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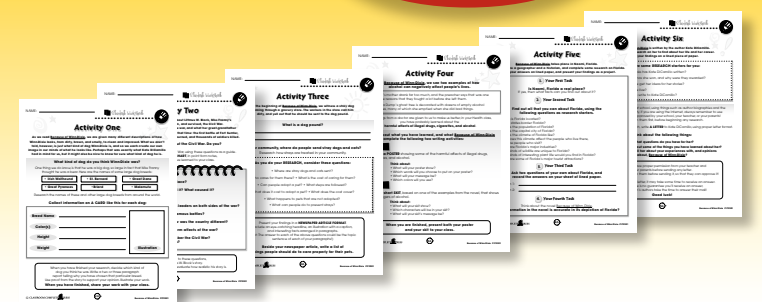
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# Kate DiCamillo

Kate DiCamillo writes in an easy-to-read manner, using carefully chosen words to create realistic characters and settings.

Since she published her first novel, *Because of Winn-Dixie*, Kate DiCamillo has been sharing her fine writing style and sensitive stories with us all. *Because of Winn-Dixie* was recognized as a Newbery Medal Honor Book, and *The Tale of Despereaux* won the Newbery Medal, as the best children's book of 2004!



Kate DiCamillo has introduced us to a wonderful world of characters with whom we can all make connections. The characters in her novels all deal with similar feelings. The themes of abandonment, sadness, longing, and eventual love for the things around us, bring her characters to life with a richness that makes them seem so believable to us. In *Because of Winn-Dixie*, India Opal Buloni searches for the reason why her mother left her and her father. She longs for an answer, but instead is faced with her father's silence on the matter. It is only after she rescues Winn-Dixie from the grocery store that events begin to unfold that show her that it is all right to remember things that have passed, but that it is more important to love those around you in the present, and to move on. Strangely, it is through her developing relationship with Winn-Dixie that she opens up to her father, and he to her. And it is through Winn-Dixie, whether he is running through a

grocery store, entering a library or a pet store, or bringing India Opal and others, all of whom have some sense of being left out or abandoned, together as friends, that India Opal at last finds contentment and a place where she truly feels she belongs.

Kate DiCamillo writes in an easy-to-read manner, using carefully chosen words to create realistic characters and settings. Her books are easy to enjoy, because we each can find a little bit of ourselves in the actions, situations, thoughts, and feelings that her characters experience.

### Did You Know?

- Kate DiCamillo grew up in Florida, the setting of *Because of Winn-Dixie*!
- *Winn-Dixie* is a real grocery store!
- *Because of Winn-Dixie* has been made into a movie!



# Chapters Eight to Ten

Answer the questions in complete sentences.

1. Before you begin the next few chapters, think about Opal and Winn-Dixie. Before Opal found Winn-Dixie, she was alone most of the time. Now that she has Winn-Dixie as a pet, she has discussed her mother with the preacher and she has made her first friend in Naomi. Explain, in your own words, how Winn-Dixie has helped Opal do these things.  
\_\_\_\_\_  
\_\_\_\_\_
2. Have you ever been to a pet store? Which one was it? Which part of the store is your favorite? Explain.  
\_\_\_\_\_  
\_\_\_\_\_

### Vocabulary

Using a dictionary, find the meaning of each of the following words. In the boxes, write each word's part of speech (noun, verb, adjective, etc.). You may illustrate your definitions if you wish.

1. gerbil
2. furious
3. installment
4. trustworthy
5. overgrown
6. crinkly



# Chapters Eight to Ten

### Part A

1. Number the events from 1 to 5 in the order they occurred in the chapters.
  - a) Sweetie Pie Thomas laughed at the bird on Winn-Dixie's head, and then invited Opal to her birthday party with the theme of pink.
  - b) Opal went to Gertrude's Pets to get Winn-Dixie a collar and a leash. At the store she met Otis, and asked to pay for Winn-Dixie's new collar and leash by working part-time at the pet store.
  - c) Opal met Gloria Dump, and shared some peanut butter sandwiches with her. Gloria Dump and Opal planted a tree, and Opal began to feel much better about living in Naomi.
  - d) Gertrude, the parrot, flew over and landed on top of Winn-Dixie's head, so Otis hired Opal to work in the pet store, because Gertrude and Winn-Dixie get along.
  - e) Dunlap and Stevie Dewberry, the brothers who looked like two bald-headed babies, warned Opal about going into the "witch's" garden.
2. Which answer best describes...
 

a) Gloria Dump?	b) Gloria Dump's eyesight?
<input type="radio"/> A a scary witch	<input type="radio"/> A perfect vision
<input type="radio"/> B an old woman without teeth	<input type="radio"/> B like an eagle
<input type="radio"/> C a mean woman	<input type="radio"/> C very poor, so that she can only see the shapes of things
c) the way in which Gloria Dump listens to Opal?	d) the reason Opal and Gloria Dump planted the tree?
<input type="radio"/> A with her heart	<input type="radio"/> A The garden was bare.
<input type="radio"/> B attentively	<input type="radio"/> B The tree was there.
<input type="radio"/> C quietly	<input type="radio"/> C Opal might have a green thumb like her mother.



# Chapters Eight to Ten

### Part B

Answer the questions in complete sentences.

1. When Opal meets Otis, he seems shy and nervous. Give two examples from the chapters that show this character trait.  
\_\_\_\_\_  
\_\_\_\_\_
2. If you were Otis, what questions would you ask Opal in an interview for the job at the pet shop? Think of the three most important.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Gloria Dump says that she has to rely on her heart to know people. What does she mean by this, and what does she ask Opal to do to help her get to know her?  
\_\_\_\_\_  
\_\_\_\_\_
4. When Opal gets home that night, she is very excited about her past day. Summarize everything she tells her father, and tell why it excites her.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Journal Activity

Gloria and Opal plant a tree together in the garden. It is like they are planting a new friendship together. Think about one of your best friends. What have you done together to help your friendship grow?



## Chapters 1 to 5

In the early chapters of the novel, we are introduced to Opal and her father, and the relationship they have. Into this family comes Winn-Dixie, and things begin to change for Opal. Pretend you are Opal, and write a diary of the first few days that you have Winn-Dixie, from the first time you see him in the grocery store, to the time he catches the mouse in the Open Arms Baptist Church.

### For each diary entry, consider:

- what your family situation is, and your relationship with the preacher;
  - what events happen because of Winn-Dixie;
  - how your relationship with the preacher begins to change;
- how Winn-Dixie begins to change both yourself and the preacher.



## Chapters 6, 7, 15, 16 and 17

Opal's first friend in Naomi is Miss Franny Block, the librarian at the Herman W. Block Memorial Library. Think about Miss Franny, and the stories she tells, and pretend you are writing a chapter in a nonfiction four book about the famous people and history of Naomi, Florida.

Write the chapter about Miss Franny, her library, and her family's history. Include as many details from the novel as you can.

### For example, you may wish to begin in this way:

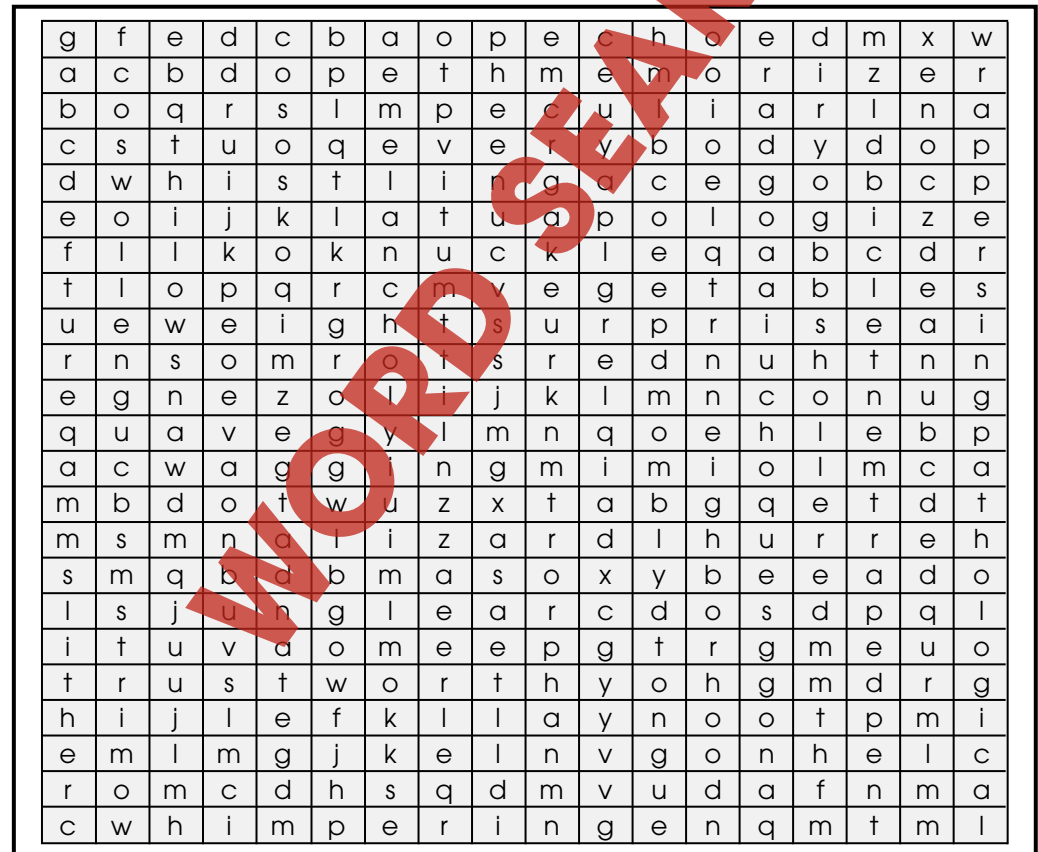
One of Naomi's oldest living residents is Miss Franny Block, the librarian at the Herman W. Block Memorial Library, and heiress to the Block family fortune.



## Word Search

Find all of the words in the word search. Words may be horizontal, vertical, or diagonal. A few may even be backwards. Look carefully!

jungle	knuckle	apologize	lizard
melancholy	pathological	slither	weight
wrappers	neighborhood	lozenge	hollered
trustworthy	whistling	whimpering	memorize
department	vegetables	thunderstorm	surprise
squawked	peculiar	everybody	wagging
orphan	swollen	echoed	tongue



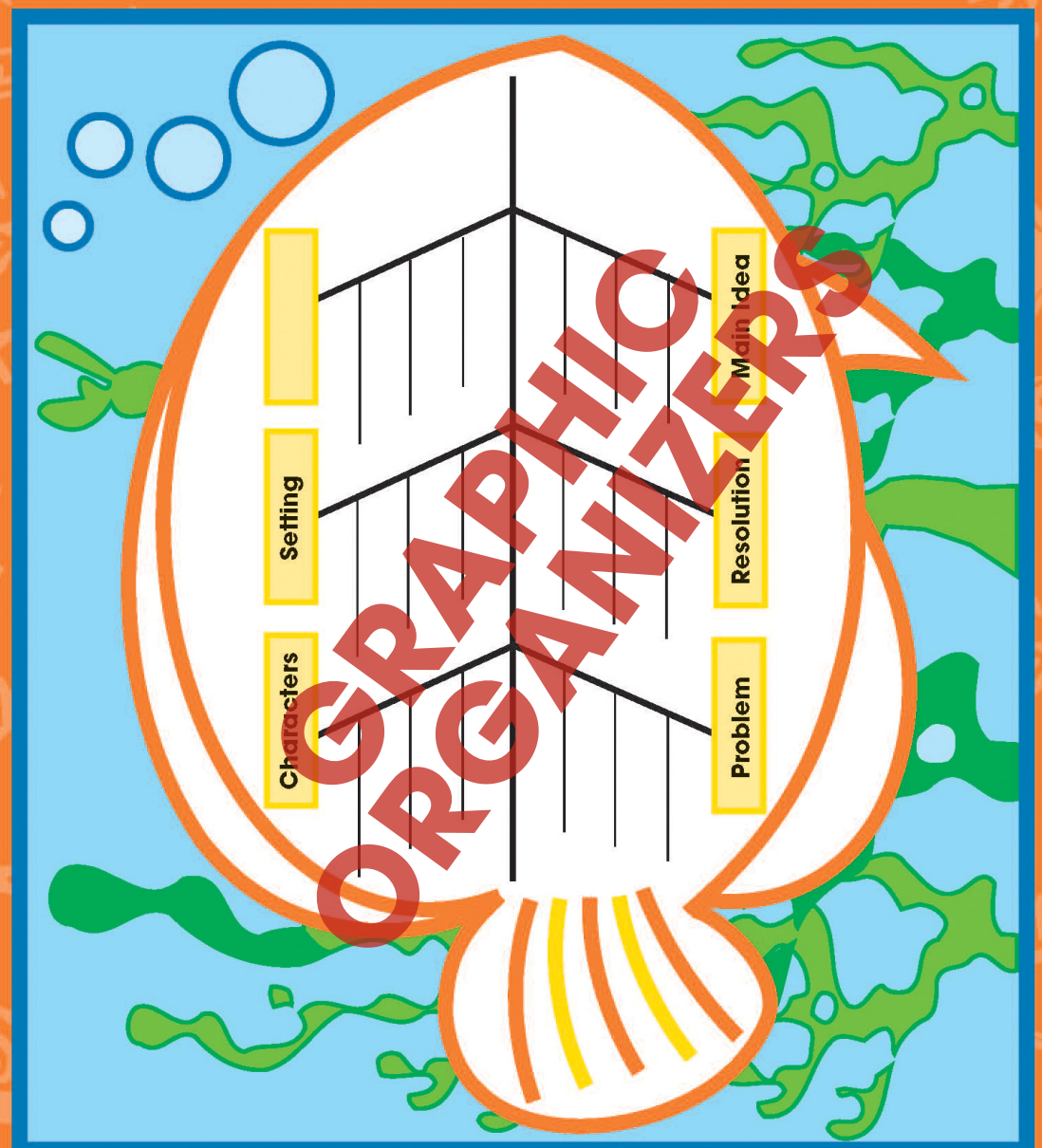
## Comprehension Quiz

Answer the questions in complete sentences.

- Where does Opal first see Winn-Dixie? What is he doing, and what does she do to save him? 24
- What important things does Opal learn about her mother when she asks the preacher to tell her ten things about her? 2
- What does Opal think of the Dewberry boys, Stevie and Dunlap? How does her opinion of them slowly change throughout the novel? 2
- At first, Opal thinks that Amanda Wilkinson is pinch-faced and unfriendly. How does her opinion of Amanda change, and why? 2
- Why does the story of Amanda's brother Carson affect Opal so much? How is Amanda's loss like the situation with Opal's mother? 2
- How does Gertrude the parrot help Opal get a job in Gertrude's Pet Shop? How does she help Otis decide to hire Opal? 2

SUBTOTAL: /12

## Fishbone Organizer



NAME: \_\_\_\_\_

After You Read 



# Chapters Twenty-One to Twenty-Three

## Part B

Answer the questions in complete sentences.

1. Look at Gloria Dump's words in question 2 c) of the previous page. We know she is talking about Winn-Dixie here, but how might her words also be about Opal's mother? Explain your thoughts.

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2. What can we infer about Opal from her reaction to forgetting about Winn-Dixie? Why did she feel like crying?

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3. Evaluate Opal as a pet owner. Has she done a good job of caring for Winn-Dixie? Support your opinions with proof from the story.

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4. Think about all of the people invited to Opal and Gloria Dump's garden party. What do they all have in common? Compare three of the guests.

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### Journal Activity

Pretend you are Opal, just at the moment that she realizes that Winn-Dixie is missing. How would you feel? Why would you feel this way? Write Opal's journal entry showing her feelings at this moment.

1.

Since Opal's mother wanted to go, there was nothing anyone could've done to stop her. Answers will vary.

2.

Very responsible, feels she let him down when he needed her most; felt like crying because she thought she had failed, let him get away, just like her mother

3.

Answers will vary

4.

Possible answers: all are lonely, have suffered a loss, need friends

37

1.

Answers will vary; Yes, it would have helped her cope better

2.

Answers will vary

3.

Answers will vary

### Vocabulary

1. (n.) business part of a city or town

2. (n.) rear light on a car

3. (v.) commit to memory

4. (n.) light rain with small raindrops

5. (v.) be aware of/ recognize something

38

1.

a) 5

b) 3

c) 2

d) 1

e) 4

2.

a)  T

b)  T

c)  T

d)  T

e)  T

39

1.

He is very sad about losing his wife, tried to keep her; She tried to comfort him, loves him even more

2.

Has learned to live in the present, love those around her

3.

Answers will vary

4.

Answers will vary

40



## Because of Winn-Dixie

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- **RSL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RSL.3.2** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- **RSL.3.3** Describe characters in a story and explain how their actions contribute to the sequence of events.
- **RSL.3.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.
- **RSL.3.5** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- **RSL.3.6** Distinguish their own point of view from that of the narrator or those of the characters.
- **RSL.3.7** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.
- **RSL.3.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
- **RSL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RSL.4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- **RSL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
- **RSL.4.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.
- **RSL.4.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- **RSL.4.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.3.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Identify and know the meaning of the most common prefixes and derivational suffixes. **B)** Decode words with common Latin suffixes. **C)** Decode multi-syllable words. **d.** Read grade-appropriate irregularly spelled words.
- **RSFS.3.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **RSFS.4.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.
- **RSFS.4.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **WS.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons. **A)** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. **B)** Provide reasons that support the opinion. **C)** Use linking words and phrases to connect opinion and reasons. **D)** Provide a concluding statement or section.
- **WS.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **A)** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. **B)** Develop the topic with facts, definitions, and details. **C)** Use linking words and phrases to connect ideas within categories of information. **D)** Provide a concluding statement or section.
- **WS.3.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **A)** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. **C)** Use temporal words and phrases to signal event order. **D)** Provide a sense of closure.
- **WS.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- **WS.3.7** Conduct short research projects that build knowledge about a topic.
- **WS.3.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- **WS.4.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **A)** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. **B)** Provide reasons that are supported by facts and details. **C)** Link opinion and reasons using words and phrases. **D)** Provide a concluding statement or section related to the opinion presented.
- **WS.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **A)** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use dialogue and description to develop experiences and events or show the responses of characters to situations. **C)** Use a variety of transitional words and phrases to manage the sequence of events. **D)** Use concrete words and phrases and sensory details to convey experiences and events precisely. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **WS.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- **WS.4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- **WS.4.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 4 Reading standards* to literature. **B)** Apply *grade 4 Reading standards* to informational texts.