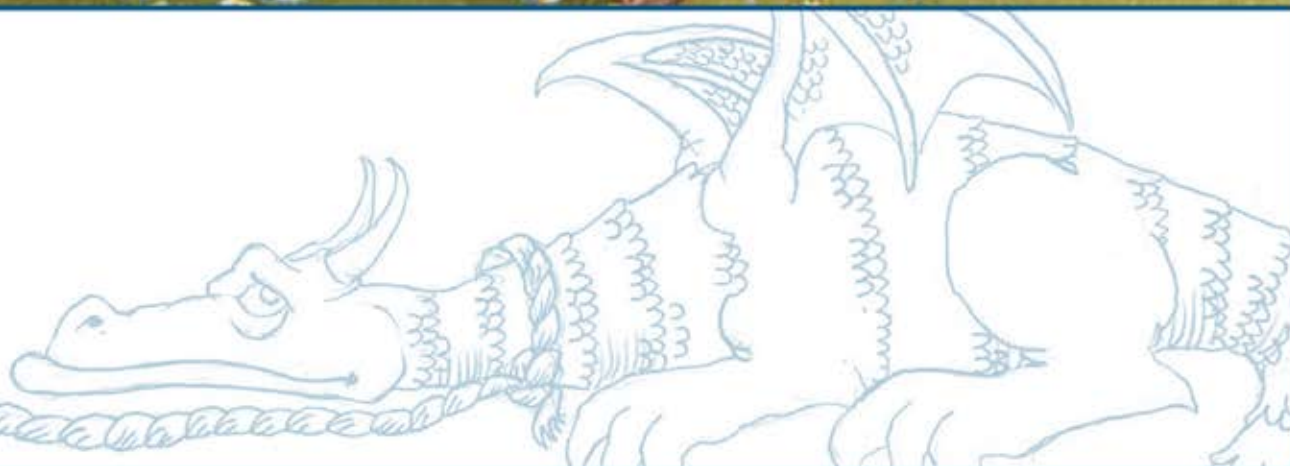


More Favorites

COMPREHENSION GUIDE



MORE FAVORITES

by Laurie Detweiler
and Ned Bustard

Veritas
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How to Use this Guide

This guide is intended to help you study, understand and enjoy these wonderful books. You might ask if a guide is really necessary to read a book. Is the student not just working to improve reading skills while being taught to enjoy reading a book? Certainly it is the case that the more a child reads, the more he should improve his skills, but quantity is not the only issue. Once a child has received adequate phonetic training, he should learn how to read a book. Most educators using this guide will be teaching children in the grammar stage, generally understood to be during the elementary years in a classical education. (For a thorough understanding of classical Christian education, we recommend reading *Recovering the Lost Tools of Learning* or *The Case for Classical Christian Education*, both by Douglas Wilson.) The basic goals of reading in the grammar stage are as follows:

The student should be able to:

1. Fluently read a given selection orally.
2. Show an increased desire for reading.
3. Show comprehension on a literal and inferential level.
4. Demonstrate an increased vocabulary.
5. Identify basic biblical values in the literature being read.
6. Identify various styles (myths, poems, fantasy, fiction, nonfiction, etc.)

Answers to the questions are found in the back of the guide. Although the answers in the guide appear in an abbreviated form, the students' answers should be in complete sentences, and they should restate the question in their answer.

Example:

Question: Where did Danny go one day?

Answer: One day Danny went to the museum.

Such writing practice trains the student to answer thoroughly, completely and with proper grammar. Another reason is to encourage integration. We want students to understand that how they write something is as important as what they write.

You may wonder how to grade the student's work in this guide. Keep it simple. Unless otherwise indicated you should assume that each question is worth five points.

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Danny and the Dinosaur

1. Where did Danny go one day?

2. List three things Danny saw before he met the dinosaur.

3. How did Danny get on to the dinosaur?

4. Who saw Danny and the dinosaur stop for a red light?

5. How did the dinosaur help people cross the street?

6. Instead of letting the dinosaur eat grass, what did Danny and the dinosaur eat?

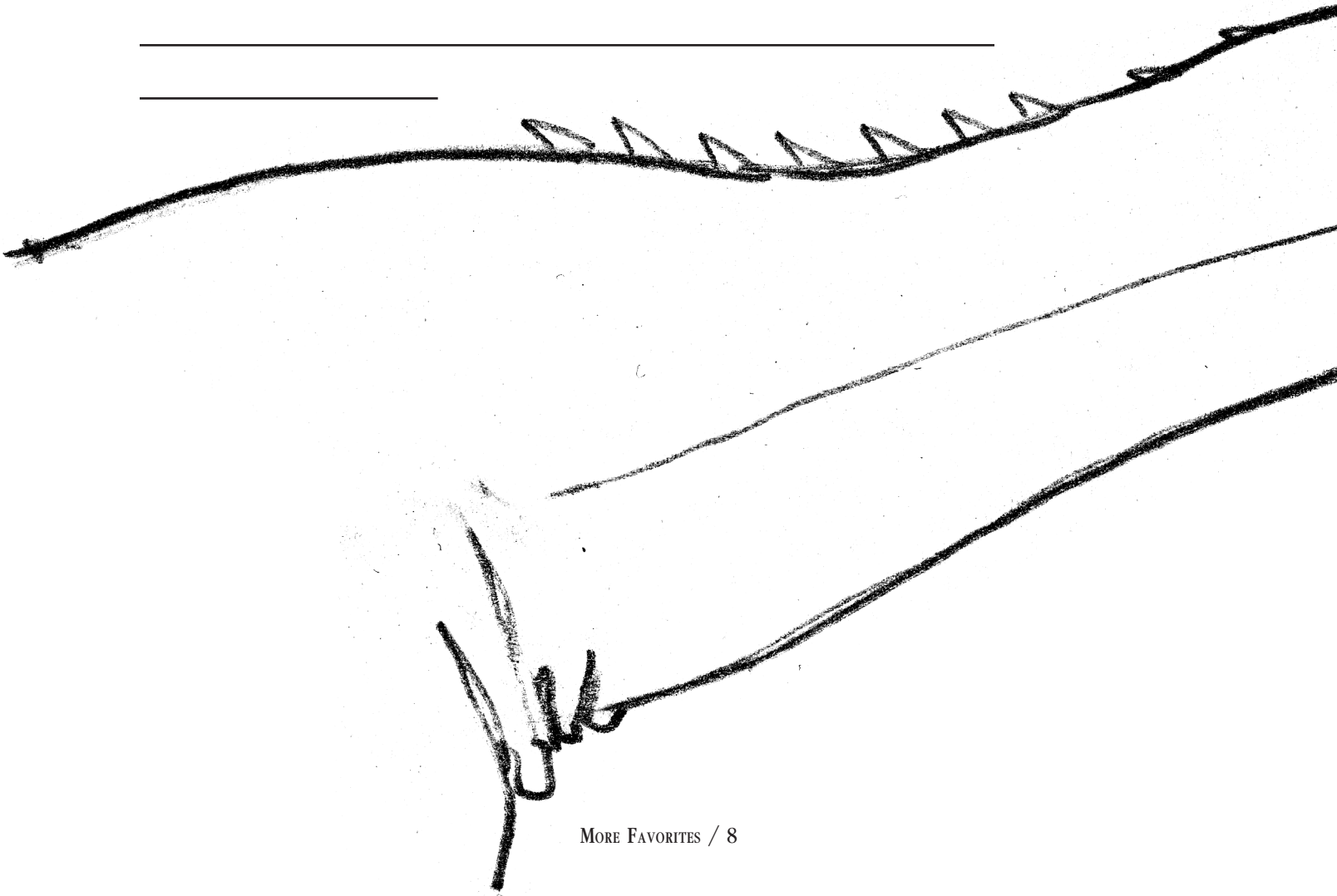
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Danny and the Dinosaur

7. Why did the zoo man tell Danny and dinosaur to go away?

8. Name two games the children played with the dinosaur.

9. Did Danny go home with the dinosaur?

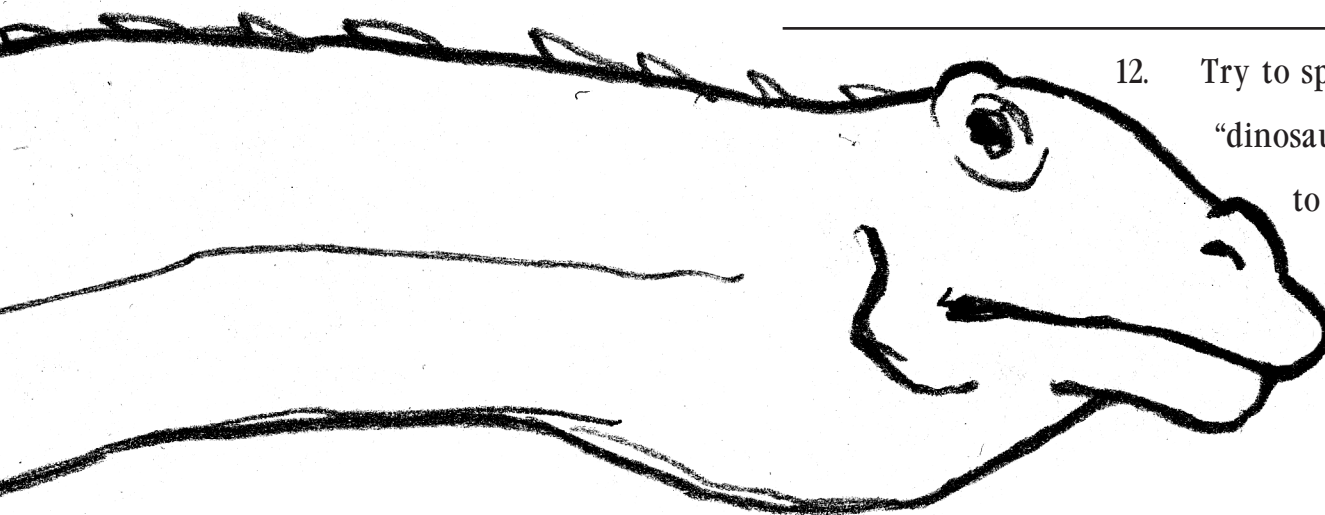


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Danny and the Dinosaur

10. What did Danny say about his day?

11. What would you name a dinosaur if you had one as a pet?



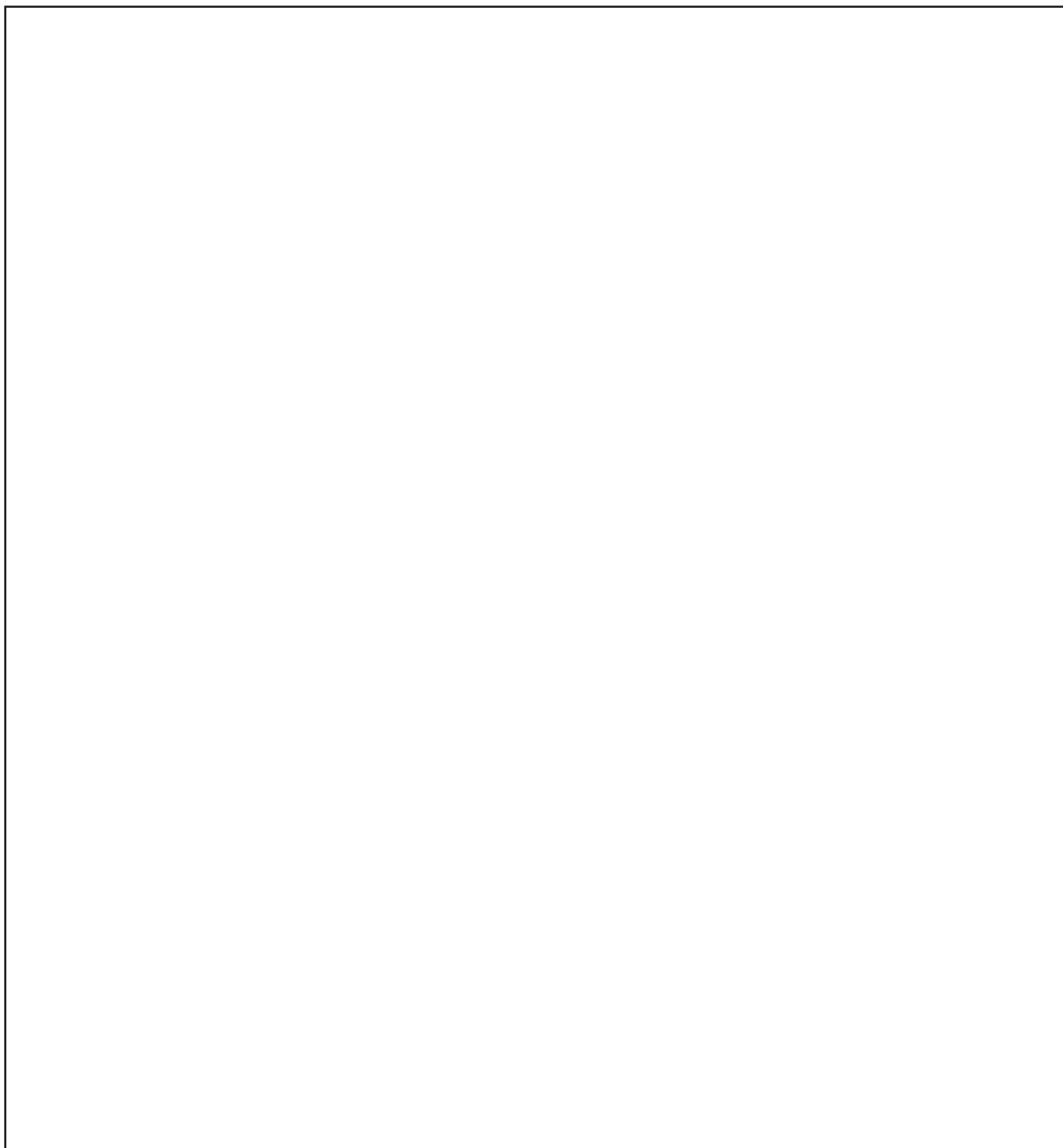
12. Try to spell
“dinosaur” aloud
to a parent
or friend.

13. Which picture of Danny and the dinosaur in the book did you enjoy the most?

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Danny and the Dinosaur, Project—The Sequel

Use your imagination and draw another adventure Danny and the dinosaur could have together.



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Mouse Soup

Fill in the blanks.

1. A _____ sat under a tree. He was reading a _____.
A _____ jumped out and caught the mouse. The _____
took the mouse home. "Ah!" said the weasel. " I am going to make mouse
_____."
2. What did the mouse tell the weasel was missing from the pot?

Bees and the Mud

1. *Color the following pictures, then cut them out and glue them onto a piece of construction paper in the order in which they occurred.*

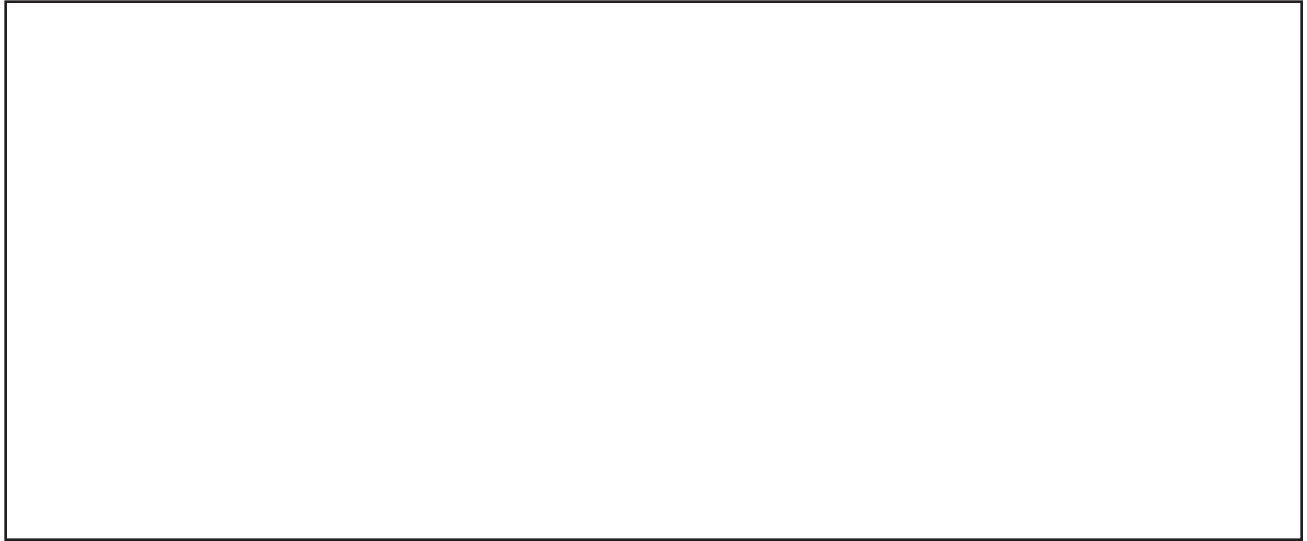


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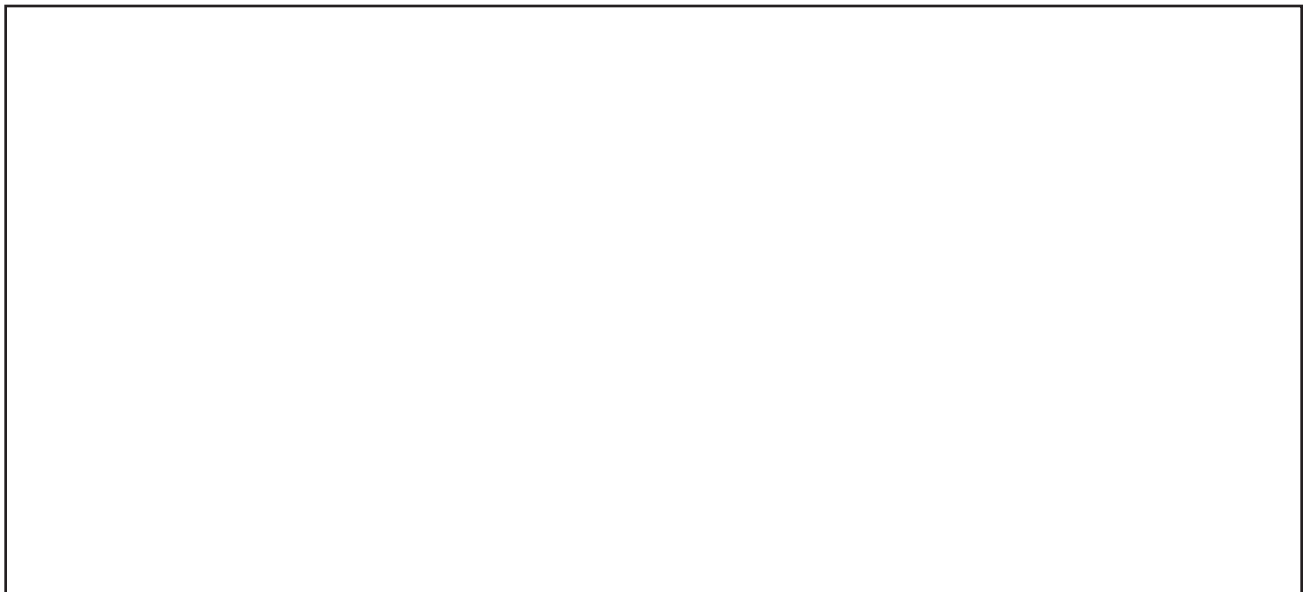
Mouse Soup

Two Large Stones

1. In the box provided draw a picture to illustrate what the bird said he saw on the other side of the hill.



2. In the box provided draw a picture to illustrate what the mouse saw on the other side of the hill.



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Mouse Soup

The Crickets

Circle the correct true or false answer for each sentence.

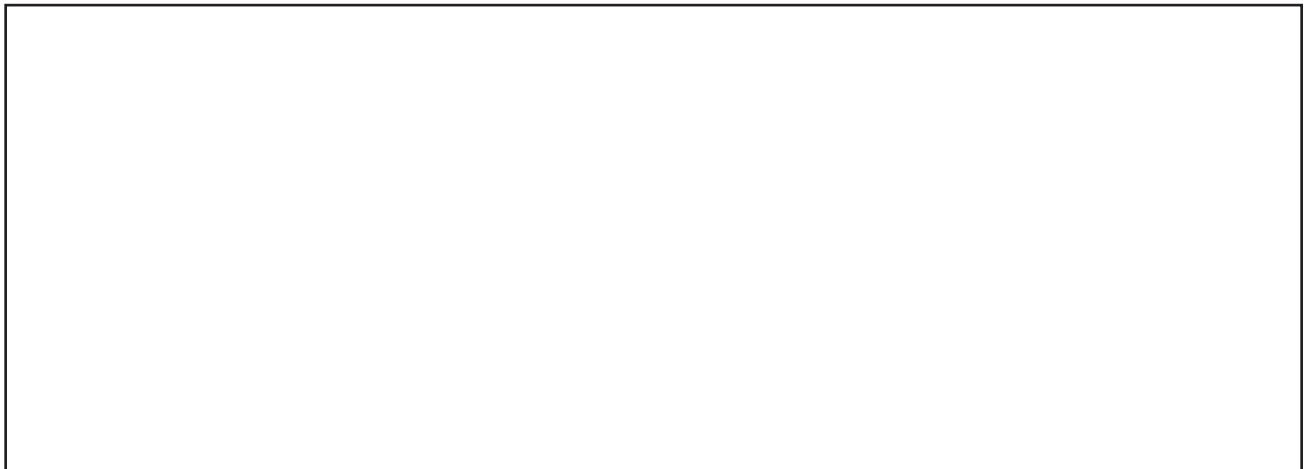
1. A mouse woke up and told a cricket that he wanted to hear more music. TRUE FALSE
2. The cricket could not find any friends to help him make music. TRUE FALSE
3. The ten crickets chirped very loud. TRUE FALSE
4. The ten crickets were happy to leave when the mouse told them to go away. TRUE FALSE

The Thorn Bush

1. What was in the old lady's chair?
a thorn bush a cat a pillow
2. What did the lady pour on her chair?
dusting powder soap water
3. What did the old lady give the policeman to take home?
cookies bunch of roses money

Finish the sentence below and draw a picture to illustrate what happened to the weasel.

The mouse got rid of the weasel by:



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My Father's Dragon

Chapter One—My Father Meets the Cat

1. What was the name of the boy's father?

2. How did the cat get fed in spite of his mother being against feeding strays?

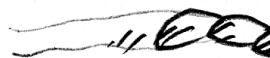
3. What did the boy tell the cat he would do anything to do?

4. What is Tangerina joined to by a long string of rocks?

Chapter Two—My Father Runs Away

1. What was it about the geography of Wild Island that made mail delivery so slow?

2. How did the cat describe the dragon?



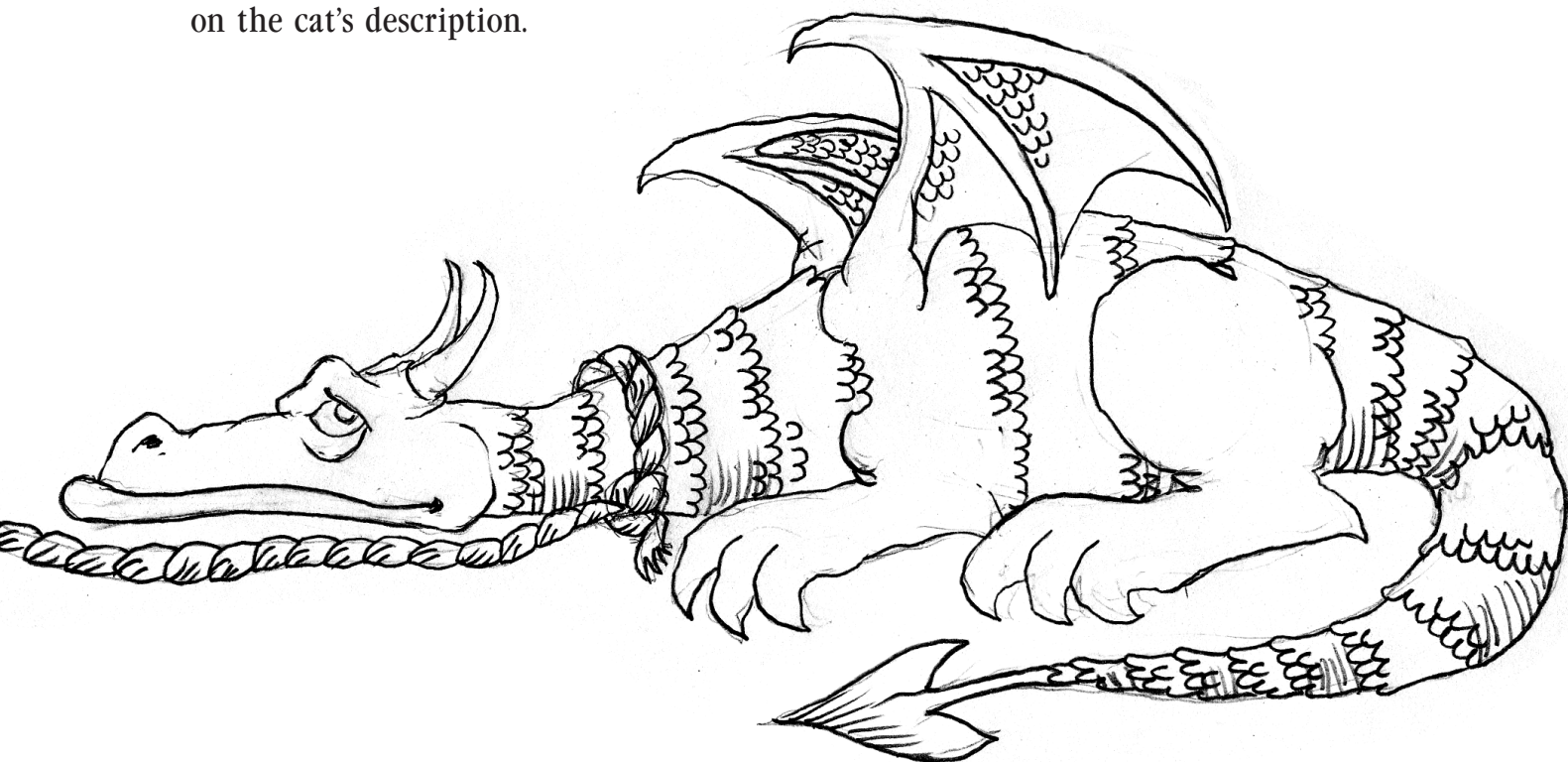
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My Father's Dragon

3. What would the animals do to the dragon if he complained?

4. List at least seven things that were packed in the borrowed knapsack.

5. Color the dragon on this page based on the cat's description.



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My Father's Dragon

Chapter Three—My Father Finds the Island

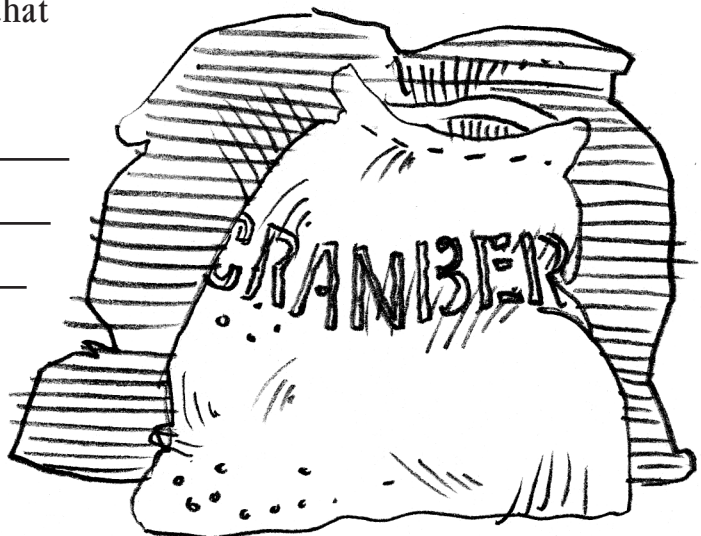
1. How long was Elmer on the cargo ship?

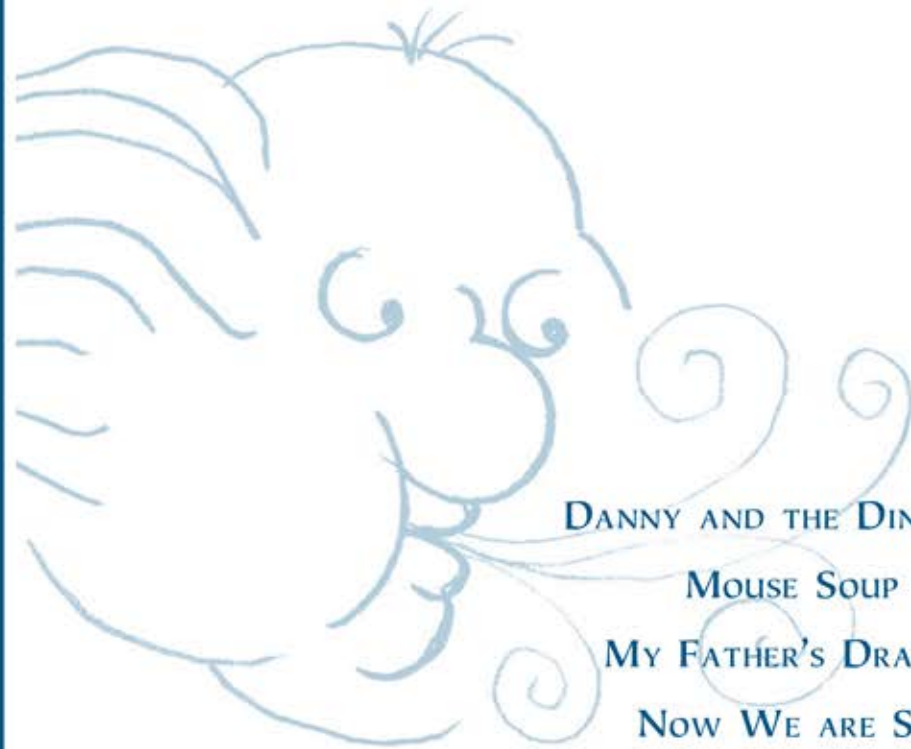
2. What did the sailor think was in the bag that held Elmer?

3. What food did Elmer take on his journey to find Wild Island?

4. What advice did the cat give Elmer for getting onto Wild Island safely?

5. What did Elmer step on in the night that wasn't a rock?





DANNY AND THE DINOSAUR

MOUSE SOUP

MY FATHER'S DRAGON

NOW WE ARE SIX

ENCYCLOPEDIA BROWN:
BOY DETECTIVE

THE HUNDRED DRESSES

OWLS IN THE FAMILY

SARAH PLAIN AND TALL



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