

from the Mixed Up files of Mrs. Basil E. Frankweiler

COMPREHENSION GUIDE



FROM THE
MIXED UP FILES
OF MRS. BASIL E.
FRANKWEILER

Comprehension Guide
by Emily Fischer

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Second Edition

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FROM THE MIXED UP FILES OF MRS. BASIL E. FRANKWEILER

How to Use this Guide

This guide is intended to help you study, understand, and enjoy *From the Mixed Up Files of Mrs. Basil E. Frankweiler*. 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 answers are not all written in complete sentences. Nor are they as detailed as you should expect from your students. The students should restate the question in their answer, and the thoughts should be in a complete sentence.

Example:

Question: Where did the children keep their belongings?

Answer: The children kept their belongings in their instrument cases.

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 one point.

May you and your students gain a great appreciation for this wonderful book.

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Daily Plan

This plan reflects the pace in which this book might be taught in a classroom setting, whereby the students are reading the story aloud for 30-40 minutes, followed by 10-15 minutes of time for students to individually complete worksheets or activities. The amount of time needed to accomplish what is outlined in the plan may vary when the reading is not all being done orally as in a homeschool situation. It is recommended that homeschoolers regularly listen to and instruct their children in oral reading, as this is a primary objective for grammar school students.

It is also beneficial, if possible, to introduce the vocabulary a few days before beginning this book.

Day 1:

- Introduce vocabulary. Have students look up and/or copy the definitions on the worksheet.
- Create interest in the book by explaining that a game about art goes along with the book. Explain how to play the Name That Artist game.
- Students read chapter 1.
- Students complete chapter 1 worksheet.

Day 2:

- Review vocabulary.
- Introduce similes. Have students turn back to the bottom of page 9 and look for a simile that they read yesterday. Write that simile on the Spot a Simile and Gotcha Grammar sheets. Look for more similes as they are reading each day. Also look for grammar discussions, as Claudia is a stickler for proper grammar.
- Read chapter 2. Write the simile and grammar correction on the Spot a Simile and Gotcha Grammar worksheets.
- Complete the comprehension worksheet.

Day 3:

- Review vocabulary.
- Read chapter 3.
- Write the grammar correction on the Spot a Simile and Gotcha Grammar worksheets.
- Complete the comprehension worksheet.
- Guide students through the Guard Duty Puzzle.

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Daily Plan

Day 4:

- Review vocabulary.
- Read chapter 4 until 2/3 down on page 56. Stop at the paragraph that begins, "They got the New York Times the next day."
- Write the simile on the Spot a Simile worksheet.
- Complete the comprehension worksheet for as far as you have read.
- Gather some materials that discuss the Renaissance. Read these with your child.

Day 5:

- Give the vocabulary quiz.
- Finish reading chapter 4.
- Finish the comprehension worksheet.

Day 6:

- Read chapter 5 until the last paragraph on page 76. Stop reading where it begins, "Jamie entered the men's room."
- Complete the comprehension worksheet for as far as you have read.
- Gather materials on Michelangelo and/or the practice of rich patrons supporting artists. Read and discuss these with your students.

Day 7:

- Finish reading chapter 5.
- Write the grammar correction on the Gotcha Grammar worksheet.
- Complete the comprehension worksheet.
- Solve the Artwork/Wing puzzle with the students.

Day 8:

- Read chapter 6.
- Write the simile and grammar correction on the Spot a Simile and Gotcha Grammar worksheets.
- Complete the comprehension worksheet.

Day 9:

- Read chapter 7.
- Write the simile on the Spot a Simile worksheet.
- Complete the comprehension worksheet.
- Gather material on the United Nations. Read and discuss this material with the students.

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Daily Plan

Day 10:

- Read chapter 8.
- Write the grammar correction on the Gotcha Grammar worksheet.
- Complete the comprehension worksheet.
- Solve the Suspicion puzzle with your students.

Day 11:

- Read chapter 9 until 1/3 down page 133. Stop at the paragraph that begins, “Parks led Jamie to one bathroom; my maid, Hortense, led Claudia to another.”
- Complete the comprehension worksheet for as far as has been read.
- Complete the Solve the Mystery! puzzle with your students.

Day 12:

- Continue reading chapter 9 until the bottom of page 142. Stop at the paragraph that begins, “Jamie immediately got up and began opening file drawers.”
- Complete the comprehension worksheet for as far as has been read.
- Write the grammar correction on the Gotcha Grammar worksheet.
- Solve the Artist/Country/Painting puzzle with the students.

Day 13:

- Finish reading chapter 9.
- Write the simile and grammar correction on the Spot a Simile and Gotcha Grammar worksheets.
- Complete the comprehension worksheet.
- Complete the Connotations worksheet with the student.

Day 14:

- Read chapter 10.
- Complete the comprehension worksheet.
- Discuss Point of view. In whose point of view is this story told? (Mrs. Frankweiler’s) Have students write a description of the ride back home in the Rolls Royce from Jamie’s point of view. Discuss what you have learned about Jamie’s character from the story. (He loves buttons, mechanical things. He likes adventure, pretend. He likes things to be complicated. He is thrifty.) Encourage students to incorporate these characteristics in their writing.

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Vocabulary

1. monotony: tedious sameness or repetitiousness
2. suburb: a community where people live just outside of a city
3. Neanderthal man: a rough looking person like a cave man
4. flatter: to compliment excessively and often insincerely, especially in order to win favor
5. tyrannies: harsh uses of absolute power
6. inconspicuous: not easily noticeable
7. pedestal: a base for a statue
8. pauper: an extremely poor person
9. caper: an elaborate adventure
10. bribery: the act of giving money or a favor to influence a person's actions



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Vocabulary

1. monotony

2. suburb

3. Neanderthal

4. flatter

5. tyrannies

6. inconspicuous

7. pedestal

8. pauper

9. caper

10. bribery

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Vocabulary test

- | | |
|---|--------------------|
| 1. _____ tedious sameness or repetitiousness | a. bribery |
| 2. _____ a community where people live just outside of a city | b. flatter |
| 3. _____ a rough looking person like a cave man | c. pedestal |
| 4. _____ to compliment excessively and often insincerely, especially in order to win favor | d. caper |
| 5. _____ harsh uses of absolute power | e. monotony |
| 6. _____ not easily noticeable | f. Neanderthal man |
| 7. _____ a base for a statue | g. suburb |
| 8. _____ an extremely poor person | h. tyrannies |
| 9. _____ an elaborate adventure | i. pauper |
| 10. _____ the act of giving money or a favor to influence a person's actions | j. inconspicuous |

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Chapter 1

Claudia's List of Injustices



Claudia's Plan

What:

When:

Where:

Why:

How:

If you were Jamie and had just received the details of Claudia's plan, how would you destroy the evidence of the plan?

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Spot a Simile

E. L. Konigsburg uses similes in order to make his description more vivid. A simile is a comparison using like or as. For example: She ran like a deer. In the blanks write the similes used by the author.

Chapter 1

Chapter 2

Chapter 4

Chapter 6

Chapter 7

Chapter 9

Write two similes of your own:

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Gotcha Grammar

Claudia is a typical big sister. She is always correcting Jamie on his grammar and vocabulary. In the blanks write the improper grammar used along with the correct usage.

Chapter 2

Chapter 3

Chapter 5

Chapter 6

Chapter 8

Chapter 9

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Chapter 2

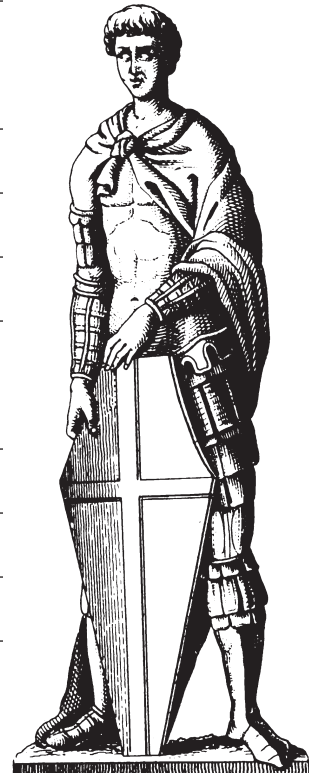
1. In what did they take their clothes?

2. What did they do when the bus arrived at school?

3. Where did Jamie think they were going?

4. Where had Claudia planned to go?

5. How did they travel after they got off the school bus?



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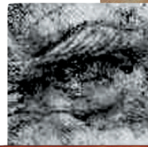
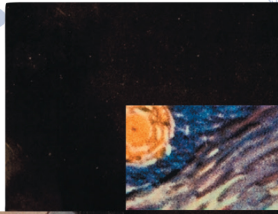
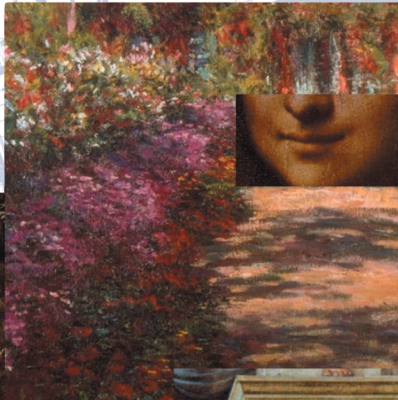
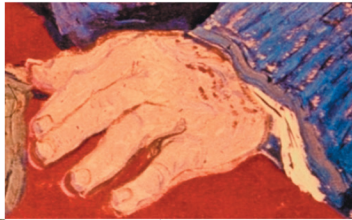
Chapter 3

1. How did Claudia want to travel to the museum?

2. Why did Jamie decide that sleeping in the bed chosen by Claudia was exciting?

3. Where did Claudia and Jamie wait while the museum employees and guests were leaving
for the day?





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