



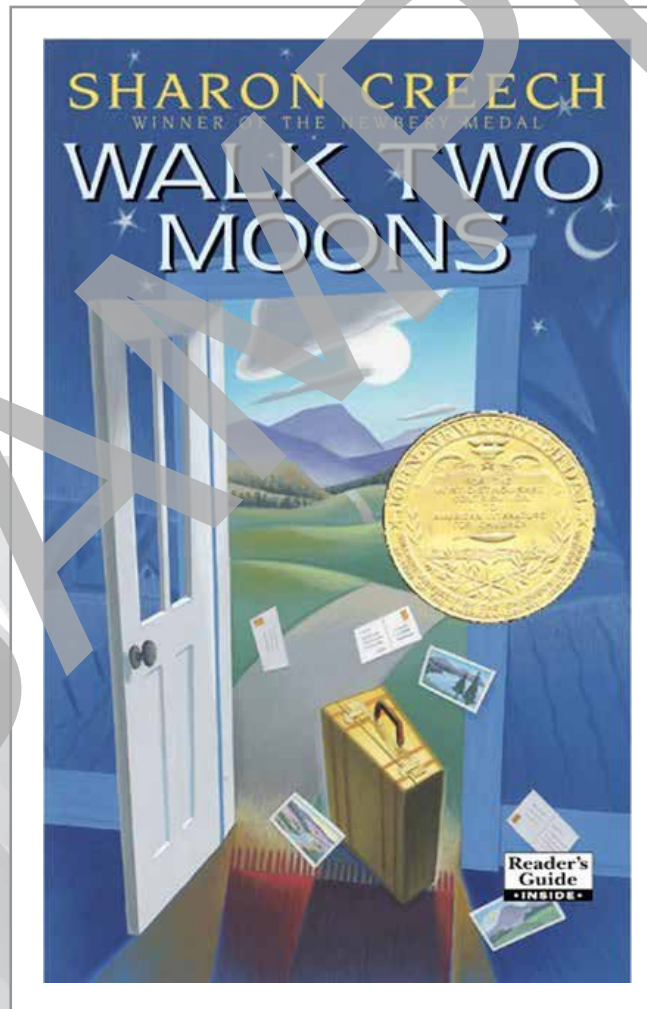
TEACHER GUIDE

GRADES 6-8

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Walk Two Moons

Sharon Creech



READ, WRITE, THINK, DISCUSS AND CONNECT

Walk Two Moons

Sharon Creech

TEACHER GUIDE

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!

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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

Overview/Summary of this Guide

Walk Two Moons by Sharon Creech is the 1995 Newbery Medal winner. The book is told by Salamanca Tree Hiddle, a thirteen-year-old whose world was turned upside down when her mother left on a bus trip to Idaho. After a trip to Idaho, her father returns subdued and announces that her mother won't return. Soon afterward he and Sal move to Ohio, to avoid the haunting memories in their Kentucky home. The book is organized around a road trip by Sal and her two paternal grandparents, retracing the path of her mother's bus trip from Kentucky to Idaho. While en route, Sal tells about her friend Phoebe whose mother also left the family.

The 280 page book reveals four stories—Sal, Phoebe, Gram and Gramps, and the road trip. Effective foreshadowing, as well as an intriguing plot and interconnections between the four stories, provides an involving tale. The reading level of the book is 7.0 and the interest level is 7+.

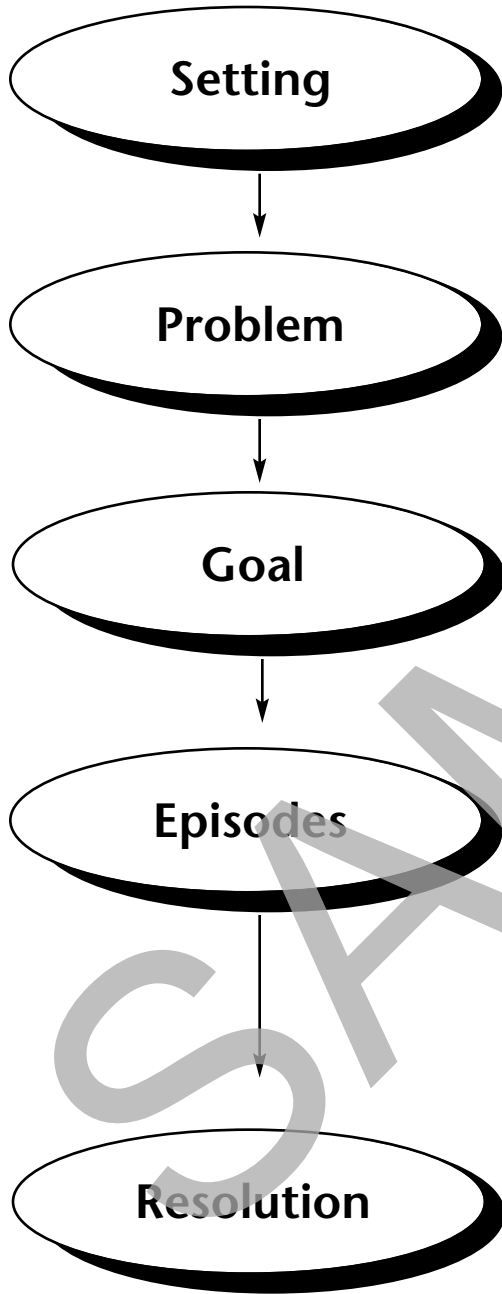
This guide is written with chapter-by-chapter discussion questions and identified vocabulary words; after each three chapters there are supplementary activities. It is suggested that vocabulary work be included with each day's reading instruction. Pages 41-42 provide a listing of suggested vocabulary activities.

About the Author

Sharon Creech was relatively unknown when she won the 1995 Newbery Medal for *Walk Two Moons*. She spends about nine months of the year in England where she teaches American and British literature and writes. She is married to the headmaster of the American School in Surrey, England. During the rest of the year, she travels to a cottage on Lake Chautauqua in New York state. She is an American citizen and has two grown children, Rob and Karin. She already had written two versions of the book sans Salamanca and the Hiddles when she happened on a Chinese fortune cookie message: Don't judge a man until you've walked two moons in his moccasins. She added the Hiddle family to the story. When Creech was twelve her family took a car trip from Ohio to Lewiston, Idaho, following the approximate route of the car trip in the book. She admits that she uses her own experiences and family in her writing, creating characters who are amalgams of those she has known.

Creech had three books published in England, *The Recital*, *Absolutely Normal Chaos*, and *Nickel Malley*, as well as a play "The Centre of the Universe."

Story Map



Characters _____

Time and Place _____

Beginning → Development → Outcome

Chapter-by-Chapter Vocabulary, Discussion Questions, Activities

Chapter 1: “A Face at the Window”—Pages 1-3

Vocabulary:

caboodle 1

Discussion Questions and Activities:

1. Who is telling the story? (*Sal, a thirteen-year-old female*) What do you know of such persons?
2. Start an attribute web about Sal. (See page 8 of this guide.)
3. Explain these phrases from the book: country girl, caboodle, jammed together like a row of birdhouses, a goose, like the plaster wall in our old house in Bybanks, Kentucky. What do these phrases suggest to you about the book’s style and about the narrator Sal? (*Answers will vary but may suggest a casual, colloquial, conversational style and a down-to-earth narrator.*)
4. How does Sal find herself in Ohio? (*Her mother has left the family and her father moves them to Euclid, Ohio.*)
5. Why is the plaster wall in the old house in Bybanks, Kentucky, important to the story? (*Sal’s father begins chipping away at a plaster wall in the house shortly after his wife had left. He seems to use it as a way to occupy his hands, though his mind is worried and concerned. The night that they receive the news that Sal’s mother will not be returning, her father finds a brick fireplace behind the plaster wall. Perhaps it is a metaphor of their family relationship.*)

Chapter 2: “The Chickabiddy Starts a Story”—Pages 4-9

Vocabulary:

lunatic 9

Discussion Questions and Activities:

1. What is a chickabiddy? (*a fond name which Gram uses for Sal*)
2. What is colloquial speech and expression? (*use of casual expressions which may be idioms and are often more prevalent to particular localities*) Find some examples in this chapter and then suggest how you would express those ideas. (See the chart on the next page.)