

by Zilpha Keatley Snyder

1968 Newbery Honor Book

Objective Tests Teaching Guide

by Margaret Whisnant



Objective Test Teaching Guide

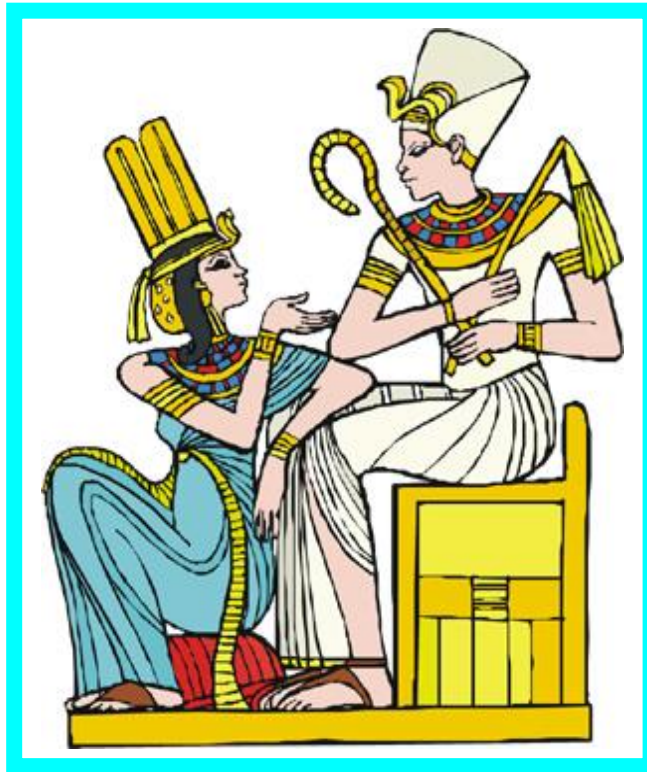
with Answer Keys
by Margaret Whisnant

for

The Egypt Game

By Zilpha Keatley Snyder

1968 Newbery Honor Book



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The Egypt Game

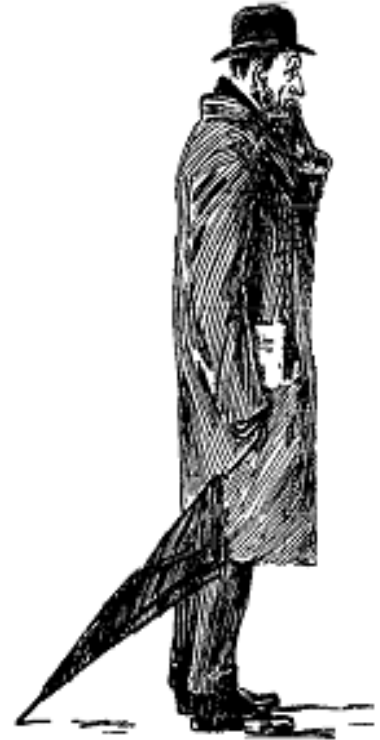
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The Discovery of Egypt

Pages 3-10

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

- _____ 1. Which of the following was **not** true of the store on Orchard Avenue? (A) Nobody knew for sure what A-Z meant. (B) It was located in a small town in Oregon. (C) Nobody seemed certain why the owner was known as the Professor.
- _____ 2. The people in the neighborhood surrounding the Professor's store (A) were teachers or employees of the university, (B) lived in large, elegant homes, (C) could trace their ancestors to every continent and just about every country in the world.
- _____ 3. One thing the children in the neighborhood had in common was a vague and mysterious (A) feeling that something was wrong at the university, (B) fear of the old man called the Professor, (C) fear of going near the entrance to the Professor's store.
- _____ 4. Which of the following was **not** true of the Professor? He (A) lived in a small, spooky house two blocks from the store, (B) was tall and bent and had a thin beard, (C) had heavy brows and dark eyes that looked like empty holes from a distance.
- _____ 5. Small children avoided the Professor, and older boys who tried to torment him (A) found strange things happening to them, (B) were discouraged by their absolute failure to get any sort of reaction from him, (C) were often arrested and questioned by the police.
- _____ 6. Though the Professor did fairly well with out-of-town antique buyers, local adults avoided his shop because (A) of the old man's stony stares, (B) of the stories told by the children, (C) no one knew anything about the Professor's past, and he seemed to have appeared in town from nowhere.
- _____ 7. The Professor was the only witness to (A) the burial of an object in the over-grown storage yard behind his shop, (B) the shadowy figures who slipped silently past the high board fence into the alley, (C) the very beginning of the Egypt Game.
- _____ 8. The Professor knew the name of one of the girls in the storage yard because (A) she had been in his store not long before, (B) it was printed across the back of her T-shirt, (C) the little boy with the group called to her several times.
- _____ 9. The Professor believed that the African-American boy and girl (A) were new in the neighborhood as he had never seen them before, (B) were the same children who sometimes threw pebbles against his back window, (C) were probably brother and sister.



The Egypt Game

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Enter April
Pages 11-21

April Hall
the Casa Rosada
the university library
an archeologist
April's father

Mrs. Ross
Melanie
Dorothea
old stuff

Egyptian stuff
the Professor
false eyelashes
a high priestess

deadpan
Hollywood
Caroline
Nick



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

- _____ 1. She was the mother of April's father.
- _____ 2. April met this person early in August on the first day of her new life, and she wondered why she gabbed to him so much.
- _____ 3. April bought them with some of the money her mother and Nick had given her.
- _____ 4. This person was Mrs. Ross's daughter.
- _____ 5. The California-Spanish apartment house where April lived was called this.
- _____ 6. It made April think of Hollywood, but Mrs. Ross called it the Petrified Birthday Cake.
- _____ 7. April had always been especially interested in this.
- _____ 8. She was April's grandmother.
- _____ 9. April's grandmother worked here.
- _____ 10. Nick had laughed at April's theory about reincarnation, but this person said anything was possible.
- _____ 11. He died in an accident before April had a chance to know him.
- _____ 12. April thought he was almost as unusual as the strange things in his shop's display window.
- _____ 13. She intended to go right on living the same kind of life she was used to for the short time she was with her grandmother.
- _____ 14. He was Dorothea's agent.
- _____ 15. Before Dorothea sent her to live with her grandmother, April had lived here.

The Egypt Game

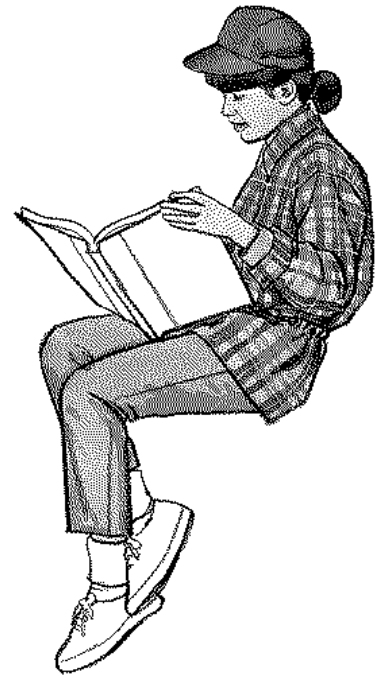
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Enter Melanie—and Marshall

Pages 22-33

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

- _____ 1. Was Melanie looking forward to meeting the new tenants of Casa Rosada, especially April Hall?
- _____ 2. Did April and her grandmother live on the same floor of the apartment building as Melanie Ross and her family?
- _____ 3. In spite of hearing Mrs. Hall say that April hadn't had much of a chance to associate with other children, did Melanie hope to find a friend in apartment 312?
- _____ 4. When Melanie first met her, was April wearing an old pair of jeans, a t-shirt, and fake eyelashes?
- _____ 5. Did April expect Melanie to like her right away?
- _____ 6. Did April introduce herself as April Dawn and explain that her mother, Dorothea Dawn, was both a singer and in the movies?
- _____ 7. Was April expecting to stay with her grandmother for a very long time?
- _____ 8. Had Melanie heard of April's mother?
- _____ 9. Did Mr. Ross name Marshall's octopus Security because he took the toy everywhere like a blanket?
- _____ 10. Did Marshall babble a lot in baby talk?
- _____ 11. Was April good at figuring out what adults meant by the things they didn't quite say?
- _____ 12. Though April could tell Melanie's mother was surprised by her appearance, did Mrs. Ross's smile show that she wasn't going to be easy to snow?
- _____ 13. During lunch, did April talk about Hollywood and overdo it a bit?
- _____ 14. To Melanie, was it easy to see how much April would like to be back in Hollywood with her mother?
- _____ 15. Did both Melanie and April like to read?
- _____ 16. Did April ask Melanie to help her remove the eyelashes so she could see the words in Melanie's books?
- _____ 17. Did April admit that she had never worn false eyelashes before?
- _____ 18. Were Melanie's paper dolls hidden in the old geography book because she thought no one would be interested in it enough to look inside?



The Egypt Game

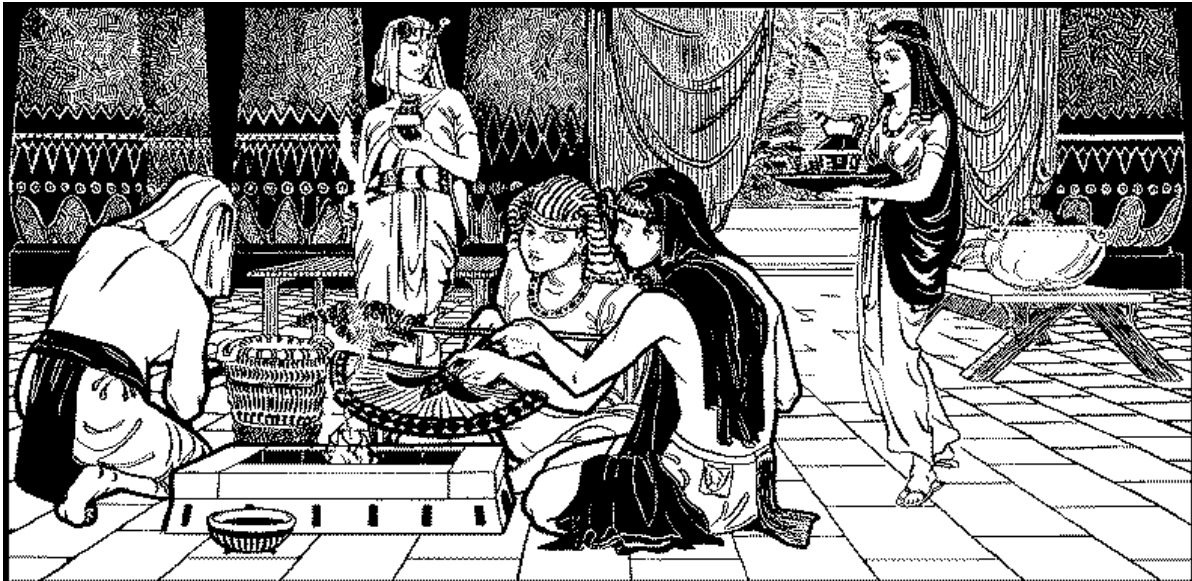
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The Egypt Girls

Pages 34-41

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

- _____ 1. April and Melanie were together almost every day through the month of August.
- _____ 2. It was at the small university museum where Melanie and April became extremely interested in Egypt.
- _____ 3. Their interest in Egypt led the girls to begin work on their own alphabet of hieroglyphics for writing secret messages.
- _____ 4. April and Melanie read just about everything the library had to offer on Egypt, and they started to be known as the Egypt Girls.



- _____ 5. April loved new schools, and she was looking forward to beginning a new year.
- _____ 6. Except for Sundays, April had received a post card from her mother almost every day in August.
- _____ 7. Melanie worried about starting school because she knew April, the most exciting and best imagining friend she had ever had, didn't know much about getting along with people.
- _____ 8. With Melanie, April was herself, but with other kids she usually put on her Hollywood act.
- _____ 9. Throughout August, Melanie and April didn't meet any kids from Wilson School.
- _____ 10. Melanie was afraid the Wilson School kids, who looked and talked and acted all sorts of ways, would feel duty bound to trim April down to size.

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WHOLE BOOK TEST



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

- _____ 1. The children of Orchard Avenue were (A) of every style and color, (B) attending special classes at the nearby university, (C) generally unwilling to accept new people into their neighborhood.
- _____ 2. When it came to the Professor, the children of Orchard Avenue (A) ignored him, (B) loved to visit his antique shop and look at all the strange things he kept there, (C) held a vague and mysterious fear of him.
- _____ 3. Egypt was located in (A) a far corner of a public park where no one ever went, (B) in the basement of an old building behind the Professor's shop, (C) the storage yard behind the Professor's store.
- _____ 4. The entrance to Egypt was (A) a gate, with one missing hinge, in a wire fence, (B) a loose board in a tall fence with a barbed-wire barrier on top, (C) a stack of wooden crates that enabled the children to crawl through a broken window.
- _____ 5. The person who witnessed the beginning of the Egypt Game was (A) a murderer, (B) the Professor, (C) Dorothea Hall.
- _____ 6. April came to live with her grandmother because her (A) father had just been killed in an automobile accident, (B) her mother, who wanted to be an actress, sent her, (C) her mother wanted her to get to know her grandmother Caroline.
- _____ 7. In addition to wearing her hair in an upsweep, what else did April do to give herself the Hollywood look? She wore (A) false eyelashes she bought at the drugstore, (B) bright red lipstick when Caroline wasn't around, (C) lots of glittery jewelry.
- _____ 8. Shortly after her arrival, April (A) went into the Professor store and talked to him, (B) was frightened by the Professor's sudden appearance in his store window, (C) decided to call her grandmother "Grammie."
- _____ 9. Melanie and Marshall lived (A) on the second floor of the Casa Rosada Apartments, one floor below April and Caroline, (B) in the Casa Rosada Apartments next door to the house where April and Caroline lived, (C) across the street from the Casa Rosada Apartments.
- _____ 10. Both April and Melanie were good at (A) meeting new people and making friends, (B) imagining, (C) finding answers to puzzles.
- _____ 11. Security was Marshall's stuffed (A) elephant, (B) octopus, (C) lion.

About Your Teaching Guide

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