## Lesson 1

### Read

Read chapters 1–2 from *Because of Winn-Dixie* by Kate DiCamillo.

- As you read, be sure to remember the **characters** and **main events** in each chapter.

### Understand

**Vocabulary**

- **Characters:** the people and/or animals in a story
- **Main Event:** an important part of the story

> "'Daddy, do you know how you always tell me that we should help those less **fortunate** than ourselves?'
> 'Mmmmmm-hmmm' he said. He rubbed his nose and looked at his papers.
> 'Well,' I said, 'I found a Less **Fortunate** at the grocery store.'"

1. What does the word **fortunate** mean in this quote? Complete the chart below.

| Dictionary Definition | Synonym (words with a similar meaning) | Antonym (words with the opposite meaning) | Meaning from Context |
|---|---|---|---|
| | | | |

2. What does it mean if someone is "less **fortunate**" than you?

_____

_____

3. What makes Winn-Dixie less **fortunate**?

_____

4. Why do you think Kate DiCamillo chose to use capital letters for "Less **Fortunate**" in the third sentence?

5. What characters were you introduced to in chapters one and two?

6. What are the main events of chapters one and two?

## Express Understanding

**Vocabulary**

- **Summary:** a brief statement or restatement of main points for a shorter version of a longer text
- **Chapter Summary**: A **chapter summary** is a brief retelling of a chapter that includes the main events that are important to the rest of the book.

When we read, it is important to focus on the most important ideas in a text.

Complete the chart on the next page to **summarize** chapters one and two.

| Somebody | Wanted | But | So | Then |
|---|---|---|---|---|
| Who is the main character? | What did Opal want in chapter one? | What problem did Opal have? | How does she try to solve the problem? | How does chapter two end for Opal? |
| | | | | |

## Lesson 2

### Read

Read chapters 3–4.

- As you read, be sure to remember the conversations, or **dialogue**, between characters.

### Understand

How can we describe a character using **dialogue**?

**Vocabulary**

- **Dialogue:** conversation between two or more people as a feature of a book, play, or movie
  - Example: **"Two,"** he said, **"She had red hair and freckles." "Just like me,"** I said. **"Just like you,"** the preacher nodded.
- **Dialogue Tag:** a small phrase either before, after, or in between the dialogue itself
  - Example: "Ten," **said the preacher**. "Nine," **I told him**.

**Dialogue** is the term for the words that people say or the thoughts that people have. When we write, we put **dialogue** in quotation marks (" "). **Dialogue** in a text is used to develop the events in the chapter and show the responses of characters to situations.

It is important to note that authors use **dialogue tags** to reveal how a character responds or reacts to events in a story.

**Dialogue** plays an important role in this book because most of the characters' actions and reactions are revealed through **dialogue**. It is important for us to know how to read **dialogue** and to notice how the author uses **dialogue tags** to show characters' responses and reactions.

When good readers look at **dialogue**, they can see how characters' words and actions move the story forward. Reread chapters 1–4 by scanning or looking for **dialogue**.

1. Complete the chart on the next page by adding samples of **dialogue** from each chapter in the text. Not every instance of **dialogue** should be added. Be sure to include a variety of speakers, situations or events, and **dialogue tags**. An example is shown in the first row, and part of the second row has been completed. Complete the rest on your own.

| Dialogue Spoken | Dialogue Tag Used | Who is speaking? | Who is being spoken to? |
|---|---|---|---|
| "Wait a minute!" I hollered, "That's my dog. Don't call the pound." | I hollered | Opal | The Winn-Dixie store manager and employees |
| "What did you call this dog?" the preacher asked. | | | Opal |
| Example from chapter one: | | | |
| Example from chapter two: | | | |
| Example from chapter three: | | | |

| Dialogue Spoken | Dialogue Tag Used | Who is speaking? | Who is being spoken to? |
|---|---|---|---|
| Example from chapter four: | | | |

## Express Understanding

How do **dialogue tags** help you understand how Opal feels in chapters 1–4? Use the **dialogue** examples from the chart to justify your answer.

## Lesson 3

### Read

Review chapters 1–4 in *Because of Winn-Dixie* by Kate DiCamillo as needed.

### Understand

**Vocabulary**

- **Shades of meaning**: Some words mean almost the same thing, like happy or excited; however, there are small differences in the meaning that send a different message to the reader. Excited would be a stronger word than happy.
- **Connotation: Connotation** is the idea/feeling that a word evokes, or suggests, in addition to its literal, or dictionary meaning (**denotation**). Words can mean the same things, but convey different feelings.

| Shades of meaning for **happy** | | |
|---|---|---|
| Weakest <----------> Strongest | | |
| happy | excited | overjoyed |

| |
|---|
| Winn-Dixie was **afraid** of thunderstorms. |

1. Write synonyms, or words that mean the same thing but show a different **shade of meaning**, for the word **afraid**.

| Shades of meaning for **afraid** | | |
|---|---|---|
| Weakest <----------> Strongest | | |
| | | |

2. Complete the chart on the next page. List your three words for **afraid** from weakest to strongest **connotation**. Write the meaning of each word, then write a sentence using one of the words.

| Words in order from weakest to strongest | Meaning of words |
|---|---|
| | |
| | |
| | |
| Write a sentence using one of the words. | |

| |
|---|
| Winn-Dixie could run **fast**. |

3. Write synonyms for the word **fast**.

_____

_____

4. Complete the chart on the next page. Select three words from your list of synonyms. List your three words from weakest to strongest **connotation**. Write the meaning of each word, then write a sentence using one of the words.

| Words in order from weakest to strongest | Meaning of words |
|---|---|
| | |
| | |
| | |
| Write a sentence using one of the words. | |

## Express Understanding

**Vocabulary**

- **Point of View:** a particular attitude or way of considering a matter

What is Opal's **point of view** from the events in chapters 1–4. Consider Opal's thoughts, words, and actions to help you understand her **point of view**. Complete the chart to organize Opal's **points of view**. The first one has been done for you.

| Incident (event) | This incident shows... | I know this because... |
|---|---|---|
| Opal checks over Winn-Dixie. (chapter 1) | This incident shows me that Opal cares greatly for Winn-Dixie. | I know this because she is making sure he is safe and healthy. |
| Opal describes all the things about the trailer park to Winn-Dixie. (chapter 2) | | |

| | | |
|---|---|---|
| Incident (event) | This incident shows... | I know this because... |
| Opal calls Winn-Dixie less fortunate. (chapter 2) | | |
| Opal gives Winn-Dixie a bath. (chapter 3) | | |
| Opal "has been talking to Winn-Dixie" about her mother. (chapter 3) | | |

## Lesson 4

### Read

Review chapters 1-4 in *Because of Winn-Dixie* by Kate DiCamillo as needed.

### Understand

**Vocabulary**

- **Character Traits: Character traits** are words that describe a character's behavior and attitude.
- **Analyze:** to **analyze** something means to look closely at, or examine, it. When you analyze a character, you complete a character **analysis**.

We are going to look at how the characters in *Because of Winn-Dixie* develop or grow throughout the story. Recognizing **character traits** will help us understand a character's behavior and see how a character's words and actions move a story forward. In order for us to **analyze** how a character develops, we are going to study five things:

- Character's words
- Character's actions
- Character's thoughts and feelings
- Character's appearance
- What other characters say about that character

> "I almost bumped right into the store manager. He was standing there all red-faced, screaming and waving his arms around.
> 'Who let a dog in here?' he kept on **shouting**. 'Who let a dirty dog in here?'"

1. What does the dialogue tag **shouting** tell us about the store manager?

_____

_____

2. Complete the character **analysis** chart for Opal. Provide details from chapters 1–4 to support your **analysis**.

| Opal | Example or Quote | What the example reveals about the character |
|---|---|---|
| Opal's spoken words (look at **dialogue**) | | |

| Opal | Example or Quote | What the example reveals about the character |
|---|---|---|
| Opal's appearance (how Opal looks) | | |
| Opal's thoughts and/or feelings | | |
| What other characters say or feel about Opal | | |
| Opal's actions | | |

## Express Understanding

Complete the chart on the next page after rereading the following sections. As you reread, think about the words and actions of the store manager and the preacher.

- Chapter one: store manager
    - Start at "This is what…"
    - Stop at "… won't happen again."
- Chapter two: preacher

- Start at"The preacher was sitting…"
- Stop at "… you've found one."

| Character Analysis | Store Manager | Preacher |
|---|---|---|
| Character's spoken words (look at dialogue) | | |
| Character's appearance (how characters look) | | |
| Character's thoughts and/or feelings | | |
| What other characters say or feel about this character | | |
| Character's actions | | |
| What similarities, if any, do you see between the store manager and the preacher? | | |
| | | |

## Lesson 5

### Vocabulary Journal

1. Read your independent reading novel for 20 minutes.
2. Pick six words from the text that are important to the central idea or theme of the text.
3. Write the word in the left-hand column and write an original sentence using the word to summarize what you have read.

Title of independent reading book: _____

Today I started on page _____ and finished reading on page _____.

| Word | Sentences |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |

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## Lesson 1

### Read

Read chapter five of *Because of Winn-Dixie* by Kate DiCamillo.

### Understand

As you read chapter five, you are going to take notes in the chart below. You are going to use a "Notice and Note" strategy. Read the guiding questions then stop and jot your responses.

| Guiding Questions | Answer and Example from Chapter Five |
|---|---|
| Why does Opal state that the church "isn't a regular-looking church"? | |
| What does Opal wonder, or question, when the preacher has her tie Winn-Dixie up outside of the church? | |
| What is surprising about how Winn-Dixie catches the mouse and proves that he is a "special dog"? | |
| Why do you think the author keeps telling us about Winn-Dixie's smile? | |

## Express Understanding

**Vocabulary**

- **Chapter Summary**: A **chapter summary** is a brief retelling of a chapter that includes the main events that are important to the rest of the book.

Complete the summarization chart below for chapter five. Refer to your notes in the above chart to help organize your thinking.

| Somebody | Wanted | But | So | Then |
|---|---|---|---|---|
| Who is the main character? | What did Winn-Dixie want in chapter five? | What problem did Winn-Dixie have? | How does he try to solve the problem? | How does chapter five end for Winn-Dixie? |
| | | | | |

## Lesson 2

### Read

Read chapter six of *Because of Winn-Dixie* by Kate DiCamillo.

### Understand

As you read chapter six, complete the chart below.

| Guiding Question | Example from *Because of Winn-Dixie* |
|---|---|
| Why did Miss Franny think Winn-Dixie was a bear? | |
| Why is Miss Franny afraid of Winn-Dixie? | |
| Why did Miss Franny let Winn-Dixie in the library after Opal said “he’s a dog who goes to church”? | |
| Why were Opal and Miss Franny using the word “dog” many times in their dialogue? | |

## Express Understanding

How would the story change if the preacher said no to Winn-Dixie?

Think about how the story might be different if the preacher had not allowed Winn-Dixie to live in their home.

## Lesson 3

### Read

Read chapter seven of *Because of Winn-Dixie* by Kate DiCamillo.

- Answer questions 1–3 using chapter seven.

Read chapter eight of *Because of Winn-Dixie* by Kate DiCamillo.

### Understand

1. What new character did Opal interact with in chapter seven?

_____

_____

2. How does this character change how Opal feels about the library?

_____

_____

3. What type of interactions, or contact, has Opal had with Amanda Wilkinson so far?

_____

_____

### Express Understanding

Choose a character to analyze. Complete the Character Analysis Chart on the next page.

- Winn-Dixie (chapter five)
- Miss Franny (chapter seven)
- The preacher (chapters two and three)
- The store manager (chapter one)
- Amanda Wilkinson (chapter seven)

Character you chose: _____

| Character | Example or Quote | What the example reveals about the character |
|---|---|---|
| Character's words (look at dialogue) | | |
| Character's appearance (how the character looks) | | |
| Character's thoughts and/or feelings | | |
| What other characters say or feel about the character | | |
| Character's actions | | |

## Lesson 4

### Read

Review chapters six and seven as needed of *Because of Winn-Dixie* by Kate DiCamillo.

### Understand

1. Why was Miss Franny so scared by Winn-Dixie?

_____

_____

2. Why was she "acting all embarrassed"? How does the author show Miss Franny was embarrassed?

_____

_____

3. Opal says, "She looked sad and old and wrinkled." What happened to cause Miss Franny to look this way?

_____

_____

4. Why do think people sometimes look old and wrinkled even when they aren't very old?

_____

_____

5. What were Opal's feelings when she understood how Miss Franny felt? What words does the author use to describe Opal when she realized how Miss Franny felt?

_____

_____

_____

_____

6. Earlier in the story, Opal says that Winn-Dixie "has a large heart, too." What does it mean to have a large heart?

_____

_____

_____

7. What does Winn-Dixie do to show that he has a "large heart"?

_____

_____

_____

8. Opal and Miss Franny have three very important things in common. What are they?

_____

_____

9. Why is it important that Opal and Miss Franny have these things in common?

_____

_____

10. How does Miss Franny treat Opal?

_____

_____

11. How does Miss Franny make Opal think about other people?

_____

_____

## Express Understanding

How is Opal thinking and acting differently since she met Miss Franny?

_____

## Lesson 5

### Read

Read chapter nine of *Because of Winn-Dixie* by Kate DiCamillo.

### Understand

1. What new characters did Opal meet in this chapter?

_____

_____

_____

_____

2. How did Opal meet Gloria Dump?

_____

_____

_____

_____

3. What are some details we learned about Gloria Dump from their interaction?

_____

_____

_____

_____

Finding **text evidence** means going back into the text to look for details that support, or prove, your thinking. Good readers use the text to support their thinking. When we read, we think about asking and answering questions. Our answers should come from the text. We should reread texts or portions of texts to prove our thinking. When we do this, it is called finding **text evidence**.

Quote one:

> "She was old with crinkly brown skin. She had on a big floppy hat with flowers all over it, and she didn't have any teeth, but she didn't look like a witch. **She looked nice.** And **Winn-Dixie liked her.** I could tell."

Quote two:

> "And because **Winn-Dixie was looking up at her like the best thing he had ever seen**, and because the peanut-butter sandwich had been so good, and because **I had been waiting a long time to tell some person everything about me**, I did."

**Does Gloria Dump seem like a possible friend for Opal?**

In quote one, you read that Opal thinks Gloria Dump looks nice and Winn-Dixie likes her. In quote two, you read that Winn-Dixie was looking at Gloria like she was the best thing he had ever seen. You also read that Opal told Gloria everything about herself because she had been waiting to tell her story to someone. The answer to the question is yes, Gloria seems like a possible friend for Opal. The author has given details that show Opal is interested in becoming friends with Gloria, and Gloria is willing to be friends with Opal as well.

When you write or discuss texts, it is important that you let your readers or listeners know that you are using **text evidence**. By using a **text evidence** sentence stem, your audience will understand that you are supporting your thinking with evidence from the text.

Textual Evidence Sentence Stems:

- According to the text…
- ...because...
- On page ___ I noticed…
- The author stated…
- For instance…
- For example…
- One example of this from the text is on page ___ (the character)...
- On page ___ it says _____, so…
- The author states… so I think…
- In chapter ___ it says _____, so I know…
- One reason why…
- Based on what I read…

Quote three:

> "I went around a really big tree all covered in moss, and there was Winn-Dixie. He was eating something right out of the witch's hand. She looked up at me. 'This dog sure likes peanut butter,' she said. 'You can always trust a dog that likes peanut butter.'"

4. How does Gloria feel about Winn-Dixie being in her yard? Using quote three, answer this question using text evidence sentence starters.

_____

_____

_____

_____

## Express Understanding

Opal is meeting many people after meeting Winn-Dixie. How is her interaction with Miss Franny different from her interaction with Gloria Dump? Use evidence to support your thinking.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

## Lesson 1

### Read

Read *Owen and Mzee: The True Story of a Remarkable Friendship* by Isabella Hatkoff, Craig Hatkoff, and Dr. Paula Kahumbu.

- As you read, try to determine the **main idea** and the **key details** that support the main idea.

### Understand

**Vocabulary**

- **Context Clues: Context clues** are the words and phrases around the unknown word that gives us an idea of what the word might mean.

There are bold words in this text that we may not know, but should be able to determine using **context clues**.

> "It was soon clear that a rescue wouldn't be easy. Though the baby hippo was only two feet tall, he weighed a hefty 600 pounds and was slippery and strong. And the hippo was **alarmed** by all the human **commotion**. He broke through their nets and escaped from their ropes. Hours went by, and the **anxious** crowds of people who gathered to watch feared that the hippo could not be saved."

You can use **context clues** to help you figure out what **alarmed** means.

The hippo is **alarmed** because of all the people moving around it. The phrases, "human commotion" and "crowds of people" tell me the reason the hippo was **alarmed**. "Broke through their nets" and "escaped" tell me what the hippo did from being **alarmed**.

1. What is another word for **commotion**?

_____

_____

2. What clues or words in the passage help us understand the word **commotion**?

_____

_____

3. There are several words or phrases that help us know the meaning of the word **anxious**. Can you identify them?

_____

_____

4. What does it mean to be **anxious**?

_____

_____

**Vocabulary**

- **Main Idea:** The **main idea** of a text is the most important idea of the text. A **main idea** tells what the whole text is mostly about. The **main idea** is supported with details from the text that give more information about the **main idea**. The details are like building blocks that help us to build our thinking and identify the **main idea** of the text.
- **Key Details**: The **key details** of a text are the ideas that help us construct the main idea.

"People weren't sure where Owen should be taken next. They called Haller Park, an animal sanctuary about fifty miles away, near the city of Mombasa. Dr. Paula Kahumbu, the manager, immediately offered Owen a place to live there. She explained that he could never be returned to the wild. Since he was still a baby, he wouldn't have learned yet how to fend for himself. And he would never be welcome into another hippo pod—he would be seen as an intruder and attacked."

5. Complete the **Main Idea** column on the chart for the first section of text.

| Text Title | Main Idea | Key Details | Pictures/Text Features |
|---|---|---|---|
| "Owen was stranded alone on a reef." | | | |

How do we know what **key details** support the **main idea** of a nonfiction text?

The **main idea** of our text is: Owen would be welcome to live at Haller Park. The text listed several reasons why Haller Park would be a good home for Owen.

6. Complete the **Key Details** column for the first section of text in the chart above.
7. Complete the third column. You can add your own thinking—connections you have, inferences you made, or other information that you learned from the pictures or text features.

## Express Understanding

Complete all three columns for the other two sections of the text in the chart below.

| Text Title | Main Idea | Key Details | Pictures/Text Features |
|---|---|---|---|
| "Dr. Paula, Stephen, and Sabine were eager to help the orphaned hippo." | | | |

| Text Title | Main Idea | Key Details | Pictures/Text Features |
|---|---|---|---|
| "At first Mzee crawled away, but Owen wouldn't give up." | | | |

## Lesson 2

### Read

Reread *Owen and Mzee: The True Story of a Remarkable Friendship* by Isabella Hatkoff, Craig Hatkoff, and Dr. Paula Kahumbu.

### Understand

**Vocabulary**

- **Linking Words: Linking words** connect sentences, paragraphs, or ideas within a text. Some examples of **linking words** include:
    - First
    - Next
    - Then
    - And
    - Because
    - After that
    - Finally
    - A while later

In your text today, you are going to look for **linking words**.

> Over the next few days, Mzee continued to crawl away, and Owen continued to follow him. But sometimes it was Owen who would walk away from Mzee, and Mzee would follow. Bit by bit, Mzee grew friendlier.

1. What **linking words** and phrases do you see the author use in this excerpt, or text taken from the passage?

_____

_____

_____

_____

The author chose the words "**over the next few days**." This shows the reader that Owen had to be persistent to get Mzee's attention. Owen followed Mzee for more than just a few minutes. Then the author chose the word "**continued**." This is important because the reader sees that Owen didn't follow Mzee once or twice over the few days, but continued to follow Mzee, almost relentlessly. Then the author shifts the focus of the paragraph. The author says "**but sometimes**." This phrase shows the reader that Owen is not the only one doing the following in this relationship. Finally, the author chose the phrase "**bit by bit**" to describe Mzee accepting Owen. He didn't just wake up one morning and decide to be friends. It happened slowly over time in small steps.

How do authors use **linking words** and phrases to connect ideas?

The chart below shows a **linking phrase** and two ideas linked together by the phrase. There is also an explanation on how the phrase creates a vivid image for the reader.

| Word or Phrase | Ideas Connected Together | | Importance for the Reader |
|---|---|---|---|
| Over the next few days | Mzee crawled away | Owen followed Mzee | Owen followed Mzee for a long time, not just for a few minutes. It helps me see that Owen was persistent. |

## Express Understanding

Read the quotes below. Identify a **linking word** or phrase in each quote. Identify which two ideas the word or phrase connects, and determine why this connection is important to the reader. Record your responses in the chart on the next page.

- "For days, the people of Malindi tried to chase the hippos back up the river. But the hippos enjoyed grazing the grasses along the shore and in the villagers' yards."
- "Hours went by, and the anxious crowds of people who gathered to watch feared that the hippo would not be saved. . . . At last the rescuers towed the baby hippo toward land."
- "Meanwhile, Sabine and other workers prepared a large enclosure for Owen."

| Word or Phrase | Ideas Connected Together | | Importance for the Reader |
|---|---|---|---|
| | | | |
| | | | |
| | | | |

## Lesson 3

### Read

You will need *Owen and Mzee: The True Story of a Remarkable Friendship* by Isabella Hatkoff, Craig Hatkoff, and Dr. Paula Kahumbu in order to use the front cover.

Choose and read one section from *Unlikely Friendships for Kids* by Jennifer Holland.

- "The Dog and the Piglet"
- "The Orangutan and the Cat"
- "The Hippopotamus and the Goat"
- "The Deer and the the Dog"
- "The Iguana and the Cat"

### Understand

When you read a text, you should pay attention to the images, visuals and graphics that an author chooses to include. **Visuals** include illustrations, drawings, photographs, and other images or graphics that help add meaning to the text. These images help to contribute to your understanding of a text. When you read a text, and see images included with the text, you should ask yourself two questions. First, "What do I notice about this image?" There are times we can learn important facts, or the meaning of words, by looking at the images an author included. Also, we can ask, "How does this image help me to understand the text better?" We must examine or look closely at the images and note the important facts we should understand after looking at those images. Let's practice examining images in a text. Look at the cover of your text *Owen and Mzee: The True Story of a Remarkable Friendship*.

1. What do you notice or see in this image?

_____

_____

2. What do you notice about Owen? What do you notice about Mzee?

_____

_____

3. How does this image help you understand the text better?

_____

_____

_____

Read your selected section from *Unlikely Friendships for Kids* by Jennifer Holland.

4. What **visuals** did the author include to help you understand the text (illustrations, photographs, and other graphics)? Complete the chart below.

| Page Number | Description of Visual | How does the visual help you understand the text? |
|---|---|---|
| | | |
| | | |

5. What are the important details in the visuals of the chosen text?

_____

_____

6. What makes their friendship special or different?

7. How is their relationship similar to Opal and her friends in *Because of Winn-Dixie*?

## Express Understanding

Answer the following question by writing a paragraph.

How do images in a text contribute to my understanding of the text? Use evidence to support your thinking and write in complete sentences using text evidence sentence starters.

## Lesson 4

### Vocabulary Journal

1. Read your independent reading novel for 20 minutes.
2. Pick six words from the text that are important to the central idea or theme of the text.
3. Write the word in the left-hand column and write an original sentence using the word to summarize what you have read.

Title of independent reading book: _____

Today I started on page _____ and finished reading on page _____.

| Word | Sentences |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |

## Lesson 5

### Vocabulary Journal

4. Read your independent reading novel for 20 minutes.
5. Pick six words from the text that are important to the central idea or theme of the text.
6. Write the word in the left-hand column and write an original sentence using the word to summarize what you have read.

Title of independent reading book: _____

Today I started on page _____ and finished reading on page _____.

| Word | Sentences |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |

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## Lesson 1

### Read

Reread your chosen section from *Unlikely Friendships for Kids* by Jennifer Holland.

- "The Dog and the Piglet"
- "The Orangutan and the Cat"
- "The Hippopotamus and the Goat"
- "The Deer and the the Dog"
- "The Iguana and the Cat"

### Understand

**Vocabulary**

- **Main Idea:** The **main idea** of a text is the most important idea of the text. A **main idea** tells what the whole text is mostly about. The **main idea** is supported with details from the text that give more information about the **main idea**. The details are like building blocks that help us to build our thinking and identify the **main idea** of the text.
- **Key Details**: The **key details** of a text are the ideas that help us construct the main idea.
- **Images**: **Images** add information to a text and are **key details** that support a **main idea**. It is important as readers to notice **images** within a text and use the information from them to learn more from a text.

1. What did you learn from the visuals, or **images**, in your selected section?

_____

_____

_____

_____

2. What was the most important idea of the section you read?

_____

_____

_____

_____

### Express Understanding

Complete the **main idea** chart on the next page. Identify three **key details** from the text that support the **main idea** and explain how each detail helped you determine the **main idea**.

Main Idea

1st detail

2nd detail

3rd detail

| How does the detail show the main idea? | How does the detail show the main idea? | How does the detail show the main idea? |
|---|---|---|
| | | |

## Lesson 2

### Read

Reread your chosen section from *Unlikely Friendships for Kids* by Jennifer Holland.

- "The Dog and the Piglet"
- "The Orangutan and the Cat"
- "The Hippopotamus and the Goat"
- "The Deer and the the Dog"
- "The Iguana and the Cat"

### Understand

Remember the **main idea** of *Owen and Mzee: The True Story of a Remarkable Friendship.*

- Owen would be welcome to live at Haller Park.

The **main idea** was transferred to the organizer below.

| Noun | is<br>are | Category | that<br>who<br>which | General Fact |
|---|---|---|---|---|
| Owen | is | baby hippo | that | welcomed at Haller Park |

1. Transfer your main idea from *Unlikely Friendships for Kids* from the lesson one Express Understanding, to the chart below.

Main Idea Sentence

| Noun | is<br>are | Category | that<br>who<br>which | General Fact |
|---|---|---|---|---|
| | | | | |

2. Write the first key detail from the arrow in lesson one's Express Understanding in the organizer below.

Supporting Detail 1

3. Write an explanation for the first key detail from your main idea chart in the box below.
   Use one of the following evidence sentence starters for the Elaborations/Explanations/Examples.
   - According to the text…
   - For example…
   - On page ___ I noticed…

Elaboration/Explanation/Example 1

4. Complete the same steps for the second and third key details from lesson one. Remember to use evidence sentence starters for the Elaborations/Explanations/Examples.

Supporting Detail 2

Elaboration/Explanation/Example 2

Supporting Detail 3

Elaboration/Explanation/Example 3

5. Restate your main idea sentence in a different way for a conclusion. Use the information from the main idea statement above to close or end your writing.

Conclusion

## Express Understanding

Use your organizer above to write a paragraph about the main idea in your chosen section of *Unlikely Friendships for Kids.*

_____

_____

_____

_____

_____

_____

## Lesson 3

### Read

Take a picture walk through *Owen and Mzee: The True Story of a Remarkable Friendship* by Isabella Hatkoff, Craig Hatkoff, and Dr. Paula Kahumbu.

- As you look at the pictures, recall important events.

### Understand

As you look at the pictures, retell the important events. One of the first images is of a group of hippos. One important event is Owen lived with his family in a pod.

1. List two important events that happened in the story for Owen from *Owen and Mzee: The True Story of a Remarkable Friendship*.

_____

_____

_____

_____

_____

_____

2. List two important events that happened in the story for Mzee from *Owen and Mzee: The True Story of a Remarkable Friendship*.

_____

_____

_____

_____

_____

_____

3. List two important events that happened in the story for both Owen and Mzee from *Owen and Mzee: The True Story of a Remarkable Friendship*.

_____

_____

_____

_____

_____

_____

**Vocabulary**

- **Point of View:** a particular attitude or way of considering a matter
- **Perspective: Perspective** is a particular attitude toward or way of regarding something—a point of view. Different people see the same thing, or event, with different **perspectives**. For example, if you observe the world from a dog's **perspective**, you see through the dog's eyes. You would probably see a lot of knees and ankles from that **perspective**.

**Perspective**, or **point of view**, describes who is telling the story, who is giving the information, or one person's account of the events.

4. Who is giving the information in *Owen and Mzee: The True Story of a Remarkable Friendship*?

_____

_____

> "As soon as the ropes that held him were untied, Owen scrambled from the truck directly to Mzee, resting in a corner of the enclosure. Owen crouched behind Mzee, the way baby hippos often hide behind their mothers for protection. At first, Mzee wasn't very happy about this attention. He hissed at Owen and crawled away. But Owen, who could easily keep up with the old tortoise, did not give up."

5. What did Owen do? How did Mzee react? What do you think Mzee was thinking or feeling?

_____

_____

_____

_____

_____

_____

_____

## Express Understanding

When you rewrite an event from another's **perspective**, use the pronouns *I*, *me*, and *my* to speak as if you are speaking as the character.

**Main Event**: Owen left the truck and hid behind Mzee.

**Mzee's perspective**: "Why is that hippopotamus crowding my enclosure?" I thought to myself. "Go away, hippo!" I hissed at him and crawled away.

**Owen's perspective**: "Please! Help Me!" I screamed as I ran up to the old tortoise. "What are they doing to me?" I asked. "Go away, hippo!" he hissed at me and crawled away.

Rewrite the important events from Owen's point of view in the first column of the chart below. Rewrite the important events from Mzee's point of view in the last column of the chart. Only complete the boxes that are white and not gray.

| Owen's Point of View | Main Event | Mzee's Point of View |
|---|---|---|
| | Owen was separated from his family and stranded on a coral reef. | |
| | Villagers rescued Owen. | |

| Owen's Point of View | Main Event | Mzee's Point of View |
|---|---|---|
| | Dr. Paula Kahumbu and Stephen Tuei brought Owen to Haller Park. | |
| "Please! Help Me!" I screamed as I ran up to the old tortoise. "What are they doing to me?" I asked. "Go away, hippo!" he hissed at me and crawled away. | Owen left the truck and hid behind Mzee. | "Why is that hippopotamus crowding my enclosure?" I thought to myself. "Go away, hippo!" I hissed at him and crawled away. |
| | Owen followed Mzee. | |
| | Mzee would crawl away and Owen would follow. | |

| Owen's Point of View | Main Event | Mzee's Point of View |
|---|---|---|
| | Then Owen would walk away and Mzee would follow. | |
| | Mzee and Owen would eat together. | |
| | Now they are friends. | |

## Lesson 4

### Understand

What is the basic structure of a **paragraph**?

**Vocabulary**

- **Paragraph: Paragraphs** include a main idea sentence, 2–3 key details with elaborations, and a concluding sentence.

When you write a narrative, you tell a story. That means you have characters, a setting, a problem and solution, and a plot with a beginning, middle, and end. The chart below is one way to visualize a narrative paragraph.

The first section of the paragraph is red. It is meant to grab the reader's attention. This is your **introduction**. **Introductions** can be dialogue, sensory details, or even questions. The first sentence, or the **introduction**, is indented. Next, we see the **topic sentence**. This is where you use the narrative sentence frame to set up the paragraph. Your sentence must answer the following questions: who? what? when? where? why? and how? After the **topic sentence**, you should write about the first **event** in the story. Be sure to add dialogue between characters. Remember to use a variety of words for "said" when you write. There are two **events** listed in this paragraph. It is possible to have more than two major events in the paragraph. Finally, you see a **conclusion**. The **conclusion** of the paragraph wraps-up the paragraph with an opinion or a statement of feeling from either you or the character or characters in the story. As always, each sentence would begin with a capital letter and end with a punctuation mark—either a period, question mark, or exclamation point.

| Narrative Paragraph Structure |
|---|
| Introduction |
| Topic Sentence |
| Body: Event 1 |
| Body: Event 2 |
| Conclusion |

You are going to use this frame to create a writing from Mzee's point of view about their friendship.

To write an **introduction**, you can use sound words, dialogue, or a question to grab the readers' attention. I am choosing sound words in the example. I like to choose sound words because I like the visual it creates in my readers' heads as they read my writing. "Chomp, chomp. I was busy chewing on some delicious leaves one morning." Now the reader is imagining Mzee, or me, chewing on leaves and really enjoying them. This creates a more vivid picture for the reader instead of just saying, "I ate some leaves."

1. Write your own **introduction** to a narrative paragraph from Mzee's point of view in the chart below. Use one of the attention grabber strategies.

| Introduction |
| --- |
| **Example:** Chomp, chomp. I was busy chewing on some delicious leaves one morning. |
| |

Your sentence after the attention grabber is the **topic sentence**. This sentence tells the reader the characters, the setting and the problem. The easiest way to create this sentence is to answer the 5W +H questions: who? what? when? where? why? how? By answering these questions, we can easily tell the reader all that they will read about in the rest of the paragraph. All the details that follow must be centered around this **topic sentence**.

2. Write your own **topic sentence** from Mzee's point of view in the chart below. Be sure you answer who, did what, where, when, why, and how.

| Topic Sentence |
| --- |
| **Example:** A baby hippo nearly trampled me as I grazed on the leaves in my enclosure early this morning. |
| |

In an earlier lesson you thought through the multiple points of view in the text. You identified important events from the text and rewrote them from either Mzee's point of view or Owen's point of view. You also added some dialogue and extra descriptions when you rewrote the events. Let's look at our charts now. One of the first changes I made was the detail where Mzee hissed at Owen. I have that written from Mzee's point of view so I am going to add it to the first event sentence in the paragraph format. It's important to add dialogue with a variety of dialogue tags.

3. Write your own **body sentences** from Mzee's point of view in the chart below. Be sure to include dialogue in your body sentences.

| Body: Event 1 |
| --- |
| **Example:** "Why is that hippopotamus crowding my enclosure?" I thought to myself. "Go away, hippo!" I hissed at him and crawled away. |
| |

| Body: Event 2 |
| --- |
| **Example:** I realized this hippo, named Owen, was scared. "Owen, aren't you hungry?" I asked. "Without my mom, I don't know which leaves to eat," he cried. "Well, come here and I will show you," I said. "Eat these leaves. They sure are a tasty treat for me." |
| |

The final sentence in our paragraph is our **conclusion** sentence. The **conclusion** should give the reader a sense of closure. It can include your feelings or opinions, or the characters' opinion or feelings, for the events from the rest of the paragraph. It's the finishing touch on your paragraph.

4. Write your own **conclusion** sentence to the story of Owen and Mzee from Mzee's point of view in the chart on the next page.

| Conclusion |
| --- |
| **Example:** Owen continued to follow me around all night. “I guess he’s not so bad,” I thought to myself. We played a game of tag together to pass the time, then snuggled up for a nap. “It’s nice to have a good friend,” I smiled. |
| |

## Express Understanding

Write your narrative sentences below to form a paragraph.

## Lesson 5

### Vocabulary Journal

1. Read your independent reading novel for 20 minutes.
2. Pick six words from the text that are important to the central idea or theme of the text.
3. Write the word in the left-hand column and write an original sentence using the word to summarize what you have read.

Title of independent reading book: _____

Today I started on page _____ and finished reading on page _____.

| Word | Sentences |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |

This page was intentionally left blank.

## Lesson 1

### Read

Read chapters 10-12 of *Because of Winn-Dixie* by Kate DiCamillo.

### Understand

As you complete your independent reading, record notes on the graphic organizer below.

| Task | Response |
|---|---|
| 3<br>...interactions Opal had with other characters | |
| 2<br>...things that I found interesting. | |
| 1<br>..question that I still have. | |

## Lesson 2

### Read

Read chapters 13 and 14 of *Because of Winn-Dixie* by Kate DiCamillo.

### Understand

1. As you read chapters 13 and 14, you are going to take notes in the chart below. You are going to use a "Notice and Note" strategy. Read the guiding questions then stop and jot your responses.

| Guiding Questions | Answer and Example from Chapters 13 and 14 |
|---|---|
| How did Opal treat the Dewberry boys in chapter 13? | |
| What surprises you about Gloria Dump? | |
| What does Opal remember about her mother? | |
| What does Opal learn from Gloria Dump about judging others? | |

In earlier chapters, you noticed how the actions of the preacher moved the story forward by letting Opal have Winn-Dixie as a pet. You examined how Opal and Winn-Dixie's lives would have been different if the preacher had not moved to Naomi. Now, let's look at how more characters can contribute, or add, to the sequence of events in the story.

- Opal and Winn-Dixie visit Gloria Dump every day.
- Gloria shows Opal her tree of "ghosts."

2. Why did Opal wonder about her mama's "ghosts" when talking to Gloria?

_____

_____

3. Do you think Opal would have learned the same lesson with Miss Franny as she did with Gloria?

_____

_____

## Express Understanding

Put these events in order in the arrows on the next page and explain how each event moves the story forward.

- Gloria offers advice on judging others.
- Gloria becomes friends with Opal and Winn-Dixie.
- Gloria shows Opal her bottle tree of "ghosts".

## Lesson 3

### Read

Read the following section from chapter 13 in *Because of Winn-Dixie* by Kate DiCamillo.

- Start at "Okay," I said.
- Stop at "...like a ghost to me."

### Understand

> "When we got to a big old tree, we stopped… There were bottles hanging from just about every branch… all tied together with string, and some of them were clanking against each other and making a spooky kind of noise…
> "I said, 'Why are all those bottles on [the tree]?'
> "' To keep the ghosts away,' Gloria said.
> "'What ghosts?'
> "'The ghosts of all the things I done wrong'...
> "'But you're the nicest person I know.' I told her.
> "'Don't mean I haven't done bad things,' she said."

1. Why does Gloria have bottles on her tree?

_____

_____

_____

_____

2. Why is the tree important to Gloria?

_____

_____

_____

_____

3. What does Gloria mean by "Don't mean I haven't done bad things...."?

_____

4. How does the conversation between Gloria and Opal move the story forward?

> ... "'you got to remember, you can't always judge people by the things they done. You got to judge them by what they are doing now.'"

5. How does Opal feel about Gloria's past?

6. How does she feel after talking to Gloria Dump?

7. What lesson does Opal learn from Gloria at the bottle tree?

## Express Understanding

**Vocabulary**

- **Theme:** The **theme** in stories is what the text has to say about the main topic or idea of the text.

A **theme** is the meaning of the text—it is why we read the text and it is often why the author writes a text. It is meant to teach us about life and the way the world operates around us. A single text can have multiple themes.

What themes are starting to emerge in *Because of Winn-Dixie*? What lesson has Opal learned? What lessons should you, the reader, be learning from the text? How does Gloria's bottle tree help us understand the theme?

## Lesson 4

### Vocabulary Journal

1. Read your independent reading novel for 20 minutes.
2. Pick six words from the text that are important to the central idea or theme of the text.
3. Write the word in the left-hand column and write an original sentence using the word to summarize what you have read.

Title of independent reading book: _____

Today I started on page _____ and finished reading on page _____.

| Word | Sentences |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |

## Lesson 5

### Vocabulary Journal

4. Read your independent reading novel for 20 minutes.
5. Pick six words from the text that are important to the central idea or theme of the text.
6. Write the word in the left-hand column and write an original sentence using the word to summarize what you have read.

Title of independent reading book: _____

Today I started on page _____ and finished reading on page _____.

| Word | Sentences |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |

## Lesson 1

### Read

Read *Amos & Boris* by William Steig.

- As you read, think about how the illustrations help you to understand their friendship.

### Understand

> "During that time, they developed a deep **admiration** of one another. Boris **admired** the delicacy, the quivering daintiness, the light tough, the small voice, the gemlike radiance of the mouse. Amos **admired** the bulk, the grandeur, the power, the purpose, the rich voice, and the abounding friendliness of the whale."

1. Read the quote from *Amos & Boris*. What does the word **admiration** mean in this quote? Complete the chart below.

| Dictionary Definition | Synonym | Antonym | Meaning from Context |
|---|---|---|---|
| | | | |

2. Look at the illustration on the same page as the quote from question one. Why is it important that Amos is sitting on top of Boris?

_____

_____

3. Why does the author want to show you the **admiration** they feel for each other?

_____

_____

4. How does the illustration help you to understand the meaning of the word **admiration**?

_____

_____

5. Turn to the next page in the book, where Boris is delivering Amos to his home. Why is Boris smiling?

_____

_____

6. How does Amos' and Boris' **admiration** for each other on the previous page, prepare us for what we read on this page?

_____

_____

## Express Understanding

Write a paragraph to answer the following questions.

How do the illustrations in *Amos & Boris* contribute, or add, to the meaning of the text?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

## Lesson 2

### Read

Review the illustrations in *Amos & Boris* by William Steig.

### Understand

1. On the first two pages, how does the author convey, or tell, that Amos was fascinated by the sea?

_____

_____

2. Why do you think Amos includes a yo-yo and playing cards as "necessities"?

_____

_____

3. What adjectives, words that describe nouns, would you use to describe Amos, based on the first four pages?

_____

_____

4. On pages 7–9 how, does the author highlight the ways in which Amos was "full of wonder, full of enterprise, and full of love for life," as he is described on page five?

_____

_____

5. What actually causes Amos to fall off the boat?

_____

_____

6. Why do you think Boris is willing to go "out of his way" to return Amos to his home on the beach? Cite, or write, evidence from the text in your answer.

_____

_____

7. What lines on page 16 best summarize Boris' attitude toward Amos?

_____

_____

8. What lines on page 16 best summarize Amos's attitude toward Boris?

_____

_____

9. Using evidence from pages 17–19, describe the friendship that develops between Amos and Boris.

_____

_____

10. When Boris and Amos say goodbye on the last page (page 28), how is it similar to when they said good-bye the first time (on pages 18–19)?

_____

_____

## Express Understanding

**Vocabulary**

- **Theme:** The **theme** in stories is what the text has to say about the main topic or idea of the text.

A **theme** is the meaning of the text—it is why we read the text and it is often why the author writes a text. It is meant to teach us about life and the way the world operates around us. A single text can have multiple themes.

1. What lesson did you learn by reading *Amos & Boris*?

_____

_____

_____

_____

2. What is unique, or special, about Amos' and Boris' relationship?

_____

_____

_____

_____

3. How is the theme of *Amos & Boris* similar to the theme of *Because of Winn-Dixie*?

_____

_____

_____

_____

_____

_____

_____

_____

## Lesson 3

### Read

Read *Amos & Boris* by William Steig.

### Understand

**Vocabulary**

- **Cause:** A **cause** explains why an event happens.
- **Effect:** An **effect** explains what happened.

Authors sometimes organize text using **cause and effect** relationships.
When trying to find the **cause and effect** relationship in a text, it is sometimes easier to decide "what" has happened and then ask yourself "why" this event happened.
For example: The sun was hot so my ice cream melted. The **cause** is that the sun was hot. The **effect** is that the ice cream melted.

1. Complete the chart below. Read each **cause** in the first column and complete the second column by writing the **effect**.

| Cause<br>character traits/feelings/motivations | Effect<br>actions |
|---|---|
| Amos is curious about the sea. | (What does Amos do because he is curious about the sea?) |
| Amos is practical. | |
| Amos is distracted by the beauty of the things he sees at sea. | |

| Cause<br>character traits/feelings/motivations | Effect<br>actions |
|---|---|
| Amos is optimistic and patient. | |
| Boris is adventurous. | |

## Express Understanding

Write an informative paragraph that describes how the characters' feelings, traits, and motivations **cause** the main events of the story to happen. Be sure it includes details that connect to the theme and uses evidence sentence frames. Use the chart on the next page to organize your thoughts.

Supporting questions to consider:

- What happens in the beginning, middle, and end of the story?
- What causes those events to happen?
- How did Amos' thoughts cause his actions?
- How did Amos' traits cause his actions?
- How did Amos' feelings cause his actions?
- How did Amos' motivations cause his actions?

Main Idea Sentence

| Noun | is<br>are | Category | that<br>who<br>which | General Fact |
|---|---|---|---|---|
| | | | | |

Supporting Detail 1 (Event 1)

| |
|---|
| |

Key Details and Effects of Event 1

| |
|---|
| |

Supporting Detail 2 (Event 2)

| |
|---|
| |

Key Details and Effects of Event 2

| |
|---|
| |

Supporting Detail 3 (Event 3)

Key Details and Effects of Event 3

Conclusion (Restate your main idea sentence.)

## Lesson 4

### Vocabulary Journal

1. Read your independent reading novel for 20 minutes.
2. Pick six words from the text that are important to the central idea or theme of the text.
3. Write the word in the left-hand column and write an original sentence using the word to summarize what you have read.

Title of independent reading book: _____

Today I started on page _____ and finished reading on page _____.

| Word | Sentences |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |

## Lesson 5

### Vocabulary Journal

1. Read your independent reading novel for 20 minutes.
2. Pick six words from the text that are important to the central idea or theme of the text.
3. Write the word in the left-hand column and write an original sentence using the word to summarize what you have read.

Title of independent reading book: _____

Today I started on page _____ and finished reading on page _____.

| Word | Sentences |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |

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## Lesson 1

### Read

Read chapter 15 from *Because of Winn-Dixie* by Kate DiCamillo.

- As you read, think about how the characters' traits, feelings, and actions contribute to the events.

### Understand

> "And I got real good at holding on to Winn-Dixie whenever [thunderstorms] came. I held on to him and **comforted** him, just the same way he tried to **comfort** Miss Franny when she had her fits."

1. Read the quote from *Because of Winn-Dixie*. What does the word **comfort** mean in this quote? Complete the chart below.

| Dictionary Definition | Synonym | Antonym | Meaning from Context |
|---|---|---|---|
| | | | |

2. Reread the second paragraph in chapter 15. How does Winn-Dixie sit? Why does Winn-Dixie sit like this?

_____

_____

3. How does Winn-Dixie comfort Miss Franny?

_____

_____

4. What have you learned about Opal and her relationship with people?

_____

_____

5. Why does Winn-Dixie try to comfort Miss Franny?

_____

_____

6. What can you say about someone who wants to comfort someone else?

_____

_____

## Express Understanding

Write a paragraph to answer the following questions. Use your answers to the questions above and text evidence to support your answer.

- What does this interaction teach us about Winn-Dixie's character?
- What do Opal's relationships teach us about Opal's character?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

## Lesson 2

### Read

Read chapter 16 from *Because of Winn-Dixie* by Kate DiCamillo.

- As you read, consider Opal's interactions with other characters.

### Understand

1. As you read chapter 16, you are going to take notes in the chart below. You are going to use a "Notice and Note" strategy. Read the guiding questions then stop and jot your responses.

| Guiding Questions | Answer and Example from Chapter 16 |
|---|---|
| What story does Miss Franny tell Opal and Amanda? | |
| What was important about the story of Littmus? | |
| What do Opal and Amanda agree on in this chapter? | |

## Express Understanding

What did we learn about Opal's character in chapter 16? Consider how Opal, Amanda, and Ms. Franny interact. Be sure to use details about Opal's actions to describe her character.

## Lesson 3

### Read

Read chapters 17 and 18 from *Because of Winn-Dixie* by Kate DiCamillo.

### Understand

As you complete your independent reading, record notes on the graphic organizer below.

| Task | Response |
|---|---|
| 3<br>...interactions Opal had with characters | |
| 2<br>...things that I found interesting | |
| 1<br>..question that I still have | |

## Lesson 4

### Read

Read chapter 19 from *Because of Winn-Dixie* by Kate DiCamillo.

### Understand

> "I rode right past the Dewberrys' house. Dunlap and Stevie were playing football in the front yard and I was just getting ready to stick my tongue out at them; but then I thought about what Miss Franny said, about war, and I thought about what Gloria Dump said, about not judging them too hard. And so I just waved instead."

1. How did Opal previously behave with the Dewberry boys? What has changed in Opal?

_____

_____

_____

_____

2. Why is Opal being nicer to the Dewberry boys? Who is responsible for the change?

_____

_____

_____

_____

3. What lesson does Opal's change teach you, the reader?

_____

_____

_____

_____

> "I wondered who comforted [Gloria Dump] when she heard those bottles knocking together, those ghosts chattering about the things she had done wrong...
>
> And so I read the first chapter of *Gone with the Wind* out loud to Gloria Dump. I read it loud enough to keep her ghosts away. And Gloria listened to it good."

In chapter 15, Opal learned about Gloria's mistake tree and wondered who comforted Gloria. Remember, she wanted to read aloud to Gloria. Now, in chapter 17, Opal has checked out *Gone with the Wind* and is reading to Gloria loud enough to keep her ghosts away.

4. What does Opal mean when she says, "I read it loud enough to keep her ghosts away"?

_____

_____

_____

_____

> "I didn't go to sleep right away. I lay there and thought how life was like a Littmus Lozenge, how the sweet and the sad were all mixed up together and how hard it is to separate them out. It was confusing."

5. How does Opal explain that life is sweet and sad? How is Opal's life sweet and sad?

_____

_____

_____

_____

6. Choose a friend of Opal's: Miss Franny, Gloria, Amanda, or the Preacher. How is their life sweet or sad?

_____

_____

_____

_____

"I wanted to keep Otis company. I didn't want him to be lonely. Sometimes, it seemed like everyone in the whole world was lonely."

7. Opal values friendship and companionship. What actions does Opal take with her friends to show she values friendship and companionship?

_____

_____

_____

_____

_____

_____

_____

_____

## Express Understanding

**Vocabulary**

- **Companionship:** the state of spending time with someone or having someone to spend time with

Chapters 15–19 reinforce the value of **companionship**, a central theme in *Because of Winn-Dixie*. The characters explore their own sorrow and how coming together in the face of it brings them together as friends. All of the quotations you have looked at point toward **companionship** and how it is displayed in chapters 15–19. Use the note taker chart on the next page to record specific examples of **companionship** between Opal and each of the characters.

| Character | Chapter | Example of Companionship |
|---|---|---|
| Winn-Dixie | | |
| Miss Franny | | |
| Amanda Wilkinson | | |
| Gloria Dump | | |
| Dewberry Boys | | |
| Otis | | |

## Lesson 5

### Read

How is the value of companionship and the message that friends come from unexpected places conveyed through *Because of Winn-Dixie*?

This is a big question to answer! In lessons 1–4, you took notes about examples of friendship and companionship in *Because of Winn-Dixie*. You will use those notes, and the RACER strategy, to write a complete answer to this question.

### Understand

1. The "R" stands for **read the prompt**.
   What is the prompt?
   *How is the value of companionship and the message that friends come from unexpected places conveyed through Because of Winn-Dixie?*
   What key words from the prompt do I need to understand? List those keywords in the row with the "R."

2. The "A" stands for **answer the question**. What is the prompt asking? What is my response?
   In your notes, you can see that Opal read aloud to Gloria. She also wanted to stay with Otis so he doesn't feel lonely. She even chose to wave at the Dewberry boys instead of sticking her tongue out at them. From all of these details, and what you know about making friends, you can infer that Opal values friendship. The author must want the reader to learn that to make friends and keep friends, we must choose to be helpful and consider others' feelings. We need to go out of our way to do nice things for other people to show them that we value them and their companionship, or our time with them. I can use the words companionship, chapters 15–19, friends, and unexpected in my answer. My answer could look like this: **In chapters 15-19, the reader learns to value companionship and that when we go out of our way to do nice things for other people, we can find friends in unexpected places.**
   What did you learn about companionship? How does Opal show her friends that she values their friendship? Answer the questions in the row with the "A."

3. The "C" stands for **cite evidence** from the text. What evidence from the text supports my response in row "A"? List three examples of text evidence that supports your response under the "C."

4. The "E" stands for **elaborate** or explain the evidence.
   Now that you have listed your evidence, it is important to explain to your readers why those pieces of text evidence are important to the answer to the question.
   Why is each piece of evidence important? Write your answers under the "E."

5. The second "R" stands for **restate the topic sentence**.
   Every good paragraph has both an introduction and a conclusion. You composed your introduction when you wrote the topic sentence during step "A." To write the conclusion sentence, you will take your sentence from step "A" and restate it a little differently.
   How can you rewrite your topic sentence to include the same information? Write your response on the last "R" row.

| | | | |
|---|---|---|---|
| R | **Read the Prompt.**<br><br>List (or circle) the words from the prompt to be used in "A." | | |
| A | My **answer** is…<br><br>Flip the question to form a **topic sentence**. Avoid using "I think/I believe/I feel" etc. | | |
| C | **Cite evidence from the text.**<br><br>The author/text/passage says… | E | **Elaborate, or explain the evidence.**<br><br>This quote proves/shows/explains _____ because… |
| 1. | | 1. | |
| 2. | | 2. | |
| 3. | | 3. | |

| | |
|---|---|
| R | **Restate the topic sentence.** |

## Express Understanding

How is the value of companionship and the message that friends come from unexpected places conveyed through *Because of Winn-Dixie*?

Write in complete sentences, using your RACER chart to guide you.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

## Lesson 1

### Read

Read chapters 20–21 from *Because of Winn-Dixie* by Kate DiCamillo.

### Understand

As you complete your independent reading, record notes on the graphic organizer below.

| Task | Response |
|---|---|
| 3<br>...interactions Opal had with other characters | |
| 2<br>...things that I found interesting | |
| 1<br>..question that I still have | |

## Lesson 2

### Read

Read chapters 22–24 from *Because of Winn-Dixie* by Kate DiCamillo.

### Understand

**Vocabulary**

- **Figurative language: Figurative language** means saying something other than what is literally meant, for effect. A literal meaning is what the words in the phrase mean exactly. Authors use **figurative language** to make comparisons and to help create a word picture for their readers. **Figurative language** helps you to visualize what is happening in a text.

**Choosing Words and Phrases for Effect**

Writers choose words and phrases that will create a sensory-rich experience for their readers. They are aware of the power and effect of language choices. Writers may use **figurative language** to create this effect, or they may choose specific nouns, adjectives, and verbs to create an effect for the reader. Look at the following examples from *Because of Winn-Dixie*.

Circle the **figurative language** phrase in each sentence.

1. I looked around the room at all the different faces, and I felt my heart swell up inside me with pure happiness.

2. Outside, the rain had stopped and the clouds had gone away and the sky was so clear that it seemed like I could see every star ever made.

3. Otis laughed and strummed his guitar, and the flavor of the Littmus Lozenge opened in my mouth like a flower blooming, all sweet and sad.

### Express Understanding

You will write a summary of chapters 22–24. Focus on the following prompts in your summary.

- Who are the characters in the chapters?
- Who needs comforting?
- How are they comforted?
- Who comforts them?

Organize your summary by writing the events of chapters 22–24 in the chart on the next page.

| Somebody | Wanted | But | So | Then |
|---|---|---|---|---|
| | | | | |

Write your summary of chapters 22–24 below.

## Lesson 3

### Read

Read chapters 25–26 from *Because of Winn-Dixie* by Kate DiCamillo.

### Understand

1. At the party, why do you think Opal felt surprisingly happy to see Amanda?

_____

_____

_____

_____

2. What does Gloria Dump tell Opal about loving something? What do you think that means?

_____

_____

_____

_____

3. What was the real reason Opal was so upset when her father said they would have to stop looking for Winn-Dixie?

_____

_____

_____

_____

4. After the party, Opal goes to Gloria's mistake tree and tells her mother she won't miss her as much because her heart feels full. How has Opal's life changed to make her feel this way?

_____

_____

5. What did Dunlap do that surprised Opal? Why was this surprising to her?

6. How did Opal show that she wanted to be friends with Amanda?

## Lesson 4

### Vocabulary Journal

1. Read your independent reading novel for 20 minutes.
2. Pick six words from the text that are important to the central idea or theme of the text.
3. Write the word in the left-hand column and write an original sentence using the word to summarize what you have read.

Title of independent reading book: _____

Today I started on page _____ and finished reading on page _____.

| Word | Sentences |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |

## Lesson 5

### Vocabulary Journal

1. Read your independent reading novel for 20 minutes.
2. Pick six words from the text that are important to the central idea or theme of the text.
3. Write the word in the left-hand column and write an original sentence using the word to summarize what you have read.

Title of independent reading book: _____

Today I started on page _____ and finished reading on page _____.

| Word | Sentences |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |

## Lesson 1

### Culminating Writing Task: Brainstorming

Review the Culminating Writing Task Directions and the text *Because of Winn-Dixie* by Kate DiCamillo.

| Culminating Writing Task Directions |
| --- |
| How do Opal and another character from *Because of Winn-Dixie* interact and change through the series of events in the novel? What central message or lesson can we learn by reading *Because of Winn-Dixie*?<br><br>To answer these questions:<br><br>● Select two characters, Opal and one of your choice, from *Because of Winn-Dixie*.<br>● Describe how these characters interact with each other (e.g., they are friends, they are related, they do not get along, they help each other, etc.)<br>● Identify how each character looks, thinks, and acts at the beginning of the novel.<br>● Identify how each character looks, thinks, and acts at the end of the novel.<br>● Describe any differences or changes from the beginning to the end.<br>● Identify how these changes teach us a lesson we can learn from reading *Because of Winn-Dixie*.<br><br>Write an essay that answers the questions and demonstrates an understanding of the text. Provide examples from the story to support your explanation. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases, including linking words like *because, since,* and *for example*. |

### Understand

It is important to carefully read your writing prompt and prepare to write before you actually begin writing. As you prepare to answer the writing prompt, first review the texts that you read in this unit.

Graphic organizers often help us to organize our thoughts and ideas. Use the graphic organizer in the next section to organize your thoughts before writing your rough draft.

### Express Understanding

**Writing Prompt:** How do Opal and another character from *Because of Winn-Dixie* interact and change through the series of events in the novel? What central message or lesson can we learn by reading *Because of Winn-Dixie*?

We must learn to craft a compelling first sentence to catch the reader's interest and make them curious enough to read the essay. Use the examples below to help draft your **introduction sentence.**

- **Question** - One way to hook your reader is to ask a question. Asking a question to begin this essay may sound something like this, "How does Opal change and grow throughout *Because of Winn-Dixie*?"
- **Quotation** - Another hook to interest your reader is to begin the introduction with a quote from the text you will be analyzing. Let's use one that really shows a change in Opal, since that is the heart of my essay. We could try this: "'I looked around the room at all the different faces, and I felt my heart swell up inside me with pure happiness,' Opal said." She wasn't lonely anymore.
- **Definition** - Definitions are also a way to begin an expository essay. Since we will be analyzing character traits and theme, we could begin our essay by explaining what theme is. It might sound like this, "Theme, or central message, is the lesson a reader is supposed to learn. Opal learned several lessons in *Because of Winn-Dixie* that we, the readers, can learn too."
- **Setting** - Because our expository essay is discussing a text, we could begin the essay with the setting of the story. It could sound like this, "One hot summer in Naomi, Florida, a girl named Opal found a dog and named him Winn-Dixie. She learned a lot from Winn-Dixie that summer."

Write your own introduction statement below.

**Introduction Statement:** _____

_____

You are going to document your thinking about these prompts as you brainstorm. In the first row of the chart, you will examine Opal's character traits as the **first idea** you should write about in your essay. Within this idea you will also explain how Opal changes and discuss the lessons that she learned throughout the text. Next, for **idea two**, you will select another character. Write about the relationship this character has with Opal, the changes this character makes throughout the story, and the lesson this character learns or teaches. Finally, **idea three** is for discussion of the theme of the book.

Use the following chart to document your thinking.

| Idea | Explanations |
|---|---|
| **Idea 1**<br>Opal's character traits, how she changes, and the lessons she learns | •<br>•<br>•<br>• |

| Idea | Explanations |
|---|---|
| **Idea 2**<br>Another character's traits, how they change, and the lesson(s) they learn or teach | •<br>•<br>•<br>• |
| **Idea 3**<br>Central Message or Theme | •<br>•<br>•<br>• |

Conclusions should restate the introduction statement and conclude the essay. It rephrases your introduction instead of copying your introduction exactly.

Write your conclusion statement below.

**Concluding Statement:** _____

_____

## Lesson 2

### Culminating Writing Task: Draft

Review the Culminating Writing Task Directions.

| Culminating Writing Task Directions |
|---|
| How do Opal and another character from *Because of Winn-Dixie* interact and change through the series of events in the novel? What central message or lesson can we learn by reading *Because of Winn-Dixie*?<br><br>To answer these questions:<br><br>● Select two characters, Opal and one of your choice, from *Because of Winn-Dixie*.<br>● Describe how these characters interact with each other (e.g., they are friends, they are related, they do not get along, they help each other, etc.)<br>● Identify how each character looks, thinks, and acts at the beginning of the novel.<br>● Identify how each character looks, thinks, and acts at the end of the novel.<br>● Describe any differences or changes from the beginning to the end.<br>● Identify how these changes teach us a lesson we can learn from reading *Because of Winn-Dixie*.<br><br>Write an essay that answers the questions and demonstrates an understanding of the text. Provide examples from the story to support your explanation. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases, including linking words like *because, since,* and *for example*. |

### Understand

The graphic organizer from lesson one will become the body paragraphs for your essay.

| Introduction | Body Paragraphs | Conclusion |
|---|---|---|
| Strong expository essays begin with introductory sentences. The introductory sentence should hook your reader. The introduction also clearly states your answer in response to the essay question so that your reader will know what to expect as they read your essay. The | Using the graphic organizer from lesson one, your body paragraphs will include each of the three ideas and an elaboration. Each idea will be a new body paragraph.<br><br>Complete sentences that start with transition words such as: *according* | Restate your main idea sentence to provide a strong conclusion to your writing. |

| | | |
|---|---|---|
| introduction tells the reader what your explanations will include so that you can elaborate on them in the body of your essay. | *to the text*, *another idea*, and *finally*. | |

## Express Understanding: Draft Your Response

| Paragraph | Rough Draft |
|---|---|
| **Introduction:**<br><br>Include a compelling first sentence to catch the reader's interest.<br><br>Introduce your three ideas. | _____<br>_____<br>_____<br>_____<br>_____<br>_____<br>_____<br>_____<br>_____<br>_____<br>_____<br>_____ |
| **Body Paragraph 1:**<br><br>Idea 1 + Elaboration<br><br>Add a signal word in the gray box to begin your paragraph. | _____,_____<br>_____<br>_____<br>_____ |

| | |
|---|---|
| Examine Opal's character traits. Within this idea you will also explain how Opal changes and discuss the lessons that she learned throughout the text. | _____<br>_____<br>_____<br>_____<br>_____<br>_____<br>_____<br>_____ |
| **Body Paragraph 2:**<br><br>Idea 2 + Elaboration<br><br>Add a signal word in the gray box to begin your paragraph.<br><br>Select another character from the story. Write about the relationship this character has with Opal, the changes this character makes throughout the story, and the lesson this character learns or teaches. | _____, _____<br>_____<br>_____<br>_____<br>_____<br>_____<br>_____<br>_____<br>_____<br>_____<br>_____<br>_____ |

| | |
|---|---|
| | _____ |
| **Body Paragraph 3:**<br><br>Idea 3 + Elaboration<br><br>Add a signal word in the gray box to begin your paragraph.<br><br>Discuss the theme of the book. | _____, _____<br>_____<br>_____<br>_____<br>_____<br>_____<br>_____<br>_____<br>_____<br>_____ |
| **Conclusion:**<br><br>Restate your introduction sentence. | _____<br>_____<br>_____<br>_____<br>_____<br>_____<br>_____<br>_____ |

## Lesson 3

### Culminating Writing Task: Revise

### Understand

Read your rough draft out loud. As you read, listen for any places where information may be unclear or incorrect. Check off the parts that you know are in your essay.

- ❏ **Introduction Paragraph:**
  - ❏ Identify the introduction sentence by underlining it with a green marker or crayon.
    - ❏ Determine if you have a compelling first sentence to catch the reader's interest and make them curious enough to read the essay.
- ❏ **Body Paragraph 1:**
  - ❏ Determine if you have answered all parts of the writing prompt:
    - ❏ Does your first idea examine Opal's character traits, how she changes, and the lessons she learns?
    - ❏ Did you provide examples from the story to support your explanation?
- ❏ **Body Paragraph 2:**
  - ❏ Determine if you have answered all parts of the writing prompt:
    - ❏ Does your second idea examine another character's traits, how she or he changes, and the lessons she or he learns?
    - ❏ Did you provide examples from the story to support your explanation?
- ❏ **Body Paragraph 3:**
  - ❏ Determine if you have answered all parts of the writing prompt:
    - ❏ Did you discuss the theme of the book?
    - ❏ Did you provide examples from the story to support your explanation?
- ❏ **Conclusion Paragraph:**
  - ❏ Identify the conclusion sentence and circle it with a green marker or crayon.
    - ❏ Determine if your conclusion sentence makes a strong ending and restates your introduction sentence.

### Express Understanding

Make at least two revisions to your writing draft to improve your writing.

**Lesson 4**

## Culminating Writing Task: Edit

### Understand

1. Reread your first draft.
2. As you read, look for areas where you may have made errors in writing such as grammar, punctuation or spelling.

### Express Understanding

Use the Editing Marks chart below to indicate edits that you make to your draft. Use your pen to make the edits.

| Editing Marks | |
|---|---|
| Capital Letter | ≡ |
| New Paragraph | ¶ |
| Remove | ℘ |
| Add | ∧ |
| Check Spelling | sp ○ |

**Lesson 5**

## Culminating Writing Task: Final Draft

Use the next three pages to publish your writing. Be sure to include all improvements made during the revision and editing process. Review the writing rubric at the end of this packet to ensure that you are communicating your thoughts and ideas clearly and effectively.

| Culminating Writing Task Directions |
| --- |
| How do Opal and another character from *Because of Winn-Dixie* interact and change through the series of events in the novel? What central message or lesson can we learn by reading *Because of Winn-Dixie*?<br><br>To answer these questions:<br><br>● Select two characters, Opal and one of your choice, from *Because of Winn-Dixie*.<br>● Describe how these characters interact with each other (e.g., they are friends, they are related, they do not get along, they help each other, etc.)<br>● Identify how each character looks, thinks, and acts at the beginning of the novel.<br>● Identify how each character looks, thinks, and acts at the end of the novel.<br>● Describe any differences or changes from the beginning to the end.<br>● Identify how these changes teach us a lesson we can learn from reading *Because of Winn-Dixie*.<br><br>Write an essay that answers the questions and demonstrates an understanding of the text. Provide examples from the story to support your explanation. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases, including linking words like *because, since,* and *for example*. |

**Title:** _____

**By:** _____