



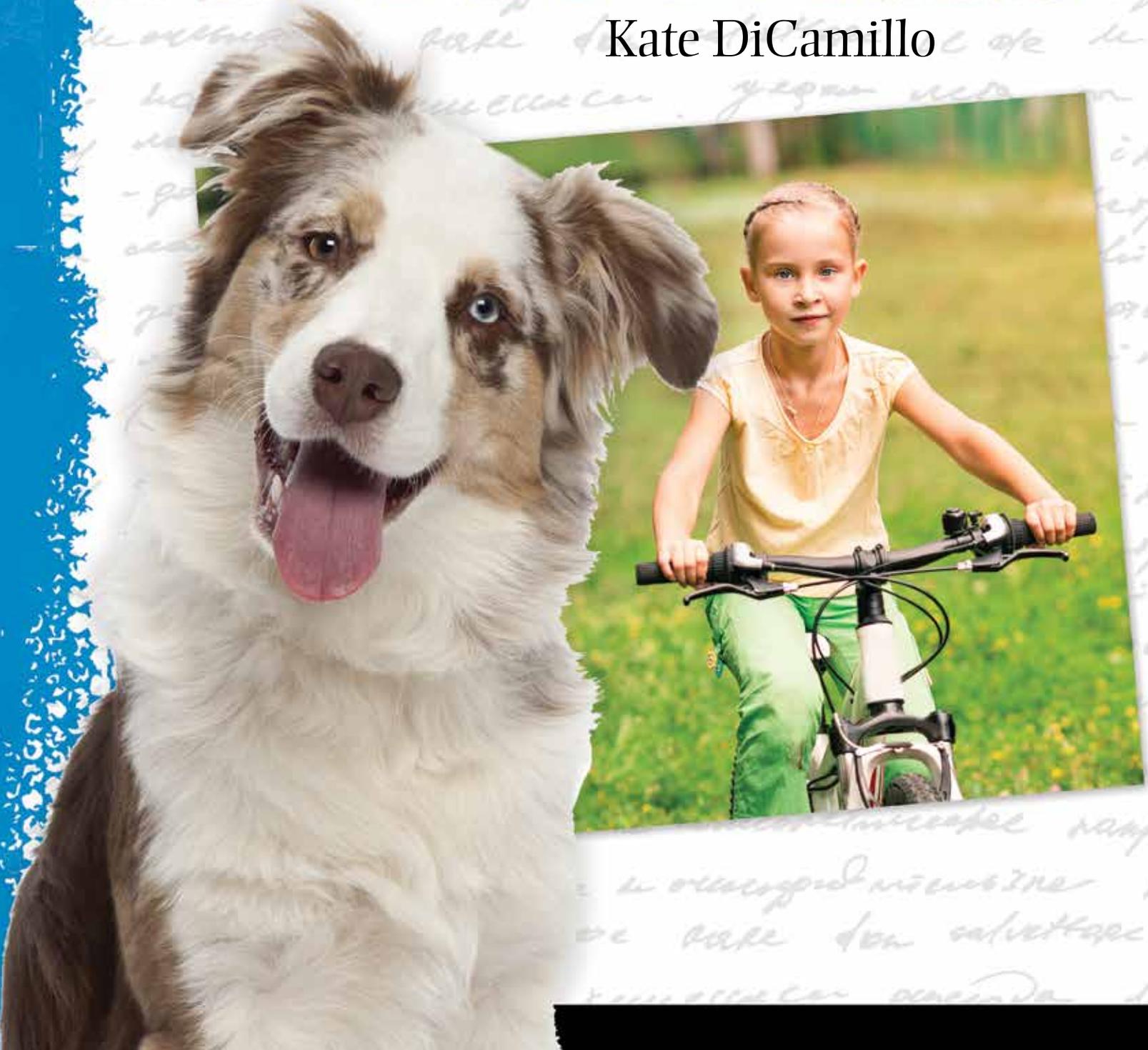
SHELL
EDUCATION

Great
Works

Instructional Guides
for Literature

Because of Winn-Dixie

Kate DiCamillo



**Great
Works**

Instructional Guides
for **Literature**

Because of Winn-Dixie



A guide for the novel by Kate DiCamillo
Great Works Author: Tracy Pearce



SHELL EDUCATION



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Standards

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How to Use This Literature Guide

Today's standards demand rigor and relevance in the reading of complex texts. The units in this series guide teachers in a rich and deep exploration of worthwhile works of literature for classroom study. The most rigorous instruction can also be interesting and engaging!

Many current strategies for effective literacy instruction have been incorporated into these instructional guides for literature. Throughout the units, text-dependent questions are used to determine comprehension of the book as well as student interpretation of the vocabulary words. The books chosen for the series are complex and are exemplars of carefully crafted works of literature. Close reading is used throughout the units to guide students toward revisiting the text and using textual evidence to respond to prompts orally and in writing. Students must analyze the story elements in multiple assignments for each section of the book. All of these strategies work together to rigorously guide students through their study of literature.

The next few pages describe how to use this guide for a purposeful and meaningful literature study. Each section of this guide is set up in the same way to make it easier for you to implement the instruction in your classroom.

Theme Thoughts

The great works of literature used throughout this series have important themes that have been relevant to people for many years. Many of the themes will be discussed during the various sections of this instructional guide. However, it would also benefit students to have independent time to think about the key themes of the book.

Before students begin reading, have them complete the *Pre-Reading Theme Thoughts* (page 13). This graphic organizer will allow students to think about the themes outside the context of the story. They'll have the opportunity to evaluate statements based on important themes and defend their opinions. Be sure to keep students' papers for comparison to the *Post-Reading Theme Thoughts* (page 63). This graphic organizer is similar to the pre-reading activity. However, this time, students will be answering the questions from the point of view of one of the characters in the book. They have to think about how the character would feel about each statement and defend their thoughts. To conclude the activity, have students compare what they thought about the themes before they read the book to what the characters discovered during the story.

How to Use This Literature Guide *(cont.)*

Vocabulary

Each teacher reference vocabulary overview page has definitions and sentences about how key vocabulary words are used in the section. These words should be introduced and discussed with students. Students will use these words in different activities throughout the book.

On some of the vocabulary student pages, students are asked to answer text-related questions about vocabulary words from the sections. The following question stems will help you create your own vocabulary questions if you'd like to extend the discussion.

- How does this word describe _____'s character?
- How does this word connect to the problem in this story?
- How does this word help you understand the setting?
- Tell me how this word connects to the main idea of this story.
- What visual pictures does this word bring to your mind?
- Why do you think the author used this word?

At times, you may find that more work with the words will help students understand their meanings and importance. These quick vocabulary activities are a good way to further study the words.

- Students can play vocabulary concentration. Make one set of cards that has the words on them and another set with the definitions. Then, have students lay them out on the table and play concentration. The goal of the game is to match vocabulary words with their definitions. For early readers or English language learners, the two sets of cards could be the words and pictures of the words.
- Students can create word journal entries about the words. Students choose words they think are important and then describe why they think each word is important within the book. Early readers or English language learners could instead draw pictures about the words in a journal.
- Students can create puppets and use them to act out the vocabulary words from the stories. Students may also enjoy telling their own character-driven stories using vocabulary words from the original stories.

How to Use This Literature Guide *(cont.)*

Analyzing the Literature

After you have read each section with students, hold a small-group or whole-class discussion. Provided on the teacher reference page for each section are leveled questions. The questions are written at two levels of complexity to allow you to decide which questions best meet the needs of your students. The Level 1 questions are typically less abstract than the Level 2 questions. These questions are focused on the various story elements, such as character, setting, and plot. Be sure to add further questions as your students discuss what they've read. For each question, a few key points are provided for your reference as you discuss the book with students.

Reader Response

In today's classrooms, there are often great readers who are below average writers. So much time and energy is spent in classrooms getting students to read on grade level that little time is left to focus on writing skills. To help teachers include more writing in their daily literacy instruction, each section of this guide has a literature-based reader response prompt. Each of the three genres of writing is used in the reader responses within this guide: narrative, informative/explanatory, and opinion. Before students write, you may want to allow them time to draw pictures related to the topic. Book-themed writing paper is provided on pages 69–70 if your students need more space to write.

Guided Close Reading

Within each section of this guide, it is suggested that you closely reread a portion of the text with your students. Page numbers are given, but since some versions of the books may have different page numbers, the sections to be reread are described by location as well. After rereading the section, there are a few text-dependent questions to be answered by students.

Working space has been provided to help students prepare for the group discussion. They should record their thoughts and ideas on the activity page and refer to it during your discussion. Rather than just taking notes, you may want to require students to write complete responses to the questions before discussing them with you.

Encourage students to read one question at a time and then go back to the text and discover the answer. Work with students to ensure that they use the text to determine their answers rather than making unsupported inferences. Suggested answers are provided in the answer key.

How to Use This Literature Guide *(cont.)*

Guided Close Reading *(cont.)*

The generic open-ended stems below can be used to write your own text-dependent questions if you would like to give students more practice.

- What words in the story support . . . ?
- What text helps you understand . . . ?
- Use the book to tell why ____ happens.
- Based on the events in the story, . . . ?
- Show me the part in the text that supports
- Use the text to tell why

Making Connections

The activities in this section help students make cross-curricular connections to mathematics, science, social studies, fine arts, or other curricular areas. These activities require higher-order thinking skills from students but also allow for creative thinking.

Language Learning

A special section has been set aside to connect the literature to language conventions. Through these activities, students will have opportunities to practice the conventions of standard English grammar, usage, capitalization, and punctuation.

Story Elements

It is important to spend time discussing what the common story elements are in literature. Understanding the characters, setting, plot, and theme can increase students' comprehension and appreciation of the story. If teachers begin discussing these elements in early childhood, students will more likely internalize the concepts and look for the elements in their independent reading. Another very important reason for focusing on the story elements is that students will be better writers if they think about how the stories they read are constructed.

In the story elements activities, students are asked to create work related to the characters, setting, or plot. Consider having students complete only one of these activities. If you give students a choice on this assignment, each student can decide to complete the activity that most appeals to him or her. Different intelligences are used so that the activities are diverse and interesting to all students.

How to Use This Literature Guide *(cont.)*

Culminating Activity

At the end of this instructional guide is a creative culminating activity that allows students the opportunity to share what they've learned from reading the book. This activity is open ended so that students can push themselves to create their own great works within your language arts classroom.

Comprehension Assessment

The questions in this section require students to think about the book they've read as well as the words that were used in the book. Some questions are tied to quotations from the book to engage students and require them to think about the text as they answer the questions.

Response to Literature

Finally, students are asked to respond to the literature by drawing pictures and writing about the characters and stories. A suggested rubric is provided for teacher reference.

Correlation to the Standards

Shell Education is committed to producing educational materials that are research and standards based. As part of this effort, we have correlated all of our products to the academic standards of all 50 states, the District of Columbia, the Department of Defense Dependents Schools, and all Canadian provinces.

Purpose and Intent of Standards

Standards are designed to focus instruction and guide adoption of curricula. Standards are statements that describe the criteria necessary for students to meet specific academic goals. They define the knowledge, skills, and content students should acquire at each level. Standards are also used to develop standardized tests to evaluate students' academic progress. Teachers are required to demonstrate how their lessons meet standards. Standards are used in the development of all of our products, so educators can be assured they meet high academic standards.

How To Find Standards Correlations

To print a customized correlation report of this product for your state, visit our website at <http://www.shelleducation.com> and follow the online directions. If you require assistance in printing correlation reports, please contact our Customer Service Department at 1-877-777-3450.

Correlation to the Standards *(cont.)*

Standards Correlation Chart

The lessons in this book were written to support the Common Core College and Career Readiness Anchor Standards. The following chart indicates which lessons address the anchor standards.

Common Core College and Career Readiness Anchor Standard	Section
CCSS.ELA-Literacy.CCRA.R.1 —Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Guided Close Reading Sections 1–5; Making Connections Section 5; Story Elements Sections 1–5; Post-Reading Response to Literature
CCSS.ELA-Literacy.CCRA.R.2 —Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Analyzing the Literature Sections 1–5; Guided Close Reading Sections 1–5; Post-Reading Theme Thoughts; Culminating Activity
CCSS.ELA-Literacy.CCRA.R.3 —Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	Analyzing the Literature Sections 1–5; Story Elements Sections 1–5; Post-Reading Response to Literature
CCSS.ELA-Literacy.CCRA.R.4 —Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Vocabulary Activity Sections 1–5; Language Learning Sections 1–4
CCSS.ELA-Literacy.CCRA.R.5 —Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Guided Close Reading Sections 1–5
CCSS.ELA-Literacy.CCRA.R.10 —Read and comprehend complex literary and informational texts independently and proficiently.	Entire Unit
CCSS.ELA-Literacy.CCRA.W.1 —Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.	Reader Response Section 1; Culminating Activity; Post-Reading Response to Literature
CCSS.ELA-Literacy.CCRA.W.2 —Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Reader Response Sections 4–5; Story Elements Sections 1, 5
CCSS.ELA-Literacy.CCRA.W.3 —Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Reader Response Sections 2–3; Story Elements Section 4
CCSS.ELA-Literacy.CCRA.W.4 —Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Guided Close Reading Sections 1–5; Reader Response Sections 1–5; Making Connections Section 2; Story Elements Section 5; Post-Reading Theme Thoughts; Culminating Activity; Post-Reading Response to Literature

Introduction

Common Core College and Career Readiness Anchor Standard	Section
CCSS.ELA-Literacy.CCRA.L.1—Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Making Connections Section 2; Story Elements Sections 1–5; Post-Reading Response to Literature
CCSS.ELA-Literacy.CCRA.L.2—Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Story Elements Sections 1–5; Making Connections Section 2; Language Learning Section 5; Post-Reading Response to Literature
CCSS.ELA-Literacy.CCRA.L.4—Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	Vocabulary Sections 1–5
CCSS.ELA-Literacy.CCRA.L.5—Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Language Learning Sections 1–3
CCSS.ELA-Literacy.CCRA.L.6—Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	Vocabulary Sections 1–5

TESOL and WIDA Standards

The lessons in this book promote English language development for English language learners. The following TESOL and WIDA English Language Development Standards are addressed through the activities in this book:

- **Standard 1:** English language learners communicate for social and instructional purposes within the school setting.
- **Standard 2:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.

About the Author—Kate DiCamillo

Kate DiCamillo was born on March 25, 1964, in Philadelphia, Pennsylvania. She was often sick as a child, and suffered from chronic pneumonia. When she was five, Kate, with her mother and brother, moved to a small town in Florida. The family moved in hopes that the warm southern climate would provide relief for Kate’s health issues. As a sick child, DiCamillo learned to entertain herself by reading, imagining, and observing.

DiCamillo earned a degree in English from the University of Florida. In 1994, she moved to Minneapolis, Minnesota. She took a job in a book warehouse, where she was assigned to the children’s books floor. Surrounded by the books all day, every day, she soon fell in love with children’s literature. The job also provided her with an introduction to a sales representative for Candlewick Press, which resulted in the submission of a draft of *Because of Winn-Dixie*.

Because of Winn-Dixie was DiCamillo’s first novel. She wrote it because she was homesick for Florida and because she wanted a dog, but was living in an apartment building that did not allow them. DiCamillo has written that she does not think she created the novel’s lead character, India Opal Buloni, as much as she “discovered” her. *Because of Winn-Dixie* was a Newbery Honor book in 2001. DiCamillo’s third novel *The Tale of Despereaux: Being the Story of a Mouse, a Princess, Some Soup and a Spool of Thread* won the Newbery Medal in 2004. DiCamillo received a second Newbery Medal in 2014 for *Flora and Ulysses: The Illuminated Adventures*. DiCamillo also has a successful series of chapter books based on a toast-loving pig named Mercy Watson. Both *Because of Winn-Dixie* and *The Tale of Despereaux* were made into major motion pictures. The Library of Congress named DiCamillo as the National Ambassador for Young People’s Literature for the 2014 to 2015 term. She currently lives in Minneapolis, Minnesota, with her dog, Henry.

Possible Texts for Text Comparisons

DiCamillo’s book *The Tiger Rising* is a good book for comparing. Other books written by DiCamillo include: *The Tale of Despereaux: Being the Story of a Mouse, a Princess, Some Soup and a Spool of Thread*, *The Miraculous Journey of Edward Tulane*, *The Magician’s Elephant*, and *Flora and Ulysses: The Illuminated Adventures*. Though her books vary greatly by genre and topic, they all feature relationships as a central theme.

Cross-Curricular Connection

This book can be used in a science unit on dogs or thunderstorms, or in a social science unit on friendship. It could also be valuable in a family life discussion about how families come in different shapes and sizes.

Book Summary of *Because of Winn-Dixie*

Because of Winn-Dixie tells the story of ten-year-old India Opal Buloni, who goes by Opal. She has just moved to Naomi, Florida with her distant father, who has taken a job as a preacher at a local church. Opal feels lonely and isolated until she adopts a large, scruffy stray dog that she discovers as he is terrorizing a grocery store. Opal becomes instantly attached to the charismatic dog, whom she names Winn-Dixie. Winn-Dixie's charm and friendliness help Opal meet and develop relationships with other lonely people of the small town. The dog's presence also helps Opal communicate with her taciturn father and ask questions about the mother who abandoned the family when Opal was three years old. Opal comes to connect with her father a little better through this process. During her first summer with Winn-Dixie, Opal conquers her loneliness and learns important lessons about life and love.

Possible Texts for Text Sets

- Blume, Judy. *Tales of a Fourth Grade Nothing*. Puffin Books, 2007.
- Catling, Patrick Skene. *The Chocolate Touch*. HarperCollins, 2006.
- Cleary, Beverly. *Henry and Ribsy*. HarperCollins, 2014.
- Henkes, Kevin. *Protecting Marie*. Greenwillow Books, 2007.
- Martin, Ann M. *A Dog's Life*. Scholastic Paperbacks, 2007.
- Morris, Willie. *My Dog Skip*. Vintage, 1996.



Name _____ Date _____

Pre-Reading Theme Thoughts

Directions: For each statement, draw a picture of a happy face or a sad face. Your face should show how you feel about the statement. Then, use words to say why you feel that way.

Statement	How Do You Feel? 	Explain Your Answer
You never know who might become a friend.		
Growing up is hard.		
Cherish things while you have them.		
You should not make quick judgments about people.		

Vocabulary Overview

Key words and phrases from this section are provided below with definitions and sentences about how the words are used in the story. Introduce and discuss these important vocabulary words with students. If you think these words or other words in the story warrant more time devoted to them, there are suggestions in the introduction for other vocabulary activities (page 5).

Word	Definition	Sentence about Text
preacher (ch. 1)	a person whose job is to give religious speeches and lead religious ceremonies	Opal’s daddy is a preacher at the Open Arms Baptist Church.
produce section (ch. 1)	the part of a grocery store where fresh vegetables and fruits are sold	The dog knocks tomatoes, onions, and green peppers onto the floor of the produce section .
skidded (ch. 1)	slid across the floor in an uncontrolled way	The dog came running around the corner and skidded to a stop.
hind (ch. 1)	at or near the back of something	The dog stands up on his hind legs so he can get face to face with the store manager.
pound (ch. 1)	place where animals that are found on the streets without an owner are kept until an owner can be found for them	Opal does not want the stray dog to be sent to the pound .
cashiers (ch. 1)	people whose job is to collect the payments for purchases in a store	Opal walks past the cashiers at the front of the store and out the door.
missionary (ch. 2)	a person who is sent to a foreign country to do religious work	Opal’s daddy was a missionary in India before she was born.
stray (ch. 2)	an animal (such as a cat or dog) that is lost or has no home	It is obvious that the thin, dirty, unkempt dog is a stray .
constellations (ch. 4)	groups of stars that form particular patterns in the sky and have names	Opal’s mother could identify all the constellations in the sky.
mutt (ch. 5)	a dog with parents of different breeds	Winn-Dixie is a mutt , but he appears to be part retriever.

Analyzing the Literature

Provided here are discussion questions you can use in small groups, with the whole class, or for written assignments. Each question is written at two levels so that you can choose the right question for each group of students. For each question, a few key points are provided for your reference as you discuss the book with students.

Story Element	Level 1	Level 2	Key Discussion Points
Plot	Why does Opal say that she is the owner of the dog that is loose in the grocery store?	After saving Winn-Dixie, Opal has to convince her father to let the dog stay. How does she do this?	Opal sees a big, ugly dog running around the grocery store. The store manager wants to call the pound. Opal impulsively claims the dog to save him. At home, Opal reminds her father of his belief that people should always help those less fortunate than themselves. She tells him that she found a less fortunate that needs help.
Character	How is Winn-Dixie described?	What are some characteristics that Opal likes about Winn-Dixie?	Winn-Dixie is a stray dog that Opal rescues. He is in bad physical shape. He limps like something is wrong with one of his legs, and he is too thin. He has matted-up fur, places where he is bald, and he smells. Opal likes that the dog is friendly and has a distinctive doggy smile. She decides that he is a good listener and has a good sense of humor. Lonely Opal is also attracted to the dog because he needs her help and will be a devoted companion.
Setting	What is the setting of chapter 5?	Describe the setting in chapter 5. What happens when Winn-Dixie is allowed inside?	The setting is the Open Arms Baptist Church of Naomi. The building used to be a Pick-It-Quick store. The store motto is spelled on the floor in red tiles. The church has no pews; the congregation sits in fold-up chairs. The church is not a formal place. When Winn-Dixie is allowed inside, he chases a mouse and wildly barks and skids. The people point and holler. Winn-Dixie catches the mouse, and everyone laughs and claps.
Character	Why does Opal want to know about her mama?	Since moving to Naomi, Opal has been thinking about her mama more than ever. Why do you think that is?	Opal's mama abandoned the family when Opal was three years old. She has not been heard from since. Opal's father, the preacher, never talks about her mama, so Opal knows very little about her. Since moving to Naomi, Opal has been thinking about her mama "extra-extra hard." This may be because she is feeling isolated and lonely. It could also be because she is growing up.

Guided Close Reading

Closely reread the section that starts at the beginning of chapter 2 with, “That summer I found Winn-Dixie” Stop with, “. . . I loved him with all my heart.”

Directions: Think about these questions. In the space below, write ideas as you think about the answers. Be ready to share your answers.

❶ Use details from the text to explain why Opal calls her daddy “the preacher.”

❷ Although her given name is India Opal, the main character goes by Opal. What reason is given for this in the text?

❸ What words or phrases does Opal use to describe Winn-Dixie?

Making Connections—Constellations

Directions: Opal asks the preacher to tell her ten things about her mama. Number seven is that Opal’s mama knew all the constellations in the night sky. When a group of stars makes a recognizable pattern in the sky, it is called a constellation. Use books or the Internet as reference resources to research the two constellations from the chart below. Draw the constellations and write two interesting facts about each.

<p>Big Dipper</p>	<p>Interesting Facts</p> <ul style="list-style-type: none"> • •
<p>Orion</p>	<p>Interesting Facts</p> <ul style="list-style-type: none"> • •

Language Learning–Sensory Details

Directions: *Because of Winn-Dixie* is full of sensory details. Read through this section of the book, and list sensory details on the chart below. A few have already been done for you.

Language Hints!

- Sensory details are details that appeal to the reader’s five senses: sight, smell, taste, touch, and hearing.

sight	“He was big, but skinny; you could see his ribs.”		
smell			
taste			
touch	“I almost bumped right into the store manager.”		
hearing	“There was a terrible howl coming from outside.”		

Name _____ Date _____

Chapters 1-5

Story Elements—Character

Directions: Draw and label pictures of Winn-Dixie before and after his bath. Include Opal brushing him. Make sure to represent his teeth, smile, and fur.

Before



After



Story Elements-Plot

Directions: Opal knows nothing about her mama, so she is happy when her father tells her ten facts about the woman. She writes the facts down so she won't forget them. She says she needs to know the facts so she can recognize her mama if she ever comes back. Imagine that you want someone to recognize you after a long separation. What ten facts would help them know you? On the lines below, write ten descriptive things about yourself.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____



Vocabulary Overview

Key words and phrases from this section are provided below with definitions and sentences about how the words are used in the story. Introduce and discuss these important vocabulary words with students. If you think these words or other words in the story warrant more time devoted to them, there are suggestions in the introduction for other vocabulary activities (page 5).

word	definition	Sentence about Text
prideful (ch. 7)	having the opinion that you are better or more important than other people; arrogant	Miss Franny is hesitant to mention her daddy’s wealth because she doesn’t want to appear prideful .
peculiar (ch. 7)	strange; not usual or normal	Before she even sees the bear, Miss Franny notices a peculiar smell in the library.
grand (ch. 7)	very good	Miss Franny thinks it would be just grand to be friends with Opal and Winn-Dixie.
collar (ch. 8)	a band that is worn around an animal’s neck to which one can attach a leash	Opal buys Winn-Dixie a collar and leash to make it clear he is no longer a stray animal.
gerbils (ch. 8)	small, furry rodents that are often kept as house pets	Gertrude’s Pets sells fish, snakes, mice, lizards, and gerbils .
installment plan (ch. 8)	a way of paying for something by making a series of small payments over a long time	Opal does not have enough money for the collar, so she hopes to set up an installment plan to pay for it.
irritating (ch. 8)	causing annoyance	The parrot in Gertrude’s Pets has an irritating voice.
dust bunnies (ch. 8)	balls of dust and fluff	The floor of the pet store is covered in sand, seeds, and dust bunnies .
knuckle (ch. 8)	the joint of a finger, where the finger can bend	Sweetie Pie Thomas has a habit of sucking on the knuckle of her third finger.
green thumb (ch. 10)	a talent for making plants grow	Gloria Dump wonders whether Opal inherited her mother’s green thumb .

Vocabulary Activity

Directions: Match each word on the left with a synonym, or a word that means the same, on the right. Draw lines to match the words. You might need a dictionary to help you.

prideful	store credit
peculiar	rodents
grand	unusual
collar	arrogant
gerbils	joint
installment plan	annoying
irritating	choker
knuckle	splendid

Directions: Answer this question.

1. Why does Opal suggest setting up an **installment plan** to buy the collar and leash?

Analyzing the Literature

Provided here are discussion questions you can use in small groups, with the whole class, or for written assignments. Each question is written at two levels so that you can choose the right question for each group of students. For each question, a few key points are provided for your reference as you discuss the book with students.

Story Element	Level 1	Level 2	Key Discussion Points
Character	Who is the first friend that Opal makes in Naomi? Where do they meet?	Opal seems to think that she and Miss Franny Block have something in common. What is it?	Opal and Winn-Dixie visit the small, private Herman W. Block Memorial Library. The librarian, Miss Franny Block, is an elderly woman. At first she isn't sure about letting Winn-Dixie into the library. But she soon warms up to Opal and her dog. Listening to Miss Franny talk about the past, Opal realizes that the woman is sad and lonely. Opal can relate to this because she is friendless in a new town.
Setting	What kind of store do Opal and Winn-Dixie visit in chapter 8?	Describe the setting of the pet store from chapter 8. What job does Opal suggest she could do to make the store nicer?	Opal and Winn-Dixie go to Gertrude's Pets to get a collar and a leash. There are fish, snakes, lizards, gerbils, and all kinds of pet supplies. There is even a parrot named Gertrude. The pet store is dusty and dirty. The floor is covered in sand, sunflower seed shells, and dust bunnies. Opal asks if she can earn the collar and leash by coming in and sweeping and cleaning the store.
Plot/Character	How does Opal meet Gloria Dump?	Why does Opal go into the overgrown yard after Winn-Dixie, despite the Dewberry brothers' warnings?	Opal is riding home from Gertrude's Pets and the two Dewberry brothers follow her. Winn-Dixie races ahead of Opal and the boys tell her that the dog is headed straight to the witch's house. Winn-Dixie hops a gate and runs into an overgrown yard. Opal hesitates, but decides she is more afraid of losing Winn-Dixie than she is of facing a witch. She enters the yard and finds her dog eating peanut butter out of Gloria Dump's hand.

Guided Close Reading

Closely reread the section in chapter 8 that begins with, “Yes ma’am. That’s right.” Stop with, “No, I never saw him again.”

Directions: Think about these questions. In the space below, write ideas as you think about the answers. Be ready to share your answers.

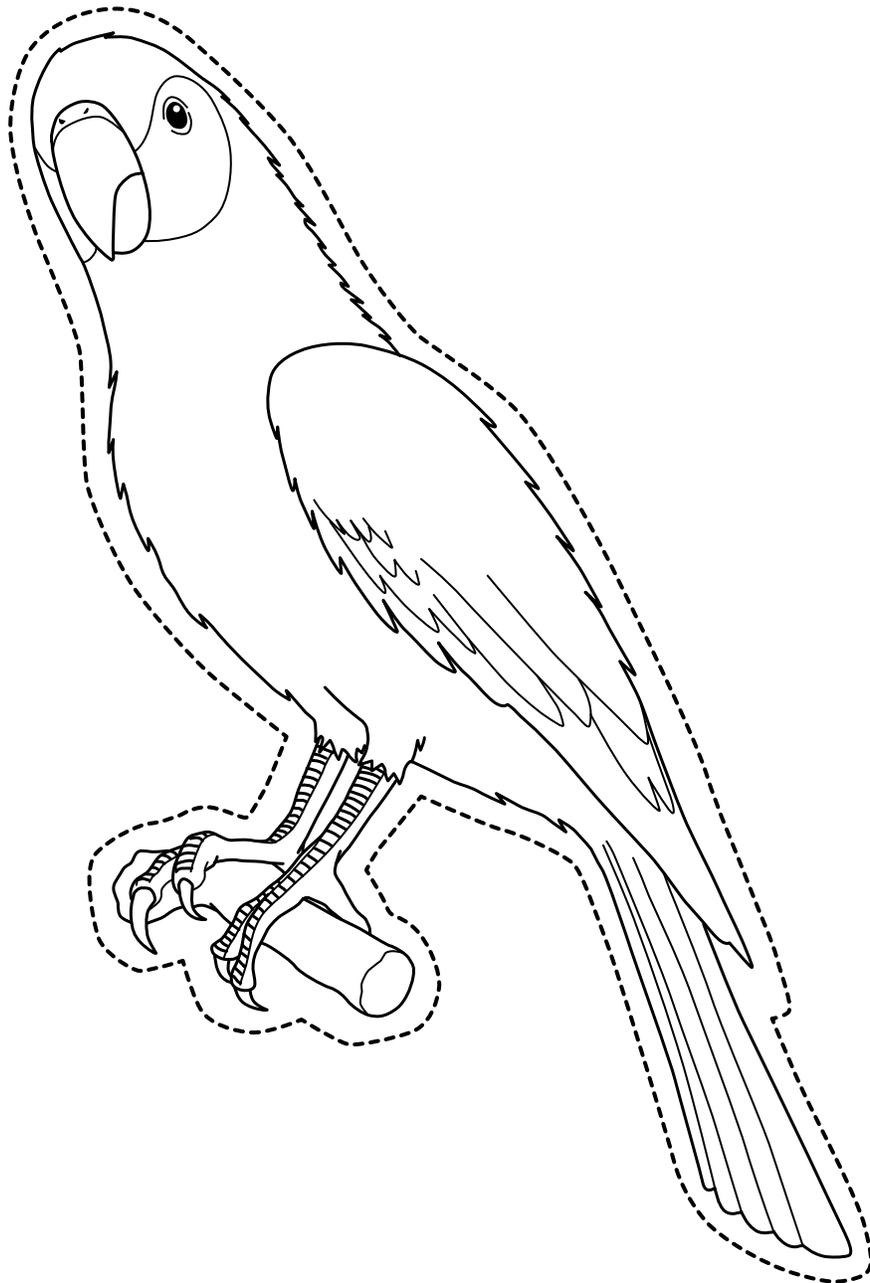
❶ Miss Franny first realizes something is wrong in the library because of a smell. What words in the text describe this smell?

❷ How big was the bear in the library, according to Miss Franny?

❸ What does Miss Franny throw at the bear to make it go away? Be specific.

Making Connections—All About Parrots

Directions: Opal meets Gertrude, the parrot, when she is looking for a collar and a leash at Gertrude’s Pets. Color the parrot below. Use books or the Internet as reference resources to find facts about parrots. Write at least five facts about parrots in the space around the parrot.



Language Learning-Idioms

Directions: Gloria Dump thinks that Opal might have inherited her mama’s green thumb. The saying, “having a green thumb” is an idiom. Look at the list of idioms below, and pick your favorite. On another sheet of paper, draw a picture of what the idiom’s actual words mean. Then, draw a picture showing the intended meaning of the same idiom.



Language Hints!

- An idiom is a phrase or expression that has a hidden meaning.
- Idioms do not mean exactly what the words say.

Idiom	Meaning
cat has your tongue	at a loss for words
a piece of cake	something very easy or simple
raining cats and dogs	a loud and noisy rainstorm
in the doghouse	in trouble
ants in your pants	not able to keep still because of excitement or nervousness
pull someone’s leg	play a joke on someone
bring home the bacon	bring home the money earned at a job
hit the hay	go to sleep

Story Elements-Character

Directions: Pick a character and write a poem about the character. Use the diagram below to help you write your poem.

name of character

2 words describing the character

3 words describing a setting that includes the character

4 words describing an event in the story that involves the character

repeat the name of character

Story Elements-Plot

Directions: Complete the story map with the events that begin in chapter 9 with Opal riding her bike home from Gertrude’s Pets and end with Opal planting a wait-and-see tree with Gloria Dump.

Opal rides her bike home from Gertrude’s Pets.



Opal plants a wait-and-see tree with Gloria Dump.

Vocabulary Overview

Key words and phrases from this section are provided below with definitions and sentences about how the words are used in the story. Introduce and discuss these important vocabulary words with students. If you think these words or other words in the story warrant more time devoted to them, there are suggestions in the introduction for other vocabulary activities (page 5).

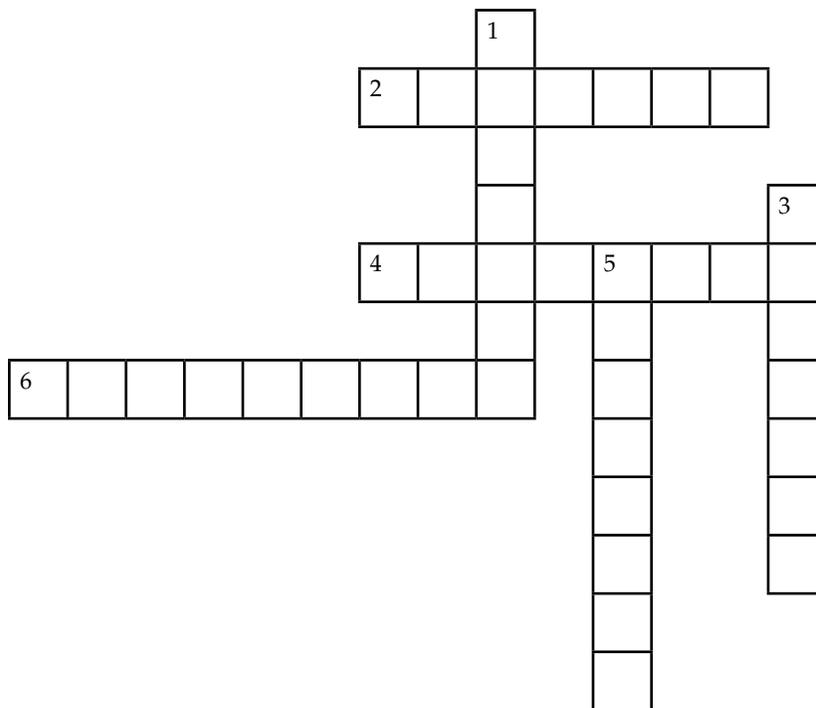
Word	Definition	Sentence about Text
butting (ch. 11)	to use the head to hit or push something forcefully	Winn-Dixie is butting his head against the bedroom door, trying to get out.
panting (ch. 11)	breathing with short, quick breaths	Winn-Dixie panics because of the storm and starts panting .
barreling (ch. 11)	to move very fast without paying attention to what is around you	Winn-Dixie comes barreling right toward the preacher, and they both fall to the ground.
pathological (ch. 11)	extreme in a way that is not normal; unnatural	The preacher believes that Winn-Dixie has a pathological fear of thunderstorms.
blushed (ch. 12)	became pink in the face because one was embarrassed or ashamed	Otis blushes when he realizes that he is handing Opal his guitar and not the broom.
criminal (ch. 12)	a person who has committed a crime	Opal worries that the preacher would not like her spending time with a criminal .
charming (ch. 12)	acting with a magical force to delight or please others	When Otis plays guitar, his music charms the animals and makes them hold still.
routine (ch. 13)	a fixed, regular way of doing things	Opal and Winn-Dixie start their daily routine by going to Gertrude’s Pets.
ignorant (ch. 13)	lacking knowledge or information; uneducated	Opal does not like the Dewberry boys because she thinks the things they say are ignorant .
trotted (ch. 14)	moved quickly with short steps	Winn-Dixie trots after Gloria Dump as she walks away.

Vocabulary Activity

Directions: Read the sentences below to fill in the missing words to solve the crossword puzzle.

Words from the Story

butting	panting	barreling	pathological	blushes
criminal	charming	routine	ignorant	trotted



Across

- Opal and Winn-Dixie have a daily _____ of leaving the trailer early.
- Opal thinks that her father would not like her spending time with a _____.
- Winn-Dixie comes _____ down the hall.

Down

- Winn-Dixie is _____ his head against the door.
- Otis _____ when he mistakenly hands Opal his guitar instead of the broom.
- Opal thinks the Dewberry boys are _____.

Analyzing the Literature

Provided here are discussion questions you can use in small groups, with the whole class, or for written assignments. Each question is written at two levels so that you can choose the right question for each group of students. For each question, a few key points are provided for your reference as you discuss the book with students.

Story Element	Level 1	Level 2	Key Discussion Points
Character	How does Winn-Dixie react to the thunderstorm?	How does the preacher respond to Winn-Dixie's crazed reaction to the thunderstorm? How does this make Opal feel?	Winn-Dixie is terrified of the storm. He beats his head against the door, whines, whimpers, shakes, and trembles. He wildly runs around the trailer and knocks over the preacher. The preacher says that Winn-Dixie has an unreasonable, or pathological, fear of thunderstorms. Opal is afraid that the preacher will not let Winn-Dixie stay because of his fear, but the preacher tells Opal they will have to keep the dog safe. Opal feels a surge of love for the preacher for being so understanding. She is moved by his love for Winn-Dixie and his desire to keep the dog safe.
Plot	What happens to the animals in Gertrude's Pets when Otis plays his music?	What two important things does Opal learn about Otis in chapter 12?	Opal and Winn-Dixie go to Gertrude's Pets and find all of the animals out of their cages, sitting still as statues on the floor, listening to Otis play the guitar. Otis stops playing and all the animals start to move. He has to start playing again to calm the animals so they can be put back in their cages. Opal thinks Otis must be magic, with the way he can charm the animals. Also during this chapter, Otis tells Opal that he has been in jail in the past. Opal worries that her father would not like her associating with a criminal.
Setting	In chapter 14, Opal walks to the back of Gloria Dump's huge yard for the first time. What does Gloria show her in the yard?	Opal sees something in Gloria Dump's yard that makes her think of her mama. What is it, and why does it have this effect on Opal?	Gloria takes Opal to see a big, old tree in the back of her yard. There are alcohol bottles tied to almost every branch. They clank together and make a spooky noise. Gloria says that the bottles represent bad things she has done. She alludes to a past drinking problem. Opal knows that her mama drank too much. She wonders if her mama also has a tree full of bottles somewhere and if it reminds her of Opal.

Guided Close Reading

Closely reread the section that starts at the beginning of chapter 15 with, “The Herman W. Block Library’s air conditioning unit didn’t work very good . . .” and ends with, “Do you have any suggestions?”

Directions: Think about these questions. In the space below, write ideas as you think about the answers. Be ready to share your answers.

❶ According to the text, what things worry Opal about Winn-Dixie and the fan?

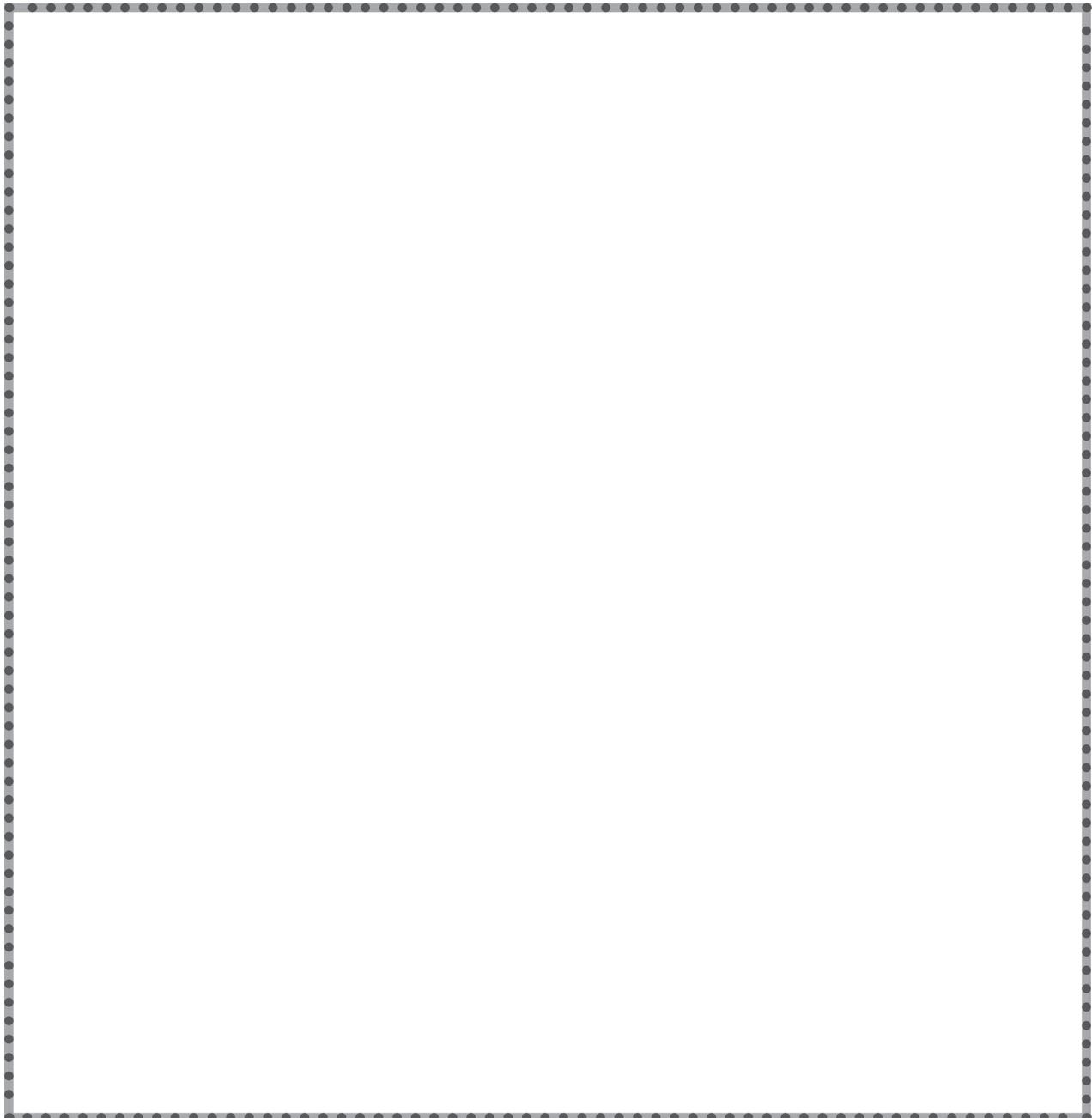
❷ What details illustrate how Winn-Dixie supports Miss Franny Block when she gets the shakes?

❸ What, according to the text, does Opal think she can do to keep the ghosts away from Gloria Dump?

Name _____ Date _____

Making Connections—Things I Am Good at Doing

Directions: Gloria Dump has a tree that reminds her of all the things she has done wrong in her life. Draw a picture of a tree and include pictures hanging from the tree that represent things that you are proud of or things you are good at doing. For example, you could draw a picture of you being a good friend or draw a baseball to show that you are good at that sport.



Language Learning-Similes

Directions: Whenever you describe something by comparing it with something else, you are using figurative language. Figurative language creates pictures for readers to imagine. Read the sentences below from *Because of Winn-Dixie*. Use two different-colored highlighters to highlight the two items that are being compared in each sentence.

Language Hints!

- A simile is one type of figurative language.
- A simile is a comparison using the words *like* or *as*.

1. "He just stood there, and Winn-Dixie came barreling right toward him like he was a bowling ball and the preacher was the only pin left standing, and *wham* they both fell to the ground."
2. "Winn-Dixie looked like a furry bullet, shooting across the building, chasing that mouse."
3. "Some of his fur was pretty loose and blew right off of him like a dandelion puff."

Directions: Look through this section of the book and find two more examples of similes. Write the sentences you find below.

4. _____

5. _____

Name _____ Date _____

Story Elements—Character

Directions: Choose a character from the story. Write the name of that character on the top line below. Think about this character and the different ways he or she looks and acts. Also, think about how other characters react or think of your character. You can draw your character in the first box. Make sure to describe your character with words, as well.

Character: _____

What does the character look like?

What is the character's personality?

What do other characters in this story think of this character?

Story Elements-Setting

Directions: Think about some of the settings in this section of *Because of Winn-Dixie*. Write the settings below. Write three details about each of the settings.

Setting	Details
	<ul style="list-style-type: none"> • • •
	<ul style="list-style-type: none"> • • •
	<ul style="list-style-type: none"> • • •
	<ul style="list-style-type: none"> • • •

Name _____ Date _____

Story Elements-Plot

Directions: Describe in words and pictures three main events from this section. Make sure you place them in chronological order.



Vocabulary Overview

Key words and phrases from this section are provided below with definitions and sentences about how the words are used in the story. Introduce and discuss these important vocabulary words with students. If you think these words or other words in the story warrant more time devoted to them, there are suggestions in the introduction for other vocabulary activities (page 5).

word	definition	Sentence about Text
enlisted (ch. 16)	joined the armed forces	Littmus W. Block enlisted in the army because he thought it was the right thing to do.
vermin (ch. 16)	small insects and animals that can be harmful to plants or other animals and that are difficult to get rid of	The soldiers had to live in terrible conditions, with their clothes covered in vermin .
typhoid fever (ch. 16)	a dangerous, very infectious disease that causes fever, red spots, and severe abdominal pain	Many people died of typhoid fever because they did not have simple medicines.
fortune (ch. 17)	a very large amount of money	Miss Franny’s family fortune started with her great-grandfather’s invention.
manufactured (ch. 17)	made something, usually in large amounts, using machines	Littmus manufactures his candy in a brand new factory.
Lozenge (ch. 17)	a small, flavored candy that usually contains medicine	Miss Franny has desk drawers filled with Littmus Lozenges .
invented (ch. 18)	created or designed something that had not existed before	Miss Franny’s great-grandfather invented the Littmus Lozenge, and it became world famous.
melancholy (ch. 18)	a feeling of thoughtful sadness	Tasting the Littmus Lozenge makes the preacher feel melancholy .
arrested (ch. 20)	taken to a police station or jail and kept there	Gloria Dump laughs when she hears why Otis was arrested .
hem (ch. 20)	the edge of a piece of cloth that is folded under and sewn down	Gloria wipes her eyes with the hem of her dress.

Vocabulary Activity

Directions: Complete each sentence below with one of the vocabulary words listed here.

Words from the Story

enlisted	vermin	typhoid fever	fortune	manufactured
Lozenge	invented	melancholy	arrested	hem

1. Littmus W. Block's mother and sisters died of _____.
2. When Opal tells Gloria Dump how Otis got _____, she laughs.
3. Poor Littmus was itchy and covered with all types of _____.
4. Everyone who tries the lozenge starts to feel _____.

Directions: Answer this question.

5. How did Littmus W. Block make a **fortune**?

Analyzing the Literature

Provided here are discussion questions you can use in small groups, with the whole class, or for written assignments. Each question is written at two levels so that you can choose the right question for each group of students. For each question, a few key points are provided for your reference as you discuss the book with students.

Story Element	Level 1	Level 2	Key Discussion Points
Character	What happens to Littmus W. Block, Miss Franny's great-grandfather, during the Civil War?	How does the Civil War change Littmus W. Block from the beginning of Miss Franny's story to the end?	Littmus W. Block is only a boy of 14 when he enlists in the army. He soon finds that war is terrible. Littmus is hungry, filthy, cold in the winter, stinky in the summer, and shot at often. The war changes him. After the war, Littmus finds that his home has been burned and his parents and three sisters are dead. At first he despairs. Then he resolves to bring some sweetness into a world full of ugliness by inventing a new candy.
Plot	What are the two surprises that Opal brings to Gloria Dump in chapter 18?	Why does Opal decide to read a book to Gloria Dump? Does she have a deeper purpose than just providing entertainment?	Miss Franny Block gives Opal several Littmus Lozenges to share. Opal brings Gloria a Littmus Lozenge. Opal also brings the book <i>Gone with the Wind</i> . Gloria is almost blind and is unable to read. Opal says she reads loud enough to keep Gloria's ghosts away. She, once again, has recognized sadness and loneliness in someone. She wants to make Gloria feel less isolated and regretful.
Setting	In what time of year does this story take place?	What details in the book help remind the reader that this story takes place in the summer?	The story takes place in the summer. Many details in the book create a vivid feeling of summertime. There are mentions of heat, broken air conditioning, and of the need for a cool fan. Violent summer storms are described. The children seem at loose ends because it is summer vacation.
Plot	Why was Otis once arrested?	Why does Otis only play music for the animals, and not for people?	Otis was arrested because he was playing his guitar on the street and didn't stop when told to by the police. The police tried to put handcuffs on him and Otis hit them. Otis went to jail and when he was released he had to promise never to play his guitar on the street again. Now Otis only plays his guitar for the animals inside Gertrude's Pets.

Reader Response

Think

Think about the characters in *Because of Winn-Dixie* and what they think of when they taste a Littmus Lozenge. Think about what you consider to be a little sad, but a little sweet.

Informative/Explanatory Writing Prompt

Write about the different characters in *Because of Winn-Dixie* and what they each think of when they taste a Littmus Lozenge. Then, write about something sad, but a little sweet, in your life.

Guided Close Reading

Closely reread the section that starts at the beginning of chapter 20 with, "When I told Gloria Dump about" Stop with, ". . . the whole world has an aching heart."

Directions: Think about these questions. In the space below, write ideas as you think about the answers. Be ready to share your answers.

❶ What happens to Gloria because she laughs so hard at the story of Otis's arrest?

❷ How does Opal describe Carson, Amanda's brother?

❸ What reason does Opal give in the text for why Amanda always looks so pinch-faced?

Making Connections— The North Against the South

Miss Franny tells the story of her great-grandfather in the Civil War. The Civil War is a war that was fought in the United States. The Southern states joined together to form the Confederate States of America. The Northern states were called the Union. There were also some border states. That means they were slave states that stayed with the Union.

Directions: Use the chart below to color the map on page 48. You will have to use a reference such as an atlas or the Internet to identify the states and color them. See below for which colors the states should be.

Southern States (Color these red.)	Border States (Color these purple.)	Northern States (Color these blue.)
Alabama Arkansas Florida Georgia Louisiana Mississippi North Carolina South Carolina Tennessee Texas Virginia	Delaware Kentucky Maryland Missouri West Virginia	Connecticut Illinois Indiana Iowa Kansas Maine Massachusetts Michigan Minnesota New Hampshire New Jersey New York Ohio Pennsylvania Rhode Island Vermont Wisconsin

Making Connections— The North Against the South *(cont.)*



Language Learning—Types of Nouns

Directions: Read each noun below. Decide to which category each noun belongs. Try to add two more nouns from the book to each category.

Language Hints!

- A common noun names a general person, place, or thing.
- A proper noun names a specific noun.
- An abstract noun names something you can think of, but cannot see or touch.

Word Bank

Littmus W. Block	library	Fort Sumter	fun	lozenge
Amanda	sorrow	building	sadness	war

Common Nouns	Proper Nouns	Abstract Nouns
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Story Elements-Setting

Directions: Draw a map of all of the places that Opal and Winn-Dixie go to regularly in Naomi, Florida. Make sure to include the Open Arms Baptist Church, the grocery store, Friendly Corners Trailer Park, Gertrude’s Pets, the Herman W. Block Memorial Library, and Gloria Dump’s house. Include a key with symbols.



Story Elements-Plot

Directions: Opal makes many friends throughout her first summer in Naomi. Write the names of the friends she makes, and write a short description of how Opal becomes friends with each one.

Friends	How They Became Friends

Vocabulary Overview

Key words and phrases from this section are provided below with definitions and sentences about how the words are used in the story. Introduce and discuss these important vocabulary words with the students. If you think these words or other words in the story warrant more time devoted to them, there are suggestions in the introduction for other vocabulary activities (page 5).

Word	Definition	Sentence about Text
convinced (ch. 21)	persuaded	Opal convinces shy Otis to come to the party.
frilly (ch. 21)	decorated with ruffles	Opal and Gloria put toothpicks with frilly tops in their party sandwiches.
crepe paper (ch. 21)	thin, crinkled paper that is used in decorating	The yard looks festive with colored crepe paper strung in the trees.
desperately (ch. 21)	with great urgency; extremely	Opal desperately wishes that her mama was there and could come to the party.
teetery (ch. 23)	shaky or unsteady	Miss Franny has trouble walking in her teetery high heels.
drizzle (ch. 24)	a light, gentle rain	The heavy rain lets up and becomes just a drizzle .
nerve (ch. 24)	courage that allows you to do something that is dangerous, difficult, or frightening	Opal finally gets the nerve to ask the preacher whether he thinks her mother will ever come back.
spells (ch. 25)	a charm or piece of magic that is performed by saying a specific set of words	Gloria convinces the Dewberry boys that she isn't a scary witch with spells and potions.
potions (ch. 25)	liquids that are meant to have a special or magical effect on someone	Gloria convinces the Dewberry boys that she isn't a scary witch with spells and potions .
myths (ch. 25)	traditional stories that are believed by many people but that are not actually true	Amanda assures everyone at the party that witches don't exist, they are just myths .

Vocabulary Activity

Directions: Answer the riddles below.

Words from the Story

convinced	frilly	crepe paper	desperately	teetery
drizzle	nerve	spells	potions	myths

1. I am something that will get you a little wet.

2. I am something that a witch might cast on you.

3. I am another word for wobbly.

4. I am when you feel something sharply and strongly.

5. I am when you are talked into doing something.

Directions: Answer this question.

6. What question does Opal finally have the **nerve** to ask the preacher?

Analyzing the Literature

Provided here are discussion questions you can use in small groups, with the whole class, or for written assignments. Each question is written at two levels so that you can choose the right question for each group of students. For each question, a few key points are provided for your reference as you discuss the book with students.

Story Element	Level 1	Level 2	Key Discussion Points
Character	Opal is surprised when her usually unemotional father starts to cry. Why does he cry?	Opal and the preacher have a breakthrough while they are searching for Winn-Dixie. What two things does the preacher say that Opal really needs to hear?	Opal accuses the preacher of having given up on her mama. The preacher tells her that he tried everything he could to make her mama stay. Then he begins to cry. He cries because he is sad about his wife and also worried about Winn-Dixie. His vulnerability gives Opal the courage to ask him whether he thinks her mama will ever come back. The preacher tells her that he does not think that will ever happen. Then he shows Opal some much-needed love when he hugs her tightly and adds, "Thank God your mama left me you."
Plot	How does Winn-Dixie go missing during the party?	Opal becomes very distressed when she realizes Winn-Dixie is missing. Why is she so frantically upset?	A sudden thunderstorm interrupts the outdoor party. Everyone grabs items and runs into the house. Opal realizes that Winn-Dixie is gone when Gertrude squawks, "Dog." She has momentarily forgotten about him while trying to save the party. She is worried about his safety. She also feels guilty because she promised to keep him safe and protected during thunderstorms. She feels that she let Winn-Dixie down when he needed her.
Setting	Describe the setting of the party. Be sure to include details about the decorations and the food.	How does the setting of the party change from the beginning of this section to the end of the book?	Gloria and Opal set up the party outside in Gloria's big yard in the evening. They put out egg-salad sandwiches and Dump Punch, and string pink, orange, and yellow crepe paper in the trees. Opal sets out paper bag luminaries that make the yard look like "a fairyland." Then a surprise thunderstorm comes in and soaks the decorations and food. Everyone runs inside. Eventually the party continues inside the house, where everyone gathers in the kitchen to enjoy Otis's music.

Guided Close Reading

Closely reread the section that starts at the beginning of chapter 21 with, “After I got Otis convinced to come” Stop with, “. . . so she could come to the party, too.”

Directions: Think about these questions. In the space below, write ideas as you think about the answers. Be ready to share your answers.

-
- 1 Use details from the book to describe how Opal and Gloria prepare the egg-salad sandwiches.
-
- 2 What evidence from the text tells the reader that Gloria likes Winn-Dixie?
-
- 3 What words does Opal use to describe the way her heart feels when she looks out on the party preparations?
-

Making Connections—Alike and Different

Directions: Choose a character from *Because of Winn-Dixie*. Fill in the graphic organizer below to show how you and the character are alike and different. Draw pictures of the character and of yourself in the first two boxes.

<p>Character in <i>Because of Winn-Dixie</i></p>	<p>You</p>
<p>How are you alike?</p>	<p>How are you different?</p>

Language Learning-Possessives

Directions: Rewrite each phrase below using a possessive. The first one has been done for you.

Language Hints!

- A possessive is a word that shows ownership.
- For example, Winn-Dixie is Opal's dog. Winn-Dixie is the dog who belongs to Opal.

1. the garden that belongs to Gloria Dump

Gloria Dump's garden

2. the guitar that belongs to Otis

3. the book that Amanda carries

4. the bike that Dunlap rides

5. the smile that belongs to Winn-Dixie

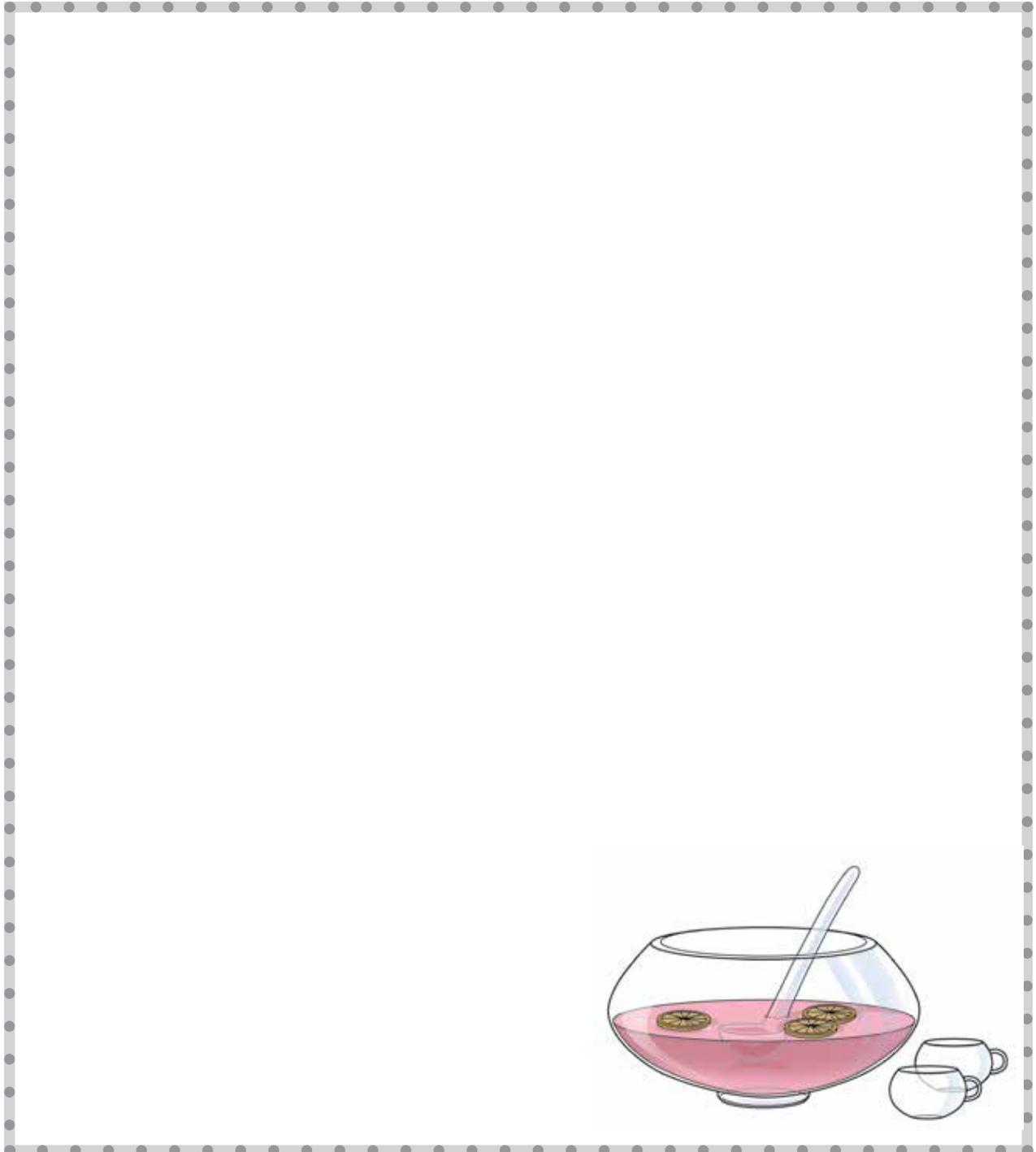
6. the shoes that Miss Franny wears

Name _____ Date _____

Chapters 21-26

Story Elements-Setting

Directions: Draw a picture of the party that Opal and Gloria Dump put on. In your picture, be sure to include labels and details about the decorations, food, and guests at the party.



Name _____ Date _____

Post-Reading Theme Thoughts

Directions: Choose a main character from *Because of Winn-Dixie*. Pretend you are that character. Draw a picture of a happy face or a sad face to show how the character would feel about each statement. Then use words to explain your picture.

Character I Chose: _____

Statement	How Does the character feel?  	Why Does the character Feel This Way?
You never know who might become a friend.		
Growing up is hard.		
Cherish things while you have them.		
You should not make quick judgments about people.		

Culminating Activity: The Importance of Characters

Directions: Choose one of the following activities to complete.

- Opal asks the preacher to tell her ten things about her mama. Later she makes a list of ten things she knows about Winn-Dixie when he is lost in the thunderstorm. Make a list of ten things that you learned from the book *Because of Winn-Dixie*.

- Choose a scene from the book to act out. Write a short script for the scene you choose. Make sure to assign characters and obtain some props to make the story come to life.

- Decide which character from the story is your favorite and create a life-size figure of him or her using paper. Make a list of ten unique traits about the character and cut them out. Glue the ten things on the life-size figure.

Name _____ Date _____

Culminating Activity: Planning a Party

Directions: Opal decides to have a party to bring all of her new friends together. Gloria Dump helps her make it happen. Imagine that you are throwing a party and can do whatever you would like.

Who will you invite?

Where will your party take place?

What kind of food will you serve?

What will the decorations look like?

What activities will be planned for the party? Who will plan them?

Comprehension Assessment

Directions: Fill in the bubble for the best response to each question.

Section 1

1. What reason does Opal give the preacher for why she believes he should tell her ten things about her mama?
 - (A) "I think the preacher thinks about my mama all the time, too."
 - (B) "He won't talk to me about her at all."
 - (C) "I'm ten years old."
 - (D) "I'm afraid he'll get mad at me."

Section 2

2. Why does Opal offer to work at Gertrude's Pets?
 - (E) She loves animals.
 - (F) She likes to clean.
 - (G) She wants a new pet.
 - (H) She is working to pay for the leash and collar.

Section 3

3. What idea does Opal come up with to get the animals back in their cages?
 - (A) "Play some more music, Otis."
 - (B) "We kept on bumping into each other and tripping over the animals."
 - (C) "This is silly."
 - (D) "I feel sorry for them being locked up all the time."

Name _____ Date _____

Comprehension Assessment *(cont.)*

Section 4

4. Children sometimes have a hard time tasting the sorrow in Littmus Lozenges. However, both Opal and Amanda can taste it. Why is that?

Section 5

5. Where does Winn-Dixie go when the thunderstorm hits the party?
- (E) He runs back to the Friendly Hills Trailer Park.
 - (F) He hides under Gloria Dump's bed.
 - (G) He runs to Gertrude's Pets.
 - (H) He hides under a bush.

Name _____ Date _____

Response to Literature: The Summer of Winn-Dixie *(cont.)*

1. What is the most important lesson that Opal learns during the summer?

2. What do you think Opal loves most about Winn-Dixie?

3. What did you learn about Opal from her relationship with Winn-Dixie?

Response to Literature Rubric

Directions: Use this rubric to evaluate student responses.

Great Job	Good Work	Keep Trying
<input type="checkbox"/> You answered all three questions completely. You included many details.	<input type="checkbox"/> You answered all three questions.	<input type="checkbox"/> You did not answer all three questions.
<input type="checkbox"/> Your handwriting is very neat. There are no spelling errors.	<input type="checkbox"/> Your handwriting can be neater. There are some spelling errors.	<input type="checkbox"/> Your handwriting is not very neat. There are many spelling errors.
<input type="checkbox"/> Your letter is interesting and well written.	<input type="checkbox"/> Your letter has some interesting parts and well written.	<input type="checkbox"/> Your letter is not very interesting or well written.
<input type="checkbox"/> Creativity is clear in both the letter and the answers.	<input type="checkbox"/> Creativity is clear in either the letter or the answers.	<input type="checkbox"/> There is not much creativity in either the letter or the answers.

Teacher Comments: _____

The responses provided here are just examples of what students may answer. Many accurate responses are possible for the questions throughout this unit.

Vocabulary Activity—Section 1: Chapters 1–5 (page 15)

1. Winn-Dixie is skinny, his fur has bald patches, he limps when he walks, and he smells bad. It is obvious that nobody is talking care of him and that he is a **stray**.

Guided Close Reading—Section 1: Chapters 1–5 (page 18)

1. Opal’s daddy spends so much time preaching, thinking of preaching, and getting ready for preaching that she feels like he is a preacher first, not a daddy.
2. The preacher was a missionary in India and that is how she got her first name. But her father calls her by her second name, Opal, because that was his mother’s name and he loved her a lot.
3. “suffering dog,” “stunk,” “limping,” and “ugly dog.”

Language Learning—Section 1: Chapters 1–5 (page 20)

The chart should be filled in with examples of sensory details that are appropriate for each of the five senses.

Vocabulary Activity—Section 2: Chapters 6–10 (page 24)

- prideful—arrogant
- peculiar—unusual
- grand—splendid
- collar—choker
- gerbils—rodents
- installment plan—store credit
- irritating—annoying
- knuckle—joint

1. Opal suggests an **installment plan** because the collar and leash she wants to buy are expensive, and she doesn’t have enough money from her allowance.

Guided Close Reading—Section 2: Chapters 6–10 (page 27)

1. Miss Franny describes the smell as a “very peculiar smell” and a “very strong smell.”

2. Miss Franny says the bear was about three times the size of Winn-Dixie.
3. Miss Franny throws the book she is reading, which is *War and Peace*, “a very large book.”

Vocabulary Activity—Section 3: Chapters 11–15 (page 33)

Across

2. routine
4. criminal
6. barreling

Down

1. butting
3. blushes
5. ignorant

Guided Close Reading—Section 3: Chapters 11–15 (page 36)

1. Opal worries about Winn-Dixie hogging the fan and about the fan blowing off all of his fur.
2. “Winn-Dixie would get up from the fan and sit right at Miss Franny Block’s side. He would sit up tall, protecting her . . .” and “. . . Winn-Dixie would lick her hand.”
3. Opal decides to read Gloria Dump a book. She hopes to read it “loud enough to keep the ghosts away.”

Language Learning—Section 3: Chapters 11–15 (page 38)

The following parts of the sentences should be highlighted.

1. Winn-Dixie; bowling ball; the preacher; the only pin left standing
2. Winn-Dixie; furry bullet
3. fur; dandelion puff

Students should have two more examples of similes from the book.

Vocabulary Activity—Section 4: Chapters 16–20 (page 43)

1. Littmus W. Block’s mother and sisters died of **typhoid fever**.
2. When Opal tells Gloria Dump how Otis got **arrested**, she laughs.

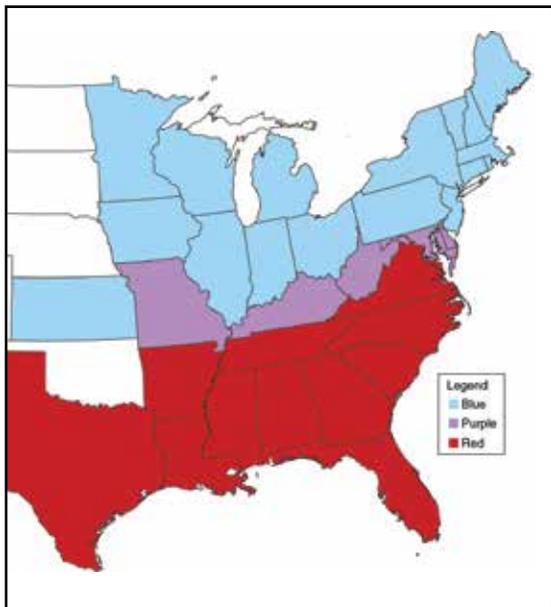
Answer Key

- Poor Littmus was itchy and covered with all types of **vermin**.
- Everyone who tries the lozenge starts to feel **melancholy**.
- Littmus W. Block made a **fortune** by inventing the Littmus Lozenge. It was a type of candy that tasted sweet and sad at the same time.

Guided Close Reading—Section 4: Chapters 16–20 (page 46)

- Gloria laughs so hard that she has to grab her false teeth to keep them from falling out of her mouth. She also has to dry her eyes with the hem of her dress.
- Opal says that five-year-old Carson was, “the same age as Sweetie Pie Thomas.”
- Opal says that Amanda looks pinch-faced because she misses her little brother.

Making Connections—Section 4: Chapters 16–20 (page 47)



Language Learning—Section 4: Chapters 16–20 (page 49)

- Common Nouns: library, lozenge, building, war
- Proper Nouns: Littmus W. Block, Fort Sumter, Amanda
- Abstract Nouns: fun, sorrow, sadness

Vocabulary Activity—Section 5: Chapters 21–26 (page 54)

- drizzle
- spells
- teetery
- desperately
- convinced
- Opal asks the preacher whether he thinks her mama will ever come back. This takes **nerve** because she is frightened to hear the answer and because she knows her father avoids this subject.

Guided Close Reading—Section 5: Chapters 21–26 (page 57)

- They cut the sandwiches in triangles, cut off the crusts, and put little toothpicks with frilly tops in them.
- Gloria gives Winn-Dixie an egg salad sandwich when she thinks Opal is not looking.
- Opal says that her heart feels funny, “all swollen and full.”

Language Learning—Section 5: Chapters 21–26 (page 59)

- Gloria Dump’s garden
- Otis’s guitar
- Amanda’s book
- Dunlap’s bike
- Winn-Dixie’s smile
- Miss Franny’s shoes

Comprehension Assessment (pages 66–67)

- C. “I’m ten years old.”
- H. She is working to pay for the leash and collar.
- A. “Play some more music, Otis.”
- Opal and Amanda can taste the sorrow in the Littmus Lozenges because they have both had sadness in their lives. Opal had to move away from her home and her friends, and her mother left her when she was very young. Amanda’s younger brother recently drowned, and she misses him.
- F. He hides under Gloria Dump’s bed.



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create a world in which
children love to learn!”



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