

Stuart Little

Reading Guide

by Janna Shaw

For the book by E. B. White



LOGOS PRESS
Elementary Literature Series

“A Christian literature program is one in which the students are taught to read great literature and to think while they read, as Christians. As they do, our children must be taught to appreciate a finely-crafted sentence to the glory of God. As Christians, we are people of the word, and consequently, we should be people of words. We should understand words and use them well.” - Logos Curriculum Guide

“Literature exists to teach what is useful, to honor what deserves honor, to appreciate what is delightful. The useful, honorable and delightful things are superior to it: it exists for their sake; its own use, honor, or delightfulness is derivative from theirs.” - C.S. Lewis

Overview

At Logos Press, our desire is for the students to love the truth, the goodness, and the beauty in great literature, and in this learning, to be encouraged in their faithfulness to God. In order to do this, the teacher must also be faithful, and love the literature. If the teacher loves the literature, then the students will love the literature as well.

Suggestions for Use

At this educational level, a good rule of thumb is to assign up to twenty pages per day. If possible, consider reading aloud together for part of the reading assignment. On the fifth day the students will finish the reading assignment on their own and take a comprehension quiz. This encourages the students to be accountable, and gives me the opportunity to assess comprehension.)

Before beginning any new book, pre-read the book together--perusing the front and back covers, making predictions about the story line and setting. On the inside pages search for the author, illustrator, publisher, and copyright date. Then turn to the table of contents and ask the students questions they should be able to deduce or predict from the list of chapter titles.

The students have one comprehension sheet (front and back), ten vocabulary words with original sentences, and one vocabulary quiz per week. Vocabulary sentences should be descriptive and clearly show an understanding of the meaning of the word. Occasionally there will be a puzzle or other activity included. Comprehension questions and vocabulary sentences are graded based on content, restating the question, and correct grammar. If you are grading, you can use a five point scale, awarding one point each for: restating the question, beginning with a capital letter, and ending with the proper end mark. The students receive two points for having the correct answer. Although 3rd and 4th graders are in the grammar stage, in addition to literal questions, we include questions which require students to make inferences and evaluations as well.

Included in this guide are teacher lesson plans for each book. Lesson plans are built around the book *The Seven Laws of Teaching*, by John Milton Gregory. Each law is paraphrased and noted in italics throughout the lesson plan, helping to keep these laws in the forefront of your mind. Answer keys are included in the back of the book to help you get started.

Stuart Little

by E.B. White

Stuart Little

Pre-Reading

Before Opening the Book

Complete the following information:

AUTHOR: _____

ILLUSTRATOR: _____

PUBLISHER: _____

COPYRIGHT (When was this book written?): _____

This book is an example of: (circle one)

FICTION

NON-FICTION

POETRY

BIOGRAPHY

For the following chapters, list the title and the page number where you would find the chapter.

Chapter	Title	Page
3	_____	_____
7	_____	_____
12	_____	_____
14	_____	_____

Use the table of contents to discover the following:

Chapter

In what chapter might you discover how Stuart bathes?

Which chapter might tell you about a water competition?

Which chapter might show that Stuart can drive a car?

4th Grade—Literature

Lesson Plan: *Stuart Little, Chapters 1-9*

OBJECTIVE: *The teacher must know the truth or lesson ...*

SWBAT: Pre-read book (back), finding title, author, copyright, etc.
 Make predictions regarding contents of book.
 Describe main character and his good attributes.

<p>SUPPLIES: For each student:</p> <ol style="list-style-type: none"> 1. 1 book 2. Vocab list 3. Comprehension sheet 4. Vocab quizzes <p>GENERAL PLAN: Mon: Ch 1-2 Tues: Ch 3-5 Wed: Ch 6-7 Vocab work Thurs: Ch 8 Fri: Review, write, Vocab quiz</p>	<p>INTRODUCTION: <i>The learner attends with interest to the lesson given.</i></p> <ul style="list-style-type: none"> •What would it be like to be small? •Look around the house. What kinds of things would be difficult to do? •What kinds of things might be fun? Scary? •You are going to meet an unusual character in our story today. <hr/> <p>REVIEW: <i>Unknown must be explained by the known...</i></p> <ul style="list-style-type: none"> •Do you remember how to pre-read a book? What kinds of things do we look for? Author, title, summary, publisher, copyright, illustrator. •Who is the author of this book? What do you think this book is about? •Who do you think the main character might be? •Find the copyright date and publisher. •What type of book might this be? Fiction/Fantasy •Could this story happen? Why or why not? •Who do you think the character on the cover is? Why do you think he is in a canoe?
<p>*As you read, take note of good style, figurative language, story line, and vocabulary. *Gradually require these things in student writing.</p>	<p>LESSON: <i>The language used as a medium must be common to both...</i></p> <p>Hand out vocab list—discuss each word together. Choose students to use each word in a sentence. Begin reading, paying close attention to description of main character.</p> <p>Chapters 1-2 Teacher read Ch 1-2 aloud. When finished, discuss with students how their original ideas about Stuart and his life may have changed.</p> <ul style="list-style-type: none"> •How does Stuart’s family treat him? •How can you tell that he is content with his size and appearance? <p>*Answer comprehension questions independently. *Orally summarize chapters</p> <p>Chapters 3-5 Read chapter titles for ch 3-5 and make predictions about these chapters.</p> <ul style="list-style-type: none"> •Why do you think that mice make mouse holes? Discuss. •How do you think Stuart was clever in solving the problem of washing up? •What other daily chores or tasks would also be difficult? How would you solve them. •Is Snowbell a good friend? Why or why not? •How does Mrs. Little respond to the disappearance of Stuart? How does George help? <p>*Orally summarize chapters</p>
<p>REMINDERS: For next Tuesday: Make vocab cross-word</p> <p>Upcoming Events: *Have classroom mouse?</p> <p>*Character sheet</p>	<p style="text-align: right;"><i>Lesson plan continued on next page</i></p>

Name _____

Date _____

Stuart Little

Vocabulary List 1

Study these words and definitions every day. We will practice these in class together. The quiz will be Friday.

1. agreeable *adj.* willing to give one's approval or permission
2. dodge *verb* to move suddenly aside or to and fro
3. moisten *verb* to make slightly wet
4. capsize *verb* to turn over
5. gleam *verb* to shine with a soft light
6. objectionable *adj.* causing deep disapproval
7. ominous *adj.* being a sign of evil or trouble to come.
8. penetrate *verb* to pass into, or through, to pierce.
9. tranquil *adj.* very calm and quiet, peaceful.
10. prominent *adj.* distinguished, outstanding.

_____/25 points

Name _____

Date _____

Stuart Little

Vocabulary Quiz

A. Please read each definition carefully. Write the number of the word beside the correct definition.

1. agreeable _____ to turn over
2. dodge _____ to shine with a soft light
3. moisten _____ distinguished, outstanding.
4. capsize _____ willing to give one's approval or permission
5. gleam _____ very calm and quiet, peaceful.
6. objectionable _____ to make slightly wet
7. ominous _____ to pass into, or through, to pierce
8. penetrate _____ being a sign of evil or trouble to come.
9. tranquil _____ causing deep disapproval
10. prominent _____ to move suddenly aside or to and fro

B. Choose 3 words from the list. Write one sentence for each word chosen. You must show that you understand the meaning of the word. Please underline the vocabulary words.

11. _____

12. _____

13. _____

Mr. Little

Stuart

Mrs. Little

Character Sheet
Stuart Little,
by E.B. White

Setting

Snowbell

George

Margalo

Name _____

Date _____

Stuart Little

Comprehension Questions

Chapters 1-9

Read each question carefully before reading the assigned chapter. Be sure to answer each question completely. Please use neat cursive.

Chapter 1: *In the Drain*

1. Stuart had a very tiny bed. It was made from _____ clothespins and a _____ box.

2. Why was Stuart, and not his brother, lowered into the drain? _____

3. Although Stuart is different in appearance from the rest of his family, in what ways is he like them?

Chapter 2: *Home Problems*

1. Besides the song, Three Blind Mice, can you think of other songs or stories Mr. Little might want to take out of the nursery songbook?

2. Why was Mr. Little worried about the mouse hole in the pantry?

Chapter 3: *Washing Up*

1. Stuart's brother was named _____.

2. In what ways was Stuart's method of washing up clever? _____

Chapter 4: *Exercise*

1. In this chapter we meet Snowbell, who is a _____.

2. Why do you think Snowbell did not help Stuart out of the shade? How did he add to the problem?

Stuart Little

Answer Key

Vocabulary Test:

Sentence work will vary.

- 4 to turn over
- 5 to shine with a soft light
- 10 distinguished, outstanding.
- 1 willing to give one's approval or permission
- 9 very calm and quiet, peaceful.
- 3 to make slightly wet
- 8 to pass into, or through, to pierce
- 7 being a sign of evil or trouble to come.
- 6 causing deep disapproval
- 2 to move suddenly aside or to and fro

Comprehension Questions

Chapter 1: *In the Drain*

1. four; cigarette
2. Because he was so small, Stuart was lowered into the drain instead of George.
3. Answers will vary. Stuart is kind, loves his family, is helpful, etc.

Chapter 2: *Home Problems*

1. Answers will vary.
2. Mr. Little was worried about the mouse hole in the in the pantry because he had never seen a mouse that didn't want to go down a hole.

Chapter 3: *Washing Up*

1. George
2. Answers will vary.

Chapter 4: *Exercise*

1. cat
2. Snowbell did not help Stuart out of the shade because he was not very fond of him. He added to the problem by taking Stuart's hat and cane and placing them by the mouse hole.

Chapter 5: *Rescued*

1. When George thought Stuart was in the mouse hole, he wanted to rip up the floor and lower food down to Stuart.
2. Stuart was found by accident when George pulled down all the shades in the house.

Chapter 6: *A Fair Breeze*

1. Why did the owner of the *Wasp* greatly dislike the *Lillian B. Womrath*?
2. *squall* – a sudden strong windstorm
3. Answers will vary.
4. Leroy offered Stuart a regular job if he could sail the *Wasp* across the pond and back and beat the *Lillian B. Womrath*.