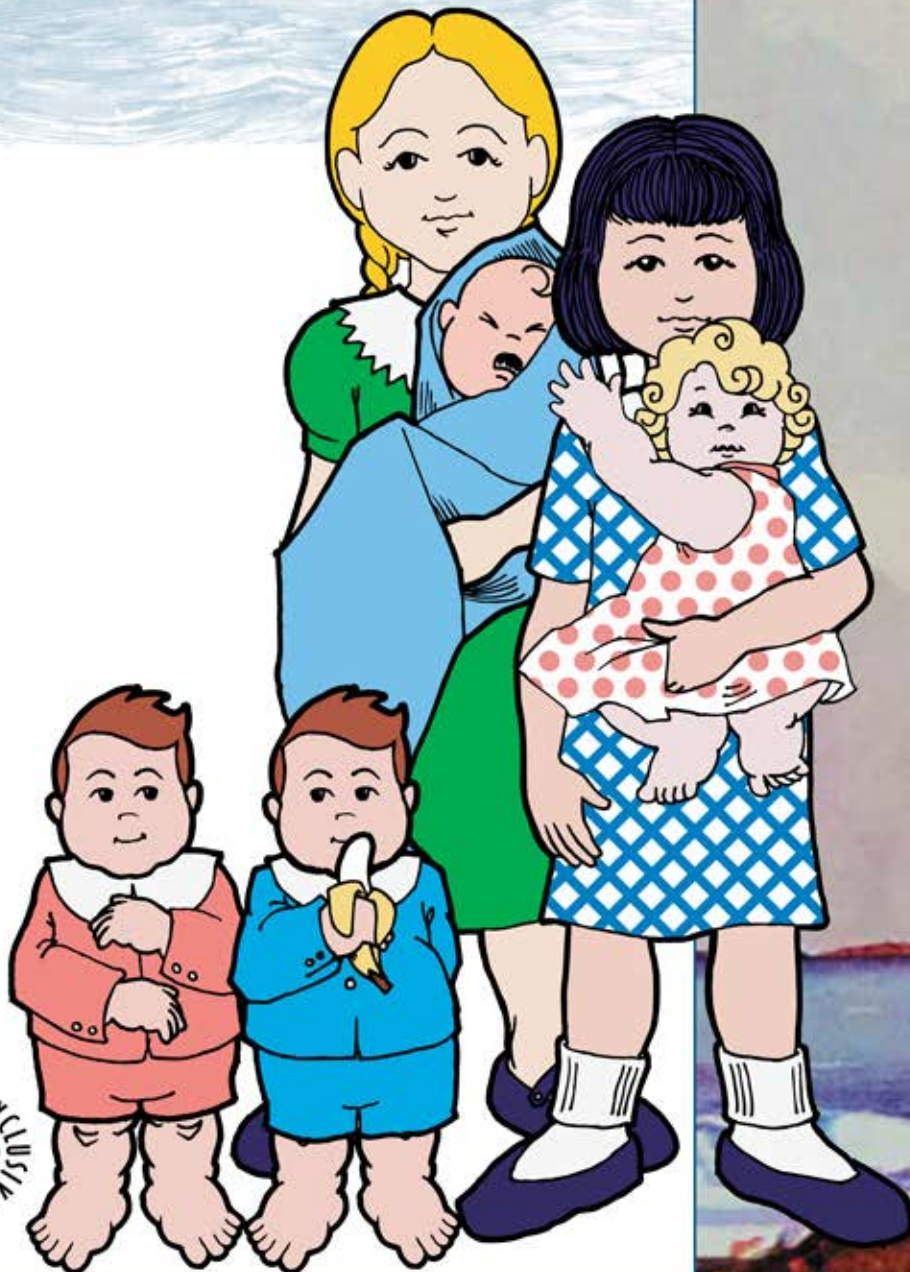
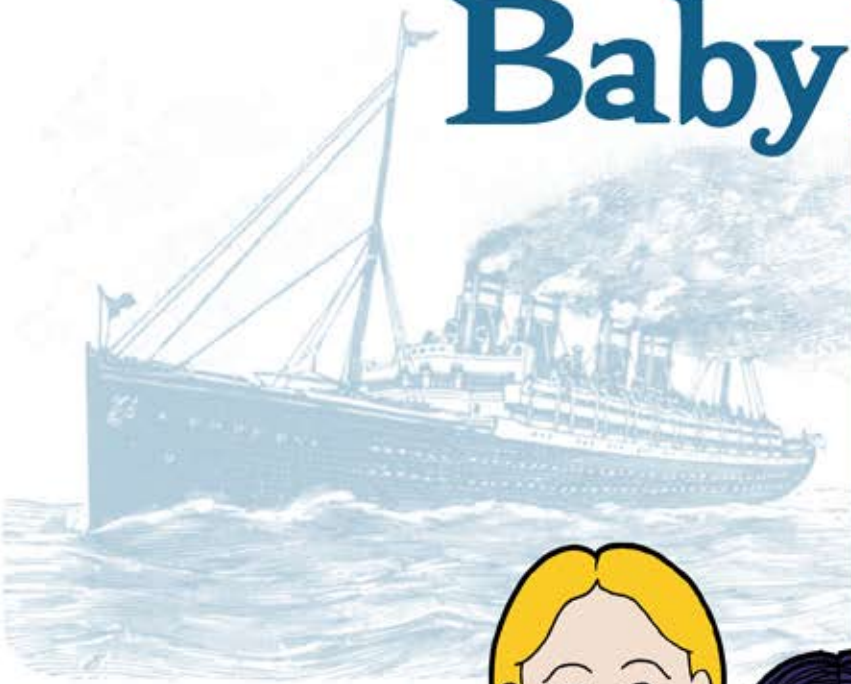


Baby Island

COMPREHENSION GUIDE



VEXCLUSIVE
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BABY ISLAND

Comprehension Guide
by Laurie Detweiler

Illustrated and designed by
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BABY ISLAND

How to use this Guide

This guide is intended to help you study, understand, and enjoy Baby Island. 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. The students' answers should be in complete sentences, and they should restate the question in their answer.

Example:

Question: What was the name of the ship that was disabled in the tropical storm bound from San Francisco to Australia?

Answer: S.S. Orminta was the name of the ship that was disabled in the tropical storm bound from San Francisco to Australia.

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. After the grammar stage, students enter the dialectic stage, where they develop an interest in logic, analysis and critical thinking. Baby Island is a good book to start transitioning students into this stage.

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.

BABY ISLAND

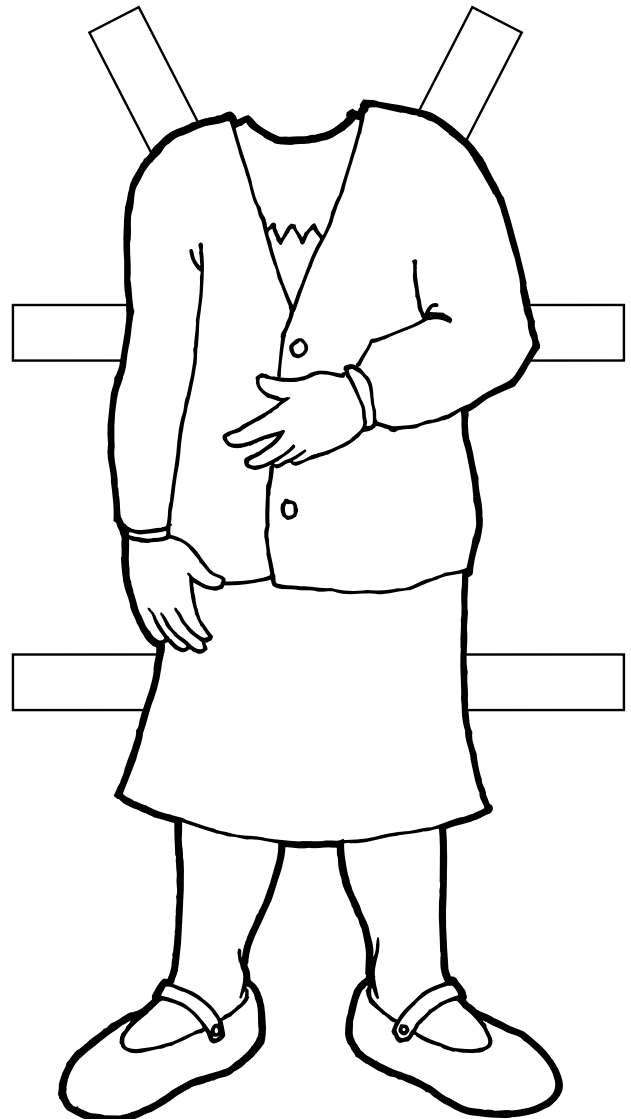
Chapter One—"The Wreck"

1. What was the name of the ship that was disabled in the tropical storm bound from San Francisco to Australia?

2. What did Mary Wallace do when she woke up and realized the boat was sinking?

3. Who was put in the lifeboat with Mary and Jean?

4. Why were the babies' parents not in the lifeboat with their babies?



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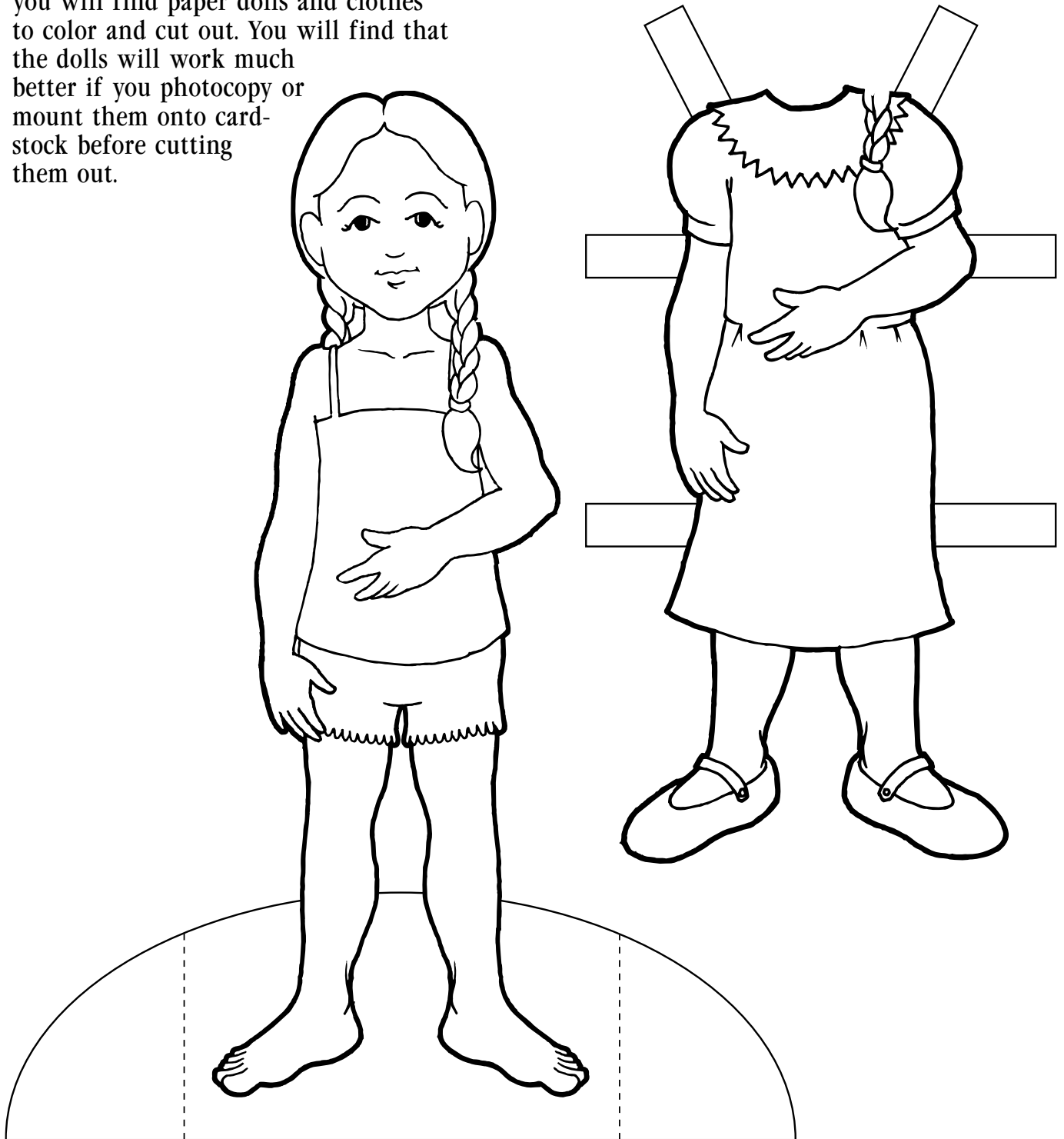
Chapter One, Page 2

5. Why did the girls begin to sing the song 'Scots, Wha Hae wi' Wallace Bled'?

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Chapter One, Project—Paper Doll of Mary

Throughout this comprehension guide you will find paper dolls and clothes to color and cut out. You will find that the dolls will work much better if you photocopy or mount them onto card-stock before cutting them out.



BABY ISLAND

Chapter Two—"The Lifeboat"

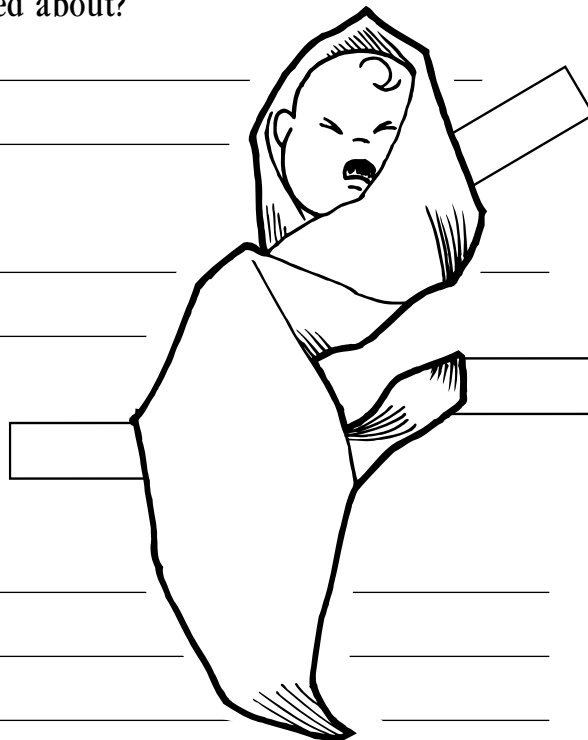
1. What was the thing that Mary was the most worried about?

2. Why did the babies begin to cry?

3. What did the girls find in the hollow place at the end of the boat?

4. How did the girls heat the milk for the babies?

5. Why were Mary and Jean very self-reliant little girls?



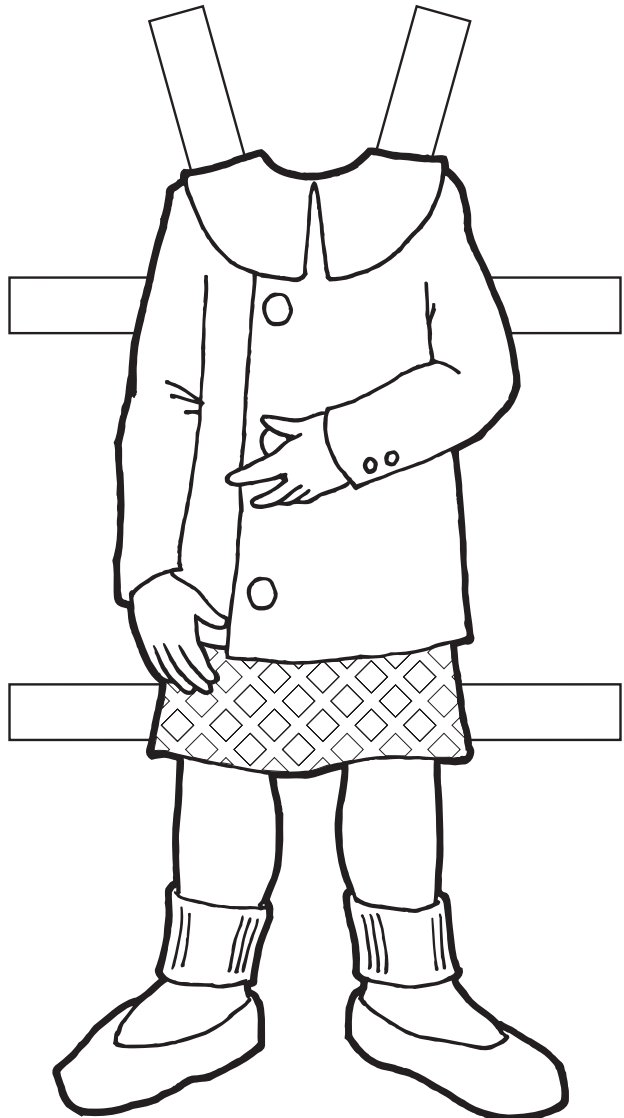
BABY ISLAND

Chapter Three—"A Wild Night"

1. What did Mary and Jean find in their pockets that might turn out to be helpful?

2. When Jean said that they would be unable to go to Sunday School on a desert island, what did Mary said they would be able to do instead?

3. What did Mary say they would write in the notebook?



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Chapter Three, Page 2

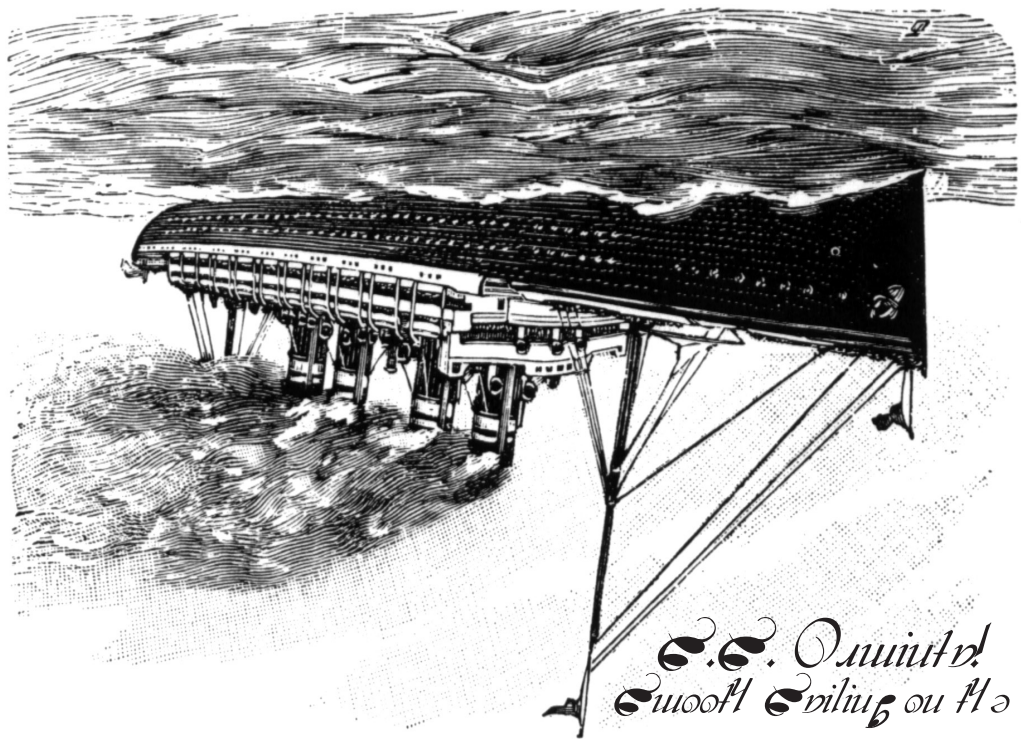
4. What did Mary think was causing Jonah to cry?

5. What did Jean say when Mary asked her if she remembered wanting to throw Jonah into the sea?

BABY ISLAND

Chapter Three, Project—Postcard

In chapter three it talks about a postcard that Jean was writing to her aunt about their situation. Use colored pencils to lightly color the artwork on the right to create the feel of an old hand-tinted photograph, then cut it out and fold it over. Pretend that you are also in the life boat with them and write a postcard home to your family describing the situation.



—*Carte Postale*—

Address

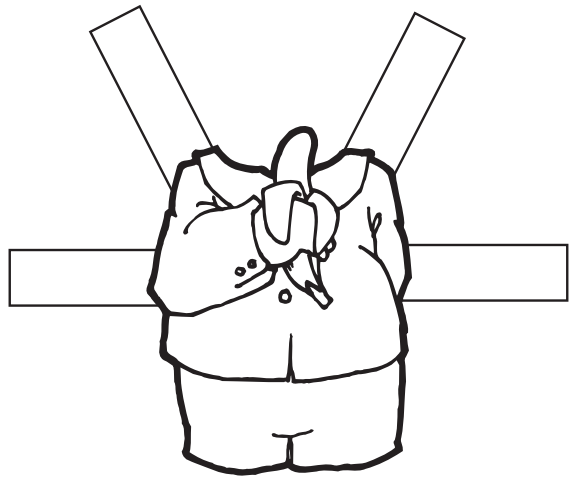
BABY ISLAND

Chapter Four—"Bananas!"

1. How did Mary realize that the boat was finally on land?

2. Whom did Mary thank when she realized they had landed?

3. Other than calling the twin babies by name, how else did the girls refer to them?



4. What wonderful fruit did they find on the island?

5. What did the girls name the island?

BABY ISLAND

Chapter Four, Project—Banana Poem

In chapter four Jean yells out one of her poems:

Bananas! Bananas! Bananas!
I'm singing hosannas
'Cause I've found bananas!
Bananas! Bananas!
Bananas!

Using the banana to the right, create your own "banana" poem. There are many different kinds of poetry (if you do not think your students are ready for this on their own, do it together). A quatrain is four lines that can have several different rhyming patterns. Choose from one of the following and create your own poem about bananas.

AABB:
lines 1 and 2 rhyme
and lines 3 and 4 rhyme

ABAB:
lines 1 and 3 rhyme
and lines 2 and 4 rhyme

ABCB:
lines 2 and 4 rhyme
and lines 1 and 3 do not rhyme

ABBA:
lines 1 and 4 rhyme and
lines 2 and 3 rhyme



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Chapter Five—"Time and Tide"

1. What did the girls find on the other side at the turn in the cliff?

2. When Mary realized that their tracks in the sand had been covered over by water, why was she suddenly frightened?

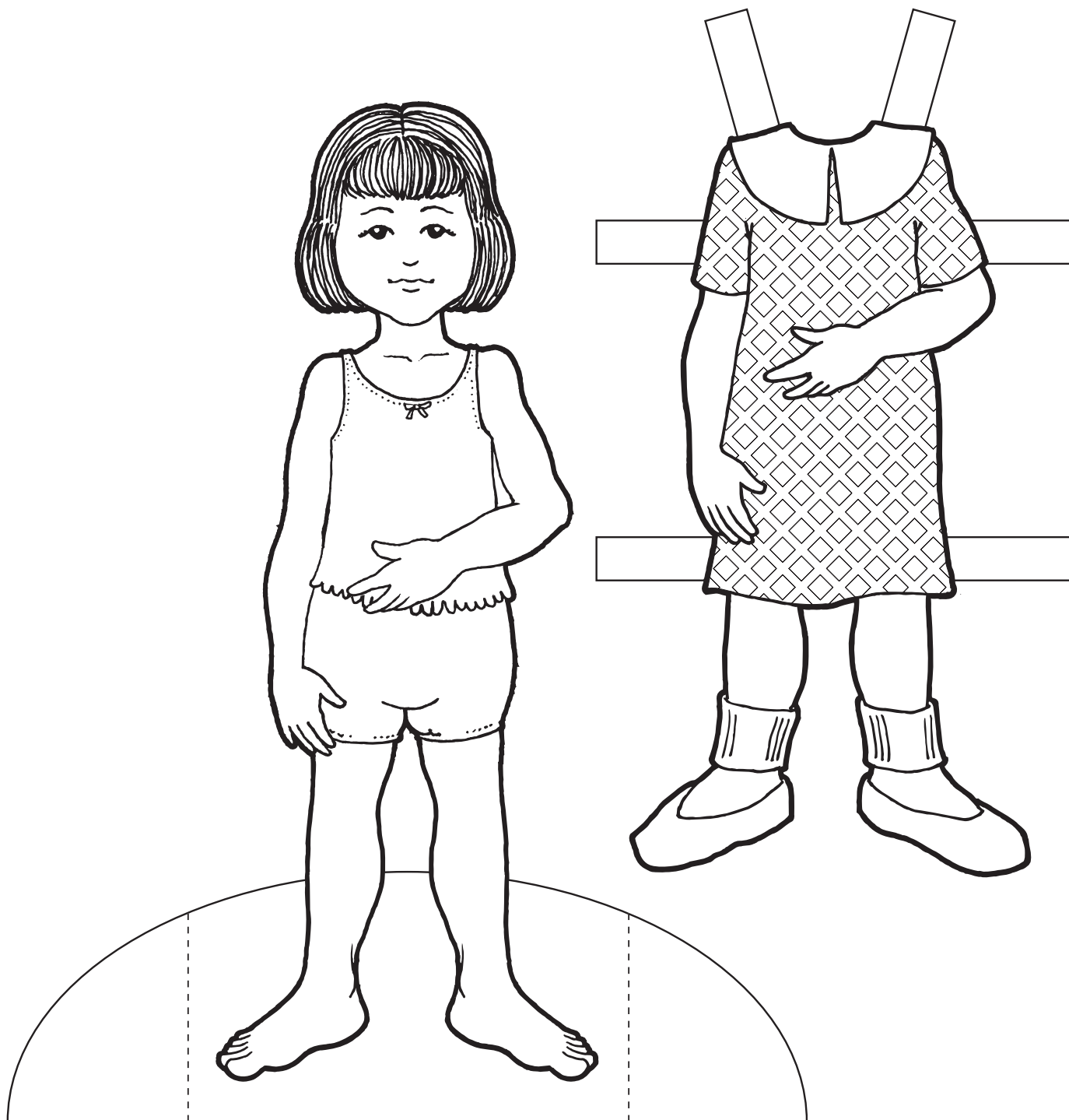
3. What happened to the babies when the tide came in?

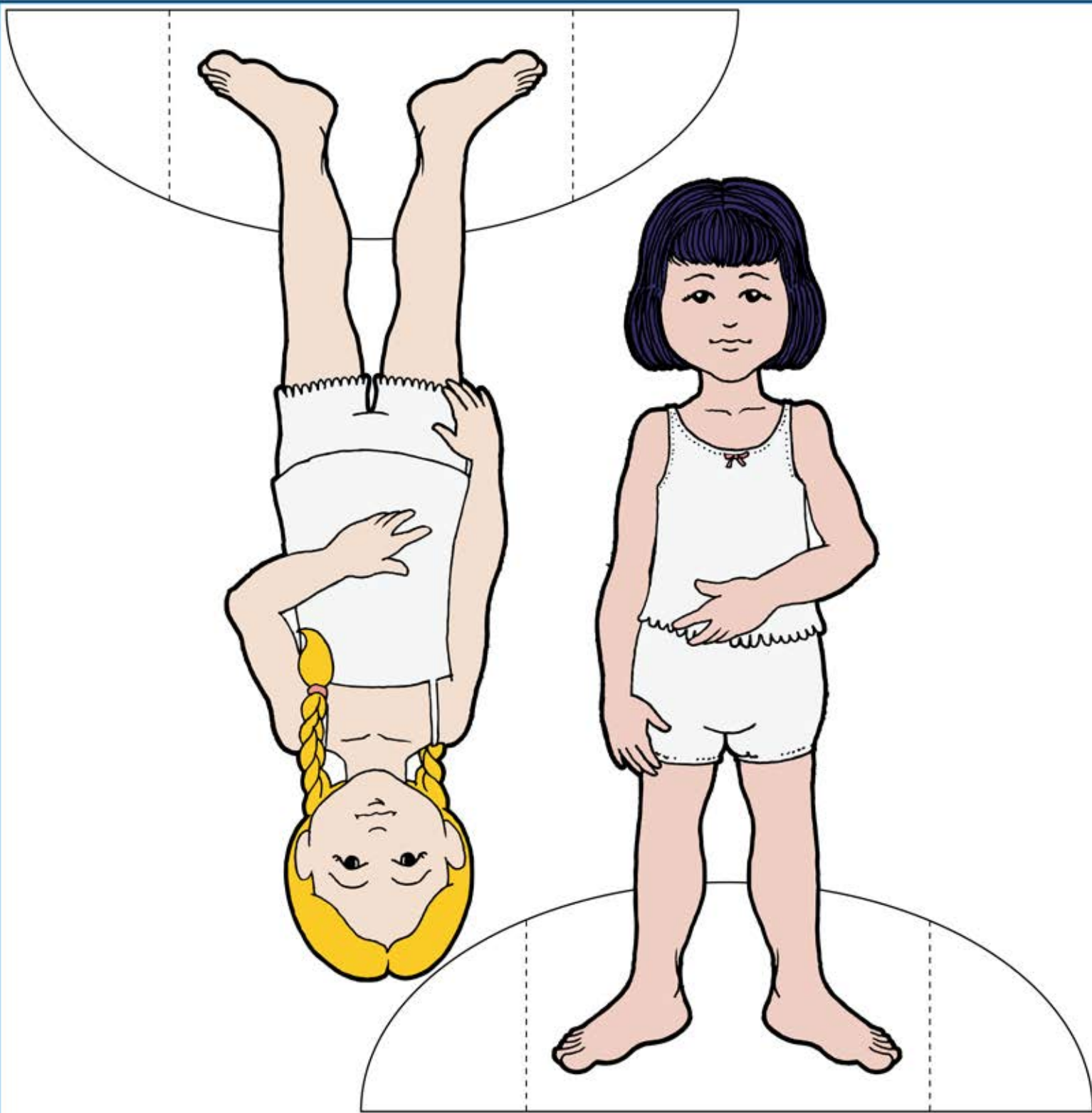
4. What did the blue twin do when he saw Mary? What happened to him?

5. What did Mary forget when she went running into the water after the boat?

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Chapter Five—Paper Doll of Jean





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