



COMPLETE LESSON PLANS

Grades 4-7

LitPlan

Teacher Pack

Because of Winn-Dixie

By Kate DiCamillo



Teacher's Pet Publications

Because of Winn-Dixie

LitPlan Teacher Pack

based on the book by Kate DiCamillo

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About The Author

Kate DiCamillo

Acclaimed American writer of novels for children and young adults, Kate Elizabeth DiCamillo was born in Philadelphia, Pennsylvania on March 25, 1964. Kate and her older brother, Curt, were raised by only their mother from the time Kate was five years old.

As a young child DiCamillo was plagued with illnesses, one of which was chronic Pneumonia. Her mother moved them to Florida in hopes that Kate's health would improve. Kate attributes being a sickly child as a blessing for her, as it turned her into an avid reader. She also notes that the Southern cadence was a great voice for storytelling.

Some of the honors and awards DiCamillo has earned are:

- McKnight Artist Fellowship for Writers: 1998
- Parents Choice Gold Award (Parents Choice Foundation): 2000
- Notable Book Award (New York Times): 2000

And Kate is one of only six authors who have won the Newbery Medal twice--in 2004 for *The Tale of Despereaux* and in 2014 for *Flora & Ulysses: The Illuminated Adventures*.

Kate is unmarried and has no children. She lives in Minneapolis, Minnesota.

Novels

- Because of Winn-Dixie* (2000)
- The Tiger Rising* (2001)
- The Tale of Despereaux* (2003)
- The Miraculous Journey of Edward Tulane* (2006)
- The Magician's Elephant* (2009)
- Flora & Ulysses: The Illuminated Adventures* (2013)
- Raymie Nightingale* (2016)
- Louisiana's Way Home* (2018)

Chapter Books

- Bink & Gollie series
- Mercy Watson series

Kate DiCamillo has also written picture books and numerous short stories.

LitPlan Introduction

This LitPlan has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *Because of Winn-Dixie*. It includes twenty lessons, supported by extra resource materials.

In the **introductory lesson** students learn about Kate DiCamillo and write a descriptive narrative about a pet they own or know.

The **reading assignments** are approximately thirty pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for selected vocabulary words they will encounter in their reading.

The **study guide questions** are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple choice version for occasional quizzes.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part worksheet for selected vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II nails down the definitions of the words by giving students dictionary definitions of the words and having students match the words to the correct definitions based on the words' contextual usage. Students should then have an understanding of the words when they meet them in the text.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a **review** of the most important events and ideas presented in the reading assignments.

After students complete reading the work, there is a **vocabulary review** lesson which pulls together all of the fragmented vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

Following the vocabulary review, a lesson is devoted to the **extra discussion questions/writing assignments**. These questions focus on interpretation, critical analysis, and personal response, employing a variety of thinking skills and adding to the students' understanding of the novel.

There are three **writing assignments** in this unit. Students will write a descriptive narrative in the first writing assignment. In the second writing assignment, students write a biographical summary of the life of Littmus W. Block. In Writing Assignment 3, students explain the different techniques Opal uses to get what she wants.

There is a **non-fiction reading assignment**. Students must read non-fiction articles, books, etc. to gather information about one (or more if they choose) of the topics related to *Because of Winn-Dixie*.

The **review lesson** pulls together all of the aspects of the unit. The teacher is given four or five choices of activities or games to use which all serve the same basic function of reviewing all of the information presented in the unit.

The **unit test** comes in two formats: multiple choice or short answer. As a convenience, two different tests for each format have been included. There is also an advanced short answer unit test for advanced students.

There are additional **support materials** included with this unit. The **Unit Resource Materials** section includes suggestions for an in-class library, crossword and word search puzzles related to the novel, and extra worksheets. There is a list of **bulletin board ideas** which gives the teacher suggestions for bulletin boards to go along with this unit. In addition, there is a list of **extra class activities** the teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his/her class. **Answer keys** are located directly after the **reproducible student materials** throughout the unit. The **Vocabulary Resource Materials** section includes similar worksheets and games to reinforce the vocabulary words.

The **level** of this unit can be varied depending upon the criteria on which the individual assignments are graded, the teacher's expectations of his/her students in class discussions, and the formats chosen for the study guides, quizzes and test. If teachers have other ideas/activities they wish to use, they can usually easily be inserted prior to the review lesson.

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Unit Objectives

Lesson One

- ❖ Students will be introduced to Kate DiCamillo and the book *Because of Winn-Dixie*.
- ❖ Students will write a descriptive, narrative composition.
- ❖ Students will practice the conventions of writing and grammar.

Lesson Two

- ❖ Students will receive the books and materials necessary for this unit of study.
- ❖ Students will preview the study questions for Chapters 1-3.
- ❖ Students will complete the vocabulary work for Chapters 1-3.
- ❖ Students will read Chapters 1-3.

Lesson Three

- ❖ Students will review the main events and ideas from Chapters 1-3.
- ❖ Students will preview the study questions and do the vocabulary work for Chapters 4-6.
- ❖ Students will read Chapters 4-6 orally and have their oral reading evaluated.

Lesson Four

- ❖ Students will review the main events and ideas from Chapters 4-6.
- ❖ Students will preview the study questions for Chapters 7-9.
- ❖ Students will study the character of Opal's father.
- ❖ Students will create an acrostic poem based on a quote from the book.
- ❖ Students will do the vocabulary work for Chapters 7-9.
- ❖ Students will read Chapters 7-9, continuing the oral reading evaluations if necessary.

Lesson Five

- ❖ Students will review the main events, ideas, and vocabulary for Chapters 7-9.
- ❖ Students will give a written personal response to the story.
- ❖ Students will reflect on the character of Miss Franny and write three complete sentences explaining why she is afraid of Winn-Dixie.
- ❖ Students will be introduced to Tolstoy's *War and Peace*.
- ❖ Students will read a non-fiction article related to *Because of Winn-Dixie*.
- ❖ Students will practice research skills.
- ❖ Students will preview the study guide questions for Chapters 10-12.
- ❖ Students will do the vocabulary for Chapters 10-12.
- ❖ Students will read Chapters 10-12.

Lesson Six

- ❖ Students will review the main events and ideas from Chapters 10-12.
- ❖ Students will preview the study questions for Chapters 13-16.
- ❖ Students will explore the idea of “listening with your heart.”
- ❖ Students will learn about and explore the symbol of the “wait-and-see tree.”
- ❖ Students will learn about foreshadowing and consider the example in Chapter 11.
- ❖ Students will do the vocabulary work for and read Chapters 13-16.

Lesson Seven

- ❖ Students will review the main events and ideas from Chapters 13-16.
- ❖ Students will preview the study questions for Chapters 17-19.
- ❖ Students will interpret and discuss Gloria Dump’s comments about ghosts and “the most important thing.”
- ❖ Students will characterize opal by choosing words to describe her and giving examples.
- ❖ Students will do the vocabulary work for Chapters 17-19.
- ❖ Students will read Chapters 17-19.

Lesson Eight

- ❖ Students will review the main events and ideas of Chapters 17-19.
- ❖ Students will preview the study questions for Chapters 20-22.
- ❖ Students will scan the text to find out what the Littmus Lozenges made each character think of.
- ❖ Students will explore the idea of point of view and the idiom of standing in someone else’s shoes.
- ❖ Students will consider and discuss several quotations from Chapters 17-19.
- ❖ Students will reflect on one example of understatement from this section of the book.
- ❖ Students will mentally review the book to determine in what way each of the characters is lonely.
- ❖ Students will evaluate an instance of imagery used at the end of Chapter 19.
- ❖ Students will do the vocabulary work for Chapters 20-22.

Lesson Nine

- ❖ Students will learn about the Litmus test and apply what they learn about it to try to determine why the author chose the name Littmus Lozenges.
- ❖ Students will learn about writing biographical summaries by studying a few biographies on Wikipedia.
- ❖ Students will write a biographical summary about Littmus W. Block.
- ❖ Students will practice varying sentence types and using connective and descriptive words.
- ❖ Students will read Chapters 20-22.

Lesson Ten

- ❖ Students will review the main events, ideas, and vocabulary for Chapters 20-22.
- ❖ Students will preview the study questions for Chapters 23-24.
- ❖ Students will write a paragraph describing the party scene in Gloria Dump's backyard.
- ❖ Students will brainstorm a list of elements that are necessary to have a great party.
- ❖ Students will do the vocabulary work for Chapters 23-24.
- ❖ Students will read Chapters 23-24.

Lesson Eleven

- ❖ Students will review the main events and ideas for Chapters 23-24.
- ❖ Students will preview the study questions for Chapters 25-26.
- ❖ Students will explain how Gloria Dump's quotation applies to four characters in the story.
- ❖ Students will find one example of figurative language in Chapter 23.
- ❖ Students will find one example of foreshadowing in Chapter 23.
- ❖ Students will each choose a person they want to remember and list the 10 most important things that characterize that person and will help them remember.
- ❖ Students will do the vocabulary work for Chapters 25-26.
- ❖ Students will read Chapters 25-26.

Lesson Twelve

- ❖ Students will review the vocabulary, main events, and ideas in Chapters 25-26.
- ❖ Students will examine conflicts in the story and explain their resolutions.
- ❖ Students will explain how each character's loneliness is made better by the end of the story.
- ❖ Students will write an essay explaining the ways Opal gets what she wants throughout the story.

Lesson Thirteen

- ❖ Students will review all of the vocabulary work done in this unit.

Lesson Fourteen

- ❖ Students will study the elements of fiction and use critical thinking skills as they explore the book *Because of Winn-Dixie* as a whole through guided questions.

Lesson Fifteen

- ❖ Students will study the use of figurative language in *Because of Winn-Dixie*.
- ❖ Students will review characters and events in the book as they create statements containing figurative language.

Lesson Sixteen

- ❖ Students will identify the speakers of selected quotations from *Because of Winn-Dixie* and discuss the importance or significance of each quote as it relates to the whole book.

Lesson Seventeen

- ❖ Students will broaden the depth of their background knowledge by sharing information about non-fiction topics related to *Because of Winn-Dixie*.
- ❖ Students will practice their public speaking and listening skills as they give and listen to reports about non-fiction topics related to *Because of Winn-Dixie*.

Lesson Eighteen

- ❖ Students will recognize and correct grammatical “errors” in selected dialogue passages presented from *Because of Winn-Dixie*.

Lesson Nineteen

- ❖ Students will review all the material covered in the unit.
- ❖ Students will prepare for the unit test.

Lesson Twenty

- ❖ Students will show their understanding of the main ideas and themes in *Because of Winn-Dixie*.

Reading Assignments

Assignment 1 Chapters 1-3 Read By Date: _____

Assignment 2 Chapters 4-6 Read By Date: _____

Assignment 3 Chapters 7-9 Read By Date: _____

Assignment 4 Chapters 10-12 Read By Date: _____

Assignment 5 Chapters 13-16 Read By Date: _____

Assignment 6 Chapters 17-19 Read By Date: _____

Assignment 7 Chapters 20-22 Read By Date: _____

Assignment 8 Chapters 23-24 Read By Date: _____

Assignment 9 Chapters 25-26 Read By Date: _____

DAILY LESSONS

LESSON ONE

Objectives

1. Students will be introduced to Kate DiCamillo and the book *Because of Winn-Dixie*.
2. Students will write a descriptive, narrative composition.
3. Students will practice the conventions of writing and grammar.

Activity #1

Ask students:

- What is your favorite story?
- Why do you like it so much?
- What makes a story “good”?
- Would any of you like to be a story writer someday?

Activity #2

Transition to introducing Kate DiCamillo to your students. Be technologically prepared to share Kate’s website with your students as a group. (<https://www.katedicamillo.com>) There you can see her books and read about them, read a little about her, and then be sure to read the About Writing page; it is interesting and good advice for aspiring writers.

Activity #3

Transition, telling students they will be reading one of Kate’s books, *Because of Winn-Dixie*.

Distribute Writing Assignment 1. Discuss the directions in detail, and give students ample time to complete the assignment. Make yourself available to touch base with students and help those who have questions or need help.

Writing Assignment 1

PROMPT

This is our introduction to Winn-Dixie, the dog Opal meets in the grocery store and takes home:

“And then the dog came running around the corner. He was a big dog. And ugly. And he looked like he was having a real good time. His tongue was hanging out and he was wagging his tail. He skidded to a stop and smiled right at me. I had never before in my life seen a dog smile, but that is what he did. He pulled back his lips and showed me all his teeth. Then he wagged his tail so hard that he knocked some oranges off a display ...”

There are a few things you should notice about the description above:

- Do you get a mental image of this scene? What in the description contributes to your getting a mental image?
- What descriptive words or phrases are used?
- When an author is writing fiction, she sometimes breaks the conventional rules of writing and grammar. Can you find at least two examples of where conventional rules are broken in the passage above?
- Why did the author break the rules, and what are the effects?

Do you have a dog or a pet? Introduce me to your pet by telling me a story about something your pet did. It can be something you thought was funny or brave or interesting in some way. When telling your story, choose your words carefully to give me a mental image of your pet, so I can “see” your pet in my mind, doing the events in your story.

If you don’t have a pet, you can relate a story about someone else’s pet, or write about a pet video you may have seen on television or on the Internet.

PREWRITING

Decide on what story or main event you want to tell. Complete the Writing Assignment 1 Worksheets to define who is in your story, the setting, the order of things that happen (events), the tone of your story, as well as some descriptive words and dialogue you might use in your story.

DRAFTING

You will tell your story as a first-person narrative, using “I,” from your point of view as Opal did in the paragraph above from *Because of Winn-Dixie*. Using the notes you made on the worksheets, begin writing a rough draft of your story. Be sure to include descriptive words and phrases that bring your story to life.

You probably won't get the story "right" on your first try. Go back and reread what you have written and look for places where it can be improved. Here is a little checklist you can use to review your own work:

- Is the story told in a way that can be clearly understood?
- Does your story have a title? Can you explain why the title fits the story?
- Is your first sentence going to entice (tempt) your reader to continue reading?
- Are your sentences complete? If they are not complete sentences, do you have a good reason for ignoring writing and/or grammatical conventions?
- Do you have interesting descriptive words and phrases?
- Do you have interesting and descriptive action words to describe how people say their words and/or how actions are done?
- Is your ending satisfying to the reader? Will the reader "get" why the story is funny or sad or whatever words you chose to describe the tone of the story?
- Can your work be easily read? Is it written neatly enough that someone can enjoy reading it? If it is typed, have you made any typing mistakes (typos)?

Some writers spend years re-writing and making new drafts of their work--especially novels. You don't have years to do this because it is a relatively short assignment. However, you should put forth your best effort and take your time to make your story the best it can be.

PROMPT


When you finish the rough draft of your paper, ask a person whose opinion you trust to read it. After reading your rough draft, he/she should tell you what he/she liked best about your work, which parts were difficult to understand, and ways in which your work could be improved.

Reread your paper considering your critic's comments, and make the corrections you think are necessary.

PROOFREADING

Do a final proofreading of your paper, double-checking your grammar, spelling, organization, and the clarity of your ideas prior to submitting it for grading.

Writing Assignment 1 Worksheet



Who is in your story?

Make a list of events that happen in your story.




Circle the words

funny
sad
happy
interesting
ridiculous
awesome
true
exaggerated

that
best
describe
your
story.


WRITE IN YOUR OWN WORD

Write down some words and phrases that describe your pet.




Where does your story take place?


Write down some words or phrases to describe the setting.




What are some very descriptive action words you can use in your story?



What ideas do you have for your story's title? Write them here.



Are there any sounds in your story? What are some sound words you could use?



Writing Dialogue

Adding some dialogue (speech between people) to your story adds interest and variety. It is one writing tool that gives you another way to develop character, provide details, and make your story come alive in your readers' minds.

Here are some examples of the way some dialogue is written, with correct punctuation. You can refer back to this as you write.

- ❖ · *“Hello?” she said with a touch of fear in her voice. “Who is there?”*
- ❖ · *The manager screamed, “Somebody grab that dog!”*
- ❖ · *“Opal,” he said, “what are you talking about?”*
- ❖ · *“He just doesn’t want to be left alone,” I told the Preacher. “That’s all. Let’s take him with us.” I could understand the way Winn-Dixie felt. Getting left behind probably made his heart feel empty.*
- ❖ · *“He’ll be good,” I told her. “He’s a dog who goes to church.”*

If you use dialogue, make it realistic; write it as the character would say it.

Practice writing some dialogue that might go in your story.

A rectangular piece of white paper with a torn, deckled edge is centered on a bright pink background. The paper has ten horizontal black lines spaced evenly down its length, providing a template for writing dialogue.

Writing Evaluation Form

Name _____ Class _____ Date _____

Grade _____

Circle One For Each Item:

	Excellent	Good	Fair	Needs Work
Grammar	5	4	3	1
Spelling	5	4	3	1
Punctuation	5	4	3	1
Legibility	5	4	3	1
Sentence Structure	5	4	3	1

Introduction	5	4	3	1
Descriptiveness	5	4	3	1
Organization	5	4	3	1

Total _____ / _____ Grade _____

Strengths:

Weaknesses:

Other Comments:

LESSON TWO

Objectives

1. Students will receive the books and materials necessary for this unit of study.
2. Students will preview the study questions for Chapters 1-3.
3. Students will complete the vocabulary work for Chapters 1-3.
4. Students will read Chapters 1-3.

Activity #1

Distribute the books and materials students will use in this unit. Explain in detail how students are to use these materials.

Study Guides Students should read the study guide questions for each reading assignment prior to beginning the reading assignment to get a feeling for what events and ideas are important in the section they are about to read. After reading the section, students will (as a class or individually) answer the questions to review the important events and ideas from that section of the book. Students should keep the study guides as study materials for the unit test.

Preview the study questions for Chapters 1-3 together in class.

Vocabulary Prior to each reading assignment, students will do vocabulary work related to the section of the book they are about to read. Following the completion of the reading of the book, there will be a vocabulary review of all the words used in the vocabulary assignments. Students should keep their vocabulary work as study materials for the unit test.

Do the Vocabulary Worksheet for Chapters 1-3 together in class.

Reading Assignment Sheet You can either write the assignment sheet up on a side board or bulletin board and leave it there for students to see each day, or you can make copies for each student to have. You might want to add the page numbers from the edition of the book you are using, that correlate with the reading assignments. Let students know by when each reading assignment has to be completed.

Extra Activities Center The Unit Resource Materials portion of this LitPlan contains suggestions for an extra library of related books and articles in your classroom as well as crossword and word search puzzles. Make an extra activities center in your room where you will keep these materials for students to use. (Bring the books and articles in from the media center, create a list of related web URLs, and keep several copies of the puzzles on hand.)

Non-fiction Assignment Sheet Explain to students that they each are to read at least one non-fiction piece at some time during the unit. Students will fill out a Non-fiction Assignment Sheet after completing the reading to help you (the teacher) evaluate their reading experiences and to help the students think about and evaluate their own reading experiences.

Books Each school has its own rules and regulations regarding student use of school books. Advise students of the procedures that are normal for your school. Preview the book. Look at the covers, front matter, etc.

Activity #2

Begin reading Chapters 1-3 in class.

- If you have poor readers, read the first chapter to them orally.
- If you have mixed levels of readers, choose whether you want to read it to them orally or have them read it orally or silently on their own.
- If you have good readers, let them read silently at their own pace so they can get into the book.

Starting in the next class period, this LitPlan provides for oral reading opportunities for practice and/or evaluation. Every class is different, but if possible, it's good to have students do at least some oral reading, for practice.

If students do not complete reading Chapters 1-3 during the remaining class time, they should do so as homework prior to the next class meeting.

LESSON THREE

Objectives

1. Students will review the main events and ideas from Chapters 1-3.
2. Students will preview the study questions and do the vocabulary work for Chapters 4-6.
3. Students will read Chapters 4-6 orally and have their oral reading evaluated.

Activity #1

Give students a few minutes to formulate answers for the study guide questions for Chapters 1-3, and then discuss the answers to the questions in detail. Write the answers where students can see them, so they can copy down the correct answers for study purposes.

NOTE: It is a good practice in public speaking and leadership skills for individual students to take charge of leading the discussions of the study questions. Perhaps a different student could go to the front of the class and lead the discussion each day that the study questions are discussed in this unit. Of course, you should guide the discussion when appropriate and try to fill in any gaps students may leave.

The study questions could really be handled in a number of different ways, including in small groups with group reports following. Occasionally you may want to use the multiple choice questions as quizzes to check students' reading comprehension. As a short review now and then, students could pair up for the first (or last, if you have time left at the end of a class period) few minutes of class to quiz each other from the study questions. Mix up methods of reviewing the materials and checking comprehension throughout the unit so students don't get bored just answering the questions the same way each day. Variety in methods will also help address the different learning styles of your students.

From now on in this unit, the directions will simply say, "Discuss the answers to the study questions in detail as previously directed." You will choose the method of preparation and discussion each day based on what best suits you and your class.

While students have their study guides out, preview the questions for Chapters 4-6.

Activity #2

Continue your discussion of Chapters 1-3 with these close reading and critical thinking questions:

- ❖ When Opal hollers out that the dog that is running around the Winn-Dixie store is her dog, she realizes she had done something big, and maybe stupid, too. Was it something big and maybe even stupid? Explain why.
 - *She could get in a lot of trouble for bringing “her” dog into the store and causing the damage. She might have to pay for the damaged goods. She also has just gotten herself involved with a mangey, stray dog and has taken on the responsibility of him, not knowing whether or not her father would allow her to keep him. She has stepped into a lot of unknowns.*
- ❖ Why does Opal think that because Winn-Dixie is a suffering dog her father will let her keep him?
 - *Her father has told her that people need to help those who are less fortunate, and Winn-Dixie is certainly unfortunate. She knows her father has a compassionate heart.*
- ❖ Opal is the exception at the Friendly Corner Trailer Park. What is an exception? Why is Opal an exception? Why is it important for Winn-Dixie to be an exception, too?
 - *An exception is something that is allowed even though the rules say it is not. Opal is an exception at the trailer park because children are not allowed to live there, but she is allowed to live there because her father is the preacher, and she is a good, quiet little girl. Winn-Dixie has to be a good, quiet dog and not bother anyone, so he can stay, too.*
- ❖ When Opal tells the preacher the dog’s name, she does so in a whisper because she does not want to distract from the moment when Winn-Dixie is able to make the preacher “poke his head out of his shell.” Why do you think Winn-Dixie has this effect on the preacher?
 - *Winn-Dixie’s mannerisms are innocent and charming and loveable, even though (and perhaps partly because) he is a pitiful-looking, bad-smelling stray dog. The preacher reacts to the dog much the way Opal did, feeling sorry for him and immediately falling in love with him.*
- ❖ How do you know when Winn-Dixie is happy or when he feels insulted?
 - *When Winn-Dixie is happy, his tail wags and he “smiles.” When he is insulted or unhappy, his tail does not wag and he does not “smile.”*
- ❖ Why does the preacher say, “I should have guessed you were going to be trouble.”?
 - *Opal has used Winn-Dixie to try to get her father to tell her about her mother, which is a subject the preacher has not wanted to talk about--a troubling subject. The dog has given Opal an avenue into her father’s turtle shell.*
- ❖ Since moving to Naomi, Opal says she misses her mama extra-extra hard, more than she ever did in Watley. Why does Opal miss her mama more than before?
 - *Opal is lonely in the new place, without her old friends and familiar people. Her loneliness makes her think more about her mother.*

Activity #3

Give students about 10 minutes to do the vocabulary work for Chapters 4-6. When they are finished, quickly review the vocabulary, checking their work together as a class and ensuring they have the correct answers to study from.

Activity #4

Read Chapters 4-6 orally in class.

Choose readers in your usual way, or have previously created a **Reading Chart** for this book, assigning students specific pages and/or passages to read, so they can preview their section and practice reading ahead of time.

This is an especially good practice if you have a class with poor readers in it. It gives poor readers a chance to preview and practice, so when they have to read aloud to their peers, they are more likely to have success and not be embarrassed. A Reading Chart Template is included following this lesson.

There is also a handout called **About Oral Reading**, that has tips about how to improve oral reading.

Using the **Oral Reading Evaluation Form** (also found immediately following this lesson) will give a concrete way for you to evaluate students' oral reading, and criteria upon which to assign a grade if you choose to do so.

If students do not complete reading Chapters 4-6 in this class time, they should do so prior to discussing the study questions for Chapters 4-6 in the next class period.

That means either you will delay doing the discussion until students assigned to read orally in Chapters 4-6 have done so (continuing at the beginning of the next class meeting), **or** you will skip the oral reading for the rest of Chapters 4-6 (and let students read the remainder of Chapters 4-6 as homework), do the study question discussion for Chapters 4-6 as planned at the beginning of the next lesson, and continue with oral reading evaluations in the next class period with the next reading assignment (Chapters 7-9).

Oral Reading Evaluation

Name _____ Class _____ Date _____

Skill	Excellent	Good	Average	Fair	Needs Work
Fluency	5	4	3	2	1
Clarity	5	4	3	2	1
Audibility	5	4	3	2	1
Pronunciation	5	4	3	2	1
	5	4	3	2	1
	5	4	3	2	1
	5	4	3	2	1

Total Score _____ / _____ Grade _____

Comments: