

Teacher Guide

Grades 7–8

# Walk Two Moons

Sharon Creech

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# WALK TWO MOONS

by  
Sharon Creech

## Teacher Guide

Written by  
Phyllis A. Green

### Note

The Harper Collins hardcover edition of the book was used to prepare this guide. The page references may differ in other editions.

**Please note:** Please assess the appropriateness of this book for the age level and maturity of your students prior to reading and discussing it with your class.

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## Table of Contents

Overview/Summary of this Guide.....	3
About the Author.....	3
The Newbery Medal .....	4
Initiating Activities.....	4
Forty-four Chapters .....	9
Chapters contain: Vocabulary Words, Discussion Questions and Activities, Predictions, Supplementary Activities	
Concluding/Assessment Activities.....	40
Vocabulary Activities.....	41
Assessment.....	44

## Skills and Strategies

### Thinking

Comparison/contrast,  
synthesis, evaluation

### Literary Elements

Character, plot development,  
foreshadowing, similes,  
symbolism, point of view

### Writing

Journal, narrative

### Vocabulary

Prefixes, suffixes, root words,  
usage

### Comprehension

Predicting, cause/effect,  
inference

### Listening/Speaking

Cooperative group  
discussion, drama, role play

## Chapter 5: "A Damsel in Distress"

### Vocabulary:

ruination                      sprunkled                      irresponsible                      dismantled

### Discussion Questions and Activities:

1. Who is the damsel in distress? (Clad: traveler whose car has broken down; Gramps' help is to disconnect all the engine's snoots, hoses and to dismantle the carburetor.)
2. What do you think of Sal's grandparents? What do you expect of them in the rest of the book? (Answers will vary. Ask students to justify their answers.)

## Chapter 6: "Blackberries"

### Vocabulary:

disposition                      divulge                      mimesis

### Discussion Questions and Activities:

1. Compare the Winter's to the Hiddles.

Winter's	Hiddles
father is hard-working	father is hard-working farmer
mother is employed creating road maps	mother tries very hard
mother is hard-working	tension between parents
tension between parents	

2. Why does Sal say he feels betrayed? (Clue: Author does not answer directly but you sense something is troubling and amiss between Sal's parents.)
3. How is this chapter about appreciation? (Both mothers don't feel appreciated.)

### Supplementary Activities:

1. Explore the humor of Chapter 5 by acting it out, turning it into a comic strip or writing a short paragraph to explain.
2. Create a class picture of Sal and Phoebe's class.
3. Interview parents or other adults about naming their children. Create a class list of the answers to your survey, then group and transfer to a pie graph.

**Application of Skills:**

1. Identify and give an example of foreshadowing.
2. What is the climax of a book? What is the denouement?
3. Explain how to use one of these comprehension strategies: context clues for vocabulary, character web, and cause-and-effect chart.

**Vocabulary Activities**

Emphasis on vocabulary-building should be included in reading instruction daily. This guide identifies vocabulary words chapter-by-chapter. Depending upon the particular students, some of the words may need to be pre-taught so students can understand the chapters. Beyond that, vocabulary activities help students see variations in meaning, context clues, and develop an overall ability to comprehend and use words in speaking and writing effectively. The following activities can be used daily during part of the reading instructional time.

1. Pairs: Put together novel pairs of words. Challenge students to analyze the relationship between the words and then use them in a sentence.

Word	Same Meaning	Opposite Meaning	Go Together?	Why?	Not Usually Related

2. Look for interesting sounding words and group these together. Sort with examples from the book but there are no other.
3. Explain why certain book characters or authors would use certain words: Gramps, Salamanca, Mr. Winterbottom, Dr. Seuss, a famous scientist, a college president, George Washington, and Curious George.
4. Choose some vocabulary words to include in these simile statements:
  - as dark as \_\_\_\_\_
  - as sweet as \_\_\_\_\_
  - as dumb as \_\_\_\_\_
  - as green as \_\_\_\_\_

5. Choose five of the vocabulary words to dissect as to the base or root, prefix, and suffix.
  6. Start a collection of prefixes and suffixes.
  7. How many words can you form from the words in the book's titles or in the title of a specific chapter?
  8. Create some interesting single word crossword puzzle clues for some of the vocabulary words. Exchange with classmates.
  9. Collect some interesting colloquial words and phrases. When would these words be best used? Why does an author use colloquialisms?
  10. From a listing of the vocabulary challenge words, choose 5–10 words to include in a group creative writing effort. Make up a story to use as many of the words as possible. Consult a dictionary if you don't know what a word means.
- Word Mapping: Try mapping some of the vocabulary words into a word map as follows:

