

ESL 222A  
Intermediate Reading/Writing  
Cook & Tiemroth-Zavala

## Reading & Writing Packet #2

### Chapters 5-7 of Walk Two Moons by Sharon Creech

**Reminder:** Use 8 1/2 x 11 college-ruled paper and the following format for all of your assignments for this class:

Full Name

Professor's Name

Intermediate Reading & Writing

Date

Title

### Get Ready to Read

#### Activity 1

Group Work: In your group, make a list of things you don't know but hope to find out as we continue reading:

- 1.
- 2.
- 3.
- 4.
- 5.

### Part 1: Active Reading

#### Annotation

Active reading means reading with awareness and purpose. Annotation is when you mark up the text with notes to track your thinking. In this class, you will use your pen, highlighters and sticky notes to annotate. Your teacher will show you how to do this. Every time we read, we will practice using annotation.

#### Activity 1: Continue Highlighting:

As you read **Chapters 5-7**, continue to mark the information given about the characters with a **yellow** highlighter. Continue to highlight the information about places in **pink**. Continue to highlight figurative language (similes) in **blue**.

Begin to highlight the colorful adjectives Creech uses to describe things in **green**.

**Activity 2: Continue with Annotation in Chapters 5-7 as follows:**

<b>Left Margin</b>	<b>Text</b>	<b>Right Margin</b>
<p><b>Write down what you understand about what you are reading.</b> Make notes about the characters, setting, and story.</p>	<p>This is what you read in your book .</p>	<p><b>Write down what you think and feel as you read.</b> Include: connections to your own life, questions you have about the reading, predictions about what you think might happen in the story, and your opinions about what you read.</p>

**Activity 3: Character Chart:**

**Character’s Important Actions and What they Tell us about them**

In chapters 5-7, we get to know more about the characters in the novel. Let’s focus on trying to understand more about Gram, Gramps, Phoebe and Sal’s mother. For each character, write three important things they do or say and then what each action tells us about the kind of person they are. On a separate piece of paper, draw a chart like the one below **for Gramps, Gram, Phoebe and Sal’s mother** and complete it.

What Gramps does	What it tells me about him
1.	
2.	
3.	

**Activity 4--Work with Words**

**Vocabulary**

Difficult Words in Chapter 5-7

\*Homework: As you read chapters 5-7, write down 5-10 words you don’t know. You should choose words that make it hard for you to understand a sentence, paragraph or story.

- |    |     |
|----|-----|
| 1. | 6.  |
| 2. | 7.  |
| 3. | 8.  |
| 4. | 9.  |
| 5. | 10. |

Class Work: In class, we will continue to choose interesting and useful words to add to our class vocabulary list.

Words from chapters 1-4: ornery, tottery, lunatic, singlehandedly, walloping, to bury, to investigate, astounding, purely, awful

Words from chapters 5-7:

- |    |     |
|----|-----|
| 1. | 6.  |
| 2. | 7.  |
| 3. | 8.  |
| 4. | 9.  |
| 5. | 10. |

\*Homework: For each of the ten words from chapter 5-7, write a sentence about the novel and draw a picture to help you remember the words. Do this on a separate piece of paper and attach it to the reading packet.

### Activity 5: Learning to Write from Sharon Creech

**Similes:** In class you will share some of your favorite figurative language in the novel. When a writer uses a simile, it helps us to see or feel what she is describing. Practice using similes to describe people, places and things in your life. Write a sentence using a simile to describe each of the following:

Your personality:

---

Someone you love:

---

Your home or a room in your home:

---

A prized possession:

---

**Activity 6:** Guess what happens next: Write two predictions about the story after you finish Chapters 5-7 below: Remember that you will be writing about the future. Check your verb tenses carefully.

- 1.
- 2.

## Part 2: Get the Grammar (handout on sentence types)

## Part 3: Building Understanding

### Figure it out

Group work (3 people): Building Understanding

As we read, we sometimes get stuck. Each person in your group will choose a part of the text where he/she got stuck to discuss with the group. Share what you know and try to help each other understand. Ask your teacher and/or look up words on the computer as needed.

### Find Out about it

In order to understand the story better, you might need to know more about some of the people, places, and things in it.

Group Work: In your group, make a list of three passages from chapters 5-7 that you want to understand better. You will share this list with your class and teacher and we will share what we know to improve our understanding.

## Summarizing: Putting it all Together

Read your classmate's summaries of chapters 2, 3 and 4 and the chart below (handouts). The chart shows you what is included in a good summary.. Write the numbers from the chart in the example summaries to identify these elements.

<i>Qualities of a Good Summary</i>	Check Below
1. The title, author, and chapter(s) are identified in the first sentence.	
2. Enough background about the author/reading is given.	
3. The main idea of the reading is identified.	
4. All important points/details are included.	
5. No unimportant details are included.	
6. The summary is written in the student's own words, using her own sentence structure and organization.	
7. The concluding sentence helps unify the entire summary.	
8. Someone who has not read this article/story/chapter/book could understand what it's about just from the summary.	

Class Work: Choose a chapter to summarize, either chapter 5, 6 or 7. In class, we will make groups and you will discuss what to include in your chapter summary.

**\*Homework:** Write one paragraph summarizing the main events in the chapter you chose. Use your classmate's summaries as models. **Write your summary on a separate piece of paper and attach it to this packet.**

Begin your summary like this:

In chapter \_\_\_\_\_ of Walk Two Moons by Sharon Creech, .....

#### **Part 4: Finding Out More about a Theme in the novel (Abandonment)**

**Read an excerpt from the article:**

##### **Perspective on Fear of Abandonment**

##### **Causes, Effects, and Options**

By Peter K. [Gerlach](#), MSW Member [NSRC Experts Council](#)

The Web address of this article is <http://sfhelp.org/gwc/abandon.htm>

Updated August 06, 2012

##### **Perspective**

When you think of the words "abandon" and "abandonment" in a family context, what comes to mind? How would you define "abandonment" to an average 10-year-old? Have you ever felt *abandoned*? Have you abandoned someone? What would you say is the opposite of *abandonment*? Can you describe (a) why some people abandon others, and (b) how abandonment affects typical kids, adults, and families?

**This article** explores these questions to build a foundation for reducing significant personal fear of abandonment. This common fear hinders wholistic health and burdens relationships and families,

##### **What is "Abandonment"?**

For our purposes, *abandonment* is a relationship dynamic that occurs when an adult or child voluntarily:

- denies or ignores key responsibilities (a role) that someone expects them to fulfill, like parental or marital obligations, and/or they...
- chooses to end an existing relationship with someone else despite their partner/s not wanting that. This is especially traumatic when the abandoned one depends on the other person for something important, like a child or disabled adult does.

**Abandonment can be psychological** (indifference, apathy, "coldness," lack of intimacy); **and/ or physical**. Psychological divorce occurs when one or both cohabiting mates abandon the other and their marital vows, roles, responsibilities, and relationship primacy.

Discussion of abandonment usually focuses on an adult leaving or quitting. Family members can be equally affected if a child or grandchild "runs away from (abandons) home."

Other types of abandonment occur when a person voluntarily gives up a dream, a cause, a belief, membership in a group, hope, the will to live, a lifestyle, and/or physical possessions. When circumstances *force* giving any of these up, that's an involuntary loss, not an abandonment. Do you agree?

Some traumatic relationship and role "abandonments" are not intentional. They occur when the person is severely wounded and unable to form appropriate bonds and maintain relationships like parent-child, mate-mate, and friend-friend. A common sign of this is thinking or saying "You were never there for me."

### **What Causes Abandonment?**

Quitting an assigned or chosen role (like parent, grandparent, husband, wife, partner, sibling, son, or daughter) and/or a relationship can occur because...

- the role (responsibility) or relationship was unwanted, and/or was accepted without understanding what it required; or...
- the person feels chronically overwhelmed by responsibilities and/or stress (discomforts) in a relationship, role, or group (like a home or family); and/or...
- s/he feels incompetent, guilty, and ashamed of "failing" a dependent person and/or obligation; and s/he...
- (a) doesn't see how to correct these stressors, and loses hope of improvement; or (b) s/he doesn't *want* to correct them.

Each of these reasons is promoted by the person being psychologically-wounded and unaware + making unwise role and relationship choices + lacking knowledge and problem-solving ("coping") skills. How does this compare with your belief about people who abandon their dependents, parents, and/or obligations?

### **How Can Abandonment Affect Kids and Adults?**

Abandonment impacts occur when...

- parents separate or divorce, and the absent parent chooses little or no contact with their kids or ex,
- a young child's parent or caregiver dies or becomes mentally disabled,
- young or overwhelmed parents give up a child for adoption,
- parents turn over the care of their young child to an older sibling, relative, nanny, day-care adult, sitter, or au pair. And abandonment impacts occur when...
- a young child is hospitalized for some time and deprived of regular contact with her/his mother or parents; and...

- a parent chooses a job that requires her or him to be away from home for weeks or months at a time, like foreign military service.

### Impacts on the Family System

To fully appreciate the causes and multi-level impacts of adult or child abandonment, view the affected multi-generational ("extended") family as a dynamic system. Psychological or physical abandonment changes a family system's roles, roles, rituals, and traditions, subsystems, and social interactions in complex ways.

These concurrent changes cause temporary or long-term anxieties until family members adapt to them and stabilize. They may lower the family's nurturance level ("functionality"), and usually cause most or all well-bonded family members significant losses which need to be mourned over time.

### Impacts on Children

The childhood and long-term effects of excessive parental absence can range from moderate to severe, depending on a child's age, gender, bond with the absent adult (weak > strong), and their extended family's nurturance level (low > high). Common experience suggests that when young children are physically abandoned by a parent or caregiver - or if a primary caregiver is "emotionally unavailable" (can't bond) - the kids are "badly hurt." Their hurt is a mix of...

**shock**, if the abandonment was unexpected and/or explosive; and...

**confusion** - many mental questions and uncertainties about the abandonment and what it means; and...

**shame** ("low self esteem") - feeling unlovable and unworthy, even if other adults are genuinely nurturing and attentive; and perhaps their hurt includes...

**guilts** - feeling (irrationally) that they did something bad or wrong that caused the abandonment; and/or...

**fears** of (a) bonding with some or all adults / men / women; and that (b) their other caregivers may *also* abandon them, and they will *die*; and *healthy* kids feel ...

**grief** over (a) involuntarily broken bonds, and later, (b) over lost hopes and fantasies of reunion. If a child is raised in an "anti-grief" family, s/he can unconsciously carry unfinished mourning into adulthood as periodic or chronic "depression."

If these hurts are intense enough, an abandoned child can develop emotional numbness and/or selective "amnesia" (repression) to protect themselves from recalling and re-experiencing their abandonment trauma and losses. One or more of their personality subselves may be living in the past, and still fear the searing pain of re-abandonment.

These effects are often magnified because parental and spousal abandonment usually signals (a) a low-nurturance ("dysfunctional") home and childhood, and (b) significantly-wounded and unaware caregivers and ancestors.

Minor kids can be also be stressed by other family members' reactions to the abandonment. If some family members scorn and vilify the adult or child who left, kids are forced to choose between loyalty to their absent parent or sibling, and other relatives. Older, less-wounded kids may be able to detach and not align with either side without excessive guilt or anxiety.

## **Part 5: Sharing thoughts and opinions about what we read**

**Journal:** Making connections between two readings, the novel and the article

Free Write. You will do this in class on a separate sheet of paper.

When we "free-write", we just put our thoughts on the paper without worrying about organization or correctness. We write to relax and explore our thoughts. Sometimes we will free-write before we read to help activate our minds and make connections with what we read; other times we will free-write after we read to go deeper into a reading topic.

In the article above, Gerlach defines abandonment and describes its causes and the effects it has on children and adults. Free-write about each of the following questions for five minutes: on a separate piece of paper

- 1. Do you think Sal's mother has abandoned her according to Gerlach's definition? Explain your answer.*
- 2. Do any of the causes Gerlach mentions explain why Sal's mother may have abandoned her? Which one and why?*
- 3. Gerlach lists several possible effects of abandonment on a child. Is Sal affected in any of these ways? Explain.*

After you have written your journal entry, share some of your ideas with a classmate.

## **Responding to chapters 5-7**

### **Review of Paragraph structure:**

Read your teacher's response to chapter 4 and the chart below. The chart shows you what is included in a good response. Write the numbers from the chart in the example response to identify these elements.

Response to Chapter 4

By Lisa Cook

In chapter 4 of Walk Two Moons by Sharon Creech, the narrator, Sal, takes her friend Phoebe to meet her blind neighbor, Mrs. Partridge. Sal is astounded that Mrs. Partridge is able to guess Phoebe's age by touching her face. Phoebe is not so amazed. She launches into a story



about how a man who was guessing people’s ages at the State Fair incorrectly guessed her father’s age as 52 when he was only 38. This story seems insignificant, but I think it provides a window into Phoebe’s world. First, when Phoebe describes her father’s dismay at being told he looked fifty-two, it is clear that she hated to see her father look foolish and feel sad. It seems like Phoebe’s father is very important to her, and she wants to protect him. Second, when Sal describes Phoebe as being “very defensive about her father,” I see that in Phoebe’s mind, her father is perfect. Finally, Phoebe’s instant dislike of Mrs. Partridge and the man at the fair makes me think she is quick to judge people. In Phoebe’s world it seems like people are either good or bad with no in between.

<i>Qualities of a Good Response</i>	Check below
1. The title and author are identified in the first sentence.	
2. The author’s idea that the student is responding to is introduced clearly.	
3. The author’s idea and the student’s opinion about it are introduced at the beginning of the paragraph.	
4. The student makes a clear, interesting point about the author’s idea.	
5. An example (or two) is included to support the student’s point.	
6. The focus on the student’s point is maintained throughout the paragraph.	
7. The student says something meaningful about the reading that the class could discuss.	

**\*Homework:** Write a paragraph responding to what you read in chapters 5-7. Use your teacher’s response above as a model of paragraph structure and use the chart to guide you. **Write your response on a separate piece of paper and attach it to this packet.**

Here are some ideas of what you might write about:

Explain what you think or feel about:

- A character’s action(s) or decision(s)
- How the novel is written (style, figurative language, tone, timeline, etc.)
- The significance of an event in the story
- The relationship between two characters
- The effect one character has on another
- The significance of Sal’s description and observations of a person, place or thing

You might also write about something you agree or disagree with or like or dislike.