



Love that Dog

by Sharon Creech

Teacher's Guide

Written By Laurie Rozakis, Ph.D.

SHARON CREECH



LOVE THAT DOG
CLASSROOM FAVORITES

A Perma-Bound Production

Note: This guide was prepared using the HarperTrophy edition ©2001. Other editions may differ

Synopsis

The book is organized by dated free-verse poems rather than by chapters.

September 13

Jack, the first-person narrator, announces that he doesn't want to write poetry because poetry is for girls, not boys.

September 21

Jack finds himself unable to write poetry.

September 27

Jack complains that he doesn't understand a poem about a red wheelbarrow.

October 4

In this poem, Jack makes his teacher promise not to read his poem aloud or to write it on the board.

October 10

Here, Jack again questions the poem about the red wheelbarrow.

October 17

Jack is baffled by a poem about snowy woods. He doesn't understand why the poem's unnamed narrator doesn't just keep going if he has so many miles to go before he sleeps.

October 24

Jack is confused about the "tiger tiger burning bright poem." He writes his own version about a shiny blue car.

October 31

Jack agrees to let his teacher post his poem about the two blue cars but only if the teacher does not include his name.

November 6

Now that his poems are on the board, Jack likes the way they look on blue paper. He wonders what "anonymous" means, which tells readers that the teacher honored his request to withhold his name.

November 9

Jack says that he can't write a poem about a pet because he does not have any pets.

November 15

Jack admits that he used to have a pet but asserts that he does not want to write about the pet.

November 22

Jack answers his teacher's request that he pretend to have a pet. He wants to make up a pet and lists some possibilities.

November 29

Here, Jack explains that he likes the small poems that the class read today.

December 4

Jack wonders why his teacher wants to type up what he wrote about the small poems. He allows the teacher to put his words on the board but not to include his name, in case other people don't think that his words are poems.

December 13

Jack admits that his words do look like a poem when they are all typed up. He likes the picture of the yellow dog that the teacher included with the poem, but says "that's not how my yellow dog looked."

January 10

Jack did not understand the day's lesson on the pasture poem. He says that Frost wrote this poem as well as the one about snowy woods. In a humorous conclusion, Jack states: "I think Mr. Robert Frost/has a little/too much/time/on his hands."



January 17

Jack puts together everything the teacher has said and understands that the poem about the red wheelbarrow is about imagery. He links this to the Frost poems and his own poems.

January 24

Jack explains how he and his father chose the yellow dog from the Animal Protection Shelter.

January 31

Jack allows the teacher to type up his poem about choosing the yellow dog but asks her to leave off the information about the other dogs getting killed because it is too sad to include.

February 7

Jack likes the way the poem looks but wants more space between the lines, the way he wrote it.

February 15

Jack likes the poem they read in class about street music. Jack describes his city and the traffic there.

February 21

Jack especially likes the concrete poems, the ones whose shape reinforces their theme.

February 26

Jack writes his own concrete poem. Called "My Yellow Dog," it is a clever poem about a dog in the shape of a dog.

March 1

For the first time, Jack agrees to let the teacher include his name on a poem that she types up.

March 7

Jack is embarrassed by the praise he gets for his poem.

March 14

Jack enthusiastically praises a poem by Walter Dean Myers, "Love that Boy," that the class read.

March 22

Jack writes a poem about his beloved dog Sky.

March 27

Jack lets the teacher type up his poem about Sky but not the other poem he wrote because he fears he plagiarized Myers's poem.

April 4

Jack is pleased that the teacher wrote "Inspired by Walter Dean Myers" on the poem that he wrote using Myers's words. Now Jack understands that his poem is a tribute, not plagiarism.

April 9

The teacher wants Jack to do something, but what she wants is not yet revealed.

April 12

The teacher reveals that she wants him to write a letter to Walter Dean Myers.

April 17

Jack writes a letter/poem to Myers, explaining why he likes Myers's poems and inviting Myers to visit the classroom.

April 20

Jack asks the teacher if she has mailed his letter.

April 24

Jack is upset that it might take Myers months to answer his letter—if he answers at all.

April 26

Jack writes a poem about memory.

May 2

Jack agrees to let the teacher type up his new poem.

May 7

Jack wants to start typing up his own poems.

May 8

Jack learns about the spell check feature on the computer's word processing program.

May 6

In the climax of the novel, Jack types a poem about his dog Sky and explains how Sky died, run over by a car.

May 15

Jack is not sure whether he wants to share the poem.

May 17

Jack agrees to let his poem be posted on the bulletin board but asks the teacher to make brownies to cheer people up.

May 21

Walter Dean Myers has agreed to visit the school!

May 28

Jack describes how the classroom is decorated for Myers's visit.

May 29

Jack is too excited to sleep, anticipating the pleasure and honor of meeting Walter Dean Myers.

June 1

The school is buzzing with news of Myers's visit.

June 6

Jack writes his thank-you letter to Myers in which he thanks the poet for his kindness and explains how much Myers's poetry means to him. Jack writes one last poem about Sky.

Timeline

1945	Sharon Creech born; World War II ends
1948	State of Israel founded
1950	First modern credit card introduced
1952	Car seat belts introduced; polio vaccine invented
1955	Disneyland opens; McDonald's corporation founded
1957	Dr. Seuss publishes <i>The Cat in the Hat</i>
1961	Peace Corps founded; Berlin Wall built
1963	President Kennedy assassinated
1967	First Super Bowl; first heart transplant; Six Day War in Middle East
1974	President Nixon resigns
1979	Sharon Creech moves to England; Sony introduces the Walkman
1981	First woman appointed to the U.S. Supreme Court; Pac-man video game is very popular
1983	Sally Ride becomes first woman in space
1986	Sharon Creech writes her first book
1989	Berlin Wall taken down
1990	Nelson Mandela is freed in South Africa
1991	Collapse of Soviet Union
1994	Sharon Creech returns to America
1995	Sharon Creech wins the Newbery Medal
1997	Scientists clone sheep

Author Sketch

Sharon Creech was born in 1945, in Cleveland, Ohio. After completing her B.A. degree at Hiram College, she earned an M.A. at George Mason University. Her first marriage ended in divorce but produced two children: Rob and Karin. Creech's life took an unexpected turn when she decided to teach English at the TESIS England American School in Surrey, England. She lived in England from 1979 to 1994, briefly teaching in Switzerland. Creech was an enthusiastic writer throughout grade school and high school and an equally avid reader but did not consider a career as a writer. As an English teacher, Creech was able to share her love of both literature and of writing. She did not begin writing until her father died of a stroke in 1986. Her father's inability to express himself as a result of his stroke opened her own floodgates of creativity. *Absolutely Normal Chaos*, Creech's first book for young readers, was published in England in 1990 but did not find a publisher in America. Five years later, *Walk Two Moons* catapulted Sharon Creech to fame in America when it won the Newbery Medal. Currently, Creech lives with her husband, Lyle, in New Jersey, where he is the headmaster of a private school and she continues to write. Creech is an often-invited guest at national and regional conferences and literature festivals, where she continues to whet the appetites of current and future readers.

Critic's Corner

Love that Dog garnered much praise from critics and received the Christopher Award in 2001. "Creech has achieved more than one impressive feat here," wrote Meg Wolitzer in the *New York Times Book Review*. "Not only has she shown young readers what a poem can do, she's also shown them what a novel can do." Hazel Rochman of *Booklist* wrote that "the story shows how poetry inspires reading and writing with everyday words that make personal music. The real poems that Miss Stretchberry uses to teach her students poetry, including 'Love that Boy,' by Walter Dean Myers, are printed at the back of the book, which further blurs the line between fact and fiction." A reviewer for *Publishers Weekly* wrote: "By exposing Jack and readers to the range of poems that moves Jack, Creech conveys a life truth: pain and joy exist side by side."

Other Books by Sharon Creech

- Absolutely Normal Chaos* (1995)
- A Baby in A Basket: New-Baby Songs* (2004)
- Bloomability* (1998)

Chasing Redbird (1997)
A Fine, Fine School (2001)
Fishing in the Air (2000)
Granny Torrelli Makes Soup (2003)
Heartbeat (2004)
Pleasing The Ghost (1996)
Ruby Holler (2002)
Walk Two Moons (1994)
The Wanderer (2000)

Bibliography

Authors and Artists for Young Adults, volume 21, Gale (Detroit, MI), 1997.
Beacham's Guide to Literature for Young Adults, volumes 9, 11, 12, Gale (Detroit, MI), 2001.
Booklist August, 2001, Hazel Rochman, review of *Love That Dog*, p. 2118.
Children's Literature Review, Volume 42, Gale (Detroit, MI), 1997.
Horn Book, 605; November/December, 2001, Betty Carter, review of *Love That Dog*, p. 743.
New York Times Book Review May 21, 1995, pp. 24, 34; October 21, 2001, Meg Wolitzer, review of *Love That Dog*, p. 30.
St. James Guide to Young Adult Writers, 2nd edition, St. James (Detroit, MI), 1999, pp. 195-197.
School Library Journal, review of *Love That Dog*, p. 177; September, 2001, interview with Sharon Creech, p. 21.
Time, August 27, 2001, Andrea Sachs, "A Writer Who's Thirteen at Heart," p. F17.

General Objectives

1. To understand the novel's unique form
2. To probe the novel's title
3. To assess the main character's personality
4. To recognize the novel's theme
5. To describe the novel's plot
6. To sympathize with the main character's plight
7. To find examples of compassion
8. To sympathize with the main character's grief and loss
9. To relish the author's use of humor
10. To appreciate classic American poetry

Specific Objectives

1. To understand the conventions of free verse poetry
2. To understand the love that many people have for pets
3. To assess Jack's intelligence
4. To recognize the importance of good teaching
5. To describe how Jack comes to accept his dog's death
6. To understand why Jack uses Walter Dean Myers as a

- literary role model
7. To trace the unfolding story
 8. To see how poetry can unlock feelings
 9. To identify with Jack's feelings about sharing his verse
 10. To understand different poetic schools, such as Imagism

Literary Terms and Applications

For a better understanding of Sharon Creech's style, present the following terms and applications to the novel:

Conflict: in literature, a struggle or fight. There are two kinds of conflict. In an external conflict, characters struggle against a force outside themselves. In an internal conflict, characters battle a force within themselves. *Love That Dog* has a strong internal conflict as Jack struggles to express his grief over his dog's death. Finally, he is able to break through and express himself in verse.

Free verse: poetry composed of rhythmical lines varying in length, following no fixed metrical pattern, usually unrhymed. Often, the pattern is based on repetition and parallel grammatical structure. Although free verse may appear unrestrained, it is unified by rhythm and figures of speech, as shown most notably in the verse of Walt Whitman. *Love That Dog* unfolds in a series of free verse poems.

Point of view: the position from which a story is told. *Love That Dog* is told from the first-person point of view: The narrator is one of the characters in the story and explains events through his own eyes, using the pronouns I and me. Jack tells the entire story through his own eyes.

The Importance of Setting

The setting of *Love That Dog* is narrow: the entire action takes place in the classroom. The location of the classroom is not specified, which gives the novel a special universality: the action could take place in an urban classroom, a suburban classroom, or a rural classroom, for instance. Nonetheless, the setting has an impact on the action.

Because the action could take place in any classroom, Jack's loss and his path of coming to terms with it could happen to any child. As a result, the reader is left with the hope that a caring teacher who uses authentic literature can help a child cope with many different upsetting incidents, be it the loss of a pet or a move to a new community, for instance. Thus, the universality of the setting conveys the universality of grief, loss, and finally, acceptance.

Cross-Curricular Sources

Novels

Andrew Clements, *The School Story*
 Kate. Dicamillo, *Because of Winn-Dixie*
 Gordon Korman, *No More Dead Dogs*
 Ben Mikaleson, *Touching Spirit Bear*
 Beatriz Vida, *A Library for Juana*

DVDs And Videos

All Dogs Go to Heaven (1989)
Cats and Dogs (2001)
Miracle Dogs (1999)

Nonfiction

Douglas Florian, *Winter Eyes*
 Anna Grossnickle Hines; *Pieces: A Year in Poems & Quilts*
 Tina Schart Hyman, *A Child's Calendar*
 Paul Janeczko, *A Poke in the I*
 Pat Mora, *Love to Mama*
 Michael Rosen, ed. *Classic Poetry: An Illustrated Collection*

Internet

"Sharon Creech." *Literature Resource Center—Author Resource Pages*. Gale Group. Online 15 May 2003.
 </galenet.com/servlet/LitRC/>
 "Sharon Creech." *Student Resource Center—Biography Display*. Gale Group. Online 15 May 2003.
 </galenet.com/servlet/SRC/>
 "Sharon Creech Official Site," www.sharoncreech.com
 "Sharon Creech biography,"
en.wikipedia.org/wiki/Sharon_Creech.
 "Meet Sharon Creech," <http://www.Bookwire.com/bookwire/MeettheAuthor/Interview_Sharon_Creech.htm>

Themes and Motifs

A study of the central issues and situations in Sharon Creech's *Love That Dog* should include these aspects:

Themes

- encouragement
- fate
- generosity
- humor
- kindness
- love
- poetry
- role-models
- self-expression
- writing talent

Motifs

- dealing with painful feelings in a healthy way
- coping with tragic accidents
- expressing yourself through verse
- using humor to deal with pain
- experiencing kindness
- giving love
- writing poetry
- benefiting from role-models
- learning from good literature
- showing writing talent

Meaning Study

Below are words, phrases, sentences, or thought units that have particular meaning in the novel. Explain the meaning of each. Page numbers indicate the context from which the item is taken.

1. I don't want to/because boys/don't write poetry. Girls do. (p.1)
(Miss Stretchberry, Jack's teacher, introduces her young students to classic modern American poetry through the works of Robert Frost, William Carlos Williams, William Blake, and Walter Dean Myers. Jack resists his teacher's attempts to make the students write their own poetry. Jack's first poem, quoted above, is a complaint over having to write poetry, in the style of William Carlos Williams, showing the teacher's effectiveness.)
2. "I don't understand/a poem about/a red wheelbarrow." (p. 3)
(Jack is baffled by "The Red Wheelbarrow" by William Carlos Williams. This poem reinforces the book's unconventional forms—a series of free verse poems—and its exploration of nontraditional metric forms.)
3. "But that's not how/my yellow dog/looked" (p. 19)
(This is Jack's first mention of his dog, whom he loved very deeply. Acknowledging the dog allows Jack to unlock his feelings, which he later expresses in a poem.)
4. "Maybe the wheelbarrow poet/was just/making a picture/with words." (p. 22)
(Williams' modern Imagist poems help Jack grasp the need for poetry and the talent it takes to write it. Imagist poets sought to use common language, to regard the entire world as possible subject matter, and to present in vivid and sharp detail a concentrated visual image. The poet selects his images and

arranges them, but the reader must sense the relationships to experience the picture the poem presents. There should be no ideas but things," said William Carlos Williams.)

5. "And maybe/that's the same thing/that happened with Mr. Robert Frost." (p. 23)
(Robert Frost's poem sends Jack into a verse tale of how he found his dog, Sky. As the teacher had hoped, studying modern poetic masters has helped her students—especially Jack—unlock their own creativity and feelings.)
6. "And we did./We chose him." (p. 27)
(The story of Jack's love for his yellow dog, Sky, begins to unfold. We learn in this poem how Jack and his father had gone to the Animal Protection Shelter and picked out the yellow dog, his long tail wagging as if to say "Me me me! Choose me!" Readers see the strong bond between Jack and his beloved dog.)
7. "Maybe you should put my name on it." (p. 38)
(This is the first time that Jack has agreed to have his name on one of his poems and thus marks a turning point in his development as a poet and his maturation. Signing his poem shows that Jack is proud of his work and willing to acknowledge it in a public forum.)
8. (His name was Sky.) (p. 45)
(At first, Jack's poems appear to be discrete works. But when "Love That Boy," by Walter Dean Myers, unleashes the love that Jack had for his pet, he becomes even more honest in his poetry. In this poem, Jack expresses his love for his pet.)
9. but it was too late/because the/blue car blue car/splattered with mud/hit Sky (p. 70)
(In his masterpiece, Jack shares his sorrow and grief at his dog's death in a car accident. This poem is cathartic: all of his previous verses lead up to this admission of his profound grief over Sky's death. As in any great poem, the real story surfaces between the lines. From Jack's entries—especially this one—readers learn how unobtrusively his teacher guides him to poems he can collect and emulate, and how patiently she convinces him to share his own work.)
10. Love that dog,/like a bird loves to fly ..." (p. 86)
(By exposing Jack and readers to the range of poems that help Jack unlock his feelings, Creech conveys a

life truth: pain and joy exist side by side. The memory of Jack's dog, Sky, lives on in his poetry.)

Comprehension Study

Answer the following questions in your own words. There is not always a right answer. Your judgment is important and you should be ready to defend your answers by referring to passages in the book.

Questions 1-5 (Literal Level)

1. How is the novel's form unusual?
(The book is written as a series of free verse poems rather than as prose, the conventional form that novels take.)
2. What is Jack's initial reaction to studying poetry?
(At first, Jack does not like studying poetry. He thinks it is for girls and he does not understand what he reads.)
3. Why is Jack reluctant to sign his poems at first?
(He does not want anyone to know that he wrote the poems, because he fears they are not very good. Regarding the poem he modeled on a poem by Walter Dean Myers, he is afraid that he committed plagiarism.)
4. How did Sky die?
(The dog was run over by a car.)
5. Why does Jack want Walter Dean Myers to come to his class?
(Jack very much admires Myers's poetry and wants to meet the man who can write so well.)

Questions 6-8 (Interpretive Level)

6. How are all the poems in the back of the book similar?
(They are all written by modern American poets, they are all free verse, they all have strong images, and they all contain experimental elements such as concrete (shaped) verse.)
7. What parts of the book did you find humorous? In what ways?
(Students are apt to find Jack's comments about Robert Frost very amusing. It is very amusing how Jack thinks that Frost "has a little/too/much/time/on his/hands.")
8. According to the examples in the novel, what is a poem?
(Possible response: A poem is a spontaneous outpouring of emotion.)

Questions 9 and 10 (Critical Level)

9. Is poetry important? Why or why not?
(Most students are likely to say that poetry is very important because it allows us to express our feelings and explore the world in exciting new ways.)
10. In what way is the entire book like one big poem?
(At first, the poems seem separate but readers soon realize that they build to tell the entire story.)

Questions 11-12 (Creative Level)

11. Write a poem about a pet you had or would like to have.
12. Working with a small group of classmates, role-play a dialogue between Jack and Walter Dean Myers, in which they discuss what poetry means to them.

Across the Curriculum

Art/Music

1. Choose one of the poems that Jack wrote and set it to music.
2. Create a book of your own poems and illustrate it.
3. Draw or paint a new cover for the novel or illustrate any five poems. Be ready to explain your choice of colors and shapes.
4. Using scenes from the novel, create a mural that shows its main events.

Language Arts

1. Choose one of the professional poems in the back of the book and in a brief essay, explain what it means. Be sure to discuss how its images and figures of speech reinforce the theme.
2. Write a newspaper story about Walter Dean Myers's visit to the class. Your story can be for the school or local paper.
3. Imagine that you are Jack's teacher. Create his report card.
4. Rewrite the first chapter from Mrs. Stretchberry's point of view.
5. List five poems that you like. Explain why each poem is special to you. What does it teach? What emotions does it express?
6. Write your own definition of poetry.
7. Write a concrete poem based on the two models in the book.
8. Write a letter to your favorite poet, inviting him or her to visit your class. With your teacher's permission, mail the letter.

History/Social Studies

1. Learn more about the Imagist movement in poetry. Share your findings with the class as a speech or in a web page.
2. Choose anyone of the professional poets, such as Robert Frost, and write a report on his life.
3. Write a series of rules for people wishing to adopt dogs from Animal Protection Shelters.

Science

1. Learn how different species of dogs are bred. Then explain why Sky is classified as a "mutt."
2. Find out what happens to pets that are not adopted from animal shelters. Are they killed, as Jack believes?
3. Choose a favorite pet and explain how to best care for it.

Math

1. Discover how much it costs to adopt and keep a dog. Include fees for food and veterinary bills.
2. Research the average salary for a current American poet.

Alternate Assessment

1. Write a character sketch for Jack.
2. Create a "Love That Dog" board game, based on events in the novel. Include playing pieces, aboard, and cards.
3. Read another novel by Sharon Creech and compare and contrast it to *Love That Dog*.
4. Write a summary of this book in poem form.

Vocabulary Test

Match each word to its meaning. Write the letter of your choice in the space provided.

- | | |
|--------------------------|--|
| _____ 1. anonymous | a. an unsigned literary work |
| _____ 2. pretend | b. messy |
| _____ 3. chomp | c. blood vessels |
| _____ 4. tottery | d. motivated |
| _____ 5. veins | e. praised |
| _____ 6. flattered | f. drool |
| _____ 7. embarrassed | g. undying, eternal |
| _____ 8. caution | h. hand truck, dump cart |
| _____ 9. cement | i. growing |
| _____ 10. inspired | j. unsteady on your feet |
| _____ 11. straggly | k. praised |
| _____ 12. slobber | l. balance, matching parts |
| _____ 13. protect | m. look out for |
| _____ 14. publisher | n. display board |
| _____ 15. honored | o. care |
| _____ 16. sprouting | p. bite down |
| _____ 17. bulletin board | q. ashamed |
| _____ 18. wheelbarrow | r. glue, join together |
| _____ 19. immortal | s. make-believe |
| _____ 20. symmetry | t. a person or company that produces books |

Comprehension Test A

Part I: Matching (20 points)

Match each description with a name from the list. Place the letter of your answer in the blank provided at left.

- | | |
|----------------------|----------------------------|
| a. Jack | f. Sky |
| b. Mrs. Stretchberry | g. William Carlos Williams |
| c. Sharon Creech | h. Robert Frost |
| d. the pasture | i. Walter Dean Myers |
| e. the snowy woods | j. William Blake |

- _____ 1. The author of *Love That Dog*
 _____ 2. The author of "Stopping by Woods on a Snowy Evening" and "The Pasture"
 _____ 3. The author of "The Tiger"
 _____ 4. Jack's dog
 _____ 5. A place where the poet goes to fetch the calf
 _____ 6. The boy who tells the story through his poems
 _____ 7. The poet who visits Jack's classroom
 _____ 8. The place where the poet stops to think about his life
 _____ 9. The author of "The Red Wheelbarrow"
 _____ 10. Jack's teacher

Part II: Sentence Completion (20 points)

Circle the term that best completes each of the following statements.

- Jack, the first-person narrator, announces that he doesn't want to write poetry because he believes that poetry is for **(girls, adults)**.
- Jack complains that he doesn't understand a poem about a **(blue flower, red wheelbarrow)**.
- Jack is equally confused by a poem about **(snowy woods, a sunny beach)**.
- Jack is confused about the "tiger tiger burning bright poem." He writes his own version about two **(apples, a shiny blue car)**.
- Jack likes the picture of the **(iguana, yellow dog)** that the teacher included with the poem, but says, "That's not how my pet looked."
- Jack explains how he and his father chose the yellow dog from the **(pet store, Animal Protection Shelter)**.
- Jack writes a poem in the shape of **(an apple, a dog)**.
- Jack invites **(Robert Frost, Walter Dean Myers)** to visit the class.
- Jack types a poem about his dog and explains how the dog died, **(run over by a car, of old age and illness)**.
- Jack's last poem is about **(his dog, writing poetry)**.

Part III: True/False (20 points)

Mark the following statements either T for true or F if apart is false.

- _____ 1. At first, Jack makes his teacher promise not to read his poem aloud or to write it on the board.
 _____ 2. Jack is confused about why the character in "Stopping by Woods on a Snowy Evening" doesn't just keep going if he has so many miles to go before he sleeps.
 _____ 3. Jack says that he can easily write a poem about a pet because he has a dog and a cat.
 _____ 4. Jack does not like the small poems that the class read; he only likes long poems that tell a story.
 _____ 5. Jack did not understand the day's lesson on the pasture poem by Robert Frost. He thinks that Frost has too much time on his hands.
 _____ 6. Jack does not let the teacher type up his poem about choosing the yellow dog because it is too sad.
 _____ 7. Jack copies a poem by Walter Dean Myers and pretends that he wrote the poem himself. The teacher finds out and is angry at Jack.
 _____ 8. Jack finally learns to type up his own poems, so the teacher does not have to do it any more.
 _____ 9. Jack writes many different kinds of poems, some long and some short.
 _____ 10. By the end of the book, Jack really likes poetry.

Part IV: Essay (40 points)

Choose two and answer in complete sentences.

1. Which parts of Love That Dog do you like the most? Why?
2. Summarize the plot (story line) of Love That Dog.
3. Describe what you learned about poetry from this novel.
4. Compare and contrast this book to other books that you have read. How is it the same and different?

Comprehension Test B

Part I: Multiple Choice (20 points)

Circle the term that best completes each of the following statements.

1. The book is organized by (**poems, chapters**).
2. (**Jack, William**), the narrator, says that he doesn't want to write poetry.
3. Jack complains that he doesn't understand a poem about a (**blue truck, red wheelbarrow**).
4. When Jack writes his first poem, he makes his teacher promise not to (**grade it, read it aloud to the class**).
5. Jack reads a short poem about a (**tiger, wolf**).
6. Jack very much likes the poem called ("**Annabel Lee," "Street Music"**)
7. For his first few poems, the teacher writes ("**anonymous," "a student"**) instead of Jack's name.
8. Jack says that he can't write a poem about a pet because he (**is allergic to pets, does not have any pets**).
9. Jack states: "I think (**Mr. Walter Dean Myers, Mr. Robert Frost**)/has a little/too/much/time/on his hands."
10. Jack writes a very good poem about (**his cat, his dog**).

Part II: Identification (20 points)

Briefly describe each person, place, or thing and explain why it is important in the story.

1. Sky
2. the red wheelbarrow
3. Walter Dean Myers
4. the blue car
5. the snowy woods

Part III: Matching (20 points)

Complete each of the following descriptions with a name from the list that follows. Place the letter of your answer in the blank provided at left. Use each name only once.

- | | |
|--|----------------------------|
| _____ 1. The young man who tells the story | a. Sky |
| _____ 2. The poet who wrote "Love That Boy" | b. Mrs. Stretchberry |
| _____ 3. The author of <i>Love That Dog</i> | c. the snowy woods |
| _____ 4. Jack's teacher | d. Jack |
| _____ 5. A place the poet invites his readers to visit | e. William Carlos Williams |
| _____ 6. The author of "The Pasture" | f. Walter Dean Myers |
| _____ 7. The author of "The Tiger" | g. William Blake |
| _____ 8. Jack's yellow dog | h. Sharon Creech |
| _____ 9. The author of "The Red Wheelbarrow" | i. the pasture |
| _____ 10. A place where the poet Frost stops to think | j. Robert Frost |

Part IV: Essay (40 points)

1. Describe the novel's main conflict.
2. Explain how Jack changes over the course of the novel.
3. Analyze how the story would be different if told from a different point of view.
4. Explain what function Walter Dean Myers fulfills in the novel.

Answer Key

VOCABULARY

- | | | | |
|------|-------|-------|-------|
| 1. a | 6. k | 11. b | 16. i |
| 2. s | 7. q | 12. f | 17. n |
| 3. p | 8. o | 13. m | 18. h |
| 4. j | 9. r | 14. t | 19. g |
| 5. c | 10. d | 15. e | 20. l |

COMPREHENSION TEST A

Part I: Matching (20 points)

- | | |
|------|-------|
| 1. c | 6. a |
| 2. h | 7. i |
| 3. j | 8. e |
| 4. f | 9. g |
| 5. d | 10. b |

Part II: Sentence Completion (20 points)

- girls
- red wheelbarrow
- snowy woods
- a shiny blue car
- yellow dog
- Animal Protection Shelter
- a dog
- Walter Dean Myers
- run over by a car
- his dog

Part III: True/False (20 points)

- T
- T
- F
- F
- T
- F
- F
- T
- T
- T

Part IV: Essay (40 points)

Answers will vary.

COMPREHENSION TEST B

Part I: Multiple Choice (20 points)

- poems
- Jack
- red wheelbarrow
- read it aloud to the class

- tiger
- "Street Music"
- "anonymous"
- does not have any pets
- Mr. Robert Frost
- his dog

Part II: Identification (20 points)

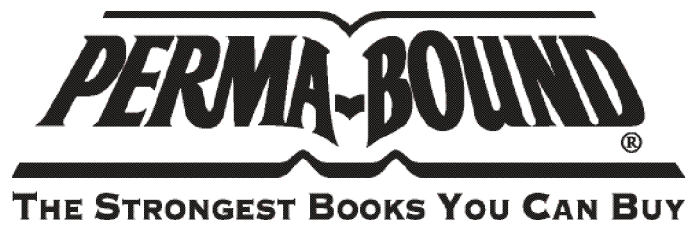
- Sky is Jack's beloved yellow dog, killed in a car accident. Sky is the topic of Jack's best poem.
- The red wheelbarrow is the topic of a poem by William Carlos Williams. At first, the poem's strong imagery baffles Jack, but later he comes to appreciate and understand it. He even uses the same technique in his own poems.
- Walter Dean Myers is the poet who visits Jack's school in response to Jack's invitation. Jack admires Myers and his poems very much.
- The blue car strikes Sky, Jack's dog, and kills him.
- The snowy woods are the setting for Frost's famous poem, "Stopping by Woods on a Snowy Evening." Jack doesn't understand the poem at first and makes some amusing remarks about it.

Part III: Matching (20 points)

- d
- f
- h
- b
- i
- j
- g
- a
- e
- c

Part IV: Essay (40 points)

Answers will vary.



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