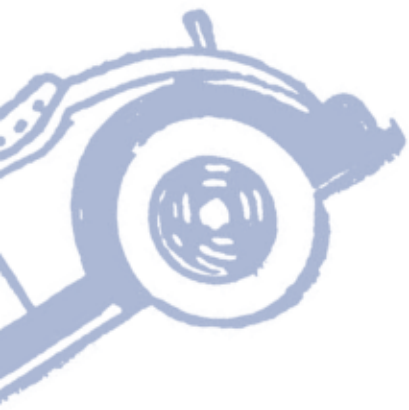


Stuart Little

COMPREHENSION GUIDE



STUART LITTLE

Comprehension Guide
by Ginny Walls

Designed by Ned Bustard



www.VeritasPress.com

(800) 922-5082



Copyright ©2010 Veritas Press

www.VeritasPress.com

(800) 922-5082

ISBN 978-1-932168-90-7

All rights reserved. Unless in conformance with the Permission to Use statement below, no part of this digital book may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written permission of Veritas Press.

PERMISSION TO USE: Permission is granted to purchaser* by Veritas Press for Individual, personal paper printing for the following individual uses only, not for resale: a. As a personal paper reference or b. For student use of paper versions for instructional purposes. *Purchaser – Individual or organization that purchases this document directly from Veritas Press.

RESTRICTIONS APPLICABLE TO COMMERCIAL REPRODUCTION: Commercial revision and/or reproduction of individual or multiple copies, or portions thereof, is strictly prohibited without the prior written approval of Veritas Press.

STUART LITTLE

How to Use this Guide

This guide is intended to help you study, understand and enjoy *Stuart Little*. 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: How tall was Stuart when he arrived?

Answer: Stuart was two inches tall when he arrived.

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.

STUART LITTLE

Chapter 1—In the Drain

1. What were Stuart Little's parents' names?

2. How tall was Stuart when he arrived?

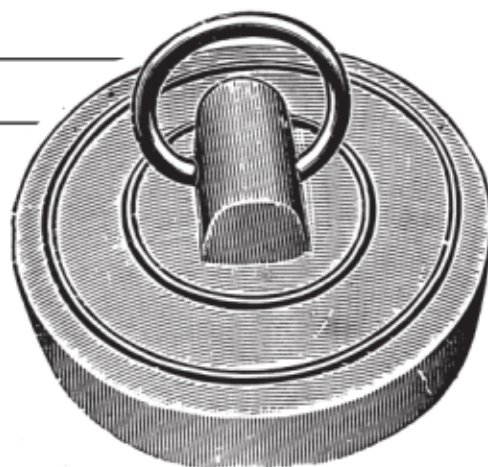
3. In what ways did Stuart act like a mouse?

4. What did his parents use to make a bed small enough for their new arrival?

5. In what way was Stuart Little unlike other newborns?

6. Where did the Littles live?

7. What was Stuart's brother's name?



STUART LITTLE

Chapter 1, Page 2

8. How did his brother suggest they retrieve the ring from the drain?

9. When this idea didn't work, what did they do?

10. When Mr. Little pulled Stuart out of the drain, where was the ring?



STUART LITTLE

Project 1—A Bed for a Mouse

Supplies

pencil

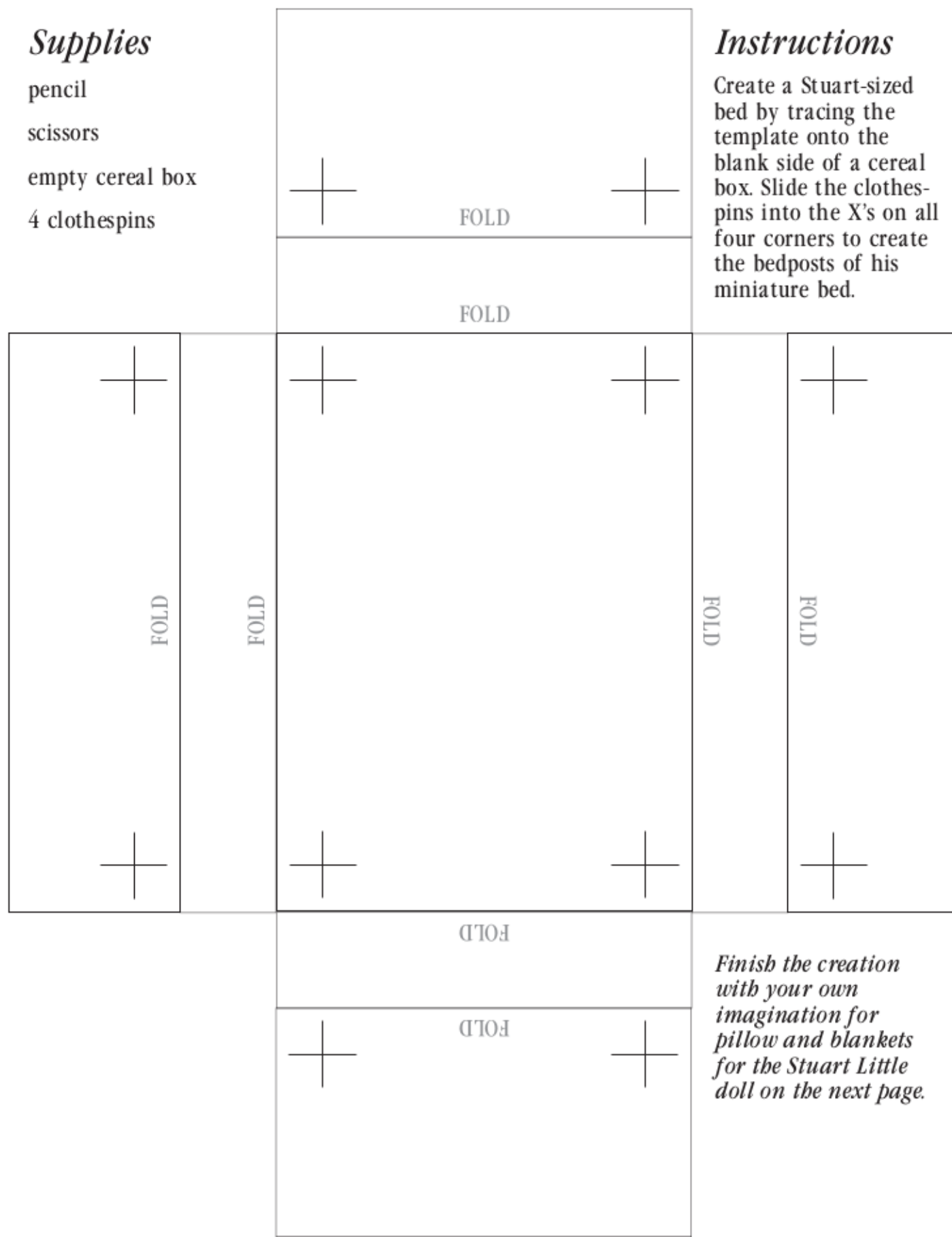
scissors

empty cereal box

4 clothespins

Instructions

Create a Stuart-sized bed by tracing the template onto the blank side of a cereal box. Slide the clothespins into the X's on all four corners to create the bedposts of his miniature bed.

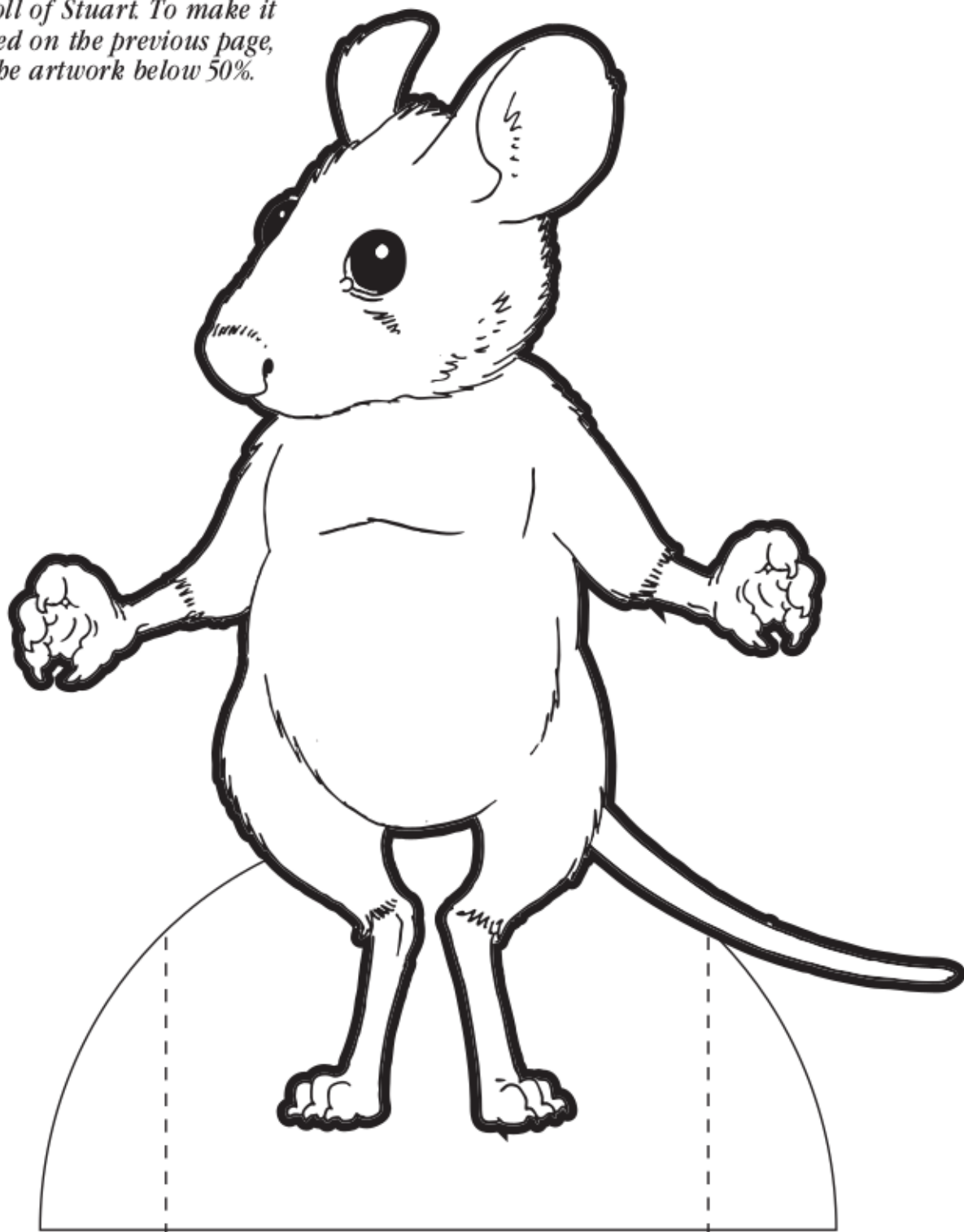


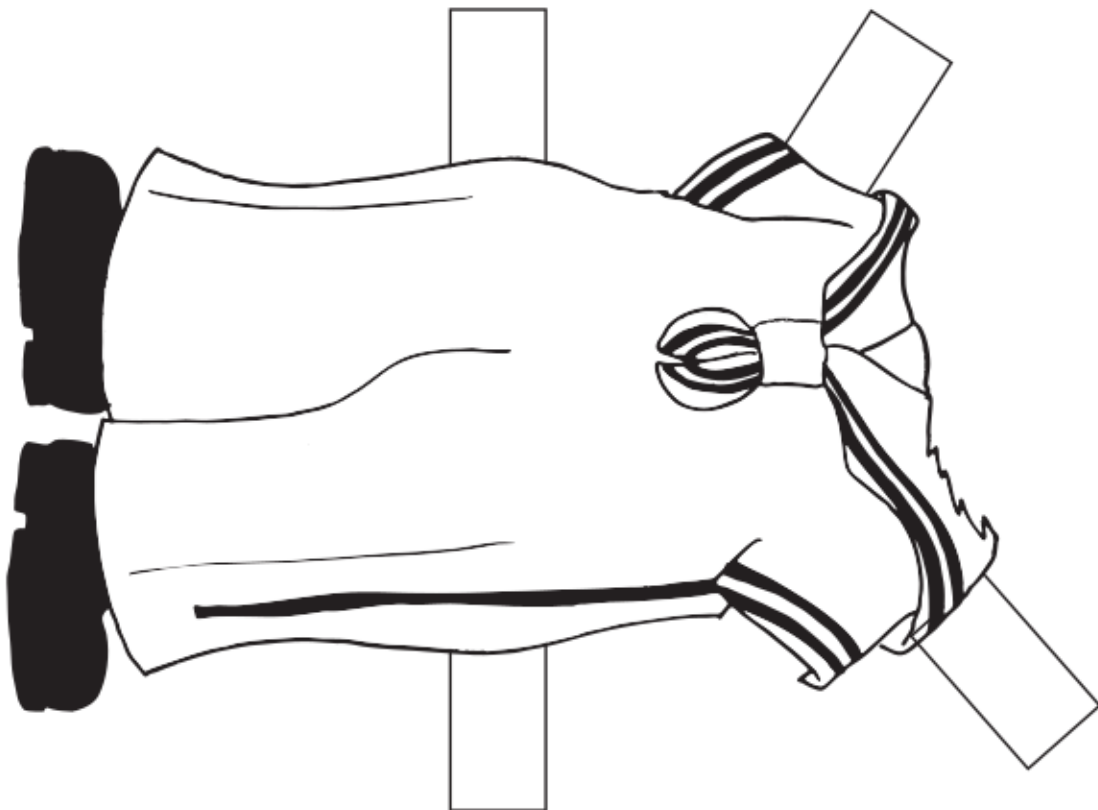
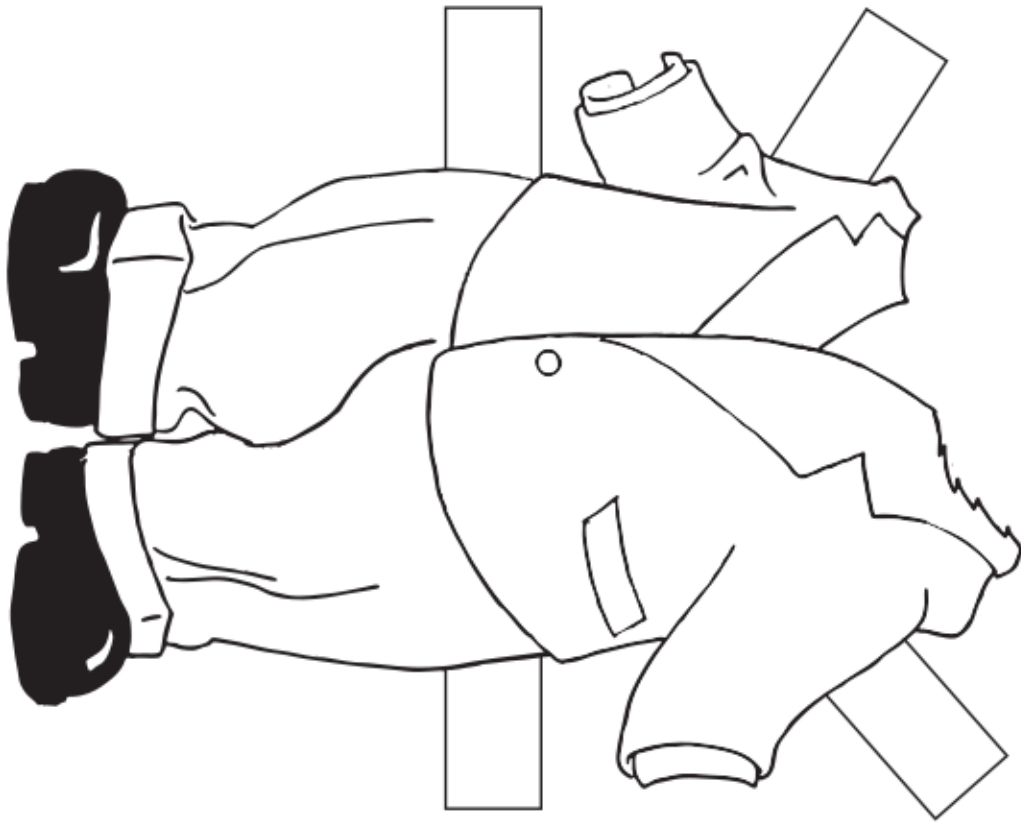
Finish the creation with your own imagination for pillow and blankets for the Stuart Little doll on the next page.

STUART LITTLE

Project 2—Paper Doll

Cut out the elements on this page and the next to make a paper doll of Stuart. To make it fit the bed on the previous page, reduce the artwork below 50%.





STUART LITTLE

Project 2—Ring Picking Game

Supplies

empty half-gallon milk carton

paper clip

pop tops from soda bottles or soup cans

12" string or yarn

Directions

Unfold the paper clip into a hook shape and attach to the yarn. Place pop tops in the milk carton. Dangle the string into the carton until you snag one of the “rings.” Score one point for each ring captured.

STUART LITTLE

Chapter 2—Home Problems

1. What game was a favorite of the Little family?

2. How was Stuart involved?

3. What instrument did the Littles have in their living room?

4. What was wrong with this instrument?

5. Who was disturbed by the problem and when?

6. What was the remedy?

7. How was Stuart affected by his new task?

STUART LITTLE

Chapter 2, Page 2

8. What did Mr. Little say they should not reference in conversation?

9. How was the popular Christmas story, *The Night Before Christmas*, altered?

10. What was Mr. Little's biggest concern about their pantry?



STUART LITTLE

Project—Ping-Pong Volleyball

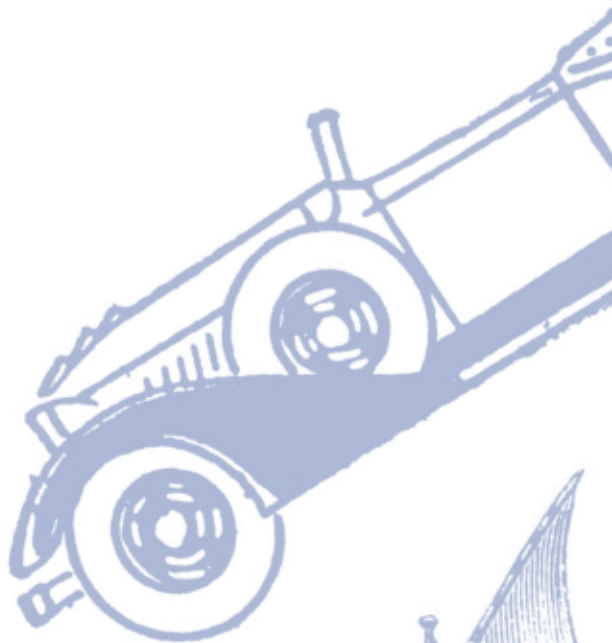
Supplies

ping-pong ball

tabletop

Directions

Place the ping-pong ball in the center of the table. With a person, or several people on each side of the table, try to blow the ping-pong ball off the edge of the opponent's side. No hands please!



Veritas
Press

ISBN 978-1-932168-90-7

US\$12.00



9 781932 168907

5 1 2 0 0

