

# Chapters 21-24

♥ SOULS ♥ EVIDENCE ♥ THE BADLANDS ♥ BIRDS OF SADNESS ♥

❖ **Quickwrite:** Have you ever experienced something that changed you and/or your family forever? What was it? Why was it so life-altering?

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❖ **Vocabulary:** Write a vocabulary word next to its synonym.

1. fell \_\_\_\_\_
2. unlikely \_\_\_\_\_
3. a state of excited behavior \_\_\_\_\_
4. with hesitation \_\_\_\_\_

frenzy  
reluctantly  
far fetch  
plumeteo

❖ **Fill-in-the-Blank:** Fill in the blank with a suitable answer.

1. When Sal draws her soul, she draws \_\_\_\_\_
2. Phoebe thinks that \_\_\_\_\_
3. Once, Sal's mother was pregnant, but the \_\_\_\_\_
4. Another message appears at Phoebe's house and she says \_\_\_\_\_
5. Phoebe tells everyone at school that \_\_\_\_\_

❖ **Character Analysis:** Compare and contrast yourself with a character from the story.

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❖ **Comprehension and Analysis:** Answer the questions in complete sentences.

1. What are some ways that Sal thinks that Phoebe reminds her of herself, in the wake of their mothers' departures? Be specific in your answer.

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2. In Chapter 22, Sal's father says, "A person isn't a bird. You can't cage a person." Why does he say this? What do you think it means?

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3. What happened during Sal's mother's second pregnancy? What effects do you think this event had?

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❖ **Beyond:** Below, write an emotion you felt as you read each chapter. Illustrate the reason behind each emotion below the emotion.

| Chapter 21    | Chapter 22    | Chapter 23    | Chapter 24    |
|---------------|---------------|---------------|---------------|
| Emotion:      | Emotion:      | Emotion:      | Emotion:      |
| Illustration: | Illustration: | Illustration: | Illustration: |

*Features student work for every 3-5 chapters:*

- Quickwrite-Writing prompt related to the text.
- Vocabulary-Focus on 4 challenge words.
- True/False, Sequencing, & Multiple Choice questions.
- Standards Focus Question.
- Short Answer Questions.
- Beyond-Creative activities.

Name \_\_\_\_\_

### Walk Two Moons Journal: *Free-writing*

Choose a quote or read the quote your teacher chose from *Walk Two Moons*. Write your response to it below. To help you get started, think through some of the questions below.

- How does the quote relate to the story?
- How does the quote apply to you?
- Do you agree or disagree with it?
- Does the quote remind you of something that happened in your own life?
- Why do you like or dislike this quote?
- How does the quote make you feel?

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Name \_\_\_\_\_

### WALK TWO MOONS: Cause & Effect

In this story, the departure of Sal's mother changes everything. Below, write about three effects that occur as a result.

**EFFECTS**

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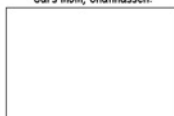
**CAUSE**


Sal's mother leaves her family.

Name \_\_\_\_\_

### Their Mothers' Moccasins

Throughout this novel, difficult circumstances force Sal and Phoebe to walk in their mothers' moccasins. Illustrate pictures of how you imagine each of their mothers. Then, underneath each illustration, write about each of their perspectives. Include quotes from the text to support your answers.

Sal's mom, Chanhassen: 

Phoebe's mom, Mrs. Winterbottom: 

Name \_\_\_\_\_

### My BOOK Review: WALK TWO MOONS

Would you recommend this book? Write about the book, and explain why you like or dislike it. Include a title, picture, and text.

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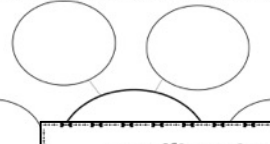
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Name \_\_\_\_\_

### YOU VS. CHARACTER

Compare and contrast yourself with a character from the story.




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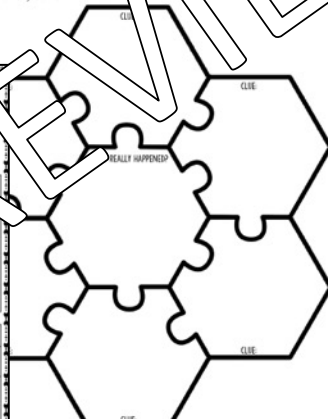
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Name \_\_\_\_\_

### What Happened to SAL'S MOTHER?

The author slowly releases clues to the reader about what happened to Sal's mother. The reader doesn't learn the whole story until the end of the book. You do gain clues along the way. As you read the story, write down clues about Sal's mother's disappearance in the edge puzzle pieces. You may write from Sal's point of view, or you may paraphrase. Then, when you find out what happened, write about it in the center puzzle piece in the very center.



Name \_\_\_\_\_

### Walk Two Moons: Character Notes





Use this page to take notes about the major characters in the story.

| Sal               | Sal's Dad | Sal's Mom |
|-------------------|-----------|-----------|
| Gramps            | Gram      | Phoebe    |
| Mrs. Winterbottom | Ben       | Margaret  |

Name \_\_\_\_\_

### Character Changes

Think about the characters below, and how they changed. Describe the characters in the beginning of the story. Then, describe the characters at the end of the story.

| Beginning of the Story  | End of the Story  |
|---|---|
|    |   |
|  |  |

Name \_\_\_\_\_

### Response to Literature: Theme

What do you think is the biggest lesson that can be learned from this story? Write the lesson below. Write a paragraph explaining the lesson, and explaining why that lesson can be learned from this story. Then, illustrate your writing.

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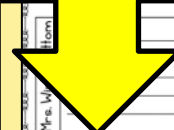
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Common Core codes are listed on the bottom of each activity.



**19 Reading Response Activities:**

- Focuses include point of view, character analysis, plot, writing, and more!
- Open-ended questions and graphic organizers perfect for differentiation.
- Aligned with Common Core.

**optimistic**  
(adjective)  
positive;  
hopeful



**glumly**  
(adverb)  
dejectedly;  
gloomily



**impulse**  
(noun)  
a sudden  
act without  
foresight



**sacrifice**  
(noun) when you  
give up something  
for the sake of  
something more  
important



**barreling**  
(verb) charging



**massive**  
(adjective)



**ghastly**  
(adjective)  
frightening



Vocabulary Words and Definitions: **WALK TWO MOONS**

| CHAPTER | PAGE # | WORD         | DEFINITION  |
|---------|--------|--------------|---|
|         | 2      | peculiar     | strange   |
|         | 6      | ornery       | grumpy  |
| 1-4     | 15     | astounding   | amazing, extraordinary  |
|         | 18     | gnarled      | twisted   |
|         | 27     | gallantly    | heroically, in a gentlemanly manner                                 |
| 5-8     | 29     | diabolic     | evil  |
|         | 35     | betrayed     | stabbed in the back   |
|         | 45     | vivid        | dramatically  |
| 9-12    | 46     | pandemonium  | chaos   |
|         | 54     | gullible     | easily deceived   |
|         | 56     | primitive    | unrefined and simple  |
|         | 60     | intriguing   | captivating, interesting  |
| 13-16   | 81     | malevolent   | hostile   |
|         | 83     | suspicious   | doubtful  |
|         | 89     | judgmental   | critical  |
|         | 98     | cantankerous | grumpy  |
|         | 111    | massive      | huge  |
| 17-20   | 116    | exuberant    | jumped or danced around excitedly                                   |
|         | 122    | distinctive  | exclusive or special  |
|         | 128    | reassurance  | the action of removing someone's doubts and fears                   |
|         | 132    | frenzy       | a state of wild behavior  |
| 21-24   | 132    | reluctantly  | in an unwilling or hesitant manner                                  |
|         | 140    | far-fetched  | unlikely and unconvincing   |
|         | 150    | plummeted    | fell quickly  |
|         | 157    | optimistic   | positive, hopeful   |
| 25-28   | 159    | glumly       | dejectedly, gloomily  |
|         | 162    | impulse      | a sudden act without foresight                                      |
|         | 165    | sacrifice    | when you give up something for the sake of something more important |

**Vocabulary Focus:**

- Complete Vocabulary List comes with and without definitions
- 3 Vocabulary Reviews to use throughout the study
- Vocabulary Word Wall Cards in full color
- Vocabulary Flashcards

- Choose the best synonym for cantankerous below.
  - whispering
  - cheerful
  - grumpy
  - judgmental
- Choose the best antonym for critical below.
  - relaxed
  - extraordinary
  - judgmental
  - forgiving



- Choose the word that best completes the following sentence.

I felt very \_\_\_\_\_ because I had skipped both lunch and dinner.

- astounding
- ornery
- intriguing
- critical

- Now, write about a time that you saw something astounding.

- Three emotions you might have if you were betrayed.

Name \_\_\_\_\_

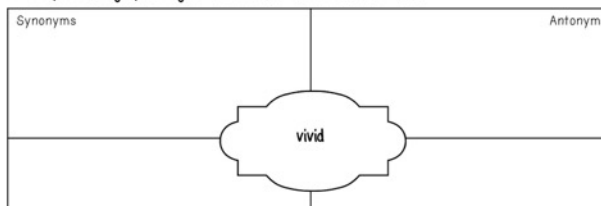
**Walk Two Moons**  
VOCABULARY REVIEW #1: CHAPTERS 1-16

- Match the word to its definition.
- |          |              |            |           |            |            |           |
|----------|--------------|------------|-----------|------------|------------|-----------|
| gnarled  | ornery       | astounding | gnarled   | gallantly  | diabolic   | betrayed  |
| critical | pandemonium  | gullible   | primitive | intriguing | malevolent | skeptical |
|          | cantankerous |            |           |            |            |           |

- Using a dictionary, or your notes, complete the table below.

| Word      | Definition | Illustration |
|-----------|------------|--------------|
| gnarled   |            |              |
| gallantly |            |              |
| primitive |            |              |
| diabolic  |            |              |

- Complete the graphic organizer below for the word in the middle.




below. Use more if you can!



## VOCABULARY PACKET

# WALK TWO MOONS

By Sharon Creech




Name \_\_\_\_\_

## ACTIVITY PACKET

# WALK TWO MOONS

By Sharon Creech




Name \_\_\_\_\_

## STUDENT CHAPTER PACKET

# WALK TWO MOONS

By Sharon Creech




Name \_\_\_\_\_

### TABLE OF CONTENTS: Reading Response Activities

| Topic                                     | Common Core               | Pages   | Response   | Use with Chapter(s)           |
|---|---------------------------|---------|--|-------------------------------|
| Activity Packet Cover                     |                           | 78      | Activity Packet Cover                                    |                               |
| Ask and Answer Guidelines                 | RL 3.1/RI 4.1/SL 4.1/EA 1 | 79-82   | Questions and Answers Version 1 (Bring Your A-Big Sheet) | any                           |
|   |                           | 81-82   | Questions and Answers Version 2                          | any                           |
| Theme                                     | RL 3.2/RI 4.2/SL 4.2/EA 2 | 83-85   | Response to Literature: Theme                            | Use after "Feeling the Road"  |
|   |                           | 85-86   | Don't's Adventure: Theme                                 | Use after "Feeling the Road"  |
|   |                           | 87      | Main Events  | any                           |
| Plot                                      | RL 3.3/RI 4.3/SL 4.3/EA 3 | 88-91   | Walk Two Moons: Cause + Effect                           | Use throughout the novel      |
|   |                           | 90-91   | What Happened to Sal's Mother?                           | Use throughout the novel      |
|   |                           | 92      | Walk Two Moons: Character Names                          | Use throughout the novel      |
| Character Analysis                        | RL 3.3/RI 4.3/SL 4.3/EA 3 | 93-94   | Character Changes  | Use after "Feeling the Road"  |
|   |                           | 95      | Who vs. Character  | any                           |
|   |                           | 96-97   | Their Mother's Passions                                  | Use after "Feeling the Road"  |
|   |                           | 98      | Walk Two Moons: Character Names                          | Use throughout the novel      |
| Setting Analysis                          | RL 3.3/RI 4.3/SL 4.3/EA 3 | 99-100  | Settings and Emotions                                    | 1, 1.5, 3a, and 4-12          |
| Figurative Language                       | RL 3.4/RI 4.4/SL 4.4/EA 4 | 100-101 | Figurative Language                                      |                               |
|   |                           | 102-103 | Figurative Language: Similes                             |                               |
| Point of View                             | RL 3.5/RI 4.5/SL 4.5/EA 5 | 104     | Sal  | any                           |
| Connecting Text with Experiences or Media | RL 3.5/RI 4.5/SL 4.5/EA 5 | 105     | My Book  | Use after "Feeling the Road"  |
| Reading Comprehension Strategies          | RI 3.1/RI 4.1/SL 4.1/EA 1 | 106     | Strategies: Walk   | Use before starting the novel |
|   |                           | 107     | My New Book  | Use after "Feeling the Road"  |
| Opinion Writing                           | RI 3.1/RI 4.1/SL 4.1/EA 1 | 108     | Walk Two Moons: "Feeling the Road" Opinions              | any                           |
|   |                           | 109-110 | Opinion Choices with Grading Sheet                       | Use after "Feeling the Road"  |

### TABLE OF CONTENTS: Assessment Packet

| Resource                      | Pages   |
|-------------------------------|---------|
| Assessment Packet Cover       | 112     |
| Assessment #1: Chapters 1-15  | 113-115 |
| Assessment #2: Chapters 17-31 | 116-118 |
| Assessment #3: Chapters 32-46 | 119-121 |
| Answer Keys                   | 122-130 |



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### STUDENT CHAPTER PACKET ANSWER KEY

**Chapter 1/4**  
A FACE AT THE WINDOW • THE CROOKED STAIRS • A STORY • BROWNIE • THAT'S WHAT I'M TELLING YOU

(page 0)  
**Quickwrite:** Answers will vary.

**Vocabulary:**  
1. ornery  
2. grumped  
3. outbidding  
4. peculiar

**True or False:**  
1. T  
2. T  
3. T  
4. T  
5. T

**Character Analysis:** Sal has just moved from Kentucky to Ohio. She is very homesick. She is going to take a road trip with her grandparents to go see her mother. She does not care to get to know Margaret Coover. She misses her mother a lot.

(page 2)  
**Comprehension and Analysis:**  
1. Sal does not want to move, and she doesn't like her new home. She wants to go back to Kentucky. I know this because of evidence in the text! On page 2, the text reads, "Where's the barn?" I asked "The river?" The swimming hole. We have to go back! I forgot something!" Also on page 1, the first sentence in the book says, "Grandpa says that I am a country girl at heart and that is true."  
2. The real reasons behind the road trip are as follows: her grandparents want to see Momma, her grandparents know that Sal wants to see Momma, and her dad wants to be alone with Margaret. Sal does want to take the road trip because she knows it is necessary, but she is not really looking forward to being stuck in a car with her grandparents for so long.  
3. Margaret seems to be Sal's dad's new love interest. Phoebe thinks that she is very spooky and not trustworthy. Sal is eager to buy into searching for reasons not to like her.

### TABLE OF CONTENTS

| Resource                                       | Pages   |
|--|---------|
| Unit Map                                       |         |
| Student Reference Bookmarks (two-sided)        |         |
| Vocabulary List with definitions               | 81-82   |
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| Table of Contents: Student Chapter Packet      | 78      |
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| Table of Contents: Reading Response Activities | 111     |
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### ABOUT THE STUDENT CHAPTER PACKET

Student work for every 3-5 chapters contains both comprehension and vocabulary. Each part includes the following sections:

- Quickwrite**-A great idea is to have the students free-write here BEFORE reading the chapters. This gets their minds warmed up and thinking in the direction that the chapters will take them. This also helps them to connect the concepts in the story to themselves.
- Vocabulary**-The students practice with four new words that are chosen for you from every set of chapters. Synonyms, antonyms, and context clues are among the skills included.
- True/False, Multiple Choice, or Sequencing**-Two sets of these types of questions are included for each section.
- Standards Focus**-One question or activity is included. These focus on Reading Literature standards like *figurative language*.
- Comprehension and Analysis**-Three provided par sections. You will find it of Bloom's Taxonomy, so are optional them all or choose just some for you.
- Beyond The Beyond** activities are a graphic organizers, and text-to-self studies to use their imaginations, might even choose to use these as well.

### TABLE OF CONTENTS: Vocabulary Packet

| Resource                             | Pages |
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| Vocabulary Review #3: Chapters 32-46 | 52-53 |
| Vocabulary Review Answer Key         | 54-55 |
| Vocabulary Word Cards                | 60-65 |
| Vocabulary Flashcards                | 66-76 |

### WALK TWO MOONS

By Sharon Creech


**Reference Bookmark**

**PLOT**  
A thirteen-year-old girl goes on a journey across the country as she wrestles with the realities of her life.

**SETTING**  
The story takes place in Kentucky, Ohio, and in many other states.

**CHARACTERS**

- Sal the thirteen-year-old girl who is the main character of the story
- Phoebe Sal's close friend
- Grandpa Sal's grandfather
- Gram Sal's grandmother
- Bim-a boy from school
- Margaret-a lady that Sal doesn't trust



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PREVIEW

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- Tables of Contents
- Teacher instructions
- Student Cover Pages
- Student reference bookmarks
- All answer keys

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❖ **Part 4: Comprehension Multiple Choice**

Choose the best answer for each question below.

11. Which of the following is not one of the reasons that Sal must take a trip with her grandparents?
  - a. Gram and Gramps want to see Momma.
  - b. Momma sent a letter begging Sal to visit her.
  - c. Dad wants to be alone with Margaret.
  - d. Gram and Gramps know that Sal is
  
12. Choose the best word to describe Phoebe.
  - a. Imaginative
  - b. Popular
  - c. Loud
  - d. High-tempered
  
13. Choose the answer that best describes P. Cadaver.
  - a. She is very friendly with Mrs. Cadaver.
  - b. She doesn't have an opinion of Mrs. Cadaver.
  - c. She thinks Mrs. Cadaver is creepy.
  - d. She is very angry with Mrs. Cadaver.
  
14. What mysterious object shows up at Phoebe's house?
  - a. A note
  - b. Anonymous flowers
  - c. An empty box
  - d. An old photograph
  
15. Which of the following does not happen in the story?
  - a. Sal is afraid that her grandparents like her.
  - b. A "lunatic" shows up at Phoebe's house.
  - c. Sal wonders if Ben just tried to kiss her.
  - d. Sal is reminded of her mother when she sees Ben.
  
16. Which of the following is not true about P. Cadaver?
  - a. She has an older sister.
  - b. Her family is very proper.
  - c. She is neighbors with Mrs. Cadaver.
  - d. She has a crush on Ben.

❖ **Part 5: Comprehension & Analysis Short Answer**

Answer the following questions in complete sentences.

17. Describe Sal using at least three adjectives. Explain your choices. Then, explain how you are similar to and different from this character.

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

**WALK TWO MOONS**  
 Assessment #1: Chapters 1-16

❖ **Part 1: Vocabulary Matching**

Match the words with their definitions by writing the correct letters on the lines.

- |                     |                              |
|---------------------|------------------------------|
| 1. peculiar _____   | A. naïve and easily deceived |
| 2. astounding _____ | B. amazing, extraordinary    |
| 3. vivid _____      | C. strange                   |
| 4. gullible _____   | D. judgmental                |
| 5. intriguing _____ | E. dramatic and lively       |
| 6. critical _____   | F. enthralling; interesting  |

❖ **Part 2: Vocabulary Fill-in-the-Blank**

Choose the word that best completes each sentence below.

7. The honorific knight \_\_\_\_\_ bowed to every lady in the room before taking his seat.
8. The \_\_\_\_\_ ornery man in the gallery.
9. The \_\_\_\_\_ and malevolent.

My favorite tree was old, \_\_\_\_\_, and perfect for climbing.

- a. cantankerous
- b. skeptical
- c. gnarled
- d. gullible

❖ **Part 3: Vocabulary Sentences**

Write two sentences below, each containing one of the following words.

ornery    diabolic    betrayed    pandemonium

9. \_\_\_\_\_
10. \_\_\_\_\_

\_\_\_\_\_ from the story. Write about what you learned from the story. How did you feel when you walked two moons in his moccasins.

\_\_\_\_\_ Do you feel a strong emotion? (The emotion could be sympathy, etc.) Explain what emotion it was, and how you felt.

\_\_\_\_\_ What events have happened in Sal's life so far, and what do you think will happen next?

**ASSESSMENTS included:**

- Tests for vocabulary and comprehension
- Mix of question types
- Tests for Chapters 1-16, 17-31, and 32-44

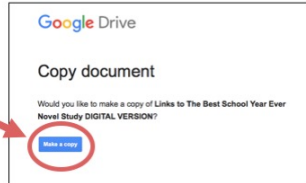
# Instructions

for Google™ Drive File

1. You will need Internet access and a Google™ account (which is free).
2. Click on the link below. You will be prompted to make a copy of a Google™ document called "Links to Walk Two Moons Novel Study Digital Version." Click on the blue button that says "Make a Copy." That copy will be saved to your Google™ Drive. (All of the screenshots below are examples only. The text may differ, but it will look otherwise the same.)

[Walk Two Moons Novel Study Google™ Drive Version](#)

Click here first!



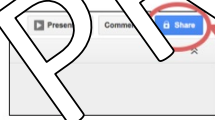
3. Inside of that document, you will see five links. Click on each of the links. Immediately after clicking each link, you will be prompted again to make a copy of that document. Every time you click a link for a new document, click the blue button that says "Make a copy" in order to transfer that document to your own Google™ Drive account. (Therefore, you will need to repeat this process five times, once per link.)



Click each of the links and make copies.

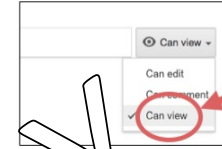
Note: If you have Google™ Drive accounts with multiple email addresses, make sure you make sure which email address is selected in the top right corner of the screen, so you can easily find the files in the future.

3. Go through each of your copied documents. Make any changes you want. For example, you can rearrange some of the student pages, or eliminate pages that you don't want to use.
4. Once you're ready, share the documents with your students as needed. Students will need their own Google™ accounts. To share, open the document you want to share, click on the blue button in the upper right corner that says "Share."

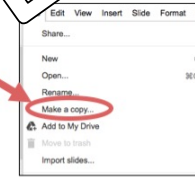


\*Note: Sharing with students could also be done through Google™ Classroom.\*

5. Next, you will be prompted to enter the students' e-mail addresses. Be sure to mark your shared document as "Can View," which is a drop down menu on the right-hand side of where you type the e-mail addresses. "Can Edit" will likely be the default selection, so you will need to change it.

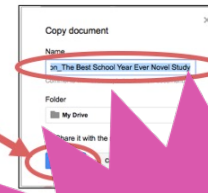


6. Students will need to make their own copies so they can't edit your documents. Their own copies will then get saved into their own Google™ Drives. In order to make their own copies, students will need to click the links in their e-mails, which will open whatever document you shared with them in Google™ Drive. Students will need to click on "File," and then "Make a copy," in the upper left corner.



ONLY

A box will pop up like the one below. Students can change the name of their copied documents to something of your choosing, so that it is not confusing when they share their document back with you. After they hit OK, the document will be saved into their own Google™ Drives.



Students will rename their copied documents here.

7. Students will be able to access the documents they shared with them. Changes that students make to the documents will not affect the original documents.
8. Students may share their work with other students.
9. Don't forget that you do not need to print out the Google™ Slides or print the best as hard copies (such as paper).

Your purchase includes both the PAPER version and the GOOGLE™ version of this novel study.

**BONUS Paperless Version included!**

- Compatible with Google™ Drive
- Upon purchasing, you will receive instructions for how to get started right away!

# Why do it digital?

- ✓ No paper or pencil
- ✓ No wasting ink
- ✓ Students work directly in the file
- ✓ Incorporate technology
- ✓ Improve student writing
- ✓ High student engagement
- ✓ Renewed student interest
- ✓ Access anywhere
- ✓ College readiness
- ✓ Also printable
- ✓ Full color

PREVIEW ONLY

Student Version: Walk Two Moons

Name: [Add your text here](#)

## WALK TWO MOONS Cause & Effect

In this story, the departure of Sal's mother changes everything. Below, write about the effects that occur as a result.

**EFFECTS**

[Add your text here](#)

[Add your text here](#)

[Add your text here](#)

**CAUSE**

Sal's mother leaves her family.

Student Version: Walk Two Moons

## Chapters 13-16

▼ BOUNCING BIRKWAY ▼ THE RHODODENDRON ▼ A SNAKE HAS A SNACK ▼ THE SINGING TREE ▼

❖ **Quickwrite:** Do you keep a journal or diary? If so, why do you enjoy it? If not, why don't you? How would you feel if someone read your journal or diary?

[Add your text here](#)

❖ **Vocabulary:** Write a vocabulary word next to its synonym.

- doubtful [text here](#)
- evil [text here](#)
- judgmental [text here](#)
- grouchy [text here](#)

❖ **Fill-in-the-Blank:** Fill in the blank with a suitable answer.

- Mr. Birkway is [text here](#)
- While Phoebe and Sal watch Margaret Cadover out of the window, they see [text here](#)
- Sal does not want the gift from Margaret because [text here](#)
- Gram ends up in the hospital because [text here](#)
- Tom Fleet is [text here](#)

❖ **Setting Analysis:** Describe one of the settings from these chapters. Write about what sort of feeling that setting inspired in you.

[Add your text here](#)

malevolent  
skeptical  
critical  
cantankerous

## MORE about the GOOGLE™ version...

- Novel study pages are available in "Google™ Slides" with text boxes, for students to type into.
- Please note that the novel study itself is not editable. This version simply offers students the opportunity to access the unit via Google Drive™, so they may type and draw directly onto the pages on their computers or tablets.
- Though the pages themselves are not editable, you may delete or reorganize the pages as needed.
- See sample screenshots on the right for a clear idea of what this looks like.