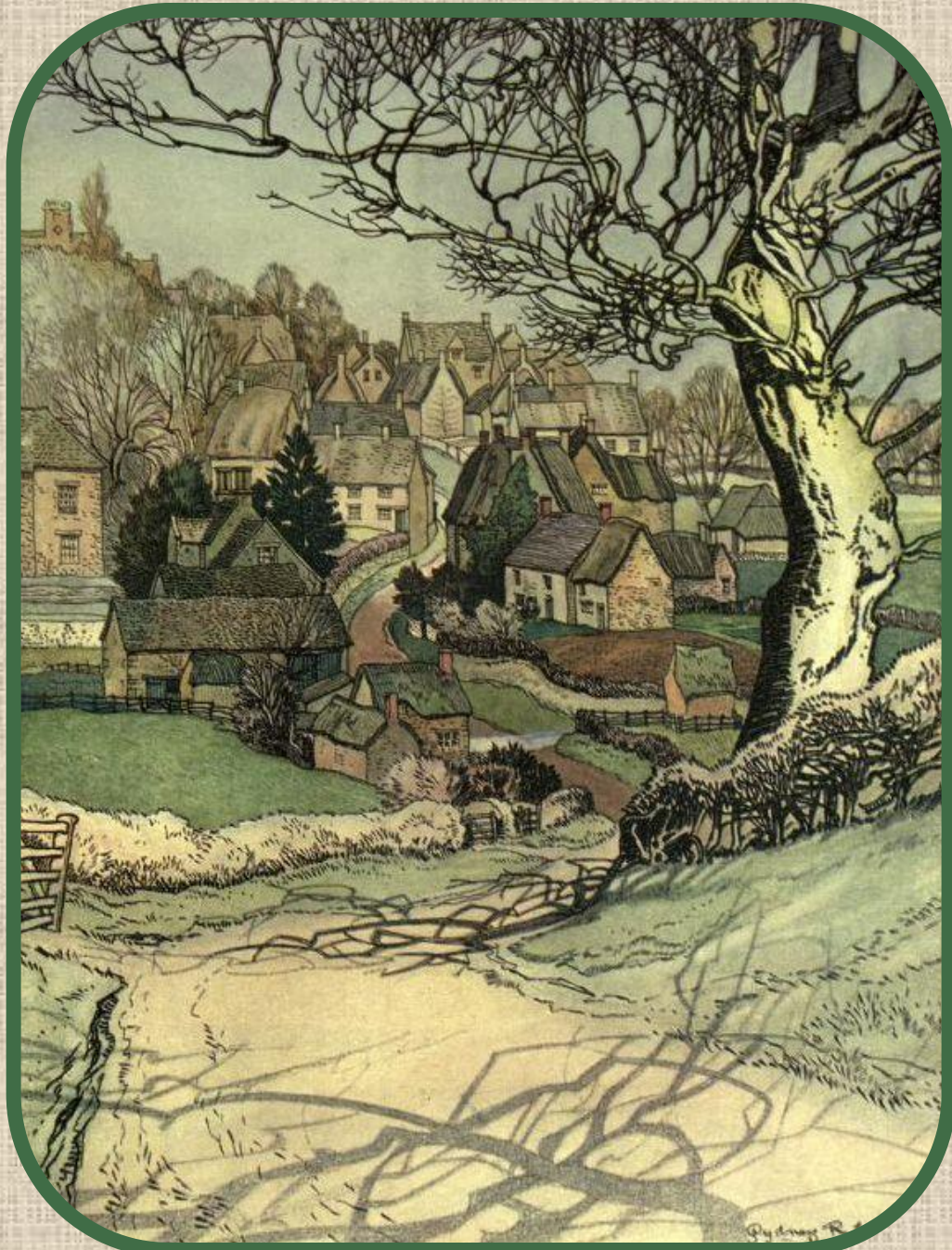


The Wish Giver

by Bill Brittain

1984 Newbery Honor Book



Objective Tests Teaching Guide

by Margaret Whisnant

***Objective Tests
with Answer Keys***

for

The Wish Giver

By Bill Brittain

1984 Newbery Honor Book



Objective Tests Teaching Guide

By Margaret Whisnant

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PROLOGUE: The Strange Little Man

Pages 3-16

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

- _____ 1. The people of Coven Tree were not used to magic.
- _____ 2. Coven Tree was located in New England.
- _____ 3. Thaddeus Blinn claimed he could give people exactly what they asked for.
- _____ 4. Stew Meat, who told this story, owned the Coven Tree Bank.
- _____ 5. Thaddeus Blinn came to town and set up a tent at the Coven Tree Church Social.
- _____ 6. To Stew Meat, Thaddeus Blinn looked like Santa Claus shaved and dressed for warm weather.



- _____ 7. Stew Meat thought Thaddeus Blinn's eyes looked more like a snake than a human.
- _____ 8. The three people Stew Meat saw in the tent ranged in age from ten to eighty.
- _____ 9. Polly Kemp's problem was that she said whatever popped into her head with no thought of how it might hurt others.
- _____ 10. Rowena Jervis was upset because she could not find anyone she wanted to marry.
- _____ 11. Adam Fiske lived on a farm with land so poor nothing would grow.

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Jug-a-Rum Pages 19-31

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

- _____ 1. Polly began yelling at Leland Wickstaff because (A) he was throwing mud at his sister, (B) he frightened off a frog she was watching, (C) he stole her wish card.
- _____ 2. Lenora and Leland Wickstaff were (A) Polly's cousins, (B) friends of almost every young person at school, (C) twins.
- _____ 3. Lenora and Leland weren't good students, but (A) they knew everything about the mountains, woods, and streams surrounding Coven Tree, (B) they worked odd jobs to help their mother with expenses, (C) they were well-liked by everyone, including adults.
- _____ 4. When there was an argument or a fight with Lenora or Leland, (A) Lenora stayed out of it, and Leland did the fighting, (B) Lenora always told her mother, (C) the person fighting or arguing had to take on both of them.



- _____ 5. Polly had been able to make friends with Lenora and Leland when (A) she rescued Lenora from a bear attack, (B) they helped her nurse an injured crow, (C) she started helping them with their school work.
- _____ 6. Which of the following was **not** a way Lenora and Leland got even with Polly when her mouth got out of control? They (A) just walked off, (B) put a little green snake down her shirt, (C) threw her in the creek.
- _____ 7. What did Leland and Lenora think of the girls Polly was trying to make friends with? (A) They were perfect for Polly because they had a lot in common. (B) They were uppity and didn't know anything about the things Polly liked. (C) They were cruel enough to use Polly and then hurt her feelings.
- _____ 8. Why did Polly want to be friends with Agatha and Eunice? (A) She was afraid of them. (B) They didn't mind that she talked so much. (C) They were rich, quality folks.

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Jug-a-Rum
Pages 32-44

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

- _____ 1. Did Polly sleep well the night she made the wish?
- _____ 2. Did Polly make a bull frog sound when she tried to talk at breakfast?
- _____ 3. Was Polly making the strange sounds because she was sick?
- _____ 4. Was Polly's mother amused with the way she behaved at breakfast?
- _____ 5. Did Polly make the frog sounds even when she tried to talk to herself?
- _____ 6. Was Agatha Benthorn the first person who heard Polly make the frog sound at school?
- _____ 7. When Polly didn't speak to Agatha for making an ugly face and sticking out her tongue, was it because she was afraid the two girls would laugh at her?
- _____ 8. Did Lenora realize Polly was not fooling when she started to cry?
- _____ 9. Did Lenora and Leland try to help Polly by pretending to talk to her?
- _____ 10. Was Polly able to speak when the teacher called the roll?
- _____ 11. Did Agatha compliment Polly for not talking when the teacher called her name?
- _____ 12. Did Polly's ability to speak last for only a few minutes?
- _____ 13. Was Polly's teacher impressed with how polite she had been all morning?
- _____ 14. Was arithmetic Polly's best subject?
- _____ 15. Did Polly try to comfort Agatha because she couldn't do the arithmetic problem on the board?
- _____ 16. Did Polly start croaking again when she got angry at Agatha?
- _____ 17. Did Polly's classmates feel sympathy for her?
- _____ 18. Did Mrs. Kemp credit her cup of tea for bringing Polly's voice back?
- _____ 19. Were the Wickstaff twins convinced Polly's croaking problem wouldn't return?
- _____ 20. Did Lenora overhear Agatha and Eunice plotting to get even with Polly?

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WHOLE BOOK TEST

Stew Meat
Coven Tree
Coven Tree Church Social
magazines
Lenora and Leland Wickstaff
dowsing rod

Rowena Jervis
Henry Piper
Thaddeus Blinn
card with a red spot
Polly Kemp
jug-a-rum

Agatha Benthorn
Sam Waxman
Adam Fiske
Spider Creek
Uncle Poot
water spouts

From the list above, choose the name, word, or phrase that fits 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. He was the Wish Giver.
- _____ 2. He was a traveling salesman for the Neverfail Farm Implement Company.
- _____ 3. She had a bad habit of telling people exactly what she thought.
- _____ 4. This was the place where Adam got the water he hauled to his farm.
- _____ 5. He told the story of the Wish Giver.
- _____ 6. This was the sound that Polly Kemp made when she was under the Wish Giver's spell.
- _____ 7. She was in love with Henry Piper.
- _____ 8. Part of Polly's wish was to be invited to this person's house.
- _____ 9. He was the hired boy on Rowena Jervis' farm.
- _____ 10. He became a tree.
- _____ 11. They were Polly Kemp's friends.
- _____ 12. These came out of the holes Adam dug for the fence posts.
- _____ 13. He owned the Coven Tree General Store.
- _____ 14. He lived on a farm where there was no water.
- _____ 15. This was the event that brought Thaddeus Blinn to town.



About Your Objective Tests Teaching Guide. . .

The primary goal of creating these objective tests 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 *friendly, helpful, supportive, sympathetic, manipulative, intelligent, clever, patient, 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)**. This exercise is especially appropriate for the characters of *The Wish Giver*.

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 classes and small groups. They are helpful as homework reading guides and as conferencing tools. They are excellent 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 following 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 teaching guide is 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