

Name: _____ Date: _____

Novel Study ~ MRS. FRISBY AND THE RATS OF NIMH

***Reader Responses and Vocabulary:
Chapters 8 – 14***

Be sure to complete each activity as intended, during or after reading the chapters.

Marks:

AFTER YOU READ – CHAPTERS 8 – 10 – ANALYSING
AND VOCABULARY /4

AFTER YOU READ – CHAPTERS 8 – 10 – PERSONAL
RESPONSE /4

AFTER YOU READ – CHAPTERS 11 - 12 /4

AFTER YOU READ – CHAPTERS 13 - 14 - PARTS ONE -
THREE /4

AFTER YOU READ – CHAPTERS 13 - 14 - PERSONAL
RESPONSE - A LETTER HOME /4

Total: /20

READER RESPONSE - AFTER YOU READ

CHAPTERS 8 - 10:

ANALYSING AND VOCABULARY MARKS: (Marks: 4-point scale – 4 = Wow! 90 - 100% accurate. 3 = Good work! Fully meets expectations, 70% - 89% accurate, 2 = Minimally meets expectations, some parts may need editing/proofreading or 50 – 69% accurate, 0-1 Not meeting expectations)

ANALYSING THE NOVEL:

1. Circle true or false for each of the following statements.

A. True or False: The owl found it impossible to believe that a mouse had saved the life of a bird.

B. True or False: The owl knew that spring had come to stay because the wild onions were already up in the pastures.

C. True or False: The owl's first piece of advice was to wrap Timothy up warmly and hope for warm temperatures on Moving Day.

D. True or False: An extraordinary change came over the owl at the mention of Mrs. Frisby's name.

E. True or False: When the owl advised Mrs. Frisby to go to the rats, he suggested that they might swear her to secrecy.

F. True or False: The owl confessed that he was also worried about his own house in the tree, afraid that one day the wind would blow the tree over.

G. True or False: Brutus was such a large, muscular rat that Mrs. Frisby thought he could probably beat Dragon in a fight.

H. True or False: Mr. Ages would have trouble trying to escape from Dragon.

VOCABULARY:

Choose a word from the list that means the same or nearly the same as the underlined word(s).

obvious	casual	reassure	domain	substitute	abrupt
frequent	cordial	extraordinary	adjourn		

1. The panel of lawyers decided to **discontinue** their meeting until the next morning. - _____
2. His **careless** remark was taken as an insult by Brutus. - _____
3. My father considers his den to be the center of his **realm**. -

4. Seeing a convertible with its top down in January is quite an **unusual** sight around here. - _____
5. She acted as an **alternative** member on the panel of jurists. -

6. Her beauty was **plain** for all to see. - _____
7. "Please do not make any **sudden** movements," the lion tamer advised. -

8. His answer to that question was most **polite**. - _____
9. All of the campers tried to **convince** their counselor that there were no snakes in their cabin. - _____
10. Running a high fever was unfortunately quite constant and **continual** for poor Marsha. - _____

*****Fill your plot flowchart with 2 – 5 sentences summarizing the main events of chapters eight to ten. Then, you will be ready to begin the next two chapters.*****

READER RESPONSE - AFTER YOU READ CHAPTERS 11 - 12:

An overall mark will be assigned for these responses. (Marks: 4-point scale – 4 = Wow! Exceeds expectations. Very detailed and insightful. Well proofread/edited. Accurate. 3 = Good work! Fully meets expectations, mostly accurate, evidence of proofreading/editing, 2 = Minimally meets expectations, some parts may need editing/proofreading or be vague/hard to understand/not quite accurate, 0-1 Not meeting expectations)

1. **AUTHOR’S USE OF LANGUAGE** - Creative chapter titles can really add to a good story. The titles for these two chapters “In the Library” and “Isabella” seem a little bit unimaginative. After you have read these two chapters, create intriguing new titles that reflect the contents.

In the Library _____

Isabella _____

2. **ANALYSING THE NOVEL:**

A. List (point form) five things Mrs. Frisby has learned about the rat colony.

B. Describe how the rats got the light bulbs for their home under the rosebush.

3. PERSONAL RESPONSE - (Response options: Writing / Sketches)

Most animals are able to meet their basic needs for survival (water, food, and shelter). However, these rats have gone far beyond this. List or sketch 3 or more ways the rats functioned beyond the level of normal rats for each category.

INVENTIONS	MACHINES
DECORATIVE APPEAL	SIGNS OF EDUCATION

*****Fill your plot flowchart with 2 – 5 sentences summarizing the main events of chapters 11 and 12. Then, you will be ready to begin the next two chapters.*****

READER RESPONSES – AFTER YOU READ CHAPTERS 13 - 14:

An overall mark will be assigned for these responses. (Marks: 4-point scale – 4 = Wow! Exceeds expectations. Very detailed and insightful. Well proofread/edited. Accurate. 3 = Good work! Fully meets expectations, mostly accurate, evidence of proofreading/editing, 2 = Minimally meets expectations, some parts may need editing/proofreading or be vague/hard to understand/not quite accurate, 0-1 Not meeting expectations)

1. ANALYSING THE NOVEL

A) Using point form, record details of the garden as Nicodemus describes it. (Page 91 – in the chapter, *A Powder for Dragon* – although the page number may vary in different printings of the novel.)

B) How did the rats get caught?

2. PREDICT – Obviously, the rats are not ordinary rats. Make predictions about why the rats are “special” or what they are up to.

Choose one to respond to (A or B):

A) What do you think might be in the injections?

B) Why do you think the rats might be studying agriculture?

3. AUTHOR’S USE OF LANGUAGE –

A cliffhanger is defined as an ending of a chapter in a book that leaves the audience in suspense. How does the conclusion of chapter 14 fit this definition?

*****Fill your plot flowchart with 2 – 5 sentences summarizing the main events of chapters 13 and 14. Then, you will be ready to begin the next three chapters.*****