



**PRINCE**  
AVENUE CHRISTIAN SCHOOL

**Lower School (Entering grades 1-5)**  
**Summer Reading List**

Revised May 2026

Dear Rising First through Fifth Grade Parents,

I trust that your summer is beginning as successfully as you have anticipated it would. I am sure that all of you have great plans for the weeks ahead. In fact, I know that many of you are lying on “some beach, somewhere” as you read this email. Have a great time!

I am writing to inform you about our school’s summer reading expectations for students entering first through fifth grade. All- inclusive summer reading packets are accessible through our website ([princeave.org](http://princeave.org)). You cannot miss the link for the packet if you go to the home page. The packet provides complete, easy-to-follow directions for each grade’s assignments.

These assignments will be your child’s first graded assignment for the 2026-2027 school year.

<b>Grade Level</b>	<b>What is to be turned in</b>	<b>Due Date(s)</b>
<b>1<sup>st</sup></b>	Completed reading log of all books read	Friday, July 31 Monday, August 3
<b>2<sup>nd</sup></b>	Completed reading log of all books read	Friday, July 31 Monday, August 3
<b>3<sup>rd</sup></b>	For each of two books, write a well-structured, neatly written paragraph that follows the guidelines provided in the packet.	Friday, July 31 Monday, August 3
<b>4<sup>th</sup></b>	For an assigned book, write a recommendation according to the guidelines given and be prepared to complete a response project in class the first week of school.	Friday, July 31 Monday, August 3
<b>5<sup>th</sup></b>	For an assigned book, write a recommendation according to the guidelines given and be prepared to complete a response project in class the first week of school.	Friday, July 31 Monday, August 3

New students who complete the enrollment process before June 30 will follow the above timeline. Students completing the enrollment process between July 1 and August 1 will be given an extended due date of September 1 to complete the assignment(s).

Reading is such an enjoyable activity in which to engage any time of year, but especially during the leisurely days of summer. We hope that you and your students discover many great adventures through books over the next 10 weeks.

Happy Reading,



Kaci Brown  
Lower School Principal

It is our sincere desire that the PACS summer reading program will develop in your child a love for reading while maintaining the current levels of skills that your child has worked to achieve during the school year. We hope that the summer assignment will be a “stress-free” time for you to discover and dialogue together about books. We hope that you will enthusiastically support this program and make reading a daily part of your child’s summer. Happy reading!

### **Why Read?**

Research proves students who read during the summer break period will increase fluency, vocabulary, and comprehension. According to one three-year study “children who do not read in the summer lose two to three months of reading development while kids who do read tend to gain a month of reading proficiency. This creates a three to four month gap every year. Every two or three years the kids who don't read in the summer fall a year behind the kids who do" (“Summer” 1).

### **How to Read:**

According to a series of studies conducted by J. Kim, professor of education at Harvard, the most significant gains in reading levels occur when adults were involved to guide reading skills and understanding. He states that “younger children have to expend more effort simply to understand the words” (“How” 1-2). When a child reads with an adult who helps decode the words accurately and quickly enough, the child can then focus on the overall meaning of the text; this is how fluency is mastered.

Other strategies to foster the improvement of reading skills include the following:

- Asking questions about the story:  
“What is this story about?”  
“Where is this story happening?”  
“What do you think will happen next?”
- Asking your student to summarize the story
- Rereading hard-to-understand passages

### **Choosing Your Book:**

Another key to student success is ensuring the student’s reading level, comprehension ability, and the difficulty level of the text are aligned. For students in grades one through three, a quick way to assess whether a book is at the appropriate level is to use the “five finger rule.” The student should choose a book that he or she wants to read. Open to any page and begin reading. As the child comes to words he can’t pronounce or doesn’t understand, put up a finger. If the reader puts up five fingers, put the book back. It’s too hard.

### **References:**

“Summer Reading is Key to Maintaining or Improving Students' Reading Skills." *ScienceDaily*. ScienceDaily, July 2010. Web. 4 Feb. 2015. <http://www.sciencedaily.com/releases/2010/07/100721112234.htm>

“How to Make Summer Reading Effective.” National Summer Learning Association. 14 Nov. 2014. Web 4 Feb. 2015. [http://c.ymcdn.com/sites/www.summerlearning.org/resource/collection/CB94AEC5-9C97-496F-B230-1BECDFC2DF8B/Research\\_Brief\\_03\\_-\\_Kim.pdf](http://c.ymcdn.com/sites/www.summerlearning.org/resource/collection/CB94AEC5-9C97-496F-B230-1BECDFC2DF8B/Research_Brief_03_-_Kim.pdf)

## **Overview: Prince Avenue Lower School Summer Reading Program**

### **Philosophy:**

The PACS reading program is designed to promote the love of reading while maintaining or advancing the student's current reading level and cognitive skills. Assignments are meant to be academic in nature, developmentally appropriate, student-manageable, and "tear free."

### **Book lists:**

Book lists are provided as a compilation of engaging and well-written stories that represent a variety of genres. Many of the selections complement the PACS history curriculum. While we endeavor to choose books that are representative of appropriate content, age level, and maturity, teachers recommend each family research the suggested selections. For students in grades one through three, you may find sites such as [www.squeakycleanreviews.com](http://www.squeakycleanreviews.com) or [www.thrivingfamily.com](http://www.thrivingfamily.com) helpful as you discern the best publication for your student. For students in grades four and five, the school has selected the titles (one per grade) that students will read and respond to.

### **Grade- Specific Assignments**

#### **Grades 1 & 2 (remembering and understanding)**

In 1<sup>st</sup> and 2<sup>nd</sup> grades, students are required to read twenty or twenty-five books over the summer break. The goal for these students is to read frequently, thus increasing familiarity with words and increasing comprehension skills. The goal of the summer reading program for first and second graders is to maintain or increase the student's end-of-year reading level. Students and parents will complete a chart in which they record twenty (1<sup>st</sup> grade) or twenty-five (second grade) books from the school list.

#### **Grade 3**

In grade 3, students have mastered basic reading skills and can read independently. Students are to choose two books to read from the appropriate grade-level reading lists. Students are asked to fill out the summer reading form and provide details about the books they read; parents are asked to verify reading with their signature. These forms are due on the first full day of school, Monday, August 3, 2026. No assignments will be accepted after Wednesday, August 5.

#### **Grade 4-5**

In grades 4-5, students have mastered basic reading skills and can read independently. Students are to read the assigned novel. Students are asked to fill out the summer reading form and provide details about the book they read; parents are asked to verify the reading with their signature. These forms are due on the first full day of school, Monday, August 3, 2026. No assignments will be accepted after Wednesday, August 5.

## ENTERING 1<sup>ST</sup> GRADE BOOK LIST

<i>Song and Dance Man</i>	Ackerman, Karen and S. Gammell
<i>Miss Nelson is Missing</i> series	Allard, Harry
<i>Billy and Blaze</i> series	Anderson, C.W.
<i>Cloudy with a Chance of Meatballs</i>	Barrett, Judi and Ronald
<i>Madeline</i> books	Bemelmans, Ludwig
<i>The Mitten</i> (and others)	Brett, Jan
<i>Clifford</i> series	Bridwell, Norman
❖ <i>Flat Stanley</i> series	Brown, Jeff
<i>Arthur</i> series	Brown, Marc
<i>Mike Mulligan and His Steam Shovel</i>	Burton, Virginia Lee
<i>Biscuit</i> series	Capucilli, Alyssa
<i>The Very Hungry Caterpillar</i> (and others)	Carle, Eric
<i>Miss Rumphius</i>	Cooney, Barbara
<i>A Ride on a Time Machine</i>	Cromer, Karen
<i>Llama Llama</i> series	Dewdney, Anna
<i>Petunia</i>	DuVoisin, Roger
<i>Are You My Mother</i> (and others)	Eastman, P.D.
<i>The Story About Ping</i>	Flack, Marjorie
<i>Dandelion</i>	Freeman, Don
<i>Corduroy</i> series	Freeman, Don
<i>Little Toot</i>	Gramatky, Hardie
<i>The Big Snow</i>	Hader, Berta
<i>Chrysanthemum</i> (and others)	Henkes, Kevin
❖ <i>Frances</i> series	Hoban, Russell
<i>Danny and the Dinosaur</i> (and others)	Hoff, Syd
<i>Harold and the Purple Crayon</i> (series)	Johnson, Crockett
<i>The Snowy Day</i>	Keats, Ezra Jack
<i>Leo the Late Bloomer</i>	Kraus, Robert
<i>The Story of Ferdinand</i>	Lear, Edward
<i>Frederick</i>	Lionni, Leo
<i>Pete the Cat</i> series	Litwin, Eric/ James Dean
❖ <i>Frog and Toad Are Friends</i> (and others)	Lobel, Arnold
❖ <i>You Are Special</i> (and others)	Lucado, Max
<i>The Lost Lamb and the Good Shepherd</i>	MacKall, Dandi Daley
<i>Jonah and the Fish</i>	MacKall, Dandi Daley
<i>Make Way for Ducklings</i>	McCloskey, Robert
❖ <i>Little Bear</i> series	Minarik, Else Holmelund
<i>The Day Jimmy's Boa Ate the Wash</i>	Noble, Trinkia Hakes
<i>Fancy Nancy</i> series (I Can Read)	O'Connor, Jane
<i>If You Give a Mouse a Cookie</i> (and others)	Numeroff, Laura
❖ <i>Amelia Bedelia</i> (various stories)	Parish, Peggy/ Herman
<i>Katy No-Pocket</i>	Payne, Emily
<i>The Rainbow Fish</i> series	Pfister, Marcus
<i>Curious George</i> series	Rey, H. A. or Margaret
<i>Detective Dan</i> series	Roland, Timothy
<i>Another</i>	Robinson, Christian
<i>When's My Birthday?</i>	Robinson, Christian
<i>Rain</i>	Robinson, Christian
<i>Just in Case You Want to Fly</i>	Robinson, Christian
<i>Last Stop on Market Street</i>	Robinson, Christian
❖ <i>Henry and Mudge</i> stories	Rylant, Cynthia
Beginner Books/ Bright and Early Books	Dr. Seuss
❖ <i>Nate the Great</i> series	Sharmat, Marjorie
<i>Win or Lose I Love You</i>	Terkeurst, Lysa
<i>It Will Be Okay: Trusting God Through...</i>	Terkeurst, Lysa
<i>Piggy/Gerald/Pigeon</i> books	Willems, Mo

*Morris the Moose* books

Wiseman, B.

ENTERING 1<sup>ST</sup> GRADE BOOK LIST (Continued)

*The Napping House*

Wood, Audrey

*Harry, the Dirty Dog* (or others)

Zion, Gene

❖ Denotes simple chapter books

**See Next Page for Reading Record**

**1st GRADE SUMMER READING RECORD**

❖ Simple chapter books count as THREE books (note with X on chart)

Please return this page to your child's teacher on Monday, August 3, 2026.

Name \_\_\_\_\_

	Title	Author	Read TO my child	Read WITH my child	Read BY my child	X= simple chapter book
1						
2						
3						
4						
5						
6						
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8						
9						
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11						
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14						
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17						
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19						
20						

## ENTERING 2<sup>ND</sup> GRADE BOOK LIST

- |  |  |
|--|--|
| <p><i>Cam Jansen</i> series</p> <p><i>Madeline</i> books</p> <p><i>Berenstain Bears</i></p> <p><i>Flat Stanley</i> series</p> <p><i>Rachel Yoder</i> series</p> <ul style="list-style-type: none"> <li>▪ <i>A Lion to Guard Us</i> (and others)</li> <li>▪ <i>The Adventures of Old Mother West Wind</i> series</li> </ul> <p><i>The Best Loved Doll</i> (and others)</p> <p><i>Hair Love</i></p> <ul style="list-style-type: none"> <li>▪ <i>Henry Huggins/Ramona/Mouse and Motorcycle</i> series</li> <li>▪ <i>Magic School Bus</i> series</li> </ul> <p><i>Hardy Boys Secret Files</i></p> <p><i>Betsy and Billy</i></p> <p><i>Chrysanthemum</i> and others</p> <p><i>Imagination Station</i> series</p> <p><i>Frances</i> books</p> <p><i>Danny and the Dinosaur</i> (and others)</p> <p><i>Tale of Three Trees</i></p> <p><i>Goggles</i></p> <p><i>Hi, Cat!</i></p> <p><i>Peter's Chair</i></p> <p><i>Nancy Drew Clues Crew</i></p> <p><i>The Story of Ferdinand</i></p> <ul style="list-style-type: none"> <li>▪ <i>Cul-de-sac Kids</i> series</li> </ul> <p><i>Swimmy</i></p> <p><i>Frog and Toad</i> series</p> <ul style="list-style-type: none"> <li>▪ <i>Betsy-Tacy</i> series</li> <li>▪ <i>Mrs. Piggle Wiggle</i> series</li> </ul> <p><i>Blueberries for Sal</i></p> <p><i>Little Bear</i> books</p> <p><i>Thank You, Omu!</i></p> <p>any book</p> <p>any book</p> <ul style="list-style-type: none"> <li>▪ <i>Animal Friends</i> series</li> <li>▪ <i>Magic Treehouse</i> series</li> </ul> <p><i>Amelia Bedelia</i> series</p> <ul style="list-style-type: none"> <li>▪ <i>The Littles</i> series</li> </ul> <p><i>Curious George</i></p> <ul style="list-style-type: none"> <li>▪ <i>Grandma's Attic</i> series</li> </ul> <p><i>Detective Dan</i> series</p> <ul style="list-style-type: none"> <li>▪ <i>A to Z Mysteries</i> series <i>Calendar Mysteries</i> &amp; others</li> </ul> <p><i>Henry and Mudge</i> series</p> <p>Longer Books</p> <p><i>Lyle, Lyle, Crocodile</i></p> <ul style="list-style-type: none"> <li>▪ <i>Boxcar Children</i> series</li> </ul> <p><i>Sara Morton's Day</i> (and others)</p> <ul style="list-style-type: none"> <li>▪ <i>Little House on the Prairie</i> series</li> </ul> <p><i>Harry the Dirty Dog</i> series</p> <ul style="list-style-type: none"> <li>▪ <i>American Girl</i> books</li> </ul> <p><i>I Can Read Books</i> –level 3</p> | <p>Adler, David</p> <p>Bemelmans, Ludwig</p> <p>Berenstain, Jan &amp; Stan</p> <p>Brown, Jeff</p> <p>Brustetter, Wanda</p> <p>Bulla, Clyde Robert</p> <p>Burgess, Thornton</p> <p>Caudill, Rebecca</p> <p>Cherry, Matthew A.</p> <p>Cleary, Beverly</p> <p>Cole, Joanna</p> <p>Dixon, Frank</p> <p>Haywood, Carolyn</p> <p>Henkes, Kevin</p> <p>Hering, Marianne</p> <p>Hoban, Russell</p> <p>Hoff, Syd</p> <p>Hunt, Angela</p> <p>Keats, Ezra Jack</p> <p>Keats, Ezra Jack</p> <p>Keats, Ezra Jack</p> <p>Keene, Carolyn</p> <p>Leaf, Munroe</p> <p>Lewis, Beverly</p> <p>Lionni, Leo</p> <p>Lobel, Arnold</p> <p>Lovelace, Maud Hart</p> <p>MacDonald, Betty</p> <p>McCloskey, Robert</p> <p>Minarik, Else Holmelund</p> <p>Mora, Oge</p> <p>Murphy, Elspeth Campbell</p> <p>Numeroff, Laura</p> <p>Oke, Janette</p> <p>Osborne, Mary Pope</p> <p>Parish, Herman (not Peggy)</p> <p>Peterson, John</p> <p>Rey, H. A. or Margaret</p> <p>Richardson, Arleta</p> <p>Roland, Timothy</p> <p>Roy, Ron</p> <p>Rylant, Cynthia</p> <p>Seuss, Dr.</p> <p>Waber, Bernard</p> <p>Warner, Gertrude Chandler</p> <p>Waters, Kate</p> <p>Wilder, Laura Ingalls</p> <p>Zion, Gene</p> <p>Various authors</p> <p>Various authors</p> |
|--|--|

- Denotes more challenging books
- Challenging books count as THREE books (note with X on chart)

**See Next Page for Reading Record**

**2<sup>nd</sup> GRADE SUMMER READING RECORD**

Please return this page to your child's teacher on Monday, August 3, 2026.

Name \_\_\_\_\_

	Title	Author	Date Completed	Number of pages	X= three books	Parent Initials
1						
2						
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4						
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10						
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13						
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24						
25						

## ENTERING 3<sup>RD</sup> GRADE BOOK LIST

- |  |                           |
|--|---------------------------|
| <i>Promised Land Diaries</i> (various titles)              | Adams, Anne T & Edwards   |
| <i>Animal Ark</i> series                                   | Baglio, Ben M.            |
| ❖ <i>The Penderwicks</i>                                   | Birdsall, Jeanne          |
| <i>Paddington</i> series                                   | Bond, Michael             |
| <i>King and Kayla</i> series                               | Butler, Dori Hillstad     |
| <i>The Chocolate Touch</i>                                 | Catling, Patrick Skene    |
| Biographies  | Children's Press          |
| <i>Matt Christopher Sports Series</i>                      | Christopher, Matt         |
| <i>Henry Huggins/Ramona/ Mouse &amp; Motorcycle</i> series | Cleary, Beverly           |
| <i>Magic School Bus</i> (series-chapter books)             | Cole, Joanna              |
| <i>Mercy Watson</i> series                                 | DiCamillo, Kate           |
| ❖ <i>The Hardy Boys The Secret Files</i> series            | Dixon, Frank              |
| <i>Hank the Cowdog</i> series                              | Erickson, John R.         |
| ❖ <i>The Moffats</i> series                                | Estes, Eleanor            |
| <i>Meet Yasmin!</i>  | Faruqi, Saadia            |
| <i>The Cabin Faced West</i>                                | Fritz, Jean               |
| <i>Thunder at Gettysburg</i>                               | Gauch, Patricia           |
| <i>Princess in Black</i> series                            | Hale, Shannon and Dean    |
| <i>The Ox Cart Man</i>                                     | Hall, Donald              |
| <i>Betsy and Billy</i> series                              | Haywood, Carolyn          |
| ❖ <i>Misty of Chincoteague</i> (and others)                | Henry, Marguerite         |
| Dog stories, cat stories, other titles                     | Herriot, James            |
| <i>The Bobbsey Twins</i> series                            | Hope, Laura Lee           |
| ❖ <i>Sugar Creek Gang</i> series                           | Hutchens, Paul            |
| <i>Nancy Drew Clues Crew</i>                               | Keene, Carolyn            |
| ❖ <i>Nancy Drew</i> series                                 | Keene, Carolyn            |
| <i>Babe: The Gallant Pig</i> (and others)                  | King-Smith, Dick          |
| ❖ <i>Mandie</i> series                                     | Leppard, Lois Gladys      |
| ❖ <i>Cul-de-sac Kids</i> series                            | Lewis, Beverly            |
| <i>Ling and Ting</i> series                                | Lin, Grace                |
| ❖ <i>Pippi Longstocking</i> series                         | Lindgren, Astrid          |
| ❖ <i>Betsy-Tacy</i> series                                 | Lovelace, Maud Hart       |
| ❖ <i>Mrs. Piggle Wiggle</i> series                         | MacDonald, Betty          |
| <i>Caleb's Story</i>                                       | MacLachlan, Patricia      |
| <i>Skylark</i>   | MacLachlan, Patricia      |
| <i>Lu Lu</i> series  | McKay, Hilary             |
| <i>Owls in the Family</i>                                  | Mowat, Farley             |
| <i>Bloodhounds Inc.</i>                                    | Myers, Bill               |
| Any book   | Murphy, Elspeth Campbell  |
| ❖ <i>Shiloh</i> series                                     | Naylor, Phyllis Reynolds  |
| ❖ <i>The Borrowers</i>                                     | Norton, Mary              |
| ❖ Children's Books series                                  | Oke, Janette              |
| <i>The Littles</i>   | Peterson, John            |
| <i>The Magic Treehouse</i> series                          | Pope, Mary Pope Osborne   |
| <i>Grandma's Attic</i> series                              | Richardson, Arleta        |
| <i>A to Z Mysteries, Calendar Mysteries</i>                | Roy, Ron                  |
| <i>Time Warp Trio</i> series                               | Scieszczk, Jon            |
| <i>Encyclopedia Brown</i> series                           | Sobol, Donald             |
| Any historical biography title                             | Stanley, Diane            |
| <i>Geronimo Stilton</i> series                             | Stilton, Geronimo         |
| <i>Boxcar Children</i> series                              | Warner, Gertrude Chandler |
| <i>Charlotte's Web/ Wilbur's Adventures</i>                | White, E.B.               |
| <i>The Castle in the Attic</i>                             | Winthrop, Elizabeth       |
| <i>American Girl</i> series                                | Various authors           |
| <i>A New Coat for Anna</i>                                 | Ziefert, Harriett         |
| ❖ Denotes more challenging books                           |                           |

**See Next Page for Reading Assignment**  
Summer Reading Logs

## Students Going into 3<sup>rd</sup> Grade (Book #1)

Name \_\_\_\_\_

Due Date: August 3, 2026

Parents,

Your child will need to read **two** different chapter books this summer. Please list the title and your signature for each book for the appropriate form. These logs will be a useful tool in tracking your child's reading and his/her responses. Please return your child's Summer Reading Logs to your child's 3<sup>rd</sup> grade teacher the first day of school, Monday, August 3, 2026. Happy Reading!

### Book 1

Title	Parent Signature

After your child has finished reading this book, please have him/her answer the following responses. The lines where your child will write the responses are included. Please note that there is a different story element response for each book.

Write **4 complete sentences** about one of the **CHARACTERS** in the book you read. The following are questions you may use as a guide to answer just **4** of them.

- What is the character's name?
- What is he/she like? Describe the character.
- What was his/her part in the story? If there was a problem in the story, how did he/she handle it?
- Have you ever done or wanted to do something similar that this character does in the story?
- What would you change about this character if you were the author to this story?

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

**Self-Check:** Did I write 4 complete sentences? Are my sentences about a **CHARACTER** in the story? Did I put a capital letter and period in each sentence? Are all my words spelled correctly?

**Students Going into the 3<sup>rd</sup> Grade (Book #2)**

Name \_\_\_\_\_

Due Date \_\_\_\_\_

Parents,

Your child will need to read two different chapter books this summer. Please list the title and your signature for each book for the appropriate form. These logs will be a useful tool in tracking your child's reading and his/her responses. Please return your child's Summer Reading Logs to your child's 3<sup>rd</sup> grade teacher on the first full day of school: Monday, August 3, 2026. Happy Reading!

Book 2

Title	Parent Signature

After your child has finished reading this book, please have him/her answer the following responses. The lines where your child will write the responses are included. Please note that there is a different story element response for each book.

Write **4 complete sentences** about the **PLOT** in the book you read. The following are questions you may use as a guide to answer just **4** of them.

- What happened in the story?
- Was there a problem in the story? What was it?
- If there was a problem, how was it resolved?
- What do you think is the most important part of the story?
- What was your favorite part of the story?
- Did the story end the way you thought, or were you surprised?

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_

**Self-Check:** Did I write 4 complete sentences? Are my sentences about the **PLOT** in the story? Did I put a capital letter and period in each sentence? Are all my words spelled correctly?





## Rising 5<sup>th</sup> Grader Summer Reading Assignment

Hello, upcoming Fifth Grader! This summer, you will read *The Lion, the Witch, and the Wardrobe* by C.S. Lewis and complete the assignment below.

For this assignment, you will...

1. Complete a Book-in-a-Bag project using the requirements below.
2. Complete the study guide below as you read the book. This study guide will be a resource to prepare for a quiz during the first week of school. It will be checked and given back to the student.

### **Book-in-a-Bag Project Requirements:**

Using *The Lion, the Witch, and the Wardrobe*, complete the following:

1. On the front of the bag, neatly write the title of the book, the author, and your name. Draw a picture of something from the book (like a scene or a character). You may do this on a separate piece of paper and glue it to the bag. Make it colorful and entertaining. Have fun!
2. Collect at least 5 items (that fit into your bag) to help you tell the class about the book when you present your report. At least two of the items must be handmade.  
During your oral presentation, you should:
  - Explain **how** the items connect to the book and **why they are important** to the overall story and themes.
  - Tell about the lesson you learned from reading this book.
3. Either on the bag or on a sheet of paper that is glued or taped neatly to the back of the bag, write a paragraph detailing a life lesson you learned from reading the book. Be sure to explain how the book taught that lesson.

Requirement	Expectation
<b>Outside Front of Bag</b>	<ul style="list-style-type: none"><li>• Title, author, and student name is neat and legible</li><li>• Picture is visually appealing</li></ul>
<b>Objects in Bag</b>	<ul style="list-style-type: none"><li>• 5 objects related to the novel</li><li>• 2 objects are handmade</li></ul>
<b>Explanation of Objects</b>	<ul style="list-style-type: none"><li>• Explains each object, how it connects to the novel, and its importance in the story or theme</li></ul>
<b>Lesson Paragraph</b>	<ul style="list-style-type: none"><li>• A life lesson (theme) is told that uses evidence from the book to prove the lesson. <b>This is a lesson that can be applied to <i>your life</i>, <u>not</u> a lesson that a character learned.</b></li><li>• Complete sentences, correct spelling and grammar, and organization are expected.</li><li>• Typed or handwritten neatly is acceptable</li></ul>
<b>Presentation and Speaking Skills</b>	<ul style="list-style-type: none"><li>• Good eye contact, speaks clearly and precisely, excellent body language, sincere enthusiasm</li></ul>
<b>Completion</b>	<ul style="list-style-type: none"><li>• Project is turned in on the first day of school.</li></ul>

## Study Guide for *The Lion, the Witch, and the Wardrobe*

### Chapter 1 – Lucy Looks into the Wardrobe

1. Who are the 4 children that live with the Professor? \_\_\_\_\_
2. Who does Lucy meet at the lamppost? \_\_\_\_\_

### Chapter 2 – What Lucy Found There

3. In which season does Narnia remain? \_\_\_\_\_
4. Why did Mr. Tumnus *really* invite Lucy for tea? \_\_\_\_\_  
\_\_\_\_\_

### Chapter 3 – Edmund and the Wardrobe

5. What did Lucy's siblings think about her tale of Narnia? \_\_\_\_\_  
\_\_\_\_\_
6. Who was on the sledge and asked Edmund what he was? \_\_\_\_\_

### Chapter 4 – Turkish Delight

7. What made the Queen's Turkish Delight different from regular Turkish Delight? \_\_\_\_\_  
\_\_\_\_\_
8. What did the Queen promise Edmund if she brought her his brother and sisters? \_\_\_\_\_  
\_\_\_\_\_

### Chapter 5 – Back on this Side of the Door

9. What did Edmund say when Peter and Susan asked him to confirm Lucy's story? \_\_\_\_\_  
\_\_\_\_\_
10. The three options that Peter gave to Peter and Susan were that Lucy was either \_\_\_\_\_,  
\_\_\_\_\_, or \_\_\_\_\_.

### Chapter 6 – Into the Forest

11. Describe what the children find at Mr. Tumnus's house. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Chapter 7 – A Day with the Beavers

12. How did each of the children feel when he or she hear the name of Aslan?
  - a. Peter: \_\_\_\_\_
  - b. Susan: \_\_\_\_\_
  - c. Edmund: \_\_\_\_\_
  - d. Lucy: \_\_\_\_\_

## Chapter 8 – What Happened After Dinner

13. Who and what is Aslan? \_\_\_\_\_

14. This prophecy is why the White Witch is afraid of humans in Narnia:

*When \_\_\_\_\_'s flesh and Adam's \_\_\_\_\_*

*Sits at \_\_\_\_\_ in throne,*

*The \_\_\_\_\_ time will be \_\_\_\_\_ and done.*

15. Who goes missing after dinner? \_\_\_\_\_

16. Where are they supposed to meet Aslan? \_\_\_\_\_

## Chapter 9 – In the Witch's House

17. What did Edmund do to the stone lion? \_\_\_\_\_

18. Why do you think the witch asked them to use the harness without bells? \_\_\_\_\_

\_\_\_\_\_

## Chapter 10 – The Spell Begins to Break

19. Who surprised the kids when they were sleeping in the cave? \_\_\_\_\_

20. What gifts did the visitor give to each of them?

a. Peter: \_\_\_\_\_

b. Susan: \_\_\_\_\_

c. Lucy: \_\_\_\_\_

## Chapter 11 – Aslan is Nearer

21. Why did the sledge become difficult to drive? \_\_\_\_\_

\_\_\_\_\_

## Chapter 12 – Peter's First Battle

22. Why and how did Susan call for help? \_\_\_\_\_

\_\_\_\_\_

23. Who came to her rescue? \_\_\_\_\_

## Chapter 13 – Deep Magic from the Dawn of Time

24. What did the Witch plan to do to Edmund? \_\_\_\_\_

25. What happened to Edmund instead? \_\_\_\_\_

26. According to the Deep Magic, what happens to traitors? \_\_\_\_\_

\_\_\_\_\_

27. What do you think Edmund and Aslan talked about in their private conversation? \_\_\_\_\_

\_\_\_\_\_

### Chapter 14 – The Triumph of the Witch

28. Describe in detail what Susan and Lucy witness at the Stone Table. \_\_\_\_\_

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### Chapter 15 – Deeper Magic from the Dawn of Time

29. What is the deeper magic? \_\_\_\_\_

### Chapter 16 – What Happened About the Statues

30. What did Aslan do to the statues to make them come alive? \_\_\_\_\_

31. What were Peter and Edmund doing while Susan and Lucy were with Aslan? \_\_\_\_\_

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32. What happens to the Witch? \_\_\_\_\_

### Chapter 17 – The Hunting of the White Stag

33. Once the children were older, what names did they go by?

a. King Peter the \_\_\_\_\_

b. Queen Susan the \_\_\_\_\_

c. King Edmund the \_\_\_\_\_

d. Queen Lucy the \_\_\_\_\_

34. What happened when they saw the lamppost? \_\_\_\_\_

35. What advice did the Professor give the children? \_\_\_\_\_

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36. What do you think the Professor knows? Why? How? \_\_\_\_\_

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