



VOLUME 3

MIDDLE SCHOOL TEACHER'S GUIDE

Must-Do/May-Do List for
Mrs. Frisby and the
Rats of NIMH

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Mrs. Frisby and the Rats of NIMH

Must-Do List

To be used as seat work on book club meeting days or as an entry task.

1. Important Quotes

_____ Rewrite each of the quotes from quadrant 1 in your own words by paraphrasing.

_____ Rewrite each of the quotes from quadrants 2 and 3 in your own words by paraphrasing.

2. Vocabulary Practice

_____ Complete the vocabulary assignment for quadrant 1.

_____ Complete the vocabulary assignment for quadrants 2 and 3.

May-Do List

To be used when the above MUST-DO tasks are complete.

3. Fluency Practice

_____ Practice reading a selected passage from quadrant 1 aloud with appropriate phrasing, expression, and pacing.

_____ Practice reading a selected passage from quadrants 2 and 3 aloud with appropriate phrasing, expression, and pacing.

4. Outside Text

_____ Read an outside text that is related to the book you are reading. Complete any assignments your teacher has given to go with the article.

_____ Visit the school or classroom library and select a book or magazine to read independently.

5. Write

_____ Writers get ideas from reading. Spend time writing your own story, report, or persuasive letter and then find someone to share your writing with!

_____ Other:

Important Quotes

Mrs. Frisby and the Rats of NIMH, Quadrant 1

Quote 1

Put the quote in your own words by paraphrasing.

“Although she was a widow . . . Mrs. Frisby was able, through luck and hard work, to keep her family . . . the Frisbys made the best of what there was, and one way or another they kept from being hungry” (p. 2).

In your own words/paraphrase:

Quote 2

Put the quote in your own words by paraphrasing.

“[Timothy] has pneumonia . . . the most important thing is to keep him warm. And he must stay in bed . . . He will get better this time . . . That does not mean he will have recovered; his lungs will be terribly weak and sensitive. If he gets the least bit cold, or breathes cold air—even a breath of two—the pneumonia will surely come back worse than before. And the second time he will not recover” (pp. 16–17).

In your own words/paraphrase:

Quote 3

Put the quote in your own words by paraphrasing.

“ . . . despite the warmth of the day . . . Mrs. Frisby could not quite get rid of the nagging worry that kept flickering in her mind . . . It was the thought of Moving Day . . . When the winter is over, they must move out of the garden and back to the meadow or the pasture. For as soon as the weather allows, Farmer Fitzgibbon’s tractor comes rumbling through . . . No animal caught in the garden that day is likely to escape alive . . . ” (p. 27).

In your own words/paraphrase:

Quote 4: Choose an important quote from Quadrant 1.

Quote:

In your own words/paraphrase:

Important Quotes

Mrs. Frisby and the Rats of NIMH, Quadrants 2 and 3

Quote 5

Put the quote in your own words by paraphrasing.

“She felt like crying—after coming all this way, after flying to see the owl, to be turned back so abruptly at the end” (p. 66).

In your own words/paraphrase:

Quote 6

Put the quote in your own words by paraphrasing.

“Ahead of her stretched a long, well-lit hallway. Its ceiling and walls were a smoothly curved arch, its floor hard and flat, with a soft layer of carpet down the middle. The light came from the walls, where every foot or so on both sides a tiny lightbulb had been recessed and the hole in which it stood, like a small window, had been covered with a square of colored glass—blue, yellow, or green. The effect was like that of stained-glass windows in sunlight” (p. 73).

In your own words/paraphrase:

Quote 7

Put the quote in your own words by paraphrasing.

“Mrs. Frisby’s house is beside the rock, and will get plowed up—and probably crushed . . . but if we can move it a few feet—so that it lies buried *behind* the rock—in the lee—then she and her children can stay in it as long as they need to” (p. 88).

In your own words/paraphrase:

Quote 8: Choose an important quote from Quadrant 2 or 3.

Quote:

In your own words/paraphrase:

Vocabulary Practice

Mrs. Frisby and the Rats of NIMH, Quadrant 1

Choose 2 nouns from the list.

Use the noun definition stem: *A _____ is a _____ that _____ such as _____.*

- Widow (p. 2)
- Hermit (p. 14)
- Respite (p. 33)
- Miracle (p. 35)
- Expedition (p. 43)
- Bewilderment (p. 55)

Choose 2 adjectives from the list.

Use the adjective definition stem: *_____ means _____ such as _____.*

- Abandoned (p. 4)
- Dreadful (p. 7)
- Anxious (p. 8)
- Frail (pp. 9, 13)
- Scatterbrained (p. 19)
- Sonorous (p. 48)
- Inevitable (p. 51)
- Feasible (p. 51)

Choose your own new and interesting word from the text.

Use the appropriate definition stem:

Noun: *A _____ is a _____ that _____ such as _____.*

Verb: *To _____ means to _____.*

Adjective: *_____ means _____ such as _____.*

Adverb: *_____ means _____ such as _____.*

Vocabulary Practice

Mrs. Frisby and the Rats of NIMH, Quadrants 2 and 3

Choose 2 nouns from the list.

Use the noun definition stem: *A _____ is a _____ that _____ such as _____.*

- Domain (p. 62)
- Entranceway (pp. 64, 78)
- Astonishment (p. 73)
- Scrutiny (p. 87)
- Sentry (p. 90)
- Companion (p. 97)
- Captivity (p. 109)
- Frenzy (p. 110)
- Illusion (p. 111)
- Consternation (p. 133)

Choose 2 verbs from the list.

Use the verb definition stem: *To _____ means to _____.*

- Discourage (p. 62)
- Intertwine (p. 62)
- Discern (p. 73)
- Admire (p. 98)
- Encircle (p. 99)
- Incinerate (p. 100)
- Cower (p. 107)

Choose your own new and interesting word from the text.

Use the appropriate definition stem:

Noun: *A _____ is a _____ that _____ such as _____.*

Verb: *To _____ means to _____.*

Adjective: *_____ means _____ such as _____.*

Adverb: *_____ means _____ such as _____.*

| | | | | |
|--------------------|--|--|--|-----------------|
| Word: 1. | | | | Part of Speech: |
| Forms of the Word: | | | | |
| Definition: | | | | |
| Synonyms: | | | | |
| Complex Sentence: | | | | |

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|--------------------|--|--|--|-----------------|
| Word: 2. | | | | Part of Speech: |
| Forms of the Word: | | | | |
| Definition: | | | | |
| Synonyms: | | | | |
| Complex Sentence: | | | | |

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|--------------------|--|--|--|-----------------|
| Word: 3. | | | | Part of Speech: |
| Forms of the Word: | | | | |
| Definition: | | | | |
| Synonyms: | | | | |
| Complex Sentence: | | | | |

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|--------------------|--|--|--|-----------------|
| Word: 4. | | | | Part of Speech: |
| Forms of the Word: | | | | |
| Definition: | | | | |
| Synonyms: | | | | |
| Complex Sentence: | | | | |

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| Word: 5. | | | | Part of Speech: |
| Forms of the Word: | | | | |
| Definition: | | | | |
| Synonyms: | | | | |
| Complex Sentence: | | | | |

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|--------------------|--|--|--|-----------------|
| Word: 6. | | | | Part of Speech: |
| Forms of the Word: | | | | |
| Definition: | | | | |
| Synonyms: | | | | |
| Complex Sentence: | | | | |

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|--------------------|--|--|--|-----------------|
| Word: 7. | | | | Part of Speech: |
| Forms of the Word: | | | | |
| Definition: | | | | |
| Synonyms: | | | | |
| Complex Sentence: | | | | |

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| Word: 8. | | | | Part of Speech: |
| Forms of the Word: | | | | |
| Definition: | | | | |
| Synonyms: | | | | |
| Complex Sentence: | | | | |

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|--------------------|--|--|--|-----------------|
| Word: 9. | | | | Part of Speech: |
| Forms of the Word: | | | | |
| Definition: | | | | |
| Synonyms: | | | | |
| Complex Sentence: | | | | |

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|---------------------|--|--|--|-----------------|
| Word: 10. | | | | Part of Speech: |
| Forms of the Word: | | | | |
| Definition: | | | | |
| Synonyms: | | | | |
| Complex Sentence: | | | | |

Fluency Practice

Mrs. Frisby and the Rats of NIMH, Quadrant 1

Directions: Read the passage, taking a quick pause / or longer pause // at each phrase mark. Read with an appropriately varied rate, pitch, and volume. Doing so will make reading more interesting and easier to comprehend.

Excerpt from pages 26–27:

She went out her from door into the sunshine / and was surprised to find a spring day waiting for her. // The weather had turned warm while she had stayed indoors; / February was over / and March had come in, / as they say, / like a lamb. // There was a smell of dampness in the air / as the frosted ground thawed, / a smell of things getting ready to grow. // It made her feel even more cheerful than before, / and she walked almost gaily across the garden. //

And yet / despite the warmth of the day— / indeed, / in a way, / because of it— / Mrs. Frisby could not quite get rid of the nagging worry that kept flickering in her mind; / it was the kind of worry that, / if you push it out of this corner of your thoughts, / pops up in that corner, / and finally / in the middle, / where it has to be faced. // It was the thought of Moving Day. //

Everybody knows that the ground hog comes up from the deep hole where he has slept away the winter, / looks around, / and if he decides the cold weather is not over, / goes back down to sleep for another six weeks. // Field mice like Mrs. Frisby are not lucky. // When winter is over, / they must move out of the garden / and back to the pasture. // For as soon as the weather allows, / Farmer Fitzgibbon's tractor comes rumbling through, / pulling the sharp-bladed plow through the soil, / turning over every foot of it. // No animal caught in the garden that day is likely to escape alive, / and all the winter homes, / all the tunnels / and holes / and nests / and cocoons, / are torn up. // After the plow comes the harrow, / with its heavy creaking disks, / and then / the people with hoes / and seeds. //

Fluency Practice

Mrs. Frisby and the Rats of NIMH, Quadrants 2 and 3

Directions: Read the passage, taking a quick pause / or longer pause // at each phrase mark. Read with an appropriately varied rate, pitch, and volume. Doing so will make reading more interesting and easier to comprehend.

Excerpt from pages 150–51:

That afternoon / Mrs. Frisby told the children that she must leave them to confer again with the rats about moving the house. // When she thought of the danger she would face in just a few more hours, / she wanted to kiss them all goodbye. // But knowing that Timothy, / at least, / was already suspicious, / she did not dare; / but told them only that they should not worry if she was a little late getting home for supper. //

On her way back to the rosebush / she felt quite relieved, / almost cheerful. // Her problem was nearly solved, / and the final solution was in sight. // If all went well, / Timothy would be saved. //

If all went well. // Then the thought of what she had to do came back to her / like the clanging of an alarm bell. // What worried her most was not so much putting powder into Dragon's bowl, / but the fear that / at the last minute / she might lose her nerve and bungle it somehow. // That would wreck the plan. //

She looked at the Fitzgibbons' farmhouse, / and there, / on the back porch, / lying in the sun, / was Dragon. // He was watching a pair of sparrows playing in the grass halfway to the chickenyard; / the tip of his tail barely twitched as he debated whether or not they were near enough to spring for her. // He looked very big and dangerous. //

At least he was not looking in her direction, / and Mrs. Frisby hurried on to the bush, / directly to the hidden entrance, / and slipped inside. // When she reached the arched portal, / Brutus was standing guard as before, / but this time / he greeted her politely. //

Outside Text

Mrs. Frisby and the Rats of NIMH

Learn about the use of mice and rats in laboratories.

- <https://www.smithsonianmag.com/science-nature/history-lab-rat-scientific-triumphs-ethical-quandaries-180971533/>

Culminating Project

Learn and report about a real-life rescue operation!

To help you start thinking about which rescue operation you might choose for this project, here is a list of **ten famous rescue operations from history**.

Rescue Operations

1. **Operation Hope (2023)**—Forty days after their plane crashed, four children were found alive in the Amazon jungle.
2. **Darlene Etienne (2010)**—Haiti’s devastating 7.0-magnitude earthquake trapped Darlene Etienne under the rubble for fifteen days until she was rescued.
3. **Chilean Miners (2010)**—Thirty-three Chilean miners survived more than two months underground after a shaft in the copper mine collapsed.
4. **US Airways Flight 1549 (2009)**—Passengers and crew were saved after their passenger jet was forced to land on the Hudson River after a flock of geese had gotten stuck in the plane’s engines.
5. **Pennsylvania Miners (2002)**—Water trapped nine miners 240 feet underground.
6. **9/11 (2001)**—Rescue workers rushed into partially destroyed burning buildings to locate survivors of the terrorist attacks and bring them to safety.
7. **Baby Jessica (1987)**—Eighteen-month-old Jessica McClure became stuck twenty-two feet beneath the surface of the ground after stepping into an abandoned water well.
8. **Apollo 13 (1970)**—Two days after its launch, an oxygen tank exploded and destroyed critical components on the spacecraft.
9. **SS *Andrea Doria* (1956)**—An Italian ocean liner collided with a Swedish liner on a foggy afternoon off Nantucket Island.
10. **USS *Squalus* (1939)**—After an induction valve failed, water rushed in the engine room of the submarine, killing twenty-six men and leaving thirty-three men stranded.
11. **Ida Lewis (1842–1911)**—A famous lighthouse keeper, she was noted for her heroism in rescuing people from the seas.
12. **Thomas Garrett (1789–1871)**—A Quaker, he served as a “stationmaster” for the Underground Railroad and is credited with helping more than twenty-seven hundred enslaved people escape to freedom.

Notes:

Important Quotes

| | Points |
|--------|--------|
| 1 | /2 |
| 2 | /2 |
| 3 | /2 |
| 4 | /2 |
| 5 | /2 |
| 6 | /2 |
| 7 | /2 |
| 8 | /2 |
| Total: | /16 |

0 = no attempt
1 = incomplete
2 = complete

Vocabulary

| | Points |
|--------|--------|
| 1 | /2 |
| 2 | /2 |
| 3 | /2 |
| 4 | /2 |
| 5 | /2 |
| 6 | /2 |
| 7 | /2 |
| 8 | /2 |
| 9 | /2 |
| 10 | /2 |
| Total: | /20 |

0 = no attempt
1 = incomplete
2 = complete

Quadrant 1 Book Club Meeting

| | Points |
|--|--------|
| I came prepared with my things. | /2 |
| I completed all my assignments on time. | /2 |
| I came prepared with a question to present to the group. | /2 |
| I participated by listening to my peers. | /2 |
| I was polite and respectful. | /2 |
| I shared my thinking with the group at least two times. | /2 |
| I demonstrated deep thinking. | /2 |
| Total: | /14 |

Quadrant 2 and 3 Book Club Meeting

| | Points |
|--|--------|
| I came prepared with my things. | /2 |
| I completed all my assignments on time. | /2 |
| I came prepared with a question to present to the group. | /2 |
| I participated by listening to my peers. | /2 |
| I was polite and respectful. | /2 |
| I shared my thinking with the group at least two times. | /2 |
| I demonstrated deep thinking. | /2 |
| Total: | /14 |

Quadrant 4 Book Club Meeting

| | Points |
|--|--------|
| I came prepared with my things. | /2 |
| I completed all my assignments on time. | /2 |
| I came prepared with a question to present to the group. | /2 |
| I participated by listening to my peers. | /2 |
| I was polite and respectful. | /2 |
| I shared my thinking with the group at least two times. | /2 |
| I demonstrated deep thinking. | /2 |
| Total: | /14 |

0 = no attempt

1 = incomplete

2 = complete