

HoMeR PriCe

COMPREHENSION GUIDE



HOMER PRICE

Comprehension Guide
by Laurie Detweiler

Designed and illustrated
by Ned Bustard



Copyright ©2002 Veritas Press
www.VeritasPress.com
ISBN 1-930710-75-5

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.

HOMER PRICE

How to use this Guide

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

Example:

Question: What did the sheriff say he was going to put on exhibition at the county fair?

Answer: The sheriff said he was going to put white leghorn chickens on exhibition at the county fair.

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 five points.

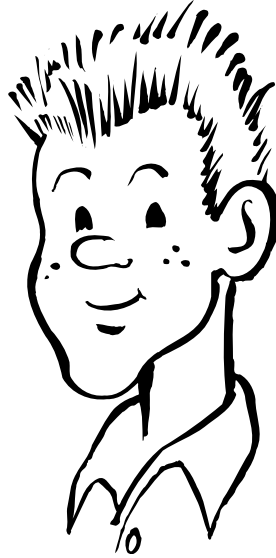
HOMER PRICE

Chapter 1—“The Case of the Sensational Scent”

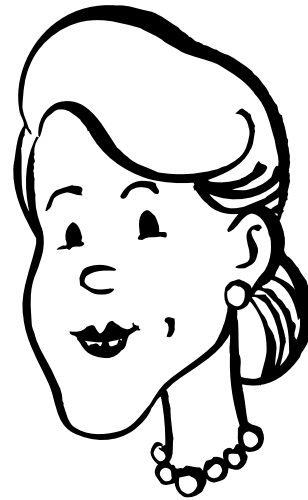
1. Fill in the following character chart. In the blanks write the job of each person. There may be more than one job for each person.



Homer's Father



Homer



Homer's Mother

_____	_____	_____
_____	_____	_____
_____	_____	_____

2. What is Homer's hobby?

HOMER PRICE

Chapter 1, Page 2

3. Finish the illustration below, drawing the animal that Homer found drinking his cat's milk. Label the animal's name.



4. On the following page write a newspaper article using the following headline:
Boy and Pet Skunk Trap Shaving Lotion Robbers by Smell. Be sure to start at the
beginning of the story for your readers to understand the events.

CENTERBURG GAZETTE

BOY AND PET SKUNK TRAP SHAVING LOTION ROBBERS —BY SMELL



veritas
PRESS

ISBN 978-1-930710-75-7

US\$13.95



9 781930 710757

5 1 3 9 5

