Title: Walk Two Moons

Subject Matter Emphasis and Level: 5th Grade

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Brief Description of the Lesson/Unit:

This Unit will be used during the reading of the children’s book Walk Two Moons by Sharon Creech. Walk Two Moons is a juvenile novel dealing with emotional issues of family love, courage, and personal losses.

SD Reading Content Standards:

- 5.R.1.2 Students are able to apply comprehension strategies to construct meaning from literary and content area text.
- 5.R.1.3 Students are able to analyze organizational features to determine important ideas in fiction and informational text.
- 5.R.2.1 Students are able to determine the organizational structure of various texts in order to facilitate comprehension.
- 5.R.2.2 Students are able to recognize the importance of literary elements and literary devices, and consider how they affect the message.
- 5.R.3.1 Students are able to question and compare literary selections from the perspective of various cultures and time periods.
- 5.R.4.1 Students are able to locate and determine the importance of information for use in study and research.
Stage 1: Identify Desired Results

1. What enduring understandings are desired?
   - Prejudice
   - Relationships
   - Self-Concept
   - Themes
   - Point of view
   - Compare and Contrast
   - Figurative language

2. What essential questions will guide this unit and focus teaching/learning?
   - Is it possible to prejudge someone and in the end find out that your judgment was wrong?
   - Do you have a sacred place in your culture or for you as an individual?
   - Is there an object or person that plays a significant role in your life?
   - How does self-concept effect perception and behaviors?

3. What key knowledge and skills will students acquire as a result of this unit?
   - The relationships between families
   - Emotions involved after the death of a loved one
   - Prejudgment

4. What prior learning, interests, misconceptions, and conceptual difficulties might be brought to this unit?
   - Native American culture and traditions
   - The United States
   - Figures of Speech
   - The Plot of a story
1. What evidence will show that students understand?

**Performance Tasks:**
- Literature circle discussions
- Role-playing
- Mapping
- Scene sketching
- Think-pair-share

**Other Evidence:**
*Quizzes, Tests, Prompts, Work Samples (summarized):*
- Worksheets
- Multiple choice quizzes
- Writing prompts (based on need and interest)
- Graphic Organizers

*Unprompted Evidence: (observations, dialogues, etc.)*
- Observations
- Application
- Empathy
- Dialogues

**Student Self-Assessment**
- Double entry journal
- Quick writes
- Walk Two Moons Portfolio
Stage 3: Plan Learning Experiences and Instruction

1. What sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understandings?

Major Learning Activities:
- Vocabulary
- Journaling
- Active Reading
- Responding
- Advertisements
- Poems
- Interview
- Letters to Sal’s mom
- Newspaper stories
- Lost posters

Materials & Resources (technology & print):
- 18 copies of Walk Two Moons
- Walk Two Moons Study Guide Teacher and Student copies
- Internet Connections
  - http://www.yellowstonenationalpark.com
  - http://www.hanksville.org/NAresources
- Walk Two Moons video
- Walk Two Moons on audiocassette
- Further Readings
  1. American Indian Myths and Legends
  2. How It Feels When a Parent’s Dies
  3. Absolutely Normal Chaos

Management:
- 5 chapters a week
- Journaling for every chapter
- Responding in Portfolio when required
- 1 major project a week (students choice)

Support Services and Special Teacher Notes:
NONE

Extensions and Adaptation:
Adapt when needed
Extend with more of Sharon Creech’s’ books
Stage 4: Plan Differentiation

2. What differentiated instruction strategies are being used in this lesson/unit?

**Differentiated Process:**
1. Independent Reading
2. Individual/Partner projects
3. Activities
4. Responding
5. Journaling
6. Sharing
7. Assessing

**Differentiated Content:**
The students will be able to choose between the different types of projects available. The readings will all be the same but the differentiation comes when it is time to apply what they have learned. Some of the students may choose a project that last for the majority of the book while another student may choose a project that he/she can complete each week.

**Differentiated Product:** The differentiated product will look both alike and different. You will find that each student has learned the same enduring understandings but in many different ways. Examples:
- Advertisements, Poems, Interviews, Letters to Sal’s mom, Newspaper Stories, Lost posters, Public Service Announcements, Write a biography, Develop a brochure, and Hold a press conference.