



TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK™

for

Walk Two Moons

based on the book by
Sharon Creech

Written by
Debra Lemieux

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A FEW NOTES ABOUT THE AUTHOR
Sharon Creech

Sharon Creech has written numerous books for young adults and was awarded the Newbery Medal for *Walk Two Moons* and the Newbery Honor Award for *The Wanderer*. She has also written *Bloomability*, *Absolutely Normal Chaos*, *Chasing Redbird*, and *Pleasing the Ghost*. She was born in South Euclid, Ohio, received a B.A. degree from Hiram College and a M.A. from George Mason University, and has taught high school English in Switzerland and England. She currently resides in the United States. In addition to writing, she enjoys spending time with family, reading, swimming, and kayaking.

INTRODUCTION

This LitPlan has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *Walk Two Moons*. It includes 22 lessons, supported by extra resource materials.

The **introductory lesson** introduces students to the concept of change and how it affects people differently. Following the introductory activity, students are given a transition to explain how the activity relates to the book they are about to read. Following the transition, students are given the materials they will be using during the unit. At the end of the lesson, students begin the pre-reading work for the first reading assignment.

The **reading assignments** are approximately thirty pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for 8 to 9 vocabulary words they will encounter in their reading.

The **study guide questions** are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple choice version for occasional quizzes.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part worksheet for approximately 8 to 9 vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II nails down the definitions of the words by giving students dictionary definitions of the words and having students match the words to the correct definitions based on the words' contextual usage. Students should then have an understanding of the words when they meet them in the text.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a **review** of the most important events and ideas presented in the reading assignments.

After students complete reading the work, there is a **vocabulary review** lesson which pulls together all of the fragmented vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

Following the vocabulary review, a lesson is devoted to the **extra discussion questions/writing assignments**. These questions focus on interpretation, critical analysis and personal response, employing a variety of thinking skills and adding to the students' understanding of the novel.

There is a **group theme project** in this unit in which students research one of the national parks or monuments associated with the main character's journey west. They will research the park's history, activities, climate, and most importantly its association with Native Americans.

There are three **writing assignments** in this unit, each with the purpose of informing, persuading, or expressing personal opinions. In the first assignment, students consider the effects of prejudgments on others by writing a persuasive essay to someone who prejudged them. In the second assignment students write to explain the meanings of two poems: "The Tide Rises, The Tide Falls" by Henry Wadsworth Longfellow and "The Horse is NewLY" by e.e. cummings. The third assignment asks students to write their personal opinions regarding what things are important over the course of a lifetime.

There is a **nonfiction reading assignment** that ties in with the group project. Students must read nonfiction magazines, books, etc. to gather information about national parks, monuments, and memorials.

The **review lesson** pulls together all of the aspects of the unit. The teacher is given four or five choices of activities or games to use which all serve the same basic function of reviewing all of the information presented in the unit.

The **unit test** comes in two formats: multiple choice or short answer. As a convenience, two different tests for each format have been included. There is also an advanced short answer unit test for advanced students.

There are additional **support materials** included with this unit. The **Unit Resource Materials** section includes suggestions for an in-class library, crossword and word search puzzles related to the novel, and extra worksheets. There is a list of **bulletin board ideas** which gives the teacher suggestions for bulletin boards to go along with this unit. In addition, there is a list of **extra class activities** the teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his/her class. **Answer keys** are located directly after the **reproducible student materials** throughout the unit. The **Vocabulary Resource Materials** section includes similar worksheets and games to reinforce the vocabulary words.

The **level** of this unit can be varied depending upon the criteria on which the individual assignments are graded, the teacher's expectations of his/her students in class discussions, and the formats chosen for the study guides, quizzes and test. If teachers have other ideas/activities they wish to use, they can usually easily be inserted prior to the review lesson.

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UNIT OBJECTIVES – *Walk Two Moons*

1. Through reading Marion Creech’s *Walk Two Moons*, students will consider the concept of change and how it affects people differently.
2. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical and personal.
3. Students will reflect upon the effects of prejudgments.
4. Students will be given the opportunity to practice reading aloud and silently to improve their skills in each area.
5. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *Walk Two Moons* as they relate to the author's theme development.
6. Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with the novel.
7. The writing assignments in this unit are geared to several purposes:
 - a. To have students demonstrate their abilities to inform, to persuade, or to express their own personal ideas
Note: Students will demonstrate ability to write effectively to inform by developing and organizing facts to convey information. Students will demonstrate the ability to write effectively to persuade by selecting and organizing relevant information, establishing an argumentative purpose, and by designing an appropriate strategy for an identified audience. Students will demonstrate the ability to write effectively to express personal ideas by selecting a form and its appropriate elements.
 - b. To check the students' reading comprehension
 - c. To make students think about the ideas presented by the novel
 - d. To encourage logical thinking
 - e. To provide an opportunity to practice good grammar and improve students' use of the English language.
8. Students will read aloud, report, and participate in large and small group discussions to improve their public speaking and personal interaction skills.

READING ASSIGNMENT SHEET – *Walk Two Moons*

Date Assigned	Chapters Assigned	Completion Date
	1-5	
	6-10	
	11-14	
	15-19	
	20-23	
	24-28	
	29-32	
	33-39	
	40-44	

UNIT OUTLINE – *Walk Two Moons*

1 Introduction	2 PVR Ch 1-5	3 ?s 1-5 PVR Ch 6-10	4 ?s 6-10 PV 11-14 Writing #1	5 ?s Vocab R 11-14 Writing #1
6 ?s 11-14 PVR 15-19	7 ?s 15-19 Quiz 1-19 Writing Styles	8 Intro Group Project PVR 20-23	9 ?s 20-23 PVR 24-28	10 ?s 42-28 Group Project
11 PVR 29-32 Group Project	12 ?s 29-32 Writing #2	13 PVR 33-39 Writing #2	14 ?s 33-39 Group Project	15 PVR 40-44 Group Project
16 ?s 40-44 Extra Discussion ?s	17 Extra Discussion ?s	18 Group Project Presentations	19 Writing #3	20 Vocab Review
21 Unit Review	22 Unit Test			

Key: P = Preview Study Questions V = Vocabulary Work R= Read

LESSON ONE

Objectives

1. To introduce students to the book *Walk Two Moons*
2. To discuss the concept of change and how it affects people differently
3. To connect the introductory activity with the book
4. To distribute the materials students will need in this unit

Activity #1

Brainstorm with students possible life changes a person may encounter. Encourage them to share their experiences with change and to describe how the experiences made them feel. Mention how change can also be viewed as a loss or an opportunity. Elaborate on how everyone encounters change and/or loss in their lives and how it affects people differently. Help them to realize that the amount of control you have over the change can also affect how you respond to it.

Activity #2

Place students into groups of three. Give each group an index card with a life change written on it. Have students write down how the change may affect a person and his/her family and friends. Also have them write down coping strategies the person could use. Allow time for groups to share their responses. Suggested changes could include: a serious injury or illness; a move to a new home, school, or community; learning a new skill; a new family member; a big vacation; problems with friends or family; death of a family member or a friend.

Activity #3

After each group has shared their responses, tell students that the book they will be reading is about a girl, Salamanca Tree Hiddle, who must face and come to terms with major changes in her life, some of which *they* may have experienced. Describe how Salamanca's (Sal) life story unfolds as she tells a story to her grandparents. Point out that the book is a winner of the Newbery Medal.

Activity #4

Distribute the books and materials students will use in this unit. Allow time for students to preview the book. Tell them you will explain how to use the materials in the next lesson.

Study Guides Students should read the study guide questions for each reading assignment prior to beginning the reading assignment to get a feeling for what events and ideas are important in the section they are about to read. After reading the section, students will (as a class or individually) answer the questions to review the important events and ideas from that section of the book. Students should keep the study guides as study materials for the unit test.

Vocabulary Prior to each reading assignment, students will do vocabulary work related to the section of the book they are about to read. Following the completion of the reading of the book, there will be a vocabulary review of all the words used in the vocabulary assignments. Students should keep their vocabulary work as study materials for the unit test.

WRITING ASSIGNMENT #1 *Walk Two Moons*
Writing to Persuade

PROMPT

You have found examples of characters prejudging others in *Walk Two Moons*. There are many ways a person can prejudge others including by gender, looks, attire, intelligence, not being in the “in crowd,” ethnicity, age, and economic status. Consider a time when someone prejudged you. When did the experience occur? How did it make you feel? Your assignment is to write a persuasive letter to convince the person who prejudged you that he/she was wrong. In order for you to write more freely, use a fictional name for the person you are writing to.

PREWRITING

Try to remember your reactions to the prejudgment. How did it make you feel? What emotions did you experience? Why did the person prejudge you? In what ways was he/she wrong? How are you going to convince the person he/she was wrong? Jot down your notes about these things.

DRAFTING

Describe the experience in the first paragraph. The body paragraphs of the letter should include reasons why the person was wrong about you. Think about including personal interests, experiences, and beliefs that may help the person get to know you better. The final paragraph (closing) should restate your strongest persuasive points to leave a lasting impression about why the person prejudged you incorrectly.

PROOFREADING

Upon completion, read your writing out loud. Reading aloud will help you hear what your eye did not see. After reading aloud, double-check your grammar, spelling, organization, and the clarity of your ideas. If possible, put your paper aside for a short duration, then proofread it one more time before handing it in.