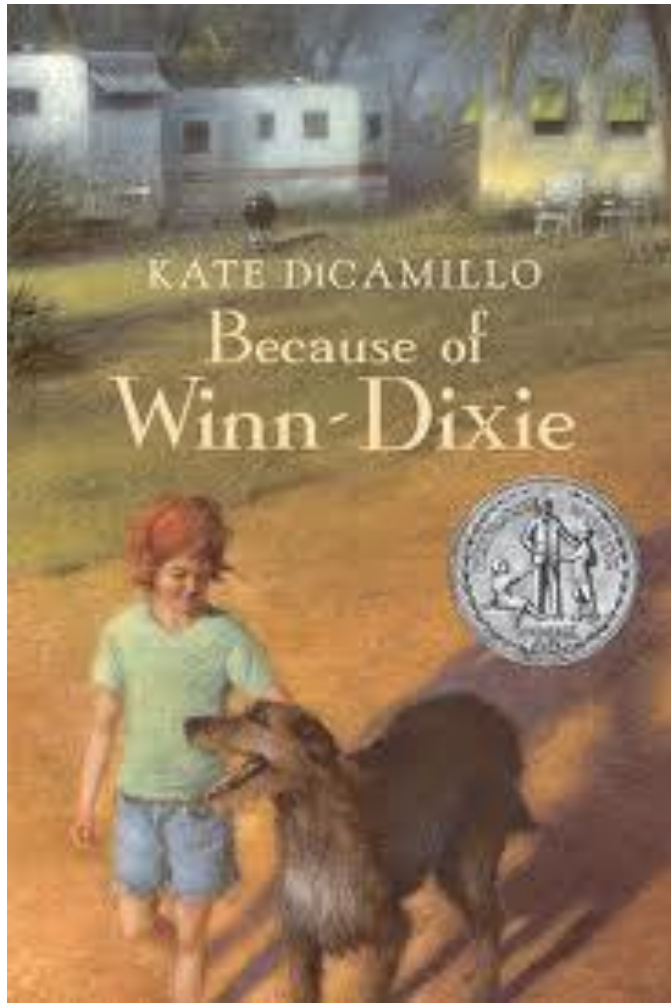


# *Because of Winn-Dixie* Unit Plan



## **Unit by Miss Jennifer Lucht**

Wednesday, September 25, 2013- Friday, October 11, 2013  
Mrs. Hostetler's Fourth Grade Class  
Hillview Intermediate Center  
Grove City, PA

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# Block Plan

*Because of Winn-Dixie* Block Plan  
Mrs. Hostetler's Fourth Grade Class

		<b>Day 1: 09/25/13</b>	<b>Day 2: 09/26/13</b>	<b>Day 3: 09/27/13</b>
		Introduction: Time to share stories about pets  Information about Kate DiCamillo, author  Introduce "Wait and See" Tree for Predictions  Vocabulary  Read poem "A Boy and His Dog" by Edgar Guest  "Wanted: Human!" Activity from dog's perspective  Start reading chapters 1-2  <hr/> HW: Finish reading chapters 1-2; Journal Response	Review HW  Vocabulary  Mini-Lesson: Point of View and Narration  Read Chapters 3-4  Activity: Write letter from Opal to her mother  Introduce Theme Activity throughout novel  <hr/> Reading Intervention  <hr/> HW: Read Ch. 5; Character Analyses for Opal and the Preacher	Review HW  Vocabulary  Mini-Lesson: Sequencing  Character Analysis for Franny Block  <hr/> Reading Intervention  <hr/> HW: Read Ch. 8

<b>Day 4: 9/30/13</b>	<b>Day 5: 10/1/13</b>	<b>Day 6: 10/2/13</b>	<b>Day 7: 10/3/13</b>	<b>Day 8: 10/4/13</b>
Review HW  Quiz  Vocabulary  Mini-Lesson: Cause and Effect  Activity: "See Me With Your Heart" <hr/> Reading Intervention <hr/> HW: Read Ch. 11; Character Analysis for Gloria Dump	Review HW  Content Integration Mini-Lesson: Thunderstorms and Florida  Thunderstorms Demonstration <hr/> Reading Intervention <hr/> HW: Read Chapters 12-13; Character Analysis: Otis	Review HW  Vocabulary  Read Chapter 14  Mini-Lesson: Theme  Activity: "Goal" Tree- decorate bottles and put a goal inside (inspired by Gloria Dump's mistake tree) <hr/> Reading Intervention <hr/> No HW	Vocabulary  Read Ch. 15-17  Mini-Lesson: Making connections  Read "The Civil War" poem and compare to what we learn in the novel <hr/> Reading Intervention <hr/> No HW	Quiz  Mini-Lesson: Summarizing/Main Idea  Introduce Project Options <hr/> Reading Intervention <hr/> HW: Read Chapters 20-21; choose a project option

<b>Day 9: 10/7/13</b>	<b>Day 10: 10/8/13</b>	<b>Day 11: 10/9/13</b>	<b>Day 12: 10/10/13</b>	<b>Day 13: 10/11/13</b>
Review HW  Mini-Lesson: Characterization  Read Chapters 22-23  "Missing!" Activity- 10 Things about Winn-Dixie  Pass out Party Invitations  <hr/> Reading Intervention  (Use time to conference with students about their project selections)  <hr/> HW: Work on Project (due Wednesday)	Read Chapters 24-27  Review Story Plot and plot elements  <hr/> Reading Intervention  <hr/> HW: Work on Project (due tomorrow)	Collect Projects  Discussion Questions in Groups  Review Themes throughout book  Test Review: Jeopardy  <hr/> HW: Study for Test	Answer any student questions  Test  Project presentations in table groups  <hr/> No HW	Party  Activity: Decorate paper bag to  Movie: Students complete Venn Diagram comparing movie and novel  <hr/> No HW

# General Unit Plan Information

***Because of Winn-Dixie***  
**4<sup>th</sup> Grade Unit Plan**

- I. Introduction
  - a. Title
    - i. *Because of Winn-Dixie* by Kate DiCamillo
    - ii. Genre: Contemporary Realistic Fiction
  - b. Grade Level
    - i. This unit plan is intended for Mrs. Hostetler's 4<sup>th</sup> Grade class at Hillview Intermediate Center
    - ii. Interest Level: Grades 3-5
  - c. Duration
    - i. 13 class days
    - ii. See block plan
- II. Content
  - a. Goals
    - i. The students will read the entire novel through independent and large-group reading.
    - ii. This unit will help the students to better develop their concepts of narrative elements such as characters, points of view, plot, sequencing, and theme.
    - iii. Through reading silently and out loud, students will improve their reading fluency.
    - iv. The students will take away a greater understanding and appreciation of others around them. The students will gain an understanding that people are molded by their backgrounds and experiences and it is important to get to know others before making judgments about them.
  - b. Concepts
    - i. Students will study narrative elements: characters, theme, plot, and narration.
    - ii. Students will practice reading comprehension strategies such as making connections, retelling, and sequencing,
    - iii. Students will build their vocabulary throughout the unit.
  - c. Vocabulary
    - i. New Terms
      - 1. Exception: someone or something that is different from others
      - 2. Relieved: feeling relaxed or happy after a difficult situation has passed; feeling relief
      - 3. Trembling: shaking uncontrollably (usually due to anxiety or fear)
      - 4. Proudful: having a feeling of superiority over others
      - 5. Pathological: extreme in a way that is not normal; extreme and irrational
      - 6. Abiding: continuing for a long time; not changing
      - 7. Notion: an opinion or idea



- 8. Manufactured: something that was produced/made (usually in a factory or by large machines)
        - 9. Melancholy: a sad mood or feeling
      - ii. Students will look for words with prefixes and suffixes to correspond to their current spelling/vocabulary unit on prefixes and suffixes
    - d. Skills
      - i. Story elements
        - 1. Characterization: character sketching, analyzing character development
        - 2. Themes: big messages about life; students will identify and track themes throughout the novel
        - 3. Point of view and narration
        - 4. Plot: summarization, main idea, sequencing, plot elements
      - ii. Making Connections
      - iii. Making predictions
      - iv. Vocabulary
- III. Objectives/Standards
  - a. Objectives
    - i. Overall
      - 1. Given a meaningful sentence with strong context support, TSWBAT identify word meaning for new vocabulary words to teacher satisfaction.
      - 2. Given a theme in the story, TSWBAT identify evidence of pertinent themes while reading to teacher satisfaction.
      - 3. TSWBAT use prior knowledge and critical thinking skills to make predictions as they read to teacher satisfaction.
    - ii. Daily
      - 1. Day One:
        - a. Given classroom instruction, TSWBAT correctly identify the author's background and her motivation for writing the story.
        - b. Through classroom instruction and introductory activities, TSWBAT identify the conflict of Opal being lonely in a new town and identify her finding Winn-Dixie as a possible solution to teacher satisfaction.
      - 2. Day Two:
        - a. Given classroom instruction, TSWBAT accurately identify at least two reasons why the story being told from Opal's point of view is important to the story.
        - b. After reading four chapters of the novel, TSWBAT use Opal's point of view to write a letter to Opal's mother to teacher satisfaction.
      - 3. Day Three: Given classroom instruction on sequencing, TSWBAT work in a group to accurately sequence the events of two chapters in *Because of Winn-Dixie* to at least 83% accuracy (10 out of 12 events in the correct order).

4. Day Four: Given classroom instruction and reading in *Because of Winn-Dixie*, TSWBAT identify causes to events in the story to teacher satisfaction.
5. Day Five:
  - a. Given classroom instructions and a visual demonstration, TSWBAT accurately identify the 3 “ingredients” necessary for a thunderstorm to occur.
  - b. Given classroom instructions and a visual demonstration, TSWBAT explain why thunderstorms occur more often in Florida than in any other state to teacher satisfaction.
6. Day Six: Given classroom discussion of theme and prior work with themes in the novel, TSWBAT identify at least one theme present in the story not previously discussed and provide evidence of that theme throughout the novel to teacher satisfaction.
7. Day Seven: Given classroom instruction, TSWBAT make text-to-text and text-to-world connections with a poem about the Civil War and with their prior knowledge of the Civil War to teacher satisfaction.
8. Day Eight: Given instruction on retelling and summarizing, TSWBAT work in a group to summarize two chapters of *Because of Winn-Dixie* to teacher satisfaction.
9. Day Nine: Given classroom discussion, TSWBAT look back at character analyses from earlier in the book and identify character growth and accurately identify one piece of evidence of character growth for all main characters.
10. Day Ten:
  - a. Given classroom instruction, TSWBAT identify conflict, rising action, climax, falling action, and resolution as elements of plot and understand what each is to teacher satisfaction.
  - b. Given classroom instruction, TSWBAT work with the rest of the class to identify each of the plot elements in *Because of Winn-Dixie* to teacher satisfaction.
11. Day Eleven: Given group discussion, TSWBAT recall information about the novel to 80% accuracy.
12. Day Twelve: Given prior instruction on and reading of the novel, TSWBAT demonstrate understanding by scoring at least a 30/35 on their end of unit test.
13. Day Thirteen: While watching the *Because of Winn-Dixie* movie, TSWBAT activate prior knowledge of the novel to accurately identify at least three similarities about the book and movie as well as at least three differences.

b. Standards

i. PDE Reading, Writing, Speaking, and Listening Standards

1. R4.A.1.: Understand fiction appropriate to grade level.
2. R4.A.1.1.1: Identify and/or interpret meaning of multiple-meaning words used in text

3. R4.A.1.1.2: Identify and/or interpret a synonym or antonym of a word used in text.
  4. R4.A.1.2.1: Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix. Note: Affixes will be limited to prefixes: re-, pre-, in-, un-, dis-, mis-, non-; suffixes: -ful, -less, -ble, -ly, -or, -ness, -ment. Target words should have either a prefix or a suffix but not both.
  5. R4.A.1.4.1: Identify and/or explain stated or implied main ideas and relevant supporting details from text.
  6. R4.A.1.5.1: Summarize the key details and events of a fictional text as a whole.
  7. R4.B.1.1.1: Identify, explain, interpret, compare, and/or describe components of fiction and literary nonfiction. Character (may also be called narrator, speaker, subject of a biography): Identify, explain, interpret, compare, and/or describe character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional or literary nonfictional text. Identify, explain, interpret, compare, and/or describe the relationship between characters and other components of text. Setting: Identify, explain, interpret, compare, and/or describe the setting (when or where a story or personal narrative takes place); Plot (may also be called action): Identify, explain, interpret, compare, and/or describe elements of the plot (conflict/problem, sequence of events, cause and effect relationships in the plot, how the problem was solved). Note: Items may use the terms event or solution. Items will not use the word plot. Items will ask what happened first, next, last, etc. Theme: Identify, explain, compare, and/or describe the message or lesson of fiction or literary nonfiction. Identify, explain, compare and/or describe the relationship between the message or lesson and other components of text.
  8. R4.B.1.2.1: Identify, explain, interpret, compare, and/or describe connections between texts.
  9. 1.5.4.E.: Revise writing to improve detail and order by making words more exact and varying sentence length and structure, where necessary.
  10. 1.5.4.F: Use grade appropriate conventions of language when writing and editing.
- ii. PDE Science Standards
1. S4.A.3.2.2: Use models to make observations and explain how systems work (e.g. water cycle, Sun-Earth-Moon system).
  2. S4.A.3.3.1: Identify and describe observable patterns (e.g., growth patterns in plants, weather, water cycle).
- iii. Common Core English Language Arts Standards
1. CCSS.ELA-Literacy.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

2. CCSS.ELA-Literacy.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
3. CCSS.ELA-Literacy.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
4. CCSS.ELA-Literacy.RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
5. CCSS.ELA-Literacy.RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
6. CCSS.ELA-Literacy.RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
7. CCSS.ELA-Literacy.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

#### IV. Learning Experiences (see attached)

#### V. Evaluation Instruments and Methods

- a. Formative
  - i. Classwork and homework assignments collected
  - ii. Participation in classroom discussions
  - iii. Reading fluency monitored during times reading as a class, in partners, or out loud in groups
  - iv. Small group/Centers time during Reading Intervention Block
- b. Summative
  - i. Quiz 1
  - ii. Quiz 2
  - iii. Culminating Project
  - iv. End of Book Test
- c. *Point Allocation*: 100 points
  - i. Chapters 1 and 2 Journal: 5 points
  - ii. Letter from Opal to her mom: 5 points
  - iii. Quiz 1: 10 points
  - iv. See Me With Your Heart: 5 points
  - v. Alliteration Candy: 5 points
  - vi. Quiz 2: 10 points
  - vii. Culminating Project: 25 points
  - viii. End of Book Test: 35 points

## VI. Resources

### a. Bibliography

- i. Thunderstorm Content and Activity
  1. <http://www.weatherwizkids.com/weather-thunderstorms.htm>
  2. <http://kidsahead.com/external/activity/246>
- ii. Various Comprehension worksheets inspired by The Reading Lady:  
<http://www.readinglady.com/>
- iii. "See This Story Grow" by Scholastic:  
[http://www.scholastic.com/teachers/sites/default/files/asset/file/winndixie\\_story.pdf](http://www.scholastic.com/teachers/sites/default/files/asset/file/winndixie_story.pdf)
- iv. Poem: "A Boy and His Dog:" <http://sofinesjoyfulmoments.com/quotes/A-Boy-&-His-Dog.htm>
- v. Bottles Activity Inspiration: <http://www.scholastic.com/teachers/lesson-plan/because-winn-dixie-teachers-guide>
- vi. Jeopardy Game: [www.superteachertools.com/jeopardy](http://www.superteachertools.com/jeopardy)
  1. Playable at  
<http://www.superteachertools.com/jeopardy/usergames/Sep201339/game1379976488.php>
- vii. Crosswords and Word Searches: [www.puzzlemaker.discoveryeducation.com](http://www.puzzlemaker.discoveryeducation.com)

### b. Materials

- i. Every Day
  1. *Because of Winn-Dixie*
  2. "Wait and See" Prediction Tree
  3. Leaves for "Wait and See" Prediction Tree
  4. Command Hooks and Rope (for theme papers)
  5. Theme Papers
- ii. Centers Materials
  1. Scholastic's "See This Story Grow"
  2. Loose leaf paper
  3. Alliteration Candy worksheet
  4. Visualizing worksheet
  5. Naomi Map worksheet
  6. Summarization worksheet
  7. Characters word search
  8. Vocabulary crossword
- iii. Day One
  1. Pictures of my dog
  2. Reader's Contract (30 copies)
  3. "A Boy and His Dog" poem (30 copies)
  4. Wanted: Human (30 copies)
  5. Student *Because of Winn-Dixie* Folders (24 folders)
    - a. Student Vocabulary Books inside
    - b. Character Scrapbooks inside
  6. Journal Response Papers (30 copies)
- iv. Day Two
  1. *The True Story of the Three Little Pigs* by Jon Scieszka

2. Handout: Letter to Opal's Mom Response (30 copies)
- v. Day Three
  1. Sequencing Papers for Chapters 6/7
- vi. Day Four
  1. Sequencing Papers- Chapter 8
  2. Quiz 1 (24 copies)
  3. Quiz 2 Answer Key
  4. See Me With Your Heart handout (30 copies)
- vii. Day Five
  1. Promethium Board
  2. Video: Thunderstorm Formation
  3. Clear plastic container
  4. Warm water
  5. Red food dye
  6. Ice cubes with blue food dye in them
- viii. Day Six
  1. Goal sheets of paper
  2. 24 empty water bottles
  3. Materials to decorate water bottles
- ix. Day Seven
  1. Poem: "The Civil War" (30 copies)
- x. Day Eight
  1. Quiz 2 (24 copies)
  2. Quiz 2 Answer Key
  3. Mini Whiteboards (6)
  4. Dry Erase markers (6)
  5. Project Options handout (30 copies)
- xi. Day Nine
  1. "Missing" Worksheet (30 copies)
  2. Party Invitations (24 copies)
- xii. Day Ten
  1. Plot handout (30 copies)
- xiii. Day Eleven
  1. Handout: Discussion Questions (12 copies- 2 per each group)
  2. Review Game Questions- Jeopardy
- xiv. Day Twelve
  1. End of Book Test (24 copies)
  2. End of Book Test Key
- xv. Day Thirteen
  1. Yellow, orange, and pink streamers
  2. Dog pictures
  3. Tea lights
  4. Paper bags
  5. Egg salad sandwiches
  6. Peanut butter sandwiches
  7. Dump punch

8. "Littmus Lozenges"
9. Pickles
10. *Because of Winn-Dixie* movie
11. Movie vs. Novel Venn-Diagram (30 copies)

VII. Appendix

- a. Student Materials
  - i. Vocabulary Books
  - ii. Character Scrapbook
  - iii. Reader's Contract
  - iv. Poem: "A Boy and His Dog"
  - v. Wanted- Owner
  - vi. Chapters 1 and 2 Journal Response
  - vii. Letter from Opal to Mom
  - viii. Theme handout
  - ix. See Me With Your Heart
  - x. Goals/Bottle Activity
  - xi. Poem: "The Civil War"
  - xii. Project Options
  - xiii. Winn-Dixie: Missing
  - xiv. Party Invitations
  - xv. Elements of Plot
  - xvi. Discussion Questions
  - xvii. Movie vs. Novel Venn-Diagram
- b. Assessment Tools
  - i. Quiz 1
  - ii. Quiz 2
  - iii. End of Book Test
  - iv. Project Rubric
- c. Teacher Materials
  - i. Sequencing Activity- Ch. 6&7
  - ii. Sequencing- Ch. 8
  - iii. Quiz 1 Answer Key
  - iv. Quiz 2 Answer Key
  - v. End of Book Test Answer Key
  - vi. Cover Letter to Kate DiCamillo
  - vii. Kate DiCamillo's Address

# Daily Teaching Procedures



# *Because of Winn-Dixie*

## Unit Plan: Teaching Procedures

### Day One

- Anticipatory Set
  - Show students a picture of my dog. Discuss with them what I love so much about my dog and share what Rumble has given to me and to my family
  - Ask for student volunteers to share about their pets (existing pets, past pets, pets they would like)
- Development/Guided Practice/Independent Practice
  - Tell the students we are going to be reading a VERY special book
  - Introduce them to *Because of Winn-Dixie*
    - Tell them about Kate DeCamillo- how she came to write the book
      - Kate moved to FL with her family when she was 5- she was sick and her family thought the warm climate/weather in Florida would help her get better
      - Lived in a small town, much like the town in the book
      - Read a lot as a kid and became interested in writing
      - How she got her idea for *Because of Winn Dixie*:
        - She was living in Minnesota, where it is very cold
        - She was living in an apartment in which she was not allowed to have a dog- so she was living without a dog for the first time in her life
        - She was homesick and missing having a dog.
        - Kate DiCamillo says, “One night, before I went to sleep, I heard this little girl’s voice (with a Southern accent) say, ‘I have a dog named Winn-Dixie.’ When I woke up the next morning, the voice was still talking, and I started writing down” what she was telling.
        - Kate DiCamillo’s father left their family when she was very young- so she can relate to India Opal, the main character, in a lot of ways
- Discuss the readers’ contract with students
- Introduce the “Wait and See” Tree- explain how we will use it throughout the unit
- Pass out *Because of Winn-Dixie* Folders
- Vocabulary read a meaningful sentence to the class. Have students guess the word meaning. Tell the students the definition. Ask if anyone can think of synonyms, antonyms. Give students time to draw a picture and write their own sentence for the word in their vocabulary books
  - Exception
    - Meaningful Sentence: Mrs. Hostetler requires all students to complete their homework each night, but she makes an exception for any

- student who earns enough frequent reader points to get a “no homework pass” for one night.
        - Definition: someone or something that is different from others
- Before we get started on the novel, we are going to look a little more closely at the closeness humans share with their dogs
  - Share poem with class
    - “A Boy and His Dog” by Edgar Guest
    - Discuss the ideas shared from the poem as well as others to encourage comprehension of the poem and further connections with the serious bond between humans and their pets
  - Activity: Flyer: Wanted
    - Students will work on making a flyer from a dog’s perspective
    - Wanted! A Human
    - List qualities they would like in a human and how they would like to be treated
- Start reading together (Chapters 1-2)
- Closure
  - Ask students what they think of the book so far
  - Ask students if they think they would have said Winn-Dixie was their dog if they were in Opal’s position?
  - How do you think your parents would react if you brought Winn-Dixie home?
- Assign HW:
  - Finish reading if we weren’t able to
  - Journal Response: Opal goes to the store for groceries and comes back with a dog! Do you think this was a good decision? Would you have done the same thing if you were in her shoes?

## Day Two

- Opening Routines
  - Review HW
    - Journal Responses: Ask if anyone has journal responses they would like to share with the class
    - Predictions to add to “Wait and See” Tree?
  - Remind students that as they eat their snack and we set up for reading, it would be a good time to put prediction leaves onto our “Wait and See” Tree
  - Vocabulary
    - Relieved
      - Meaningful Sentence: Elizabeth was nervous about her test and studied very hard, so she was very relieved when she got the test back and figured out she earned an “A.”
      - Definition: feeling relaxed and happy after a difficult situation has passed; feeling relief
- Mini-Lesson: Point of View
  - Anticipatory Set

- Discuss that how a story is narrated makes a big difference in what the reader takes away from the story
- Refresh on the story of The 3 Little Pigs
  - Then share with them, *The True Story of the Three Little Pigs*
  - Tell them we don't have time to read it together right now, but we will flip through, I will show you the pictures, and tell you about what the wolf is saying
  - If students have extra time later, they can read the book with a small group of 3 or with a partner
- Ask students how the story is different when it is narrated differently
- So do we think the point of view is an important element of the story?
- Development
  - Discuss what narration means
  - Discuss how an author writes with a reader in mind and the author very intentionally has to choose whose point of view to use for the narration
  - There are two main types of narration: first and third person.
    - Do you know what first-person means?
    - What is third-person narration?
    - Which category does *Because of Winn-Dixie* fall under?
    - How do you know?
    - Why do you think the author chose to have Opal be the narrator? Is it effective?
- Guided Practice
  - While we read today, I want you to be thinking about how the book would be different if it were narrated in third-person or by a different character
  - Read Chapters 3-4: partner/buddy reading. Take turns reading either by page or by paragraph
    - Students may pick their partners
  - After students finish, discuss what students thought of the narration/point of view
    - (First-person narration helps us get inside Opal's head- we know how she thinks, how she is feeling, etc. which is a very important element of the story)
    - Discuss with students examples they saw of how having Opal narrate the story made it better and more enjoyable to read
- Independent Practice
  - Now that we have discussed and understood the importance of POV and how important it is for the reader to get inside Opal's head to truly appreciate this story, we are going to practice getting inside her head on a deeper level
  - Tell student that we are going to write a letter to Opal's mom from Opal. I want students to try to think about how Opal would be feeling after hearing these 10 things about her mom and what she might

write in a letter to her mom. Try to use Opal's voice and tone in your letter

- Closure
  - Give students time to share their letters with the class if they would like
  - Review lesson concepts- what is narration? Is this story narrated in first- or third-person?
- Introduce Theme Activity
  - Introduce themes we will follow: Friendship and Guilt
  - Activity: One color for each theme. At the beginning of a class or after reading chapters together in class, we will review evidences of those themes in the novel. We will put the evidence on a note card. We will hang the evidences in order under the poster/colored paper with that theme on it
- Assign HW: Read Chapter 5; Character Analyses for Opal and for the Preacher in Character Scrapbook

### ***Reading/Language Arts Intervention Time:***

- Look at Scholastic's "See This Story Grow"- look at Kate DiCamillo's first draft of chapter 1 and her comments on how she did the first draft
- Tell the students we are going to work on our writing
- I want us to start like Kate DiCamillo did- just get your thoughts down on paper. Allow students to write about whatever they would like- it can be like journaling, they can write about something they love; they can start to make up a story. I just want them to write without focusing on conventions or anything else
- Give students time to write

### Day Three

- Opening Routine
  - Predictions to add to tree?
  - Themes?
  - Ask students to summarize Chapter 5 for the class
    - Go over character analyses
    - Vocabulary- read a meaningful sentence to the class. Have students guess the word meaning. Tell the students the definition. Ask if anyone can think of synonyms, antonyms. Give students time to draw a picture and write their own sentence for the word in their vocabulary books
      - Trembling
        - Meaningful Sentence: My hands were trembling and I could not hold them steady enough to open the envelope filled with the big news of whether or not I would be accepted to go to Grove City College.

- Definition: shaking uncontrollably (usually due to anxiety or fear)
    - Proudful
      - Meaningful sentence: James thought he was better than everyone else on the team and was very proudful about his football ability because he had the most touchdown catches on the team.
      - Definition: having a feeling of superiority over others; (thinking you're better than others)
- Mini-Lesson: Sequencing
  - Anticipatory Set
    - Pass out pieces of paper with the different school subjects on a Friday randomly to students.
    - Encourage the students to come up to the front and put themselves in order of the school day schedule without looking at Mrs. Hostetler's schedule up front
- Development
  - Tell the students what they just did is called "sequencing"
    - Sequencing is something you can do after reading to help recount the events in the story and put them in the order of which they happened. We are going to do this today with *Because of Winn-Dixie*
  - Guided/Independent Practice
    - Read Chapters 6 and 7 out loud- take turns reading out loud and everyone follows along in their books
    - Sequencing activity
      - Split class into 2 groups of 12
      - Give students pile of 12 papers with events from the chapters. Each student may have 1 piece of paper. Tell each group to work together to sequence the events from the chapters they read
      - Check answers once both groups are done
      - Repeat the activity after having kids switch papers
      - Tell the two teams that it is now a race and they should try to correctly sequence the events as quickly as possible
  - Closure
    - Ask students what it is called to put all the events in the correct order (sequencing)
    - Tell students that they could also sequence the events in a chapter without being given a list of events. Then, they have to decide what is important and properly sequence it.
- Character Analyses for Miss Franny Block
- Assign HW: Read Ch. 8

***Reading/Language Arts Intervention Time:***

- Look at Scholastic's "See This Story Grow"- look at the second and third drafts and Kate DiCamillo's notes about how she began the revision process

- Allow students to finish drafting their first draft
- Students may begin to move on to revising or making it more appropriate for and audience

#### Day Four

- Opening Routines
  - Review HW
    - Predictions to add to tree? Themes?
    - Chapter 8 sequencing warm up
    - Review Character Analyses for Miss Franny Block
  - Students will take Quiz 1
  - Vocabulary
    - Pathological
      - Meaningful sentence: I have a pathological fear of small woodland creatures like squirrels, even though they are highly unlikely to cause me any harm.
      - Definition: extreme in a way that is not normal; (extreme and irrational; cannot be reasoned out of it)
- Read chapters 9-10
- Mini-Lesson: Cause and Effect
  - Mini-Lesson: Cause/Effect
    - Anticipatory Set:
      - Introduce cause and effect
        - Cause: reason something happens
        - Effect: the result of a cause
          - Examples
            - Let's go back to the 3 little pigs
            - Effect: two pigs houses are huffed and puffed down by the wolf
              - Cause: they made their houses of flimsy materials (straw/ sticks)
            - Every day, there are causes and effects
              - Cause: alarm clock goes off
              - Effect: get out of bed
          - Ask students if they can think of any examples
        - Development/Guided Practice
          - Discuss cause/effect in *Because of Winn-Dixie*- Brainstorm in groups
          - Make list of things that happened to Opal because of Winn-Dixie (Winn-Dixie is somehow the cause (do this together as a class)
            - Examples
              - Friends with Miss Franny Block (Miss Franny thought Winn-Dixie was a bear- then told Opal a

- story about seeing a bear in the library and they became friends)
      - Got her first invitation to a party (because Sweetie Pie Thomas was fascinated with Winn-Dixie)
      - Met Gloria Dump (Winn-Dixie ran into Gloria's yard)
      - Dad told her 10 things about her mom
    - Independent Practice: students work in groups list as many things they can think of that happened to Opal because of Winn-Dixie
    - Closure
      - Groups share things they came up with
      - Bonus: Can anyone think of something that happened to a character other than Opal because of Winn-Dixie?
- Activity: See Me with Your Heart
- HW: Read Ch. 11; Character Analysis for Gloria Dump

***Reading/Language Arts Intervention Time:***

- Look at Scholastic's "See This Story Grow"- examine Kate DiCamillo's fourth and fifth drafts of chapter 1 and read her comments
- All students should be working on revision now- discuss final stages of writing process (publication)

Day Five

- Opening Routine
  - Predictions to add to tree? Themes?
  - Have students share their thoughts of what they read in Chapter 11 for homework
  - Review character analyses for Gloria Dump
- Lesson: Setting/Florida and Thunderstorms (Connecting Content Area learning into Literacy- Climate/Geography of Florida connected to setting)
  - Anticipatory Set
    - In Chapter 11, we see that Winn Dixie is pathologically afraid of thunderstorms.
    - This is a problem, because as Opal tells us in the book, thunderstorms are very common in FL in the summers
    - We are going to discuss a little bit more about why this is the case today
    - Discuss with a partner why you think thunderstorms might occur more often in Florida than in other states
  - Development/Guided Practice
    - Make a list of possible reasons why T-storms occur so frequently in the summers in Florida (write responses on the white board)
    - Do demonstration with plastic container
      - Gather students closely around a desk

- Fill container with warm water and put red food coloring into it
  - Use blue food-dyed ice cubes and put them in the tray
  - Watch as the cool blue ice cubes melt and the blue water goes to the bottom of the container and the red water sits at the top
  - The cool water is at the bottom and pushes the warm water up
- Ask students to try to modify their predictions based on what they saw in the demonstration to determine why there are so many thunderstorms in FL in the summer
- Provide explanation
  - Show the video about Thunderstorm Formations (Britannica)
  - Explain that there are 3 ingredients to make a thunderstorm
    - Moisture (clouds are condensed water droplets- so clouds contain moisture)
    - Warm air (“unstable air”)
    - “Lift”- cool air must come in and make the warm air rise quickly
  - The same thing happens with air causing thunderstorms
  - Now that we know a little bit about thunderstorms, why do we think they are more common in Florida than anywhere else in the country?
    - Peninsula- surrounded by water
    - When you go to the beach- is it breezy? Is it cooler on the beach or up by your hotel? Usually it’s cooler on the beach because of the breeze
    - Cool coastal breezes come and lift warm (unstable air up)- this causes the thunderstorms to happen!
- Closure: Review the 3 components of a thunderstorm
- Assign HW
  - Read Chapters 12-13; Character Analyses for Otis
  - Try to come up with a prediction of how the frequency of storms in Florida will play a part in the story

***Reading Intervention Time:*** Centers/Choices or finish writing

- Centers/Options:
  - Visualizing worksheet
  - Leafs for predictions; look for theme evidence in chapters
  - Create a map of Naomi
  - Conduct a character analysis of a character not already in their character scrapbook

Day Six

- Opening Routines
  - Predictions to add to tree? Themes?
  - Chapter 12/13- ask students to explain what they read, share what parts they really liked or what connections they made to the text



- Review character analyses for Otis
- Vocabulary
  - Abiding
    - Meaningful sentence: I have an abiding love for my dog, Rumble, even when I have not seen him for a long time.
    - Definition: continuing for a long time; not changing
  - Notion
    - Meaningful sentence: Miss Lucht rejected the students' notion that recess ought to be two hours long every day.
    - Definition: an opinion or idea
- Read Chapter 14 together as a class
- Mini-Lesson: Theme
  - Discuss what "theme" is
    - The main idea the author conveys (underlying ideas and concepts in the story)
  - Review evidences of themes that have been discussed
  - Have students brainstorm why they think theme is important
  - Discuss how to find theme
    - Follow the protagonist- are there any life lessons the protagonist (main character) is learning?
    - Look for patterns or repeating ideas in the novel
    - Are there mistakes characters are learning from?
    - Look at the problem/conflict in the novel
  - Ask students if they can think of any themes from the book that we have not been following; students should back up the themes they select with evidence from the novel
    - Possible answers: abandonment, loneliness, community, etc.
  - Ask students what they think the dominant theme in the book is and why
- Activity: decorate water bottles- put "goal" in- tie into Gloria Dump's tree; hang trees from ceiling (also associate with the theme of guilt)

***Reading Intervention Time:*** Centers

- Visualizing worksheet
- Leafs for predictions; look for theme evidence in chapters
- Finish writing
- Create a map of Naomi
- Conduct a character analysis of a character not already in their character scrapbook

Day Seven

- Predictions to add to tree? Themes?
- Vocabulary
  - Manufactured

- Meaningful Sentence: The Here's Howe factory in Grove City manufactured candy, coffee, and nuts.
    - Definition: something that was produced/made (usually in a factory or by large machines)
  - Melancholy
    - Meaningful Sentence: The boy felt very melancholy on his way to school because he had been hoping for a snow day.
    - Definition: a sad mood or feeling
- Mini-Lesson: Connecting Novel with other Literature ; Making Connections
  - Anticipatory Set
    - Tell students to write down everything that they know about the Civil War on a piece of paper for about a minute or two
    - Ask for student volunteers to share what they wrote
    - Tell students we are going to examine what we learn about the Civil War from our novel and compare that with what we read in a poem about the Civil War
  - Read Chapters 15-17
  - Development/Guided/Independent Practice
    - Discuss how when we read novels, we make connections
    - We make 3 types of connections- does anyone know what they are?
      - Text-to-text
      - Text-to-self
      - Text-to-world
    - Today we are looking mostly at text-to-text connections
      - However, students may also be making text-to-world connections with knowledge they already have of the Civil War
    - Look at your list of things that you know about the Civil War. Were you thinking of these things as you were reading about *Littmus*?
      - If so, you were making text-to-world connections
    - Now we are going to make some text-to-text connections with a poem we read about the Civil War
      - Discuss what we learned/read about the Civil War from *Because of Winn-Dixie*
      - Read "The Civil War" poem to the kids
      - Go through it line by line and discuss its meaning
      - Then ask kids to connect what the poem says with the part of the story we just read
  - Closure
    - Review three types of connections
    - Give opportunity for students to make any other connections to the text we have not yet discussed

**Reading Intervention Time:** Alliteration Activity: create your own candy name using alliteration

## Day Eight

- Opening Routines
  - Predictions to add to tree? Themes?
  - Quiz
- Mini-Lesson: Summarizing/Main Idea
  - Anticipatory Set
    - Begin describing what I did yesterday in FULL detail
    - Ask the students if I summarized my afternoon yesterday
    - Did you get bored as I was talking?
    - When we summarize, we need to pick out the main ideas instead of telling every little thing that happened.
    - Today, we are going to practice summarizing chapters from Because of Winn-Dixie
  - Development
    - Ask students what summarizing is
    - When we retell, do we let whoever is listening know ALL of the details and spend a long time recounting all of the events?
    - No – we need to pick out the main idea and then use a few details to support this
      - If you asked me to summarize what I did over a weekend and I told you every little detail- what times I did everything, what I ate at each meal, what time I went to bed, who I ate with, etc. would I hold your attention?
        - If I told you the main idea of what I did or just some important highlights, would that be more interesting?
        - We want to do the same thing
  - Guided/Independent Practice
    - Read Chapters 18-19 with a partner
      - When you are finished reading- pull out a piece of scrap paper and begin to jot down what you think might be the main idea and what might be some important details with your partner
    - Summarizing Activity
      - Explain activity
        - Students will be in groups of 6
          - Each group will receive a white board
          - They are to work together to create a summary of the two chapters they just read
          - They may have 2 minutes to brainstorm before they begin
          - Then, one person (the person whose first name comes with the letter of the alphabet closest to A) will start with the white board and will write one sentence.
          - Then, they will pass the board

- The goal is to work together to make a summary of the chapter that makes sense and accurately retells the main idea with some supporting details
      - When the board is passed to you, you can either add to what is already there or erase the sentence immediately before yours and try that again (you cannot erase the whole thing- only the sentence before yours)
      - Be silent while you do the activity. I should only hear voices only during the first couple minutes I give you to brainstorm
    - Do activity- monitor as students work
  - Closure
    - Groups share their summaries with the class
    - Come up with a consensus on the main idea as a whole class
- Introduce Project Options
- HW: Read Chapters 20-21; choose project option

***Reading Intervention Time:*** Centers

- Visualizing worksheet
- Leafs for predictions; look for theme evidence in chapters
- Finish writing
- Create a map of Naomi
- Conduct a character analysis of a character not already in their character scrapbook
- *New:* Summarizing worksheet

Day Nine

- Opening Routines
  - Predictions to add to tree? Themes?
  - Review Chapters 20-21: Have someone practice retelling the chapters they read for homework
  - Give students time to share connections they made
- Mini-Lesson: Characters
  - Tell students to pull out their character scrapbooks
  - Give students a few minutes to flip through their booklets
  - Ask students if they were to fill out a character analyses chart for each of the characters again today, would they look the same?
  - Discuss character development that has occurred throughout the novel
  - Was has allowed the characters to grow and develop?
- Read Chapters 22-23
- Activity
  - “Missing” Worksheet

- Winn-Dixie is missing
- In order to help find her, we need to each come up with a list of 10 things we know about Winn-Dixie. Think about how he has been described throughout the book
- HW: Work on projects!
- Pass out Party Invitations to the *Because of Winn-Dixie* Party on Friday

***Reading Intervention Time:*** Centers

- Visualizing worksheet
- Leafs for predictions; look for theme evidence in chapters
- Finish writing
- Create a map of Naomi
- Conduct a character analysis of a character not already in their character scrapbook
- Summarizing worksheet

Day Ten

- Opening Routines
  - Predictions to add to tree? Themes?
  - Ask students to review what we read yesterday
- Read Chapters 24-27 together in class
- Ask students what they thought about the book
- Mini-Lesson: Elements of Plot
  - Anticipatory Set
    - Discuss emotions as you go on a roller coaster
      - Start out, maybe a little bit nervous about the roller coaster; your fears, etc. are introduced
      - As you go up that first big hill, your anticipation (excitement and nervousness) build
      - At the top of that big hill, you are the most scared
      - On the way down, there is a big release- you're not nervous any more (you're just having a good time and your fears are being resolved)
      - The excitement continues to wind down as the roller coaster comes to its end
      - At the end, your feelings are all resolved
  - Development
    - Review the story plot (conflict, rising action, climax, falling action, resolution)
    - Give explicit instruction as to what each part of the plot means
      - Relate this to the roller coaster
  - Guided/Independent Practice
    - Make a chart together as a class and students can follow along on handout

- Work as a class to brainstorm the elements of plot- write on the chart on the board; students write on their handouts
- Closure: Review each step in the plot

***Reading Intervention Time:*** Centers

- Visualizing worksheet
- Leafs for predictions; look for theme evidence in chapters
- Finish writing
- Create a map of Naomi
- Conduct a character analysis of a character not already in their character scrapbook
- Summarizing worksheet
- *New:* Vocabulary word search

Day Eleven

- Turn in Projects
- Discussion Questions in Groups (Count students off into 6 groups of 4)
  - At one point in the book, Opal says that just about everything that happened over the summer happened to her because of Winn-Dixie. What are some things you think happened to Opal because of Winn-Dixie?
  - Winn-Dixie brings comfort and joy to more than just Opal. Who are some other characters that were brought comfort and/or joy by Winn-Dixie? How so?
  - After the party, Opal goes to Gloria's mistake tree and starts to talk to her mom. She tells her mom she won't miss her as much because her heart feels full. How has Opal's life changed to make her feel this way?
- Test Review Game: "Jeopardy"
  - <http://www.superteachertools.com/jeopardy/usergames/Sep201339/game1379976488.php>
- HW: Study for the test

Day Twelve

- Test
  - Ask for student questions before we begin the test
  - Pass out student offices and pass out tests
- Project Presentations in table groups

Day Thirteen

- Imitate the *Because of Winn-Dixie* party
  - Decorations
    - Yellow and Pink Crepe Paper
    - Dog pictures
    - Tea lights in paper bags
  - Food
    - Egg salad sandwiches

- Peanut butter sandwiches
  - Dump Punch
  - “Littmus Lozenges”
  - Pickles
- Activity: Decorate a paper bag with scenes from *Because of Winn-Dixie* to put your tea light in
- Movie
  - Watch the movie
  - Complete a Venn Diagram to compare the book and movie

# Appendix



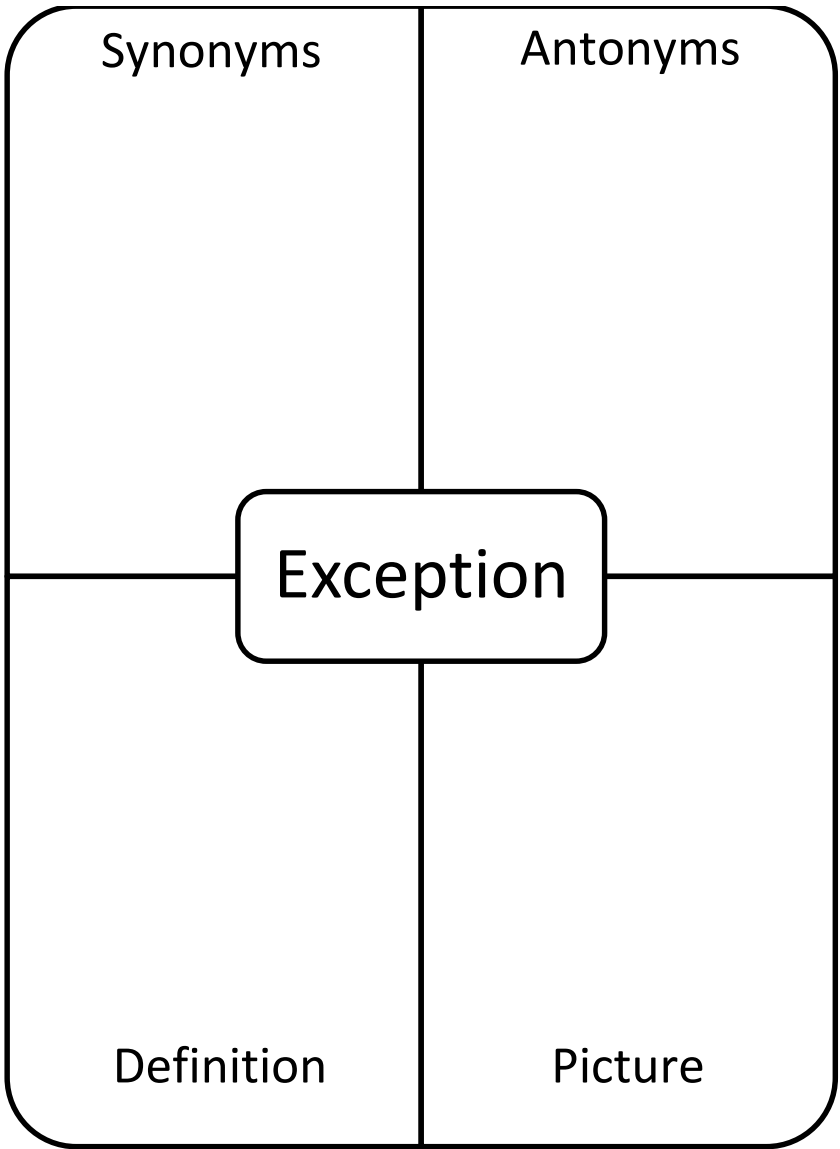
# Student Materials

# *Because of Winn-Dixie*

## Vocabulary "Word Storms"



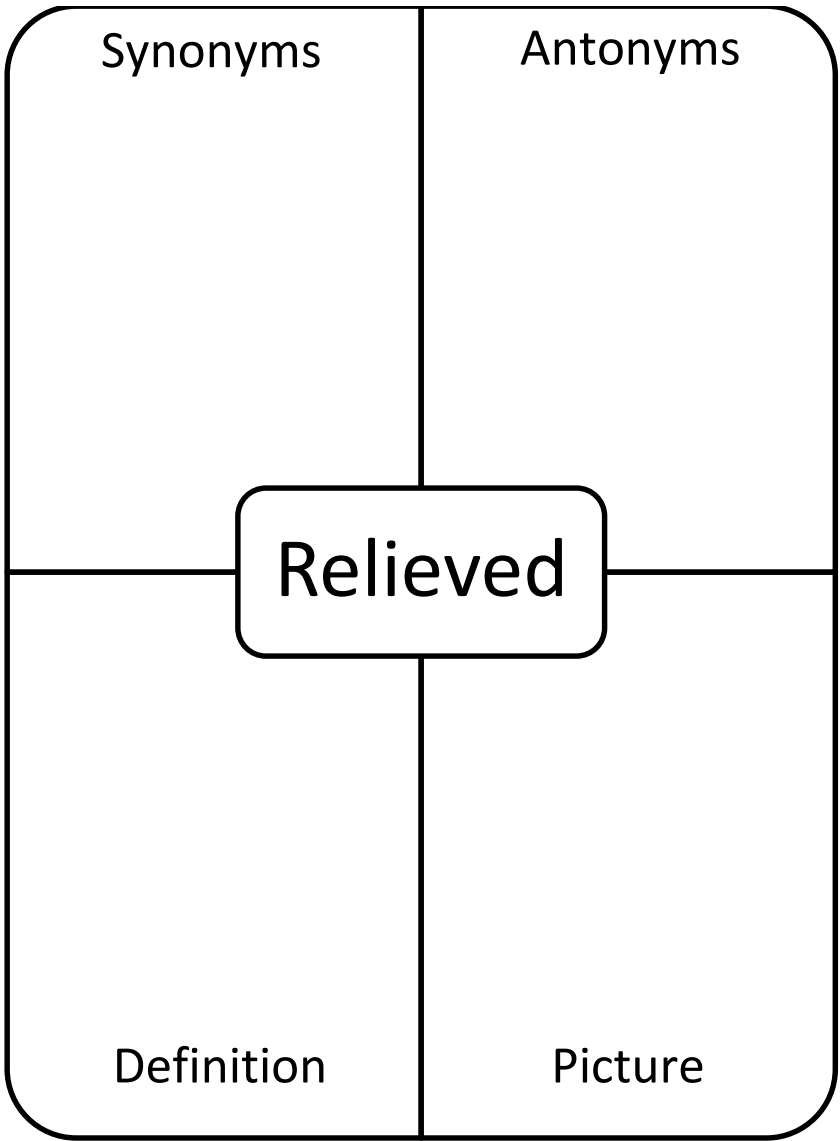
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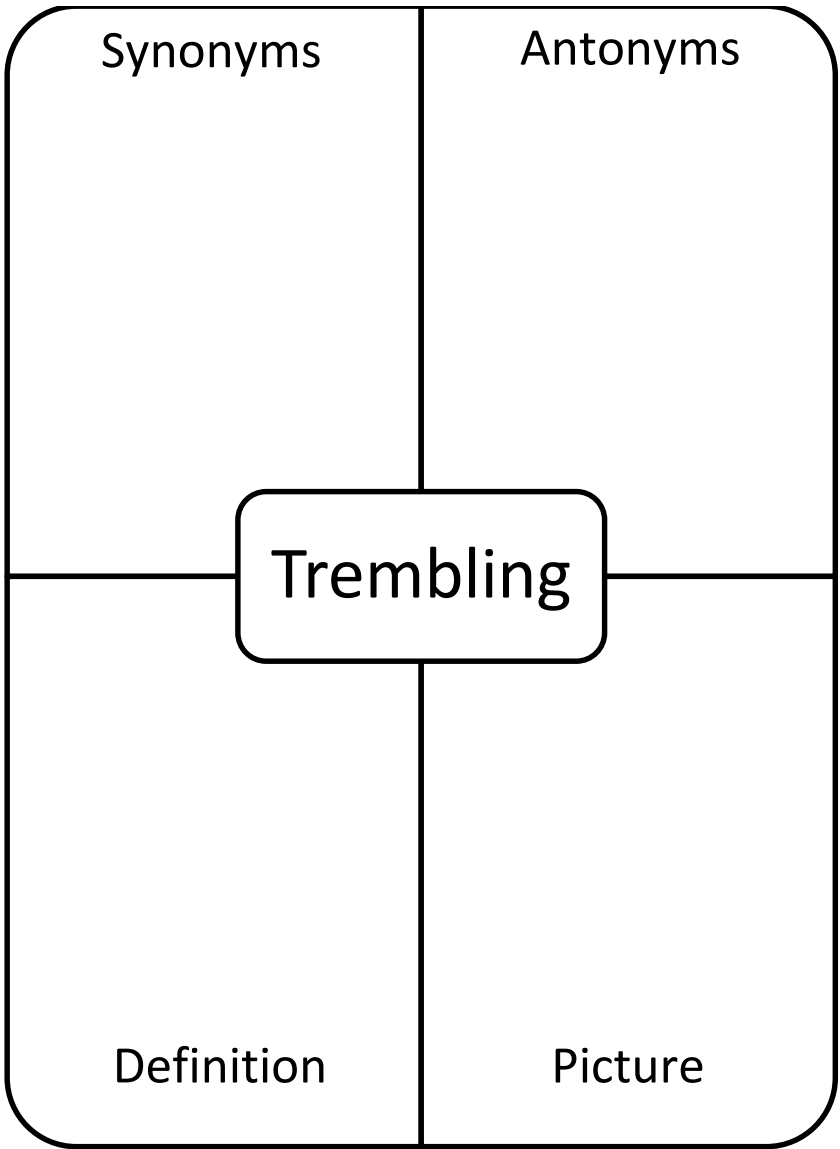
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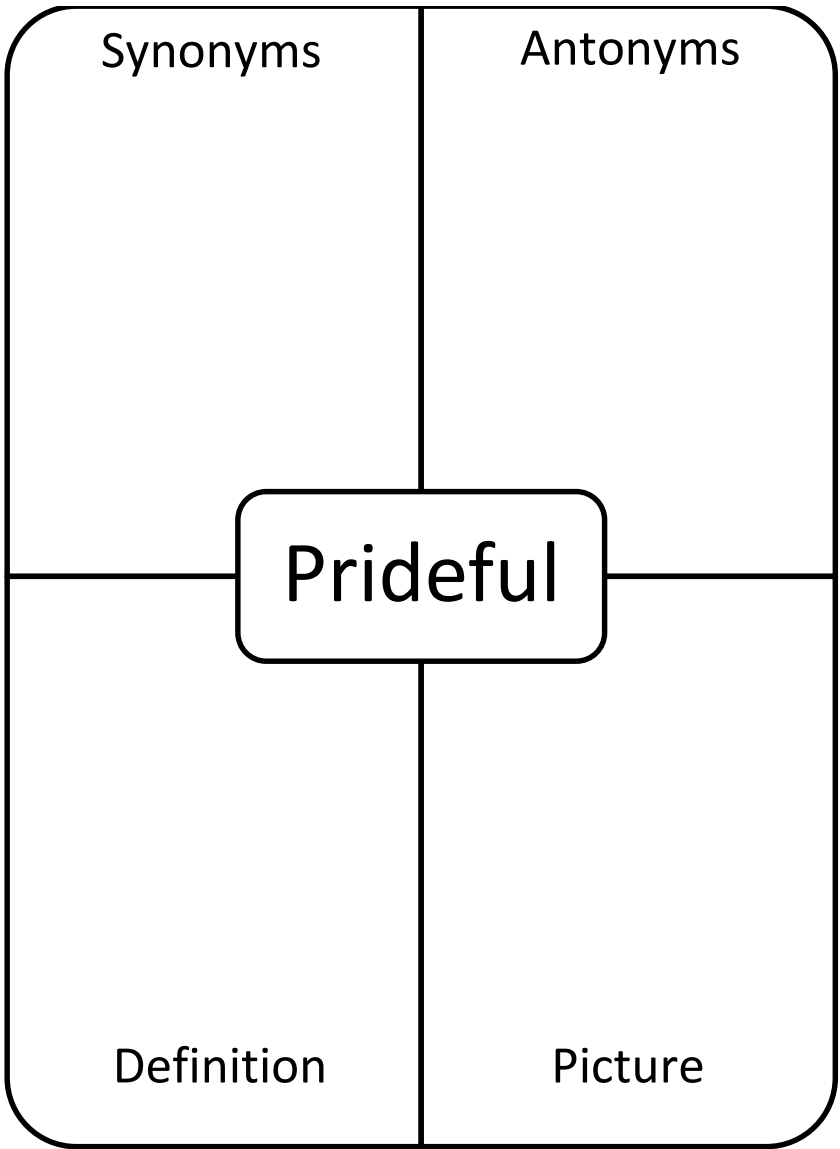
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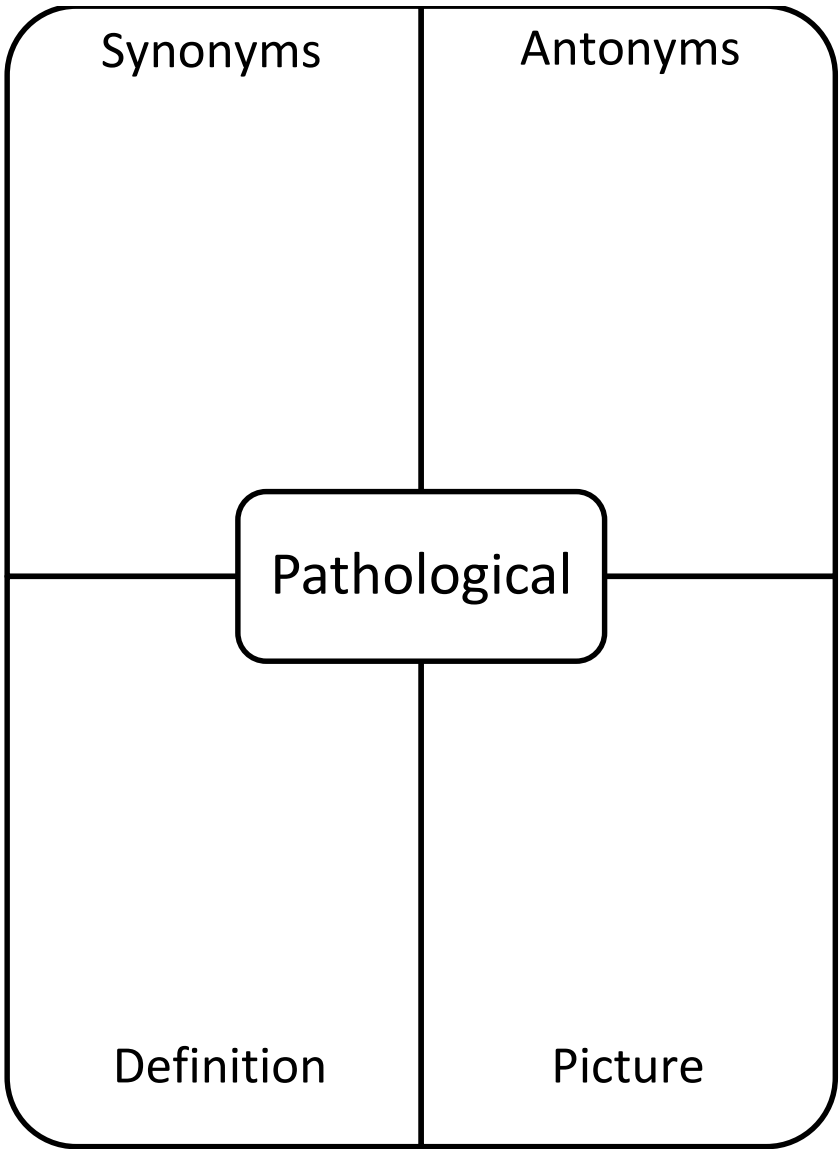
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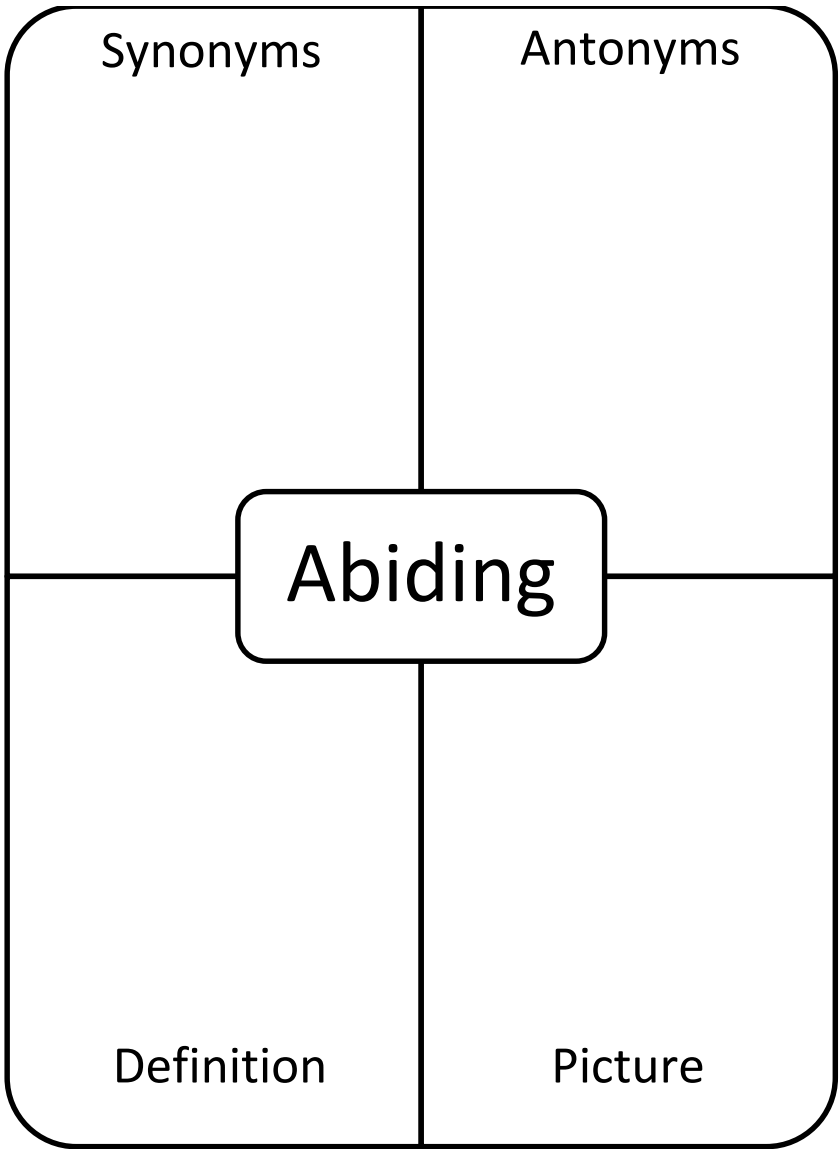
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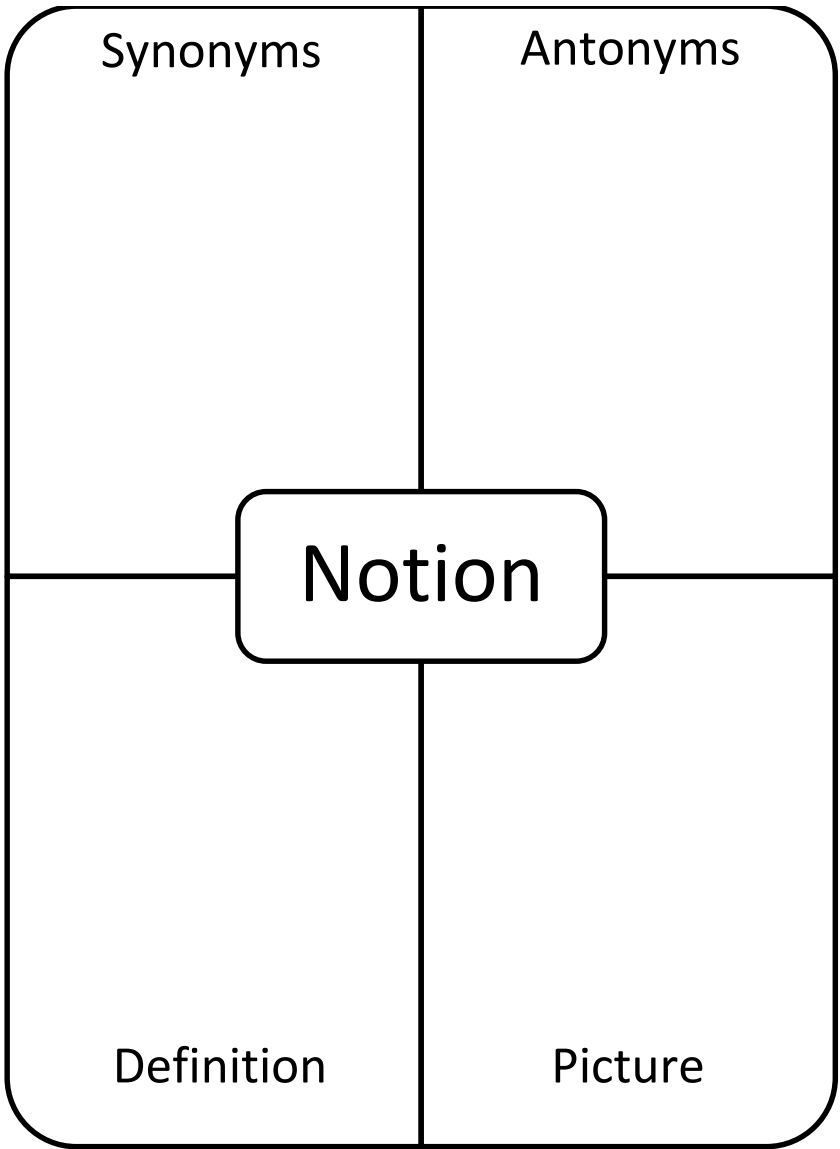


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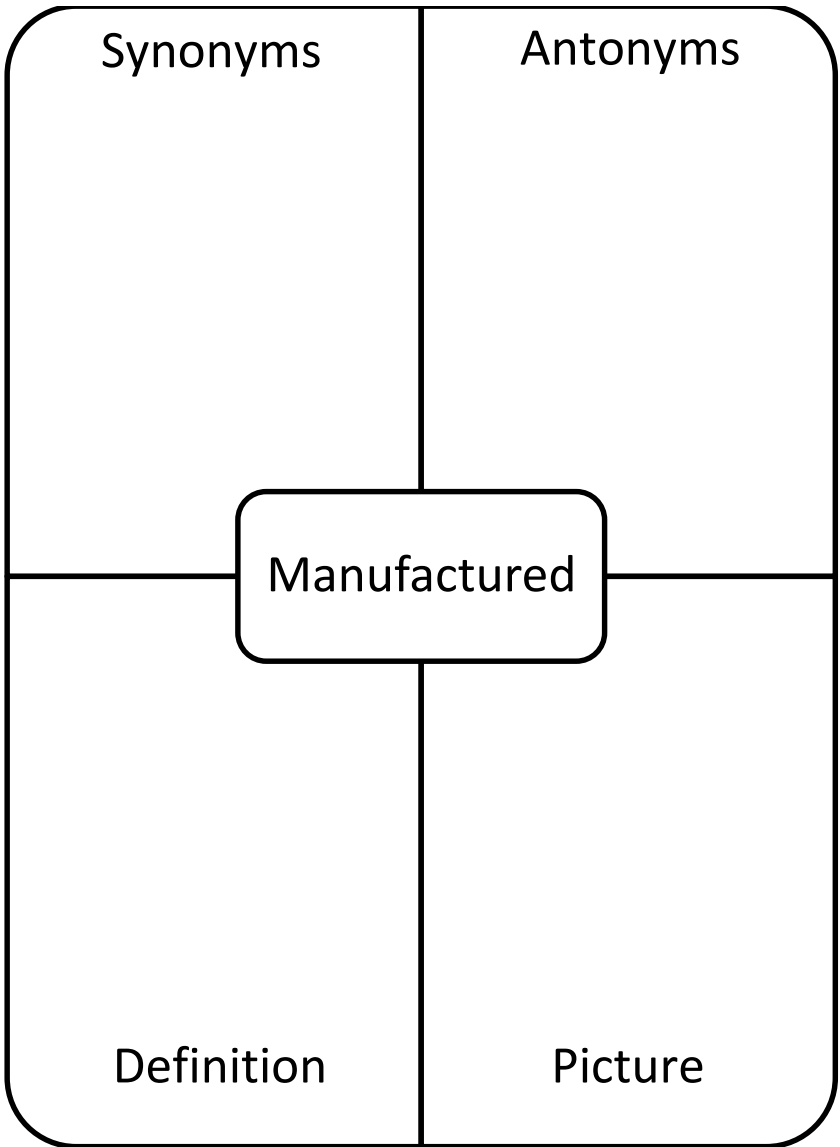




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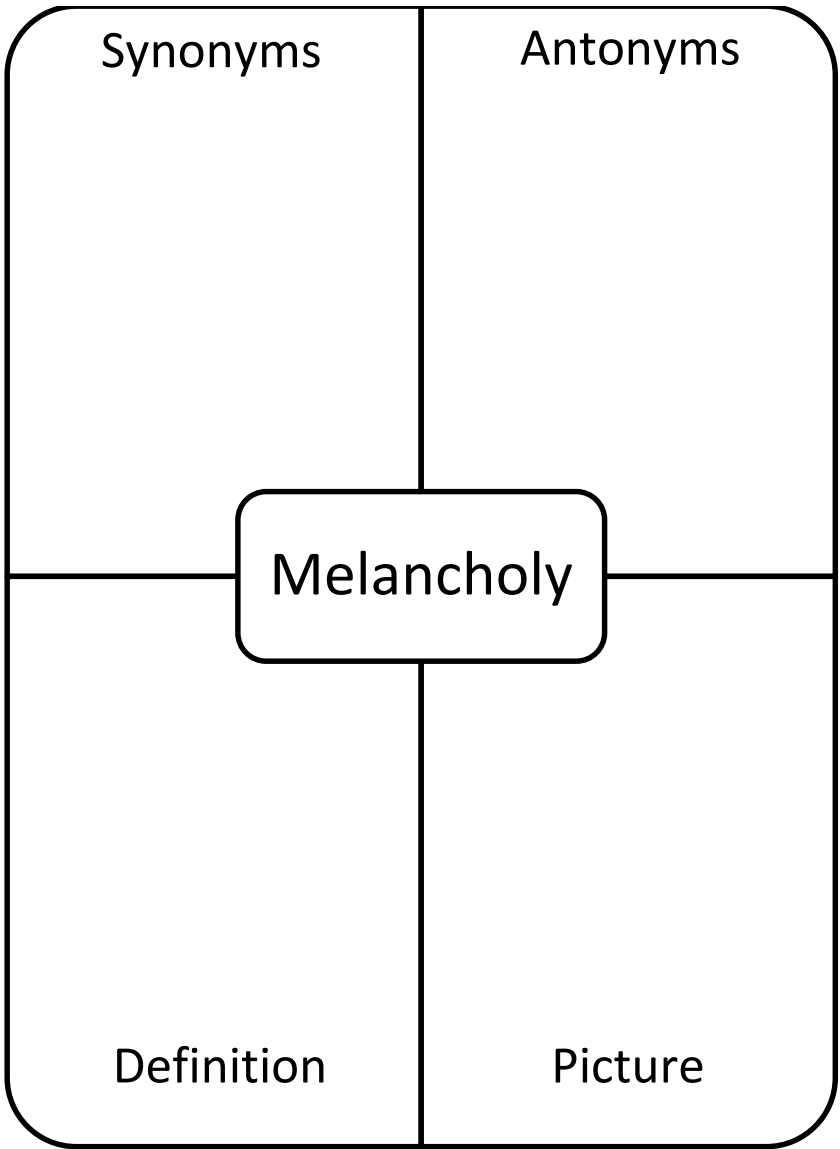
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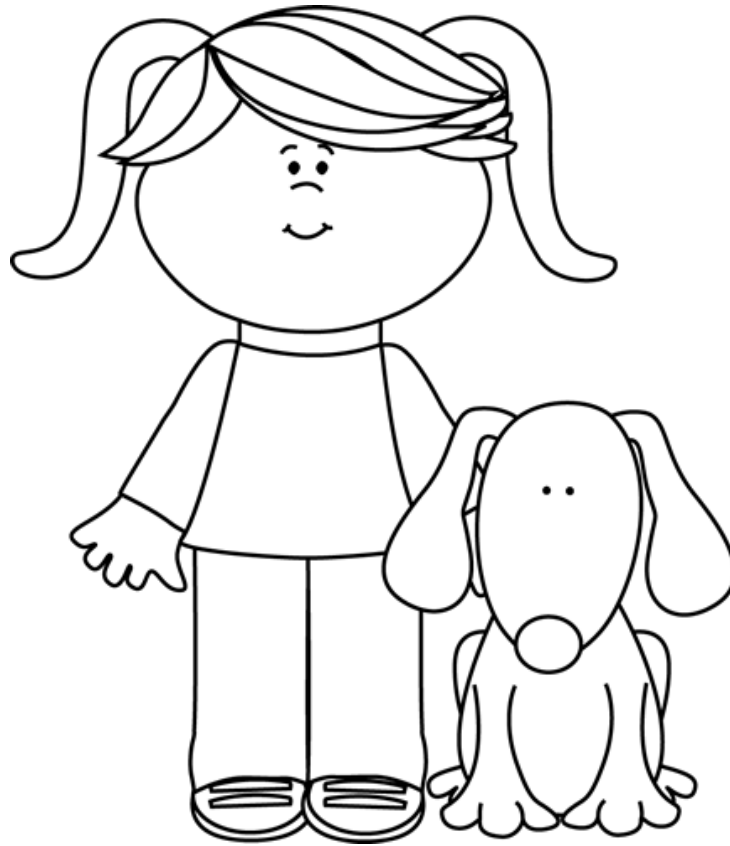
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# *Because of Winn-Dixie*

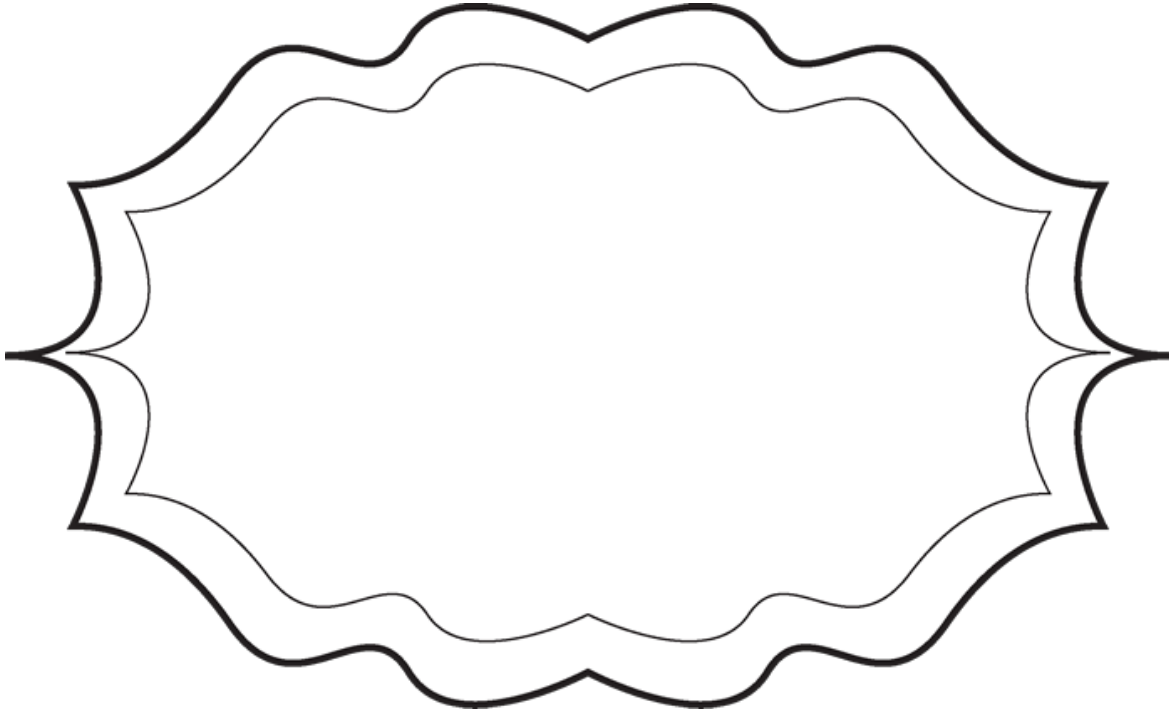
Character Scrapbook



Name: \_\_\_\_\_



Character Name: Opal



**Character Traits:**

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- 
- 

**What words does the author use to describe the character?**

**What is this character thinking? Feeling?**

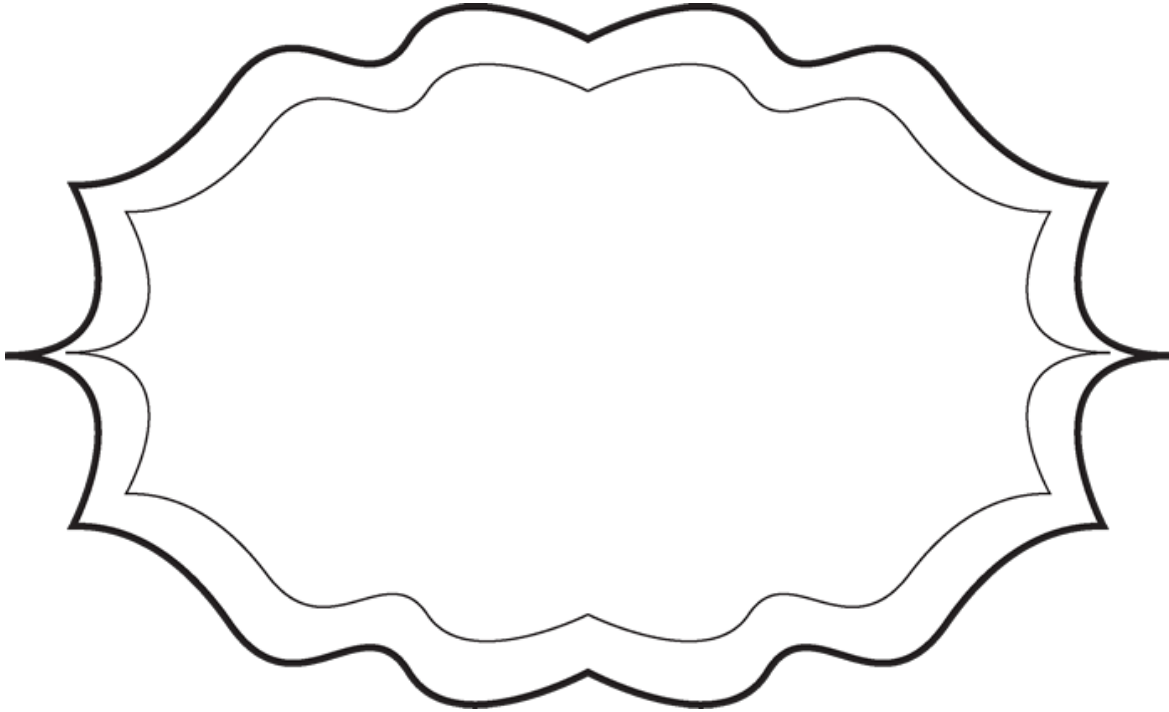
**What words from the book let you know the character was thinking?**

**Important Quote from the Character:**

“

”

Character Name: Preacher



**Character Traits:**

- 
- 
- 

**What words does the author use to describe the character?**

**What is this character thinking? Feeling?**

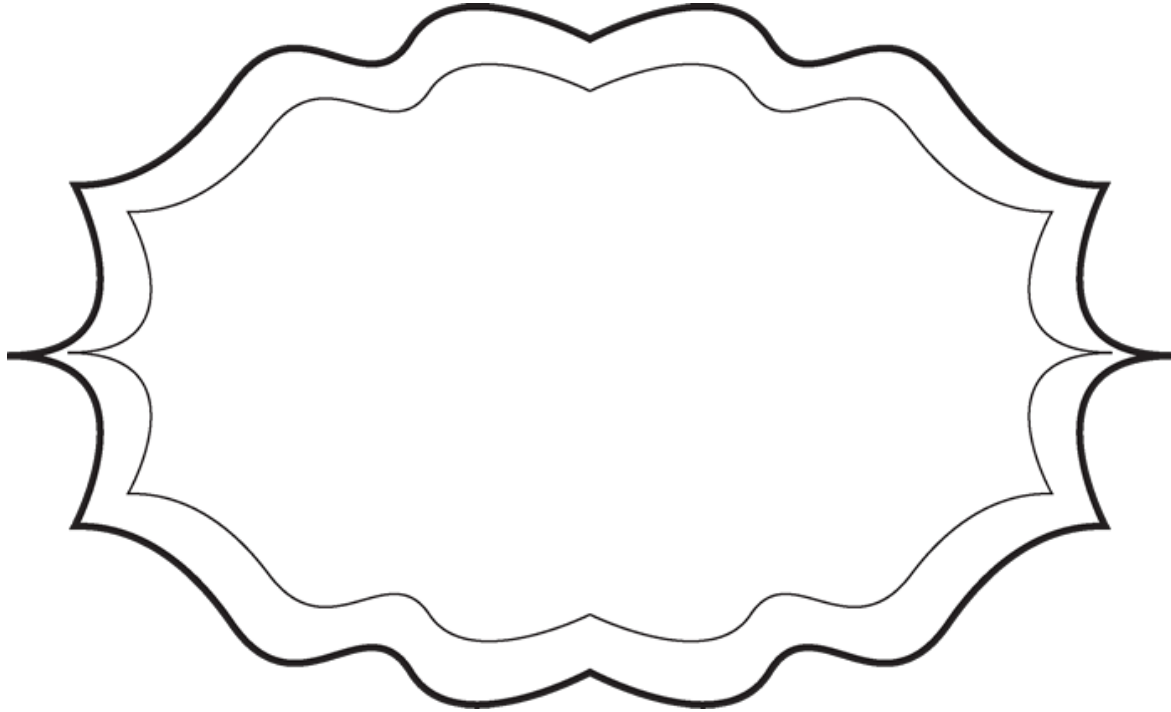
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**Important Quote from the Character:**

“

”

Character Name: Miss Franny Block



**Character Traits:**

- 
- 
- 

**What words does the author use to describe the character?**

**What is this character thinking? Feeling?**

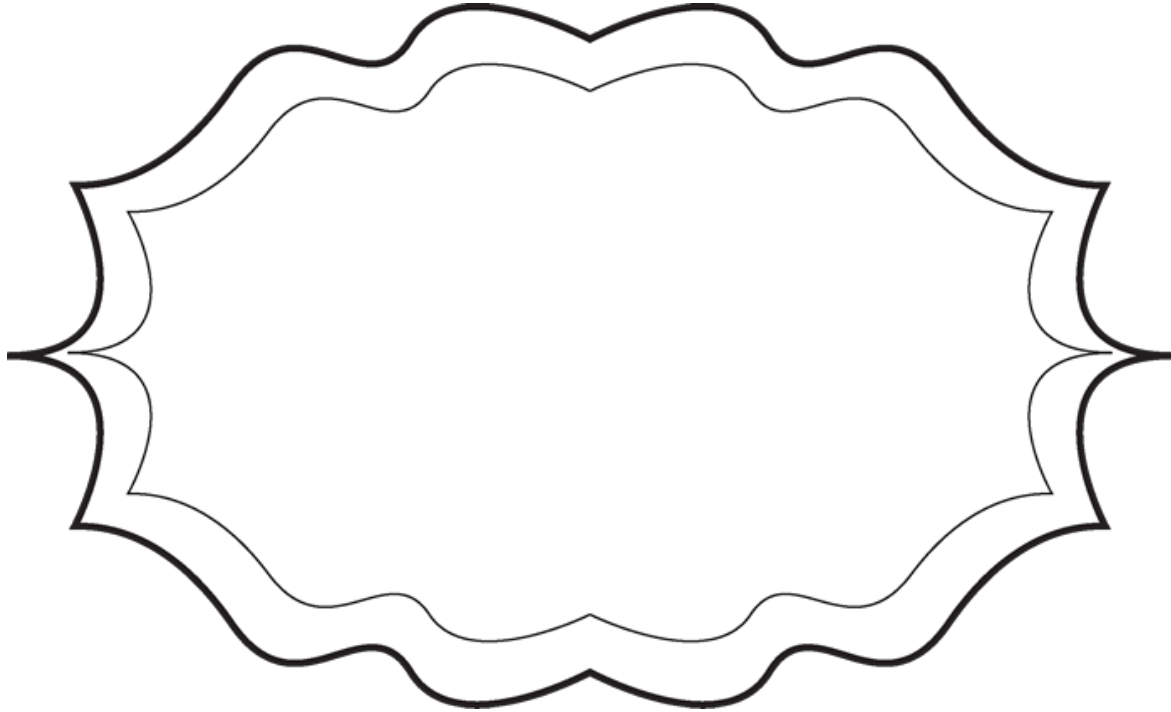
**What words from the book let you know the character was thinking?**

**Important Quote from the Character:**

“

”

Character Name: Gloria Dump



**Character Traits:**

- 
- 
- 

**What words does the author use to describe the character?**

**What is this character thinking? Feeling?**

**What words from the book let you know the character was thinking?**

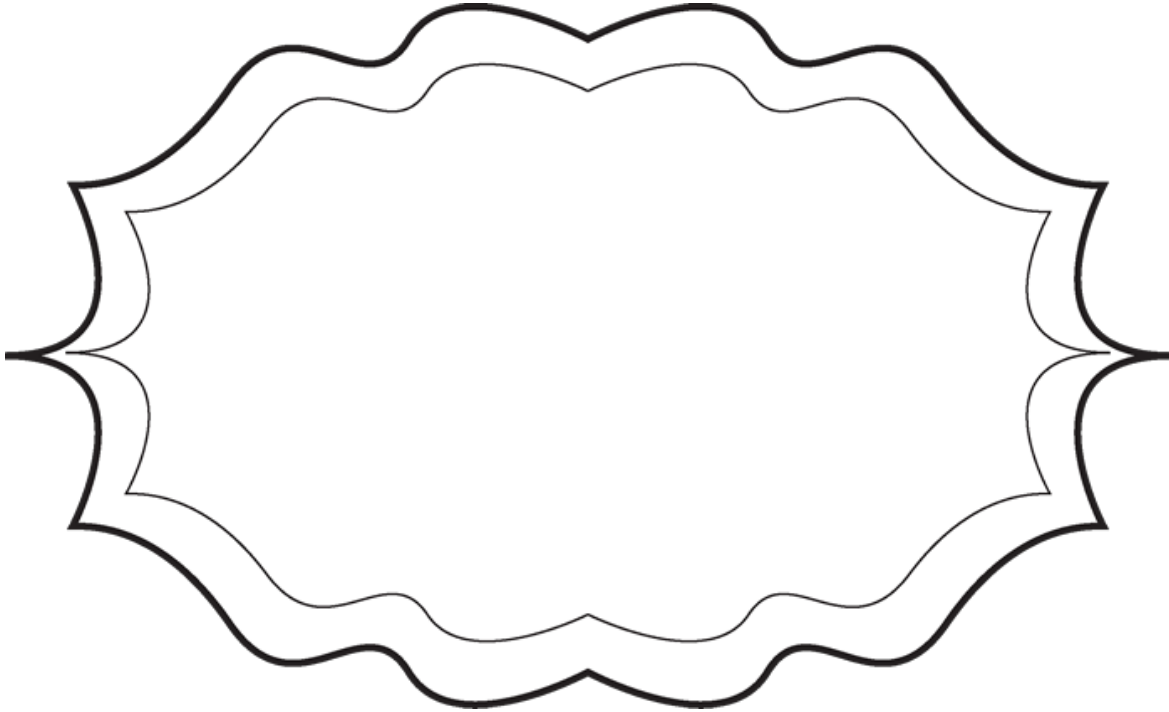
**Important Quote from the Character:**

“

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Character Name: Otis



**Character Traits:**

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- 
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**What is this character thinking? Feeling?**

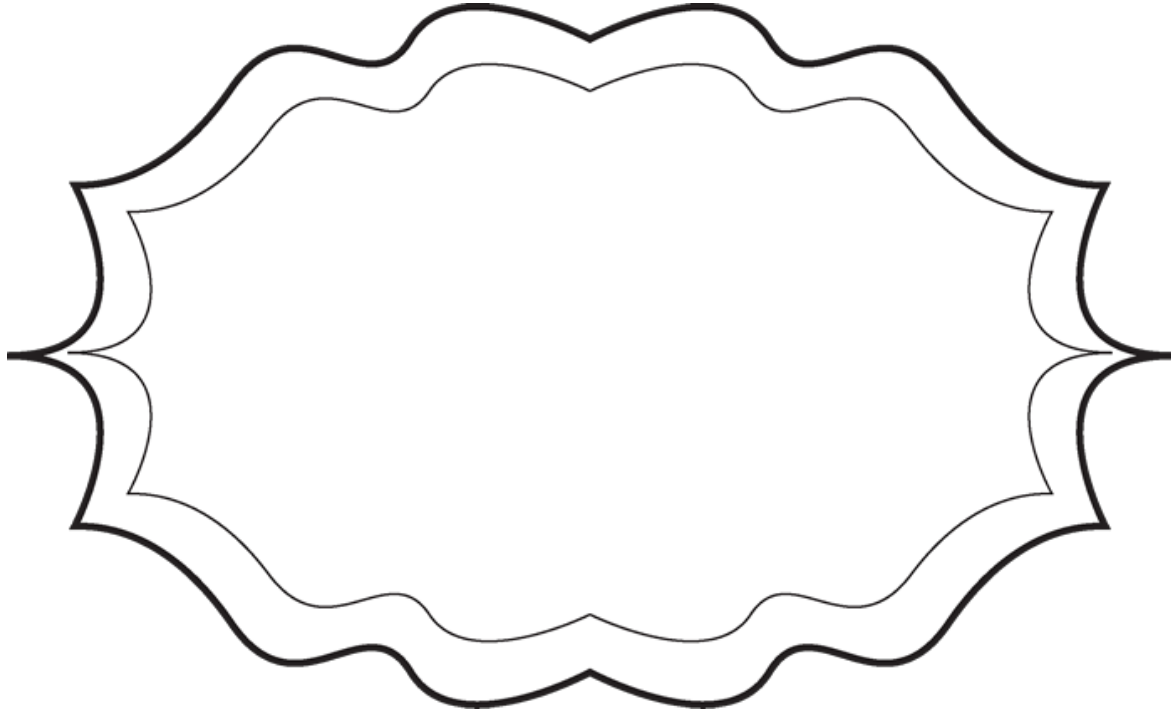
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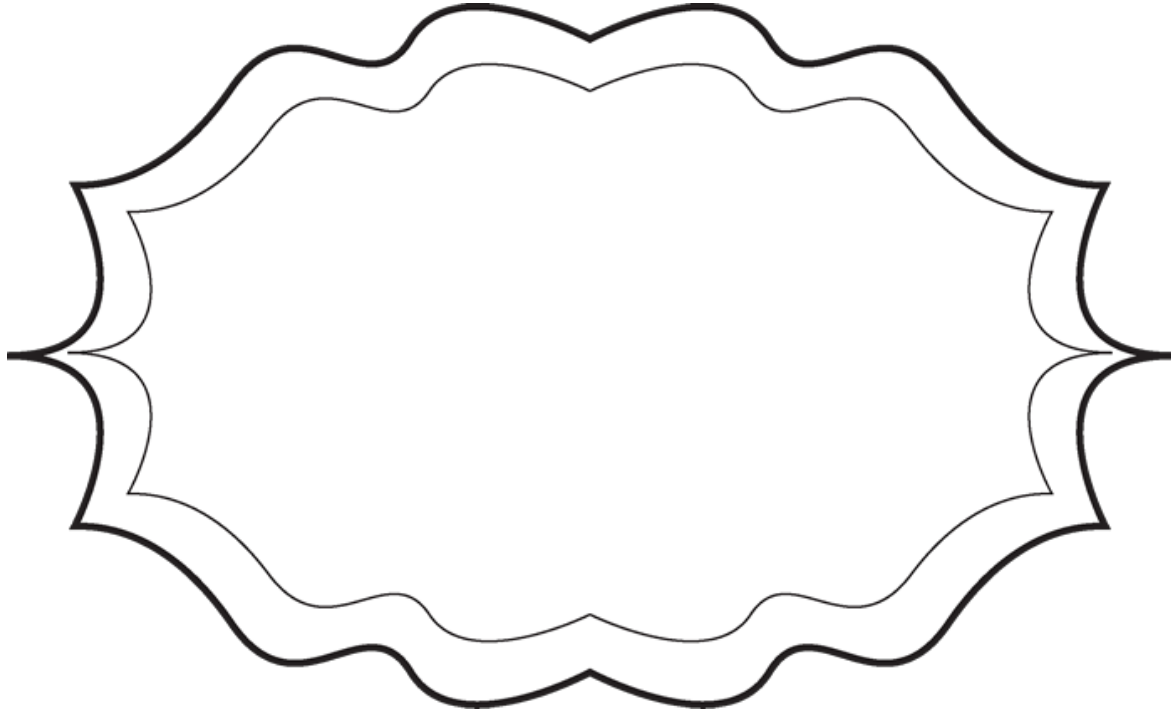
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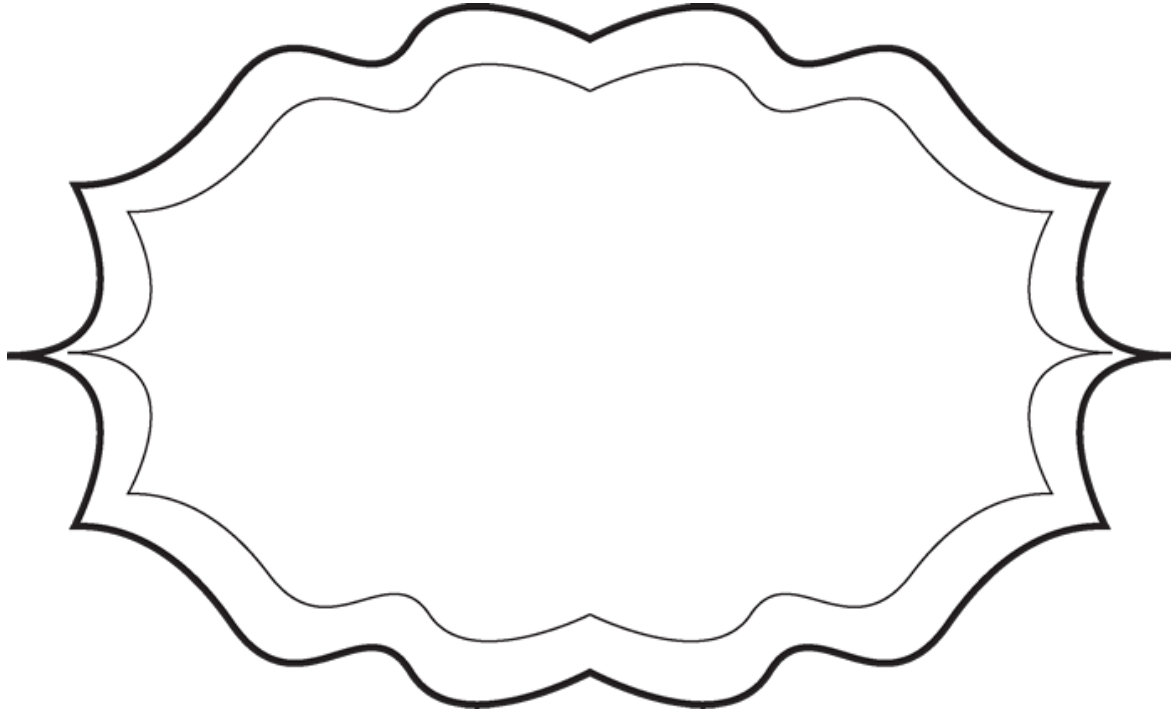
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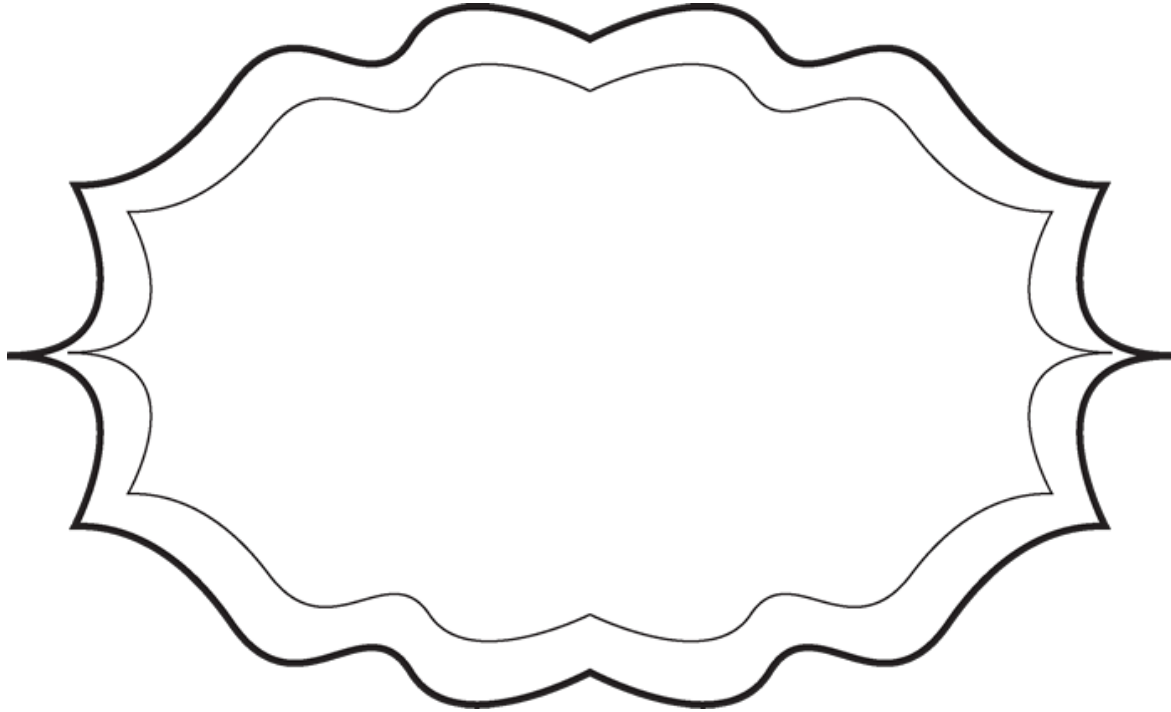
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- 

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**What is this character thinking? Feeling?**

**What words from the book let you know the character was thinking?**

**Important Quote from the Character:**

“

”

# Reader's Contract

I, the reader of *Because of Winn-Dixie*, do solemnly swear to work my hardest and participate in all activities and discussion. I will keep up with my reading, but I will not read ahead. If I have already read *Because of Winn-Dixie*, I will not spoil it for others or tell others what I know. Above all else, I will have fun with this unit and I will enjoy reading the book!

Name (Print): \_\_\_\_\_

Name (Signature): \_\_\_\_\_

Date: \_\_\_\_\_

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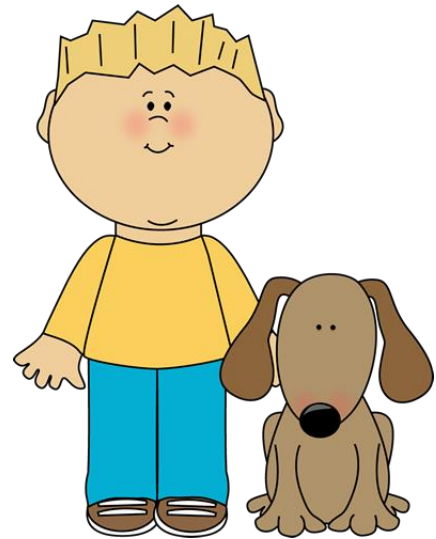
# A Boy and His Dog

By Edgar Guest

A boy and his dog make a glorious pair:  
No better friendship is found anywhere,  
For they talk and they walk and they run and they play,  
And they have their deep secrets for many a day;  
And that boy has a comrade who thinks and who feels,  
Who walks down the road with a dog at his heels.

He may go where he will and his dog will be there,  
May revel in mud and his dog will not care;  
Faithful he'll stay for the slightest command  
And bark with delight at the touch of his hand;  
Oh, he owns a treasure which nobody steals,  
Who walks down the road with a dog at his heels.

No other can lure him away from his side;  
He's proof against riches and station and pride;  
Fine dress does not charm him, and flattery's breath  
Is lost on the dog, for he's faithful to death;  
He sees the great soul which the body conceals--  
Oh, it's great to be young with a dog at your heels!



Name: \_\_\_\_\_

We have spent some time discussing how important our pets can be to us. Have you ever considered how important we are to our pets? Put yourself in the perspective of a dog or animal without a home. Create a flyer that shares what you, as an animal, would want in your human owner.

# WANTED: Owner

Qualities I want in my owner:

Ideal family for me:

Special Treatments I want:





Name: \_\_\_\_\_

# Theme

## THE MESSAGE OF THE STORY

(It's more than just the moral at the end of a fable)

Themes are about the BIG WORLD

A story can have **multiple** themes.

Examples of themes:

- Courage
- Acceptance
- Honesty
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Themes are **INFERRED** (We use what the story tells us + what we know to determine the themes)

Strategies to identify a theme:

- Look at the main idea
- Look at what the main character is learning
- Ask yourself: Are certain concepts present in many different places as we read?
- \_\_\_\_\_
- \_\_\_\_\_

*There are multiple themes in Because of Winn-Dixie. We will be looking for examples of the following themes as we continue to read:*

**FRIENDSHIP**

**GUILT**

Name: \_\_\_\_\_

Write a letter to Opal's mom as if you are Opal and just received these ten facts about your mom. Try to include details about how you (Opal) are feeling and what you are thinking:

September 26, 2013

Dear Mom,

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Love,  
Opal

Name: \_\_\_\_\_

# See Me with Your Heart



In *Because of Winn-Dixie*, Gloria Dump is unable to see Opal with her eyes, so she asks Opal to tell her everything about herself so that Gloria Dump can see Opal with her heart. Help Gloria Dump (and your teachers 😊) to see you with their hearts.

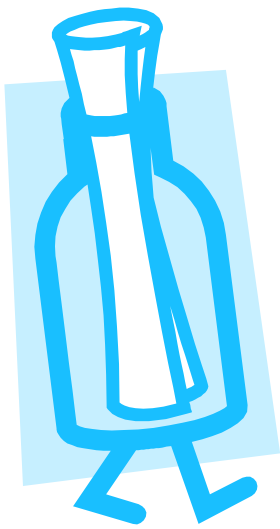
*Who is in my family? What else is important to share about my family?*

*Some things I really like are:*

*Some things I don't like are:*

*My pets:*

*My favorite thing about school is:*



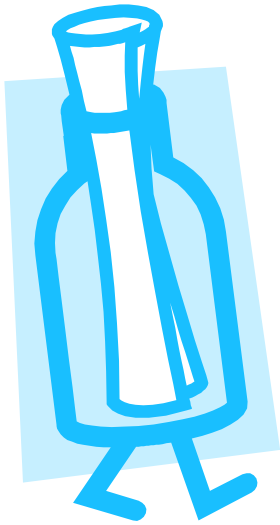
My Goal:

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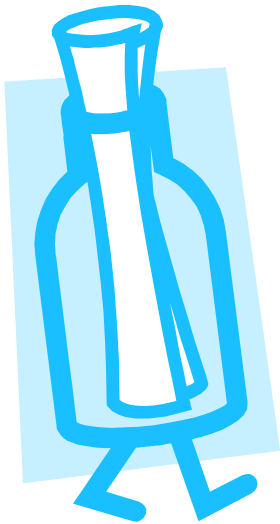
My Goal:

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My Goal:

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# The Civil War

By: Josh

The North screams out,  
That all men are free.  
The South shouts out,  
Not them just you and me!  
The North screams out,  
You must let them go!  
The South shouts out,  
No freedom, no!  
The screams turn into cannon blasts,  
The shouts turn into shots.  
Now the Civil War has come,  
And many men will die.  
Now the Civil War has come,  
And many women will cry.



# Because of Winn-Dixie

## Project Options

**Table of Contents:** Notice that none of the chapters in the novel have titles. Use what we learned about Main Idea and your own creativity to give each chapter a title. Put all chapter ideas in order in a *Because of Winn-Dixie* Table of Contents.

**Timeline:** Determine the 10-15 most important events in the novel. Create a timeline using those events. The timeline should include a title, the events in order, and a picture corresponding to each event. Make sure your event descriptions include who was involved and a good description of what happened.

**Character Interview:** Come up with 10 questions to ask one of the main characters in the story. Put yourself in the character's shoes and respond to the questions as that character. Make sure to be specific and include details. (No answer should be shorter than 2 sentences, but they may be as long as you would like.)

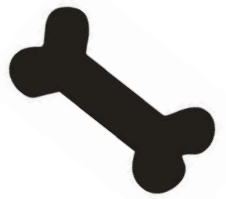
### **Author Facts and Letter:**

- Step One: Do some research on the author, Kate DiCamillo. Find out important facts about her life, including why she decided to become an author. You may put this information together any way you would like- on a poster, on a regular piece of paper, or in a PowerPoint.
- Step Two: Write a letter to Kate DiCamillo telling her how you feel about the book. We will actually mail her the letter!

**You choose!** Come up with a project you would like to do by Monday and get it approved by me before you begin. We will come up with specific requirements together.

Name: \_\_\_\_\_

# MISSING:



Winn-Dixie is missing! Draw a picture of Winn-Dixie and list 10 things you know about him to help people in Naomi recognize him!



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_



# **You're Invited!**

*Because of Winn-Dixie*  
PARTY



**Come Friday, October 12 ready to:**

**Eat egg salad sandwiches, PB sandwiches,  
pickles, Littmus Lozenges,  
and Dump Punch.**

**Watch the *Because of Winn-Dixie*  
movie**

**Celebrate our learning!**

# **You're Invited!**

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**Name:** \_\_\_\_\_

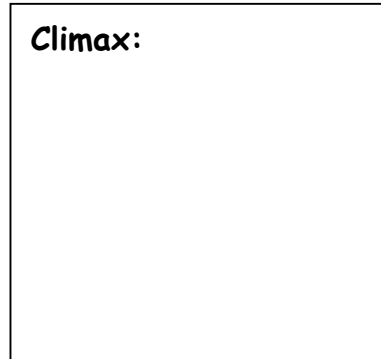
***Because of Winn-Dixie:***

**Elements of Plot**

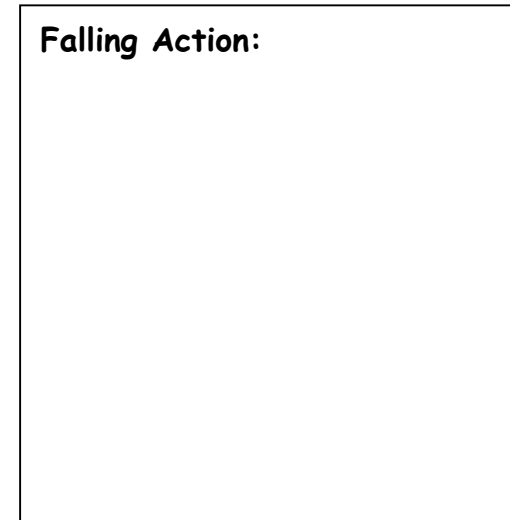
**Rising Action:**



**Climax:**



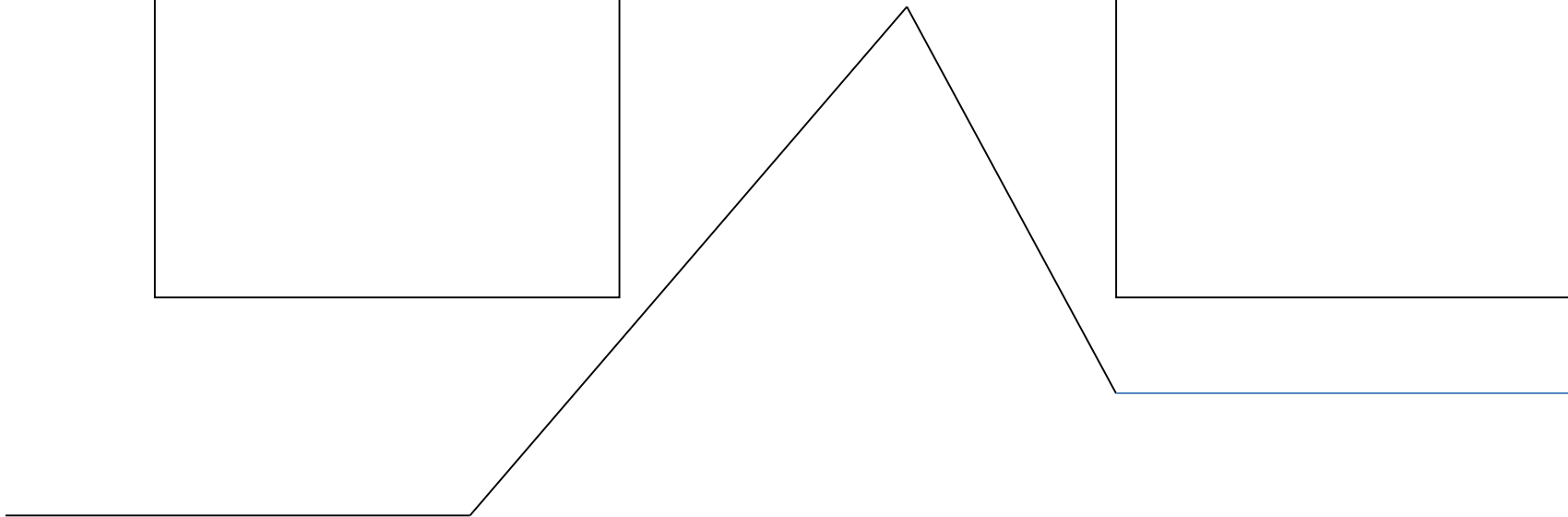
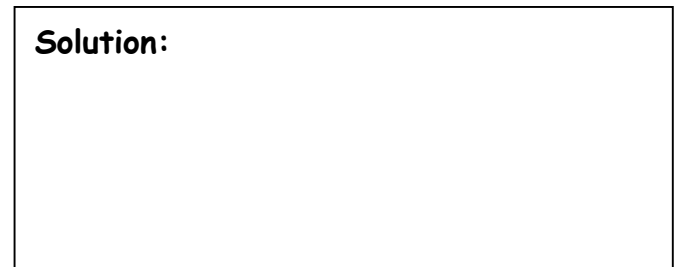
**Falling Action:**



**Conflict:**



**Solution:**



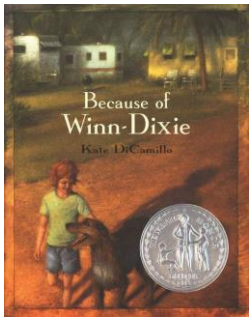
## ***Discussion Questions***

1. At one point in the book, Opal says that just about everything that happened over the summer happened to her because of Winn-Dixie. What are some things you think happened to Opal because of Winn-Dixie?
2. Winn-Dixie brings comfort and joy to more than just Opal. Who are some other characters that were brought comfort and/or joy by Winn-Dixie? How so?
3. After the party, Opal goes to Gloria's mistake tree and starts to talk to her mom. She tells her mom she won't miss her as much because her heart feels full. How has Opal's life changed to make her feel this way?



Name: \_\_\_\_\_

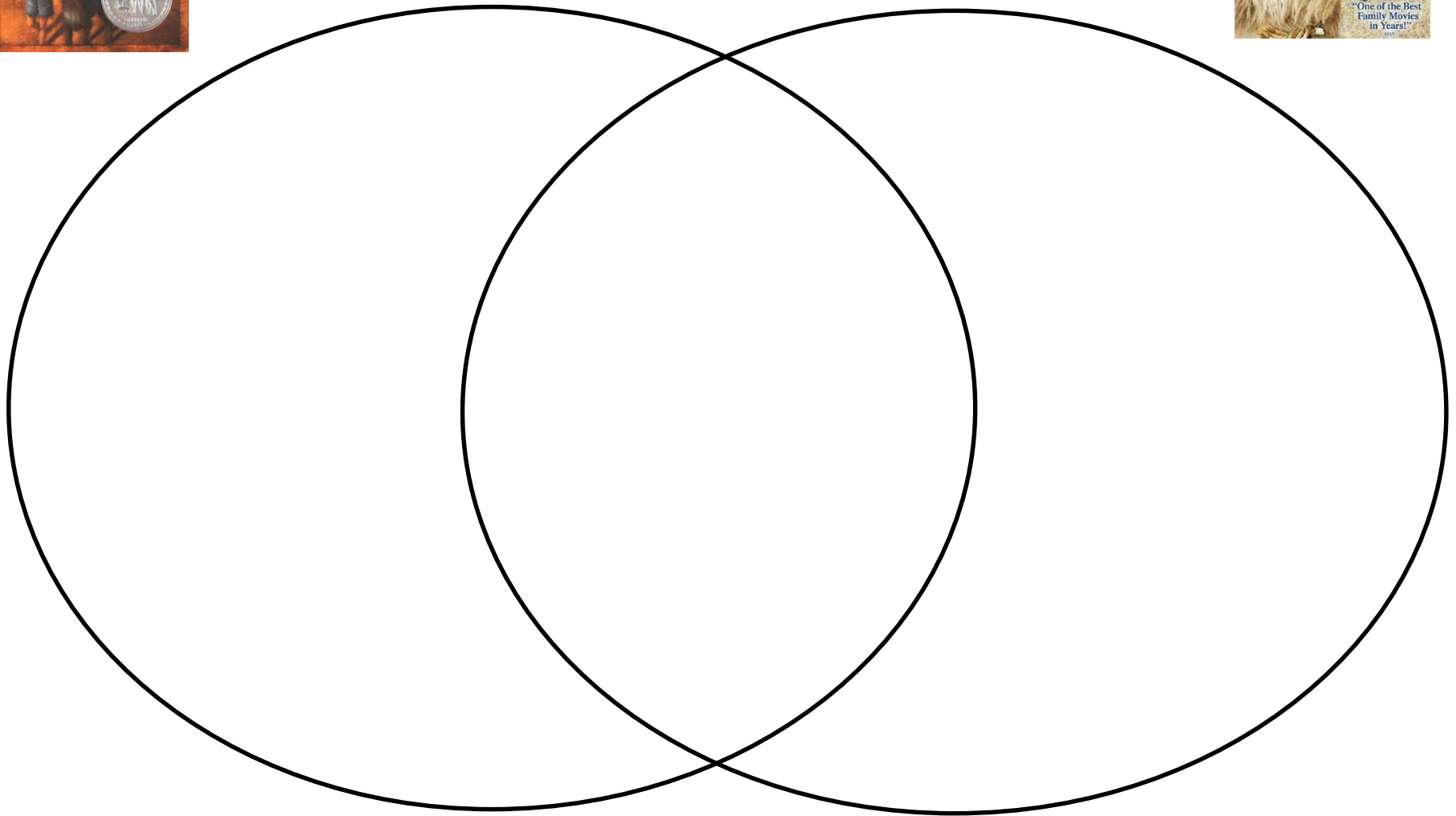
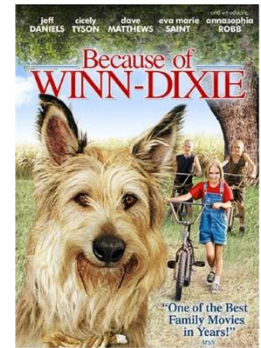
*Because of Winn-Dixie*  
Novel vs. Movie



NOVEL

BOTH

MOVIE



# Assessment Tools

Name: \_\_\_\_\_

***Because of Winn-Dixie***  
**Quiz: Chapters 1-8**

1. \_\_\_\_\_ The book is narrated by
  - A. A third-person narrator
  - B. Opal
  - C. Winn-Dixie
  - D. The Preacher
  
2. \_\_\_\_\_ Opal's first name is India because
  - A. Her mother was born there
  - B. Opal was born there
  - C. Her parents liked the name
  - D. Her dad was a missionary in India
  
3. \_\_\_\_\_ Opal and her father just moved to Florida. They now live in a town called:
  - A. Watley
  - B. Naomi
  - C. Tallahassee
  - D. Orlando
  
4. \_\_\_\_\_ The Preacher told Opal how many things about her mother?
  - A. Ten
  - B. Five
  - C. Two
  - D. One
  
5. \_\_\_\_\_ Opal named the dog Winn-Dixie. This is also the name of
  - A. A grocery store
  - B. The library
  - C. Her father's church
  - D. A flower
  
6. \_\_\_\_\_ What is unique about Open Arms Baptist Church?
  - A. There are no windows
  - B. There are no children allowed in church. Opal is an exception.
  - C. People bring their own fold-up chairs
  - D. There is nothing unique. It's just a regular church!

7. \_\_\_\_\_ What animal did Winn Dixie catch at church?
- A. Squirrel
  - B. Mouse
  - C. Rabbit
  - D. Rat
8. \_\_\_\_\_ Franny Block mistook Winn-Dixie for what animal?
- A. Coyote
  - B. Wolverine
  - C. Deer
  - D. Bear
9. \_\_\_\_\_ What did the scary animal (from the answer above☺) do that was so bizarre when it came to the library?
- A. Ate a book
  - B. Took a book with him when he left
  - C. Threw a book at Franny Block
  - D. Took a nap
10. \_\_\_\_\_ What finally convinced Otis to allow Opal to work for the pet store in order to earn the money for the collar and leash?
- A. Gertrude, the parrot, liked Winn-Dixie.
  - B. Gertrude, the owner of the pet store, liked Winn-Dixie.
  - C. Opal said she would work very hard.
  - D. Opal pointed out all the dust bunnies and told Otis the store looked dirty.

Name: \_\_\_\_\_

***Because of Winn-Dixie***  
**Quiz: Chapters 9-17**

1. \_\_\_\_\_ Why does Opal want to remember everything that happens to Winn-Dixie and herself?
  - A. She wants to write it down in her diary
  - B. She wants to tell her father
  - C. She wants to tell her mother if she ever meets her
  - D. She wants to write a book about Winn-Dixie
  
2. \_\_\_\_\_ What color theme is Sweetie-Pie Thomas' birthday party?
  - A. Blue
  - B. Pink
  - C. Purple
  - D. Orange
  
3. \_\_\_\_\_ Which war did Littmus fight in?
  - A. Civil War
  - B. Vietnam War
  - C. World War I
  - D. World War II
  
4. \_\_\_\_\_ Who did the Dewberry brothers call a witch?
  - A. Franny Block
  - B. Amanda Wilkinson
  - C. Gloria Dump
  - D. Opal
  
5. \_\_\_\_\_ What type of tree do Opal and Gloria plant together?
  - A. Mistake Tree
  - B. Maple Tree
  - C. Apple Tree
  - D. Wait and See Tree
  
6. \_\_\_\_\_ When Opal enters Gertrude's Pets and all the animals are out of their cages, what is Otis doing?
  - A. Playing his guitar
  - B. Sweeping
  - C. Dancing
  - D. Feeding the animals



7. \_\_\_\_\_ What does Opal call the Dewberry brothers?
- A. Witches
  - B. Bald-headed babies
  - C. Pinch-faced
  - D. Mean dummies
8. \_\_\_\_\_ Gloria has a tree with bottles on it in her backyard. The bottles represent...
- A. Her family members
  - B. All the friends she has known
  - C. All the peanut butter sandwiches she has made
  - D. Her past mistakes
9. \_\_\_\_\_ What was the secret ingredient in the Littmus Lozenge?
- A. Sorrow
  - B. Mint
  - C. Happiness
  - D. Strawberry
10. \_\_\_\_\_ Whose great-grandfather was Littmus?
- A. Opal
  - B. Franny Block
  - C. Amanda Wilkinson
  - D. Gloria

Name: \_\_\_\_\_

## *Because of Winn-Dixie* End of Book Test

### **Vocabulary: Matching**

A. exception	B. relieved	C. trembling	D. prideful	E. pathological
F. abiding	G. notion	H. manufactured	I. melancholy	

1. \_\_\_\_\_ shaking uncontrollably (usually due to anxiety or fear)
2. \_\_\_\_\_ extreme in a way that is not normal
3. \_\_\_\_\_ continuing for a long time; not changing
4. \_\_\_\_\_ someone or something that is different from others
5. \_\_\_\_\_ a sad mood or feeling
6. \_\_\_\_\_ having a feeling of superiority over others
7. \_\_\_\_\_ an opinion or idea
8. \_\_\_\_\_ feeling relaxed and happy after a difficult situation has passed
9. \_\_\_\_\_ something that was produced/made (usually in a factory)

### **Characters: Matching**

A. India Opal	B. Preacher	C. Gloria Dump	D. Franny Block	E. Otis
F. Sweetie-Pie	G. Dewberry brothers	H. Winn-Dixie	E. Amanda Wilkinson	

1. \_\_\_\_\_ A little girl in the story who wanted a dog just like Winn-Dixie
2. \_\_\_\_\_ Described as "pinch-faced"
3. \_\_\_\_\_ The main character's father

4. \_\_\_\_\_ The main character and the story's narrator
5. \_\_\_\_\_ The librarian; Opal's first human friend in Naomi
6. \_\_\_\_\_ Teased Opal and called Gloria Dump a witch
7. \_\_\_\_\_ Opal's dog; taken into her family as a "less fortunate"
8. \_\_\_\_\_ Worked at the pet store
9. \_\_\_\_\_ Older woman who Opal and Winn-Dixie would go visit at her house

### **Multiple Choice**

1. \_\_\_\_\_ In what state did the story take place?
  - A. Texas
  - B. Florida
  - C. New York
  - D. North Carolina
2. \_\_\_\_\_ What is the one thing the preacher said Opal's mom left him?
  - A. A locket to give to Opal
  - B. A letter for Opal
  - C. Winn-Dixie
  - D. Opal
3. \_\_\_\_\_ When Winn-Dixie smiled, he \_\_\_\_\_.
  - A. Giggled
  - B. Coughed
  - C. Sneezed
  - D. Drooled
4. \_\_\_\_\_ What did Winn-Dixie have a pathological fear of?
  - A. Mice
  - B. Thunderstorms
  - C. Being left alone
  - D. Bears
5. \_\_\_\_\_ What did Gloria Dump usually feed Winn Dixie?
  - A. Peanut butter
  - B. Egg salad
  - C. Pickles
  - D. Jelly

6. \_\_\_\_\_ Why did Gloria Dump want Opal to tell her everything about herself?
  - A. Because Gloria Dump loves stories
  - B. Because Gloria Dump hears better than she can see
  - C. Because Gloria wanted to know who Winn-Dixie was living with
  - D. Because Gloria wanted to see Opal with her heart
  
7. \_\_\_\_\_ Opal learns that Amanda was so “pinch-faced” because she was sad. Why was Amanda sad?
  - A. Her brother drowned last year
  - B. Her brother is always mean to her
  - C. Her dog died and she was jealous of Winn-Dixie
  - D. She was lonely
  
8. \_\_\_\_\_ What did Sweetie Pie Thomas think the Littmus Lozenge tasted like?
  - A. Root Beer
  - B. Chocolate
  - C. Not having a dog
  - D. Not having any friends
  
9. \_\_\_\_\_ In order to have the party at her house, Gloria Dump made Opal invite who to the party?
  - A. Sweetie Pie Thomas
  - B. Otis
  - C. Stevie and Dunlap Dewberry
  - D. Amanda Wilkinson
  
10. \_\_\_\_\_ What food did Otis bring to the party?
  - A. Peanut butter
  - B. Pickles
  - C. Egg Salad
  - D. Jelly
  
11. \_\_\_\_\_ Where was Winn-Dixie when no one could find him at the party?
  - A. He went back to the trailer park
  - B. He was hiding in the woods behind Gloria Dump’s house
  - C. He was on the streets outside
  - D. He was under Gloria Dump’s bed
  
12. \_\_\_\_\_ How did people find Winn-Dixie?
  - A. He barked
  - B. He came right back to them
  - C. He sneezed
  - D. They found him running around on the street

## **Short Answer Questions**

1. In your opinion, what is the main **theme** in *Because of Winn-Dixie*? Give examples of at least two ways you saw this theme in the novel. **USE TAG.**

Hint: Remember that the theme in a novel deals with the message of the story. You may write about a theme that we did not already discuss in class. There is more than one possible answer! As long as you give evidence of the theme in the book, Miss Lucht will be happy!

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2. Name two things that happened to Opal because of Winn-Dixie:

One: \_\_\_\_\_  
\_\_\_\_\_

Two: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_

# Because of Winn-Dixie

Project Selection: \_\_\_\_\_

Content Integration (story elements, etc.)	10 has everything	8 has some things	6	4	2	0 has nothing
Planning	demonstrates deep understanding of story		demonstrates incomplete understanding			
Followed Directions?	5	4	3	2	1	0
Creativity and Neatness	Evidence of planning		A little evidence of planning			
Conventions	2 Followed all	1 Followed some	0 None			
	5	4	3	2	1	0
	Effort clear		A little effort		No effort	
	3	2	1	0		
	No mistakes		Some mistakes		None	

Score: \_\_\_\_\_ (out of 25)

# Teacher Materials

Opal shows Winn-  
Dixie how to stand  
on his hind legs and  
look in the library



Miss Franny thinks  
Winn-Dixie is a bear

Miss Franny hides  
behind her desk  
trembling with fear,  
and Opal helps her up

Miss Franny tells Opal  
that a bear came into  
the library once

Opal asks if Winn-  
Dixie can come into  
the library

Winn-Dixie comes  
into the library

Miss Franny tells  
about asking her dad  
for a house full of  
books

Miss Franny looked  
up and saw a bear in  
the library one day

Miss Franny threw a  
book at the bear.



The bear left the  
library and took the  
book with him

Men in town would  
tease Miss Franny

Amanda Wilkinson  
walks in and asks if  
dogs are allowed in  
the library

Opal and Winn-Dixie  
walk into Gertrude's  
Pets

Opal finds a red leather  
collar and leash

Winn-Dixie sneezes and  
smiles because he likes  
what Opal shows him  
through the window

Opal asks Otis if they  
can set up an  
installment plan

Opal offers to come  
and work at the pet  
store if she can get the  
collar and leash she likes



Otis says he doesn't  
think Opal and Winn-  
Dixie can come in  
because Gertrude, the  
parrot, doesn't like dogs

Opal brings Winn-Dixie  
inside Gertrude's Pets

Gertrude flies and lands  
on Winn-Dixie's head

Otis tells Opal she can  
start work on Monday

Sweetie-Pie Thomas  
tells Opal she saw the  
parrot sitting on Winn-  
Dixie's head and asks to  
pet him

Sweetie-Pie Thomas  
invites Opal to her  
birthday party

Name: \_\_\_\_\_

***Because of Winn-Dixie***  
**Quiz: Chapters 1-8**

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  - A. A third-person narrator
  - B. Opal**
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  - A. Her mother was born there
  - B. Opal was born there
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Name: \_\_\_\_\_

***Because of Winn-Dixie***  
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10. \_\_\_\_\_ Whose great-grandfather was Littmus?
- A. Opal
  - B. Franny Block
  - C. Amanda Wilkinson
  - D. Gloria

Name: \_\_\_\_\_

# *Because of Winn-Dixie*

## End of Book Test: **Answer Key**

### **Vocabulary: Matching**

A. exception	B. relieved	C. trembling	D. prideful	E. pathological
F. abiding	G. notion	H. manufactured	I. melancholy	

1. C shaking uncontrollably (usually due to anxiety or fear)
2. E extreme in a way that is not normal
3. F continuing for a long time; not changing
4. A someone or something that is different from others
5. I a sad mood or feeling
6. D having a feeling of superiority over others
7. G an opinion or idea
8. B feeling relaxed and happy after a difficult situation has passed
9. H something that was produced/made (usually in a factory)

### **Characters: Matching**

A. India Opal	B. Preacher	C. Gloria Dump	D. Franny Block	E. Otis
F. Sweetie-Pie	G. Dewberry brothers	H. Winn-Dixie	I. Amanda Wilkinson	

1. F A little girl in the story who wanted a dog just like Winn-Dixie
2. I Described as "pinch-faced"
3. B The main character's father

4. \_\_\_A\_\_\_ The main character and the story's narrator
5. \_\_\_D\_\_\_ The librarian; Opal's first human friend in Naomi
6. \_\_\_G\_\_\_ Teased Opal and called Gloria Dump a witch
7. \_\_\_H\_\_\_ Opal's dog; taken into her family as a "less fortunate"
8. \_\_\_E\_\_\_ Worked at the pet store
9. \_\_\_C\_\_\_ Older woman who Opal and Winn-Dixie would go visit at her house

### **Multiple Choice**

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  - B. A letter for Opal
  - C. Winn-Dixie
  - D. Opal**
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  - A. Giggled
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  - D. Drooled
4. \_\_\_\_\_ What did Winn-Dixie have a pathological fear of?
  - A. Mice
  - B. Thunderstorms**
  - C. Being left alone
  - D. Bears
5. \_\_\_\_\_ What did Gloria Dump usually feed Winn Dixie?
  - A. Peanut butter**
  - B. Egg salad
  - C. Pickles
  - D. Jelly

6. \_\_\_\_\_ Why did Gloria Dump want Opal to tell her everything about herself?
- A. Because Gloria Dump loves stories
  - B. Because Gloria Dump hears better than she can see
  - C. Because Gloria wanted to know who Winn-Dixie was living with
  - D. **Because Gloria wanted to see Opal with her heart**
7. \_\_\_\_\_ Opal learns that Amanda was so “pinch-faced” because she was sad. Why was Amanda sad?
- A. **Her brother drowned last year**
  - B. Her brother is always mean to her
  - C. Her dog died and she was jealous of Winn-Dixie
  - D. She was lonely
8. \_\_\_\_\_ What did Sweetie Pie Thomas think the Littmus Lozenge tasted like?
- A. Root Beer
  - B. Chocolate
  - C. **Not having a dog**
  - D. Not having any friends
9. \_\_\_\_\_ In order to have the party at her house, Gloria Dump made Opal invite who to the party?
- A. Sweetie Pie Thomas
  - B. Otis
  - C. **Stevie and Dunlap Dewberry**
  - D. Amanda Wilkinson
10. \_\_\_\_\_ What food did Otis bring to the party?
- A. Peanut butter
  - B. **Pickles**
  - C. Egg Salad
  - D. Jelly
11. \_\_\_\_\_ Where was Winn-Dixie when no one could find him at the party?
- A. He went back to the trailer park
  - B. He was hiding in the woods behind Gloria Dump’s house
  - C. He was on the streets outside
  - D. **He was under Gloria Dump’s bed**
12. \_\_\_\_\_ How did people find Winn-Dixie?
- A. He barked
  - B. He came right back to them
  - C. **He sneezed**
  - D. They found him running around on the street

## **Short Answer Questions**

1. In your opinion, what is the main **theme** in *Because of Winn-Dixie*? Give examples of at least two ways you saw this theme in the novel. **USE TAG.**

Hint: Remember that the theme in a novel deals with the message of the story. You may write about a theme that we did not already discuss in class. There is more than one possible answer! As long as you give evidence of the theme in the book, Miss Lucht will be happy! **Worth 3 points**

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2. Name two things that happened to Opal because of Winn-Dixie: **Worth 1 pt. each**

One: \_\_\_\_\_  
\_\_\_\_\_

Two: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Kate DiCamillo's Address:**

**Kate DiCamillo  
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99 Dover Street  
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October 10, 2013

Dear Miss DiCamillo,

My name is Jennifer Lucht and I am currently the student teacher in a fourth grade classroom at Hillview Intermediate Center in Grove City, Pennsylvania. Our classroom just finished reading your novel, *Because of Winn-Dixie*. The students all thoroughly enjoyed the story and had a hard time not reading ahead during our unit! I could go on and on about how much my students loved your book, but instead, I wanted to give some of them the opportunity to tell you themselves.

After reading the book, the students were able to choose between four different project options. One of our project options was to research facts about your life and why you became a writer. Then, they were instructed to write a letter to you to tell you what they liked about your novel and to ask you any questions they may have for you. This was by far the most popular project activity! Attached are the letters that several students wrote for you. We know you are very busy, but the class would love to hear back from you and have some of the questions answered!

Best Wishes,  
Miss Jennifer Lucht