

# Upper Grammar Literature Book IV

Logos School Literature Series  
by David Kohl

Mrs. Frisby and the Rats of NIMH

Old Yeller

The Wheel on the School

The Witch of Blackbird Pond

The Wind in the Willows

## About the Author

David Kohl teaches fifth grade at Logos School in Moscow, Idaho. He graduated from the University of Idaho with degrees in Wildlife Resources and Education. He has taught fifth grade at Logos School for 15 years. He is married with four children and attends Christ Church in Moscow.

# Table of Contents

Suggestions for use .....	5
Mrs. Frisby and the Rats of NIMH by Robert C. O'Brien .....	7
Old Yeller by Fred Gipson .....	25
The Wheel on the School by Meindert DeJong .....	35
The Witch of Blackbird Pond by Elizabeth George Speare .....	45
The Wind in the Willows by Kenneth Grahame .....	57
Answer Keys.....	71

**Also Available:**

From Logos School

**Upper Grammar  
Literature  
Books I, II, and III**  
by David Kohl

The Adventures of Robin Hood  
The Adventures of Tom Sawyer

Animal Farm

From the Mixed-Up Files of  
Mrs. Basil E. Frankweiler

Rascal

The Cricket in Times Square

The Pushcart War

Tuck Everlasting

The Door in the Wall

Where the Red Fern Grows

The Phantom Tollbooth

The Princess and the Goblin

The Secret Garden

Summer of the Monkeys

Shadow of a Bull

and much more!

Call (208) 883-3199  
for a free catalog

ISBN 1-930443-52-8  
Logos School Materials  
110 Baker St.  
Moscow, ID 83843

# Suggestions For Use

This literature guide is designed to be completed by a fifth grade student over the course of one semester. Students may certainly read more than the five books contained in this guide if they are so inclined. Five required books would be a reasonable goal for a school semester, but a lot depends on how much time - if any - you spend on projects, how much time daily you devote to reading, and what else you do in your reading program. For best results, parents may read and discuss the books and the questions with their students.

Books on the fifth grade literature list vary greatly in degree of difficulty. Your students may find some books harder to grasp than others.

Questions fall into three basic levels: literal, inferential, and evaluative; or, as someone put it, “on the lines”, “between the lines”, and “beyond the lines”. Some literal level questions have one right answer, but most questions have more possibilities.

Our typical reading period is about an hour long. First someone reads aloud to the class for 15 minutes from a book not on the literature list. It could be related to something we are studying in history, or it could be just for fun. For the remaining 45 minutes students read and answer the comprehension questions. If they finish early, they read a book of their choice.

Some editions of some books have no chapter numbers, so you may have to number them yourself.

A typical weekly cycle includes four days of new assignments; the fifth day is a catch-up day for students who need the extra time, or a free reading day for those who don't.

I require thorough, accurate answers in complete sentences, and I grade on content - which should include style - and mechanics. The questions should be thought of as more short essay than short answer.

Here are the four vocabulary steps used throughout this guide:

## **Vocabulary: The Four Steps**

- A. Find the vocabulary word; write it in context.
- B. Guess the meaning from context; write it.
- C. Write the dictionary definition next.
- D. Finally, use the word in a sentence of your own.

Enjoy your books!

David Kohl  
Moscow, ID  
January 2002

**Mrs. Frisby and the Rats of NIMH**  
by Robert C. O'Brien

Name \_\_\_\_\_

Date \_\_\_\_\_

**Chapters 1 (The Sickness of Timothy Frisby) and 2 (Mr. Ages)**

1. Do the four vocabulary steps with **hypochondria**.

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

2. What are Timothy's symptoms? (end of chapter 2 (Mr. Ages))

---

---

---

---

---

---

---

---

---

---

---

---

3. What does the doctor prescribe?

---

---

---

---

---

---

---

---

---

---

---

---

**Mrs. Frisby and the Rats of NIMH**  
by Robert C. O'Brien

Name \_\_\_\_\_

Date \_\_\_\_\_

**Chapters 3 (The Crow and the Cat) and 4 (Mr. Fitzgibbon's Plow)**

1. Describe Dragon the cat.

---

---

---

---

---

---

---

---

---

---

2. How did Mrs. Frisby help Jeremy the crow?

---

---

---

---

---

---

---

---

---

---

3. What was Moving Day? Why was it a special danger this year, for Mrs. Frisby?

---

---

---

---

---

---

---

---

---

---

**Mrs. Frisby and the Rats of NIMH**  
by Robert C. O'Brien

Name \_\_\_\_\_

Date \_\_\_\_\_

**Chapters 5 (Five Days) and 6 ( A Favor from Jeremy)**

1. Explain what strange things Mrs. Frisby notices about the cat and the rats.

---

---

---

---

---

---

---

---

---

---

2. What do you think is going on (in question #1)?

---

---

---

---

---

---

---

---

---

---

3. How does Jeremy the crow offer to help Mrs. Frisby?

---

---

---

---

---

---

---

---

---

---

**Mrs. Frisby and the Rats of NIMH**  
by Robert C. O'Brien

Name \_\_\_\_\_

Date \_\_\_\_\_

**Chapters 7 (The Owl) and 8 (“Go to the Rats”)**

1. What does the owl think of mice? Why is he willing to listen to Mrs. Frisby?

---

---

---

---

---

---

---

---

2. What specific advice does the owl give Mrs. Frisby?

---

---

---

---

---

---

---

---

3. Predict: What had Jonathan Frisby (Mrs. Frisby’s husband) done to earn the respect of the owl and the rats? (This chapter doesn’t tell you; I’m asking you to guess.)

---

---

---

---

---

---

---

---







**Mrs. Frisby and the Rats of NIMH**  
by Robert C. O'Brien

Name \_\_\_\_\_

Date \_\_\_\_\_

**Chapters 15 (In the Cage) and 16 (The Maze)**

1. What happens to the rats during their first night and day at the laboratory?

---

---

---

---

---

2. What is the purpose of the experiment (in "The Maze")?

---

---

---

---

---

3. A. Why aren't the scientists surprised when Justin temporarily escapes to look around?

---

---

---

---

---

B. What are the humans saying about the rats?

---

---

---

---

---

**Mrs. Frisby and the Rats of NIMH**  
by Robert C. O'Brien

Name \_\_\_\_\_

Date \_\_\_\_\_

**Chapters 17 (A Lesson in Reading) and 18 (The Air Ducts)**

1. Explain how Dr. Schultz, George, and Julie were teaching the rats to read.

---

---

---

---

---

---

---

---

2. Explain the steps the rats (and mice) used to escape.

---

---

---

---

---

---

---

---

3. What dangers and complications did they face in their escape?

---

---

---

---

---

---

---

---

**Mrs. Frisby and the Rats of NIMH**  
by Robert C. O'Brien

Name \_\_\_\_\_

Date \_\_\_\_\_

**Chapters 19 (The Boniface Estate) and 20 (The Main Hall)**

1. How do the ordinary rats react when they meet the rats from NIMH?

---

---

---

---

---

2. What has Nicodemus been wondering about and worrying about?

---

---

---

---

---

3. A. What activities are going on in the main hall?

---

---

---

---

---

B. What is stored there?

---

---

---

---

---

4. Note the last paragraph of "The Main Hall," where we are told what the Plan is.

**Mrs. Frisby and the Rats of NIMH**  
by Robert C. O'Brien

Name \_\_\_\_\_

Date \_\_\_\_\_

**Chapters 21 (The Toy Tinker) and 22 (Thorn Valley)**

1. What had Nicodemus learned about rats from studying history?

---

---

---

---

---

---

---

---

---

---

2. Why was the discovery of the Toy Tinker's truck so important to the rats?

---

---

---

---

---

---

---

---

---

---

3. Describe the argument between Jenner and Nicodemus.

---

---

---

---

---

---

---

---

---

---

**Mrs. Frisby and the Rats of NIMH**  
by Robert C. O'Brien

Name \_\_\_\_\_

Date \_\_\_\_\_

**Chapters 23 (Captured) and 24 (Seven Dead Rats)**

1. Why didn't Jonathan tell Mrs. Frisby about the injections he had received at NIMH?

---

---

---

---

---

---

---

2. In the chapter "Captured," why was Jenner angry?

---

---

---

---

---

---

---

3. What had happened in the hardware store?

---

---

---

---

---

---

---

4. What was the government now planning to do?

---

---

---

---

---

---

---

**Mrs. Frisby and the Rats of NIMH**  
by Robert C. O'Brien

Name \_\_\_\_\_

Date \_\_\_\_\_

**Chapters 25 (Escape) and 26 (At the Meeting)**

1. How does Justin receive the news Mrs. Frisby gives him about the exterminators? (In other words, what does Justin do and how does he act when he hears?)

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

2. What do the rats decide to do about the coming exterminators?

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

# **Mrs. Frisby and the Rats of NIMH**

by Robert C. O'Brien

Name \_\_\_\_\_

Date \_\_\_\_\_

## **Chapters 27 (The Doctor) and 28 (Epilogue)**

1. In what ways was the ending happy? In what ways was the ending sad?

---

---

---

---

---

---

---

---

2. Whether or not you liked the book, do you think Robert C. O'Brien is a good author? Explain why or why not. Be specific.

---

---

---

---

---

---

---

---

3. For what reasons would you recommend or not recommend this book to someone else?

---

---

---

---

---

---

---

---

**Mrs. Frisby and the Rats of NIMH**  
by Robert C. O'Brien

Name \_\_\_\_\_

Date \_\_\_\_\_

**Vocabulary Exercise #1** Do the four vocabulary steps with the following five words:

(the chapter titles are shown in quotes)

1. **roundabout** - "The Crow and the Cat"

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

2. **subdued** - "Mr. Fitzgibbon's Plow"

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

3. **essence** - "A Favor from Jeremy"

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

continued....

4. **expedition** - "The Owl"

- A. \_\_\_\_\_
  - B. \_\_\_\_\_
  - C. \_\_\_\_\_
  - D. \_\_\_\_\_
- 

5. **eavesdrop** - "In the Rosebush"

- A. \_\_\_\_\_
  - B. \_\_\_\_\_
  - C. \_\_\_\_\_
  - D. \_\_\_\_\_
-

# **Mrs. Frisby and the Rats of NIMH**

by Robert C. O'Brien

Name \_\_\_\_\_

Date \_\_\_\_\_

**Vocabulary Exercise #2** Do the four vocabulary steps with the following five words:

(the chapter titles are shown in quotes)

6. **obvious** - "Brutus"

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

7. **discern** - "In the Library"

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

8. **overwhelming** - "Isabella"

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

continued...

9. **contritely** - "The Marketplace"

- A. \_\_\_\_\_
  - B. \_\_\_\_\_
  - C. \_\_\_\_\_
  - D. \_\_\_\_\_
- 

10. **inextricably** - "In the Cage"

- A. \_\_\_\_\_
  - B. \_\_\_\_\_
  - C. \_\_\_\_\_
  - D. \_\_\_\_\_
-