

Sample Pages from
Objective Tests
with
Answer Keys
for
Philip Hall Likes Me.
I Reckon Maybe.
By Bette Greene



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Taking Grades Publishing Company
1110 4th St. Dr., S.E.
Conover, NC 28613

www.takinggrades.com

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Philip Hall Likes Me. I Reckon Maybe.

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Philip Hall likes me. I reckon maybe. *September*
Pages 3-16

Write either **True** or **False** in the blank before each question.

- _____ 1. Mama liked the idea of Beth spending time with Philip Hall on his farm.
- _____ 2. It was Beth's opinion that Philip Hall wanted her around because he liked her.
- _____ 3. Annie was Beth's older sister.
- _____ 4. Philip strummed his guitar and sang to Beth while she did his work in the dairy barn.
- _____ 5. Something Pa said made Beth wonder if Philip Hall was number-one best everything in school only because she allowed him to be.



- _____ 6. Beth lived on a pig and poultry farm, and Philip Hall lived on a dairy farm.
- _____ 7. Beth thought Philip Hall's joke about the school bus was really funny.
- _____ 8. To Beth, Philip Hall was the cutest boy at the J. T. Williams School.
- _____ 9. Beth promised Bonnie and other school friends that she, as Philip Hall's friend, would make sure they received invitations to his party.
- _____ 10. Beth always saved a seat on the bus so she and Philip Hall could sit together.
- _____ 11. It did not upset Beth to hear Philip telling Gordon that he hated girls and that she was not his girlfriend.
- _____ 12. Once they reached the dirt road to their farms, Philip Hall assured Beth she was his friend, and then he invited her to his farm to brush down his cows.
- _____ 13. Beth decided to buy Philip Hall a guitar pick for his thirteenth birthday.

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Case of the missing turkeys *December*

Pages 17-35

Write the **letter** of the correct answer in the blank before each question.

- _____ 1. Beth and Philip Hall lived in (A) Arkansas, (B) Mississippi, (C) South Carolina.
- _____ 2. Which of the following was **not** one of the explanations Beth gave as to why Pa's turkeys were disappearing? They (A) were stolen by a fox, a hawk, or a groundhog, (B) were frightened by an airplane and flew over the fence, (C) escaped when someone left the gate open and the wind blew it back shut.
- _____ 3. The name of the town where Beth's family went to trade and socialize was (A) Cooksville, (B) Pocahontas, (C) Appletown.
- _____ 4. In town, Miss Elinor Linwood was trying to convince Sheriff Miller that she had seen (A) a low-flying UFO, (B) the Monster of the Mountain, (C) a huge bear in her front yard.
- _____ 5. In 1938, a Ringling Brothers and Barnum J. Bailey Circus train had derailed five miles west of town, which might have resulted in the escape of (A) Monster Bear, (B) Gorilla Man, (C) the world's largest snake.
- _____ 6. Beth's brother Luther insisted that his pigs (A) missed him when he was away, (B) could read his mind, (C) were smarter than most people.
- _____ 7. Pa was unsuccessful in trying to outsmart the turkey thief by (A) setting noise traps with wires and tin cans, (B) moving the animals to a different area, (C) placing kerosene lanterns so that there was enough light to frighten criminals away.
- _____ 8. To whom did Mr. Lambert send a letter asking for an explanation as to why his turkeys were disappearing? (A) the local sheriff, (B) a professor at the college in Birmingham, (C) the Answer Man in **TURKEY WORLD** magazine.
- _____ 9. Mama decided that she would not allow (A) Beth to set traps around the yard, (B) Pa to sit up all night again and guard the turkeys, (C) any more of the family's turkeys to be stolen.
- _____ 10. At first, Philip Hall didn't want to help Beth solve the mystery of the missing turkeys because (A) he knew his Pa wouldn't approve, (B) they could accidentally be hurt if Beth's Pa caught them in the yard after dark, (C) it was too soon after Miss Linwood's sighting.
- _____ 11. When he arrived at the tree where Beth was hiding, Philip was (A) wearing his complete Boy Scout uniform, (B) trembling and as pale as a ghost, (C) almost two hours late.
- _____ 12. What two objects did Philip Hall bring with him? (A) a flashlight and a BB gun, (B) a slingshot and a BB gun, (C) a whistle and a BB gun.
- _____ 13. After they heard the coyote howl, Philip Hall warned Beth that (A) he might have to kill the turkey thief, (B) what they were doing was really dangerous, (C) she would have to stay calm and collected.

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I never asked for no allergy *February*
Pages 36-55



Beth	Friendly	Tippietoes	short hair	one mile
Grandma	Doc Brenner	shed hair	allergy	Miss Johnson
Benjamin	Aunt Alberta	six turkeys	tomatoes	Puffy
Ma	the field	a baby name	the kennel	

From the list above, choose the name, word, or phrase that matches the definition below and write it in the blank. **All** answers will be **used at least once**. **Some** answers will be **used more than once**.

- _____ 1. Beth's parents spent a lot of time trying to pick out one of these.
- _____ 2. She told Beth that life wasn't always what we wanted it to be.
- _____ 3. This was the name Beth gave to the poodle puppy.
- _____ 4. This person was at Beth's house because Beth's baby brother had been born.
- _____ 5. When she got off the school bus where the dirt road met the blacktop, Beth had to walk this far to her farm.
- _____ 6. This was the name Beth gave to the Chihuahua puppy.
- _____ 7. This person felt she needed a puppy because she wanted something little and soft like her older brother and sister had had when she was a baby.
- _____ 8. She had always wanted to live in a house painted green.
- _____ 9. Poodles never do this.
- _____ 10. When she got the collie puppy, she began sneezing and making wheezing sounds.
- _____ 11. Beth didn't sneeze when she held him.
- _____ 12. This person said Beth was allergic to her new dog, and she would have to send him back to the kennel.

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The Elizabeth Lorraine Lambert & Friend Veg. Stand *April-June*
Pages 56-70



Write either **Yes** or **No** in the blank before each question.

- _____ 1. After Doc Brenner promised that he and his friends would pay for half of her college education, did Beth become the number-one best student?
- _____ 2. Did Annie understand what Beth meant when she said she had decided to become Randolph County's first veterinarian?
- _____ 3. Was Pa confident that he could earn enough money to pay his half of Beth's college education?
- _____ 4. Did Miss Johnson come up with the idea of the vegetable stand as a way for Beth to earn college money?
- _____ 5. Did folks talk about how smart Beth was and how pretty Annie was?
- _____ 6. Once she settled on earning money with a vegetable stand, did Beth fret over the garden?
- _____ 7. Did Beth and Philip build the vegetable stand on the shoulder of the highway?
- _____ 8. Did Philip approve of the way he was represented on Beth's sign?
- _____ 9. Did Mr. Putterham, owner of the Busy Bee Bargain Store, apologize for destroying Philip's corn pyramid?

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WHOLE BOOK TEST

Write either **True** or **False** in the blank before each statement.

- _____ 1. Both Beth Lambert and Philip Hall lived on a dairy farm.
- _____ 2. Philip Hall worked as hard as Beth when she helped him do his chores.
- _____ 3. Beth thought Philip Hall was the cutest boy in the J. T. Williams School.
- _____ 4. The dirt road from Beth's house to the highway where the school bus stopped was one mile long.
- _____ 5. Beth's father knew how smart she was and encouraged her to do well in school.
- _____ 6. When Philip Hall was the number-one best at everything in school, it was only because Beth allowed him to be.
- _____ 7. Eventually Beth became the number-one best student at everything in school, but Philip Hall didn't seem to mind.
- _____ 8. Philip Hall was the leader of the Tiger Hunters Club.
- _____ 9. Beth was not invited to Philip's birthday party because he and the other boys in the Tiger Hunters Club hated girls.
- _____ 10. Beth's father, Eugene Lambert, did not attempt to catch the thief that was stealing his turkeys.
- _____ 11. It was Philip Hall's idea for him and Beth to sit in the tree and wait for the turkey thief.
- _____ 12. Local legend said there was a Monster of the Mountain or a Gorilla Man who sometimes appeared in the area.
- _____ 13. The night Beth and Philip Hall waited for the turkey thief, Philip proved over and over that he was very brave.
- _____ 14. Beth captured the turkey thieves with a BB gun.
- _____ 15. The turkey thieves were strangers to everyone in the area.



About Your Novel Teaching Pack

The primary goal in creating the teaching packs for children's novels is to provide a **classroom-ready**, non-threatening method for checking student comprehension and stretching thinking skills. **When used as a basic guide for teaching a novel, the materials offer many and varied opportunities for learning.**

Use your teaching pack as a guide and lead your students into discovering new ideas about

THE PLOT

Each test page is actually an outline of the plot. In your teaching pack, the chain of related events that tell the story has been pulled from the novel and reformatted into a series of questions. Whether they are aware of their ability or not, all good readers sense the **rhythm** of the **connected** events that compose the plot; and consequently **comprehend** the story. This "plot rhythm" is the basic structure of the tests.

To further your students' understanding of plot, try the following activities:

Summarizing the Story: Using only the chapter questions as a guide, have your students write a summary of the chapter. For a set of ten questions, limit the number of sentences they may write to seven. For twenty questions, allow no more than twelve sentences.

Reporting the News: Have students write a newspaper article, based on the events from a set of questions, and add the *who, what, when, where, why* format. Some needed information may be located in previous chapters.

Twisting the Plot: Choose one or two questions from each chapter and change its answer—true to false, no to yes, or a different answer—and explain how changing a single (or several) events would change the story. To further illustrate the rhythm of a good story, try changing the answers to one complete set of questions. Your students will see how difficult, if not impossible, it is to tell a sensible story from a tangled set of events.

THE CHARACTERS

Questions that illustrate character motivation and personality are purposely included. Too often, when they are asked to tell what kind of person a story character is, the only answer many of our students can muster is "nice."

In your efforts to remove "nice" from your students' literary vocabulary, try this idea:

Character Charts: Display individual charts for the main characters. As the chapters are read, record **facts, behaviors, or events** that relate to the each character. Then connect the items with several appropriate words. Philip Hall, for example, strummed his guitar and sang while Beth "helped him" with his work. This behavior could correctly be described as **manipulative, sly, clever, devious, foxy, deceitful, unscrupulous, dishonorable, disrespectful, etc.** The teacher can take the lead by contributing the first few words and then assigning the task of identifying more terms to students. Record the word collections on the charts with the story facts.

This information is a valuable student resource when displayed in the room for all to see and use during a writing assignment. In creating and using character charts, students will soon begin writing more fluently and insightfully about story personalities.

Use the charts to encourage your students to try some "predicting" or "detective" writing about what the character(s) might do next or what might have happened after the story ended. Let the charts help your students recognize **CHARACTER CHANGE (dynamics)**. In Philip Hall's case, for example, students should see that early on he has a shallow attitude toward Beth and her feelings for him, but at the end of the story, he exhibits an attitude of respect.

Another fun activity with the charts is to match a book personality with a zodiac sign. Students must justify their reason for thinking a character is a particular sign by citing his/her behaviors, words, reactions to situations, etc. that prove the match.

READING BETWEEN THE LINES

(Implied Meaning)

Because the primary goal for the objective questions is **basic comprehension**, items requiring a student to **interpret** an event or a character's behavior are not included. Always included, however, are questions that *establish the existence of a story component carrying an implied meaning.*

MAKING PREDICTIONS

(Recognizing Story Clues)

Authors subtly place clues in the story line giving the reader hints as to what is about to happen. Like the implied meaning, these clues are brought to the reader's attention in the form of a question. Once a student learns to spot the gems, his/her ability to comprehend and enjoy a story tends to leap forward.

Use "thinking-out-loud" class discussions to list all the possible meanings of the clue questions. Have your student write their individual predictions (no sharing or telling), store the papers until the novel is finished, and then retrieve them for reading. Sometimes, a wrong prediction makes a story as good as the original.

IMPROVING/DEVELOPING LISTENING SKILLS

Rather than always requiring your students to answer test questions on a printed page, surprise them (and save paper!!) by occasionally doing the test orally.

Try this technique:

Student Rules for an Oral Test:

The teacher will read each question *two times*. No comments or questions that interrupt this initial phase of the test are allowed.

When all questions have been read, individual students may ask for repeats of any question he/she wishes to hear again.

No interruptions/comments during the re-reading part of the test.

Teacher Rules for an Oral Test:

The teacher will read each question *two times*. Except to remind students that a re-reading phase will follow after the last question, he/she will not respond to comment/question during this period.

The teacher will repeat **any** and **all** questions (even if it results in reading the same question multiple times).

(The second teacher rule is a *vital* part of the exercise. Asking for multiple repeats of a question does not mean students aren't paying attention. It does indicate their desire to *understand* and *answer* the question correctly.)

As students become more comfortable and experienced with oral test-taking, the number of requests for repeated questions will diminish. An added bonus to this technique is that skills learned in these testing periods tend to translate into other situations where teacher-talking and student-listening are required components of learning.

Final Note

The Novel Teaching Packs are designed for use as supplementary material that supports a total reading program. It is my goal to provide busy teachers with a classroom-ready, practical resource loaded with motivational and learning opportunities for their students. It is my hope that your purchase will prove to be a hard-working instructional component for years to come. Thanks for choosing one of my products for your classroom.



Margaret Whisnant, Author