

Kate DiCamillo

born in
Florida on
the age
of 4. She
grew up with
her brother to
be a writer.

DiCamillo had
problems. She suffered from chronic
illnesses. She was in the hospital so
often that she was unable to play with other kids so
she turned to reading to entertain herself. She
could get her hands on books.

Because of
Winn-Dixie

A Novel By Kate
DiCamillo

TEACHER
GUIDE

Lesson 1:

Lesson Introduction (cont.)

- Provide students with the "Meet Kate DiCamillo" article.
- Together as a class read the article, stopping to discuss the information.
- If possible, have students gather around your novel unit BB so that you can place the fast fact cards up on the BB as you go through them.
- Have students pull out the fast fact cards from the bag/basket and read the fact to the class. After the fast fact is read, place the card on the BB under the "Meet the Author" header.

Lesson 1: Meet the Author & Novel Introduction

Learning Target

Students will be able to discuss important facts about the author, Kate DiCamillo.

Students will make predictions about the novel based on the title.

Common Core Standards

N/A

Materials (click icon next to each material to access directly from the guide)

- Anchor slides (AS) 2-4
- Student activity packet (SAP) pages 1-2
- "Meet Kate DiCamillo" Article
- Bulletin Board (BB) pieces: "Meet DiCamillo" author poster and fast fact cards
- Bag or Basket
- Copies of *Because of Winn-Dixie* (BOWD) for each student

Teacher Preparation

- Make a copy of the SAP for each student. This packet will be used throughout the unit. Alternatively, the SAP can be viewed inside of google slides. You can easily assign it inside of google classroom.
- Make enough copies of the "Meet Kate DiCamillo" article for each student.
- Prepare bulletin board pieces listed above. Laminate if possible.
- Place the fast facts card in a bag or basket
- Have enough copies of BOWD for each student.
- Tip for using anchor slides:** If working as a whole class, project anchor slides on a SMARTBoard, whiteboard...etc. If working in a small display on a small digital device (tablet, chrome book...), Alternately you can print out each slide using the PDF file. Laminate for durability.

Lesson Introduction

Review the focus learning target on AS 2. Each unit of this unit will begin with a focus goal.

Introduce students that you will be starting a new unit, but first you would like them to get to know you.

AS 3: Ask students if any of them have read by Kate DiCamillo before. (popular titles include: *Flora & Ulysses*, *The Miraculous Journey of Edward Tulane*, and *The Magician's Elephant*)

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LEARNING TARGET

I can determine a theme of the story and use evidence to support the theme.

Exploring Themes

Theme is the _____ that the author wants to tell.

Themes often come from the author's own beliefs and experiences.

Theme is _____ the same as the main idea.

THEME

a _____ the _____ wants _____

Because of Winn-Dixie

Student Activity

Student Name _____

Looking back at my life, I am proud of ...

this sentence with your thoughts: _____

How can a friend _____

NOVEL UNIT

BECAUSE OF WINN-DIXIE



IMPORTANT: PLEASE READ

Please note: Everything that you need to use and teach this resource, including direct links to both **printable and digital resources**, are found right inside this teacher guide.

You can download each PDF printable resource directly from this guide and print it out for your students. Additionally, after downloading each resource, you can save the files to any location on your computer, if desired.

Alternatively, you can access a digital version of each student resource in Google Slides.

Both the printable PDF and digital Google Slides resources are found in the “Materials” section of each lesson within this guide.

Please read this teacher guide in its entirety, as it will likely answer any questions that you may have about this resource.

GETTING STARTED

Thank you for choosing this novel unit on Because of Winn-Dixie to use with your students. View the video below to help you get started in using this teacher guide and all of the resources this unit has to offer.



Icon Key:



Click this icon wherever you see it to download a PDF resource directly from teacher guide



Click this icon wherever you see it to download a PPT resource directly from teacher guide



Click this icon wherever you see it to download PNG images of a resource directly from teacher guide



Click this icon wherever you see it to open resource in google slides directly from teacher guide



Click this icon wherever you see it to return to the unit overview to select a different lesson



Icon links to a purchase option for the novel (affiliate link)

UNIT OVERVIEW

Easily navigate to each lesson by clicking on the lesson titles below.

Lesson	Title	Learning Target
1	Meet the Author & Novel Introduction	Students will be able to discuss important facts about the author, Kate DiCamillo. Students will make predictions about the novel based on the title.
2	Chapters 1-3 Genre & Character Introduction	Students will be able to explain what realistic fiction is. Students will be able to begin describing the main characters and their background story
3	Chapters 4-6 Theme 1	Students will be able to explain what theme is. Students will be able to find evidence to support the theme.
4	Chapters 7-9 Cause & Effect	Students will be able to explain what cause and effect is. Students will be able to explain how specific events in the book have a direct effect on other events.
5	Chapters 10-12 Summarizing the Text	Students will be able to explain what summarization is. Students will be able to summarize the events of the novel so far.
6	Chapters 13-14 Theme 2	Students will be able to reassess the events of the story to identify and support a second theme.
7	Chapters 15-17 Pairing Fiction & Nonfiction	Students will be able to compare information learned in fiction and non-fictions texts that are on the same topic
8	Chapters 18-19 Character Connections	Students will be able to explain how different characters in the story react to the same experience.
9	Chapters 20-22 Character Maps	Students will be able to work in small groups to create a character map.
10	Chapters 23-26 Connecting the Themes	Students will be able to show how the two major themes of the book (Loneliness/Friendship and Judging Others) connect
11	End of Unit Projects & Activities	Students will complete one or more activities to end their novel study.

STUDENT OBSERVATIONS



Download the observation sheet by clicking on the PDF icon on the right. Use the sheet to conduct informal observations on students during this unit. This observation sheet works great inside guided reading/strategy groups.



Use the space for each student to record things that you are noticing about their reading fluency, expression, comprehension, or application of the skill/strategy that you are teaching in each lesson.

Create an informal assessment by checking a box indicating the student's performance level.

Because of Winn-Dixie	
Student Observations	
Lesson: _____	Standard/Skill: _____
Student: _____ <input type="checkbox"/> below standard/skill <input type="checkbox"/> meets standard/skill <input type="checkbox"/> exceeds standard/skill	Student: _____ <input type="checkbox"/> below standard/skill <input type="checkbox"/> meets standard/skill <input type="checkbox"/> exceeds standard/skill
Student: _____ <input type="checkbox"/> below standard/skill <input type="checkbox"/> meets standard/skill <input type="checkbox"/> exceeds standard/skill	Student: _____ <input type="checkbox"/> below standard/skill <input type="checkbox"/> meets standard/skill <input type="checkbox"/> exceeds standard/skill
Student: _____ <input type="checkbox"/> below standard/skill <input type="checkbox"/> meets standard/skill <input type="checkbox"/> exceeds standard/skill	Student: _____ <input type="checkbox"/> below standard/skill <input type="checkbox"/> meets standard/skill <input type="checkbox"/> exceeds standard/skill

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Lesson 1:

Meet the Author & Novel Introduction



Learning Target

Students will be able to discuss important facts about the author, Kate DiCamillo.

Students will make predictions about the novel based on the title.



Common Core Standards

N/A



Materials *(click icon next to each material to access directly from the guide)*



Anchor slides (AS) 2-4



Student activity packet (SAP) pages 1-2



"Meet Kate DiCamillo" Article



Bulletin Board (BB) pieces: "Meet DiCamillo" author poster and fast fact cards

Bag or Basket



Copies of Because of Winn Dixie (BOWD) for each student



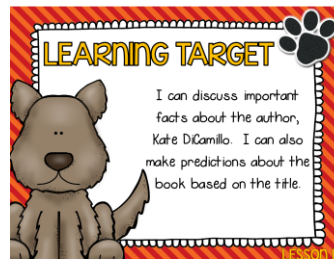
Teacher Preparation

1. Make a copy of the SAP for each student. This packet will be used throughout the unit. Alternatively, the SAP can be viewed inside of google slides. You can easily assign it inside of google classroom.
2. Make enough copies of the "Meet Kate DiCamillo" article for each student.
3. Prepare bulletin board pieces listed above. Laminate if possible.
4. Place the fast facts card in a bag or basket
5. Have enough copies of BOWD for each student.
6. *Tip for using anchor slides:* If working as a whole class, project anchor slides on a SMARTBoard, whiteboard...etc. If working in a small group, display on a small digital device (tablet, chrome book...). Alternatively, you can print out each slide using the PDF file. Laminate for durability.

Lesson Introduction

1. Introduce the focus learning target on AS 2. Each lesson of this unit will begin with a focus goal.
2. Explain to students that you will be starting a new novel unit, but first you would like them to get to know the author.
3. Display AS 3. Ask students if any of them have read books by Kate DiCamillo before. (popular titles include: The Tale of Despereaux, The Miraculous Journal of Edward Tulane, and The Magician's Elephant.)

AS 2



AS 3



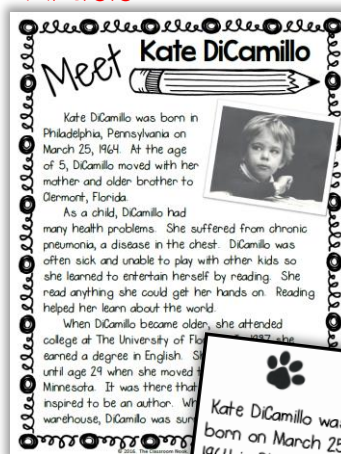
Lesson 1:



Lesson Introduction (cont.)

4. Provide students with the "Meet Kate DiCamillo" article.
5. Together as a class read the article, stopping to discuss the information.
6. If possible, have students gather around your novel unit BB so that you can place the fast fact cards up on the BB as you go through them.
7. Have students pull out the fast fact cards from the bag/basket and read the fact to the class. After the fast fact is read, place the card on the BB under the "Meet the Author" header.

Article



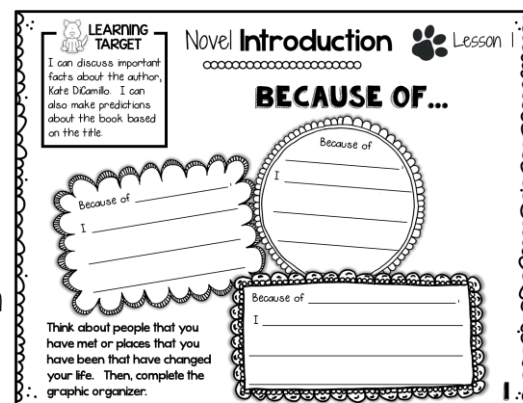
BB Pieces



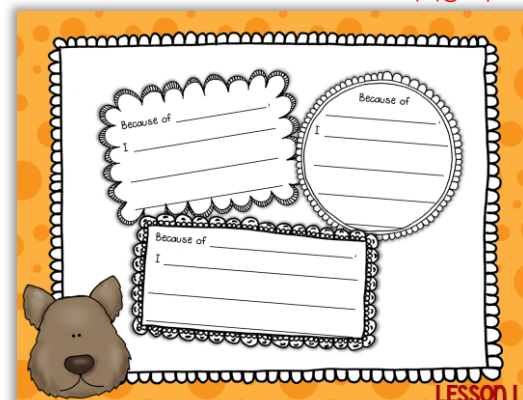
Lesson Activity

1. After going over the fast facts, have students return to their seats if they were gathered around the BB.
2. Provide each student with a SAP. Explain that they will use this packet throughout the unit. Have student open up to page 1 of their SAP.
3. Display AS 4 on the board showing the cover of the book. Draw students attention to the title of the story. Ask students what they think the title means.
4. Ask students if they've ever met someone or have been somewhere that changed their life.
5. Direct students attention to the pre-reading writing activity in their SAP. Tell students that you would like them to think about a person or place that changed them. Give students an example by filling in the blanks on AS 4. You can do this orally and give several examples (Ex. "Because of my Grandmother I learned to love reading." OR "Because of my field trip to the Veterinarian's Office I now want to work with animals when I grow up.")
6. Give students a few minutes to complete their "Because of..." writing prompt. Allow them to fill out as many examples as they'd like, up to 3.
7. Have students volunteers to share out their responses.

SAP Page 1



AS 4





Lesson Reflection

SAP Page 2

1. After sharing student responses, provide students with a copy of **BOWD** and have students read the book summary on the back of the book.
2. Have students look at the journal question on **page 2 of their SAP**. Have students complete this journal by making predictions about what they think happens in the story because of Winn-Dixie.
3. Have students complete the self-evaluation of the focus goal on **page 2 of their SAP** as well.
4. If you have not already, place BB pieces up onto the novel BB: "Meet DiCamillo" author poster and fast fact cards

Lesson 1 {continued}

Journal Question

The title of the novel is Because of Winn-Dixie. After reading the book summary, what are some events that you think will happen in the book because of the dog, Winn-Dixie?

Learning Target: Self-Evaluation

Place an "X" in one of the boxes below.

Learning Target	I've Got It!	Still Working On It!	I Need Help!
I can discuss important facts about the author, Kate DiCamillo. I can also make predictions about the book based on the title.			

I gave myself this rating because: _____

2

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Lesson 2:

Chapter 1-3

Genre & Character Introduction



Learning Target

Students will be able to explain what realistic fiction is.

Students will be able to begin describing the main characters and their background story



Common Core Standards

3rd Grade >> RL.3.3

4th Grade >> RL.4.3

5th Grade >> RL.5.3



Materials *(click icon next to each material to access directly from the guide)*



Anchor slides (AS) 5-10



Student activity packet (SAP) pages 3-6



Vocabulary and Comprehension Practice (VCP) pages 1-2



Book: Because of Winn-Dixie (BOWD) for each student



BOWD book mark (one per student)



Bulletin Board (BB) pieces: "Now there's a Story" header ; character picture headers for the preacher, Winn-Dixie, and India Opal and blank character cards ; vocabulary header and word cards: *missionary*, *orphan*, and *sermon* ; "Because of Winn-Dixie" header and blank cards.



Teacher Preparation

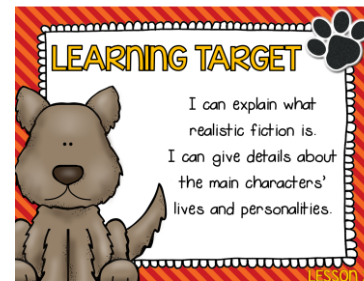
1. Copy a VCP for each student to use throughout the unit.
2. Collect enough copies for BOWD for each student that will be reading the novel.
3. Print off a BOWD bookmark for each reader in color or B&W. Copy on cardstock if possible for durability.
4. Prepare bulletin board pieces listed above. Laminate if possible.

Lesson Introduction

Note: This lesson may need to be broken up into two days as it is lengthy due to a lot of novel introduction activities.

1. Display AS 5 to introduce the learning target for the lesson.
2. Use the novel BB to review information about the author.
3. Provide each student with a copy of BOWD and a bookmark. Students will use this bookmark throughout the unit to mark their place in the book.

AS 5



Bookmark



Lesson 2:

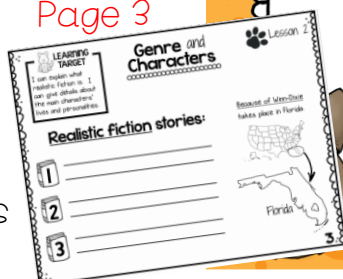


AS 6

Lesson Introduction (cont.)

4. Display AS 6 to go over realistic fiction. Have students take notes on **page 3 of their SAP** while you reveal the notes on the AS.
5. Explain that BOWD is written in realistic fiction because it involves realistic characters, events, and places. Tell students that as you read the first few chapters, you want them to look for evidence that the book is written in realistic fiction.
6. Display AS 7 to go over the vocabulary words for chapters 1-3. Have students record the words in the **vocabulary section** in the back of their SAP.

SAP
Page 3



Realistic fiction stories:



take place in settings that could really exist

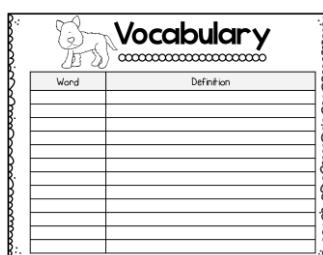


have characters that remind us of real-life people



have events that could really happen

LESSON 2



Vocab Section

AS 7

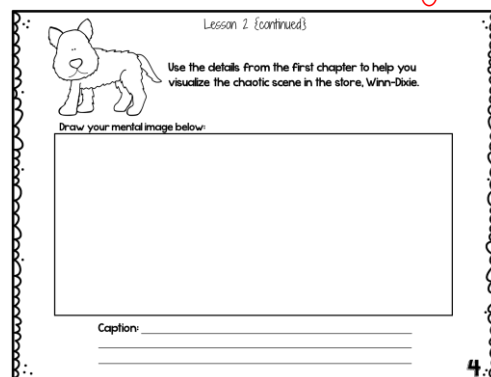


LESSON 2

Lesson Activity

SAP Page 4

1. You may want to read these first few chapters together as a group to help the students get started.
2. Begin with the first chapter in **BOWD**. Option: Read the chapter out loud to your students to set the humorous tone and to convey the chaotic scene of the first chapter.
3. Stop to discuss the events and the state of the dog (disheveled, ugly...).
4. After completing the first chapter, have students open to **page 4 of their SAP**. Discuss how the author used a lot of details in the first chapter to describe the scene to help the reader visualize the chaos happening.
5. Have students use the specific details in the chapter to draw the mental images that help the reader to visualize. (ex. vegetables rolling on the floor, employees running around waving their arms in panic...) Have students include a caption to their drawing in their SAP.
6. If time allows, have students share their pictures with each other to see how their mental images compare with others.
7. Tell students that so far, you have been introduced to India Opal and Winn-Dixie. Ask students to share what they know so far.



Lesson 2:



Lesson Activity (cont.)

4. Explain to students that you are going to continue to read through chapters 2 and 3 to learn even more about the characters.
5. If reading together as a group, stop to discuss the events and characters.
6. After completing through chapter 3, have students share out evidence that BOWD is realistic fiction. Refer back to **AS 6** as needed to help students remember the elements of realistic fiction.
7. Next, have students turn to **page 5** of their SAP while you display **AS 8-10**. Have students list 3 things they have learned so far about the preacher, India Opal, and Winn-Dixie. Complete the slides with their responses while they record them in their SAP.

AS 8-10

Lesson Reflection

1. After sharing student responses, have students turn to the **BOWD Web** in the back of their SAP. Tell students that throughout the unit, you will be adding lines to this web with information to show how events in the book happened because of the dog.
2. Have students decide together on one or two things that have happened in the book because of the dog, Winn-Dixie (Possible ans. Opal finally has a new friend)
3. Tell students that you will also be creating this same web on your novel BB. Invite a student to fill out a blank **"Because of Winn-Dixie..."** card (this card will match what the students wrote in their SAP) and add to the BB. Use a piece of string and create web as shown below:
4. Next refer to the **"Now There's a Story..."** header on the novel BB. Tell students that throughout the novel you will be adding to this portion of the BB as well as you learn about the background stories of the characters in the book. Explain that throughout the novel the author reveals some important information about each character that affects the events of the stories. Have students refer back to their character chart on **page 5** of their SAP.

Web in SAP

Sample Web BB Set Up:

BB Piece:

Now **THERE'S** a Story...

Lesson 2:



Lesson Reflection (cont.)

- Have students review what they have learned so far about each character.
- Invite volunteers to fill out **blank character cards** for the different **character picture cards**. These cards can include background information as well as character traits. Possible cards:
 - Opal: Opal's mother left her when she was 3 years old.
 - Winn-Dixie: Winn-Dixie is a stray dog.
 - The Preacher: The preacher is a single dad.
- Place the BB pieces up on the novel board: "Now There's a Story" header ; character picture headers for the preacher, Winn-Dixie, and India Opal with filled out character cards ; vocabulary header and word cards: *missionary*, *orphans*, and *sermon* ; "Because of Winn-Dixie" header and blank cards.
- Have students complete the journal question and self-evaluation on page 6 of their SAP.
- Assign students pages 1-2 of their VCP. These pages can be completed either during class time or as homework.

BB Pieces



SAP Page 6

Lesson 2 {continued}

Journal Question

Imagine you are Opal and have found a stray dog in your community. How would your parents respond if you brought home a stray dog?

Learning Target: Self-Evaluation

Place an "X" in one of the boxes below.

Learning Target	I've Got It!	Still Working On It!	I Need Help!
I can explain what realistic fiction is. I can give details about the main characters' lives and personalities.			

I gave myself this rating because: _____

6

VCP Pages 1-2

Chapters 1-3

Comprehension Check

- Opal finds a stray dog, Winn-Dixie, when she:
 - is taking a walk through the woods behind her trailer park.
 - is sent to the grocery store to buy a box of macaroni and cheese.
 - noticed a dog wandering around her school.
 - visited the pound looking to adopt a dog.
- Which statement best describes the preacher's reaction when Opal says she wants to keep a stray dog that she has found.
 - The preacher is excited right away because he's always wanted a dog.
 - The preacher gets angry that Opal has brought a stray home.
 - The preacher is hesitant at first, but then agrees to keep the dog.
 - The preacher immediately calls animal control in fear that the dog is carrying a disease.
- Name two things that Winn-Dixie does in chapter 3 to clean up Winn-Dixie.
She gives him a bath and She brushes him
- Why does Opal say that she and Winn-Dixie are like orphans?
Opal says that they are like orphans because neither of them have mothers.

Chapters 1-3 {continued}

Vocabulary

Answer will vary based on your classroom dictionaries

Directions - Look up each word in the dictionary. For each word write the page number that you found it on in the dictionary. Then, write the first word on that page and the last word on the page.

Word	Page Number	First Word on Page	Last Word on Page
missionary			
orphan			
sermon			

Directions - Write each word in a sentence.

missionary: _____

orphan: _____

sermon: _____

2.

Lesson 3:

Chapter 4-6 Theme (Part 1)



Learning Target

Students will be able to determine the theme(s) of the story and provide text evidence to support the theme.



Common Core Standards

3rd Grade >> RL.3.2

4th Grade >> RL.4.2

5th Grade >> RL.5.2



Materials *(click icon next to each material to access directly from the guide)*



Anchor slides (AS) 11-15



Student activity packet (SAP) pages 7-10



Vocabulary and Comprehension Practice (VCP) pages 3-4



Book: Because of Winn-Dixie (BOWD) for each student

Large Chart Paper

Post-it Notes (Optional)



Bulletin Board (BB) pieces: Miss. Franny character card with blank character card : vocabulary word cards: *motto*, *potluck*, and *congregation* : “Because of Winn-Dixie” blank cards : “Exploring Theme” header and blank theme cards



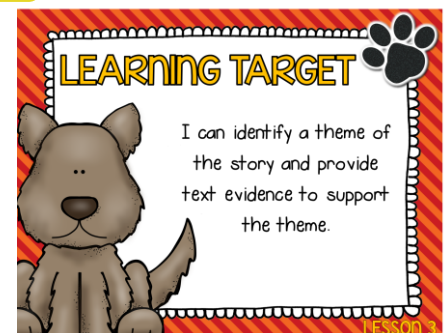
Teacher Preparation

1. Have on hand several pieces of large chart paper and several post-it notes for each student.
2. Prepare bulletin board pieces listed in “materials.” Laminate if possible for durability.
3. Optional: View [THIS VIDEO](#) to help you think about how to effectively teach theme.

Lesson Introduction

AS 11

1. Introduce the learning target on AS 11.
2. Review the characters introduced in chapters 1-3. Have students recall what they learned about each character. Use the BB for reference.
3. Explain that today you are going to explore possible themes that you see appearing in BOWD.



Lesson 3:



Lesson Introduction (cont.)

4. Display AS 12-13 to define what theme is. Help students to see the difference between theme and main idea. Students will fill out page 7 of their SAP using information from the slide.
5. Preview AS 14 and page 8 of the SAP. Explain that as they explore the theme of the book, they will complete this sheet in order to help them be able to focus on their thinking.
6. Before beginning to read, go over the vocabulary words using AS 15. Have students record the definitions in the vocabulary section of their SAP.

SAP
Page 8

Lesson 3 (continued)

List key words or phrases that come to mind when you think about what you've read so far in the story *Beast of War-Dog*. Then, use those words to create a "the author believes that..." sentence.

KEY WORDS & PHRASES

THE AUTHOR BELIEVES THAT...

The author believes that _____

The author believes that _____

The author believes that _____

The author believes that _____

The author believes that _____

The author believes that _____

AS 14

Exploring Theme

KEY WORDS & PHRASES

THE AUTHOR BELIEVES THAT...

The author believes that _____

The author believes that _____

The author believes that _____

The author believes that _____

The author believes that _____

The author believes that _____

Lesson Activity

1. Either as a whole group, in partners, or individuals, have students read through chapters 4-6 in BOWD.
2. After reading, bring the class back together. Display AS 14 while students open back up to page 8 of their SAP. Together as a class, review the major events so far as well as discuss what you've learned about the characters. As you review the story, have students discuss words or phrases that come to mind when you think about the events of the story. Some of these words might include: friendships, loneliness, family. Create as many words or phrases as needed.
3. Record these words and phrases in the "Key Words & Phrases" box on AS 14 while students do the same in their SAP.

AS 12

What is Theme?

Theme is the central message that the author wants the reader to understand. Themes often come from the author's own beliefs or feelings.

What is Theme?

THEME
a lesson the author wants us to learn
a moral the author is trying to show us
can represent the author's own beliefs
can be applied to our own lives

VS.

MAIN IDEA
a summary of what the story was mostly about
only applies to the story
refers to specific characters



AS 13

SAP
Page 7

Exploring Theme

What is Theme?

Theme is the _____ that the author wants the reader to understand. Themes often come from the author's own beliefs or feelings.

Theme is _____ the same as the main idea.

THEME
a _____ the author wants us to learn
a _____ the author is trying to show us
can represent the _____
can be _____

VS.

MAIN IDEA
a _____ of what the story was mostly about
only _____
refers to specific _____

AS 15

VOCABULARY

motto
a short sentence or phrase used to express the ideas, beliefs, or purpose of a person or organization

potluck
a meal where everyone participating brings a dish to share

congregation
a group of people gathered together for a religious worship service

Sample for AS 14

Exploring Theme

KEY WORDS & PHRASES
friendship loneliness family

THE AUTHOR BELIEVES THAT...

The author believes that friendship can even come in the form of a dog.

The author believes that friendship can cure loneliness

The author believes that family needs to stick together when times get tough.

The author believes that _____

The author believes that _____

- Sample group chart:

Friendship can even be found in the form of a dog

Opal begs her dad to let her keep the dog.

Opal takes Winn-Dixie with her everywhere

SAP Page 9

[illegible]

Lesson 3:

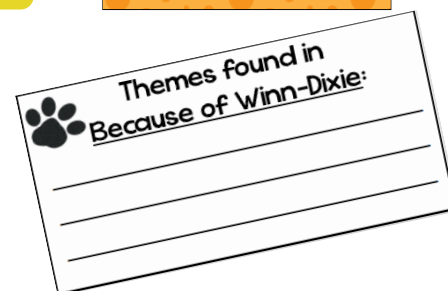


Lesson Activity (cont.)

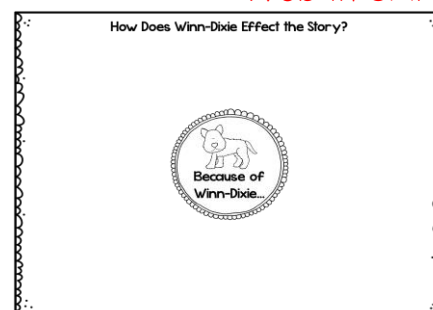
Lesson Reflection

1. When groups have completed the theme posters, bring the class back together and display each of the posters. Go over the posters together and have a group discussion about each theme. If you worked together as a class, read through all the text evidence that students provided on their Post-It notes.
2. Have a volunteer rewrite each theme sentence on to one of the **blank theme cards** and place it under the "Exploring Themes" header on the novel BB.
3. Have students turn to the **BOWD Web** in the back of **their SAP**. Together as a class, discuss any events that happened because of the dog. Have a student complete a blank "Because of Winn-Dixie..." card (*possible cards: 1) Because of Winn-Dixie Opal had the courage to ask her dad about her mom 2) Because of Winn-Dixie Opal made a friend with the librarian*) Add this to the web on the BB. Students should also record the information on the web in their SAP by drawing out a line from the center circle and writing the event on the line.
4. Add **Miss. Franny's character card** to the BB under the "Now there's a story" header. Have another volunteer fill out a **blank card** about what the reader knows about Miss. Franny. (ex. Miss. F is a librarian, Opal's first friend) Students can add cards to the other characters that are already on the BB as well.
5. Add **vocabulary cards: motto, potluck, and congregation** to BB.

theme BB pieces



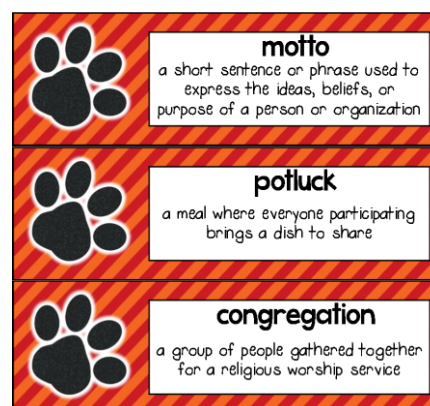
Web in SAP



BB pieces:



Vocab. cards



Lesson 3:



Lesson Reflection (cont.)

6. Have students complete the journal questions and self-evaluation on page 10 of their SAP.
7. Assign students pages 3-4 of their VCP. These pages can be completed either during class time or as homework.

Lesson 3 {continued}

Journal Question

In chapter 4, Opal learns 10 things about her mom. What do you think Opal would want to tell her mom if she could?

Learning Target: Self-Evaluation
Place an "X" in one of the boxes below.

Learning Target	I've Got It!	Still Working On It!	I Need Help!
I can determine a theme of the story and use evidence to support the theme.			

I gave myself this rating because:

10.


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VCP Pages 3-4

Chapters 4-6

Comprehension Check

1. List 3 things that Opal learned about her mother.
 1. Ans. will vary
 2. _____
 3. _____
2. What word best describes Winn-Dixie's first experience at church.
 - a) uneventful
 - b) chaotic
 - c) sad
 - d) urgent
3. What is Miss Franny's job?
 - a) teacher
 - b) retired
 - c) librarian
 - d) dog trainer
4. What was Winn-Dixie mistaken for at the library?
 - a) a fox
 - b) a ghost
 - c) a child
 - d) a bear



3.


Chapters 4-6 {continued}


Vocabulary


Word Detectives

Directions - Read the clue words below on each detective briefcase. Use the clue words to help you decide which vocabulary word they are referring to. Write the word on the line below the clues.

Words:
motto
orphan
potluck
congregation
missionary
sermon







Clue Words and Words:

- food, dinner, share
word: potluck
- religion, teach, foreign land
word: missionary
- speech, church, preacher
word: sermon
- no parents, alone
word: orphan
- gathering of people
word: congregation
- phrase
word: motto

4.

Lesson 4:

Chapter 7-9 Cause and Effect



Learning Target

Students will be able to explain what cause and effect is.

Students will be able to explain how specific events in the book have a direct effect on other events.



Common Core Standards

3rd Grade >> RL.3.3, RL.3.5

4th Grade >> RL.4.3

5th Grade >> RL.5.3, RL.5.5



Materials *(click icon next to each material to access directly from the guide)*

- Anchor slides (AS) 16-20
- Student activity packet (SAP) pages 11-13
- Vocabulary and Comprehension Practice (VCP) pages 5-6
- Book: Because of Winn-Dixie (BOWD) for each student
- Cause and Effect Puzzle Pieces Cut/Paste activity *(if using PDF SAP)*
Scissors and Glue
- Bulletin Board (BB) pieces: Amanda, Sweetie Pie and Stevie & Dunlap
character cards with blank character cards ; vocabulary
word cards: *prideful, peculiar* ; “Because of Winn-Dixie” blank
cards



Teacher Preparation

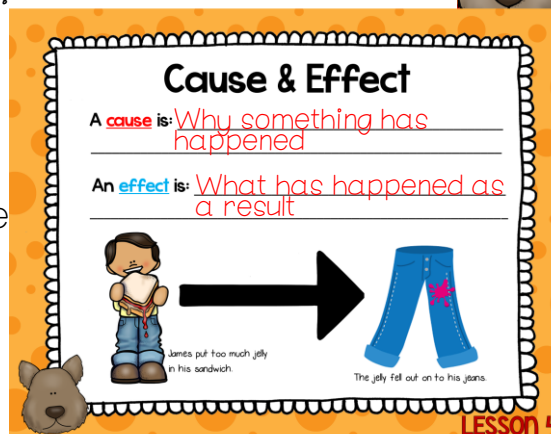
1. Print off a cause and effect puzzle piece activity for each student. If using the google slides version of the SAP, you will find this activity there.
2. Collect scissors and glue for each student.
3. Prepare bulletin board pieces listed above. Laminate if possible.

Lesson Introduction

1. Introduce the learning target on AS 16.
2. Review the themes discussed in lesson
3. Refer to BB as needed.
3. Draw students to the “Because of Winn-Dixie...” web on the BB (as well as in their SAP). Go over the events in the book that Winn-Dixie has caused to happen.
4. Next, display AS 17. Introduce cause and effect.



AS 16



AS 17

Lesson 4:



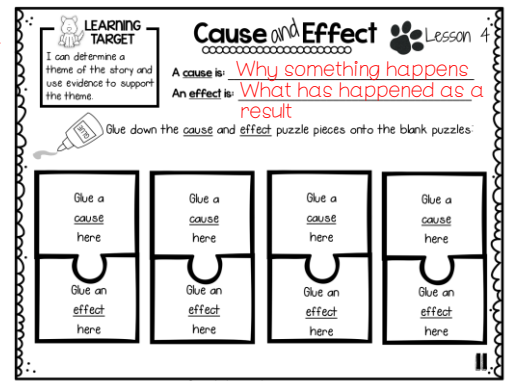
Lesson Introduction (cont.)

- Have students take notes on the top of page 11 of the SAP.
- Explain that Winn-Dixie, the dog is the cause to many other events in the book. Point out that all of the cards surrounding the web on the BB are the effects to Winn-Dixie's actions.
- Next, complete the activity AS 18 on the slide with the students. Together determine a reasonable cause or effect for each scenario.
- Tell students that they will be reading chapters 7-9 and focusing on how specific events cause other events to happen.
- Before reading, go over the vocabulary words for this section using AS 19. Have students record the words in the vocabulary section of their SAP.

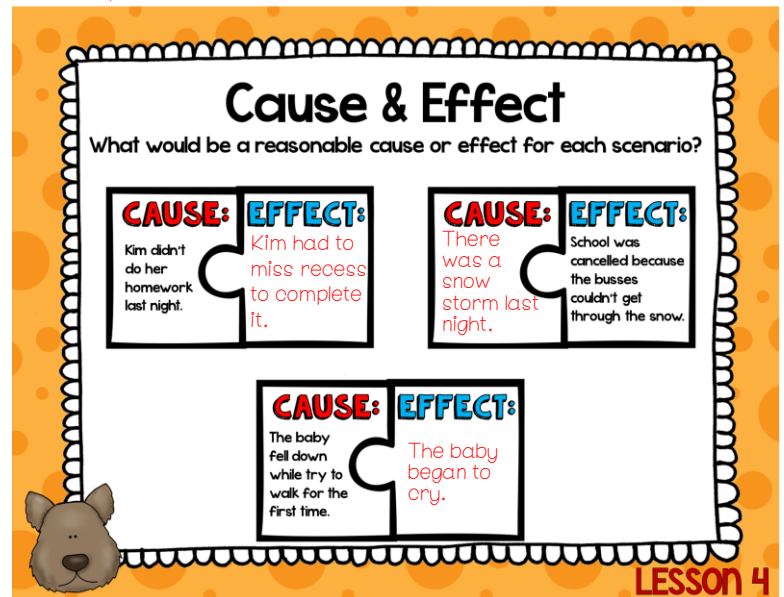
AS 19



SAP Page 11



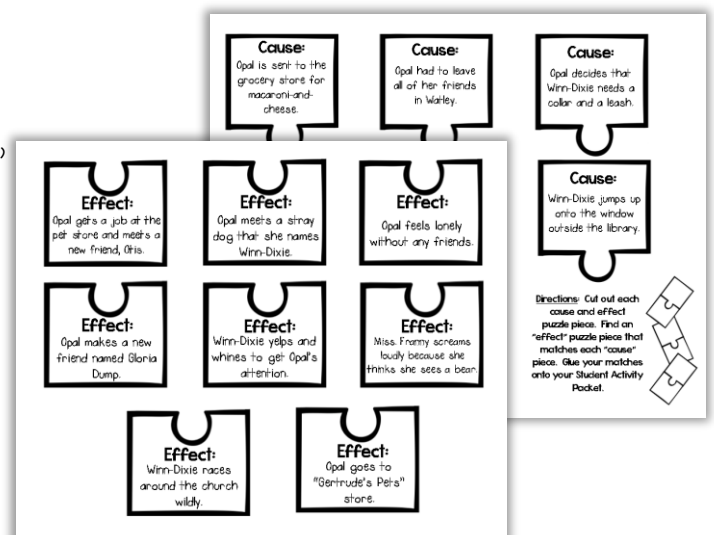
Sample AS 18



Lesson Activity

Cause and Effect Activity

- Have students read chapters 7-9 in BOWD
- After students have completed the reading, provide each student with a cause and effect cut and paste activity sheet. Alternatively, this can be done directly inside of google slides
- Have students cut out each puzzle piece first using scissors. Students should read each cause and effect piece and create matches.



Lesson 4:



Lesson Activity (cont.)

- Students then glue the matches onto pages 11-12 of their SAP.
- Once completed, go over the puzzle matches using AS 20.

LEARNING TARGET

I can determine a theme of the story and use evidence to support the theme.

Cause and Effect

Lesson 4

A cause is: _____

An effect is: _____

Glue down the cause and effect puzzle pieces onto the blank puzzles:

<p>Cause:</p> <p>Winn-Dixie hates being left alone outside the church.</p>	<p>Cause:</p> <p>The collar and leash that Opal wants to buy is too expensive.</p>	<p>Cause:</p> <p>Winn-Dixie runs into Gloria Dump's yard.</p>	<p>Cause:</p> <p>Winn-Dixie jumps up onto the window outside the library.</p>
<p>Effect:</p> <p>Winn-Dixie yelps and whines to get Opal's attention.</p>	<p>Effect:</p> <p>Opal gets a job at the pet store and meets a new friend, Otis.</p>	<p>Effect:</p> <p>Opal makes a new friend named Gloria Dump.</p>	<p>Effect:</p> <p>Miss Franny screams loudly because she thinks she sees a bear.</p>

Lesson 4 {continued}

<p>Cause:</p> <p>Opal is sent to the grocery store for macaroni-and-cheese.</p>	<p>Cause:</p> <p>There is a mouse in the Open Arms Baptist Church.</p>	<p>Cause:</p> <p>Opal decides that Winn-Dixie needs a collar and a leash.</p>	<p>Cause:</p> <p>Opal had to leave all of her friends in Watley.</p>
<p>Effect:</p> <p>Opal meets a stray dog that she names Winn-Dixie.</p>	<p>Effect:</p> <p>Winn-Dixie races around the church wildly.</p>	<p>Effect:</p> <p>Opal goes to "Gertrude's Pets" store.</p>	<p>Effect:</p> <p>Opal feels lonely without any friends.</p>

Journal Question

In the beginning chapters of Because of Winn-Dixie, Opal describes how lonely she is. However, as time goes on she begins to make friends. What effect do you think this will have on Opal's feelings about her new hometown?

SAP Pages 11-12 (Note: Causes and Effects may appear in a different order on your students' pages)

Lesson Reflection

- Have students turn to the BOWD web in the back of their SAP. Together as a class, discuss any events that happened because of the dog. Have a student complete a blank "Because of Winn-Dixie..." card (possible cards: 1) *Because of Winn-Dixie Opal went into the pet store, got a job, and met a new friend named Otis.* Add this to the web on the BB. Students should also record the information on the web in their SAP.
- Add Sweetie Pie, Otis, Amanda and Stevie & Dunlap's character card to the BB under the "Now there's a story" header. Have another volunteer fill out a blank card about what the reader knows about these characters. Students can add cards to the other characters that are already on the BB as well.

AS 20

<p>Cause:</p> <p>Winn-Dixie hates being left alone outside the church.</p>	<p>Cause:</p> <p>The collar and leash that Opal wants to buy is too expensive.</p>	<p>Cause:</p> <p>Winn-Dixie runs into Gloria Dump's yard.</p>	<p>Cause:</p> <p>Winn-Dixie jumps up onto the window outside the library.</p>
<p>Effect:</p> <p>Winn-Dixie yelps and whines to get Opal's attention.</p>	<p>Effect:</p> <p>Opal gets a job at the pet store and meets a new friend, Otis.</p>	<p>Effect:</p> <p>Opal makes a new friend named Gloria Dump.</p>	<p>Effect:</p> <p>Miss Franny screams loudly because she thinks she sees a bear.</p>
<p>Cause:</p> <p>Opal is sent to the grocery store for macaroni-and-cheese.</p>	<p>Cause:</p> <p>There is a mouse in the Open Arms Baptist Church.</p>	<p>Cause:</p> <p>Opal decides that Winn-Dixie needs a collar and a leash.</p>	<p>Cause:</p> <p>Opal had to leave all of her friends in Watley.</p>
<p>Effect:</p> <p>Opal meets a stray dog that she names Winn-Dixie.</p>	<p>Effect:</p> <p>Winn-Dixie races around the church wildly.</p>	<p>Effect:</p> <p>Opal goes to "Gertrude's Pets" store.</p>	<p>Effect:</p> <p>Opal feels lonely without any friends.</p>

LESSON 4

BB Pieces



What We Are Learning About...

Because of Winn-Dixie...

Lesson 4:



Lesson Reflection (cont.)

- Place vocabulary cards on BB.
- Have students complete the journal question on page 12 of their SAP and self-evaluation on page 13 of their SAP.
- Assign students pages 5-6 of their VOP. These pages can be completed either during class time or as homework.

Vocab cards

prideful
 showing an unreasonable amount of self-esteem

peculiar
 strange, odd, or unusual

SAP Pages 12-13

Lesson 4 {continued}

Give a cause here

Give a cause here

Give a cause here

Give a cause here

Give an effect here

Give an effect here

Give an effect here

Give an effect here

Journal Question

In the beginning chapters of *Because of Winn-Dixie*, Opal describes how lonely she is. However, as time goes on she begins to make friends. What effect do you think this will have on Opal's feelings about her new hometown?

12.

Lesson 4 {continued}

Learning Target: Self-Evaluation
Place an "X" in one of the boxes below.

Learning Target	I've Got It!	Still Working On It!	I Need Help!
I can determine a theme of the story and use evidence to support the theme.			

I gave myself this rating because: _____

13.

Chapters 7-9

✓ Comprehension Check

- Which detail from the story best shows that Opal is beginning to feel better about living in Florida?
 - "Well now, look at that," she said. "That dog is smiling at me."
 - "Are dogs allowed in the library?" Amanda asked Miss Franny.
 - I had just made my first friend in Naomi, and nobody was going to mess that up for me, not even old pinch-faced Amanda Wilkinson.**
 - "He snatched it up and ran!"
- Read the quote below said by Opal to Winn-Dixie.
"You are better at making friends than anyone I have ever known"
 What happened in the story to make Opal say this?
 - Opal went into the pet store to get a collar and a leash.
 - Opal got a job at the pet store to help pay for the collar and leash.
 - The parrot croaked out "Dog!"
 - The parrot landed on Winn-Dixie's head even though she hates dogs.**
- According to Stevie and Dunkap, why shouldn't Opal go into Gloria's yard?
 - The boys say that Gloria hates children.
 - The boys say that Gloria is a witch.**
 - The boys tell Opal that there is a "No Trespassing" sign in her yard.
 - The boys want Opal to play baseball with them instead.

5.

Chapters 7-9 {continued}

Cross Word Puzzle

Directions - Use the clues to fill in the crossword puzzle.

WORD BANK:
 motto sermon congregation
 patchwork orphan peculiar
 missionary prideful

ACROSS

- odd or strange
- a child without parents
- to be over-confident in yourself
- a phrase to express a personal belief
- a gathering of people, usually in a church

DOWN

- a person who travels to a foreign country to teach others about their religion
- a dinner where people bring food to share
- a message or speech given by a pastor

6.

Lesson 5:

Chapter 10-12 Summarizing the Text



Learning Target

Students will be able to explain what a summary is.

Students will be able to summarize the events of the novel so far.



Common Core Standards

3rd Grade >> RL.3.2

4th Grade >> RL.4.2

5th Grade >> RL.5.2



Materials *(click icon next to each material to access directly from the guide)*



Anchor slides (AS) 21-24



Student activity packet (SAP) pages 14-16



Vocabulary and Comprehension Practice (VCP) pages 7-8



Book: Because of Winn-Dixie (BOWD) for each student



Summarizing Activity Sheet *(If using PDF SAP)*

Scissors and Glue



Bulletin Board (BB) pieces: Gloria Dump character card with blank character cards, vocabulary word cards: barreling, pathological, "Because of Winn-Dixie" blank cards



Teacher Preparation

1. Print off a summarizing activity sheet for each student. If using the google slides version of the SAP, you will not need to print this out.
2. Collect scissors and glue for each student.
3. Prepare bulletin board pieces listed above. Laminate if possible.

Lesson Introduction

1. Display AS 21 to introduce the learning target for the lesson.
2. Review the causes and effects discussed in lesson 4.
3. Have students recall that at the end of chapter 9, Opal had just met Gloria Dump and was about to share some information about herself.
4. Have students open up to chapter ten in their BOWD book. Read aloud to the student the very first paragraph in the chapter ten. ("I told Gloria Dump Everything...not for long anyhow.")
5. Explain to students that in this paragraph, Opal summarized everything that had happened to her so far since moving to Florida.

AS 21



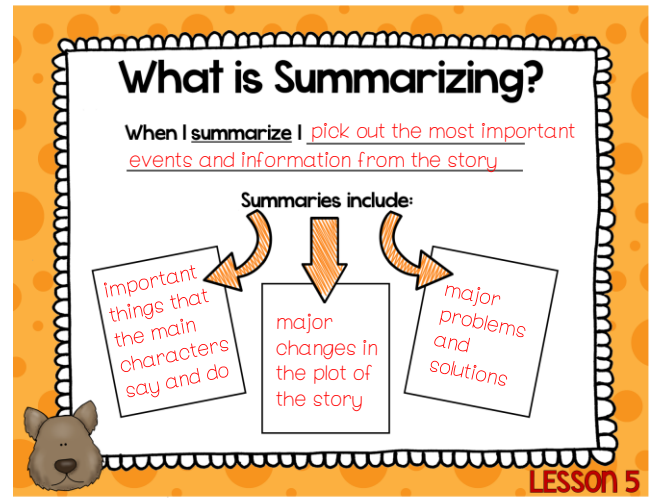
Lesson 5:



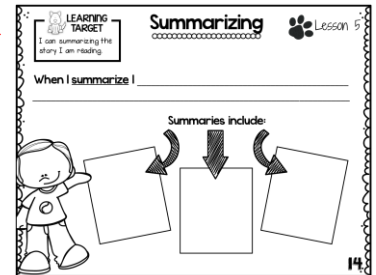
Lesson Introduction (cont.)

3. Display AS 22. Discuss what summarizing is. Have students take notes on page 14 of their SAP.
4. Explain to students that today they will be reading chapters 10-12. After reading they will be summarize what has happened in chapters 10-12.
5. Before reading, go over the vocabulary words on AS 23. Have students record the words in the vocabulary section of their SAP.

AS 22



SAP Page 14



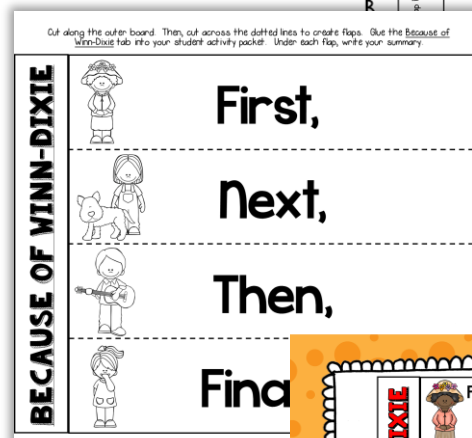
AS 23



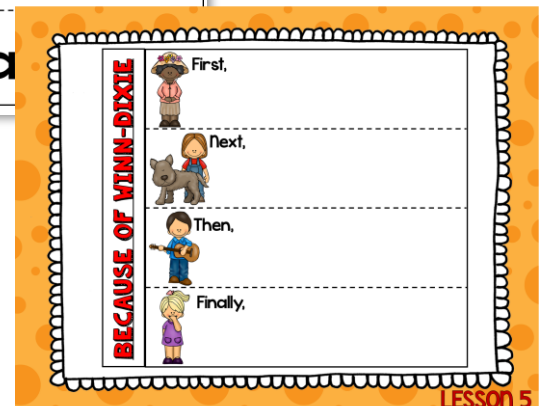
Lesson Introduction

1. Have students read chapters 10-12 in BOWD.
2. After students have completed the reading, provide each student with a summarizing activity sheet. (If using google slides for the SAP, you will NOT need this activity sheet.)
3. Have students cut out the flaps and glue onto page 15 of their SAP. Under each flap, students will summarize chapters 10-12.
4. After students have completed their summaries, have students turn to a partner to share their summaries with each other.
5. Use AS 24 to develop a class summary. Have students add any important missing information to their SAP.

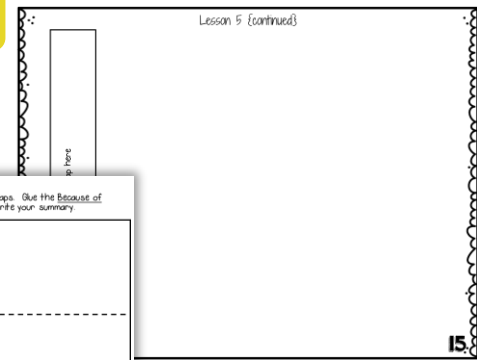
Summarizing Sheet



AS 24



SAP 15

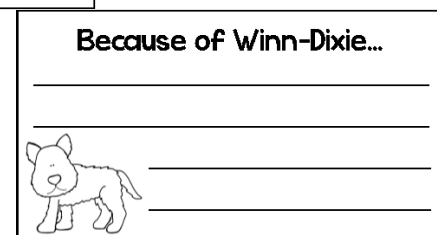




Lesson Reflection

1. Have a student volunteer complete any blank "Because of Winn-Dixie..." cards and add it to the **BOWD** web in the back of their SAP. (possible cards: 1) Because of Winn-Dixie Opal met a new friend, Gloria Dump) Add this to the web on the BB. Students should also record the information on the web in their SAP.
2. Add the **Gloria Dump** character card to the BB under the "Now there's a story" header. Have another volunteer fill out a blank card about what the reader knows about this character. Students can also add cards to the other characters that are already on the BB as well.
3. Place **vocabulary cards** on BB.
4. Have students complete the journal questions and self-evaluation on **page 16** of their SAP.
5. Assign students **pages 7-8** of their VOP. These pages can be completed either during class time or as homework.

BB Pieces



Lesson 5 (continued)

Journal Question

In chapter 10, Opal tells Gloria about everything that has happened to her that summer. Opal says "I could feel her listening with all her heart." What do you think it means to listen with "all your heart?"

Learning Target: Self-Evaluation

Place an "X" in one of the boxes below.

Learning Target	I've Got It!	Still Working On It!	I Need Help!
I can summarize the story I am reading.			

I gave myself this rating because:

16

SAP
Page
16

Chapters 10-12

Comprehension Check

1. Read the quote by Gloria below:
"Like maybe you got her green thumb. The two of us could plant something and see how it grows; test out your green thumb."
What is the meaning of "green thumb" as it is used here?
a) a natural talent for growing plants
b) a person who has stained their thumb with Kool-Aid
c) a thumb that appears to have lost circulation

2. What causes Winn-Dixie to wake up in the middle of the night?
a) He hears someone outside their trailer.
b) There is a thunderstorm.
c) Opal is sleep-walking.
d) The preacher is snoring.

3. Which phrase best describes how the mood in the pet shop changes when Otis stops playing his guitar for the animals?
a) from calm to disorder
b) from sad to exciting
c) from dangerous to calm
d) from confusing to frustrating

7.

Chapters 10-12 (continued)

Vocabulary

Directions - Decide how many syllables are in each word from the word bank. Place the word in the correct column. The first one is done for you.

2 syllables	3 syllables	4 syllables	5 syllables
motto sermon potluck orphan prideful	peculiar barreling	congregation missionary	pathological

Directions - Draw a slash (/) through each word to show where the word breaks up into syllables. The first one is done for you.

motto barreling potluck peculiar
prideful congregation orphan sermon
pathological

8.

Lesson 6:

Chapter 13-14 Theme Part 2:



Learning Target

Students will be able to reassess the events of the story to identify and support a second theme.



Common Core Standards

3rd Grade >> RL.3.1 ; RL.3.2

4th Grade >> RL.4.2 ; RL.4.2

5th Grade >> RL.5.2 ; RL.5.2



Materials *(click icon next to each material to access directly from the guide)*

- Anchor slides (AS) 12, 14, 25-28
- Student activity packet (SAP) pages 8-9, 17-18
- Vocabulary and Comprehension Practice (VCP) pages 9-10
- Book: Because of Winn-Dixie (BOWD) for each student
- Large chart paper
- post-it notes
- Bulletin Board (BB) pieces: vocabulary word cards: *ignorant*, *roundabout*, *imitated*, *clanking*; "Because of Winn-Dixie" blank cards, blank theme card




Teacher Preparation

1. Gather large chart paper and post-it notes
2. Prepare bulletin board pieces listed above. Laminate if possible.

Lesson Introduction

1. Display AS 25 to introduce the learning target for the lesson.
2. Review theme from lesson 3 using AS 12. Have students refer to **page 9** of their SAP with evidence of themes already found in BOWD.
3. Tell students that good readers are constantly reassessing events and characters in the book to see how they are changing. Explain that as characters and events change, often times new themes arise as you continue to read. Tell students that as they continue reading chapters 13-14, you want them to pay attention to a theme that surfaces.

AS 25




LEARNING TARGET

I can identify a theme of the story and provide text to theme.

LESSON 6

AS 12



What is Theme?

Theme is the central message that the author wants the reader to understand. Themes often come from the author's own beliefs or feelings.

Theme is NOT the same as the main

Lesson 3 (continued)

Theme:	Theme:

SAP Page 9

Lesson 6:



Lesson Introduction (cont.)

4. Preview **page 17** of their SAP while you AS 26. Ask students if they know what this means. Help students to understand what it means by giving several real-life examples. Then, have them put "ignorance" into their own words on the top of **page 17** of their SAP.
5. Tell students that in the chapters they will be reading today, you want them to focus on how the Dewberry boys and Opal both show ignorance. They will record their responses during and/or after reading these chapters on the bottom of **page 17** of their SAP.
6. Next preview the speech bubble SAP **page 18** while displaying AS 27. Students will also be completing this during or after reading.
7. Explain that the events in chapters 13-14 will help them to reassess the story to see what new themes arises.
8. Before reading, go over the vocabulary words on AS 28. Have students record the words in the vocabulary section of their SAP.

Lesson Activity

1. Have students read chapters 13-14 in **BOWD**.
2. During and after reading students should be filling out the graphic organizers on **pages 17-18** of their SAP as the information becomes clear through the reading.
3. When students have finished reading, bring them back together to go over the ignorant graphic organizer on SAP **page 17** using AS 26.

SAP Page 17

LEARNING TARGET
I can describe a developing theme in *Because of Winn-Dixie* and give evidence to support it.

Finding New Themes

What Ignorance Means to Me:

Ways the Dewberry boys showed ignorance:

AS 26

What Ignorance Means to Me:

Ways the Dewberry boys showed ignorance:

Ways Opal showed ignorance:

LESSON 6

At the end of chapter 14, Gloria gives Opal advice about how she should think of others. Write her advice in the speech bubble.

AS 27

SAP
Page 18

Journal Question
Describe a situation where you judged a person or situation before really knowing that person or situation.

AS 28

VOCABULARY

ignorant
lacking information about something or someone

roundabout
to go about something in a more difficult or longer way than necessary

imitated
to copy what someone or something has done

clanking
the sharp, hard sound of two things hitting each other

LESSON 6

LEARNING TARGET
I can describe a developing theme in *Because of Winn-Dixie* and give evidence to support it.

Finding New Themes

What Ignorance Means to Me:

Ways the Dewberry boys showed ignorance:

What Ignorance Means to Me:

Ways the Dewberry boys showed ignorance:

- 1) Believed Gloria Dump was a witch without meeting her
- 2) Said that Otis was "retarded" without knowing him

Ways Opal showed ignorance:

- 1) Doesn't really know the Dewberry boys, but decides she doesn't want to be their friend.
- 2) Thought Gloria couldn't make any mistakes because she was so nice

AS 26

LESSON 6

Lesson 6:



Lesson Activity (cont.)

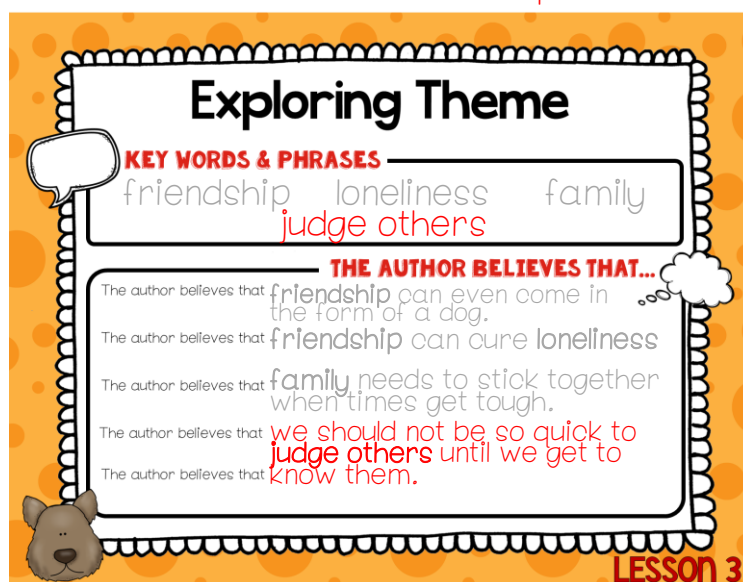
4. Then, display AS 27 while students refer to **page 18 of their SAP**. Have students share out the advice that Gloria gave and record it on the slide. Discuss what this advice means and have students share their thinking about how this advice applies to the story.
5. Have students turn back to **pages 8-9 of their SAP** while you display AS 14. Discuss new words or phrases that can be added to their "key words and phrases" box. For example, you might consider adding the phrases "judging others" to the box, as this is a lesson that the characters are learning.
6. Students can then use the phrase to form a theme sentence. For example, you might write: *"The author believes that we should not be so quick to judge others until we get to know them."*
7. Have students add this to their SAP while you create a new theme chart with the **large chart paper**, similar to how you did in lesson 3. Have a few student volunteers complete a **post-it note** with evidence from the book to support this theme. Students can add the evidence to **page 9 of their SAP**.

AS 27



LESSON 6

Sample for AS 14



LESSON 3

Lesson 3 (continued)

List key words or phrases that come to mind when you think about what you've read so far in the story *Because of Winn-Dixie*. Then, use those words to create a "the author believes that..." sentence.

KEY WORDS & PHRASES

THE AUTHOR BELIEVES THAT...

The author believes that _____

The author believes that _____

The author believes that _____

The author believes that _____

The author believes that _____

SAP
Page 8

SAP
Page 9

Lesson 3 (continued)

Provide text evidence to support each theme.

Theme:	Theme:
_____	_____
_____	_____
_____	_____
Theme:	Theme:
_____	_____
_____	_____
_____	_____

9

Lesson 6:



Lesson Reflection

1. Have a student volunteer complete any blank "Because of Winn-Dixie..." cards and add it to the **BOWD web** in the back of their SAP.
2. Ask students if there are any characters that they would like to add character cards to under the "Now there's a story" header on the BB. If so, have a volunteer fill out a **blank card** about what they have learned about this character.
3. Place **vocabulary cards**: *ignorant*, *roundabout*, *imitated*, *clanking* on BB.
4. Add a **theme card** with the new theme that your students decided on to the BB under the theme header. Have students complete the journal questions and self-evaluation on page 20 of their SAP.
5. Assign students **pages 9-10** of their VOP. These pages can be completed either during class time or as homework.

Bulletin Board Pieces



✓ Comprehension Check

Chapters 13-14

- At the end of chapter 13, what does Gloria mean when she says, "I think they are just trying to make friends with you in a roundabout way"?
 - She is saying that even though the boys tease Opal, they still want to be her friend.
 - She is trying to tell Opal that she should stop and talk to them instead of just riding past them on her bike.
 - She is telling Opal that she needs to be a better friend.
 - She is trying to convince Opal to invite them on a bike ride.
- Which statement best describes how Gloria feels about judging people.
 - Gloria thinks that people only get one chance to prove who they are to other people.
 - Gloria wishes people wouldn't be so quick to judge others based only on what they've heard or seen.
 - Gloria believes that once you make a mistake, you will pay for it the rest of your life.
 - Gloria believes that everyone has a right to judge others as they wish.
- What lie does Opal tell to the Dewberry boys?
 - Opal tells the boys that Gloria pays her \$10 to come visit her.
 - Opal tells the boys that the preacher won't let her visit Gloria anymore.
 - Opal tells the boys that the preacher knows that Otis was in jail.
 - Opal tells the boys that Gloria thinks they are scaredy-cats.

9.

Chapters 10-12 {continued}

Vocabulary

Directions — Roll a die for each word below. Complete the task that corresponds with the number you rolled for each word.

Responses will vary

Word	Task
ignorant	
roundabout	
imitated	
clanking	

Write the word in a sentence.

Write the definition in your own words.

Draw a picture that helps you visualize the word.

Write 3-5 words or phrases that is related to the word.

Describe a situation when this word would be used.

Your choice! Choose an activity above.

10.

Lesson 7:

Chapter 15-17 Pairing Fiction & Nonfiction



Learning Target

Students will be able to compare information learned in fiction and nonfiction texts that are on the same topic



Common Core Standards

3rd Grade >> RI.3.9

4th Grade >> RI.4.9

5th Grade >> RI.5.9



Materials *(click icon next to each material to access directly from the guide)*



Anchor slides (AS) 29-32



Student activity packet (SAP) 19



Vocabulary and Comprehension Practice (VCP) pages 11-12



Book: Because of Winn-Dixie (BOWD) for each student



Article: "Life As A Civil War Soldier"

Highlighters for each student (or colored pencils if highlighters are not available) – only needed if using PDF version of the article



Bulletin Board (BB) pieces: vocabulary word cards: *enlist*, *notion*, *manufactured*; "Because of Winn-Dixie" blank cards



Teacher Preparation

1. Print off enough copies of the "Life As a Civil War Soldier" article for each student
2. Collect highlighter or colored pencils for each student.
3. Prepare bulletin board pieces listed above. Laminate if possible.

Lesson Introduction

1. Display AS 29 to introduce the learning target for the lesson.
2. Review the new theme from lesson 6.
3. Tell students that they are going to be reading chapters 15-17 today. Explain that in today's reading, Opal is visiting the library again where she begins to talk with Miss. Franny. Miss. Franny begins to tell her a story about her great-grandfather fighting in the Civil War. Ask students to share out anything they may have heard or learned about the Civil War. If you teach younger kids, they may not know anything, and that's OK.

AS 29

LEARNING TARGET

I can compare information provided in fiction and nonfiction texts about the same topic.

LESSON 7


Lesson 7:



Lesson Introduction (cont.)

4. Explain that they will be reading two different things today, 1) They will read an article about the Civil War & 2) They will read chapter 15-17.
5. Provide each student with the **article: "Life as A Civil War Soldier."** Read this article together, stopping to discuss major points of the article. Alternatively, this article is available in google slides. You can display the article on **AS 30-31**
6. After reading the article, explain that in chapters 15-17, Miss. Franny is telling a story about her great-grandfather fighting in the Civil War. Explain that although the story about her great-grandfather is fiction, Miss. Franny does include facts about the Civil War in her story.
7. Provide each student with a **highlighter or colored pencil**. Tell students that as they read chapters 15-17, you want them to pick out facts from Miss. Franny's story that are also facts that were shared in the article. When they find a fact that was also shared in the story, students will highlight that portion of the article. (For example, when student read in chapter 16 that Miss. Franny's grandfather was only 14 when he enlisted in the war, students can highlight the sentence "Some boys much younger than 18 fought and died in the Civil War." This is found on page 3 of the article under the heading "Who Was Allowed to be a Soldier") If using the google slides version of the article, students will drag the highlight box over parts of the article. They will be able to lengthen and shorten the highlight box as needed. Students can duplicate the highlight box as needed.
8. Before reading, go over the vocabulary words on **AS 32**. Have students add these words to the **vocabulary section of their SAP**.

article



Life As A CIVIL WAR SOLDIER

By: Rachael Pariett

When Was the Civil War?


The Civil War was a war fought in the United States from 1861-1865. The war was between the southern and northern states of the United States. States in the South wanted to separate themselves into their own country, however the northern states wanted to remain one country. This large disagreement caused a war!

Men from both sides were sent off to war to fight for their cause. Life as a soldier was not easy. They faced many hardships such as hunger, bad weather, poor clothing, and even the possibility of getting killed in battle!

What Was Daily Life Like?

The daily life of a soldier began very early in the morning. Each day they would practice drills to prepare for battle. It was important that each soldier knew exactly what to do when it came time to fight.

AS 30-31



Life As A CIVIL WAR SOLDIER

By: Rachael Pariett

When Was the Civil War?

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Men from both sides were sent off to war to fight for their cause. Life as a soldier was not easy. They faced many hardships such as hunger, bad weather, poor clothing, and even the possibility of getting killed in battle!

What Did the Soldiers Eat?

Food was hard to find during the war. Soldiers often went hungry. When they did eat, it was mostly hard crackers, cornmeal, and sometimes meat. Sometimes soldiers even had to hunt for their own food or collect nuts and berries. Even still, many soldiers died of starvation.

Who Was Allowed to be a Soldier?

Soldiers were men of all ages. The age a man had to be to join the army was 18, but many boys joined before their age in order to join. Some boys much younger than 18 fought and died in the Civil War.

What Happened After The War?

The North won the war. Much of the South had been destroyed during the war. Farms and houses had been burned down. Soldiers returned home only to find their home was gone!

In the years following the war, the United States worked hard to rebuild the South. They rebuilt roads, farms, and schools. Eventually the South began to recover.

What Happened if Soldiers Got Sick or Injured?

Soldiers of the Civil War had to survive awful medical conditions. They were constantly dirty and covered with lice and even fleas! Many soldiers died of disease and infections. There were some doctors, but they had a hard time keeping up with all of the sick and wounded soldiers. If doctors didn't have the same knowledge about diseases and infections as doctors do today, often even the smallest wound on a soldier could get infected and cause the soldier to die.

LESSON 7

LESSON 7



VOCABULARY



enlist

to sign up to be a member of the military



notion

to have a belief about something



manufacture

to make, usually several of the same thing

LESSON 7

Lesson 7:



Lesson Activity

1. Allow students to read chapters 15-17 in BOWD while stopping to highlight over-lapping facts about the Civil War between the novel and the article. (Option: You might also choose to read these chapters together if this is the first time your students are comparing fiction and nonfiction. Use **AS 30-31** again to underline/highlight with them. Use the answer key provided in the article file for guidance.)
2. If students are reading independently, be sure to go over the comparisons between the novel and article using **AS 30-31**.

LESSON 7

AS 30 (suggested highlighted text)

LESSON 7

AS 31 (suggested highlighted text)

Lesson Reflection

Bulletin Board Pieces

1. Ask students if there are any characters that they would like to add character cards to under the "Now there's a story" header on the BB. If so, have a volunteer fill out a blank card about what they have learned about this character.
2. Add any blank "Because of Winn-Dixie..." cards, if needed.
3. Place vocabulary cards: *enlist*, *notion*, *manufactured* on BB.
4. Have students complete the journal questions and self-evaluation on page 19 of their SAP.
5. Assign students pages 11-12 of their VCP. These pages can be completed either during class time or as homework.

Learning Target: Self-Evaluation

Place an "X" in one of the boxes below.

Learning Target	I've Got It!	Still Working On It!	I Need Help!
I can compare information provided in fiction and nonfiction texts about the same topic.			
I gave myself this rating because:			


19

Lesson 7:




Lesson Reflection (cont.)

VCP Pages 11-12



Chapters 13-14



✓ Comprehension Check

In her story, Miss Franny tells Opal and Amanda about her great-grandfather fighting in the Civil War. Fill in the missing sections of the cause and effect chart below using information from chapters 15-17.


Cause	Effect
There was firing on Fort Sumter.	The Civil War began.
Both Littmus' mother and father were killed during the war.	Littmus became an orphan.
After the war, Littmus created a candy factory.	Littmus created the family fortune and his candy became world famous.

Chapters 10-12 {continued}

Directions — Decide if each word in the word bank is a noun, verb, or adjective. Write the word in the correct column.

Vocabulary

Noun	Verb	Adjective
motto potluck sermon notion missionary	imitated barreling clanking enlist manufactured	prideful peculiar ignorant



WORD BANK:

motto

potluck

prideful

imitated

sermon

peculiar

ignorant

clanking

enlist

notion

manufactured

missionary

barreling

Lesson 8:

Chapter 18-19 Character Connections



Learning Target

Students will be able to explain how different characters in the story react to the same experience.



Common Core Standards

3rd Grade >> RL.3.3

4th Grade >> RL.4.3

5th Grade >> RL.5.3



Materials *(click icon next to each material to access directly from the guide)*



Anchor slides (AS) 33-36



Student activity packet (SAP) pages 20-22



Vocabulary and Comprehension Practice (VCP) pages 13-14



Book: Because of Winn-Dixie (BOWD) for each student



Bulletin Board (BB) pieces: vocabulary word cards: *melancholy*, *idle*



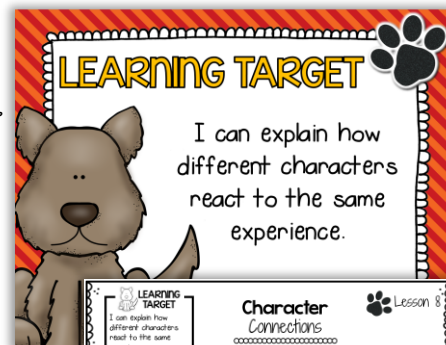
Teacher Preparation

1. Prepare bulletin board pieces listed above. Laminate if possible.

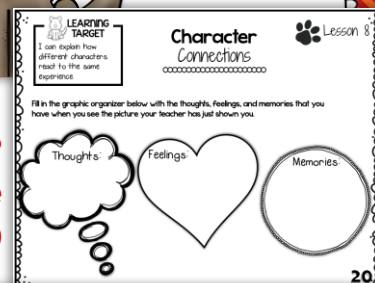
Lesson Introduction

1. Display AS 33 to introduce the learning target for the lesson.
2. Display AS 34. Look at the turkey dinner picture on the slide. Have students fill out the graphic organizer on page 20 of their SAP to indicate what thoughts, feelings, and memories that come to mind when they see the turkey (many students will immediately think of thanksgiving). Invite students to share their graphic organizers with each other (ex. going to their grandma's house for Thanksgiving, or traveling to a relatives house for the holidays, special holiday traditions...etc...)
3. Ask students why not everyone would have the same thoughts/feelings/memories. (Because everyone has different experiences to draw from)
4. Review the story that Miss. Franny told about her great-grandfather during the civil war. Have students recall that her great-grandfather invented a new candy that tastes a little sweet with a little sorrow. Have students recall how both Opal and Amanda reacted after eating the candy.
5. Tell students that in today's reading (chapters 18-19), Opal will be sharing the Littmus Lozenge with others.

AS 33



SAP
Page
20



Lesson 8:



Lesson Introduction (cont.)

- Display the graphic organizer on AS 35 while students view the same graphic organizer on page 21 of their SAP.
- While reading chapters 18-19, students will be completing this graphic organizer to indicate the feelings and thoughts of each character after eating the candy. (Note: Students will need to refer to the previous chapters to find Amanda and Opal's reaction.)
- Before reading, go over the vocabulary words on AS 36. Have students record the definitions in the vocabulary section of their SAP.

Lesson Activity

- Allow students to read chapters 18-19 in BOWD.
- While reading, have students complete the graphic organizer on page 21 of their SAP.
- Go over the graphic organizer as a class once students are done reading.

Lesson Reflection

- Once again display AS 35 and go over the graphic organizer with the students.
- Ask students if there are any characters that they would like to add character cards to under the "Now there's a story" header on the BB. If so, have a volunteer fill out a blank card about what they have learned about this character.
- Place vocabulary cards: *melancholy*, *idle* on BB.
- Have students complete the journal questions and self-evaluation on page 22 of their SAP.

AS 35

Opal
Otis
Sweetie
Gloria
Amanda

In each thought bubble, write down what each character thought or felt after eating the Liftinus Lozenge.

Lesson 8 (continued)

Opal
Otis
Sweetie
Gloria
Amanda

In each thought bubble, write down what each character thought or felt after eating the Liftinus Lozenge.

21

SAP Page 21

VOCABULARY

idle
without purpose or effect, pointless

melancholy
a feeling of sadness

LESSON 8

AS 36

idle
without purpose or effect, pointless

melancholy
a feeling of sadness

What We Are Learning About...

BB Pieces

Lesson 8 (continued)

Journal Question

Describe a special food that reminds you of a feeling or memory. It could be a food that reminds you of a special day or holiday, event, or person.

Learning Target: Self-Evaluation

Place an "X" in one of the boxes below.

Learning Target	I've Got It!	Still Working On It!	I Need Help!
I can explain how different characters react to the same experience.			
I gave myself this rating because:			

22


SAP
Page
22



Lesson Reflection (cont.)

5. Assign students pages 13-14 of their VCP. These pages can be completed either during class time or as homework.

VCP Pages 13-14



Chapters 18-19

✓ Comprehension Check

Which sentence below best explains why each character tasted something different when they ate the Littmus Lozenge?

- Each character tried a different flavor.
- Some of the candy was stale.
- The pieces of candy were made in different factories.
- The candy reminded each character of a different memory.

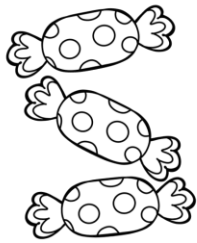
Which character tasted melancholy when eating the candy?

- The Preacher
- Opal
- Gloria
- Otis

Which statement below would be a good motto for the Littmus Lozenge?

- "Littmus Lozenge: The Sweetest Taste!"
- "Littmus Lozenge: Taste the Sweet and Sorrow of Life"
- "Littmus Lozenge: Get Healthy, One Lozenge at a Time!"
- "Littmus Lozenge: The Only Candy You'll Ever Need!"

After choosing your answer above, explain why this would be a good motto. Use details from chapters 18-19 to support your answer. Answers will vary



13

Chapters 18-19 {continued}

Directions — Complete the word map for each word below.

Vocabulary

melancholy

Synonym Answers will vary	Part of Speech noun	Antonym Answers will vary
---	------------------------	---

Definition:
a feeling of sadness

Sentence:
Answers will vary

idle

Synonym Answers will vary	Part of Speech adjective	Antonym Answers will vary
---	-----------------------------	---

Definition:
without purpose or effect, pointless

Sentence:
Answers will vary

14

Lesson 9:

Chapter 20-22 Character Maps



Learning Target

Students will be able to work in small groups to create a character map.



Common Core Standards

3rd Grade >> RL.3.3

4th Grade >> RL.4.3

5th Grade >> RL.5.3



Materials *(click icon next to each material to access directly from the guide)*



Anchor slides (AS) 37-39



Student activity packet (SAP) pages 23-24



Vocabulary and Comprehension Practice (VCP) pages 15-16



Book: Because of Winn-Dixie (BOWD) for each student



Character Maps (Drafting Sheet) & Large character pictures and map headings

Large poster-sized paper

scissors and glue



Bulletin Board (BB) pieces: vocabulary word cards: *melancholy*, *idle*



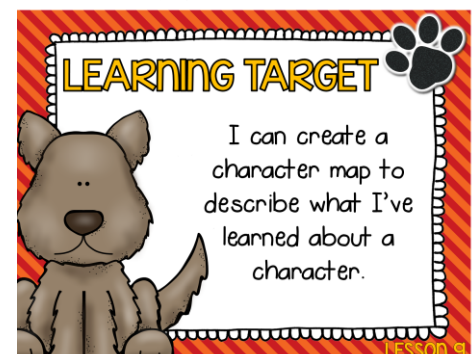
Teacher Preparation

1. You will need to divide students into small groups (3-4 students) and assign each group a character. Each student will need a character map drafting sheet to work on.
2. You will also need to make ONE copy of the large character pictures and map headings for each group. The group will only be given the character picture/headings for their assigned character
3. Collect poster paper, scissors, and glue for each group.
4. Prepare bulletin board pieces listed above. Laminate if possible.

Lesson Introduction

1. Display AS 37 to introduce the learning target for the lesson.
2. Review the character connections to the candy in lesson 8.
3. Tell students that today after reading, they will be working in small groups to create a character map to show everything that they have learned about the character. (If you are teaching this novel unit in a guided reading group, you can have each student do their own character map instead of working in small groups)

AS 37



Lesson 9:



Lesson Introduction (cont.)

4. Display the character map for Opal AS 38 while students view the same map on **page 23** of their SAP.
5. Divide students into small groups and assign each group a main character (Miss. Franny, Otis, the Preacher, Gloria). Explain that after they read, they will be working in their small group to create a character map for their assigned character, just like you did for Opal.
6. Before reading, go over the vocabulary words using AS 39. Have students record the definitions in the vocabulary section of their SAP.

AS 38

SAP
Page
23

AS 39

Lesson Activity

1. Allow students to read chapters 20-22 in **BOWD**. You may choose to let them read in their small groups together so that they can point out things about their character as they read.
2. After students have completed reading, provide each student with the **character map drafting sheet**. Even though students will be working in groups, each student will be making their own drafting sheet. Students should refer back to the text to find their information.
3. When groups have completed their individual maps, provide each group with **one large character picture and headings**. Students will use scissors to cut out the character picture and heading. They will use **glue** to assemble each piece on their **poster paper** to create a large character map. Students will use their character drafting sheet to create their poster.
4. Have groups present their posters to the class once all are complete.
5. If possible, display all of the group poster somewhere in your classroom or hallway.

character
drafting
maps



poster
pieces

sample poster layout

Lesson 9:



Lesson Reflection

1. Ask students if there are any characters that they would like to add character cards to under the "Now there's a story" header on the BB. If so, have a volunteer fill out a **blank card** about what they have learned about this character.
2. Place **vocabulary card: *amuse*** on BB.
3. Have students complete the journal questions and self-evaluation on **page 24** of their SAP.
4. Assign students **pages 15-16** of their VCP. These pages can be completed either during class time or as homework.

Lesson 9 {continued}

Journal Question

In chapter 20, Opal and Gloria are planning for a party. Opal travels around her town inviting all of her friends. In the space below, design a party invitation that Opal could have used.

Front of Invitation

Back of Invitation

Learning Target: Self-Evaluation
Place an "X" in one of the boxes below.

Learning Target	I've Got It!	Still Working On It!	I Need Help!
I can create a character map to describe what I've learned about a character.			

I gave myself this rating because: _____

24

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BB Pieces

What We Are Learning About...

amuse
to entertain

SAP Page 24

VCP Pages 15-16

Chapters 20-22

Comprehension Check

What does Opal promise to Gloria when they are planning the party.

- Opal promises to help Gloria clean her house to get it ready for the party.
- Opal promises to make Gloria's favorite sandwich, egg salad.
- Opal promises to invite the Dewberry boys to the party.
- Opal promises to help Gloria clean up after the party.

In chapter 20, Opal is reading *Gone With the Wind* to Gloria. What effect does this have on the story?

- The events in *Gone With the Wind* inspired Opal to plan a party for all of her friends.
- The events in *Gone With the Wind* inspired Gloria to invite everyone to her house for egg salad sandwiches.
- The events in *Gone With the Wind* made Opal miss her mom even more.
- Reading to Gloria inspired Opal to want to be an author when she grows up.

How does Opal convince Otis to come to the party?

- Opal tells Otis that he can put on a concert with his guitar.
- Opal begins to cry until Otis agrees to come.
- Opal threatens to quit working at the pet store.
- Opal agrees to work at the pet store for a whole week for free.

15

Chapters 20-22 {continued}

Vocabulary

Directions — Determine the correct vocabulary word for each definition given. Use the vocabulary section of your student activity packet to help you. Then, solve the riddle by placing the circled letters in order on the lines in the riddle box.

a meal where everyone brings a dish to pass **p o t l u c k**

to entertain **a m u s e**

strange or odd **p e c u l i a r**

a religious speech or message **s e r m o n**

showing an unreasonable amount of self-esteem **p r i d e f u l**

to make, usually several of the same thing **m a n u f a c t u r e**

lacking information about something or someone **i g n o r a n t**

without purpose, pointless **i d l e**

a person who travels to another country to teach others about their religion **m i s s i o n a r y**

Riddle: What is Winn-Dixie's favorite drink?
p u p s i - c o l a

16



Lesson 10: Chapter 23-26

Group Discussions



Learning Target

Students will be able to work in small groups to discuss how the major themes in the book connect



Common Core Standards

3rd Grade >> RL.3.2

4th Grade >> RL.4.2

5th Grade >> RL.5.2



Materials *(click icon next to each material to access directly from the guide)*



Anchor slides (AS) 40-43



Student activity packet (SAP) pages 25-26



Vocabulary and Comprehension Practice (VCP) pages 17-18



Book: Because of Winn-Dixie (BOWD) for each student



"Talk About It!" Group Discussion Cards



Bulletin Board (BB) pieces: blank character cards, blank "Because of Winn-Dixie" cards; vocabulary word card: *teetering, myths*



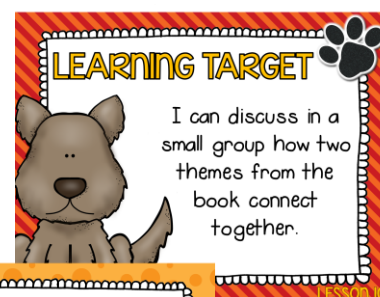
Teacher Preparation

1. Make several sets of the "Talk About It!" group discussion cards - one set per small group
2. Prepare bulletin board pieces listed above. Laminate if possible.

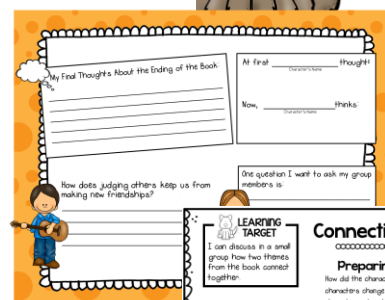
Lesson Introduction

1. Display AS 40 to introduce the learning target for the lesson.
2. Review the character maps from lesson 9.
3. Draw the students' attention to the theme section of your novel BB. Review the themes your students have identified and go over several examples from the text that support the theme.
4. Tell students that today you will be completing the novel and focusing on how these two themes connect together.
5. Display AS 41 while students open to page 25 of their SAP to preview the "Preparing for My Group Discussion" sheet. Explain that once students have finished reading, they will complete this chart that will then be used in their group discussions.

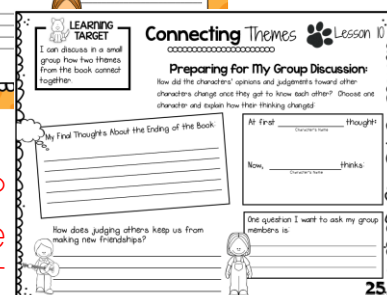
AS 40



AS 41



SAP
Page
25



Lesson 10:



Lesson Introduction (cont.)

6. Display the “Thought Question” on AS 42: How does judging others keep us from creating friendships?” They will be answering this in their SAP. Point out the words “judging” and “friendships” in the question. Point out that these were the two major themes from the book and while they read, you want them to focus on the connection between these two themes.
7. Before reading, go over the vocabulary words using AS 43. Students should record the definitions in the vocabulary section of their SAP.

AS 42



AS 43



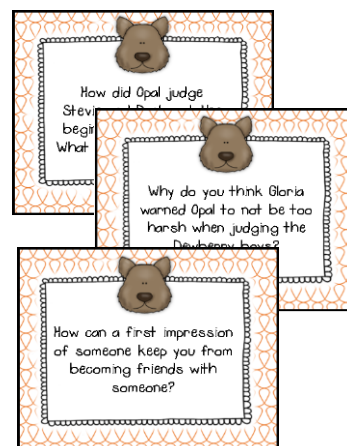
Lesson Activity Part 1

1. Allow students to read chapters 23-26 in BOWD.
2. During and after reading, students will fill out the preparation sheet on page 25 of their SAP.

Lesson Activity Part 2

1. After students have completed their preparation sheet, divide students into small groups.
2. Provide each group with the “Talk About It!” discussion cards. Tell students that in their groups they should first each share their information from their SAP. Students can comment on each others’ thoughts and questions.
3. After students have had a chance to share their SAP, students will then use the discussion cards to further their discussion.
4. Allow students several minutes to get into their groups to discuss. Students should go through all of the discussion cards.

Discussion Cards



Lesson Reflection

1. When groups have had time to discuss, bring groups back together. Pose some the same question that students discussed using the discussion cards. Have students share out the conversations that their group had.
2. Have students complete the journal questions and self-evaluation on page 26 of their SAP. If time allows, discuss their answers.

Lesson 10 (continued)
Journal Question

Write a sentence that describes the effect that judging others has on friendship.
Choose two examples from the book to support your thinking.

My sentence: _____

Examples from the book: _____

Learning Target: Self-Evaluation

Learning Target	I've Got It!	Still Working On It!	I Need Help!
I can create a character map to describe what I've learned about a character.			
I gave myself this rating because: _____			

26

Lesson 10:



Lesson Reflection (cont.)

3. Add any final cards to the "Now there's a story" header and on the "Because of Winn-Dixie..." web. Have volunteers fill out a blank cards to add to the BB.
4. Place vocabulary cards: *teetering*, *myths* on BB.
6. Assign students pages 17-18 of their VCP. These pages can be completed either during class time or as homework.

Because of Winn-Dixie...

BB Pieces



VCP Pages 17-18

Chapters 23-26

✓ Comprehension Check

When Winn-Dixie goes missing, what word best describes the mood?

- elated
- surprised
- panicked
- confused

Why does Opal get angry with the preacher when they are searching for Winn-Dixie?

- The preacher wants to stop looking for Winn-Dixie.
- The preacher admits he never liked Winn-Dixie in the first place.
- The preacher says that he has been keeping a secret.
- The preacher says that Opal is over-reacting.

Read the following excerpt from the last paragraph in the book:

"And then Otis and Gloria and Stevie and Miss Franny and Dunlap and Amanda and Sweetie Pie and my daddy all started to sing a song."

What do you think changes in Opal's way of thinking that causes her to now refer to the preacher as "daddy." Use details from the story to support your response.

Answers will vary

17.

Chapters 23-26 {continued}

Vocabulary

Directions — Read each word pair below. The first word is a vocabulary word from Because of Winn-Dixie. The second word is a related word. Decide if the two words are synonyms or antonyms. Place an "X" in the correct column. The first one is done for you.

Word Pair	Antonym?	Synonym?
potluck / dinner		X
myths / fact	X	
teetering / steady	X	
melancholy / sad		X
peculiar / odd		X
amuse / boring	X	
ignorant / knowledgeable	X	
idle / pointless		X
roundabout / direct	X	

18.



End of Unit

Novel Projects & Activities



10 Things



1. Have students pick their favorite main character from Because of Winn-Dixie. (Winn Dixie is not included since Opal made her own list at the end of the book.)
2. Provide students with the **character sheet** of their choice. If using the google slides version, students can pick the slide with their favorite character and delete the other slides, if desired. Have them create a list of 10 things about that character, similar to the way the preacher gave Opal a list of 10 things about her mother. The list can include information about the character's personality, likes/dislikes, talents, looks...etc. *(download on the left)*
3. If desired, create a wall display with the lists.



10 Things About **Otis**



1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

10 Things About **Opal**




1. _____

2. _____

3. _____

4. _____

10 Things About **The Preacher**



1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

10 Things About **Miss Franny**



1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

10 Things About **Gloria**



1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Class Bottle Tree



1. In the novel, *Because of Winn-Dixie*, Gloria has a bottle tree in her backyard. Each bottle hanging from her tree represents one of her mistakes.
2. Have your students complete the **bottle template** and then use the bottles to create a classroom display. You can use large craft paper to create a tree and then use string to “hang” the students’ bottles from the tree. *(download on the left)*



Create your own bottle tree!
In the book,
Because of Winn-Dixie, Gloria
has a bottle tree. Each
bottle on her tree represents
a mistake she has made in
her life. Now it's your turn!
On the front of the bottle
think about something you
wish you could change about
your decisions from the past.
On the back of the bottle,
write about something you
are proud of from your past.

Fold here:

Looking back at my
life, I would change....

Looking back at my
life, I am proud of

Front Back



Name That Chapter



1. Have students skim through each chapter and give a title to each chapter based on the events in that chapter by writing it on the **template**. This can be done as a whole group or as individuals. (Option: Assign each student or pair of students one or more chapters to give a title to and then combine all the titles on a master list.) *(download on the left)*
2. Then, Have students use the titles that were given to each chapter to write a summary of the story.

Because of Winn-Dixie

Name that Chapter

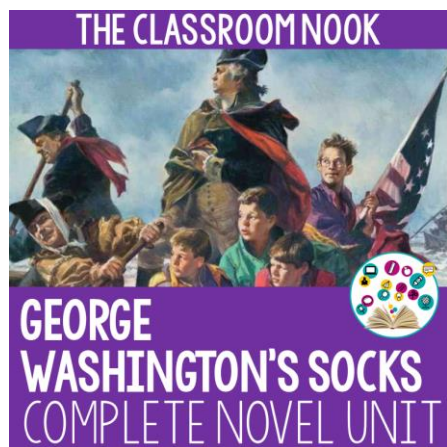
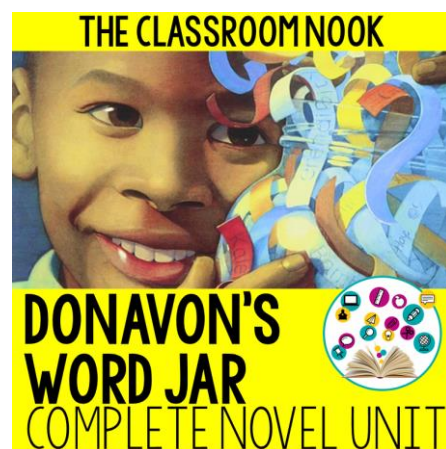
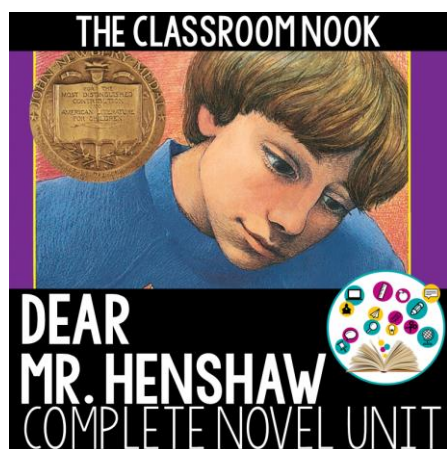
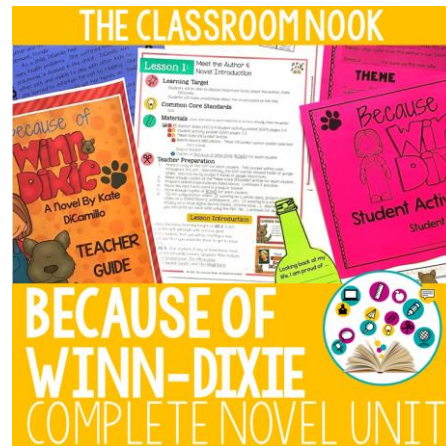
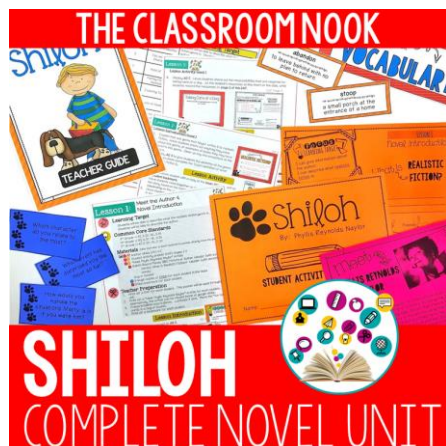
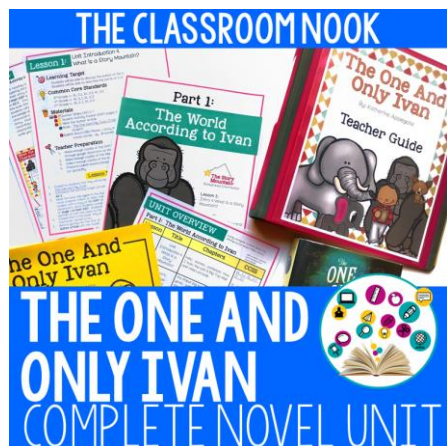
Directions: Skim back through each chapter in Because of Winn-Dixie. Give each chapter a title based on the events of the book.

1. _____	14. _____
2. _____	15. _____
3. _____	16. _____
4. _____	17. _____
5. _____	18. _____
6. _____	19. _____
7. _____	20. _____
8. _____	21. _____
9. _____	22. _____
10. _____	23. _____
11. _____	24. _____
12. _____	25. _____
13. _____	26. _____

Now, use your titles to help you write a summary of the book, Because of Winn-Dixie.

A Summary

YOU MAY ALSO LIKE:



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