Words in Context	Meaning from Context	Dictionary Definition	Picture
"This story is about something that happened to them when they were sent away from London during the war because of the ***air-raids."***	something that caused trauma in their life that occurs during war	an attack in which bombs are dropped from aircraft on to a ground target	
"And shortly after that, they looked into a room that was quite empty except for one big ***wardrobe***; the sort that has a looking-glass in the door."	a cabinet that can have a mirror on the front	a large, tall cabinet in which clothes may be hung or stored	
"Lucy felt a little frightened, but she felt ***inquisitive*** and excited as well."	between frightened and excited	curious or inquiring	
"From the waist upwards he was like a man, but his legs were shaped like a goat's...He was a ***Faun***."	a being that is part man and part goat	one of a class of rural gods, represented as a man with a goat's horns, ears, legs, and tail	

1. Who are the characters, and what is their relationship to one another?

   There are 4 siblings, and their names are Peter, Susan, Edmund, and Lucy. There is an old professor, a housekeeper (Mrs. Macready) and some servants.

   The children have been sent to live in the house of an old professor. They have never been there before, and they don't know Professor Kirke well.

2. What do Lucy's actions teach us about her character?

Lucy's actions tell you that she is curious and likes to explore.

She doesn't like confrontation.

3. What does the text suggest about Edmund's character?

   Edmund doesn't always get along with his siblings. He doesn't like being told what to do and tends to be negative.

Express Understanding

Write a summary of chapter one below. Your summary should include at least **five** sentences with the **most important** details from the text.

Answers may vary; accept any answer that is based on evidence presented in the text.

Week 1 Lesson 2

Understand

1. What sort of character is Mr. Tumnus? How do you know?

   We learn about Tumnus through his actions. He must be a good person at heart, because he is sorry for agreeing to work with the White Witch, and he helps Lucy back to the wardrobe.

2. What sort of character is the White Witch? How do you know?

   We learn that the White Witch is mean to those who do not obey her. She is feared by the creatures of Narnia.

   The text tells us the White Witch is feared.

3. How did Mr. Tumnus' feelings toward Lucy change during this chapter? Think about how he felt about Lucy at first, and compare that to how he feels about her now.

   Possible answers:

   - Once he found out that she was a Daughter of Eve, he lured her to his house.
   - He intended to bring her to the White Witch.
   - He tried to make her fall asleep with his flute so that he could kidnap her.
   - Once he had time to get to know her, he realized that she was kind and regretted his decision.

Express Understanding

Write one paragraph **summarizing** the main ideas and details in chapter 2.

Your summary paragraph should include at least 5 sentences. Be sure that your paragraph has at least one sentence

about the character of Mr. Tumnus and one sentence about the character of the White Witch.

Answers may vary; accept any answer that is based on evidence presented in the text.

Week 1 Lesson 3

Understand

1. What might actually be happening to Alice?

   She is really falling down a rabbit-hole. She may be sleeping. She may be unconscious.

2. What information does this quote provide the reader about the character, Alice? What sort of person is she?

   Alice is a character who does not think before she acts. She goes after the rabbit down the hole without thinking about what would happen to her next.

3. What emotions does Alice express throughout the story? **Highlight** details in the text that give you information about Alice's emotions and then write her emotions on the lines below.

   Possible answers:

   - Tired of sitting by her sister
   - Curious about the rabbit
   - Brave while falling
   - Unsurprised by being unhurt after the fall
   - Delighted by the doors and key
   - Concerned about the "drink me" bottle
   - Nervous about changing sizes

4. What challenges does Alice face during her adventure? Go back to the text and **underline** each challenge that Alice faces. **Label** each challenge with a "C."

   Possible answers:

   - Alice is bored.
   - Alice falls down the rabbit-hole.
   - Alice tries to find a door, but can't.
   - Alice changes size.

Express Understanding

Review what you have highlighted and what you have labeled with a "C." Choose two challenges that Alice faces. Describe the emotions Alice feels in response to each problem.

- Use details that you have highlighted and underlined in your response.

- Your response should be two paragraphs.

  Answers may vary; accept any answer that is based on evidence presented in the text.

Week 1 Lesson 4

Understand

1. Use the graphic organizer below to note similarities between Lucy and Alice. Then respond to the following question:
   - How is Alice from "Down the Rabbit-Hole" like Lucy from *The Lion, the Witch, and the Wardrobe*?

   Be prepared to develop these ideas into a paragraph.

Details	Lucy	Alice
How did the character's adventure begin?	The children are just finishing breakfast and decide to go explore the house.	Alice is sitting on a bank with her sister, bored.
Describe the character's personality.	Lucy is inquisitive. She is kind.	Alice is inquisitive. She does things without thinking first.
How many siblings does the character have?	Lucy has three siblings. She has two brothers, Peter and Edmund. She has one sister, Susan.	Alice has one sister. We do not know her sister's name from this section of the text.
How did the character find her way into an unknown land?	Lucy was curious about the wardrobe so she entered and walked back until she could hear the crunch of snow. She saw a light post and walked toward it, where she met Mr. Tumnus.	Alice saw a rabbit that was rushing in the field. She followed it down the rabbit-hole.
How did the character feel about being in an unknown land?	Lucy was nervous. She even looked back as she entered to be sure she could still see the light of the bedroom.	Alice did not think about what she was doing until she was falling down the rabbit-hole. Then, she wondered how she would get out.
Describe the choices that the character makes during her journey.	Answers will vary based on perception and evidence. One answer may be:	Answers will vary based on perception and evidence. One answer may be:

Is she making good choices? Bad choices?	Lucy is making poor choices. Lucy meets Mr. Tumnus, a faun, and goes to his house for tea without knowing anything about him.	Alice is making poor choices. Alice jumps down a rabbit-hole and eats unmarked food just because it says "Drink Me."
How are they similar?	Both girls enter an imaginary land one day when they are bored.	Both girls meet strange creatures.
How are they different?	This author has not given any clues to tell us that Lucy is dreaming.	Alice is "sleepy," which tells us that this may be a dream.

Express Understanding

How is Alice from "Down the Rabbit-Hole" like Lucy from *The Lion, the Witch and the Wardrobe*?

Answers may vary; accept any answer that is based on evidence presented in the text.

Week 1 Lesson 5

Vocabulary Journal

Your child's teacher will monitor weekly progress on optional vocabulary journals.

Week 2 Lesson 1

Understand

1. Consider Lucy and Alice's behavior.
    - How do they behave the same?
    - How do they behave differently?

    Lucy and Alice behave the same because they are both inquisitive. They both enter imaginary lands without much consideration of the choices that they are making or what will happen next.

    When entering Narnia, Lucy does think about the lamp post as a way to get back to the wardrobe, indicating some worry or concern for her return.

    Alice jumps down the rabbit-hole and does not have an opportunity to think of a way back.

2. Consider the journey of each character.
    - How are their journeys alike?

- How are their journeys different?

Both Lucy and Alice are bored in the real world. Lucy enters the imaginary land through the wardrobe during a game of hide-and-seek, and follows a talking animal further into the imaginary land. Alice also follows a talking animal into an imaginary land.

Lucy meets Mr. Tumnus at the lamp post, and he asks her to come have tea.

Alice sees the rushing rabbit, who is in such a hurry that he does not stop to talk, and she follows him without any knowledge of where he (or she) is going.

3. Consider their interaction with their siblings.
   - How does Lucy interact with each of her siblings?
   - How does Alice interact with her sister?

Lucy seems to get along genuinely with Peter and Susan. They treat her almost like a baby and seem to be in parental roles toward her at this point in the text. Edmund treats Lucy as if she is inferior to him. His attempt to act grown up causes conflict among the siblings.

Alice's sister is quietly reading. There is not much interaction between them. The sister is reading, and Alice is bored because her sister's book does not have any pictures.

4. How are their interactions with fantastical creatures alike? How are their interactions different?

Lucy and Mr. Tumnus are introduced at the lamp post. He invites her to his house for tea. Then she finds out that he was considering giving her up to the White Witch.

Alice follows the rabbit without any communication. The rabbit is distracted by being late for something.

5. How are the rabbit and the faun similar, or the same?

The faun and rabbit guide the main characters into the imaginary land.

6. What characteristics do both the rabbit and the faun possess, or have, that regular animals do not have?

Both the faun and the rabbit are talking animals. They both own human possessions, such as a house and a stopwatch.

7. Describe the challenges that Alice and Lucy face because of their inquisitive, or curious, behavior.

Lucy finds herself in a precarious situation with the faun as Mr. Tumnus contemplates whether or not he should turn her over to the White Witch.

Alice finds herself stuck in an imaginary land with no idea how to get out.

Answers will vary, but should include the similarities of fantasy features in the two texts.

Express Understanding

What evidence can you find that The Lion, the Witch and the Wardrobe and "Down the Rabbit-Hole" are fantasies?

Consider the similarities and differences between the two texts.

Use the information that you gained from your answers to the questions above and previous lessons to complete the chart for analyzing two texts handout.

Literary Element	*The Lion, the Witch and the Wardrobe*	"Down the Rabbit Hole"
Character Interactions	Lucy gets along with Peter and Susan. Lucy and her brother Edmund argue. He puts her down often and pretends to not have gone to Narnia. Lucy trusts Mr. Tumnus and goes to his home. Lucy feels obligated to help Mr. Tumnus, since he did not turn her into the White Witch. Lucy followed Mr. Tumnus deeper into Narnia.	Alice does not interact with her sister or the rabbit at the beginning of this story. Alice follows the rabbit down the hole.
Settings	This book takes place in London. The imaginary land is Narnia, a place that has been put under a spell by the White Witch so that it is always winter.	This text takes place on a river bank, and then in an imaginary land after Alice follows the rabbit down the hole.
Conflicts (Problems)	Lucy discovers Narnia when she goes into the wardrobe during a game of hide and seek. Mr. Tumnus considers turning her over to the White Witch. The White Witch has made it always winter. Aslan will return when four siblings have come to sit on the throne of Cair Paravel. The siblings must defeat the White Witch so that Narnia can return to its original state.	Alice falls down the rabbit-hole without considering how she might get out. Alice tries to get out by going through several doors. She does not fit, so she eats cake and drinks liquid and ends up changing sizes.

How the Characters Respond to Challenges	No matter how cruel other characters are to Lucy, she is kind. She is not boastful, nor does she attempt to get revenge on characters who have done her wrong. She is forgiving. Lucy is not afraid to speak up for what she feels is just. Lucy is often worried about others, anxious, or concerned.	Alice is bold. She does not think things through (i.e. She goes through the rabbit-hole without giving it much consideration.)

Week 2 Lesson 2

Understand

1. Reread the two paragraphs above from the end of chapter two. Consider the character's point of view.
   - Which two characters are in this scene?
   - Which character's thoughts is the narrator describing? How do you know?
   - Does the narrator tell us anything about what Tumnus is thinking or feeling here?

   Tumnus and Lucy are in the scene.

   Lucy's thoughts are being described here, and we know this because the narrator has said that she is "looking very hard between the trees and could just see in the distance..."

   No, the author does not tell us anything directly about what Tumnus is thinking or feeling here. We know he is asking a question, but we are not told anything more.

2. Reread the first three pages of chapter three. Stop after the paragraph which ends with "And so things went on until the next wet day."
   - As you read, think about the character's thoughts and feelings.
   - Which character's thoughts and feelings are being shared by the narrator? Which sentence tells you this is true?

   Students should recognize that the narrator is only telling us what Lucy is thinking or feeling.

   Students should point to sentences in the last paragraph they read that begin with, "For the next few days, she was very miserable" and contain descriptions about what Lucy is feeling and thinking.

3. Reread the next two paragraphs. Start with "That day, when it came to the afternoon..."
   - As you read, listen for a place in the text where the thoughts and feelings of a character other than Lucy are being shared.
   - Whose thoughts and feelings, other than Lucy's, are shared in these two paragraphs? Which sentence

marks the shift from Lucy to the other character?

Students should recognize that the narrator has shifted focus from Lucy to Edmund at the sentence "Now the steps she heard were those of Edmund; and he came into the room just in time to see Lucy vanishing into the wardrobe."

Week 2 Lesson 3

Understand

1. Did you notice any place where the narrator shifted focus from Lucy to another character?

   Students should note that no other narrator shifts occur in this chapter.

2. Whose feelings and thoughts are shared in this part of the chapter?

   Edmund's feelings and thoughts are shared.

3. Why do you think the author chose to include the thoughts and feelings of Lucy and Edmund?

   The author wants the reader to have a more complete view of all characters, and experiencing events through the eyes of different people gives the reader a richer understanding.

   At this point, these are the two characters who have travelled to Narnia, and that is where most of the story takes place.

   The story might be less interesting if only one character's view of events was included.

   We wouldn't learn any of Edmund's thoughts or feelings.

Express Understanding

Write a paragraph that answers these questions:

- Why does the narrator shift from one character to another?
- How would the story be different if told only through the eyes of Lucy?
- What information would you not know if Edmund's thoughts and feelings were not explored by the narrator?

Students should understand that authors very deliberately choose when to shift focus from one character to another.

Seeing Narnia through the eyes of two different characters makes the story more interesting because as readers, we can explore different vantage points.

We wouldn't know anything about how he felt as he ventured off alone into Narnia and met the White Witch. Also, Lucy only knows Lucy's thoughts. She doesn't know any of Edmund's, or any other characters' thoughts, for that matter.

Week 2 Lesson 4

Understand

1. Consider lessons being learned from the challenges that Lucy faces in *The Lion, the Witch and the Wardrobe*.
    - What challenges does Lucy face in chapters one and two?
    - How does Lucy respond to those challenges?
    - What lesson might Lucy be learning through these experiences?

    Students should understand that Lucy may learn not to trust strangers. The challenge that reveals this lesson is that Mr. Tumnus tries to kidnap her. She may also learn to be forgiving to people, even if they are mean to you. The challenge that reveals this lesson is that she is kind to Edmund even though he is mean to her.

2. Consider the lessons being learned from the challenges that Alice faces in "Down the Rabbit Hole."

    - What challenges does Alice face in "Down the Rabbit-Hole"?
    - How does Alice respond to the challenges that she faces?
    - What lesson do you believe Alice needs to learn?

    The challenge Alice faces is that she follows a rabbit down a hole and can not find her way out.

    In response to the challenges she faces, Alice tries to find a way out and is not afraid to go to new places or try new foods in the imaginary land.

    Students should understand that Alice should learn to think before she acts.

3. How can readers learn lessons through characters? How can literature teach readers lessons about their lives?

    Students should understand that the reader learns lessons through the experiences of characters, such as to be kind when others aren't and to think before they act.

Express Understanding

Write a paragraph responding to the following question. There are additional lines on the next page.

- What lesson have you already learned from these texts that you can apply to your own life?
    - Identify one lesson you have learned.
    - What do the results of Alice's and Lucy's actions teach you about your own actions?
    - Explain how you can apply this to your life.

    Answers may vary; students should understand that the reader learns lessons through a text, even when the text is fantasy.

Week 2 Lesson 5

Vocabulary Journal

Your child's teacher will monitor weekly progress on optional vocabulary journals.

Week 3 Lesson 1

Understand

1. How would you **paraphrase** this **stanza**?

   Isabel met a big bear that wanted to eat her. Isabel wasn't afraid of the bear. Instead of the bear eating Isabel, Isabel ate the bear.

2. Read the remainder of the poem. **Paraphrase** the remaining **stanzas**:

   Stanza Two:

   Stanza Three:

   Stanza Four:

   Isabel met a big bear that wanted to eat her. Isabel wasn't afraid of the bear. Instead of the bear eating Isabel, Isabel ate the bear. Next, Isabel met an ugly witch. The witch told Isabel that she would turn her into a toad, but instead, Isabel turned the witch into milk and drank her. Then, Isabel met a giant who threatened to grind her bones into bread. Isabel cut his head off. Finally, Isabel went to the doctor and after examining her, he gave her pills. She took the pills and cured the doctor.

3. What is similar in each **stanza**? What is Isabel doing in each **stanza**?

   Students should understand that each stanza of the poem addresses another challenge that Isabel faces.

4. Think about how the word **sprinkled** is used in this sentence. In the space below, draw a picture of the witch, based on this description.

Sketch a picture of the witch's mouth, based on the description. Students should draw a picture of the witch's mouth with very few, scattered teeth.

5. Reread the bold italic text in the box above. Which two things are being compared?

   Students should understand that the two things being compared are the blackness of the night with the blackness of the pitch.

6. What is meant by the phrase **black as pitch**?

   The word 'pitch' in this context refers to the dark, tar-like substance that you sometimes see workers use to repair roads. It is thick and sticky and black.

7. What words help you understand what the word **pitch** means?

   'Night' and 'black' help with the understanding of the word 'pitch.'

8. Which lines in the poem are examples of imagery? How do these lines affect the meaning?

   The bear's big mouth was cruel and cavernous; She straightened her hair up; Once in a night as black as pitch

   We notice that all these examples are all visual images. They paint an image in your mind.

   The effect of these images on meaning is that instead of telling us directly that the bear is scary, the poet describes the bear for us so we can see him in our minds. Instead of telling us directly that the witch is ugly, the poet describes her for us.

Express Understanding

Respond to the following question. There are additional lines on the next page.

- What message did the poet hope to convey, or deliver, with this poem?

Express your understanding in two or three sentences.

In your answer, you should discuss the **message or theme** that is taught through this poem. You should also explain how the poet teaches us this lesson through the poem. What parts of the poem help you understand the lesson?

Possible answer: This poem is about overcoming challenges. In order to overcome challenges, one must stay calm in the face of danger and adversity. This message is taught through the challenges that Isabel faces in the poem.

Week 3 Lesson 2

Understand

1. Write a short list of words to describe Isabel.

   Isabel is care-free. Isabel isn't worried about the big or scary creatures threatening to hurt her.

   Isabel does not get worked up easily. Isabel is calm.

2. What challenges does Isabel face? How does Isabel overcome those challenges?

   Challenges Isabel faced:
   - Isabel met a hungry bear. Isabel ate the bear instead of the bear eating Isabel.
   - Isabel met a wicked witch. She turned the witch into milk and drank her.
   - Isabel met a giant and cut its head off.
   - Isabel went to the doctor. She cured the doctor.

3. What can we learn about challenges based on the actions of Isabel?

   No matter what challenges Isabel faced, with the right attitude she was able to overcome the obstacles.

4. What point is the author trying to make?

   This is a humorous poem. The author is saying that no matter what challenges come Isabel's way, she has the attitude to overcome the obstacles that she faces.

5. Write down the theme or message of this poem.

   This poem is about overcoming challenges. In order to overcome challenges, one must stay calm in the face of danger and adversity.

   A theme of the poem is that no matter what challenges we face, we should be brave and face the challenges head on. According to the text, Isabel faces the hungry bear and, even though the bear is scary, she eats the bear instead of the bear eating her. Isabel met a witch that threatened to turn her into a toad. Isabel didn't get worried. She turned the witch into milk and drank her. No matter what challenge Isabel faced, she always stayed calm and addressed the challenge.

Express Understanding

What **character trait** does Isabel have that helps her overcome her challenges?
- Write a paragraph explaining your decision.
- Use one direct quotation from the poem to support your answer.

Possible student response:

In the poem "Adventures of Isabel," Isabel proved that she had the character trait of bravery. When a bear tried to eat her up, she was not scared. According to the text, "Isabel, didn't worry. Isabel didn't scream or scurry." The fact that Isabel didn't scream or run away when she saw the bear proves that she is very brave.

Week 3 Lesson 3

Understand

1. Explain how the White Witch uses **persuasion** to convince Edmund to bring his siblings to her house. Provide specific examples from the text—in the form of direct quotations—to support your answer.

   Possible responses include:
   - The White Witch tells Edmund she will give him more Turkish Delight if he brings his siblings to see her. The Witch says, "Because, if you did come again—bringing them with you of course—I'd be able to give you some more Turkish Delight. I can't do it now, the magic will only work once. In my own house it would be another matter."
   - The White Witch tells Edmund to not tell his siblings that he is taking them to her home. "You needn't tell them about me. It would be fun to keep it a secret between us two, wouldn't it? Make it a surprise for them."

2. What does this quote say about Edmund's character?

   Possible responses include:
   - Edmund is greedy, and he is making a poor choice because of it.
   - At this point in the text, Edmund is willing to bring his siblings to the White Witch (who he knows is dangerous) so he can get more Turkish Delight.

3. Now that you have read the chapter, you will study Edmund's character by looking closely at his actions and feelings.
   The chart on the next page provides you with statements that describe Edmund throughout this chapter. Provide at least one direct quotation from the text to support each statement and write it in the Text Evidence column. The first example is provided for you.

Edmund's Choices

Statement	Text Evidence
Edmund is confused.	"A boy!" said she. "Do you mean you are a Son of Adam?" Edmund stood still, saying nothing.

Edmund is afraid.	Edmund felt sure that she was going to do something dreadful, but he seemed unable to move.
Edmund is physically uncomfortable.	Edmund did not like this arrangement at all but he dared not disobey; he stepped onto the sledge and sat at her feet, and she put a fold of her fur mantle round him and tucked it well in. (Later…) Edmund was already feeling uncomfortable from having eaten too many sweets, and when he heard that the Lady he had made friends with was a dangerous witch he felt even more uncomfortable.
Edmund acts as if he may have been drugged.	… and the more he ate the more he wanted to eat, and he never asked himself why the Queen should be so inquisitive.
Edmund wants more Turkish Delight.	"Please, please," said Edmund suddenly, "please couldn't I have just one more piece of Turkish Delight to eat on the way home?"
The White Witch knows something about Turkish Delight that Edmund doesn't.	… for she knew, though Edmund did not, that this was enchanted Turkish Delight…
Edmund lies to Lucy.	"But where on earth have you been all this time? I've been looking for you everywhere."
Edmund is leaning toward being on the side of the White Witch rather than the Fauns and the animals.	…and he felt sure the others would all be on the side of the Fauns and animals; but he was already more than half on the side of the Witch.

Week 3 Lesson 4

Express Understanding

Write one paragraph to answer the following question:

- How does greed affect Edmund's ability to make good choices?

Use at least two pieces of text evidence from your Edmund's Choices chart to support your response. Refer to the following sentence starters to help introduce quotations:

- According to the text, "…"
- The text states, "…"
- The author wrote, "…"

- On page ___, the author says, "..."

  Students should use at least two direct quotations in their response. For example:

  Edmund is put under the White Witch's spell when he eats the Turkish Delight. He wants more Turkish Delight, which is the Witch's way of trying to get Edmund to bring his siblings to her home. As Edmund is eating the Turkish Delight, he offers the White Witch information on his siblings. Edmund promises to bring his siblings to the White Witch and then lies to his siblings about what he did in Narnia.

Week 3 Lesson 5

Vocabulary Journal

Your child's teacher will monitor weekly progress on optional vocabulary journals.

Week 4 Lesson 1

Understand

1. Consider how Edmund's character is developing over the course of the last five chapters.
   - What do these actions reveal about his character?
   - How is his behavior different in this chapter when compared with his behavior in previous chapters?

   Answers will vary. Example response:
   - At the beginning of the text, Edmund was not nice to his siblings all of the time. But, Edmund was not outright spiteful. Since he was proved wrong by Lucy and found out that there was a wardrobe, he has become angry. When he met the White Witch and had the chance to eat Turkish Delight, he became greedy and it seems as though he is willing to risk the well-being of his siblings for his own greediness.

2. Describe Lucy's reaction to Edmund denying his trip to the wardrobe.
   - Explain what her reaction tells you about her character.
   - Use evidence from the text in the form of direct quotations to support your answer.

   Example response:

   - When Edmund denies that he entered the wardrobe, Lucy becomes visibly upset and runs off from her siblings. Lucy does not want to argue with her brother. Instead, she retreats and tries to stay away from him. When they are together again, she says to Susan, Peter, and Edmund, "I don't care what you think, and I don't care what you say. You can tell the Professor or you can write to Mother or you can do anything you like. I know I've met a Faun, in there and—I wish I'd stayed there and you are all beasts, beasts."

3. What does Lucy's reaction to Edmund tell you about her character?

   This shows that she is both honest and courageous, because she will not back down.

Express Understanding

Respond to the following question:

- Was it easy or difficult for Edmund to lie to Peter and Susan about entering the wardrobe?
  - Support your answer with evidence from the text.
  - Use a direct quotation from the text in your response.

Answers will vary. Example response:

The text states that Edmund had been feeling sick and annoyed with Lucy for being right, "but he hadn't made up his mind what to do." Then, when Peter asked he made the quick decision to lie. I think it was easy for Edmund to lie because, although he had been thinking about it, he decided suddenly to lie.

Week 4 Lesson 2

Understand

1. What are some things or challenges that have happened to Lucy in the novel? What did Lucy do in response to these things?

   Responses may vary. Example response:
   - Lucy faced the challenge of telling the truth to her siblings when none of them believed her. She stayed true to her story because she is an honest character.

2. What are some things or challenges that have happened to Isabel in the poem? What did Isabel do in response to these things?

   Example responses:
   - Isabel faced a hungry bear. She ate the bear up.
   - Isabel faced a wicked witch. She turned the witch into milk and drank her.
   - Isabel faced a hideous giant. She cut the giant's head off.
   - Isabel faced a doctor. Isabel cured the doctor.

3. How are Lucy and Isabel alike? How are Lucy and Isabel different?

   Example response:
   Lucy and Isabel both face challenges head on. Lucy is not as strong-willed as Isabel. She gets upset easily. Isabel does not get upset at all, nor is she scared of bears, witches, or giants.

4. What lesson do you learn from the challenges that both of these characters face?

   Example response:

   The reader learns that it is important to stay strong and courageous in the face of challenges and adversity.

5. Read the following messages. Select a message that is delivered through both of these texts:

   - **Even if you fail, you should try again.**
   - **Stand up for what you believe is right.**
   - **Focus on yourself and not those around you.**

   Write your chosen message. Find one piece of evidence from each text to support the message that you selected.

   Example response:
   The message that is delivered through "Adventures of Isabel" and this section of *The Lion, the Witch, and the Wardrobe* is "Stand up for what you believe is right." Isabel stood up and was courageous when the scary or large animals and creatures threatened her. Lucy stands up to her brother, Edmund, and the rest of her siblings when they question going to Narnia because she is certain that she visited this imaginary land.

Express Understanding

Write one paragraph in which you:

- Identify the message that is shared by both "Adventures of Isabel" and this section of *The Lion, the Witch and the Wardrobe.*
- Link ideas using comparison transitional words or phrases. For example: "Lucy is brave. **Likewise**, Isabel does not back down from a challenge." "Alice stood up to scary creatures. **Similarly**, Lucy stood up to her brother**.**"

A strong response to this prompt would include a message shared by both texts (use the list from the previous question), comparison transitional words or phrases, and text evidence from each text that reveals the message. There are additional lines on the next page.

Example response:

The message that is delivered through "Adventures of Isabel" and this section of *The Lion, the Witch, and the Wardrobe* is "Stand up for what you believe is right." The creatures are mean to Isabel. In the same way, Edmund is mean to Lucy. Isabel stood up and was courageous when the scary or large animals and creatures threatened her. Similarly, Lucy stands up to her brother, Edmund, and the rest of her siblings when they question going to Narnia because she knows that it exists.

Week 4 Lesson 3

Understand

1. What details do we learn in this chapter to support the idea that the White Witch is, in fact, an evil character?

   Possible answers:

   - The faun's house was ransacked.
   - There was a note from the White Witch that said that the faun was arrested and awaiting trial for treason because he interacted with humans.

2. Lucy feels obligated to help Mr. Tumnus. Why might she feel like she needs to help him?

   Students should understand that Lucy feels obligated to help Mr. Tumnus because he allowed her to leave Narnia without turning her over to the White Witch.

3. How does the author introduce the robin to the reader? Is it obvious or subtle? Explain why the author might have chosen to introduce the robin this way.

   The students should understand that the author introduces the robin to the reader in a subtle way. The text states that the children saw "a robin that kept going from tree to tree, always a few yards ahead of them, but always so near that they could easily follow. In this way it led them on, slightly downhill." Lucy says that it "almost looks as if it wanted to say something to us."

4. Edmund is questioning what side is the right side.
   - What are the two "sides" being discussed?
   - Why is Edmund confused?

   Students should understand that the two sides are good and evil.
   Students should understand that Edmund may be questioning which is the right side for several reasons:
   - He is greedy and wants to lure his siblings to the White Witch in exchange for more Turkish Delight.
   - He doesn't want his siblings to be correct about the White Witch because that would mean he is wrong.
   - He is unsure of himself and the choices that he has made.

5. What important event is happening in Narnia?

   Students should understand that the snow was melting. Narnia is warming, signalling an end to winter. This is connected to the robin because a robin is a symbol of spring.

6. Why is Narnia's winter ending? What is different about this trip through the wardrobe?

   Students should understand that winter is ending because the power of the White Witch is fading. This

trip through the wardrobe is different because all four children are together.

Express Understanding

What is the robin a **symbol** for in this chapter?

- Identify what the robin represents.
- Provide 1–2 pieces of text evidence to support your answer.
- Explain how the text evidence supports your answer to the question.

Example response:

In this chapter, the robin symbolizes the change coming to Narnia (good in Narnia). This is the first time that all the siblings have entered the wardrobe together. After they arrived, the White Witch began to weaken and the snow began to melt. The robin helped show the siblings to Mr. and Mrs. Beaver so that they could find Aslan who will bring peace back to Narnia.

Week 4 Lesson 4

Understand

1. How does the author introduce the robin to the reader?

   The gardener, Ben Weatherstaff, was digging and talking to his robin, which was hopping about him. The gardener points out to Mary that the robin is watching her skip rope.

2. Describe what Mary Lennox called "the moment of magic."
   - What part of this section seems "magical"?
   - Why did this seem magical?

   The robin landed on a branch. The wind gusts blew the ivy apart to uncover the secret door that Mary had been looking for. This moment seemed magical because the wind blew the ivy at just the right time to uncover the hidden door right where the robin had landed.

3. Why did the robin sing and twitter?

   The robin sang and twittered to show excitement and signal when Mary was close to the lock. The robin was leading her to the door.

4. How is the robin in "The Robin Who Showed the Way" similar to the robin in *The Lion, the Witch and the Wardrobe?*

   Like C.S. Lewis, Burnett uses the robin to guide Mary toward change, or something special about to happen. Mary was led to the secret garden and the children were led to Mr. and Mrs. Beaver, bringing them a step closer to Aslan.

Express Understanding

How are the robin in "The Robin Who Showed the Way" and the robin in *The Lion, the Witch and the Wardrobe* used to approach, or show, similar ideas in the texts? There are additional lines on the next page.

The robin in both texts is used as a symbol. The robin in *The Lion, the Witch, and the Wardrobe* leads the siblings to Mr. and Mrs. Beaver. The robin guides them to safety and to Aslan. The robin in "The Robin Who Showed the Way" leads Mary into the Secret Garden, a place that she has been trying to discover. The robins bring the characters to good places in the text.

Week 4 Lesson 5

Vocabulary Journal

Your child's teacher will monitor weekly progress on optional vocabulary journals.

Week 5 Lesson 1

Understand

1. Describe Lucy's entrance into a new land. What made this character go into a new land?

   Lucy was bored and playing a game of hide and seek. She entered the wardrobe and noticed that she was entering another land. Lucy saw Mr. Tumnus at the lamp post and followed him to his home.

2. Describe Alice's entrance into a new land. What made this character go into a new land?

   Alice was bored watching her sister read by the bank. She followed a rabbit down a rabbit-hole.

3. Describe Mary's entrance into a new land. What made this character go into a new land?

   Mary knew of the Secret Garden and was trying to find a way in. A robin showed her the way into the garden.

4. How are the choices that the characters are making similar? How are their choices different?

   All three characters followed a strange animal into a new land or area. Lucy and Alice's land was imaginary. Lucy became friends with Mr. Tumnus and went to his home. Alice followed the rabbit without knowing who he was or where he was going. Mary followed a robin into a garden. Mary knew the robin had led her to a key, so she thought the robin might also lead her to the garden.

5. You've already completed the first two columns. Now, complete the third row analyzing the third text.

	The Lion, the Witch and the Wardrobe	"Down the Rabbit Hole"	"The Robin Who Showed The Way"
Character Interactions	Lucy gets along with Peter and Susan. Lucy and her brother, Edmund, argue. He puts her down often and pretends to not have gone to Narnia. Lucy trusts Mr. Tumnus and goes to his home. Lucy feels obligated to help Mr. Tumnus, since he did not turn her into the White Witch. Lucy followed Mr. Tumnus deeper into Narnia.	Alice does not interact with her sister or the rabbit at the beginning of this story. Alice follows the rabbit down the hole.	Mary talks to the gardener and the housekeeper at the beginning of this scene. Mary follows the robin to the secret garden.
Settings	This book takes place in London. The imaginary land is Narnia, a place that has been put under a spell by the White Witch so that it is always winter.	This text takes place on a river bank, and then in an imaginary land after Alice follows the rabbit down the hole.	This text takes place in a "secret garden." This is not an imaginary setting.
Conflicts (Problems)	Lucy discovers Narnia when she goes into the wardrobe during a game of hide and seek. Mr. Tumnus considers turning her over to the White Witch, The White Witch has made it always winter. Aslan will return when four siblings have come to sit on the throne of Cair Paravel. The siblings must defeat the White Witch so that Narnia can return to its original state.	Alice falls down the rabbit-hole without considering how she might get out. Alice tries to get out by going through several doors. She does not fit, so she drinks liquid and ends up changing sizes.	Mary is alone and is trying to find access to a secret garden. She can not find the entrance, even though she has spent a considerable amount of time looking. A robin shows her the key, which she thinks might unlock the door, but she can't find the door. Finally, the robin guides her to the door of the secret garden.
How the Characters Respond to	No matter how cruel other characters are to Lucy, she is kind. She is not boastful, not	Alice is bold. She does not think things through (i.e. She goes through the rabbit-hole	Mary does not get frustrated when she can not find the door to

Challenges	does she attempt to get revenge on characters who have done her wrong. She is forgiving. Lucy is not afraid to speak up for what she feels is just. Lucy is often worried about others, anxious, or concerned.	without giving it much consideration.) In the second text, "Alice's Evidence," Alice defends a character who is being judged for foolishness. She is not afraid to stand up to the queen for what she believes is right.	the secret garden. Instead, she is persistent and continues to look until the robin guides her there.

Express Understanding

A **theme** of all three texts is having the courage to persevere through challenges.

Write a paragraph providing an example from each text of how a character shows the courage to persevere, or keep going, through challenges. There are additional lines on the next page.

Answers may vary; accept any answer that is based on evidence presented in the text. Examples of possible responses:

- Lucy has the courage to persevere when her brother, Edmund, pretends like she is lying about Narnia. Instead of Lucy giving up, she insists to Peter and Susan that there is a land in the wardrobe.
- Alice falls down the rabbit-hole and is unsure of how she will get back home. Alice tries to find her way into a garden, but can't get through a door. She eats something to try to become small enough to fit.
- Mary wants to get inside the Secret Garden. Previously, the bird has led her to a key which gives her hope that she can get in. Instead of giving up when she can't find a way into the garden, she follows the robin and finds the doors.

Week 5 Lesson 2

Understand

1. Who is telling the story in *The Lion, the Witch and the Wardrobe?*

   A narrator telling using the 3rd person narrative point of view is telling us the story.

A 3rd person narrator will focus on a specific character and share that character's thoughts and feelings with us. In other texts, like *The Lion, the Witch, and the Wardrobe*, the narrator will bounce back and forth between certain characters.

2. How does the narrator of this story provide readers with insight, or a deep understanding, into the characters?

   Sometimes the narrator tells us what the characters are thinking or feeling. For example, the narrator might tell us that Edmund felt cold, or that Lucy was scared.

3. What information does the narrator share about Mr. Tumnus' thoughts or feelings? What do we know for sure about Mr. Tumnus in this scene? What information is missing that leaves you still wondering?

   Students must recognize that the reader only knows what Mr. Tumnus is doing (crying), not what he is thinking or feeling. That is because the 3rd person narrator is not sharing his thoughts with us.

4. How might the scene change if it was told from Mr. Tumnus' **point of view**?

   Students should understand that if Mr. Tumnus were telling the story, we might know what he was thinking as he was crying. If Mr. Tumnus were telling the story, he might state how he feels about Lucy or the White Witch.

5. Why is it important to consider the **point of view** from which a story is told?

   Students should understand that the reader gains certain information from the point of view from which the story is told. An author is thoughtful in selecting the point of view from which to tell the story so that the story will be portrayed in a certain light.

Express Understanding

Rewrite the scene from Mr. Tumnus' **point of view** on the lines on the next page.
In your narrative, describe Mr. Tumnus' thoughts and feelings as he considers kidnapping Lucy for the White Witch.

Example response:

- "Mr. Tumnus! Mr. Tumnus!" I heard Lucy through my tears. "Don't! Don't! What is the matter? Aren't you well?" I wasn't sure if I should tell her the truth, or not. She seemed so worried about me, yet I was about to send her to the White Witch! "Dear Mr. Tumnus, do tell me what is wrong." I continued crying. I just didn't have the heart to tell her what I've been thinking since I first realized she was a Daughter of Eve. Lucy came over, put her arm around me, and handed me her handkerchief. The nicer she was, the worse I felt, and I continued to cry into her handkerchief, ringing it out whenever it got too wet to use.
- Lucy screamed in my ear, "Mr. Tumnus! Do stop. Stop it at once! You ought to be ashamed of yourself, a great big Faun like you. What on earth are you crying about?"
- Her question made me think of everything that I had done. I acted like such a nice faun. I convinced her to come to my home. I even gave her food and played the flute to try to lure her to sleep! I

couldn't take it anymore! "Oh-oh-oh!" I sobbed. "I'm such a bad faun. I don't suppose there ever was a worse Faun since the beginning of the world."

- "What have you done?" Lucy asked.
- "My father would have never done anything like this," I said aloud. "A thing like what?" said Lucy.
- I had no choice but to tell her the truth. The spies may be outside at this very moment listening to us. I knew we were in trouble. I had to let her go.
- "Take service under the White Witch. That's what I am. I'm in the pay of the White Witch."

Week 5 Lesson 3

Understand

1. ___C___ Part A

   ___A___ Part B

2. ___C___ Part A

   ___D___ Part B

3. ___A___ Part A

   Part B

- Evidence #1 B
- Evidence #2 D
- Evidence #3 F

4. ___D___ Part A

   ___B___ Part B

5. ___B___ Part A

   ___C___ Part B

6. ___D___

7. ___C___ Part A

   Part B

- Evidence #1 B
- Evidence #2 C

Week 5 Lesson 4

Express Understanding

Determine a theme of chapter seven of *The Lion, the Witch and the Wardrobe*. In your response, include how each sibling responds to hearing Aslan's name for the first time. **Write a multi-paragraph essay that explains the theme and the children's response to Aslan's name**. Cite evidence from chapter seven to support your response. There are additional lines on the next page.

A theme of chapter 7 is good vs. evil. The chapter begins with the siblings seeing Mr. Beaver hiding in the bushes. The siblings immediately begin a discussion to determine whether or not the beaver is a nice beaver. Then, when the siblings do talk to the beaver, Edmund asks, "'If it comes to talking about sides, how do we know you're a friend?'" The beaver offers proof that he is a good beaver by giving Lucy Mr. Tumnus' handkerchief. He then begins to speak of Aslan.

When Mr. Beaver mentions Aslan, the text states, "A very curious thing happened." All of the children felt different. Edmund felt "horror." This supports the theme of good vs. evil because Edmund, a character who is conflicted with what side he is on, had a bad feeling when Aslan's name, a character who represents good, was mentioned. Contrary to the horror that Edmund felt, Peter felt "brave." Susan and Lucy both felt a sense of happiness. It is clear from the responses of the characters that Peter, Susan, and Lucy have a positive reaction and are on the side of good immediately. Edmund has a negative reaction and may be on the bad side. The beaver brings the siblings to his home for dinner, and is kind to them, so we assume he is on the good side, too.

Week 5 Lesson 5

Vocabulary Journal

Your child's teacher will monitor weekly progress on optional vocabulary journals.

Week 6 Lesson 1

Understand

1. The "old rhyme" is a **prophecy**. What does the rhyme suggest is going to happen? How does this rhyme help you to understand Aslan?

   Students should understand that Aslan is a good character and that he has probably come to defeat the White Witch.

   Students should understand that Aslan is a good character, and that he will turn winter into spring.

2. How would you **paraphrase** the "old rhyme"? Remember when you **paraphrase** text, you write the message in your own words. **Paraphrase** the "old rhyme" in 1-2 sentences.

   A possible summary is: When Aslan comes, he will make everything right again. When Aslan comes, he will roar, bare his teeth, and shake his mane. He will turn winter into spring, and all sorrow will go away.

3. How would you **paraphrase** the second prophecy? **Paraphrase** the prophecy in 1-2 sentences.

   Another old rhyme says: When "Adam's flesh and Adam's bone" (a human) sits in the throne at Cair Paravel, the evil times will be over.

4. As you read the rest of chapter eight, find the final prophecy. Write a 1-2 sentence summary of what the prophecy says.

   A prophecy says: When two Sons of Adam and two Daughters of Eve sit in the four thrones at Cair Paravel, the White Witch will die.

5. How does Mr. Beaver feel about Aslan coming to Narnia? How do you know?

   - Complete the statement above the chart with a word or phrase that shows how Mr. Beaver feels about Aslan coming to Narnia.
   - Then find words or phrases in the text that support, or help to prove, your statement. Fill out the text evidence chart on the next page with your supporting evidence.
   - Write down exact words from the text in the form of direct quotations.
   - Lastly, describe how the quotation(s) help to prove the statement is true.

Statement: Mr. Beaver feels happy about Aslan coming to Narnia.

Page Number___	Page Number ____	Page Number ____
"'He'll settle the White Queen all right. It is he, not you, that will save Mr. Tumnus.'"	"'I tell you he is the King of the wood and the son of the great Emperor-beyond-the-Sea.'"	"'Course he isn't safe. But he's good. He's the King, I tell you.'"

Explain how these quotations help to prove your **statement** is true:

These statements prove that Mr. Beaver is happy about Asian coming to Narnia because they are all positive statements.

Express Understanding

Reread the "old rhyme." What is a summary of this prophecy?

Using the notes in your text evidence chart, write a one paragraph response to this question:

- Who is Aslan, and why has he come to Narnia?
  - Include at least one direct quotation.
  - Include at least one paraphrase of a prophecy.

Possible responses should be similar to the following:

Aslan is a good character who will turn winter into spring. The prophecy states that "wrong will be right, when Aslan comes in sight…" This quotation means that when Aslan comes to Narnia, everything will be made right.

Week 6 Lesson 2

Understand

1. How do Mr. and Mrs. Beaver use logic to determine what Edmund is up to? How do you know?

   - Find words or phrases in the text that support, or help to prove, the statement below. Fill out the text evidence chart with your supporting evidence.
   - Write down exact words from the text in the form of direct quotations.
   - Lastly, describe how the quotation(s) help to prove the statement is true.

Statement: Mr. and Mrs. Beaver use logic to determine what Edmund is up to.

Page Number___	Page Number ____	Page Number ____
Edmund "had the look of someone who has been with the White Witch and eaten her food."	"'Why all she wants is to get all four of you…and there'd be four new statues in her collection.'"	"'But she'll keep him [Edmund] alive as long as he's the only one she's got…'"

Explain how these quotations help to prove this **statement** is true:

These statements prove that Mr. and Mrs. Beaver are being very logical in their approach to helping Edmund regain his freedom.

2. In chapter eight, the narrator tells us about characters' thoughts and feelings.
   - Whose point of view do we get in this chapter?

- Whose point of view is missing in this chapter?
- Whose thoughts and feelings are not shown in this chapter?

Students should understand that they learned about the thoughts and feelings of Mr. and Mrs. Beaver, Lucy, Peter, and Susan; however, they did not learn about Edmund's thoughts or feelings, nor those of the White Witch.

3. Reread the first paragraph in chapter nine. Whose thoughts and feelings do you expect the narrator to focus on in this chapter?

   It is important that students recognize that we expect to learn about Edmund's thoughts or feelings, but that the narrator may switch focus again, and we should be ready for it.

4. Read the rest of chapter nine; pay attention to whose thoughts and feelings the narrator is describing. Does the narrator "jump inside" the head of a different character?

   In the rest of chapter nine, students should take note that the narrator doesn't switch again.

5. What does the narrator tell you about Edmund's reasons for his choice to follow the instructions of the White Witch? How do you know?
   - Reread the first six paragraphs of chapter nine.
   - Then find words or phrases in the text that support, or help to prove, the statement. Fill out the text evidence chart with your supporting evidence.
   - Write down exact words from the text in the form of direct quotations.
   - Lastly, describe how the quotation(s) help to prove the statement is true.

Statement: Edmund has several reasons for his choice to follow the instructions of the White Witch.

Page Number___	Page Number ____	Page Number ____
"He had eaten his share of the dinner, but he hadn't really enjoyed it because he was thinking all the time about Turkish Delight..." "...he didn't want her to be particularly nice to them —certainly not to put them on the same level as himself..."	"...he kept on thinking that the others were taking no notice of him and trying to give him the cold shoulder." "'I expect she is the rightful Queen, really. Anyway, she'll be better than that awful Aslan.'"	"He did want Turkish Delight and to be a Prince (and later a King) and to pay Peter out for calling him a beast."

Explain how these quotations help to prove this **statement** is true:

These statements prove that Edmund wants what he believes the White Witch has promised him.

6. What does the above passage tell you about Edmund?

   Students should understand that this passage reveals that Edmund is actually conflicted about his feelings towards the White Witch.

Express Understanding

Write a paragraph to answer this question:

- If Edmund knows the White Witch is "bad and cruel," why is he continuing to be on her side?
- Use one quotation from your text evidence chart in your answer.

Possible response:

- Even though Edmund knows that the White Witch is "bad and cruel," he continues to be on her side because he is conflicted. He knows she is evil, but he can't help himself because he was drugged by the powerful Turkish Delight, which he has become addicted to. Also, he really wants to be a king. He is attracted to the power he will have.

Week 6 Lesson 3

Understand

1. In chapter nine, which character's thoughts and feelings did the narrator tell us about?

   It is important that students recognize that we only learned about Edmund's thoughts or feelings in the previous chapter.

2. Reread the first paragraph in chapter ten. It seems the author is switching back and forth between what is happening with Edmund and the White Witch, and what is happening with the other three children and their new friends Mr. and Mrs. Beaver. Whose thoughts and feelings do you expect the narrator to focus on in chapter ten?

   It is important that students recognize that we expect to learn about what is happening with the 3 children and Mr. and Mrs. Beaver, but that the narrator may switch focus again, and we should be ready for it.

3. As you read chapter ten, record the gifts that each child receives.

   - Peter's gift: Peter receives a shield and a sword.
   - Susan's gift: Susan receives a bow, a quiver full of arrows, and a little ivory horn.
   - Lucy's gift: Lucy receives a glass bottle and a small dagger.

As you read chapters 8-10, it is clear that characters have fallen into two groups. Which characters make up those two groups? How do the groups differ from one another? Think about how the chapters have been organized around certain characters. That information may help you decide which characters belong in each group.

4. Make a list of characters for each group in the T-chart below.

Group 1 _____	Group 2 _____
Nice Group • Peter • Susan • Lucy • Mr. Beaver • Mrs. Beaver • Aslan	Wicked Group • The White Witch • Edmund

5. Look at your T-Chart. Which word would you use to describe each group of characters? Write the word you would use to describe each group at the top of your chart.

6. What is the conflict, or problem, between these two groups of characters?

   The conflict in this story is one of right vs. wrong, or good vs. evil.

7. What theme is being developed as we read?

   Students should understand that an emerging theme is good versus evil.

Express Understanding

Write a paragraph that answers both of these questions:

- What is the struggle between the two groups of characters really about?
- How do the gifts that Father Christmas gave to Peter, Susan, and Lucy hint at what is likely to come?

The struggle is about good and evil, or right and wrong. On one side, there are the "good" characters of Aslan, Mr. and Mrs. Beaver, Peter, Susan, and Lucy. On the other side are the "bad" characters of Edmund, the White Witch, and all of her supporters. The gifts that Father Christmas gives the three children are all items that would be taken into battle, and they hint that the children will need to fight for the "good" side.

Week 6 Lesson 4

Understand

1. What does the White Witch's use of the word "vermin" tell you about how she feels about the creatures?

   Students should understand that this passage shows that the White Witch is unreasonable and mean for no good reason.

2. Explain why the White Witch was angry when she happened upon the creatures eating.

   Students should understand that this scene proves that the Witch Witch is inherently evil. She is angry because they are having fun, and she hasn't given them permission to have fun. Also, she eventually learns from them that Father Christmas has been there, and that means that her power is weakening, that Aslan's power is getting stronger.

3. How has the White Witch's attitude toward Edmund changed from their first meeting to now?

   Students should understand that the White Witch acted kinder to Edmund in chapter 3 as she tried to lure him to bring her his brother and sisters. Now that the White Witch is less powerful and winter is thawing, she is angry with Edmund. She slaps him and is more aggressive toward him. The White Witch is no longer coaxing information out of Edmund by tempting him with Turkish Delight. Now she is feeding him stale bread and treating him as a slave.

4. What might be the cause of this change?

   Students should understand that the White Witch is scrambling to regain her absolute control. She fears that the return of Aslan will put an end to her reign, and she is desperate to use Edmund in any way she can.

Express Understanding

Respond to the following questions. There are additional lines on the next page.

- What lesson does Edmund learn in this chapter?
- Describe a time in this chapter when Edmund shows a good trait, instead of a bad trait.

  Answers may vary; accept any answer that is based on evidence presented in the text.

Week 6 Lesson 5

Vocabulary Journal

Your child's teacher will monitor weekly progress on optional vocabulary journals.

Week 7 Lesson 1

Understand

1. What is different about this chapter?

   The last four chapters bounced back and forth from good to evil. The details that we gain in this chapter are different because the author is not focusing on only one side. We are learning about both sides at the beginning of this chapter. The author is preparing us for the battle.

2. How does Peter show qualities of being a good leader in this chapter?

   Students should understand that Peter shows humility by accepting responsibility for his brother's poor behavior. He also realized it was up to him to approach Aslan first. He defeats the first wolf.

3. What does this passage explain about the characters' feelings toward approaching Aslan?

   The characters might have been scared or intimidated by Aslan. None of them wanted to approach the lion first.

4. If Edmund has been disloyal or betrayed his siblings, why do they continue to try and save him?

   Possible responses to the question:
   - Lucy is a forgiving character. Evidence tells us that she forgives characters who betray her (i.e. Mr. Tumnus).
   - Peter is a leader. Leaders are meant to support even the weakest member of their army.
   - Even though Edmund has betrayed them, they still love him.

Express Understanding

Good triumphs over evil.

This statement is often used to explain times in the world where good people were struggling against bad people and the good people "won."

What are some examples of times that the good people "won" over bad people in this book? Find 2-3 pieces of evidence from this chapter that support this statement.

Good triumphs over evil. Evil attacked good. Edmund is reunited with his siblings, who accepted his apology. Aslan is guiding the siblings into battle. Peter defeated the wolf.

Week 7 Lesson 2

Understand

1. How did the narrator develop the theme of good vs. evil in the story?

   It is important that students recognize that the author of a story develops a theme throughout the text. Some ways the narrator develops the theme include character interaction, character's thoughts and feelings, and the structure and the events in the chapters.

2. As you have read the text, you have learned that characters have mistreated other characters. Think about the following questions:
   - Which characters have mistreated others?
   - How have the characters responded to being mistreated?

   Record your answers on the T-chart. One example has been provided for you.

Who is the evil character? How did they mistreat another character?	Who was mistreated? How did the character respond to being mistreated?
In the very beginning of the text, Mr. Tumnus lures Lucy to his house with the intention of turning her over to the White Witch. Edmund lied to his siblings when he had been in Narnia, but told them he hadn't. Edmund sneaks off to go to the house of the White Witch when his siblings are talking to Mr. and Mrs. Beaver. Edmund intends to turn his siblings in for more Turkish Delight. The White Witch slaps Edmund and makes him pull her sled. The White Witch has Aslan shaved and sacrificed.	Even after Lucy learns Mr. Tumnus' intentions, she is kind to the faun and asks him to let her return to her siblings. Lucy forgave Mr. Tumnus for being a bad faun. Peter called Edmund beastly, shrugged, and did not say anything else about it. Susan and Lucy did not say anything to him at all. The siblings ask Aslan if he can help them save their brother. The siblings do not know that he has betrayed them in this way. Edmund is passive toward the White Witch, even though she is mistreating him. Up until this point, no one has responded to the White Witch in a positive way. However, Aslan has been kind to the White Witch and has not mistreated her in return for her behavior.

3. Make a prediction. Write a paragraph that answers both of these questions:
   - How do you expect the siblings to treat Edmund when they meet up again?
   - What evidence from the text supports your prediction?

   Students should understand that based on the way the siblings have treated Edmund this far, the siblings can be expected to continue to be kind to him.

   Students should understand that while Edmund has mistreated the siblings, they have yet to be vindictive or mean toward him.

Week 7 Lesson 3

Understand

1. How do the siblings treat Edmund as he returns to camp?

   Students should understand that the siblings shake Edmund's hand when he returns. Edmund apologizes. The siblings say "That's all right," but do not ask any questions or give Edmund any trouble. The siblings act as if he hasn't done anything wrong.

2. Consider Aslan's treatment of the White Witch as they discuss the Deep Magic from the Dawn of Time.

   - Where is the scene in the text when Aslan discusses the Deep Magic with the White Witch?
   - How does Aslan treat the White Witch here?

   This scene takes place at the Table of Stone, where the Deep Magic is engraved.

   Students should understand that Aslan is kind to the White Witch, even when she is accusatory and abrupt with him. Aslan does not retaliate with unkind words or become visibly upset with the White Witch.

Express Understanding

Respond to the following questions. There are additional lines on the next page.

- What idea repeats throughout the chapter? (Think about how good characters respond to the evil characters in this text.)
- What is a developing theme of this story, and what evidence do you have from the text to support your idea?
- A strong answer will discuss an idea that we have seen several times in this chapter. It will also connect this repeated idea to a bigger message, or theme, that this chapter is sending to readers. Finally, a strong answer will also contain text evidence to support the theme being discussed.

  Answers may vary; accept any answer that is based on evidence presented in the text.
  Students should conclude that forgiveness is a theme developing in the text.

Week 7 Lesson 4

Understand

1. How does Aslan respond when the White Witch and her followers mistreat him? What are some words we could use to describe Aslan based on his reaction?

   Students should understand that Aslan is being kind, even as he is being mistreated.

2. How does this passage **contradict** the prophecy that we learned earlier in the story?

   Students should understand that the prophecy said that all would be right when Aslan came back to Narnia. This scene shows the White Witch in control and the lion defenseless against her power.

3. Describe the magic of the land of Narnia. What are some things in Narnia that are magical? Use details and quotations from chapters 12, 13, and 14 to describe the magic.

   Magic of the land:
   - Winter was ending. Spring was beginning.
   - There are talking creatures throughout the text.
   - Dwarf and White Witch turn into a boulder and stump to hide from Aslan's followers.

4. Describe the laws or rules of the imaginary land of Narnia. What are some things in Narnia that are rules? Use details and quotations from chapters 12, 13, and 14 to describe the laws or rules of the land.

   Laws or Rules:
   - The four humans will sit at the thrones at Cair Paravel. Peter will be High King because he is first born.
   - Every traitor belongs to the White Witch as her lawful prey, and for every treachery she has a right to kill.

Express Understanding

Select a possible **theme** from the list below and write it on the line:
- Staying courageous through a series of challenges
- Learning from mistakes in order to become a better person
- Sacrificing yourself for the well-being of others

Theme: Answers may vary; accept any answer that is based on evidence presented in the text.

Identify and write three details, or pieces of evidence from the text, to support the possible theme on the chart on the next page.

Each piece of evidence that you choose to support your theme can be a paraphrase or summary of a scene, a direct quotation, or a detail from the text.

Evidence: Quote or Paraphrase	Page Number	Explanation of How This Evidence Support the Theme
Answers may vary; accept any answer that is based on evidence presented in the text.		

Week 7 Lesson 5

Vocabulary Journal

Your child's teacher will monitor weekly progress on optional vocabulary journals.

Week 8 Lesson 1

Understand

1. Describe the magic of the land found in this text. Use details and quotations in your answer.

   Possible responses describing the magic of the land:
   - There are talking creatures.
   - Alice is growing larger and larger.
   - The lizards are on the jury.
   - There is a deck of cards in the courtroom. The knave is on trial.

2. Describe the laws or rules of the imaginary land of Wonderland. Use details and quotations in your answer.

   Possible responses describing the laws and rules:
   - The trial can not begin until jury men are in their proper places.
   - All persons more than a mile high must leave the courtroom.

Express Understanding

Identify and write three details or pieces of evidence from the text to support the theme. Consider the following questions:

- Who is standing up for what they believe to be right in this text?
- What does this person do and where in the text do you see this person standing up for what they believe to be right?

Each piece of evidence that you choose to support the theme can be a paraphrase or summary of a scene, a direct quotation, or a detail from the text.

Answers may vary; accept any answer that is based on evidence presented in the text.

Week 8 Lesson 2

Understand

1. How does the author of *The Lion, the Witch and the Wardrobe* build the theme of good versus evil?

   Aslan and the siblings are good. Mr. and Mrs. Beaver are good. Mr. Tumnus, Edmund, and the White Witch all have traits of an evil character.

   Aslan and the siblings battle the White Witch for control over the imaginary land of Narnia.

2. How does the author of "Alice's Evidence" build the theme of good versus evil?

   Alice is good. The King and Queen are evil.

   Alice is defending the Knave against the evil King and Queen.

3. How does the author of *The Lion, the Witch and the Wardrobe* build the theme of standing up for what you believe to be right?

   Lucy stands up to evil characters for what she believes is right.
   Aslan stands up to the White Witch. Peter stands up to the wolf.
   Some examples from the texts are:
   - Lucy stands up to her siblings when they question the land of Narnia.
   - Peter fights in his first battle against the wolf.

4. How does the author of "Alice's Evidence" build the theme of standing up for what you believe to be right?

   Alice stands up to evil characters for what she believes is right.
   An example from the text is:
   - Alice stands up to the King and Queen when they try to accuse the Knave of a crime.

5. How does the author of *The Lion, the Witch and the Wardrobe* build the theme of sacrificing oneself for the well-being of others?

   Mr. Tumnus allows Lucy to go home and chances being caught by the White Witch. Lucy takes a chance of being caught by the White Witch to save Mr. Tumnus. She sacrificed her well-being to try and save Mr. Tumnus.

He sacrificed himself to save Narnia and Edmund so that the White Witch would not take Edmund.

6. How does the author of "Alice's Evidence" build the theme of sacrificing oneself for the well-being of others?

   Alice continues to argue with the Queen about sentencing the Knave before the verdict, even after the Queen threatens Alice and says "Off with her head."

Express Understanding

Both *The Lion, the Witch, and the Wardrobe and "*Alice's Evidence*"* have similar themes. Some of those themes include:

- Staying courageous through a series of challenges
- Learning from mistakes in order to become a better person
- Sacrificing yourself for the well-being of others

Select a possible **theme** from the list above. Identify and write three details, or pieces of evidence from the text, to support the possible theme.

Write 1–2 paragraphs explaining how the theme you selected is supported by events in the texts.

A strong response will include a sentence that explains the theme you are writing about. Your paragraph should also include evidence from both texts that reveal how this theme is shown.

Answers may vary; accept any answer that is based on evidence presented in the text.

Week 8 Lesson 3

Understand

1. What does **incantation** mean? Underline the clues in the passage that help you understand the meaning of **incantation**.

   The text states that it is a piece of magic, and also that it is something you can read. So maybe it is a spell.

2. What does **treachery** mean? Circe the clues in the passage that help you understand the meaning of **treachery**.

   You may have heard of a related term, "treacherous." It must be some sort of crime, because it is preceded by the word "committed."

3. What does **traitor's stead** mean? Highlight the clues in the passage that help you understand the meaning of **traitor's stead**.

   Well, Edmund was a traitor because he betrayed the trust of his siblings and went against them. Aslan was killed instead of him, so maybe "stead" means the same as "instead," as in "in place of."

4. Now that you know the definitions of unfamiliar words, reread the passage. As you read, think about what happened to Aslan. How would you explain what happened to Aslan in your own words?

   Students should understand that this passage explains why Aslan has come alive again. He was able to do this because he knew some magic that the Witch did not, and he used it to trick her into accepting him as her victim, knowing full well that because he was innocent, he would eventually go free.

5. As you read chapter 15, pause to point out words and phrases in the passage that contain **sensory details** describing the girls' journey on the back of Aslan. Why do you suppose the writer included these long passages of description? What effect do they have on you as you read them?

   It is important that students recognize that this is a major turning point in the story. Because Aslan has returned from the dead, we know that his goodness will defeat the evil of the White Witch.

   Students should understand that the writer has included the sensory details to help the reader experience the joy and happiness that the girls are feeling now that they have been reunited with Aslan. The description of spring in Narnia communicates to the reader that good is about to triumph over evil.

6. In the last few pages of chapter 15, find a sentence you enjoyed reading—one that contained language that helped you experience what Lucy and Susan experienced. Write the sentence and explain what you liked.

   Answers may vary; accept any answer that includes sensory details.

Express Understanding

Answer these questions in a one-paragraph response:

- For the sentence you selected, which of your senses did it appeal to as you read it?
- How did the author's use of sensory details in the sentence you chose affect your enjoyment as a reader?

Answers may vary; accept any answer that is based on evidence presented in the text.
Students should choose a sense (sight, sound, smell, touch, taste) and explain how the sentence affected them as a reader.

Week 8 Lesson 4

Understand

1. Which group is winning the battle? Circle the evidence you find in the text to support your statement.

> "Then Lion and Witch had rolled over together but with the Witch underneath, and at the same moment all war-like creatures whom Aslan had led from the Witch's house rushed madly on the enemy lines, dwarfs with their battleaxes, dogs with teeth, the Giant with his club, unicorns with their horns, centaurs with swords and hoofs. And Peter's tired army cheered, and the newcomers roared, and the enemy squealed and **gibbered** till the wood re-echoed with the **din** of that **onset**."

Students should understand that at the end of this chapter the author makes it clear that the "good" side is winning and the "bad" side is losing.

2. As you read the first part of chapter 17, notice how Edmund is treated by the other characters. How is this treatment consistent with the themes of the novel?

   Peter praises Edmund's smart decision to go after the Witch's wand instead of going for her directly, stating that his decision is what allowed them to win. Lucy poured some of her cordial into Edmund's mouth, and then didn't want to leave his side. Aslan had to persuade her to tend to others in need. Susan and Lucy decide to spare Edmund's feelings by not telling him about Aslan's sacrifice.

   Aslan and the children have completely forgiven Edmund for his earlier mistakes. Edmund has proven that he is a good person.

3. As you read through chapter 17, notice how the speech of the children changes. Why does it change?

   Students should recognize that language used is dependent on many different factors: situation, age, social status, education, etc.

   Possible answer to the question:
   - The speech changes at this point: "Then said King Peter (for they talked in quite a different style now, having been Kings and Queens for so long), 'Fair Consorts, let us now alight from our horses and follow this beast into the thicket; for in all my days I never hunted a nobler quarry.'" "'Madam,' said King Edmund, 'if you look well upon it you shall see it is a pillar of iron with a lantern set on the top thereof.'"
   - The children are royalty now, so they are speaking the language of wealthy people rather than commoners.

4. Reread the last two paragraphs of chapter 17. The narrator says that the Professor "was a very remarkable man." What evidence does the narrator give to support this statement?

   Students should understand that the Professor believed the children's story, which is a remarkable achievement for an adult because they don't tend to believe in fantasy worlds like children do.

Express Understanding

Answer these questions in a one-paragraph response:

- At the end of the novel, the Professor gives the children some advice. What is it?
- Why do you think he gave it to them?

A strong answer to these questions would include a description of the advice the Professor gives the children. It would also include why you believe, based on the text, that he gave the children this advice. Support your reason with evidence from the text.

> Answers will vary. Students may recognize that it is always impossible to go back the same way you came, particularly in the world of fantasy.

Week 8 Lesson 5

Vocabulary Journal

Your child's teacher will monitor weekly progress on optional vocabulary journals.

Week 9 Lesson 1

Culminating Writing Task: Brainstorming

Review the Culminating Writing Task Directions.

Culminating Writing Task Directions

Consider how the narrator's point of view influences how events are described in *The Lion, the Witch, and the Wardrobe*. How would descriptions change if told from a different point of view?

Choose one of the scenes below, and rewrite it from the first person point of view of the identified character.

Scene	Point of View and Theme
Chapter 9: Edmund goes to the White Witch. Start: "It was pretty bad when he reached the far side..." Stop: "Edmund began to be afraid of the House."	Rewrite the scene from Edmund's point of view and describe his journey to the White Witch's home.
Chapter 11: Aslan is near. Start: "Now they were steadily racing along again." Stop your narrative at the end of the chapter.	Rewrite the scene from the White Witch's point of view and describe her thoughts and feelings as she realizes that the spell is breaking and Winter is coming to an end.

Chapter 14: Aslan sacrifices himself for Edmund. Start: "At last the rabble had had enough of this." Stop: "They couldn't bear to look and covered their eyes."	Rewrite the scene from Aslan's point of view and describe his thoughts and feelings as he is being prepared for sacrifice.

To complete this task:

- Select a scene from the chart above and reread the scene. As you read, consider how the description of events might change if told from the point of view of the identified character.
- Summarize the events of the scene, being sure to include the main events, key character interactions, and important conversations.
- Rewrite the scene from the perspective of the new narrator, using the first person point of view. Include thoughts, feelings, and descriptions to develop the new narrator's point of view.
- Be sure that the rewritten scene maintains the themes of the novel.
- Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases.

Understand

It is important to carefully read your writing prompt and prepare to write before you begin writing. As you prepare to answer the writing prompt, first review the texts that you read in this unit.

Culminating Writing Task Brainstorming Activity

1. Choose one of the scenes from the Culminating Writing Task directions.
2. Find the scene in the text and reread it.
3. Summarize the main events of the scene.
4. What theme is evidenced in this scene? (Hint: Use the themes from your Theme Chart to determine a theme.)
5. What information does the new narrator share about his or her own thoughts, feelings, and actions?
6. How might the scene change if told from the new narrator's point of view?
7. What information is missing from the current scene that the new narrator might want us to know?

Express Understanding

Next, work to organize your ideas for your narrative. Then work to ensure that your story will be organized around the key ideas and details of the scene. When you write a narrative, you must orient your reader by introducing the characters, establishing the situation, and organizing the events in sequence.

1. Who and what are the characters, main events, and conversations in the scene you selected? How does the new narrator respond to challenges that he or she faces?

Answers may vary

2. How does your scene begin?

   Answers may vary

3. What is the main problem during the scene?

   Answers may vary

4. How does the new narrator respond to the problem?

   Answers may vary

5. How is the problem solved?

   Answers may vary

6. Have you included important conversations, setting off dialogue with quotation marks?

   - ❑ Yes
   - ❑ No. I need to go back and add dialogue.

Week 9 Lesson 2

Express Understanding: Draft Your Response

Write a rough draft of your narrative story, using your brainstorming activity and notes. Divide your story into Beginning, Middle and End using the chart below.

Part of the Story	Draft of Narrative
Beginning	Answers may vary; see student exemplar in lesson 5 for examples.
Middle	Answers may vary; see student exemplar in lesson 5 for examples.
End	Answers may vary; see student exemplar in lesson 5 for examples.

Week 9 Lesson 3

Culminating Writing Task: Revise

Understand

Read your rough draft out loud. As you read, listen for any places where information may be unclear or incorrect.

Culminating Writing Task Checklist

- ❑ Introduce each character in a way that makes sense in the scene.
- ❑ Include a clear beginning, middle, and end.
- ❑ Include the main events of the scene.
- ❑ Include the thoughts, feelings, and actions of the new narrator.
  - Remember to remove the inner thoughts of the other character. We won't know what they are thinking since the original narrator is no longer telling the story.
- ❑ Use correct punctuation.
- ❑ Include quotation marks to set apart when someone is speaking.
  - An example of using quotation marks looks like this:

    Lucy said, "Oh, Mr. Tumnus—I'm so sorry to stop you, and I do love that tune—but really, I must go home. I only meant to stay for a few minutes."

- ❑ Include transitional words and phrases.
  - Here are some ideas for transitional words and phrases you might choose to use in your writing:

before	in fact
besides	of course
beyond	without a doubt
however	for that reason
in the meantime	likewise

Express Understanding

Make at least two revisions to your writing draft to improve your writing.

Answers will vary, but students should focus on making revisions on their draft in lesson two.

Lesson 4

Culminating Writing Task: Edit

Understand

1. Reread your first draft.
2. As you read, look for areas where you may have made errors in writing such as grammar, punctuation or spelling.

Express Understanding

Use the Editing Marks chart below to indicate edits that you make to your draft. Use your pen to make the edits.

Editing Mark	
Capital Letter	≡
New Paragraph	¶
Remove	⁀
Add	∧
Check Spelling	sp ○

Answers will vary, but should include the use of some of the Editing Marks in the chart above.

Lesson 5

Culminating Writing Task: Final Draft

Use the next two pages to publish your writing. Be sure to include all improvements made during the revision and editing process.

The essay should demonstrate proper grammar, conventions, and spelling, and develop a topic with facts and details from the text.

Culminating Writing Task Exemplar

Chapter 9

By the time I reached the far side, it was dark and I was freezing! It was getting darker every minute. There were so many snowflakes falling around me that I could barely see where I was going. The snow and ice were cold, wet, and slippery. My pants were wet up to the knees because every time I took a step, I fell into a deep pit of snow. I was so frustrated from slipping on frozen puddles and falling over tree trunks that I thought about turning around. But, then I realized that I probably couldn't find my way back. I slipped down an iced bank and I could feel the cold stinging my legs. I took a deep breath and thought, "When I'm King of Narnia the first thing I shall do will be to make decent roads." Then, I thought, "It would be awfully nice if I could also get Turkish Delight delivered to my kingdom." To keep me going, I continued to think of all of the wonderful things I could do once I was King, such as get a car and a new cinema!

Then, all of a sudden, it stopped snowing. A gust of wind almost blew me down and it became even more cold! The clouds rolled away and the moon was shining bright. The sparkle of the moon hit the fallen snow to make everything shine bright.

The bright moon led me to the river. I followed it through an overgrown valley full of bushes. Every time I would hit a branch, snow would fall down on my neck and back. It felt like a ton of weight falling on me and I began to whimper in pain. "I can't believe Peter made us come into this land and follow that robin!" I thought to myself.

Finally I came to a part in the bushes. I saw the White Witch's house right in front of me. The moon shone on it and I got excited about being so close. The thought of more Turkish Delight made my mouth water! But then, as I looked closer, I noticed that the house looked more like a castle and the pointed, sharp spires at the top made me cringe. Why was I feeling afraid all of a sudden?

Chapter 11

Now we were steadily racing on again. "These humans are ruining my spell!" I thought to myself as we splashed through the melting snow. I had to get rid of them as soon as possible or I knew I would be done! We were slowing down. The sleigh couldn't make it over the sludge. Suddenly, we hit some rocks, and the sleigh came to a halt. I jerked forward and back, and opened my mouth to yell. But then, I heard something I haven't heard in years. It was rushing water! The frozen river had thawed! Then, I heard chirping. Were those birds I was hearing? I could feel myself boiling up with anger.

I yelled, "Don't sit staring, fool! Get out and help!" The human was looking at me with a blank stare. I couldn't believe this was happening and all because of him and his siblings. The dwarf and human started pushing my sleigh. I was disgusted at the sight of green all around me. Where was my Winter?

"It's no good, your Majesty," I heard the dwarf say. "We can't sledge in this thaw."

I couldn't believe he was telling me no! "Then we will walk!" I screamed.

"We shall never overtake them walking," growled the dwarf. "Not with the start they've got."

"Was he really talking back to me?" I thought. "Are you my councillor or my slave?" I asked him. "Do as you're told. Tie the hands of the human behind it and keep hold of the end of the rope. And take your whip. And cut the harness of the reindeer; they'll find their own way home." I showed him who's boss!

Once that was done, we began moving. "Faster! Faster!" I yelled.

As we started walking, I realized that the winter was completely gone. Yellow flowers, rushing water, chirping birds! I was disgusted!

The human kept turning side to side to see everything that was changing. "Faster! Faster!" I yelled again. I had to get to the siblings to keep control of Narnia!

"This is no thaw," said the dwarf. "This is Spring. What are we to do? Your winter has been destroyed, I tell you! This is Aslan's doing."

"If either of you mentions that name again," I said, "he shall instantly be killed." There was no way that Aslan was going to take Narnia from me!

Chapter 14

At last the creatures stopped tormenting me. I hoped that the magic would save me, but I wasn't sure. "Was I doing the right thing by sacrificing myself for Edmund?" I wondered as they began to drag me to the Stone Table. Some of the creatures were pulling, some were pushing, and I felt as if I would be ripped apart at any moment. My body ached. They hoisted me onto the table and tightened the cords around my paws and ankles. I could feel the circulation stop at the cords.

The White Witch pulled her sleeves back and held the Stone Table knife in her hand. I knew the deeper magic of the Stone Table saved me from death, but the sight of that knife made me shudder.

She stood by my head. I couldn't see what she was doing, but I knew what was coming. It felt like it was forever.

Then, she leaned toward me and whispered in a quivering voice, "And now, who has won? Fool, did you think that by all this you would save the human traitor? Now I will kill you instead of him as our pact was

and so the Deep Magic will be appeased. But when you are dead what will prevent me from killing him as well? And who will take him out of my hand then?"

"I will," I thought to myself. I wanted to speak up, but didn't want her to know what was about to happen. Then she said, "Understand that you have given me Narnia forever, you have lost your own life and you have not saved his. In that knowledge, despair and die."

I felt the stone knife enter my side. It was painful for a moment, and then I felt nothing.

Grades 4–5 Narrative Writing Task (NWT) Scoring Rubric

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Written Expression	The student response • is **effectively** developed with narrative elements and is **consistently appropriate** to the task; • is **effectively** organized with **clear and coherent** writing; • uses language **effectively** to clarify ideas.	The student response • is developed with **some** narrative elements and is **generally appropriate** to the task; • is organized with **mostly coherent** writing; • uses language that is **mostly effective** to clarify ideas.	The student response • is **minimally** developed with **few** narrative elements and is **limited in its appropriateness** to the task; • demonstrates **limited** organization and coherence; • uses language to express ideas with **limited** clarity.	The student response • is **undeveloped and/or inappropriate** to the task; • **lacks** organization and coherence; • **does not** use language to express ideas with clarity.
Knowledge of Language and Conventions	The student response demonstrates **full command** of the conventions of standard English at an appropriate level of complexity. There **may** be a **few minor errors** in mechanics, grammar, and usage, but **meaning is clear**.	The student response demonstrates **some command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **occasionally impede understanding**, but the **meaning is generally clear**.	The student response demonstrates **limited command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **often impede understanding**.	The student response **does not demonstrate command** of the conventions of standard English at the appropriate level of complexity. **Frequent and varied errors** in mechanics, grammar, and usage **impede understanding**.

NOTES:

- The reading dimension is **not** scored for elicited narrative stories.
- Per the Louisiana Student Standards, narrative elements in grades 3-5 may include establishing a situation; organizing a logical event sequence; describing scenes, objects, or people; developing characters' personalities; and using dialogue as appropriate.
- The elements of organization to be assessed are expressed in the grade-level standards W1-W3.