Novel·Ties

A Study Guide

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For the Teacher

This reproducible study guide consists of lessons to use in conjunction with the book *Mrs. Frisby and the Rats of NIMH*. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel at its reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for reading development by distributing the novel and a folder to each child. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered prior to reading a chapter; all other work should be done after the chapter has been read. Comprehension questions can be answered orally or in writing. The classroom teacher should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging students' love of reading.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits, formed by practice in focusing on interpretive comprehension and literary techniques, will be transferred to the books students read independently. Passive readers become active, avid readers.

THE SICKNESS OF TIMOTHY FRISBY; MR. AGES; THE CROW AND THE CAT

Vocabulary: Draw a line from each word on the left to its definition on the right. Then use the numbered words to fill in the blanks in the sentences below.

1. rancid	a. with certainty
2. authoritatively	b. without stopping
3. warily	c. lasting for a time only; not permanent
4. relentlessly	d. left completely; deserted
5. hypochondriac	e. person who imagines sickness
6. abandoned	f. affected with mental disorder, usually due to fever
7. temporary	g. spoiled and smelling bad
8. delirious	h. carefully

. . . . . .

1. You may become ill if the food you eat is _____.
2. If you seem to be sick very often, people may think you are a(n) _____.
3. As we rushed to catch the plane, the clock ticked _____.
4. The doctor suggested we cool my sister's feverish body before she became _____.
5. Although she was younger than the other students, she spoke _____ about aviation, the subject she knew best.
6. Knowing they would remain for only a night, the campers put up a(n) _____ shelter.
7. Because of the constant threat of cats, the birds _____ their nest in the elm near the house.
8. If you go skating on a newly frozen pond, you must proceed _____.

Questions:

1. Why did the Frisby family feel lucky in the place that they lived?
2. Why did Mrs. Frisby need to look for food in winter?
3. What surprised Mrs. Frisby on her food-hunting walk?
4. Why did Mrs. Frisby seek the help of Mr. Ages?
5. Why was it courageous of Mrs. Frisby to help Jeremy?

The Sickness of Timothy Frisby; Mr. Ages; The Crow and the Cat (cont.)

Science Connection:

Use an encyclopedia, a medical reference book, or the internet to learn about pneumonia. What is the disease? How is it treated? How serious is the disease today? How did the development of antibiotics affect the treatment of pneumonia?

Writing Activity:

Mrs. Frisby, despite grave dangers, rescued the crow. Write about a time when you did a great favor for someone else or a great favor was done for you. Tell if that favor was ever repaid.