

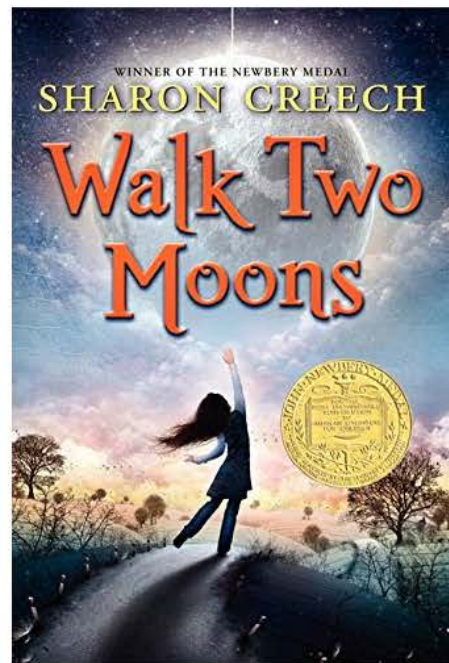
Reading ^{with} Relevance

Building INDEPENDENT READERS and THINKERS

A TEACHER'S GUIDE FOR

Walk Two Moons

A novel by Sharon Creech

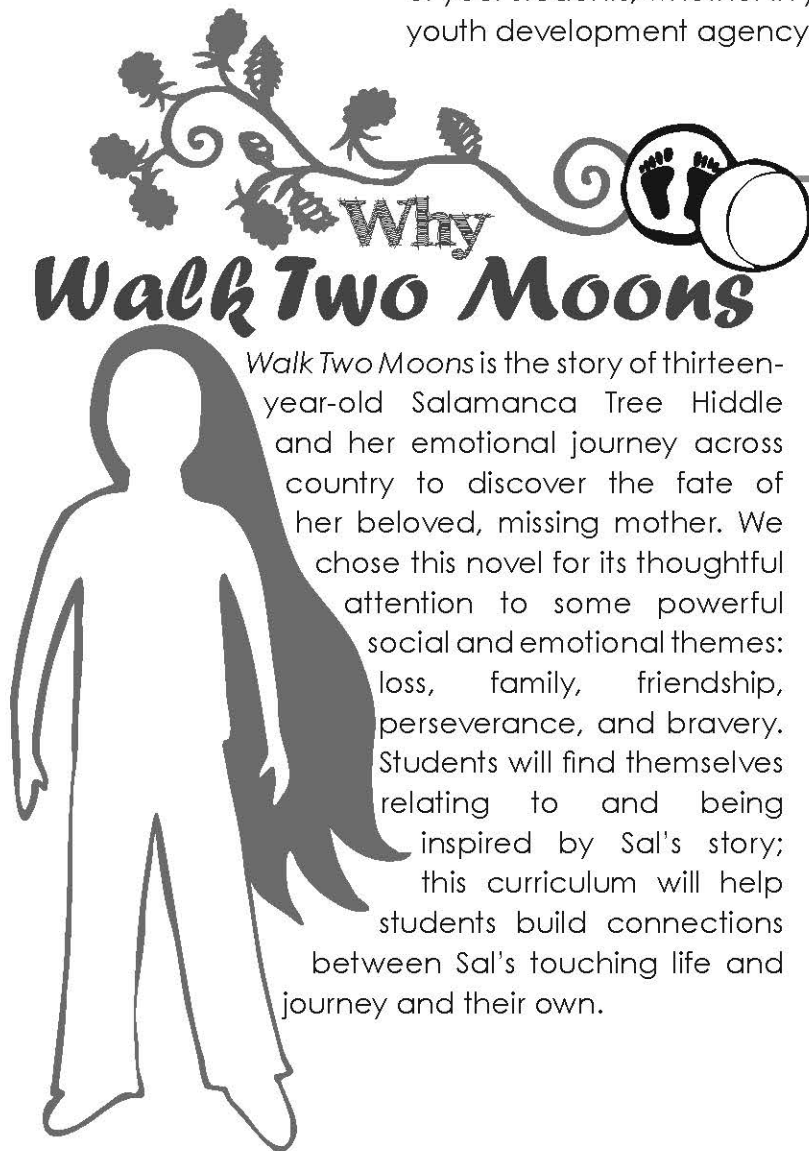


Recommended for:
Grade Levels
5th-7th

A tool to inspire change

This literacy curriculum is constructed around a content-rich novel that builds students' literacy skills and supports their character development and self-confidence. Students are motivated to read because they relate to the strong, diverse, and resilient characters featured in our selected novels and because each session gives them the opportunity to connect what they've read to their own lives.

Developed, field-tested, and refined in our own tutoring and mentoring programs, this Common Core Standards curriculum has inspired persistently low-performing students to engage with literature, make meaning in their lives, and improve their English language arts skills. Now, *Reading with Relevance* is available to help you dig deep into the social, emotional, and academic needs of your students, whether in your classroom, after-school program, or youth development agency!



This teacher's guide includes:

- A facilitator's guide with tips and resources for implementing the curriculum.
- A map of Common Core Standards addressed through this program.
- Sixteen individual lesson plans, including vocabulary, discussion questions, journal prompts, extension activities, and all handouts.
- Two assessments to monitor student progress throughout the program.
- Regular checkpoints to help teachers assess their students' progress on ELA standards.
- A culminating essay-writing unit.
- An appendix with additional teaching resources and activities to continue exploring this novel.

Session 1

pages 1-15

Vocabulary

walloping (pg 6): adj.,
impressively big

ornery (pg 9): adj.,
stubborn, unpleasant in
disposition or temper

heartily (pg 10): adv.,
sincerely, genuinely

omnipotent (pg 11): adj.,
having unlimited authority or
power

defiance (pg 14): n., bold
resistance to authority

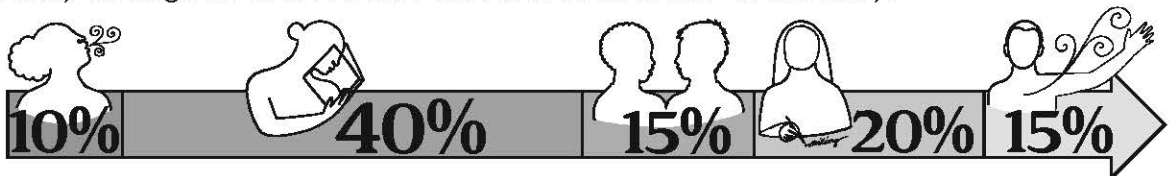
Today's Themes

Two important themes in today's reading are **change** and **bravery**. Sal has had a lot of changes in her life: she's left everything familiar and moved to a new town and new school, and she has to make new friends. Sal's new friend Phoebe thinks Sal is brave, but Sal thinks she is not brave because she's scared of lots of things. You might ask students to think about how they face new situations and changes in their lives and what it means to them to be brave.

Story Setup

This book was written in 1994 by Sharon Creech. In 1995, *Walk Two Moons* won the Newbery Medal, which is awarded to the most "distinguished contribution to American literature for children." This book's central themes focus on friendship, family, mystery, love, loss, and growing up. Have students explore the book a little. What do they notice on the cover? Does the cover give any clues to what the story might be like?

A note on the use of flashback: The novel uses flashback throughout the story. Though students are probably familiar with the use of flashback in film and television, they may not know the term. Define flashback as a scene that interrupts the events in a story to tell what has happened in the past. Often flashbacks help the reader or viewer understand events in the present. Then ask students to think of a movie or a television series that uses the technique of flashback. Explain that, because flashback is used in the novel, the setting (time and place) will occasionally change so that readers can understand the "back story."





During Reading

Beginning in the chapter, and throughout the novel, the characters use a variety of colorful words and expressions to describe their world. For example:

“chickabiddy,” “ding-dong country,” “don’t be a goose,” and “trouble followed them like a filly trailing behind a mare.”

Explain to students that they do not need to understand every word or expression to understand the story—they should read for overall meaning. This is particularly relevant for English learners, who can get lost with idioms that cannot be understood by context clues.



Discussion Questions

- From whose point of view is the story told? How do you know?
- How are Sal's two sets of grandparents different? How are they similar?
- Why is Sal in Ohio? How does she feel about this?
- Why does Sal's dad chip away at the wall? What does he find? What does this mean to Sal?
- Why do the kids at Sal's new school think she is brave? What do you think is brave about Sal?
- How is Sal different from the other kids in her school?
- How would you feel if you were in a new town and a new school like Sal?

NAMES

- In today's reading we learned about the origins of Sal's and her mother's full names.

What is the story of your name?

- » What does your name mean?
- » Were you named after someone?
- » Do you have a nickname?
- » Do you like your name? What about your name do you like or dislike?
- » If you could choose your own name, what would it be? Why?

BRAVERY

- In Chapter 3, Sal says, "What I have since realized is that if people expect you to be brave, sometimes you pretend that you are, even when you are frightened down to your very bones" (pg 13).

What does she mean? Do you agree that sometimes you have to pretend to be brave?

- » Can a person become brave over time, or is courage an inborn trait?
- » Talk about a time you were brave in your life.
- » Where were you? What was happening?



Extension Activity

The first few chapters of the book are ripe with strong figurative language, expressions, and imagery. An expression is a creative way to state a feeling or thought. Using the chart provided, have students define each expression by referring to the book and determining what they think this phrase means in context. They can keep an "Expressions Chart" in their journals and record expressions as they come across them.

Materials:

- » Expressions Chart Handout

Name: _____

Examples in Chapters 1-3

What do you think it means?



A caboodle of houses

Page #

1



Don't be a goose

2



Hill of beans

4



Try to catch a fish in the air

6



Spin us a yarn

8



A hog's belly full of things

8

Chapters 1 - 3 are full of figurative language, expressions, and imagery. An expression is a creative way to state a feeling or thought. Using the chart above, define each expression by referring to the book and writing what you think this phrase means.

Expressions Chart

Appendix

Additional Activities

Contents

Hamburger Essay Template	84
Final Essay Outline	85
Six Traits Writing Rubric	86
Character Chart	87
Message Decoder	88
Real Life Connector	89
Taking Summarizing Notes	90
Venn Diagram	91
Expository Article:	
<i>Broken Treaties and the Black Hills</i>	92
Vocabulary Comprehension Activity	94
Answer Key	95
Student Evaluation	96
Teacher Reflection	98
About Us	99



Get to Know MFI

Moving Forward Institute is a nonprofit publisher of social justice educational materials. The organization was created by the founders and staff of Moving Forward Education, a multi-generational tutoring and mentoring organization aimed at fostering academic and emotional success for underserved students in California. Since our founding in 2003, MFE has provided tutoring and mentoring services to thousands of students and has trained hundreds of young adults to enter careers in the educational field. This reading curriculum was developed by our leadership team and its advisory group, including credentialed teachers and college professors. This program has been successfully facilitated throughout California by achieving powerful and measurable results for students and schools. To learn more about our organization, or our research and data, please contact us today.

Our Purpose

At Moving Forward Institute, we know that students can be successful learners when their social and emotional needs are met.

We empower educators to meet the academic, social, and emotional needs of their students by using culturally-relevant and gender-responsive reading curricula.

Training and Professional Development Services

While lesson plans are designed to be easily facilitated by classroom teachers and after-school staff alike, our in-person training and professional development services will ensure fully effective implementation of the literacy curricula.

Additionally, we offer technical support, classroom observation, and program evaluation services to help your program be successful. Contact us for more information about these services!

Contact Us

Contact us today to learn more about how the Moving Forward Institute can support your students and staff!

Online: www.movingforwardinstitute.org
By Email: info@movingforwardinstitute.org
By Phone: 510-658-4475
By Mail: 1425 Park Ave
Emeryville, CA 94608

If your students liked *Walk Two Moons* . . .

...they might love some of our other book selections! We suggest that you check out One Crazy Summer, Bud, Not Buddy, or Any Small Goodness. Please visit our website today to browse our full selection of socially and emotionally rich novel-based curricula!