

The Milly-Molly-Mandy Storybook

COMPREHENSION GUIDE



THE
MILLY-MOLLY-MANDY
STORYBOOK

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THE MILLY-MOLLY-MANDY STORYBOOK

How to Use this Guide

This guide is intended to help you study, understand, and enjoy *The Milly-Molly-Mandy Storybook*. 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 good 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 classical education. (For a thorough understanding of classical Christian education a reading of *Recovering the Lost Tools of Learning* by Douglas Wilson is highly recommended.) 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. The students' answers should be in complete sentences, and they should restate the question in their answer.

Example:

Question: What did Milly-Molly-Mandy do with the fairy doll that she won?

Answer: Milly-Molly-Mandy gave the fairy doll to Miss Muggins' Jilly.

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.

The question of grading is one that always arises. Unless otherwise indicated you should assume that each question is worth five points.

THE MILLY-MOLLY-MANDY STORYBOOK

Chapter 1—“Milly-Molly-Mandy Goes Errands”

1. Match the person with the Milly-Molly-Mandy errand by drawing a line from the person to the errand:

Farver

Needles

Muvver

Trowel

Grandpa

String

Grandma

Eggs

Uncle

Chickenfeed

Aunty

Red wool



2. List the following:

Author:

Illustrator:

Publisher:

Your favorite event of the first chapter:

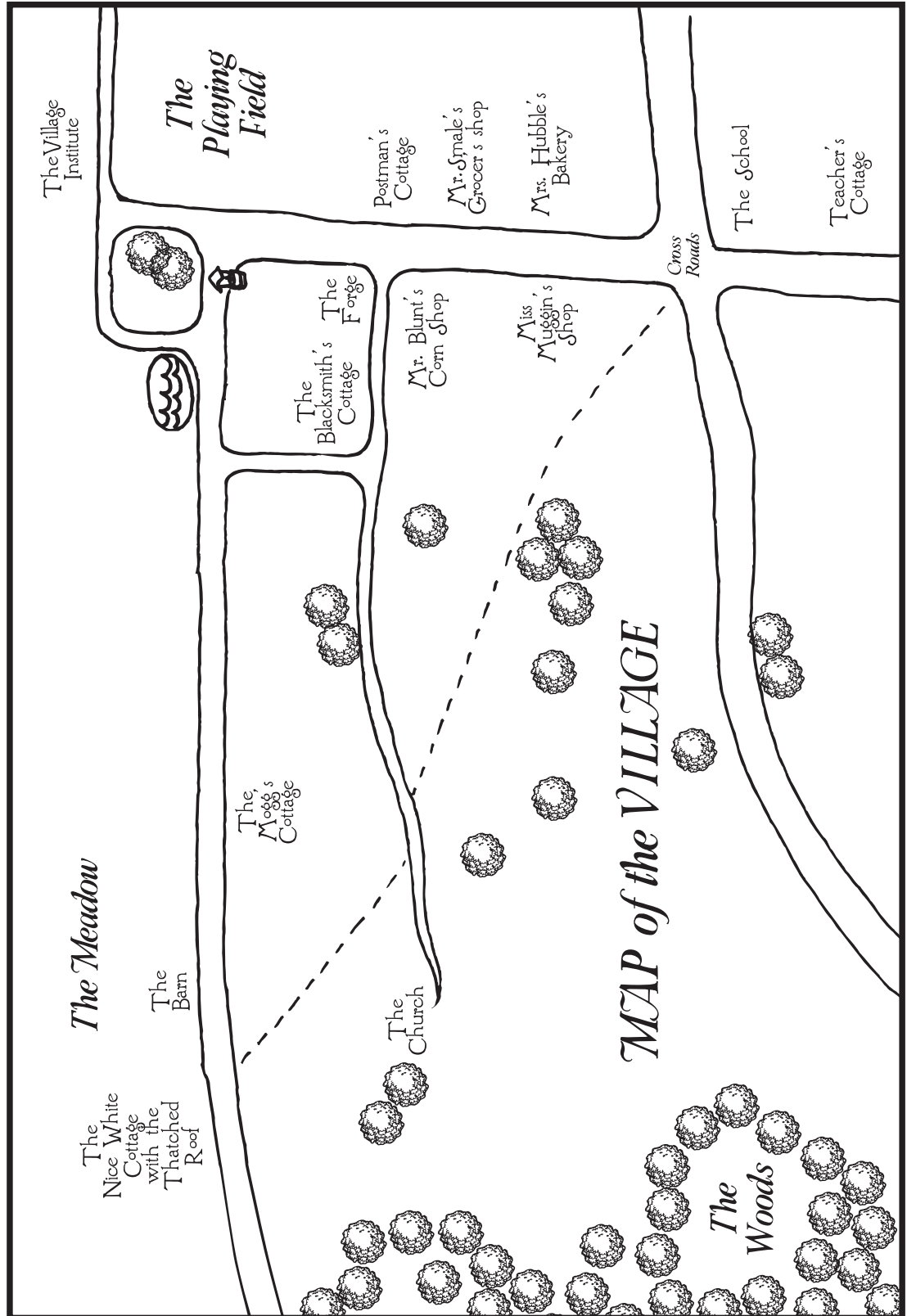
3. What is Milly-Molly-Mandy's full name?

4. What does Milly-Molly-Mandy like to wear?

THE MILLY-MOLLY-MANDY STORYBOOK

Chapter 1—“Milly-Molly-Mandy Goes Errands”

Trace Milly-Molly-Mandy's errands on the map. Map can be photocopied and laminated for use with dry erase markers.



THE MILLY-MOLLY-MANDY STORYBOOK

Paper Dolls

*Photocopy onto stiff paper,
color and cut out.*



THE MILLY-MOLLY-MANDY STORYBOOK

Paper Dolls

*Photocopy onto stiff paper,
color and cut out.*



THE MILLY-MOLLY-MANDY STORYBOOK

Paper Dolls

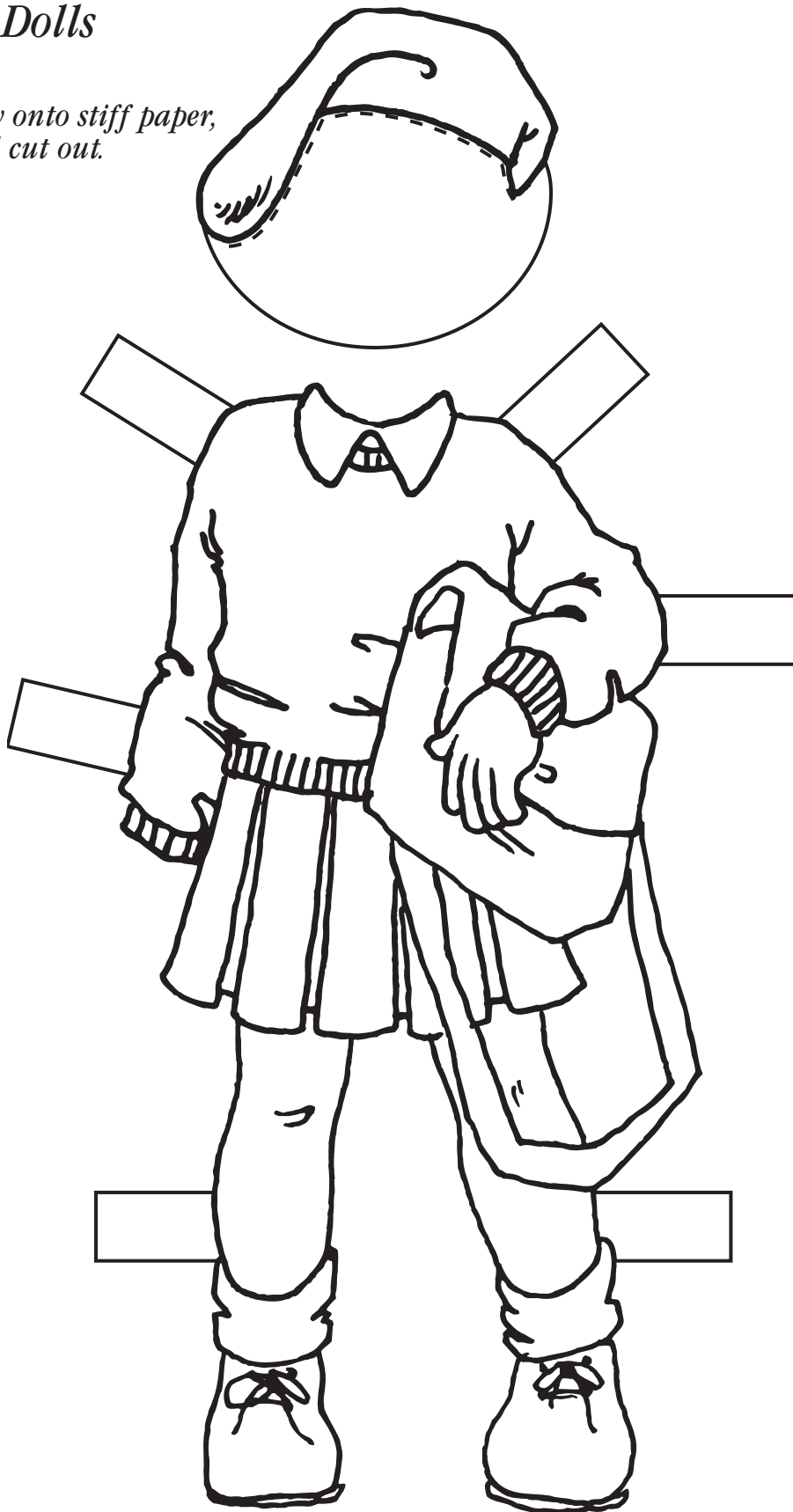
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Paper Dolls

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THE MILLY-MOLLY-MANDY STORYBOOK

Chapter 2—“Milly-Molly-Mandy Spends a Penny”

1. Draw a line to what each person said she should do with her penny.

| | |
|---------|---|
| Farver | Buy a little patty-pan. |
| Muvver | Buy some seeds and grow mustard and cress. |
| Grandpa | Get some sweets. |
| Grandma | Save it till you get three, and I'll let you buy a baby duckling with them. |
| Uncle | Put it in the bank. |
| Aunty | Buy a skein of rainbow wool and learn to knit. |

2. Where did Milly-Molly-Mandy find her penny?

3. What does she learn to knit?

4. Who eats the cake Milly-Molly-Mandy bakes?

5. What was the last thing that Milly-Molly-Mandy bought with her penny?

THE MILLY-MOLLY-MANDY STORYBOOK

Chapter 3—“Milly-Molly-Mandy Meets Her Great Aunt”

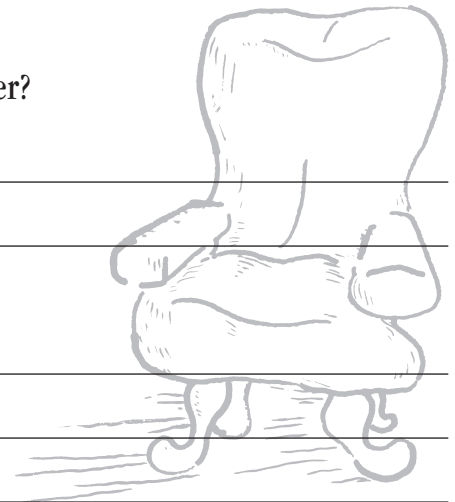
1. What did the family receive while they were eating supper?

2. Did the nice white cottage have a mailbox?

3. Why did Milly-Molly-Mandy think that Great Aunty Margaret was a big lady?

4. Draw a picture of what you think the spare room looked like.

5. Who is Milly-Molly-Mandy's best friend?



THE MILLY-MOLLY-MANDY STORYBOOK

Chapter 4—“Milly-Molly-Mandy Goes Blackberrying”

1. Which blackberry did Milly-Molly-Mandy choose to put in her mouth?

2. Match the person with what he said when asked what the blackberry made him think of.

| | |
|---------|--|
| Farver | A plate of blackberries with sugar and cream! |
| Muvver | Stewed blackberry-and-apple! |
| Grandpa | A whole row of pots of blackberry jam that I ought to have in my store-cupboard. |
| Grandma | Blackberry jelly! |
| Uncle | Blackberry tart! |
| Aunty | Ah! That makes me think the time for blackberry puddings has come! |

3. “But when they came to the place” what did the notice board say?

4. What event cheered them when they couldn't pick blackberries?

5. On the next Saturday, what were there enough blackberries to make?

THE MILLY-MOLLY-MANDY STORYBOOK

Chapter 4—Blackberry Pudding

If you don't have a basket of blackberries, draw a picture of what you would want to make with them or find a recipe for something that you could make with the blackberries. If you have a basket of blackberries, cook a batch of Blackberry Pudding for you and your friends.

Ingredients

BOWL 1:

3 cups of blackberries (fresh or frozen)

1 cup sugar

2 tablespoons of flour

1 cup of water (or juice if using canned berries)

BOWL 2:

1 cup of flour

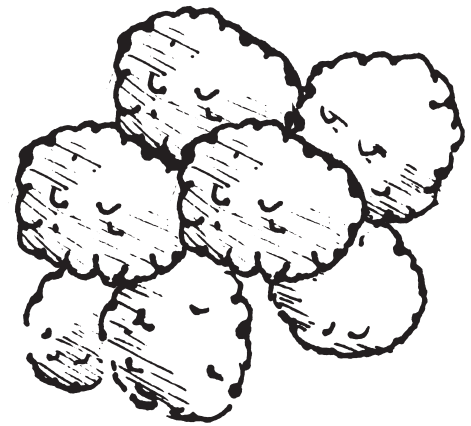
1 tablespoon of sugar

1 1/2 teaspoons baking powder

1/2 teaspoon of salt

1/2 stick soft butter or margarine

1 cup of milk



Directions

Mix in a bowl the first set of ingredients listed above and in a separate bowl mix the remaining ingredients (add the milk after mixture is well mixed).

Pour fruit into 1 1/2 quart baking dish.

Drop flour mixture by spoonfuls over fruit.

Bake at 400 degrees for 25 to 30 minutes until golden brown.



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