

Walk Two Moons

by Sharon Creech

1993 Newbery Medal Winner



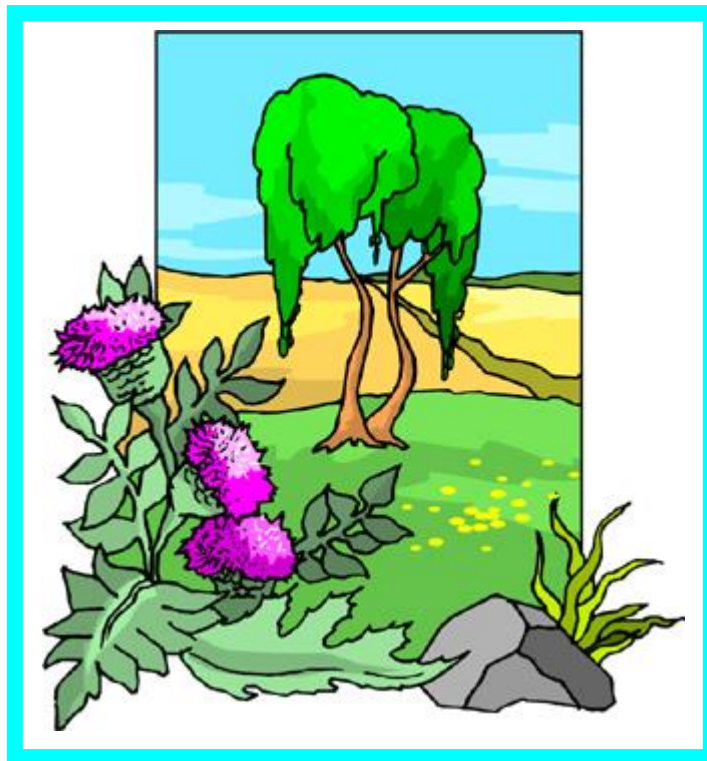
**Objective Tests
Teaching Guide**

by Margaret Whisnant

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1 *A Face at the Window* 2 *The Chickabiddy Starts a Story* Pages 1-9

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

- _____ 1. Sal was thirteen years old and a country girl at heart.
- _____ 2. Sal had lived most of her life in the country near Euclid, Ohio.
- _____ 3. When she and her father moved, Sal was able to take all of her belongings with her.
- _____ 4. From Margaret's house, the face Sal saw pushed against an upstairs window next door belonged to Phoebe Winterbottom.
- _____ 5. Phoebe Winterbottom had a powerful imagination, and she became Sal's best friend.
- _____ 6. Sal's father had begun chipping away at a plaster wall in the living room because her mother wanted to redecorate.
- _____ 7. Behind the plaster wall, Sal's father found a brick fireplace.
- _____ 8. When the news arrived that Sal's mother wasn't coming back home, her father stopped working on the wall.



- _____ 9. It was after her adventures with Phoebe that Sal's grandparents came from Kentucky to pick her up and take her to see her mother, who was resting peacefully in Lewiston, Idaho.
- _____ 10. Sal wanted to see her mother, but at the same time, she was afraid to.
- _____ 11. During the trip to Idaho, it was Gram Hiddle's job to read the map.
- _____ 12. The trip from Ohio to Idaho was about 200 miles.

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3 *Bravery* 4 *That's What I'm Telling You* Pages 10-24

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

- _____ 1. When they first met, was Margaret Cadaver nice to Sal?
- _____ 2. Did Sal know how her father and Margaret Cadaver met?
- _____ 3. Did Sal and her dad move into a large house near Margaret Cadaver?
- _____ 4. Were Phoebe and Sal in the same class?
- _____ 5. Was Sal's hair long and black?



- _____ 6. At school, did Phoebe talk constantly to her many friends?
- _____ 7. Did Phoebe have blue eyes and yellow hair?
- _____ 8. Was Sal afraid of spiders, snakes, and wasps?
- _____ 9. One day, did Phoebe compliment Sal for being courageous and brave?
- _____ 10. Were Sal's Pickford grandparents a lot like her Hiddle grandparents?
- _____ 11. Did both Sal's Grandmother Pickford and Sal's mother have Indian names?
- _____ 12. Did Sal suspect that her dad was happy she and Phoebe were friends because it meant he could be alone with Margaret Cadaver?
- _____ 13. Was Mrs. Partridge Margaret Cadaver's mother?

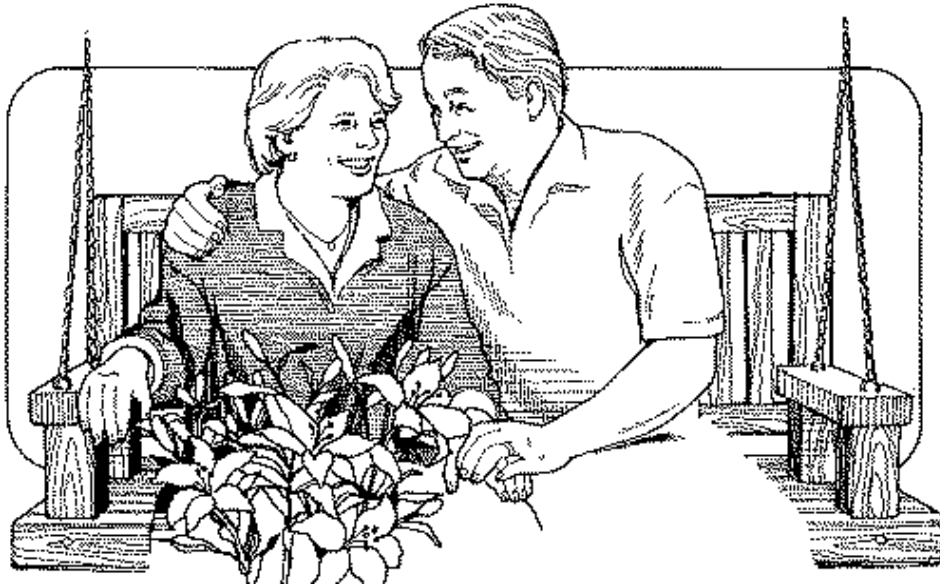
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5 *A Damsel in Distress* 6 *Blackberries* 7 *ILL-AH-NO-WAY*
Pages 25-40

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

- _____ 1. Two years before, when Sal's grandparents drove to Washington, D.C., they
(A) were arrested for stealing the back tires off a senator's car, (B) got lost and went to New York City, (C) caused a ten car accident while trying to save a cat.
- _____ 2. In Philadelphia, Gram and Gramps were stopped by the police because Gramps
(A) was speeding, (B) thought the shoulder of the road was another lane, (C) ignored several stop lights.



- _____ 3. At the rest stop, Gramps assisted the damsel in distress by (A) changing her tire, (B) taking her car's motor apart, (C) recharging her car's dead battery.
- _____ 4. What Gramps called "snakes" were actually (A) cables, (B) coiled ropes, (C) hoses.
- _____ 5. Gram pronounced Phoebe's name (A) "Peeby," (B) "Feezy," (C) "Beeby."
- _____ 6. Phoebe's parents were extremely (A) loud, (B) disagreeable, (C) polite.
- _____ 7. Sal felt that Mrs. Winterbottom didn't like (A) having guests, (B) her husband telling jokes, (C) being a housewife.
- _____ 8. To Sal, Mr. Winterbottom (A) was the happiest man she had ever met, (B) had a terrible temper, (C) played the role of father with a capital F.
- _____ 9. Phoebe believed that Margaret Cadaver killed her husband and (A) threw him in the sewer, (B) chopped him up and buried him in the back yard, (C) collected a large sum of insurance money.
- _____ 10. Sal remembered (A) picking blackberries with her mother, (B) going swimming in a pond with her mother, (C) the way her mother liked to be outdoors.

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8 *The Lunatic* 9 *The Message*
Pages 41-52

Gloria
Mary Lou Finney
a lunatic
Mrs. Winterbottom

Phoebe
the young man
Ben Finney
Mr. Finney

Mrs. Finney
Salamander
Sal
Mr. Winterbottom

the porch steps
the message
children

From the list above, choose the name, word, or phrase that fits 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. Mrs. Winterbottom worried that one of these might come to her house one day.
- _____ 2. A girl Gram once knew who reminded her of Phoebe.
- _____ 3. She was upset when she found out a young man had come to the house asking to see her.
- _____ 4. She took a nap on top of the garage.
- _____ 5. Ben Finney kissed her on the collarbone.



- _____ 6. Mrs. Winterbottom didn't want him to know about the young man who came to the door.
- _____ 7. She thought Mary Lou Finney's parents didn't have much control over things.
- _____ 8. To Phoebe, he was a potential lunatic.
- _____ 9. He was Mary Lou Finney's cousin.
- _____ 10. He had bright pink circles on his cheeks.
- _____ 11. Phoebe and Sal found her lying on the couch dabbing her eyes with tissue.

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WHOLE BOOK TEST

Sal	Euclid, Ohio	Sal's mother	blackberries	journals
Phoebe	Lewiston, Idaho	Sal's father	gooseberry	trees
chickabiddy	Margaret Cadaver	a lunatic	Salamanca Tree Hiddle	axe murderer
Gram	Mrs. Partridge	Mr. Winterbottom	water moccasin	huzza huzza
Gramps	Mr. Birkway	Mrs. Winterbottom	Native Americans	Chanhassen
Prudence	Ben Finney	Bybanks, Kentucky	Mary Lou Finney	singing tree

From the list above, choose the name, word, or phrase that 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. Sal's mother preferred "Indians" rather than this term.
- _____ 2. She had a loud, rowdy, happy family.
- _____ 3. Phoebe thought Margaret Cadaver was one of these.
- _____ 4. She was Sal's best friend.
- _____ 5. She was different after her baby died.
- _____ 6. She was a thirteen-year-old country girl at heart.
- _____ 7. Sal and her parents lived on a farm here.
- _____ 8. He kissed Sal twice.
- _____ 9. She was Phoebe's sister.
- _____ 10. Phoebe thought the young man who came to her door was one of these.
- _____ 11. She was the only person who survived the bus accident at Lewiston.
- _____ 12. She left her husband and daughter and did not come back.
- _____ 13. Sal's mother was resting peacefully here.
- _____ 14. She made a trip from Ohio to Idaho with her grandparents.
- _____ 15. He taught Sal how to drive.
- _____ 16. She left her husband and two daughters and came back home with a surprise.
- _____ 17. Gram and Gramps called Sal by this pet name.
- _____ 18. This person was really happy she got to see Old Faithful.

About Your Objective Tests 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 FUCTIONS

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

This Objective Tests Teaching Guide 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