

Student Packet

Grades 7–8

# Walk Two Moons

Sharon Creech

NOVEL UNITS<sup>®</sup>

NEW WAYS TO LEARN READING,  
WRITING, & CRITICAL THINKING



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# WALK TWO MOONS

by  
Sharon Creech

## Student Packet

Written by  
Phyllis A. Green

**Contains masters for:**

- 1 Anticipation Guide
- 1 Study Guide (7 pages)
- 1 Initiating Activity
- 3 Vocabulary Activities
- 2 Writing Activities
- 1 Mapping
- 1 Visualization
- 1 Symbolism
- 1 Word and Usage Exploration
- 1 Synthesizing
- 1 Figurative Language
- 1 Characterization
- 1 Foreshadowing
- 1 Themes
- 3 Comprehension Quizzes
- 1 Final Examination

**PLUS**

- Detailed Answer Key
- Rubric

### Teacher Note

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

### 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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## Note to the Teacher

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**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 \_\_\_\_\_

**Chapter 40, “The Gifts” Pages 251-255**

1. What are three gifts presented in this chapter? (Hint–gifts can be explanations or support as well as packages and objects)
2. Where have the white envelopes been coming from?
3. How are the three travellers faring?

**Chapter 41, “The Overlook” Pages 256-263**

1. What is the cause of Gram’s grayness?
2. What happens after Gramps gives Sal the car keys?
3. What does Salamanca hear from another traveller at the overlook?

**Chapter 42, “The Bus and the Window” Pages 264-268**

1. What does Sal find at the bus?
2. How do the sheriff and deputy treat Sal?
3. What mystery is solved in this chapter?

**Chapter 43, “Our Greenberry” Pages 269-273**

1. What happened to Sal’s mother?
2. What happened to Gram?

**Chapter 44, “Bybanks” Pages 274-280**

1. What happens to Sal after she returns from the car trip?
2. How does the book end?



Name \_\_\_\_\_



### 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 \_\_\_\_\_

### What Does It Mean to See?

**Directions:** Fill in these puzzle pieces to investigate *seeing*.

Why is it so easy for Sal to see that Phoebe's mother is worried and miserable but Phoebe can't see it?

"I spy" is an enjoyable child's game because:

What is the dictionary definition for see?

What have you seen today that is noteworthy?

Synonyms for some meanings/uses of "to see":

How can two characters see the same event or object and see different things?

React to: "Seeing is believing."

React to: "I see."

React to: "Hindsight is 20-20."

Name \_\_\_\_\_

## Bravery From Many Viewpoints

**Directions:** Fill in the graphic to collect your ideas on *bravery*.

