

Because of Winn-Dixie

Day 1: Before You Read

1. Word Study

Affixes: Suffixes

Word Structure Suppose you read an academic vocabulary word you don't know. You can use the suffix to help you figure out the word's meaning. Does the word have *-ful* or *-al* at the end? The Old English suffix *-ful* can make a word mean "full of," as in *tasteful*. The Old English suffix *-al* can make a word mean "of or like," as in *magical*.

Take Notes from Above

Suffixes

-ful means _____

-al means _____

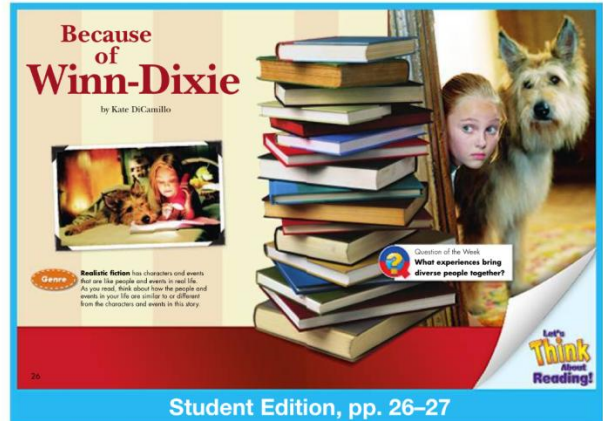
2. Now, read "*The Storyteller*" on page 25 of your student text, and as you read, make a list of all the words with an affix of **-ful** or **-al**.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Using my knowledge of the meaning of the suffixes, I think this word means...

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

2. Introduce Main Selection



GENRE Remind students that fiction tells stories of imaginary people and events. Point out that *Because of Winn-Dixie* is a type of fiction called **realistic fiction** because the characters are believable and the events that happen could happen in real life.

PREVIEW AND PREDICT Have students preview the story title and illustrations, and then discuss who the characters might be and predict what might happen.

PURPOSE By analyzing *Because of Winn-Dixie*, a narrative text, students will gain knowledge of diversity.

Take Notes from Above

Genre- _____

Story Prediction- _____

Reading Strategy of the Week:

Sequencing: _____

Because of Winn-Dixie

Day 2-3: Close Reading Questions for While You Read

Name _____

Page	Question	My Answer
28	Independently: After reading page 28, complete the summary box ⇨	First, _____ _____ Next, _____ _____ Last, _____ _____
29	Together: Teach Vocabulary: <i>The Herman W. Block Memorial Library sounds like it would be a big, fancy place, but it's not. It's just a little old house full of books, and Miss Franny Block is in charge of them all.</i>	A Synonym is _____ _____ _____ Think of/Find Synonyms for fancy: _____ little _____ _____ _____
29	Independently: Complete the blanks with a synonym for the original words that are missing. The Herman W. Block Memorial Library sounds like it would be a big, _____ place, but it's not. It's just a _____ old house full of books, and Miss Franny Block _____ them all.	
29	Together: Look at the original sentence in <i>italic</i> above. How do the two sentences relate to each other?	
28-29	Independently: How is the story's sequence different on page 29 than it was on page 28?	
30	Independently: Write a one sentence summary of page 30.	
31	Independently: What can you conclude about Opal. (Write down a word to describe her.)	

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Day 2-3: Close Reading Questions for While You Read cont.

32	Independently: What does the use of dialogue in a story do for the reader?	
33	Independently: Kate DiCamillo writes so that the reader can visualize the story happening in his/her mind. Sketch a quick illustration of the image that comes to your mind when you read the line, <i>"I was sitting in my library with all the doors and windows open and my nose stuck in a book, when a shadow crossed the desk."</i>	Quick Sketch
34	Together: Cause/Effect A Cause is an event that happens first that causes another to happen. The effect is what happened because of that first event.	Cause Miss Franny notices a peculiar smell. Effect _____
35	Independently: Put these events from Miss Franny's bear story in order.	_____ The bear takes the book with him. _____ Miss Franny throws <u>War and Peace</u> at the bear. _____ A bear comes into the library. _____ Miss Franny fears for her life.
36	Independently: At the end of the page, Miss Franny uses the word grand . This word is a little outdated. Brainstorm a list of synonyms for grand to mean something similar to what Miss Franny meant.	_____ _____ _____
37	Independently: Look at the 2 lines of dialogue that Amanda Wilkinson uses. Read them to yourself. What do these lines tell you about her personality?	

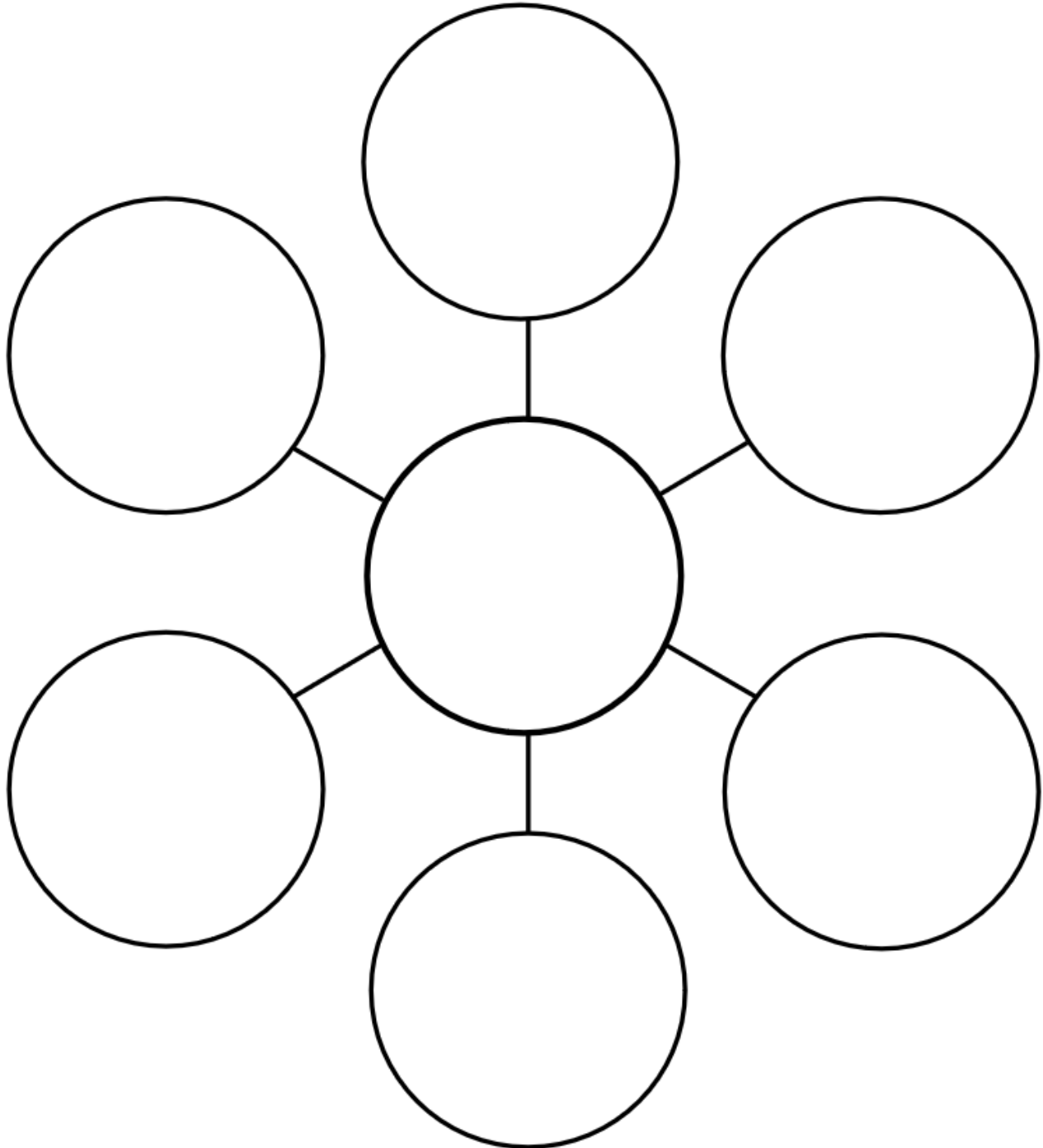
Because of Winn-Dixie

Independent: After You Read

Directions: Think of the main characters you have met in this excerpt from Because of Winn-Dixie. Pick the one you feel you know the most about and complete a Bubble Map for that character.

Characters I have met:

Put your character's name in the middle bubble. In all the other bubbles, list everything you can think of to describe the character you picked. Go back through the story and look for words that describe your character or actions that give you clues about them.



Because of Winn-Dixie

Independent: After You Read

The excerpt in your book from Because of Winn-Dixie contains two retellings by Miss Franny inside a retelling by Opal.

Directions: Look at the events below. Decide whether they are a part of Miss Franny's retelling of the bear story or not. (Hint: Find the page numbers in the book where Miss Franny's retelling of the bear story begins and ends.)

	<u>Part of Miss Franny's Retelling of the Bear Story</u>	<u>NOT Part of Miss Franny's Retelling of the Bear Story</u>
Winn-Dixie smiles at Miss Franny.	_____	_____
Miss Franny thinks Winn-Dixie is a bear.	_____	_____
Miss Franny asks, "Is there a book I can help you find?"	_____	_____
Miss Franny notices a peculiar smell.	_____	_____
Florida was wild in the old days.	_____	_____
Opal suggests that Miss Franny and her be friends.	_____	_____
Amanda Wilkinson marches into the library.	_____	_____
Miss Franny throws <i>War and Peace</i> at the bear.	_____	_____
Opal shows Winn-Dixie how to see inside the library.	_____	_____
Miss Franny asks for a library for her birthday.	_____	_____
Opal helps Miss Franny up off of the floor.	_____	_____
A bear came into the library.	_____	_____


Because of Winn-Dixie

Grammar Practice

Word Analysis

Word Ending -ed

TEACH Tell students that many verbs have an ending that helps readers figure out when the action happened. On the board, write the ending *-ed*. Explain that this ending indicates that the action has already happened. Tell students that sometimes the spelling of a word changes with this ending.

 **MODEL** When I see the ending *-ed* at the end of a verb, I know that the action has already happened. Sometimes words change their spelling when the ending is added. This chart will help us figure out those spelling changes.

Base Word	Word with Ending -ed
jump	jumped
pack	packed
plan	planned
bake	baked
cry	cried

GUIDE PRACTICE Lead students to notice that words that end with two consonants do not require a spelling change. Words that have a short vowel often double the consonant before adding *-ed*. Words with long vowels and final silent *e* drop the *e* before adding *-ed*. And words that have only *y* as a vowel and end in that letter change the *y* to *i* before adding *-ed*.

If a verb is one syllable and **does ends** in CVC, **double the final consonant** before adding the ending.

$\begin{matrix} \text{t} & \text{a} & \text{p} \\ \text{C} & \text{V} & \text{C} \end{matrix}$ = tap + p + ed OR tap + p + ing

$\begin{matrix} \text{s} & \text{l} & \text{a} & \text{p} \\ \text{C} & \text{V} & \text{C} \end{matrix}$ = slap + p + ed OR slap + p + ed

1. If a verb ends in a consonant that **does NOT** end in CVC, **just add the ending.**

$\begin{matrix} \text{l} & \text{a} & \text{u} & \text{g} & \text{h} \\ \text{V} & \text{C} & \text{C} \end{matrix}$ = laugh + ed OR laugh + ing

2. If a verb is one syllable and ends in a **silent e**, **drop the e** before adding the ending.

hope = hop-e + ed or hop-e + ing

Present Tense

1. snap
2. hop
3. smack
4. snip
5. care
6. dance
7. clap
8. stop

Past Tense

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Day 1: Before You Read

1. Word Study

Affixes: Suffixes

Word Structure Suppose you read an academic vocabulary word you don't know. You can use the suffix to help you figure out the word's meaning. Does the word have *-ful* or *-al* at the end? The Old English suffix *-ful* can make a word mean "full of," as in *tasteful*. The Old English suffix *-al* can make a word mean "of or like," as in *magical*.

Take Notes from Above

Suffixes

-ful means full of
-al means of or like

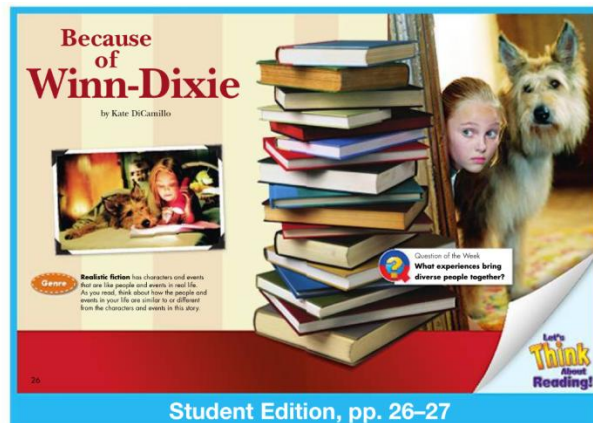
2. Now, read "*The Storyteller*" on page 25 of your student text, and as you read, make a list of all the words with an affix of **-ful** or **-al**.

1. Memorial
2. magical
3. historical
4. prideful
5. boastful
6. powerful
7. hopeful

Using my knowledge of the meaning of the suffixes, I think this word means...

1. like a memory
2. like magic
3. like history
4. full of pride
5. full of boasting
6. full of power
7. full of hope

2. Introduce Main Selection



GENRE Remind students that fiction tells stories of imaginary people and events. Point out that *Because of Winn-Dixie* is a type of fiction called **realistic fiction** because the characters are believable and the events that happen could happen in real life.

PREVIEW AND PREDICT Have students preview the story title and illustrations, and then discuss who the characters might be and predict what might happen.

PURPOSE By analyzing *Because of Winn-Dixie*, a narrative text, students will gain knowledge of diversity.

Take Notes from Above

Genre- realistic fiction because all the characters are believable and the events that happen could happen in real life.

Story Prediction- it is about a girl with a dog who meets a new friend in town. (accept most responses)

Reading Strategy of the Week:

Sequencing: The order in which events in the story take place.

Because of Winn-Dixie

Day 2-3: Close Reading Questions for While You Read

Name _____

Page	Question	My Answer
28	Independently: After reading page 28, complete the summary box ⇒	First, <u>Opal moves to Florida with her father.</u> Next, <u>Opal rescues a scrappy dog.</u> Last, <u>Opal convinces her father to let her keep the dog.</u>
29	Together: Teach Vocabulary: <i>The Herman W. Block Memorial Library sounds like it would be a big, fancy place, but it's not. It's just a little old house full of books, and Miss Franny Block is in charge of them all.</i>	A Synonym is <u>a word that means something similar</u> Think of/Find Synonyms for fancy: little decorative, ornate tiny elaborate, elegant small extravagant, lavish miniature
29	Independently: Complete the blanks with a synonym for the original words that are missing. The Herman W. Block Memorial Library sounds like it would be a big, _____ place, but it's not. It's just a _____ old house full of books, and Miss Franny Block _____ them all.	
29	Together: Look at the original sentence in <i>italic</i> above. How do the two sentences relate to each other?	<u>The first sentence tells what the library isn't.</u> <u>The second tells what it is.</u> <u>The second tells more about the first.</u>
28-29	Independently: How is the story's sequence different on page 29 than it was on page 28?	<u>On p. 28, the events are in order</u> <u>On p. 29, Opal tells her story out of order</u>
30	Independently: Write a one sentence summary of page 30.	<u>How Opal met Miss Franny for the first time or Opal hears a scream and goes to find Miss Franny sitting on the floor because she thought the bear had come back .</u>
31	Independently: What can you conclude about Opal. (Write down a word to describe her.)	<u>kind</u> <u>helpful</u>

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Day 2-3: Close Reading Questions for While You Read cont.		
32	Independently: What does the use of dialogue in a story do for the reader?	Helps the readers really get to know the characters by the words they choose to use.
33	Independently: Kate DiCamillo writes so that the reader can visualize the story happening in his/her mind. Sketch a quick illustration of the image that comes to your mind when you read the line, <i>"I was sitting in my library with all the doors and windows open and my nose stuck in a book, when a shadow crossed the desk."</i>	Quick Sketch
34	Together: Cause/Effect A Cause is an event that happens first that causes another to happen. The effect is what happened because of that first event.	Cause Miss Franny notices a peculiar smell. Effect Miss Franny looks up to see a bear.
35	Independently: Put these events from Miss Franny's bear story in order.	<u>3</u> The bear takes the book with him. <u>4</u> Miss Franny throws <u>War and Peace</u> at the bear. <u>1</u> A bear comes into the library. <u>2</u> Miss Franny fears for her life.
36	Independently: At the end of the page, Miss Franny uses the word grand . This word is a little outdated. Brainstorm a list of synonyms for grand to mean something similar to what Miss Franny meant.	<u>great</u> <u>wonderful</u> <u>fantastic</u> <u>excellent</u> <u>awesome</u> <u>super</u>
37	Independently: Look at the 2 lines of dialogue that Amanda Wilkinson uses. Read them to yourself. What do these lines tell you about her personality?	conceited, arrogant, bragger, vain, stuck-up know-it-all

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Directions: Think of the main characters you have met in this excerpt from Because of Winn-Dixie. Pick the one you feel you know the most about and complete a Bubble Map for that character.

Characters I have met:

Opal

Winn-Dixie

Miss Franny

Put your character's name in the middle bubble. In all the other bubbles, list everything you can think of to describe the character you picked. You may need to go back through the text and look for words that describe your character or actions and dialogue that gives you clues about them.

Opal

helpful

kind

sad

lonely

loves spending time at the library

likes to be told stories

loves her dog

trying to meet new people

Miss Franny

loves books

rich family

likes to exaggerate

scared of bears

lonely

bad eyesight

likes to tell stories

likes Winn-Dixie

little-miss-know-it-all librarian

brave

happy to share her books

sad

old

wrinkled

tends to repeat phrases

Winn-Dixie

scrappy

likes listening to stories

smiles

large

large heart

Because of Winn-Dixie

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Miss Franny thinks Winn-Dixie is a bear.	_____	<u>X</u> _____
Miss Franny asks, "Is there a book I can help you find?"	<u>X</u> _____	_____
Miss Franny notices a peculiar smell.	<u>X</u> _____	_____
Florida was wild in the old days.	<u>X</u> _____	_____
Opal suggests that Miss Franny and her be friends.	_____	<u>X</u> _____
Amanda Wilkinson marches into the library.	_____	<u>X</u> _____
Miss Franny throws <i>War and Peace</i> at the bear.	<u>X</u> _____	_____
Opal shows Winn-Dixie how to see inside the library.	_____	<u>X</u> _____
Miss Franny asked for a library for her birthday.	<u>X</u> _____	_____
Opal helps Miss Franny up off of the floor.	_____	<u>X</u> _____
A bear came into the library.	<u>X</u> _____	_____

Word Analysis

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1. If a verb is one syllable and **does ends** in CVC, **double the final consonant** before adding the ending.

$\underset{C}{t} \underset{V}{a} \underset{C}{p} = \text{tap} + p + \text{ed} \text{ OR } \text{tap} + p + \text{ing}$

$s \underset{C}{l} \underset{V}{a} \underset{C}{p} = \text{slap} + p + \text{ed} \text{ OR } \text{slap} + p + \text{ing}$

2. If a verb ends in a consonant that **does NOT end** in CVC, **just add the ending**.

$l \underset{V}{a} \underset{C}{u} \underset{C}{g} h = \text{laugh} + \text{ed} \text{ OR } \text{laugh} + \text{ing}$

3. If a verb is one syllable and ends in a **silent e**, **drop the e** before adding the ending.

$h \underset{V}{o} p e = \text{hop-e} + \text{ed} \text{ OR } \text{hop-e} + \text{ing}$

Present Tense

1. snap
2. hop
3. smack
4. snip
5. care
6. dance
7. clap
8. stop

Past Tense

1. snapped
2. hopped
3. smacked
4. snipped
5. cared
6. danced
7. clapped
8. stopped