

# Guided Reading Lesson Plan (Levels M-Z)

Title: **Walk Two Moons**

Level: U

ISBN: 0-590-67409-9

Publisher: Scholastic

Before Reading: (5-7 min.)

Chp. 1-5 p. 1-28

\*Summarize plot (M)

\*Discuss pictures (M)

\*Unfamiliar book language/character names (S)

\*Draw upon students' experiences (M)

**Today we are going to begin reading Walk Two Moons by Sharon Creech. This is a story about a girl named Salamanca or Sal. She is traveling from Ohio to Idaho in hopes of finding her mother. Sharon Creech is a terrific author. She frequently chooses to write about difficult or sad topics. We will take a deeper look at the characters and their characteristics once we get farther into the book. First, we are going to study aspects of the writer's craft. Today we are going to focus on the characters' voices. You will read pages chapters 1-5, pgs. 1-28.**

Words/Text Layout:

**caboodle (p. 1)**

**Phoebe (p. 2)**

\*New or important words (V)

**elderly (p. 10)**

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

*connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance*

**Readers recognize the use of figurative and descriptive language and discuss how it adds to the quality of a text.**

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

\*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students' perspectives

\*Connect discussion to the teaching point and/or a comprehension strategy (see above)

**Did the beginning of the book hook you? Why or why not?**

**Sharon Creech gives her characters regional dialect. Does this add to the story or make it difficult to understand? Explain.**

**Creech also uses metaphors and similes frequently. Please find 2 examples of figurative language and explain what they mean.**

**Did anything confuse you?**

Writing Connection (optional):

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**Chp. 6-9 p. 29-52**

\*Summarize plot (M)

\*Discuss pictures (M)

\*Unfamiliar book language/character names (S)

\*Draw upon students' experiences (M)

**Review yesterday's reading. Today Sal continues her story about Phoebe but she also tells some stories from her past. In her story about Phoebe, Sal introduces the 'lunatic'. This man will continue to be a part of the story. As you read, I want you to infer who he may really be. Pay particular attention to the way Mrs. Winterbottom reacts when she hears about him. We are going to read chapters 6-9 today. You will read pages 29-52.**

Words/Text Layout:

\*New or important words (V)

**diabolic (p. 29)**

**primly (p. 32)**

\*Unusual aspect of text layout (V)

**lunatic (p. 41)**

**pandemonium (p. 46)**

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

*connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance*

**Readers understand when a writer has combined underlying organizational structures (sequence).**

During Reading: (10-15 min.)

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After Reading: (8-10 min.)

\*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students' perspectives

\*Connect discussion to the teaching point and/or a comprehension strategy (see above)

**What did you notice about the writer's craft? Discuss.**

**The story moves back and forth between the present and the past. What do you think about this?**

**How do the stories from Sal's past help us understand her?**

Writing Connection (optional):

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Before Reading: (5-7 min.)

**Chp. 10-13 p. 53-83**

\*Summarize plot (M)

\*Discuss pictures (M)

\*Unfamiliar book language/character names (S)

\*Draw upon students' experiences (M)

**Review yesterday's reading. In today's reading, Sal and Phoebe got to Mary Lou's house. She has several siblings so it's a little different from what Sal and Phoebe are used to. They also take a trip to the drugstore and see the lunatic again. Do you think he is a lunatic? We are going to read chapters 10-13 today. You will read pages 53-83.**

Words/Text Layout:

\*New or important words (V)

**shrapnel (p. 54)**

**intriguing (p. 60)**

\*Unusual aspect of text layout (V)

**obvious (p. 63)**

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

*connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance*

**In texts with multiple characters, infer traits, motivations and changes through examining how the writer describes them, what they do, what they say and think and what other characters say about them.**

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

\*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students' perspectives

\*Connect discussion to the teaching point and/or a comprehension strategy (see above)

**What character traits does Sal possess? How do you know?**

**What ideas do you have about what is going to happen? What clues have you read to make you think this?**

**Let's look at pg. 57. What is Sal feeling? Why did she get so upset so quickly? Do you think this is a normal reaction?**

**Ben comments on pg. 6 that Sal flinches every time he touches her. Do you think this is more than just her not liking him?**

Writing Connection (optional):

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Before Reading: (5-7 min.)

**Chp. 14-17 p. 84-106**

\*Summarize plot (M)

\*Discuss pictures (M)

\*Unfamiliar book language/character names (S)

\*Draw upon students' experiences (M)

**Review yesterday's reading. In today's reading I want you to pay attention to the details-such as when Mrs. Winterbottom comes home from her errands. Sal thinks she may have been crying. We will use this information to make important inferences about the events and characters. You may want to take notes to help you remember. We are going to read chapters 14-17 today. You will read pages 84-106.**

Words/Text Layout:

\*New or important words (V)

**gouged (p. 86)**

**skeptical (p. 86)**

\*Unusual aspect of text layout (V)

**ornery (p. 90)**

**rummaging (p. 95)**

**Cantankerous (p. 98)**

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

*connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance*

**In texts with multiple characters, infer traits, motivations and changes through examining how the writer describes them, what they do, what they say and think and what other characters say about them.**

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

\*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students' perspectives

\*Connect discussion to the teaching point and/or a comprehension strategy (see above)

**What did you learn today?**

**What do you think Mrs. Winterbottom meant by living a 'tiny life'?**

**Do you think Tom Fleet will be important later in the story?**

**What was Sal feeling at the end of chp. 17? Why do you think so ?**

Writing Connection (optional):

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**Chp. 18-21 p. 107-130**

\*Summarize plot (M)

\*Discuss pictures (M)

\*Unfamiliar book language/character names (S)

\*Draw upon students' experiences (M)

**Review yesterday's reading. In today's reading Sal tells us about her parents-especially her dad. Continue to keep track of the details. This is important because the lunatic comes back in today's reading too. If we put all the inferences together we'll be able to make accurate predictions and also understand the characters better. We are going to read chapters 18-21 today. You will read pages 107-130.**

Words/Text Layout:

\*New or important words (V)

**grouting (p. 111)**

**colossal (p. 111)**

\*Unusual aspect of text layout (V)

**cavorted (p. 116)**

**intended (p. 125)**

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

***connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance***

**In texts with multiple characters, infer traits, motivations and changes through examining how the writer describes them, what they do, what they say and think and what other characters say about them.**

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

\*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students' perspectives

\*Connect discussion to the teaching point and/or a comprehension strategy (see above)

**Based on what we learned today, why do you think Sal's mom felt that she needed to leave?**

**Do you think Mrs. Winterbottom knows the lunatic? What makes you think this way?**

**Where did Phoebe's mom go? What do you think made her leave?**

**What do you think about Ben and Sal drawing the exact same picture? Were you surprised?**

Writing Connection (optional):

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Before Reading: (5-7 min.)

**Chp. 22-25 p. 131-163**

\*Summarize plot (M)

\*Discuss pictures (M)

\*Unfamiliar book language/character names (S)

\*Draw upon students' experiences (M)

**Review yesterday's reading. As we begin reading today, Phoebe is still trying to cope with her mother being gone. Sal tells us some more about her life with her mother. The event she describes may have been a reason behind her mother leaving. We'll discuss this after our reading today. We are going to read chapters 22-25 today. You will read pages 131-163.**

Words/Text Layout:

\*New or important words (V)

**malingering (p. 132)**

**genuine (p. 134)**

\*Unusual aspect of text layout (V)

**amnesia (p. 137)**

**astonished (p. 143)**

**gorges (p. 143)**

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

*connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance*

**In texts with multiple characters, infer traits, motivations and changes through examining how the writer describes them, what they do, what they say and think and what other characters say about them.**

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

\*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students' perspectives

\*Connect discussion to the teaching point and/or a comprehension strategy (see above)

**Did anything confuse you? Were there any words or phrases you didn't understand?**

**What do you think about Sal's baby sister dying? How do you think that is connected to her mother leaving?**

**Why was Phoebe so incorrigible at the Finney's? Do you think she was right in being so picky?**

Writing Connection (optional):

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Before Reading: (5-7 min.)

**Chp. 26-29 p. 164-188**

\*Summarize plot (M)

\*Discuss pictures (M)

\*Unfamiliar book language/character names (S)

\*Draw upon students' experiences (M)

**Review yesterday's reading. Phoebe comes to stay at Sal's for the weekend. Sal is not happy by the way Phoebe treats her. Phoebe finally gets up the courage to do something about her mother's disappearance. You may come across words you don't understand. Write them down and we will discuss it after we read. Today we are going to read chapters 26-29 today. You will read pages 164-188.**

Words/Text Layout:

\*New or important words (V)

**slouch (p. 165)**

**extensively (p. 167)**

\*Unusual aspect of text layout (V)

**peering (p. 169)**

**besieging (p. 170)**

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

***connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance***

**In texts with multiple characters, infer traits, motivations and changes through examining how the writer describes them, what they do, what they say and think and what other characters say about them.**

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

\*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students' perspectives

\*Connect discussion to the teaching point and/or a comprehension strategy (see above)

**Were there any words or phrases you had trouble understanding?**

**What did we learn about Phoebe and Sal today?**

**What do you think happened to their mothers? Do you think Mrs. Cadaver is telling the truth? Why or why not?**

Writing Connection (optional):

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Before Reading: (5-7 min.)

**Chp. 30-32 p. 189-216**

\*Summarize plot (M)

\*Discuss pictures (M)

\*Unfamiliar book language/character names (S)

\*Draw upon students' experiences (M)

**Review yesterday's reading. Today Phoebe is still certain her mother was kidnapped. She pushes Sal to help her find her. Sal makes some interesting discoveries in the reading today. I want you to think about this information and determine its importance. We are going to read chapters 30-32 today. You will read pages 189-216.**

Words/Text Layout:

\*New or important words (V)

**urgent (p. 190)**

**Braille (p. 191)**

\*Unusual aspect of text layout (V)

**omnipotent (p. 201)**

**pious (p. 201)**

**geyser (p. 206)**

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

*connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance*

**In texts with multiple characters, infer traits, motivations and changes through examining how the writer describes them, what they do, what they say and think and what other characters say about them.**

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

\*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students' perspectives

\*Connect discussion to the teaching point and/or a comprehension strategy (see above)

**How did it go? Did you have any words or phrases that you didn't understand?**

**What did Sal learn in today's reading? Do you think the information is important? Why or why not?**

**Based on what we know, why do you think Phoebe is mad at Sal?**

**What surprised you in today's reading?**

Writing Connection (optional):

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Before Reading: (5-7 min.)

**Chp. 33-38 p. 217-242**

\*Summarize plot (M)

\*Discuss pictures (M)

\*Unfamiliar book language/character names (S)

\*Draw upon students' experiences (M)

**Review yesterday's reading. Today we are going to learn more surprising information. As we reach the end the story, many questions are getting answered. However, you will probably have some new questions when you finish reading. This is the climax or suspenseful part of the story. Let's find out what happens. We are going to read chapters 33-38 today. You will read pages 217-242.**

Words/Text Layout:

\*New or important words (V)

**vaporizing (p. 219)**

**piddly (p. 226)**

\*Unusual aspect of text layout (V)

**ogling (p. 226)**

**badgered (p. 228)**

**Consecutively (p. 229)**

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

*connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance*

**In texts with multiple characters, infer traits, motivations and changes through examining how the writer describes them, what they do, what they say and think and what other characters say about them.**

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

\*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students' perspectives

\*Connect discussion to the teaching point and/or a comprehension strategy (see above)

**How did it go? Were there any words or phrases that confused you or that you didn't understand?**

**What did we learn today?**

**What surprised you?**

**Is the information about Mrs. Finney important? Why do you think the author included this in the story?**

Writing Connection (optional):

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Level: U

ISBN: 0-590-67409-9

Publisher: Scholastic

Before Reading: (5-7 min.)

Chp. 39-44 p. 243-280

\*Summarize plot (M)

\*Discuss pictures (M)

\*Unfamiliar book language/character names (S)

\*Draw upon students' experiences (M)

**Review yesterday's reading. It's our last day of reading. Today's reading is long. When you finish reading today, write a short paragraph about if you would recommend the book. Explain why or why not. We are going to read chapters 39-44 today. You will read pages 243-280.**

Words/Text Layout:

\*New or important words (V)

**fiends (p. 243)**

**bountiful (p. 252)**

\*Unusual aspect of text layout (V)

**dissuade (p. 256)**

**legitimate (p. 266)**

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

*connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance*

**In texts with multiple characters, infer traits, motivations and changes through examining how the writer describes them, what they do, what they say and think and what other characters say about them.**

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

\*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students' perspectives

\*Connect discussion to the teaching point and/or a comprehension strategy (see above)

**Anything confuse you?**

**What did you think?**

**Were you surprised by the ending? As you were reading, what did you think happened to Sal's mom?**

**Why do you think the author kept this outcome hidden until the very end?**

**What questions were you left after reading the story?**

**Explain why the book has the title it does.**

**Would you recommend this book to others? Let's share our reviews.**

Writing Connection (optional):