

Read the selection and choose the best answer to each question.  
Then fill in the answer on your answer document.

## *from* **Jake Drake, Teacher's Pet**

*by Andrew Clements*

- 1 When I was in third grade, we got five new computers in our classroom. Mrs. Snavin was my third-grade teacher, and she acted like computers were scary, especially the new ones. She always needed to look at a how-to book and the computer at the same time. Even then, she got mixed up a lot. Then she had to call Mrs. Reed, the librarian, to come and show her what to do.
- 2 So it was a Monday morning in May, and Mrs. Snavin was sitting in front of a new computer at the back of the room. She was confused about a program we were supposed to use for a math project. My desk was near the computers, and I was watching her.
- 3 Mrs. Snavin looked at the screen, and then she looked at this book, and then back at the screen again. Then she shook her head and let out this big sigh. I could tell she was almost ready to call Mrs. Reed.
- 4 I've always liked computers, and I know how to do some stuff with them. Like turn them on and open programs, play games and type, make drawings, and build Web pages—things like that. So I got up from my desk, pointed at the screen, and said, "Mrs. Snavin, if you double-click on that little thing right there, then the program will start running. And then you click on this, and that opens up the part about number lines."
- 5 So Mrs. Snavin did what I told her to and the program started running. Because that's the way it works and anybody knows that. Except Mrs. Snavin.
- 6 When the program started playing this stupid music, Mrs. Snavin smiled this huge smile at me and said, "Jake, you're *wonderful!*" And she said it too loud. *Way* too loud.
- 7 She said it so loud that every kid in the classroom stopped and turned to look at us, just in time to see Mrs. Snavin pat me on the top of my head like I was a nice little poodle or something. An embarrassed poodle with a bright red face.

- 8 So I mumbled something like, "Oh, it was nothing." Which was a mistake.
- 9 Because right away she said, "But you're wrong, Jake. I get so mixed up when I work with these new computers. And to think that all along I've had such a *wonderful expert* right here in my classroom, and I didn't even know it! From now on you're going to be my *special* computer helper!"
- 10 I sat down fast before she could pat me on the head again. But the worst part hadn't happened yet. Because Mrs. Snavin walked to the front of the room and said, "Class, if any of you has trouble with the computers during math time this afternoon, just ask Jake what to do. He's my *special* computer helper!"
- 11 By this time, my face was so red that I felt my ears start to get hot. I kept my eyes on my desk but even so, I knew everyone in the room was looking at me. And I was just waiting for someone to start making fun of me, especially the kids who know tons more about computers than I do. Like Ben. Or Shelley Orcut. She's the biggest computer brain in our whole school.
- 12 But just then the first period bell rang and it was time to go to art class. So I was saved by the bell.

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- 1** Which of Mrs. Snavin’s actions helps the reader visualize why Jake is embarrassed?
- A** *Mrs. Snavin was my third-grade teacher, and she acted like computers were scary, especially the new ones.*
  - B** *She was confused about a program we were supposed to use for a math project.*
  - C** *Then she shook her head and let out this big sigh.*
  - D** *She said it so loud that every kid in the classroom stopped and turned to look at us, just in time to see Mrs. Snavin pat me on the top of my head like I was a nice little poodle or something.*
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- 2** Paragraph 6 is important to the development of the plot because it is where —
- F** Jake learns a lesson
  - G** Jake’s problem begins
  - H** Jake makes a difficult decision
  - J** Jake’s problem is solved
- 

- 3** Jake’s interaction with his teacher shows that he —
- A** does not like attention
  - B** does not like computers
  - C** wants to be Mrs. Snavin’s favorite student
  - D** wants Mrs. Snavin to help him with his math project

- 4 What does Jake learn in this story?
- F Taking a risk is more important than making a mistake.
  - G Offer help to people whenever they clearly need it.
  - H People often know more than they think they do.
  - J Being helpful can bring unexpected results.
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- 5 Read paragraph 8 from the story.

*So I mumbled something like, "Oh, it was nothing." Which was a mistake.*

Why does Jake think he's made a mistake?

- A Mrs. Snavin continues to praise him in front of the class.
  - B Mrs. Snavin is unable to get the computer program to open.
  - C The class is over before he has time to work on the math project.
  - D The librarian comes to help the students with their work.
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- 6 What does Jake mean when he says he is "saved by the bell"?
- F Jake can now leave the awkward situation behind.
  - G Jake can finally go to his favorite class of the school day.
  - H Jake is tired of trying to help make the computer work.
  - J Jake is certain his classmates will forget what they saw.

7 What is the best summary of the story?

- A Jake enjoys working with computers, so his teacher Mrs. Snavin tells the students in the class to ask Jake when they need help using their computer.
  - B Jake helps Mrs. Snavin use the computer. When Mrs. Snavin announces that Jake has helped her, he worries what the other students are thinking.
  - C Mrs. Snavin is used to asking for help with the classroom computer, but she discovers that one of her students knows a lot about computers.
  - D Mrs. Snavin wants her students to use the new computers in their classroom, but she is having trouble getting the computers to work.
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8 As it is used in paragraph 9, the word expert means a person who —

- F is highly skilled
- G is willing to help
- H enjoys working with machines
- J has learned from watching others