

Walk Two Moons

Educator Information and Directions

This PDF provides the materials that accompany the lesson “Close Reading and *Walk Two Moons*.” This PDF contains activities for students to complete before, during, and after they read the passage. Highlighted words within the passage indicate vocabulary words that will be referred to in assessment questions.

Student Reading Guide

Before Reading

- Watch the video.
- Review the anchor chart.
- Complete the Vocabulary Activity.
- Complete the Online Practice.
- Read some information about today’s passage.
- Start thinking about the topics in the passage by answering the questions.

During Reading

- Read the **Purpose for Reading**.
- Read the passage.
- Take notes and annotate what you are reading.

After Reading

- Reflect on what you have read by answering the questions.
- Complete the **Online Assessment** questions.

Taking Notes and Annotating

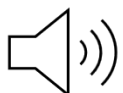
Here are some strategies for annotating and taking notes **in the text itself**:

- **Highlight** or underline important words or words you don’t know.
- **Circle** key concepts and ideas.
- Use abbreviations or symbols. For example:

?	To show confusion or questions
M.I.	To show the main idea
★	To show important details
❤	To show the main character’s feelings

Here are some strategies for annotating and taking notes **in the notes section** under the text:

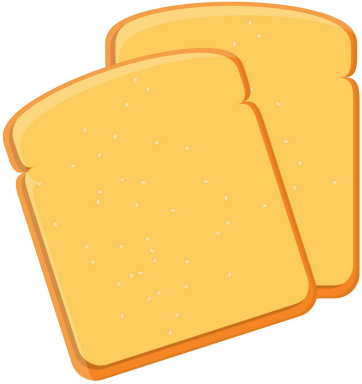
- Summarize key points in your own words.
- Write brief comments and questions.



If you would prefer to listen to the passage/poem, click the link to access an audio recording: [Link to Audio Recording of Passage](#)

Close Reading – Anchor Chart

Close reading is **actively reading by summarizing, questioning, clarifying, and synthesizing as you read.**



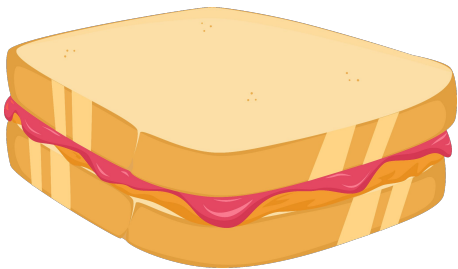
Summarize - give a basic overview of the main points in the story and your understanding of them

Ask: What is the author saying?



Question and clarify - make clearer
Use **context clues** - hints the reader can use to determine the meaning of an unknown word

Ask: How does the author tell the story?



Synthesize - combine and connect all the elements to find a greater meaning

Ask: What does the story mean?

Close Reading – Vocabulary

Match each word in the left column with its definition on the right.

Write the corresponding letters next to the vocabulary words.

- | | |
|-----------------------|--|
| 1. ____ Prediction | a. To give a brief recap of the main events of the story |
| 2. ____ Context clues | b. To make clearer |
| 3. ____ Close reading | c. Actively reading by questioning, clarifying, summarizing and synthesizing as you read |
| 4. ____ Summarize | d. To combine and connect all the elements to find a greater meaning |
| 5. ____ Clarify | e. An educated guess about what might happen in the story |
| 6. ____ Synthesize | f. Hints the reader can use to determine the meaning of an unknown word |

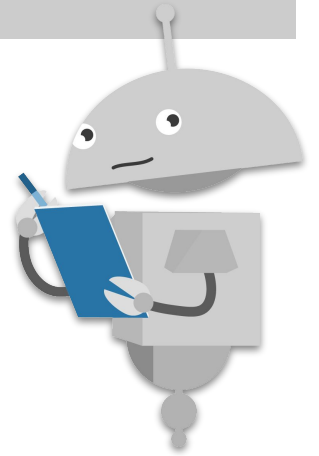
Use the words in the box to fill in the blanks below.

context clues	prediction	synthesize	summary
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1. Rafiq is about to read a passage. He asks himself, “What might this story be about?” Rafiq is making a _____.
2. Ismael is thinking about the main events of the passage in order to write a _____ of what he has read.
3. Christiana doesn’t know the meaning of a certain word, so she is looking for _____ to help her figure it out.
4. Jaz needs to _____ what she has read to determine the theme of the passage.

Before Reading

Today's passage is an excerpt from *Walk Two Moons*, which was written by Sharon Creech. It is about the feelings of a young girl who has experienced a big change and has moved to a new town.



Before you read today's passage, think about what "home" feels like and any changes you have experienced before.

?

Draw or describe the elements or features that make a place feel like "home" to you.

?

Have you ever experienced a big change in your life? How did you feel about the change?

During Reading



Purpose for Reading: While you are reading, focus on the emotions of the main character, who has experienced a big change and has moved to a new town. Try to understand the differences between her old town and what she is seeing in the new town. Ask yourself how those differences make her feel and what parts of the text help you understand her feelings.

While you read, remember to annotate and take notes! You can review strategies for annotation on page 1 of this PDF.

Excerpt from *Walk Two Moons*, by Sharon Creech

(1) Gramps says that I am a country girl at heart, and that is true. I have lived most of my thirteen years in Bybanks, Kentucky, which is not much more than a caboodle of houses roosting in a green spot alongside the Ohio River. Just over a year ago, my father plucked me up like a weed and took me and all our belongings (no, that is not true – he did not bring the chestnut tree, the willow, the maple, the hayloft, or the swimming hole, which all belonged to me) and we drove three hundred miles straight north and stopped in front of a house in Euclid, Ohio.

(2) “No trees?” I said. “This is where we’re going to live?”

(3) “No,” my father said. “This is Margaret’s house.”

(continued)

During Reading (continued)



Excerpt from *Walk Two Moons*, by Sharon Creech (continued)

(4) The front door of the house opened and a lady with wild red hair stood there. I looked up and down the street. The houses were all jammed together like a row of birdhouses. In front of each house was a tiny square of grass, and in front of that was a thin gray sidewalk running alongside a gray road.

(5) “Where’s the barn?” I asked. “The river? The swimming hole?”

(6) “Oh, Sal,” my father said.

(7) “Come on. There’s Margaret.” He waved to the lady at the door.

(8) “We have to go back. I forgot something.”

(9) The lady with the wild red hair opened the door and came out onto the porch.

(10) “In the back of my closet,” I said, “under the floorboards. I put something there, and I’ve got to have it.”

(11) “Don’t be a goose. Come and see Margaret.”

(continued)

During Reading (continued)



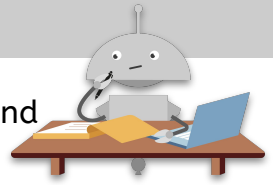
Excerpt from *Walk Two Moons*, by Sharon Creech (continued)

(12) I did not want to see Margaret. I stood there, looking around, and that's when I saw the face pressed up against an upstairs window next door. It was a round girl's face, and it looked afraid. I didn't know it then, but that face belonged to Phoebe Winterbottom, a girl who had a powerful imagination, who would become my friend, and who would have many peculiar things happen to her.

Creech, Sharon. *Walk Two Moons*. New York: HarperCollins, 1994.

Notes

After Reading



Reflect on the differences between the main character's old town and new town. Draw or write to describe the places and how the main character feels about each one.

Old Town	New Town
Description:	Description:
Character's Feelings:	Character's Feelings:

After you are done reading and reflecting, you may want to ask yourself some more questions, like...

- Did this passage have a theme?
- What does the main character say that shows us how she feels?

You may even want to read the passage a second or third time! When you feel ready, go ahead and take your assessment!