

Reading & Writing Packet #1
Chapters 1–4 of Walk Two Moons by Sharon Creech

Get Ready to Read

Activity 1: What are the characteristics of a good novel?

As a group, brainstorm the qualities of a good novel.

View or read the review of our novel Walk Two Moons by *sixtysecondpics.com*. On a separate piece of college ruled, 8 ½ X 11 paper (see below for format), write down **three main points** you understand from the review.

Student Name
Instructor's Name
Intermediate Reading & Writing
Date

Reading Packet #1 Activity 1

Activity 1

- 1.
- 2.
- 3.

Activity 2

Your teacher knows a lot about Sharon Creech, the author of Walk Two Moons. He or she is going to pretend to be Sharon Creech, and you are going to interview him or her to find out more about the author.

Step 1 With a partner, think about what you would like to know about the author, Sharon Creech. Write down three to five questions you would like to ask the author:

1. _____
2. _____
3. _____
4. _____
5. _____

Step 2 Take notes as your teacher answers the questions about Sharon Creech.

Step 3 On a separate piece of college ruled, 8 ½ X 11 paper, write a paragraph about Sharon Creech. Your paragraph should include:

- A title
- A topic sentence introducing Sharon Creech
- 5 or more sentences with important details about Sharon Creech
- A concluding sentence

Homework: Complete Activity 2 if you didn't complete it in class. Purchase the novel Walk Two Moons by Sharon Creech (ISBN numbers are on the syllabus). You will need the book for our next class meeting.

Chapters 1–4 of Walk Two Moons by Sharon Creech

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: Highlighting: (In class as a group)

You will meet five characters in chapter 1 of Walk Two Moons. As you read **Chapter 1**, mark the information given about the characters with a **yellow** highlighter. Please follow along with your teacher to start this activity.

Homework: Continue this at home as you read Chapters 2–4.

In chapter 1, you will also learn about some of the places where the story takes place. Highlight this information in **pink**. Follow the examples of your teacher.

Homework: Continue this at home as you read Chapters 2–4.

Activity 2: Writing in the Margins

The blank space on both sides of the text of a book is called the margin. You can write what you think while you read in the margins so that you remember later. As you read chapter 1 with your instructor and the class, you will do this. Then, you will continue at home in the same way.

Left Margin	Text	Right Margin
<p>Write down what you understand about what you are reading. Make notes about the characters, setting, and story.</p>	<p>This is what you read in your book .</p>	<p>Write down what you think and feel as you read. 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

This is where you will take notes about the characters. In the first chapter, you and your classmates will find the names of the characters that are mentioned, write them down, and include any information you find out about them. We will check this information as a class

Homework: Continue gathering names and details about characters while you read Chapters 2–4. The character chart is on the next page.

Character Chart

On a separate piece of paper, write the names of the nine main characters you meet in chapters 1–4. Then list as many details as you can about each below the name. Your chart should look like this:

Name: _____ Details:	Name: _____ Details:	Name: _____ Details:
Name: _____ Details:	Name: _____ Details:	Name: _____ Details:
Name: _____ Details:	Name: _____ Details:	Name: _____ Details:

Activity 4: Work with Words

Vocabulary

Difficult Words in Chapter 1:

caboodle

peculiar

Homework: As you read chapters 2–4, write down 5 or more words you don't know. You should choose 5 words that make it hard for you to understand a sentence, paragraph or story.

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

Classwork: Work in groups to discuss new and unfamiliar vocabulary words from chapters 2–4. Does anyone in your group know the meaning of one of the words you don't know? Can you help anyone understand a word that is unfamiliar to them? Talk to your classmates and share what you know.

Colorful language

Figurative Language: Comparisons: The Simile

Walk Two Moons is filled with figurative language that creates vivid pictures in readers' minds. One type of figurative language that appears throughout the novel is the **simile**. A simile uses "like" or "as" to compare two seemingly unlike things. An Example of the use of simile that appears in chapter 1 in the book is "My father plucked me up like a weed" (p.1, par. 1). Can you imagine what that might mean? Can you find the other simile in chapter 1? Complete the following:

On page ____, paragraph ____, the narrator compares _____ to _____.

Now, highlight the two similes in chapter 1 in **blue**.

Homework: As you read Chapters 2–4, use your **blue** highlighter to mark figurative language and other similes that you encounter.

Activity 5: Journal

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 chapter 1, the narrator tells us she “was locked in a car with [her] grandparents for six days” (bottom, p. 2). One of the stories in the book is of this special road trip. On a separate piece of paper, write freely about a long trip that you have taken.

Describe a long trip you have taken by car, bus, train or plane. Explain why you took the trip and how you passed the time along the way. Describe what affected you most during the journey.

After you have written your journal entry, get a partner and share some of your journey with that partner. You might tell a funny event or a scary event. Tell as many details as you can. Please also take notes while you are listening to your partner.

Activity 6: Get the Grammar

Follow the Pattern

Quoted speech—tense and tone.

Copy the seven groups of sentences that are in quotes in Chapter one.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Circle the subject and double underline the verbs. What do you notice about all of these sentences?

Activity 7: Predicting. Guess what happens next: Write two predictions about the story after you finish Chapter 1 below: Remember that you will be writing about the future. Check your verb tenses carefully.

- 1.
- 2.

Activity 8: Story Within a Story

There are two stories happening at the same time. You will need to follow the main events of both stories as you read. The chart on the next page will help you do that. Today in chapter 1, you will meet Sal for the first time. The two stories really begin after Chapter 1.

Homework: On a SEPARATE piece of paper, make a chart like the example below. As you read Chapters 2–4, fill in the chart with details from the two stories.

The story of Sal with her grandparents	Phoebe's story
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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, we need to know more about some of the people and places in it. Your teacher will show you how to use Google on your computer to search for information.

Activity 9: Computer Assistance. Group work (in computer lab): In your group, research each of the following people or places from the book on the Internet. **Look for images** to help us get familiar with the places in the novel.

- Seneca Indians
- Ohio Turnpike/State of Ohio
- Sugar maple tree (this tree is part of both Sal and her mother's names)

Show what you know using charts

Activity 10: Similes. Your teacher asked you to highlight the similes you found in chapters 2-4. List the comparisons you found in the chart below.

<u>Page</u>	<u>Comparison</u>
6	trouble following grandparents to filly trailing behind an old mare
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Activity 11: Label Sal's family tree

Imagine you are Sal. Complete the family tree below.



Summarizing: Putting it all Together

Read your teacher's summary of chapter 1 and the chart below. The chart shows you what is included in a good summary. Write the numbers from the chart in the example summary to identify these elements.

In chapter 1 of Walk Two Moons by Sharon Creech, Sal, the narrator, describes her reaction to a sudden move and how her life story becomes intertwined with her new friend, Phoebe Winterbottom's story. At first, Sal is unhappy when she and her father move away from her beloved country home in Bybanks, Kentucky to a suburban home in Euclid, Ohio. When they arrive at her new house, she is disturbed to see that there are no trees and no river but only houses jammed close together. Furthermore, a stranger is there to greet her, a wild-haired woman and friend of Sal's father, Margaret Cadaver. As Sal's father tries to introduce her to Margaret, Sal looks away and sees the face of a girl in the window of the house next door. It is Phoebe. Sal says Phoebe's story and her own story are like the plaster wall in her old house. After her father got the news that her mother wasn't coming back, he broke down a plaster wall in their house, and found a fireplace hidden behind it. Like the fireplace hidden behind the wall, Sal's story is hidden behind Phoebe's.

Activity 12: Using Checklists

Qualities of a Good Summary	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.	

Homework: Your teacher will assign you a chapter to summarize. Look at the chart you completed mapping the main events in the two stories. Write one paragraph summarizing the main events in the chapter. Use your teacher’s summary as a model. **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, . . .

Responding to what you Read

Read your teacher’s response to the topic from chapter 1 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.

EXAMPLE RESPONSE

Think about Sal’s relationship to Margaret Cadaver. Sal doesn’t want to talk to or even look at Margaret Cadaver. What do you think Sal is feeling and why does she feel that way?

Response:

In chapter one, Sal meets Margaret Cadaver, who seems to be a friend of Sal’s father. Sal clearly says that she does not want to meet Margaret, but she doesn’t say why. I think Sal is feeling upset and confused because her father suddenly moved them to Euclid, Ohio. Sal felt like the farm they left behind in Bybanks, Kentucky belonged to her. It was her home, and she did not want to leave it. Maybe Sal’s father moved them so he could be with Margaret Cadaver. If that is true, I am sure Sal blames her for her troubles. It seems like it will be very difficult for Sal to ever like and accept Margaret.

Activity 13: Using Checklists Continued

<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 the question below. Use your teacher's response above as a model and use the chart to guide you. **Write your response on a separate piece of paper and attach it to this packet.**

When Sal and her grandparents left on the road trip to Idaho, Sal prayed that they would get there in time for her mother's birthday, which was seven days away. Why do you think it was so important to Sal to reach her mother on her birthday?