

*Objective Tests
and Answer Keys
for*

The Mouse and the Motorcycle

By Beverly Cleary

A Teaching Pack by Margaret Whisnant

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Table of Contents

Objective Tests

Chapter Tests	Page(s)
1. The New Guests	1-2
2. The Motorcycle	3-4
3. Trapped!	5
4. Keith	6-7
5. Adventure in the Night	8-9
6. A Peanut-Butter Sandwich	10-11
7. The Vacuum Cleaner	12-13
8. A Family Reunion	14-15
9. Ralph Takes Command	16-17
10. An Anxious Night	18-19
11. The Search	20-21
12. An Errand of Mercy	22-23
13. A Subject for Composition	24-25
Whole Book Test	26-28

Keys	29-30
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About Your Teaching Pack	31-32
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The Mouse and the Motorcycle

By Beverly Cleary

1. The New Guests

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

_____ 1. The Mountain View Inn was located in the California foothills.

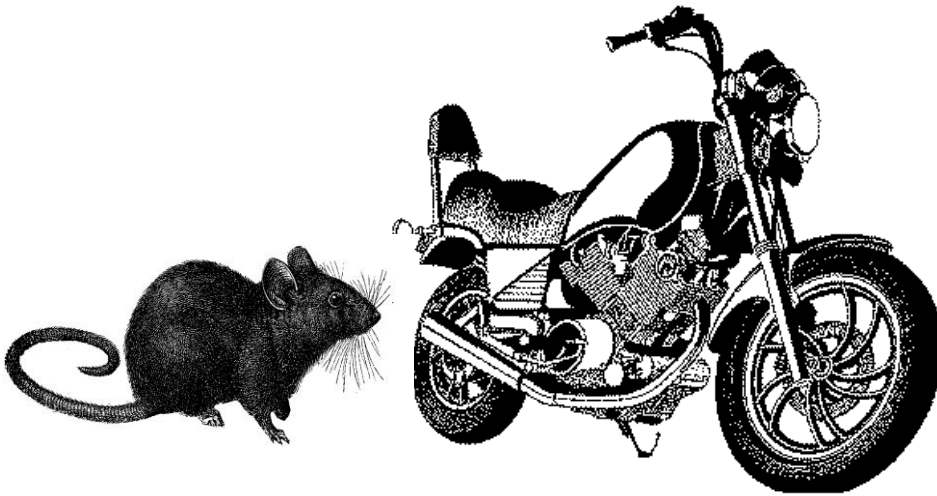


- _____ 2. Keith and his parents were from Ohio, and they had been driving for five days.
- _____ 3. The Mountain View Inn was a newly-built, modern hotel.
- _____ 4. Matt, like Keith and his parents, had no idea he was being watched as he carried luggage into rooms 215 and 216.
- _____ 5. Matt, who was a general handyman, bellboy, and room service for Mountain View Inn, was a young man in his late twenties.
- _____ 6. Mr. and Mrs. Gridley planned to spend their three week vacation showing Keith as much of the United States as they could.
- _____ 7. Both Mr. and Mrs. Gridley were pleased with the accommodations at the Mountain View Inn.
- _____ 8. Keith decided it was not a good idea to interrupt his parents to talk about motorcycles.
- _____ 9. Mr. Gridley did not want to be on the highway during the weekend because it was the Fourth of July.
- _____ 10. Matt assured Mrs. Gridley that there were no mice in the hotel.
- _____ 11. Keith was absolutely terrified of mice.
- _____ 12. Keith liked the Mountain View Inn because he had a room all to himself.

The Mouse and the Motorcycle

By Beverly Cleary

2. The Motorcycle



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

- _____ 1. When the boy poked his finger in the mousehole, did Ralph run in terror, causing him to miss everything that went on in room 215?
- _____ 2. Was Ralph disappointed because the visitor in room 215 was not a little messy child who would leave lots of crumbs on the carpet?
- _____ 3. Did Ralph like dogs?
- _____ 4. In Ralph's opinion, did medium-sized boys leave good quality food?
- _____ 5. Was Ralph certain he could retrieve the apple core from the metal wastebasket?
- _____ 6. Did the sight of the little cars, especially the motorcycle, and the sound the boy made stir a strong emotion inside Ralph?
- _____ 7. Was Ralph's mother a great worrier?
- _____ 8. Was the hotel always so full of guests that a mouse could find plenty of crumbs in every room?
- _____ 9. Had Ralph's father been poisoned when an aspirin tablet he was carrying in his cheek suddenly dissolved?
- _____ 10. Was Ralph a careful mouse who knew and avoided the dangers of the hotel?
- _____ 11. Did Ralph's mother have a horror of vacuum cleaners?
- _____ 12. As Ralph climbed the telephone cord to the bedside table, did his mother remind him to remember Uncle Victor?
- _____ 13. Did Ralph search for food crumbs before he went to the motorcycle?

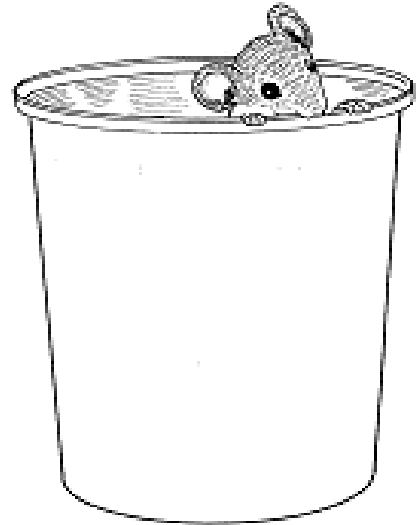
The Mouse and the Motorcycle

By Beverly Cleary

3. Trapped!

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

- _____ 1. When he woke up, Ralph's first thought was of (A) his mother, (B) the motorcycle, (C) the danger he was in.
- _____ 2. Ralph's Uncle Victor had disappeared after he fell into a wastepaper basket and was (A) sucked up into a vacuum cleaner, (B) caught by a cat, (C) emptied out with the trash.
- _____ 3. It was well known that trash from the hotel was (A) carried off to a dump many miles away, (B) emptied into an incinerator, (C) buried in a ravine behind the main building.
- _____ 4. In addition to his Uncle Victor, Ralph sat in the trashcan and thought about (A) his home in the mousehole and how his mother had been right, (B) riding the motorcycle outside where the chipmunk lived, (C) where he might be able to find batteries for the motorcycle.
- _____ 5. Ralph told himself he should have been content to stay at home without venturing out into the the world looking for (A) candy bars and fruit, (B) toy cars, (C) speed and excitement.
- _____ 6. Who knew the truth about the knothole under the window in room 215? (A) the college girl working as a second floor maid for the summer, (B) Matt, who was a regular employee at the Mountain View Inn, (C) the boy who had just moved into the room.
- _____ 7. Which of the following was **not** something Ralph did to try to escape from the trashcan? He (A) tried to tip it over, (B) attempted to stack the apple core on top of the motorcycle hoping he could climb out, (C) shouted for help.
- _____ 8. Ralph made a hearty meal from the apple core because he (A) was so hungry he couldn't resist, (B) wanted to keep up his strength, (C) thought he might as well be thrown out with the trash on a full stomach as an empty one.
- _____ 9. Which of the following was **not** a reason Ralph told the two ant scouts to go away? He (A) hated ants, (B) didn't like to eat food crawling with ants, (C) was embarrassed to be in such a predicament.
- _____ 10. What thought kept Ralph tossing and turning until he finally fell asleep? (A) His mother would never know what happened to him. (B) The boy was sure to miss his motorcycle and start looking for it. (C) With no place to hide, he would be found by a shrieking maid and killed with a broom.



The Mouse and the Motorcycle

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4. Keith

someone stole it
understand each other
a flashlight
bent handlebar and chipped paint
stopped

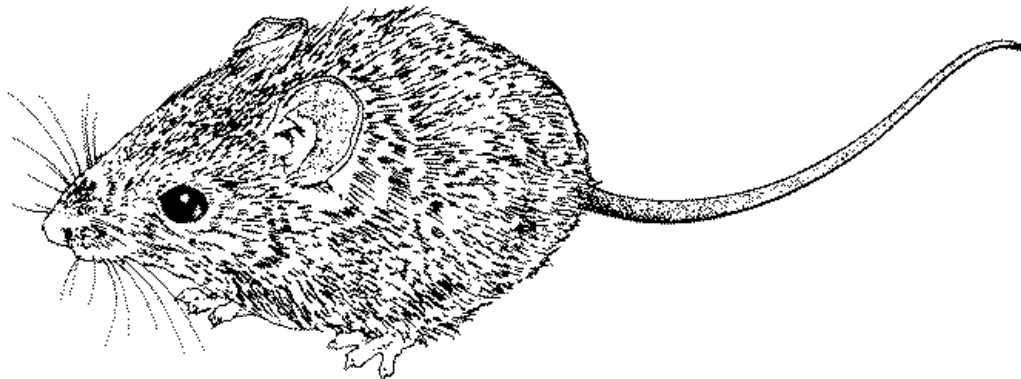
sleeping
Keith
the maid
took a bath
his tail

his mother
rolled off the table
the boy's hand
tipped it
going fast

the apple core
stupid
the motorcycle
Pb-pb-b-b-b
momentum

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

- _____ 1. Keith figured out that Ralph had ridden it into the trashcan.
- _____ 2. The motorcycle did this when Ralph stopped making the noise.
- _____ 3. When he found the motorcycle in the wastebasket, Keith wondered how it could have done this.
- _____ 4. Keith made Ralph stay in the wastebasket until he did this on his mother's orders.
- _____ 5. Keith shone it into the wastebasket, causing Ralph to forget to be polite.
- _____ 6. Until he discovered Ralph, Keith thought this was what had happened to his motorcycle.
- _____ 7. She came into room 215 to kiss Keith good night while Ralph waited in the wastebasket.
- _____ 8. When he called Keith this, Ralph immediately regretted his rudeness.



- _____ 9. This was the noise that made the motorcycle move.
- _____ 10. Trying not to be seen in the wastebasket, Ralph covered behind this object.
- _____ 11. Thinking he would be lifted from his prison, Ralph braced himself because he dreaded the touch of this on his fur.
- _____ 12. Ralph pretended to be doing this when Keith spotted him in the wastebasket.

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 such as **empathetic, brave, calloused, bold, untrustworthy**, 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)**.

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.

OTHER FUNCTIONS

The objective test pages are excellent discussion guides for both whole groups and small groups. They work well as homework reading guides and as conferencing tools. They are also useful management tools for teachers who wish to use multiple titles in one classroom.

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