WALK TWO MOONS

NOVEL STUDY

GRADES 6-8

32 STUDENT PAGES

ANSWER KEY INCLUDED


My name _____

Part 8: Arriving

Read this part of Walk Two Moons. Then answer each question.

Questions about Walk Two Moons, Part 8. It is okay to pass on a question.

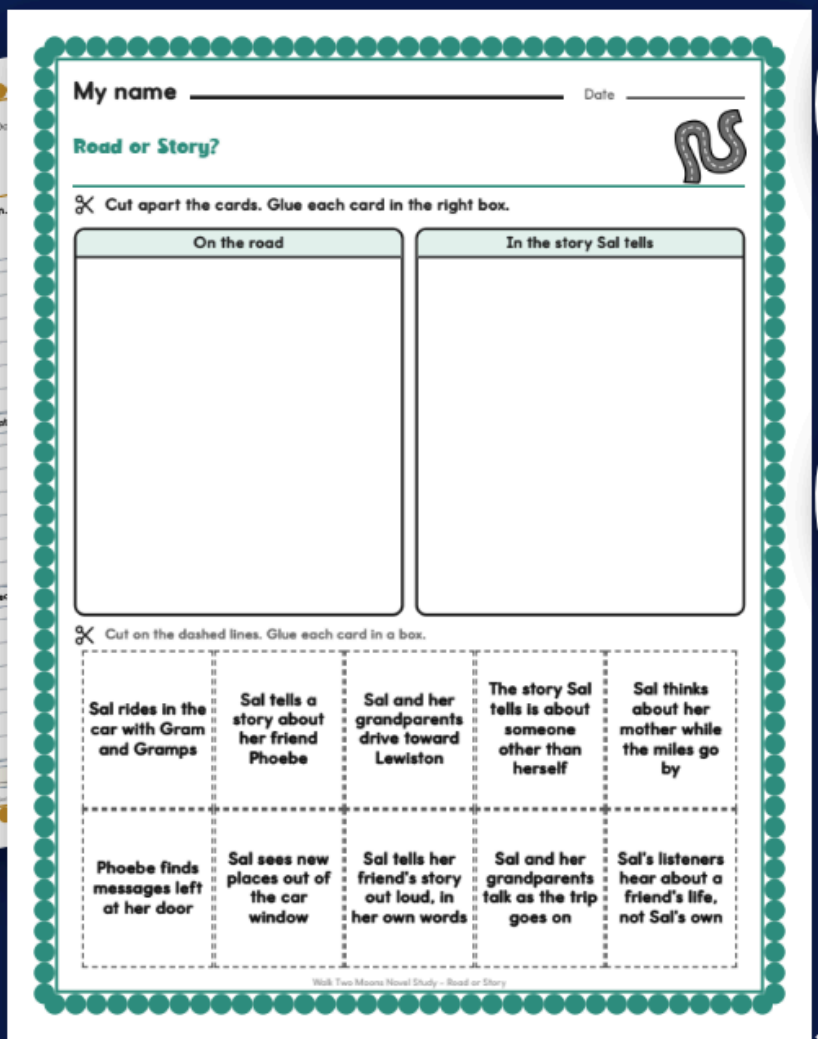
1. Recall: How does the trip end? Tell it in two sentences.

2. Think: How is Sal different at the end? Use one early detail and one lat

3. Your view: What did the journey teach Sal? What did the story te

This shows/It ... I think ...

Walk Two Moons Novel Study – Questions


My name _____ Date _____

Road or Story?

Cut apart the cards. Glue each card in the right box.

On the road	In the story Sal tells

Cut on the dashed lines. Glue each card in a box.

Sal rides in the car with Gram and Gramps	Sal tells a story about her friend Phoebe	Sal and her grandparents drive toward Lewiston	The story Sal tells is about someone other than herself	Sal thinks about her mother while the miles go by
Phoebe finds messages left at her door	Sal sees new places out of the car window	Sal tells her friend's story out loud, in her own words	Sal and her grandparents talk as the trip goes on	Sal's listeners hear about a friend's life, not Sal's own

Walk Two Moons Novel Study – Road or Story



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Print at 100 percent

Turn off fit to page and shrink to fit so the ruled lines stay 0.34 inch apart. Every student page is black and white inside a colored border, so it prints well on any printer.

About the book

You need your own copy of Walk Two Moons. All questions, words and pages here are original and contain no text from the book. This resource is not affiliated with or endorsed by Sharon Creech, the publisher, or the owners of the book Walk Two Moons.

Student work

A filled-in page carries a real student's name. Keep it in your records folder, and use a first name only on any page that leaves your hands.

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PREVIEW

How to Run the Novel Study

One plan for the whole book in 8 parts, a question page for each, and pages on the character, the conflict, the two stories and seeing things from another side.

A plan for the whole book

Read	Part	My chapters	Page	Talk about it
Part 1	Meeting Sal		6	What makes a good story for a long trip?
Part 2	On the Road		7	Why do people tell stories about other people?
Part 3	A Friend's Story		8	What does family mean beyond who lives in your house?
Part 4	Two Stories		9	How can a story hold two stories at once?
Part 5	Family		10	How can you be kind to someone who misses a person?
Part 6	Missing Someone		11	What does it mean to judge someone too fast?
Part 7	Seeing It Differently		12	How can you find out another person's side?
Part 8	Arriving		13	How can a journey change a person?

The routine

- **Read a part** aloud, in small groups, or on their own. Split your copy into 8 parts of about the same length and write your chapters in the table. The key says what to look for in each part.
- **Students answer** that part's question page (pages 6 to 13). Each page has a recall, a think and a your-view question, and says it is okay to pass.
- **Keep the organizers going**: the plot path (page 14), character map (page 15), conflict chart (page 16), cause and effect (page 20) and how Sal changes (page 21).
- **Talk about two stories and other sides** with the two-stories page (page 17), the perspective page (page 18), the road-or-story cut-and-sort (page 19) and the guide (page 37).
- **Teach the vocabulary** with the four word pages (pages 24 to 27) and the match (page 28).
- **Finish** with the final review (page 31), the essay (pages 32 to 34) and the final project (page 35).

Before you teach it

- Read the book yourself first. Some students may have lost someone, or may live apart from a parent. Questions are for talking, and any student may pass. If a student seems upset, follow your school's own process and bring in your school counselor.
- Use the names and the order of events your own copy uses: this file has no book text in it.

Spoilers and your answer key

The answer key (pages 38 to 42) gives away how the story goes. Keep it from students until the book is finished. Most questions ask for an opinion or a detail from the student's own copy, so the key says Varies and tells you what to look for.

PREVIEW

My name _____ Date _____



Before You Read

Think about Walk Two Moons. Then write your ideas.

It is okay to pass on a question.

1. Look at the title, Walk Two Moons. What do you think this book is about?

2. Have you ever taken a long trip? What did you see, and what did you think about?

3. Have you ever heard a story that helped you understand a person better? What was it?

4. Agree or disagree: you can know what a person is like just by looking at them.

☐ I agree ☐ I disagree

Why do I think so?

5. What do you want to find out as you read?

PREVIEW

Preview - Bright Ideas Shed

My name _____ Date _____



Part 3: A Friend's Story

Read this part of Walk Two Moons. Then answer each question.

Questions about Walk Two Moons, Part 3. It is okay to pass on a question.

1. Recall: Sal begins to tell about a friend. What is the friend's name, and what is the friend like?

2. Think: Why might Sal tell Phoebe's story instead of only her own?

3. Your view: Can hearing about other people's lives help us understand our own? Explain your thinking.

Starters: The book says ____. This shows ____. I think ____ because ____.

PREVIEW

Preview - Bright Path Shed

My name _____ Date _____



Part 5: Family

Read this part of Walk Two Moons. Then answer each question.

Questions about Walk Two Moons, Part 5. It is okay to pass on a question.

1. Recall: Gram and Gramps travel with Sal. Tell two things about each of them from the part you read.

2. Think: How do the people in Sal's family show that they care for each other? Give one detail.

3. Your view: What does family mean to you? It does not have to be the people you are related to.

Starters: The book says ____. This shows ____. I think ____ because ____.

PREVIEW

My name _____ Date _____



Part 8: Arriving

Read this part of Walk Two Moons. Then answer each question.

Questions about Walk Two Moons, Part 8. It is okay to pass on a question.

1. Recall: How does the trip end? Tell it in two sentences.

2. Think: How is Sal different at the end? Use one early detail and one late detail.

3. Your view: What did the journey teach Sal? What did the story teach you?

Starters: The book says ____. This shows ____. I think ____ because ____.

PREVIEW

Preview - Bright Path Shed

My name _____ Date _____

Character Map

Fill in a map for Sal and a map for another person.

Sal

Three words that describe

What this character wants

What gets in the way

A strength

A hard moment

A moment that shows who this character is

Another person: name _____

Three words that describe

What this character wants

What gets in the way

A strength

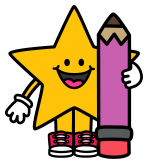
A hard moment

A moment that shows who this character is

One way these two people are alike, and one way they are different

PREVIEW

My name _____ Date _____



See It Their Way

Read each problem. Write what you first think, then what the other person might think.

These problems are invented. They are not from the book. Talk with a partner before you write.

A. The new student

A new student sits alone at lunch and does not talk. Some kids say the new student is unfriendly.

What I first think

What the other person might be thinking or feeling

☐ **My view changed** ☐ **My view stayed** ☐ **I am not sure**

B. The late friend

Your friend is late again and does not say why. You start to feel angry.

What I first think

What the other person might be thinking or feeling

☐ **My view changed** ☐ **My view stayed** ☐ **I am not sure**

C. The neighbor's house

Kids on your street say the house at the corner is spooky, but nobody has met the person who lives there.

What I first think

What the other person might be thinking or feeling

☐ **My view changed** ☐ **My view stayed** ☐ **I am not sure**

PREVIEW

Preview - Bright Path Shed

My name _____ Date _____

Cause and Effect

Write what happened. Then write what happened because of it.

A cause is why something happens. An effect is what happens because of it. Write five cause-and-effect pairs from different parts of the book.

Part	What happened (the cause)	What happened because of it (the effect)

Starters: Because ____, ____ happened. ____ happened, so ____.

Which effect surprised me most? What caused it?

PREVIEW

My name _____ Date _____



Write a Letter

Write a letter to Sal.

From (me) _____ To Sal _____

Dear

My letter: tell what you notice about her and how you feel

What I want her to know, and why

Signed _____

PREVIEW

Preview - Bright Path Shed

My name _____ Date _____

Words: Family and Feelings

Read each word. Write a sentence. Add a word that means the same.

grief (noun)
deep sadness when someone is gone or something is lost.

My sentence

Same meaning _____

longing (noun)
a strong wish for something or someone that is far away.

My sentence

Same meaning _____

homesick (adjective)
sad because you are away from home.

My sentence

Same meaning _____

comfort (verb)
to make someone feel calmer and less sad.

My sentence

Same meaning _____

lonely (adjective)
sad because you are alone or feel left out.

My sentence

Same meaning _____

hopeful (adjective)
believing that something good may happen.

My sentence

Same meaning _____

PREVIEW

Preview - Bright Ever After

My name _____ Date _____

Match the Meaning

Write the letter of each meaning.

1	**journey**	☐	**A**	to decide what someone is like
2	**memory**	☐	**B**	a part of a story that goes back to an earlier time
3	**perspective**	☐	**C**	the strength to do something that feels hard or scary
4	**flashback**	☐	**D**	a long trip from one place to another
5	**grief**	☐	**E**	a strong wish for something or someone that is far away
6	**longing**	☐	**F**	hard to explain or understand
7	**comfort**	☐	**G**	the way a person sees something, from where they stand
8	**judge**	☐	**H**	to stop being angry at someone for a mistake
9	**assume**	☐	**I**	deep sadness when someone is gone or something is lost
10	**mysterious**	☐	**J**	to believe something is true without checking
11	**courage**	☐	**K**	something you remember from the past
12	**forgive**	☐	**L**	to make someone feel calmer and less sad

PREVIEW

My name _____ Date _____



Prove It With the Text

Make a claim. Back it up with evidence.

The question I am answering

My claim: my answer

Evidence 1. Part _____

The book says (a short phrase)

This shows

Evidence 2. Part _____

The book says (a short phrase)

This shows

My reasoning: how the evidence proves my claim

Starters: The book says ____. This shows ____. I think ____ because ____.

PREVIEW

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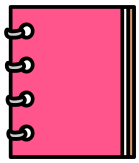
My name _____ Date _____



My Essay: Plan

Plan each part of your essay.

Opening and claim
Start with a hook. State your claim.

Reason 1
Evidence and part

Reason 2
Evidence and part

Reason 3
Evidence and part

Closing
Say why it matters.

PREVIEW

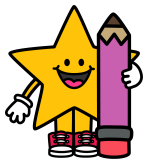
My check before I write

- ☐ My claim is clear
- ☐ Each reason has evidence
- ☐ I named the parts
- ☐ I used a vocabulary word

Preview - Bright Path Sped

My name _____ Date _____

Final Project



Check one project. Plan it, then make it.

☐ **Project A**

Make a trip map

Draw Sal's route as a path with five stops from your copy. Write one thing that happens at each stop.

☐ **Project B**

Write a postcard

Write a postcard from Sal to someone she misses. Use at least two vocabulary words.

☐ **Project C**

Make a book review

Give the book a rating from 1 to 5. Give three reasons and tell who you think should read it.

My project: write here

My plan: what I need and what I will do first

My checklist

☐ I used the book to check my facts ☐ I used a vocabulary word ☐ I checked my spelling

PREVIEW

Answer Key

Spoiler warning: this key gives away how the story goes. A sample answer is one acceptable answer, not the only one; where a question asks for an opinion or a detail from the student's copy, it says Varies and tells you what to look for. The eight parts are a suggested split; write your own chapters on the how-to page.

Part 1: Meeting Sal (page 6)

1. **Recall: The narrator.** Sal (Salamanca Tree Hiddle) tells it in her own voice (first person). Accept two accurate details from the student's copy.
2. **Think: Sal's voice.** Varies. The phrase is short and copied exactly, and the explanation links it to a trait such as funny, curious or careful.
3. **Your view: Telling a story.** Varies. Look for a choice with a reason.

Part 2: On the Road (page 7)

1. **Recall: The trip.** Gram and Gramps are Sal's grandparents. They travel by car on a long trip to Lewiston, Idaho. Accept an accurate detail about the stops from the student's copy.
2. **Think: Why a trip?.** Varies. Look for a reason such as time to think, a listener, or leaving everyday life behind.
3. **Your view: Ways to travel.** Varies. Look for a choice with a reason.

Part 3: A Friend's Story (page 8)

1. **Recall: The friend.** The friend is Phoebe. What she is like varies for the student's copy; accept two accurate details.
2. **Think: Why Phoebe?.** Varies. Look for an idea such as understanding her own feelings through someone else's, or putting off something hard.
3. **Your view: Other people's stories.** Varies. Look for a view with a reason. Any student may pass.

Part 4: Two Stories (page 9)

1. **Recall: Switching stories.** Varies. Accept any accurate moment from the student's copy, with the clue that showed the change (a name, a place or a time).
2. **Think: Why two stories?.** Varies. Look for a reason for each story and a link between them.
3. **Your view: Which one?.** Varies. Opinion with a reason.

My notes on parts 1 to 4 (your wording)

PREVIEW

Answer Key

The final review and the cut-and-sort.

Final Review (page 31)

1. **Recall: The whole story.** Varies. Look for three accurate sentences in order: Sal travels by car with Gram and Gramps on a long trip to Lewiston, Idaho; she tells the story of her friend Phoebe as they go; she thinks about her mother, who is away from home; the ending varies for the student's copy.
2. **Recall: Who is who.** Varies. Phoebe is Sal's friend and Gram and Gramps travel with her. Accept a third from the student's copy.
3. **Think: Two stories, one link.** Varies. A named link with a detail from each story.
4. **Think: Missing someone.** Varies. A detail from the student's copy tied to a feeling.
5. **Prove it: A word for Sal.** Varies. Two details named by part.
6. **Your view: Another side.** Varies. Opinion with a reason and a detail from the book.

Road or Story (page 19)

On the road: Sal rides in the car with Gram and Gramps; Sal and her grandparents drive toward Lewiston; Sal thinks about her mother while the miles go by; Sal sees new places out of the car window; Sal and her grandparents talk as the trip goes on.

In the story Sal tells: Sal tells a story about her friend Phoebe; The story Sal tells is about someone other than herself; Phoebe finds messages left at her door; Sal tells her friend's story out loud, in her own words; Sal's listeners hear about a friend's life, not Sal's own.

My notes on the final review and the sort (your wording)

PREVIEW

Essay Rubric

For the essay on pages 32 to 34. Five criteria, three descriptions each; add your own notes.

Student _____ Prompt (A, B or C) _____ Date _____

Criterion	Strong	Getting there	Not yet	My notes
Opinion	A clear opinion that answers the prompt	An opinion, but it is vague or partly off the prompt	No clear opinion	
Evidence	Three or more details from the book, named by part	One or two details, or details with no part named	No details from the book	
Explaining	Each detail is explained and tied back to the opinion	Some explaining; some details stand alone	Details are listed but not explained	
Organization	Opening, three reasons, closing; clear order	Most parts are there; order is hard to follow	Parts are missing or mixed up	
Language	Vocabulary words used correctly; few spelling errors	A vocabulary word or two; some errors	No vocabulary words; errors get in the way	

How to use it

Circle or highlight one box in each row. There is no total: your notes and the student's next step matter more. The student's checklist is on page 33.

PREVIEW

Walk Two Moons at Home

Dear family, our class is reading Walk Two Moons, a novel about a girl on a long trip with her grandparents, a story inside a story, and seeing things from another side. Some parts are about missing someone. Questions are for talking, not for a grade, and any student may pass.

Student _____ Part we are reading _____

Three things to talk about

- Ask your student: what is the story about so far, in three sentences?
- Ask: what does Sal want, and what gets in her way?
- Ask: what does it mean to see something from another person's side? Share an example from your family, only if you want to.

My words from home

One thing I learned _____

One feeling I noticed _____

A question I have _____

Words that may come up

Narrator: the voice that tells a story. **Journey:** a long trip from one place to another. **Perspective:** the way a person sees something. **Memory:** something you remember from the past.

Note from the teacher

Note from home

PREVIEW