

Reading For Comprehension Series
By Lee Ann Berg

The Chronicles of Narnia Prince Caspian

Book 4

By C. S. Lewis

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Scholastic Publisher

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Prince Caspian
Reading For Comprehension Series Bundle
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INTRODUCTION

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Contents of this package

Worksheets

1. A blank vocabulary and reading comprehension worksheet where students can provide answers to a selection of questions from the guide.
2. A blank vocabulary worksheet where students can provide definitions to as many as 10 vocabulary words listed in the guide.
3. A blank comprehension worksheet where students can provide answers to several comprehension questions listed in the guide.

Guides

4. A teacher's guide containing vocabulary and reading comprehension questions with answers and vocabulary grade levels.
5. A student's guide containing vocabulary and reading comprehension questions without answers.

Workbooks

6. A set of 10 key questions covering the entire book with blank spaces for students to provide answers.
7. *Some packets contain in-depth workbooks with several questions for each chapter or section and blank spaces for students to provide answers. (We plan to add these in-depth workbooks to every packet.)*
8. *Some packets also contain special activities.*

Notes and suggestions for using the materials

The Teacher's Guide

The Teacher's Guide contains reading comprehension and vocabulary questions and answers that can be used during oral reading, or as part of a daily reading assignment.

This group of questions can also be used to test the comprehension of the student or students if they are assigned chapters to read silently. The questions can be asked and answered orally, or used in combination with the provided (blank) worksheets.

A Student's Guide has been included. It contains the vocabulary words and comprehension questions, but the answers and grade levels have been removed.

The Vocabulary Words

We have chosen to include a large number of vocabulary words in order to provide words for as many grade levels as possible.

Research shows that children can, on average, learn ten new words from any new reading assignment and in many cases less than five new words. It is suggested that you discuss the meaning of the vocabulary words in advance of reading so that the children will have some idea as to the meaning of these words as they read. Students should not be expected to retain all of the word meanings once they are finished with the chapter, but by introducing the meanings, we increase the chance that they will recall the meanings when they encounter them in a new context. Over time, repeated interaction will help the students develop mastery over word meanings.

We have elected to grade the vocabulary words according to the *EDL (Core Vocabularies in Reading, Mathematics, Science, and Social Studies)* which was published by Steck-Vaughn Company in 1989.

Grading of the selected words can be helpful. For example if you see that many of the words in the list have a grade of 6th, or higher, and your students are reading at a third grade level, you will, of course, need to choose a book that has a vocabulary more suited to your students achievements.

However, if you choose to have the students read this particular book even if vocabulary in the story is much higher than your student's skills, you will know

that much time will be needed to prepare the children to have success in the reading and comprehension of the story.

A blank vocabulary worksheet leaving a place for 10 words is included with the packet. It is only included as a suggestion. You may choose as few as 4 words based on your own criteria. You may use all 10 spaces for 10 *new* words to study. You may wish to pick more words. Or you may elect to choose none.

Other options for the use of the vocabulary list

Puzzles

Select words that would be meaningful to your group or child. Visit the following website: <http://puzzlemaker.school.discovery.com>. This site allows you to make crossword puzzles and/or other puzzles with chosen words. These choices could be made with the criteria of phonics, definitions, or other groupings such as archaic or cultural based words.

To promote retention, it is suggested that students draw a picture portraying the meaning of the word.

A Word Game

Write the words on cards or cut paper. Use at least three words per child in the group. Shuffle the cards. Go around the group asking each child to pronounce a word. (You may also require the students to define the word). If the child cannot do so go around the group until the word is correctly pronounced. The child who correctly pronounces a word gets to keep the card. The child is then asked to pronounce a second word. Again they get to keep the card if they answer correctly. If not, then continue around the group until this word is correctly decoded. If no child can decode the word then keep the word after telling the group the pronunciation. Keep going around the group giving each child a turn until the cards run out.

Now have each child chose one or two of their cards with which to quiz another student of their choice. If the chosen child can read the card the asker must give the chosen child the card, and a point. If the child cannot read the card, the asker gains one point.

After each child has had his turn everyone in the group counts the cards he has left plus each point he has earned. The one with the most cards (which are actually counted as one point) and points wins.

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Teacher's Guide

Please note: The first number in parenthesis following a vocabulary word indicates the approximate grade level at which the student should know the definition of the word while the following number indicates the page on which the word was found. (Word grade placement is per *EDL Core Vocabularies in Reading, Mathematics, Science and Social Studies, 1989.*)

The page number of a vocabulary word or the range of page numbers may not correspond to the published text of the book you are using. If that is the case, you will find the vocabulary word and/or the basis for the comprehension questions and answers on pages that are approximately the same as those used in creating this study guide.

And the answers to the comprehension questions are not always written in complete sentences. The answers have sometimes been made in shortened phrases which make the answers easier to find as well as limiting the space needed to give the answers.

Chapter 1 The Island Pp. 3-14

Vocabulary List with Definitions (grade appropriate #, page where word is found)

came round each **promontory** (12, 8) a point of land jutting into the sea; headland

Comprehension Questions

- 1. Who were the four children in this story, and how were they connected to Narnia?** Peter, Susan, Edmund and Lucy had been to Narnia a year ago. They magically stepped into this other world through a wardrobe. They became kings and queens who ruled the land for many years.
- 2. What did Edmund guess was happening as the children were waiting to board a train in the real world?** They were feeling magic at work. They found themselves in a thick, wooded area with a beach not far away.
- 3. What did they discover when they climbed the rocks?** They were on an island.
- 4. As the children explored the island in search of food and water, what did they find?** They found fresh water and an apple orchard. They found a very old wall and a gate.

Chapter 2 The Ancient Treasure House Pp. 15-29

Vocabulary List with Definitions (grade appropriate #, page where word is found)

our **coronation** rings (9, 26) the act or ceremony of crowning a monarch (king)

Comprehension Questions

- 1. What was special about this wall and gate?** They were part of an ancient castle. There was a courtyard and a tower.
- 2. Why did Lucy and the other children feel strange about this castle?** It seemed to be familiar. Susan thought it was like the castle they had lived in when they were Kings and Queens of Narnia, Cair Paravel. But this place seemed much older.
- 3. What did Susan find by the well that made her choke with emotion?** She found a chess piece, a knight, which was like the ones they played with when they were Kings and Queens at Cair Paravel.
- 4. If this were Cair Paravel, how could they live in England for a year, then return to Narnia when it must be hundreds of years later?** Discuss.
- 5. What did Edmund do to confirm that they were really at Cair Paravel?** They found a door that led to their treasure room.
- 6. What special gifts did the children find in the treasure room?** They found Lucy's magical healing cordial and Susan's bow and arrows. Then they found Peter's sword and shield with the lion on it. Edmund didn't have a gift because he wasn't with the others when they were given their gifts.
- 7. What was Susan's other special gift?** It was an enchanted horn that you blew when you were in trouble.
- 8. Why wasn't the horn in the treasure room?** Susan remembered that she had it with her on the day the children returned to England.

Student's Guide

Chapter 1 The Island Pp. 3-14

Vocabulary

came round each **promontory** (8)

Comprehension Questions

1. Who were the four children in this story, and how were they connected to Narnia?
2. What did Edmund guess was happening as the children were waiting to board a train in the real world? They were feeling magic at work.
3. What did they discover when they climbed the rocks?
4. As the children explored the island in search of food and water, what did they find?

Chapter 2 The Ancient Treasure House Pp. 15-29

Vocabulary

our **coronation** rings (26)

Comprehension Questions

1. What was special about this wall and gate?
2. Why did Lucy and the other children feel strange about this castle?
3. What did Susan find by the well that made her choke with emotion?
4. If this were Cair Paravel, how could they live in England for a year, then return to Narnia when it must be hundreds of years later?
5. What did Edmund do to confirm that they were really at Cair Paravel?
6. What special gifts did the children find in the treasure room?
7. What was Susan's other special gift?
8. Why wasn't the horn in the treasure room?

Chapter 3 The Dwarf Pp. 30-40

Vocabulary

floundered through the water (34)

moored her to a tree (37)

Comprehension Questions

1. When the children looked in the water when they were getting ready to bathe, what did they see?
2. What did Susan do that made the soldiers release the bundle they were planning to throw into the water?
3. What strange remark did the Dwarf make when he was freed from the cords?
4. Why was the dwarf about to be killed by the two soldiers?

Student's Workbook

Chapters 1 and 2 Pp. 3-29

Vocabulary

came round each **promontory** (8) _____

our **coronation** rings (26) _____

Comprehension Questions

1. Who were the four children in this story, and how were they connected to Narnia?

2. What did Edmund guess was happening as the children were waiting to board a train in the real world?

3. What did they discover when they climbed the rocks?

4. As the children explored the island in search of food and water, what did they find?

5. What was special about this wall and gate?

6. What did Susan find by the well that made her choke with emotion?

7. What special gifts did the children find in the treasure room?

8. What was Susan's other special gift?

Chapters 3 and 4 Pp. 30-55

Vocabulary

floundered through the water (34) _____

moored her to a tree (37) _____

he was to have a **tutor** (44) _____

Comprehension Questions

1. When the children looked in the water when they were getting ready to bathe, what did they see? _____

2. What did Susan do that made the soldiers release the bundle they were planning to throw into the water? _____

3. Who was Prince Caspian? _____

4. What did Prince Caspian tell Miraz that upset Miraz very much? _____

5. Who took the place of Prince Caspian's nurse? _____

6. What was the real reason Cornelius awakened the Prince in the night? _____

7. What did Cornelius reveal to Prince Caspian? _____

8. Why did the kings of Narnia fear the sea? _____

9. What did the kings of Narnia encourage the people to believe about the woods? _____

Chapters 5 and 6 Pp. 56-83

Vocabulary

usurper (59) _____

Comprehension Questions

1. What were the two subjects Cornelius wouldn't teach Caspian? _____

2. Why did Cornelius wake the Prince in the middle of the night? _____

3. Why had the pretend king, Miraz, allowed Prince Caspian to live? _____

4. Why was Prince Caspian in danger now? _____

5. What two gifts did Cornelius give Caspian before they parted? _____

6. What did Glenstorm say that made Caspian and the others think they should fight a war with Miraz? _____
7. What did Glenstorm say that gave them courage? _____

8. What did Old Narnia have that now slept and wouldn't awaken? _____

9. Who did Pattertwig bring to join the Prince? _____

Teacher's Workbook Key

Please note: The first number in parenthesis following a vocabulary word indicates the approximate grade level at which the student should know the definition of the word while the following number indicates the page on which the word was found. (Word grade placement is per *EDL Core Vocabularies in Reading, Mathematics, Science and Social Studies, 1989.*)

The page number of a vocabulary word or the range of page numbers may not correspond to the published text of the book you are using. If that is the case, you will find the vocabulary word and/or the basis for the comprehension questions and answers on pages that are approximately the same as those used in creating this study guide.

And the answers to the comprehension questions are not always written in complete sentences. The answers have sometimes been made in shortened phrases which make the answers easier to find as well as limiting the space needed to give the answers.

Chapters 1 and 2 Pp. 3-29

Vocabulary List with Definitions (grade appropriate #, page where word is found)

came round each **promontory** (12, 8) a point of land jutting into the sea; headland
our **coronation** rings (9, 26) the act or ceremony of crowning a monarch (king)

Comprehension Questions

- 1. Who were the four children who were connected to Narnia?** Peter, Susan, Edmund and Lucy had been to Narnia a year ago. They magically stepped into this other world and became kings and queens who ruled Narnia for many years.
- 2. What did Edmund guess was happening as the children were waiting to board a train in the real world?** They were feeling magic at work. They found themselves in a thick, wooded area with a beach not far away.
- 3. What did they discover when they climbed the rocks?** They were on an island.
- 4. As the children explored the island in search of food and water, what did they find?** They found fresh water and an apple orchard. They found an old wall and gate.
- 5. What was special about this wall and gate?** They were part of an ancient castle. There was a courtyard and a tower.
- 6. What did Susan find by the well that made her choke with emotion?** She found a chess piece, a knight, which was like the ones they played with when they were Kings and Queens at Cair Paravel.
- 7. What special gifts did the children find in the treasure room?** They found Lucy's magical healing cordial and Susan's bow and arrows. Then they found Peter's sword and shield with the lion on it. Edmund hadn't been given a gift.
- 8. What was Susan's other special gift?** It was an enchanted horn that you blew when you were in trouble. She had taken it to England when they returned to the real world.

Chapters 3 and 4 Pp. 30-55

Vocabulary List with Definitions (grade appropriate #, page where word is found)

floundered through the water (8, 34) clumsily struggled to move or obtain footing

moored her to a tree (6, 37) to make fast with or as if with cables, lines, or anchors

he was to have a **tutor** (6, 44) a private teacher

Comprehension Questions

- 1. When the children looked in the water when they were getting ready to bathe, what did they see?** There were two men with steel caps and chain-mail shirts holding a mysterious twitching bundle.
- 2. What did Susan do that made the soldiers release the bundle they were planning to throw into the water?** She frightened them when she aimed an arrow and hit one of them on his helmet.
- 3. Who was Prince Caspian?** Prince Caspian's parents died when he was young. His uncle, Miraz, and his aunt, Prunaprisma, ruled Narnia. Caspian was the true king.
- 4. What did Prince Caspian tell Miraz that upset Miraz very much?** Caspian told Miraz that he wished that Narnia was as it used to be. He wished that animals talked, and there were Naiads and Dryads and Dwarfs.
- 5. Who took the place of Prince Caspian's nurse?** A very short man with a long beard was brought to the castle to be the boy's tutor. His name was Doctor Cornelius.
- 6. What was the real reason Cornelius awakened the Prince in the night?** He said he wanted to give the Prince an astronomy lesson. But the real reason was Cornelius needed a secret place to speak to the Prince where they wouldn't be overheard.
- 7. What did Cornelius reveal to Prince Caspian?** Cornelius was half dwarf, half human. He wanted Caspian to love the Old Things in Narnia when he became King.
- 8. Why did the kings of Narnia fear the sea?** They were afraid of Aslan, and stories were told that he came from across the sea.
- 9. What did the kings of Narnia encourage the people to believe about the woods?** The people were told the woods were filled with ghosts.

Chapters 5 and 6 Pp. 56-83

Vocabulary List with Definitions (grade appropriate #, page where word is found)

usurper (12+, 59) one who seizes and hold by force or without right as usurp a throne

Comprehension Questions

- 1. What were the two subjects Cornelius wouldn't teach Caspian?** He wouldn't teach him magic. Navigation was not taught because Miraz disapproved of ships.
- 2. Why did Cornelius wake the Prince in the middle of the night?** He told Prince Caspian to get dressed and pack for a long journey. He was in danger.
- 3. Why had the pretend king, Miraz, allowed Prince Caspian to live?** Miraz had no son to become king upon his death so he allowed Caspian to remain as the next king.
- 4. Why was Prince Caspian in danger now?** The Queen was going to give birth to a child. King Miraz wanted to make sure this child inherited the throne.
- 5. What two gifts did Cornelius give Caspian before they parted?** He gave Caspian some gold coins and Queen Susan's magic horn which could summon help.
- 6. What did Glenstorm say that made Caspian and the others think they should fight a war with Miraz?** Glenstorm asked when the battle would begin.
- 7. What did Glenstorm say that gave them courage?** He was a stargazer, and he saw that a New King would come to lead the people against Miraz.
- 8. What did Old Narnia have that now slept and wouldn't awaken?** The spirits of the trees now slept. If the trees would join the people, the old Narnians could win.
- 9. Who did Pattertwig bring to join the Prince?** He brought Fauns, human-like creatures with animal legs and cloven hoofs for feet.

Key Questions

Name _____

Answer the following questions in complete sentences. Use correct spelling and good grammar.

1. Ch. 1 As the children were waiting to board a train, why did they feel strange? _____

2. Ch. 3 What did Susan do that made the soldiers release the bundle they were planning to throw into the water? _____

3. Ch. 5 What subject was it that Dr. Cornelius would not teach to Caspian? _____

4. Ch. 6 Who did Pattertwig bring to join the Prince? _____

5. Ch. 7 How did Nikabrik, the Dwarf, greet Cornelius? _____

Key Questions Answer Key

Name _____

Answer the following questions in complete sentences. Use correct spelling and good grammar.

1. Ch. 1 As the children were waiting to board a train, why did they feel strange?

They were feeling magic at work. They found themselves in a thick wooded area with a beach not far away.

2. Ch. 3 What did Susan do that made the soldiers release the bundle they were planning to throw into the water?

She frightened them when she aimed an arrow and hit one of them on his helmet.

3. Ch. 5 What subject was it that Dr. Cornelius would not teach to Caspian?

Although he did know magic, Cornelius would not teach that subject to Caspian even though he was a magician. Miraz would not let Cornelius teach him navigation either.

4. Ch. 6 Who did Pattertwig bring to join the Prince?

He brought Fauns, human-like creatures with animal legs and cloven hooves for feet.

5. Ch. 7 How did Nikabrik, the Dwarf, greet Cornelius?

He offered to run a sword through him because he was a half-dwarf and half-human.

Vocabulary Worksheet

Name _____

Use the following blanks to list and define vocabulary words chosen from the included word list.

1. _____ Meaning: _____

2. _____ Meaning: _____

3. _____ Meaning: _____

4. _____ Meaning: _____

5. _____ Meaning: _____

6. _____ Meaning: _____

7. _____ Meaning: _____

8. _____ Meaning: _____

9. _____ Meaning: _____

10. _____ Meaning: _____

Comprehension Worksheet

Name _____

Answer five comprehension questions in complete sentences.

1. _____

2. _____

3. _____

4. _____

5. _____

Vocabulary and Comprehension Worksheet

Name _____

Use the following blanks to list and define vocabulary words chosen from the word list.

1. _____ Meaning: _____

2. _____ Meaning: _____

3. _____ Meaning: _____

Answer three comprehension questions in complete sentences.

1. _____

2. _____

3. _____
