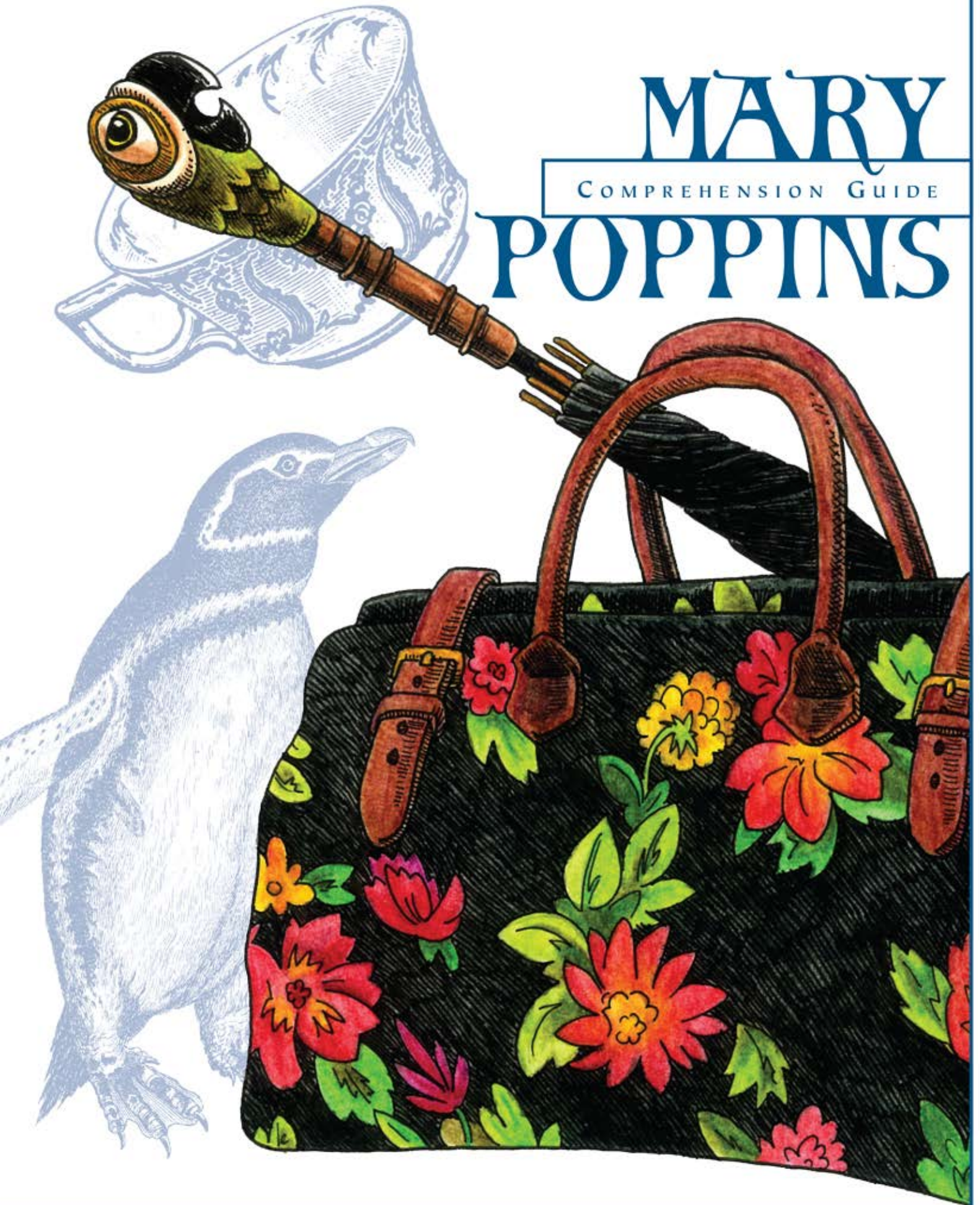


MARY

COMPREHENSION GUIDE

POPPINS



MARY POPPINS

Comprehension Guide
by Ned Bustard



veritas
PRESS

*This guide is dedicated to Eliza,
who has flown all over the world
to be a very good nanny.*

First Edition 2010

Copyright ©2010 Veritas Press
www.VeritasPress.com
ISBN 978-1-932168-89-1

All rights reserved. Permission is granted to make unlimited photocopies of this entire manual for the school or homeschool that purchased this manual. Otherwise, no part of this book may be reproduced without permission from Veritas Press, except by a reviewer who may quote brief passages in a review; nor may any part of this book be reproduced, stored in a retrieval system or transmitted in any form by any means, electronic, mechanical, photocopying, recording or otherwise, without prior permission from Veritas Press.

Printed in the United States of America.

MARY POPPINS

How to Use this Guide

This guide is intended to help you study, understand and enjoy *Mary Poppins*. 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: When was Mary Poppins planning on leaving the Banks'?

Answer: Mary said that she was planning on leaving the Banks' when the wind changed.

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.

MARY POPPINS

Chapter 1—East Wind

1. Why do the Banks live in a dilapidated house?

2. In what way did Mr. Banks wish that Robertson Ay would imitate Katie Nanna?

3. Describe the Boom house at the corner of Cherry-Tree Lane.

4. Where does Mr. Banks work everyday—except Sundays and official holidays?

5. What was it about Katie Nanna which made the children dislike her?

6. Describe the person that the wind flung against the front door of the Banks' home.

MARY POPPINS

Chapter 1, Page 2

7. Why wasn't Mrs. Banks given any references?

8. What was unusual about how Mary Poppins followed Mrs. Banks to the Nursery?

9. What did Mary Poppins remove from her empty carpet bag?

10. What flavor was the medicine the children swallowed?

11. What did Mary Poppins remove from her empty carpet bag after bedtime?

12. When was Mary Poppins planning on leaving the Banks'?



MARY POPPINS

Project 1—Mary's Carpet Bag

Copy this page and the next page onto cardstock. Cut out the rectangle on the copy of this page, and draw on it some of the items that came out of Mary Poppins' carpet bag. Cut along the dotted line around the top of the carpet bag on the copy of the following page. Thread the paper strip through the cut from the back of the page as shown in the diagram below.



PULL
HERE



MARY POPPINS

Project 2—Lime Cordial Recipe

Jane thinks lime cordial is quite tasty. Try the recipe below to taste it and see if you agree.

Ingredients

1 1/2 cups water

3/4 cup sugar

3/4 tsp citric acid

1/2 tsp tartaric acid

juice of 5 limes

rind of 3 limes cut into pieces

Directions

Stir acids and sugar together. Separately, bring water to a boil then add the sugar mixture. Stir constantly until the sugar is fully dissolved.

Turn off the heat and add lime juice and rind and stir mixture well. Turn the heat back on and allow to simmer for 1-2 minutes. Remove from heat, cover and allow to cool.

Place the mix into a well-sealed container and refrigerate over night. Strain the lime rinds and pour into an empty, clean bottle with tight-fitting lid. Place back in the refrigerator and allow to sit for another day before using.



MARY POPPINS

Chapter 2—The Day Out

1. Describe the handle of Mary Poppins' umbrella.

2. Why did Mary Poppins carry her umbrella on a day that wasn't going to be rainy, and why did she stop to look in the wind-screen of an empty car?

3. What two professions did Herbert Alfred have?

4. What did Mary Poppins call a "stodgy meal," and why was it so nice that she said so?

5. How did Bert and Mary (Pff!) change their clothes?

6. What would Bert and Mary say when they were particularly pleased?

MARY POPPINS

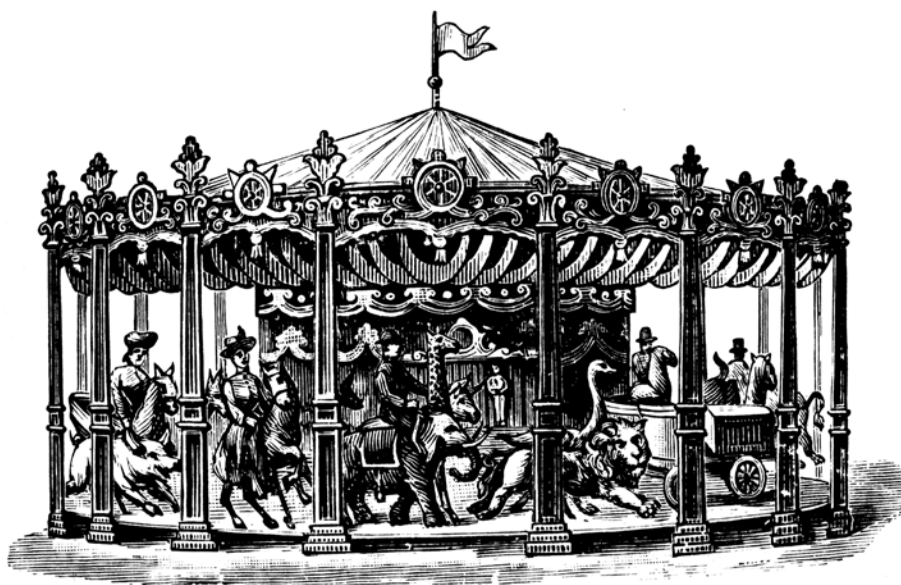
Chapter 2, Page 2

7. Where had the waiter been that accounted for Mary not seeing him earlier?

8. What did Bert and Mary do after their tea?

9. Why did Bert cock his head and wink?

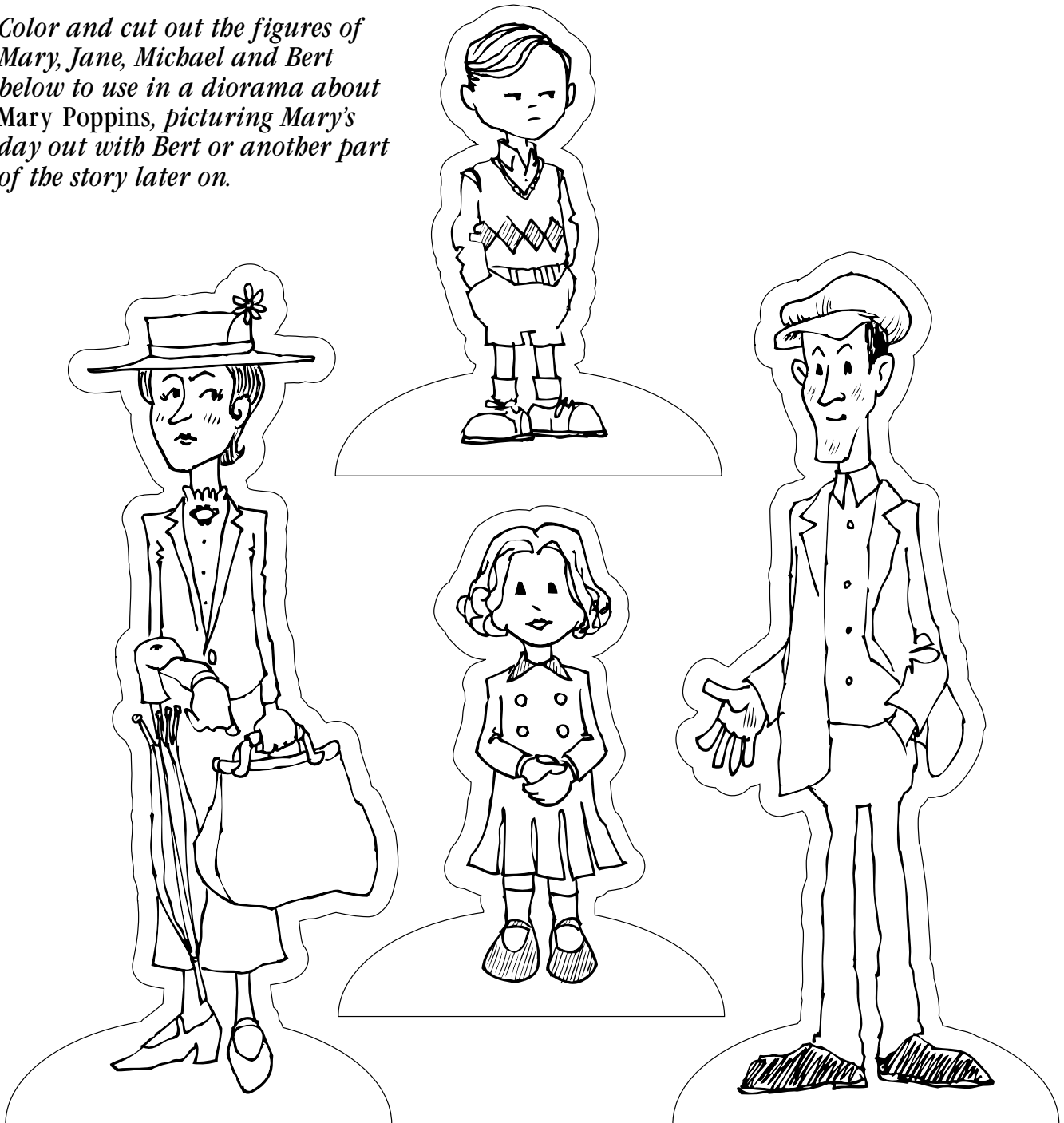
10. What did Jane and Michael not understand about Fairyland?



MARY POPPINS

Project—Diorama

Color and cut out the figures of Mary, Jane, Michael and Bert below to use in a diorama about Mary Poppins, picturing Mary's day out with Bert or another part of the story later on.



MARY POPPINS

Chapter 3—Laughing Gas

1. What relation is the bald Mr. Wigg to Mary Poppins?

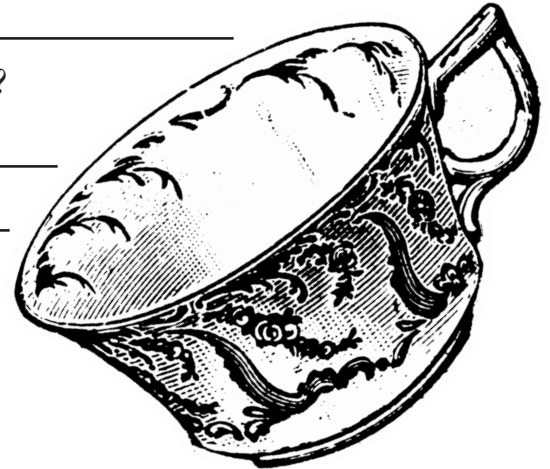
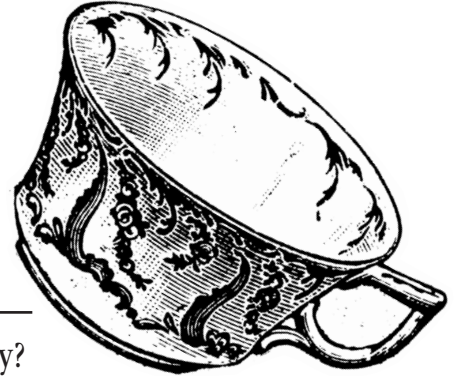
2. What happens to Mr. Wigg when his birthday falls on a Friday?

3. What happened when Jane and Michael began to laugh?

4. Why did Mr. Wigg encourage the children to think of something sad?

5. According to Mr. Wigg, what is the right way to begin tea time?

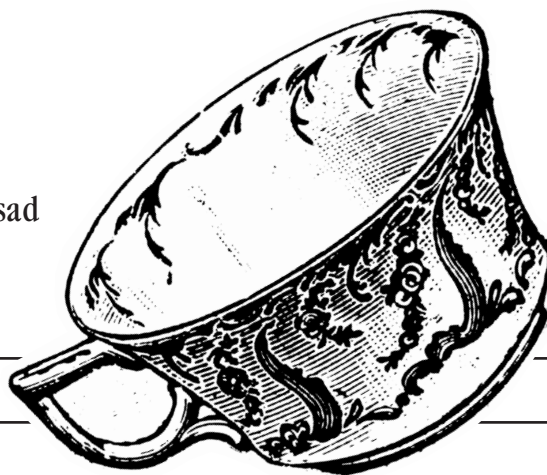
6. Why did Michael assert that Miss Persimmon's name was not Amy Persimmon?



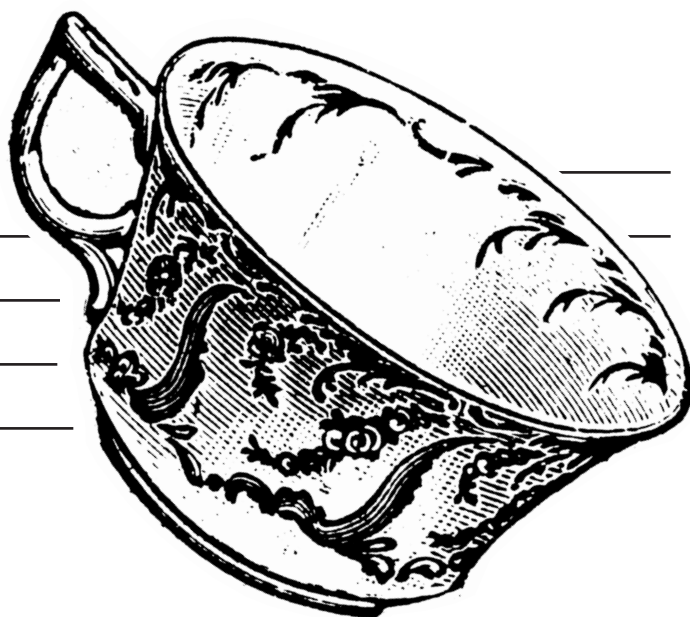
MARY POPPINS

Chapter 3, Page 2

7. What was the first really sad thought of the afternoon?



8. What did Michael ask Mary Poppins on the bus ride home that offended her?



MARY POPPINS

Project 1—Knock, Knock!

Read the following knock-knock jokes to a friend and see if you can get some laughing gas to lift you both up!

Knock, knock.
Who's there?
Adolf.
Adolf who?
Adolph ball hit me
in de mowf. Dat's
why I dawk dis way.

Knock, knock.
Who's there?
I love.
I love who?
I don't know, you
tell me!

Knock, knock.
Who's there?
Police.
Police who?
Police stop telling
these awful knock,
knock jokes!

Knock, knock.
Who's there?
Woo.
Woo, who?
Don't get so excited,
it's just a joke.

Knock, knock.
Who's there?
Mary Lee.
Mary Lee who?
Mary Lee we roll
along

Knock, knock.
Who's there?
Aardvark.
Aardvark who?
Aardvark a million
miles for one of your
smiles

Knock, knock.
Who's there?
Who.
Who who?
Is there an owl
in here?

Knock, knock.
Who's there?
Dwane.
Dwane who?
Dwane the bathtub
—I'm dawning!

Knock, knock.
Who's there?
A little old man.
who can't reach the
doorbell

Knock, knock.
Who's there?
Gorilla.
Gorilla Who?
Gorilla me a ham-
burger, I'm hungry.

Knock, knock.
Who's there?
Cow-go.
Cow-go Who?
No, Cow go MOO!!!

Knock, knock.
Who's there?
Lettuce.
Lettuce who?
Lettuce in!!

Knock, knock.
Who's there?
Max.
Max who?
Max no difference

Knock, knock.
Who's there?
Police.
Police who?
Police let us in; it's
cold out here.

Knock, knock.
Who's there?
Tarzan.
Tarzan who?
Tarzan stripes
forever.

Knock, knock.
Who's there?
Dishes.
Dishes who?
Dishes me. Who ish
you?

Knock, knock.
Who's there?
Eileen.
Eileen who?
Eileen down to tie
my shoe.

Knock, knock.
Who's there?
Wendy.
Wendy who?
Wendy wind blows
de cradle will rock.

Knock, knock.
Who's there?
Sara.
Sara who?
Sara doctor in the
house?

Knock, knock.
Who's there?
Yule.
Yule who?
Yule never know.

Knock, knock.
Who's there?
Water.
Water who?
Water you doing in
my house?

Knock, knock.
Who's there?
Isabelle.
Isabelle who?
Isabelle necessary on
the door?

Knock, knock.
Who's there?
Disney.
Disney who?
I just stopped spinning,
so I am Disney

MARY POPPINS

Project 1, Page 2

Knock, knock.

Who's there?

Dot.

Dot who?

Dots for me to know,
and you to find out.

Knock, knock.

Who's there?

Banana.

Banana who?

Knock, knock.

Who's there?

Banana.

Banana who?

Knock, knock.

Who's there?

Banana.

Banana who?

Knock, knock.

Who's there?

Banana.

Banana who?

Knock, knock.

Who's there?

Orange.

Orange who?

Orange you glad I
didn't say banana?

Knock, knock.

Who's there?

Tick.

Tick who?

Tick 'em up. I'm a
tig, tad, tongue-tied
towboy!

Knock, knock.

Who's there?

Toby.

Toby who?

Toby or not to be!

Knock, knock.

Who's there?

Nobel.

Nobel who?

No bell, that's why
I knocked!

Knock knock.

Who's there?

Omelet.

Omelet who?

Omelet smarter than
I look!

Knock, knock.

Who's there?

Ice Cream.

Ice cream who?

Ice cream every time
I see a ghost.

Knock, knock.

Who's there?

Cash.

Cash who?

No, thanks. I prefer
peanuts.

Knock, knock.

Who's there?

Butter.

Butter who?

I butter not tell you

Knock, knock.

Who's there?

Accordion.

Accordion who?

Accordion to the
TV, it's going to rain
tomorrow.

Knock, knock.

Who's there?

Pencil.

Pencil who?

Pencil fall down if
you don't have a belt

Knock, knock.

Who's there?

Ya.

Ya who?

What are you getting
so excited about?

Knock, knock.

Who's there?

Radio.

Radio who?

Radio not,
here I come!

Knock knock.

Who's there?

Dime.

Dime who?

Dime to tell another
knock-knock joke

Knock, knock.

Who's there?

Tank!

Tank who?

You're welcome!

Knock, knock.

Who's there?

Icon.

Icon who?

Icon tell you another
knock knock joke.
Do you want me to?

Knock knock.

Who's there?

Pig.

Pig who?

Pig up your feet or
you will twip!

Knock, knock.

Who's there?

Little old lady.

Little old lady who?

Wow! I didn't know
you could yodel.

Knock, knock.

Who's there?

Doris.

Doris Who?

Doris open, come
on in.

Knock, knock.

Who's there?

Candace.

Candace who?

Candace be the last
knock-knock joke?

MARY POPPINS

Project 2—Tea Party

Host a tea party in honor of Mary Poppins! Afternoon tea is traditionally enjoyed between 3 and 4 p.m. The British tradition of serving tea with milk and sugar has been expanded, and now plain, flavored tea, or iced tea is acceptable to serve. The crusts are cut off of soft bread slices to make small sandwiches and English scones are served with butter, clotted cream and strawberry jam. When preparing tea sandwiches, choose thin bread—whole wheat, white, rye, raisin, pumpernickel—any kind, as long as the slices are very thin. When spreading the filling, spread no thicker than the thickness of the bread, take it to the edge and keep it evenly thick. Cut bread into interesting shapes. The light meal is finished with sweet cakes, tarts, petit fours, and other pastries. A Mary Poppins tea party is a great time to bring out your grandmother's china and fancy serving pieces. Some traditional items used for tea include: teapot (and strainer if loose tea is used instead of teabags), creamer, sugar bowl, cookie plates, cake plates, crystal serving pieces (for small candies, nuts, or fruits), linen tablecloth and napkins, and flowers for a beautiful centerpiece. But don't worry if you can't collect all of these items—this project is supposed to be easy and fun. Select your choice of treats from the recipes below, put on your best manners, and try not to mention poor Aunt Emily.

Applesauce Tea Bread

2 1/2 cups flour
1/2 cup sugar
1/2 teaspoon salt
2 teaspoons baking powder
1 tablespoon cinnamon
1 egg
1 cup applesauce
1 cup skim milk

Preheat oven to 350 degrees. Mix the dry ingredients together. In a separate bowl, combine the applesauce, egg and milk. Add the applesauce mixture to the dry ingredients and stir until just combined. Pour into a greased 8" x 4" loaf pan and bake for 50 minutes or until a wooden toothpick inserted into the center comes out clean. Remove and cool.

Buttermilk Scones

3 cups flour
1/3 cup sugar
2 1/2 teaspoons baking powder
1/2 teaspoon baking soda
3/4 teaspoon salt
12 tablespoons cold butter, cut into 1/2 inch pieces
1 cup buttermilk
3/4 cup currants or raisins
1 teaspoon grated orange zest

Glaze:

1 tablespoon heavy cream
1/4 teaspoon cinnamon
2 tablespoons sugar

MARY POPPINS

Project 2, Page 2

Preheat oven to 425 degrees. In a medium-size mixing bowl, whisk together flour, sugar, baking powder, baking soda and salt until well combined. Using a pastry blender or two knives, cut the butter into the flour mixture until the mixture resembles coarse crumbs. Add the buttermilk, currants and orange zest. Mix until the dry ingredients are just moistened. Gather and press the dough into a ball. Turn the dough out onto a lightly floured surface. Knead lightly 8 times. Pat the dough into a circle 1/2-inch thick. Cut the dough into 18 pie-shaped pieces. Place the scones 1 inch apart on an ungreased baking sheet. For the glaze: in a small bowl, mix together cream, cinnamon and sugar. Brush the dough with the glaze. Bake for about 12 minutes or until golden-brown. Serve warm.

Plum and Honey Tea Bread

2 cups flour
1 teaspoon baking powder
1 teaspoon baking soda
1/2 teaspoon salt
1 teaspoon ground cinnamon
1/4 teaspoon ground nutmeg
3/4 cup buttermilk
1/2 cup honey
2 tablespoons vegetable oil
1 egg, beaten
1/2 cup chopped plums (about 3 plums)
1/2 cup walnuts, chopped (optional)

Preheat oven to 325 degrees. Whisk together flour, baking powder, baking soda, salt and spices until well combined. In a medium size bowl, combine buttermilk, honey, oil and egg. Stir liquid mixture into dry ingredients. Fold in plums and nuts. Pour into greased 8" x 4" loaf pan. Bake for 50 to 55 minutes or until wooden toothpick inserted near center comes out clean. Cover top with foil halfway through baking to prevent overbrowning.

Orange Cream Cheese Cookies

1/2 cup butter
1/2 cup sugar
1 1/2 ounces cream cheese
1 egg yolk
1 teaspoon vanilla
1 tablespoon frozen orange juice concentrate
zest of one orange
1 1/2 cups all-purpose flour
1/2 teaspoon baking powder
1/4 teaspoon salt

Preheat oven to 350 degrees. In a medium bowl, using an electric mixer, beat butter and sugar until creamy. Beat in cream cheese and egg yolk. Add vanilla, orange juice and orange zest. In a small bowl, whisk together flour, baking powder and salt until well combined. Fold dry ingredients into cream cheese mixture. Chill the dough for one hour. Drop by teaspoonfuls onto a lightly greased cookie sheet. Bake for 8 to 10 minutes.

MARY POPPINS

Project 2, Page 3

Easy Devonshire Cream

1 cup heavy whipping cream

1/2 cup powdered sugar

1/2 teaspoon cream of tartar

1 teaspoon vanilla

Add all ingredients in a mixing bowl. Using a stand or hand-held mixer, whip all ingredients until stiff peaks just start to form. Refrigerate and serve with scones or bread.

Oranges and Cream Tea Sandwiches

1/4 cup cream cheese

1/4 cup Devonshire cream

1/4 cup orange marmalade

20 slices white or raisin bread,
crusts trimmed

Mix together cream cheese and Devonshire cream until smooth. Thinly spread 2 teaspoons of cream mixture on one slice of bread. Spread the other slice with 1 teaspoon of orange marmalade. Press the slices together and cut into quarters. Makes about 40 tea sandwiches.

Cheese & Banana Tea Sandwiches

1/2 cup cream cheese, softened

1/2 cup mashed banana (about 1 banana)

2 tablespoons mayonnaise

2 tablespoons Devonshire cream

24 slices white bread, crusts trimmed

Using a mixer, beat cream cheese. Add mayonnaise and mashed bananas and beat until well combined. Fold in Devonshire cream. Thinly spread about 3 teaspoons of banana mixture on slices of white bread. Cut sandwiches into quarters. Makes 48 tea sandwiches.

Salmon Tea Sandwiches

1 cup canned salmon, drained

1/4 cup mayonnaise

salt and pepper to taste

fresh dill sprigs and baby lettuce leaves

24 slices wheat, pumpernickel or
rye bread, crusts trimmed

In a small mixing bowl, combine salmon and mayonnaise until well blended. Salt and pepper to taste. Spread a thin layer, about 3 teaspoons, of salmon mixture on a slice of bread. Add a small sprig of fresh dill and a few lettuce pieces. Top with a second piece of bread and cut into quarters. Makes 48 tea sandwiches.

Pear and Walnut Tea Sandwiches

4 ounces cream cheese, softened

2 tablespoons blue cheese, crumbled

1/4 cup chopped walnuts, toasted

1 pear, thinly sliced

MARY POPPINS

Project 2, Page 4

4 ounces thinly sliced ham

18 slices sweet bread, crusts trimmed

In small bowl, combine cream cheese, blue cheese and walnuts; mix well. Spread 2 teaspoons of cheese filling on one slice of bread. Follow by a layer each of ham slices and pear slices. Top sandwiches with a second slice of bread. Cut sandwiches into quarters. Makes 36 tea sandwiches.

Cucumber and Nasturtium Sandwiches

1 small cucumber, peeled, seeded
and finely chopped

salt

1/4 cup whipped cream cheese

1/4 cup mayonnaise

1/4 teaspoon onion powder

nasturtium leaves or 1/2 bunch
of watercress

14 slices of bread, crusts trimmed

Lightly salt the chopped cucumber and place in a colander to drain for 1 hour. In a mixing bowl, beat together cream cheese, mayonnaise and onion powder. Add salted cucumber and mix well. Spread about 3 teaspoons of cucumber mixture on one slice of bread. Place a few nasturtium or watercress leaves on top of cucumber mixture followed by a second slice of bread. Cut sandwiches into quarters. Makes 28 tea sandwiches.

A Proper Pot of Tea

There is a right and a wrong way to brew tea, as Mary Poppins would certainly not be slow to tell you. Fill a tea kettle with fresh, cold, non-distilled water. Place kettle on stove and bring to boil. Just before kettle begins to boil, pour water from tea pot and add one teaspoon tea leaves per cup to pot, plus an additional teaspoon 'for the pot'. Remove kettle from heat right after it comes to a boil, and pour 6 ounces per cup into tea pot. Let tea steep 3-7 minutes (depending on desired strength). Add cold, whole milk, or lemon to tea cups depending on preference of guests. Pour tea into cups using a strainer to catch loose leaves. *Tips: Use a ceramic tea pot rather than metal, and keep boiling water available for second cups or to dilute tea that becomes strong while sitting in tea pot.*

Vanilla Milk Tea

1 cup milk

2 teaspoons vanilla extract

4 teaspoons decaffeinated black or green tea
(or 4 tea bags)

1 quart boiling water

sugar or honey, to taste

Into a small saucepan, add milk and vanilla. Bring to a simmer over medium heat, stirring often. Remove the pan from heat and allow to cool while preparing tea. Place the tea leaves in a teapot and add boiling water. Steep for 5 minutes. Pour about 1/4 cup of cooled milk into a teacup. Add about 6 to 8 ounces of tea to the cooled milk. Sweeten as desired. Makes 4 to 5 servings.

MARY POPPINS

Chapter 4—Miss Lark's Andrew

1. Why was the admiral jealous of Miss Lark's house?

2. How did Jane and Michael know when Miss Lark was coming down the lane?

3. Andrew was not liked by people in the neighborhood.

In fact, what did Mr. Banks call the dog?

4. What was Andrew's secret,
innermost longing?



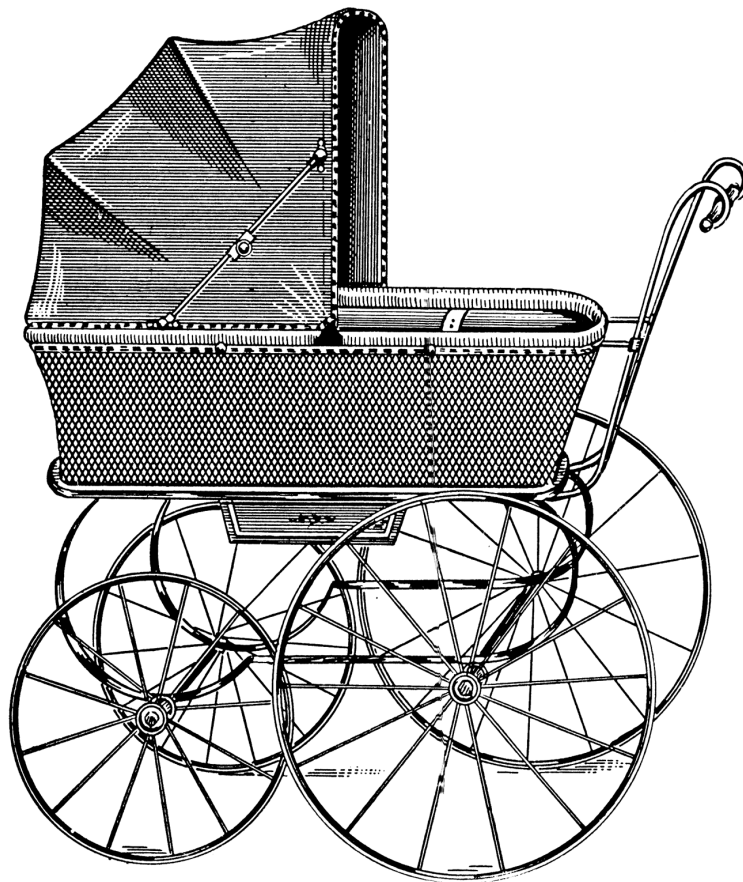
5. What did the children learn about Mary Poppins in the Park as she pushed the perambulator?

MARY POPPINS

Chapter 4, Page 2

6. What conditions did Andrew give to Miss Lark to get him to return home?

7. What was the name of the half Airedale/half Retriever?



MARY POPPINS

Project—Eh, wot?

British and North American English sound the same but can often be worlds apart. Some of that is due to accents, but some is due to vocabulary (for example, for a Brit a “baby carriage” is called a “pram.”). *See if you can match up the “cousins” below.*

American

apartment

bathroom

suspenders

cookie

diaper

elevator

flashlight

sidewalk

line

mail

french fries

sweater

cotton candy

truck

pants

sausage

soccer

British

pavement

lift

football

candy floss

lorry

loo

queue

braces

jumper

nappy

trousers

chips

post

banger

biscuit

flat

torch

MARY POPPINS

Chapter 5—The Dancing Cow

1. Why did Michael almost wish that he had an earache?

2. What extraordinary thing did Michael see which Mary Poppins did not find at all funny?

3. From whom did Mary Poppins learn about the Red Cow?

4. What was the problem that the Red Cow had which drove her to seek out the king?

5. How many new laws could the king compose in an hour?

6. How did the Red Cow describe the way her problem made her feel?

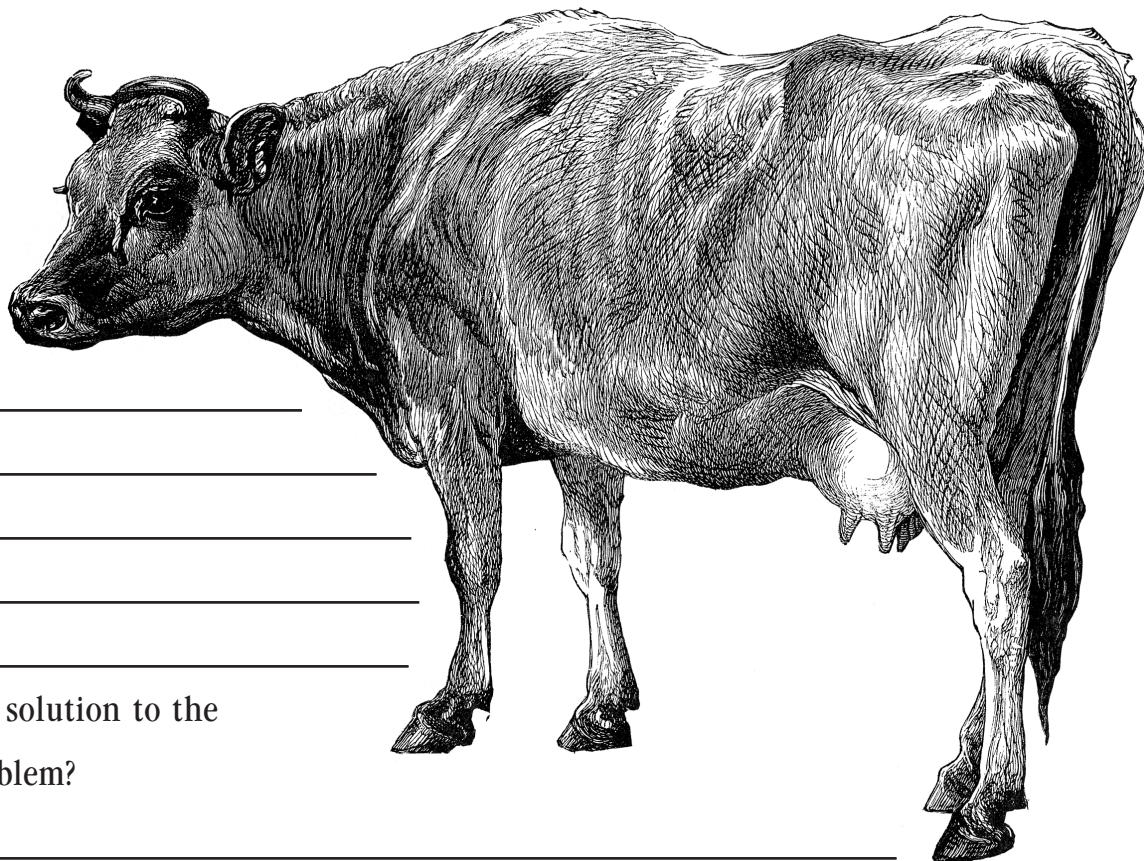
MARY POPPINS

Chapter 5, Page 2

7. What did the
king diagnose
was the
bovine's
problem?

8. What was the solution to the
Red Cow's problem?

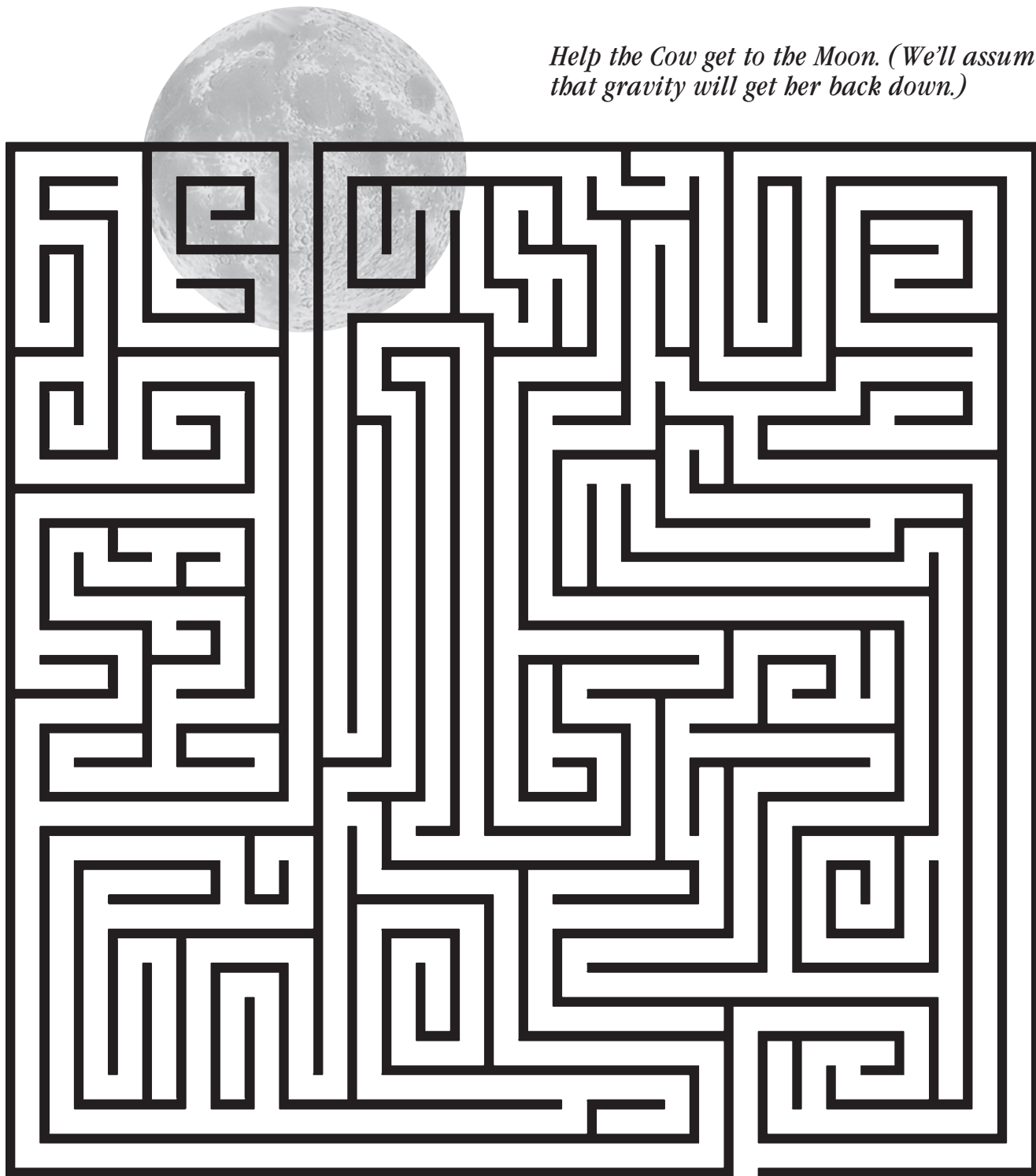
9. What advice had Mrs. Poppins given to the Red Cow?



MARY POPPINS

Project—Moon Maze

Help the Cow get to the Moon. (We'll assume that gravity will get her back down.)



MARY POPPINS

Chapter 6—Bad Tuesday

1. On Tuesday Michael woke with a curious feeling inside of him. What did Michael know was going to be the result of this feeling?

2. What caused Mrs. Brill to drop the rolling pin?

3. What did Michael do at his Father's desk?

4. What did Mary Poppins think was the cause of Michael's problems that day?

5. Describe the compass Michael picked up.

6. What did the polar bear give to Mary?

MARY POPPINS

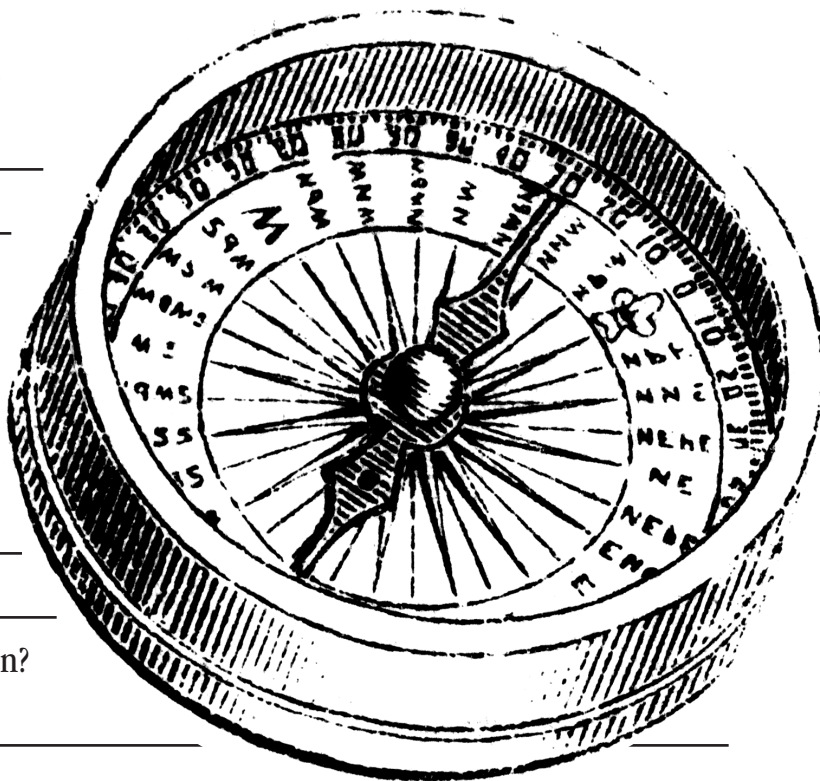
Bad Tuesday, Page 2

7. What did the macaw want Mary to do?

8. What did the panda ask the children to do?

9. Which dolphin did Michael want to win?

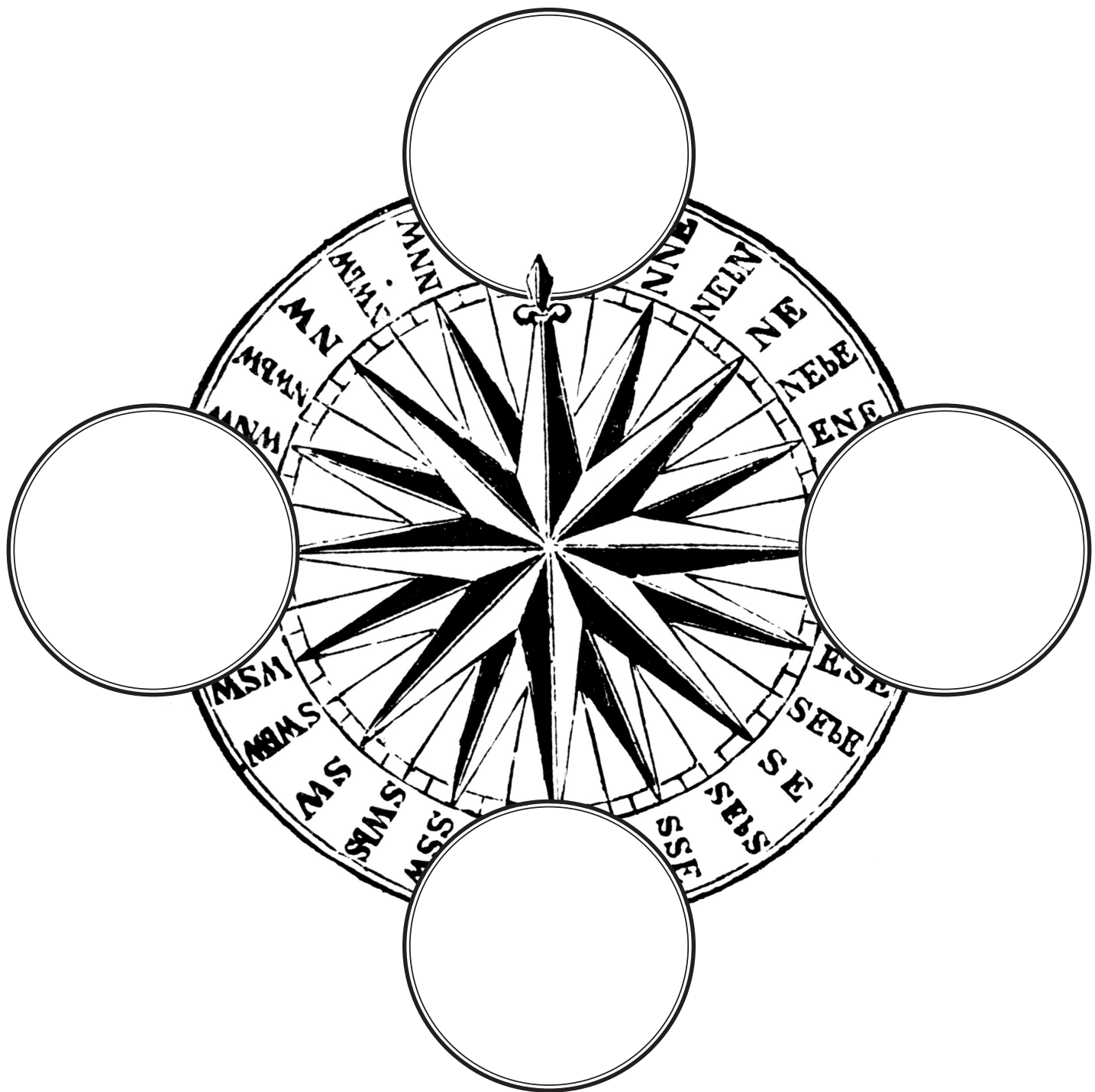
10. What happened when Michael used the compass in the nursery?



MARY POPPINS

Project—Compass Cartoons

Draw a picture of what the children met at each point of the compass, then color.



MARY POPPINS

Chapters 7 & 8—The Bird Woman and Mrs. Corry

1. Why did Mr. Banks want the children to visit?

2. Why did Mary Poppins keep stopping on the way to St. Paul's?

3. What was the only thing that the Bird Woman seemed to be able to say?

4. According to Jane—and not according to Mary Poppins—what happens at night to the birds around the cathedral?

5. Describe the gingerbread shop.

6. What did Mrs. Corry give to the babies?

MARY POPPINS

Chapters 7 & 8, Page 2

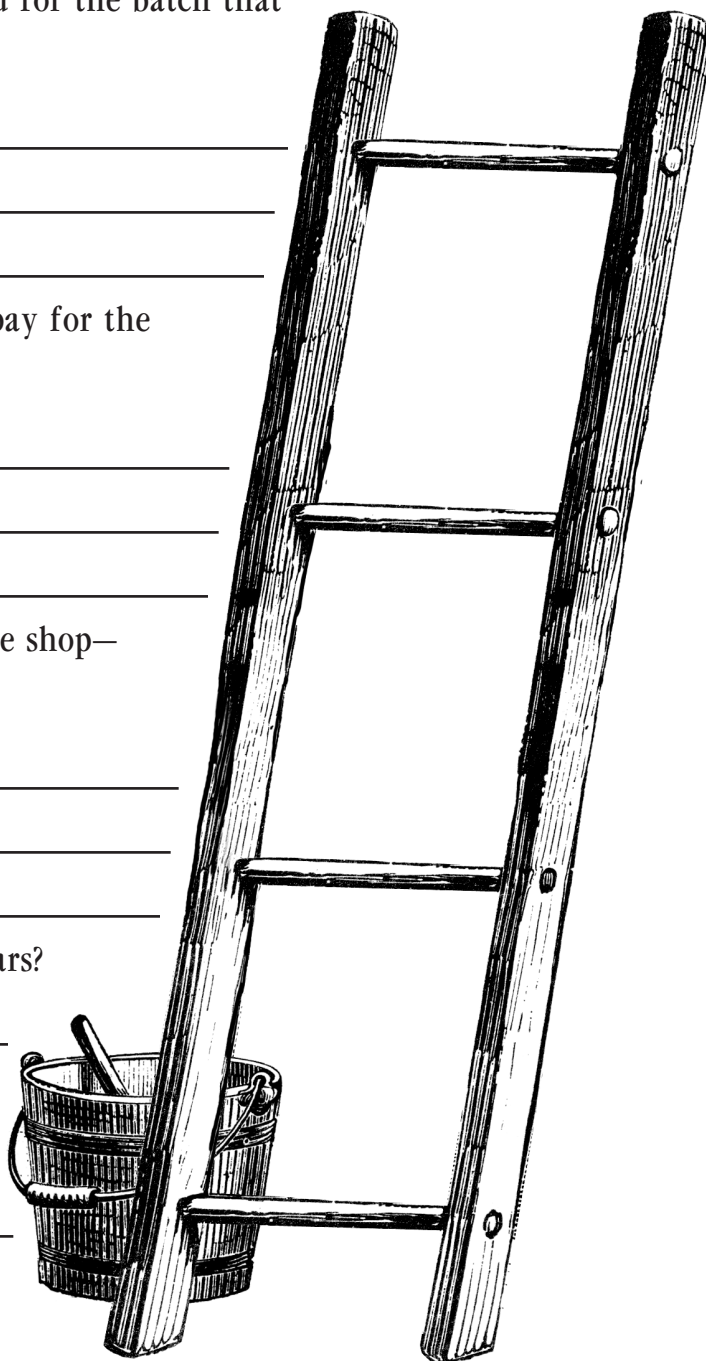
7. What did Mrs. Corry say she remembered happening when she was in her twenties?

8. Whose recipe for gingerbread was used for the batch that Jane and Michael were offered?

9. Where were the children required to pay for the gingerbread?

10. What did the Banks find odd about the shop—after they left?

11. Who stole the children's gold paper stars?





veritas
PRESS

ISBN 978-1-932168-89-1



9 781932 168891