Walk Two Moons

By

Sharon Creech

A Novel Study
by Nat Reed
Walk Two Moons
By Sharon Creech

Table of Contents

Suggestions and Expectations 3
List of Skills 4
Synopsis / Author Biography 5
Student Checklist 6
Reproducible Student Booklet 7
Answer Key 77

About the author: Nat Reed was a member of the teaching profession for more than 35 years. He was a full-time instructor at Trent University in the Teacher Education Program for nine years. For more information on his work and literature, visit novelstudies.org.

Copyright © 2015 Nat Reed
Revisions Completed in 2022
All rights reserved by author.
Permission to copy for single classroom use only.
Electronic distribution limited to single classroom use only.
Not for public display.
Suggestions and Expectations

This curriculum unit can be used in a variety of ways. Each chapter of the novel study focuses on four or five chapters (the chapters are very short) of *Walk Two Moons* and is comprised of the following different activities:

1. Before You Read
2. Vocabulary Building
3. Comprehension Questions
4. Language and Extension Activities

A *portfolio cover* (p.7) as well as a *Checklist* (p.6) are included so that students may track of their completed work.

Every activity need not be completed by all students.

Links with the Common Core Standards (U.S.)

Many of the activities included in this curriculum unit are supported by the Common Core Standards. For instance the *Reading Standards for Literature, Grade 5*, makes reference to

a) determining the meaning of words and phrases... including figurative language;
b) explaining how a series of chapters fits together to provide the overall structure;
c) compare and contrast two characters;
d) determine how characters ... respond to challenges;
e) drawing inferences from the text;
f) determining a theme of a story... and many others.

Themes which may be taught in conjunction with the novel include dealing with sadness and grief, the discovery of self-identity and hope.
Walk Two Moons
By Sharon Creech

List of Skills

Vocabulary Development

1. Locating descriptive words/phrases
2. Listing synonyms/homophones
3. Identifying/creating alliteration
4. Use of capitals and punctuation
5. Identifying syllables
6. Identify personification.
7. Identify anagrams
8. Listing compound words
9. Identifying parts of speech
10. Identify/create similes
11. Identification of root words

Setting Activities

1. Summarize the details of a setting

Plot Activities

1. Complete a time line of events
2. Identify conflict in the story
3. Complete Five W's Chart
4. Identify cliffhangers
5. Identify the climax of the novel.
6. Complete a Story Pyramid

Character Activities

1. Determine character traits
2. Identify the protagonist/antagonist
3. Relating personal experiences
4. Compare characters

Creative and Critical Thinking

1. Research
2. Write a newspaper story
3. Participate in a talk show
4. Conduct an interview
5. Create a poem
6. Write a description of personal feelings
7. Write a book review
8. Complete an Observation Chart
9. Complete a KWS Chart
10. Create a friendly letter.

Art Activities

1. A Storyboard
2. Create a collage
3. Design a cover for the novel
4. Create a comic strip
Walk Two Moons  
_by Sharon Creech_

**Synopsis**

What is the meaning of this strange message left on the doorstep? Only Sal knows, and on a road trip with her grandparents she tells the bizarre tale of Phoebe Winterbottom, Phoebe's disappearing mother and the lunatic. But can Sal make sense of the mystery surrounding her world . . . and her own missing mother? [Scholastic]

*Don't judge a man until you've walked two moons in his moccasins.*

Funny, poignant and cunning ~ Observer.

A complete synopsis and other helpful reviews can be found online at such sites as the following: [http://en.wikipedia.org/wiki/Walk_Two_Moons](http://en.wikipedia.org/wiki/Walk_Two_Moons)

**Author Biography**

*Sharon Creech*

I was born in South Euclid, Ohio, a suburb of Cleveland, and grew up there with my noisy and rowdy family: my parents (Ann and Arvel), my sister (Sandy), and my three brothers (Dennis, Doug, and Tom).

For a fictional view of what it was like growing up in my family, see *Absolutely Normal Chaos*. (In that book, the brothers even have the same names as my own brothers.) Our house was not only full of us Creeches, but also full of friends and visiting relatives.

In the summer, we usually took a trip, all of us piled in a car and heading out to Wisconsin or Michigan or, once, to Idaho. We must have been a very noisy bunch, and I'm not sure how our parents put up with being cooped up with us in the car for those trips. The five-day trip out to Idaho when I was twelve had a powerful effect on me: what a huge and amazing country! I had no idea then that thirty-some years later, I would recreate that trip in a book called *Walk Two Moons*.

I am married to Lyle Rigg, and we live in Maine. We have two grown children, Rob and Karin, and being with my family is what I enjoy most.

(Courtesy of Sharon's website: [http://www.sharoncreech.com/meet-sharon-creech](http://www.sharoncreech.com/meet-sharon-creech))
# Walk Two Moons
*By Sharon Creech*

**Student Checklist**

---

<table>
<thead>
<tr>
<th>Student Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Grade / Level</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Walk Two Moons

By Sharon Creech

Name:
Walk Two Moons
By Sharon Creech
Chapters 1-4

Before you read the chapters:

The **protagonist** in most novels features the main character or “good guy”. The protagonist of our novel is thirteen-year-old Salamanca Tree Hiddle, a troubled young girl who is trying to come to grips with the abrupt departure of her mother. Think back on some of your favorite characters from past novels you have read or movies you've seen. What do **you** think makes for an especially interesting **protagonist**?

<table>
<thead>
<tr>
<th>peculiarity</th>
<th>ornament</th>
<th>omnipotent</th>
<th>boa</th>
</tr>
</thead>
<tbody>
<tr>
<td>lunatic</td>
<td>extensive</td>
<td>concentration</td>
<td>investigating</td>
</tr>
</tbody>
</table>

Vocabulary:

Choose a word from the list to complete each sentence.

1. Charlotte had ___________ work done on her teeth this past summer.
2. God is ___________ - all-powerful.
3. Although Jeremy sometimes behaves like some kind of ___________, I think he is just excitable.
4. Old Mrs. McGready always wears a feathery ___________ around her neck.
5. Our janitor is such an ___________ man that everyone tries to avoid him.
6. Cracking his knuckles when he's nervous is just a ___________ of his.
7. Constable Friar is ___________ a possible homicide on our street.
8. The game of Battleships requires a lot of ___________.

8
Questions

1. What is the **setting** of the story in Chapter One?

2. Why do you think that Sal's dad was working on the wall of his house late into the night in Chapter One.

3. Sal and her dad moved from ________, Kentucky to ________ Ohio.

4. What was the Number One reason for Sal traveling across country to Lewiston, Idaho with her grandparents?

5. Salamanca's ancestors had been from the ________ tribe.

6. Why couldn't Sal tell her grandparents a story about her mother?

7. Sal decided to tell her grandparents a story about ____________ ____________.

8. Why do you think Sal disliked Margaret Cadaver so much?
9. Why was Chapter Three entitled, *Bravery*?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. Why was it remarkable that Mrs. Partridge guessed Phoebe's age so accurately?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. From what you have learned of Sal so far in the novel, think of one character trait she possesses which you would consider a strength and one character trait that you would consider a weakness. Support your choices with examples from the story.

<table>
<thead>
<tr>
<th>Strength</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Weakness</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Good to Know ~ Bybanks, Kentucky**

Bybanks Kentucky is a fictional town used by author Sharon Creech in the children's novels *Walk Two Moons* and *Chasing Redbird*. The town based loosely on the real town of Quincy, Kentucky, which is located in the north-eastern part of the state.
Language Activity

A. Anagrams

An anagram is a word that is formed by changing the order of the letters of another word. For example, the letters in the word WAS can also form the word SAW. Follow these directions to form the anagrams:

a) read the clue in the right-hand column.

b) Using the word in the left-hand column move the letters around in any order, but you must use all the letters.

<table>
<thead>
<tr>
<th>Word</th>
<th>Anagram</th>
<th>Clue</th>
</tr>
</thead>
<tbody>
<tr>
<td>north</td>
<td>Guards a plant from harm.</td>
<td></td>
</tr>
<tr>
<td>miles</td>
<td>Fruits.</td>
<td></td>
</tr>
<tr>
<td>heart</td>
<td>A very large revolver.</td>
<td></td>
</tr>
<tr>
<td>friend</td>
<td>Seeker.</td>
<td></td>
</tr>
<tr>
<td>parents</td>
<td>Catches someone in a snare.</td>
<td></td>
</tr>
<tr>
<td>teacher</td>
<td>2.471 acres or 10,000 square meters.</td>
<td></td>
</tr>
<tr>
<td>wasp</td>
<td>Trade.</td>
<td></td>
</tr>
</tbody>
</table>

Now find four additional words from the first four chapters which have interesting anagrams to see if you can stump a classmate.

<table>
<thead>
<tr>
<th>Word</th>
<th>Anagram</th>
<th>Clue</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
B. A simile is a comparison using the words “like” or “as”. An example from Chapter Two is, Sometimes I am as ornery and stubborn as an old donkey. What two things are being compared in this example?

Invent your own similes comparing the following items with something from your own imagination:

a) a freight train approaching a station

b) a sleepy baby

Look for a simile in the remaining chapters of the novel. If you find one return to this question and record it below.

C. Foreshadowing.

Chapter One contains several examples of an important literary device called foreshadowing. Foreshadowing is defined as a warning or indication of a future event. Example: ... Phoebe Winterbottom, the girl who had a powerful imagination, who would become my friend, and who would have all those peculiar things happen to her.

Why do you think authors often include examples of foreshadowing in their writing?
D. Sequence Chart

Choose what you consider to be the six most important events in these chapters. In each of the six boxes below list the six events that you have chosen, describing what happened and telling why you consider this to be an essential part of the story.
E. 5 Ws and an H.

Choose an event from this section that you thought was really important and/or exciting. Using facts that you gleaned from reading about this event, fill in the balloons below, summarizing what you learned.
A. Storyboard

A storyboard is a series of pictures that tell about an important event in a story. A storyboard can tell the story of only one scene – or the entire novel. Complete the story-board below illustrating the events described in the first four chapters of our novel. You may wish to practice your drawings on a separate piece of paper.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>
B. A Poem Even Sim Would Enjoy

The **quatrain** is a popular form of rhymed verse. It is a poem of **four** lines, is usually light and can be humorous. The following quatrain was written by the renowned poet, Atrocious Halitosis and is actually the start of a much longer poem, **Grandpa's Farm.**

*We spent a week on Grandpa's farm,*  
*To help him with the chores.*  
*My mom says it is good for us*  
*'Cause it keeps us all outdoors.*

Various rhyming schemes make up a quatrain poem. As you can see, the above four lines have a rhyming scheme of **A – B – C – B** Other rhyming schemes include: AABB, AAAA, AABA, ABBA, ABBB, and AAAB.

Your task is to write your own quatrain poem. You may choose a rhyming scheme that fits with your own personal creation. The theme should have something to do with the themes established in the first four chapters of our novel.

**The Quatrain Poem**

Now create your own Quatrain Poem on a subject of your choice. Your poem must follow the format of a quatrain poem described above (and must rhyme).

**Title:** _______________________________________________