

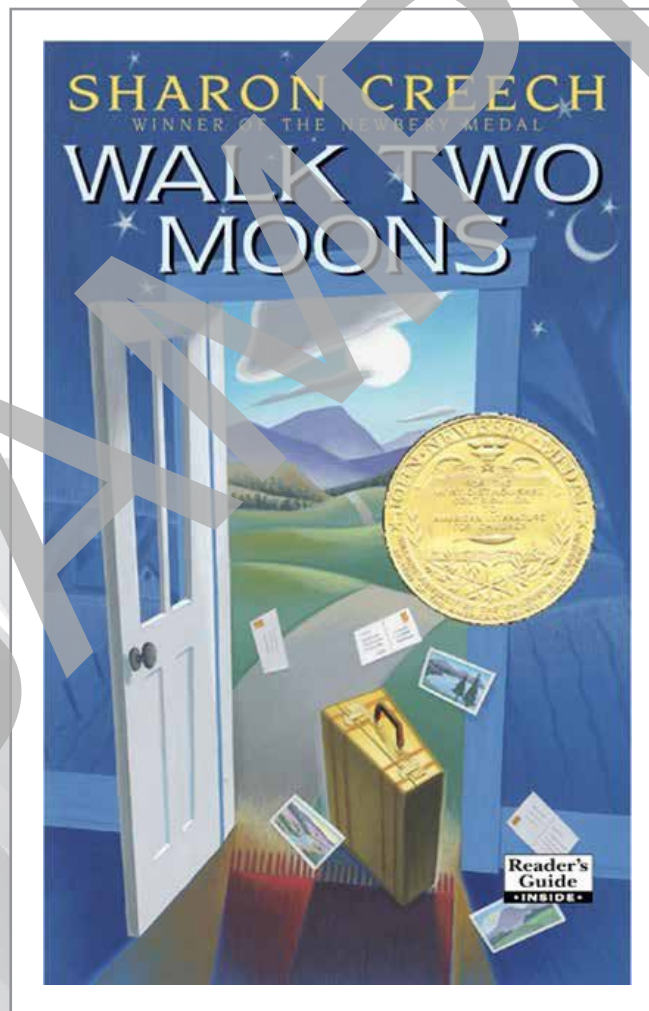


STUDENT PACKET

GRADES 6-8

Walk Two Moons

Sharon Creech



READ, WRITE, THINK, DISCUSS AND CONNECT

Walk Two Moons

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NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

ISBN 978-1-50205-098-4

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Note to the Teacher

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the following reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

Basic Understanding: The student will demonstrate a basic understanding of written texts. The student will:

- use a text's structure or other sources to locate and recall information (Locate Information)
- determine main idea and identify relevant facts and details (Main Idea and Details)
- use prior knowledge and experience to comprehend and bring meaning to a text (Prior Knowledge)
- summarize major ideas in a text (Summarize Major Ideas)

Literary Elements: The student will apply knowledge of literary elements to understand written texts. The student will:

- analyze characters from a story (Character Analysis)
- analyze conflict and problem resolution (Conflict/Resolution)
- recognize and interpret literary devices (flashback, foreshadowing, symbolism, simile, metaphor, etc.) (Literary Devices)
- consider characters' points of view (Point of View)
- recognize and analyze a story's setting (Setting)
- understand and explain themes in a text (Theme)

Analyze Written Texts: The student will use a variety of strategies to analyze written texts. The student will:

- identify the author's purpose (Author's Purpose)
- identify cause and effect relationships in a text (Cause/Effect)
- identify characteristics representative of a given genre (Genre)
- interpret information given in a text (Interpret Text)
- make and verify predictions with information from a text (Predictions)
- sequence events in chronological order (Sequencing)
- identify and use multiple text formats (Text Format)
- follow written directions and write directions for others to follow (Follow/Write Directions)

Critical Thinking: The student will apply critical-thinking skills to analyze written texts. The student will:

- write and complete analogies (Analogies)
- find similarities and differences throughout a text (Compare/Contrast)
- draw conclusions from information given (Drawing Conclusions)
- make and explain inferences (Inferences)
- respond to texts by making connections and observations (Making Connections)
- recognize and identify the mood of a text (Mood)
- recognize an author's style and how it affects a text (Style)
- support responses by referring to relevant aspects of a text (Support Responses)
- recognize and identify the author's tone (Tone)
- write to entertain, such as through humorous poetry or short stories (Write to Entertain)
- write to express ideas (Write to Express)
- write to inform (Write to Inform)
- write to persuade (Write to Persuade)
- demonstrate understanding by creating visual images based on text descriptions (Visualizing)
- practice math skills as they relate to a text (Math Skills)

Name _____

Anticipation Guide

Directions: Respond to the following ten statements by indicating “agree” or “disagree” prior to reading the book. The statements refer to themes and ideas raised in the book. After reading the book, again indicate “agree” or “disagree.” If you changed your opinion or intensified it, explain in a sentence or two on the reverse side of this sheet.

BEFORE READING		AFTER READING	
Agree	Disagree	Agree	Disagree
<p>Award-winning books deal with weighty themes—like death and dying.</p>			
<p>You can only truly understand your fellow man when you’ve been in his situation.</p>			
<p>Good books keep you guessing to the very end.</p>			
<p>The only happy families are those with lots of rambunctious children.</p>			

Study Guide

Directions: These questions are provided to assist the reader to understand the literal details of the book. A few opinion questions are also included. Your teacher will direct you in responding to the questions:

1. Write out short answers.
2. Be prepared to answer orally.
3. Make notes to enable small group discussions.
4. Preview the questions prior to reading a section.

Chapter 1, "A Face at the Window" Pages 1-3

1. Who is telling the story?
2. Where and when do you pick up the story?
3. Identify these items mentioned in Chapter 1: birdhouses, goose, plaster wall.

Chapter 2, "The Chickabiddy Starts a Story" Pages 4-9

1. How does Sal come to be a chickabiddy starting a story?
2. Who is Phoebe Winterbottom?

Chapter 3, "Bravery" Pages 10-16

1. What is Sal's reaction to moving to Euclid, Ohio?
2. What do you learn of Sal's mother and father in this chapter?

Chapter 4, "That's What I'm Telling You" Pages 17-24

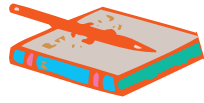
1. How does Sal's life develop in Euclid, Ohio?
2. Identify these details from the chapter: age-guessing, blackberries, cadaver.

Chapter 5, "A Damsel in Distress" Pages 25-28

1. Why is the chapter humorous?

Chapter 6, "Blackberries" Pages 29-35

1. How do the two incidents in Chapter 6 fit together?



Vocabulary

Directions: Here are identified vocabulary words listed chapter-by-chapter. Look over each list as you prepare to read a chapter. Put a check next to the words you know for sure. Highlight the rest of the words. Add a “?” if you have an idea of what the word means. The highlighted words are your challenge to learn.

Chapter 1 caboodle	Chapter 2 lunatic	Chapter 3 ornery squirt heartily whangdoodle omnipotent	Chapter 4 gnarled boa astounding miserable cadaver
Chapter 5 ruination sprunkled irresponsible dismantled	Chapter 6 diabolic divulge muesli	Chapter 7 swerved	Chapter 8 hankering ambush vivid
Chapter 9 pandemonium prissy	Chapter 10 shrapnel gullible pastrami kosher concession	Chapter 11 intriguing accumulated rummaging instinct	Chapter 12 elaborate ornery aspen

Name _____

Walk Two Moons
Activity #5: Vocabulary



The Great Prefix and Suffix Search

1. Use these suffixes (-ion, -ment, -ise, -ance) to make nouns. Find examples from the book and examples from your other experiences.

_____	_____	_____
_____	_____	_____
_____	_____	_____

2. These suffixes (-ful, -ous) are used to make adjectives. Locate six examples.

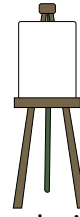
_____	_____	_____
_____	_____	_____

3. What do these prefixes mean?

in-	
inter-	
ex-	
trans-	
non-	
dis-	

Name _____

Walk Two Moons
Activity #9: Visualizing
(Visualizing)



Word Pictures

Directions: Choose six interesting intriguing and vivid word pictures from the book. Translate them into line drawings. For example, on page 2, Creech describes Margaret's house as part of the group jammed together like a row of birdhouses.
