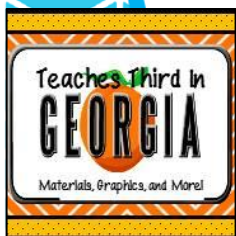


Because of
Winh Dixie

Common Core Literacy Unit

Includes
Lesson Plans
Graphic
Organizers
Writing Prompts
Chapter Tests
End of Unit
Facebook
Report

28 Days of
Plans!



Lesson Plans

Day One

Preview Book and Assemble Reading Journal Pages. Reading journals can be simple packets of stapled paper, a spiral or composition book, or you can copy the entire packet for your students .

Show the cover of Winn Dixie to the class. Ask students: "How does the picture explain the setting?" and discuss. Talk with students about how they will be recording their learning throughout this unit. Create a reading folder or section in a notebook for Winn Dixie. Paste in cover page, vocabulary page, and setting page.

Vocabulary: procedure

Read the first chapter and discuss "narrator" and identify WHO is telling the story. Fill out first setting (Winn Dixie) on the setting page and the characters of Opal and Winn Dixie on the character page.

Day Two

Vocabulary: missionary

Review the characters that were met in chapter one. Discuss new vocabulary word above and add to vocabulary organizer.

Read chapter 2 of text. Discuss previous day's setting introduction. Show students a picture of a trailer park.. When finished, give students a copy of the "How to Create a Character Profile page found here:

<http://margdteachingposters.weebly.com/senior-reading-responses.html> to staple or glue into their notebooks. Discuss how character traits show the personality of a person or animal. After reading chapter two, students should have a good grasp on what type of person/animal each of our two main characters are. Give them the "What do we know about.." sheet from unit. Have them do a character trait splash on this page using traits that describe both Winn Dixie and Opal. When finished, share out and paste into journals.

Add the preacher to the character page, trailer park to setting

Day Three

Vocabulary: muttering

Read chapter 3. Discuss Opal's life in detail. Do the Venn Diagram to compare and contrast your life with Opal's life. Add Vocabulary to organizer.

Day Four

Vocabulary: constellations

Read chapter 4. In this chapter, Opal learns ten things about her mother. When finished, **STUDENT JOURNAL ENTRY:** Have them pretend they are Opal and will write a letter to their mother telling her about their life in Naomi and all the friends they have met. Students can do a separate paragraph about each person.

Day 5

Vocabulary: congregation

Read chapter 5. Discuss meaning of new vocabulary word and add new setting to student journals. In this chapter, Opal prays at the end that she will find some friends because she feels like an outsider.

STUDENT JOURNAL ENTRY: Write about a time when you felt like an outsider. It could have been a time when you started a new school, grade level, or moved houses. How did you feel and what did you do to make your situation better?

Day 6

Review chapter happenings up to this point. Discuss vocabulary words and the different settings we have come across.

CHAPTER TEST Chapters 1-5

Students finish up any unfinished journal entries, assignments, etc.

Day 7

VOCABULARY- memorial, recalls

Read Chapters Six and Seven. Discuss fears and how they tend to change people's behaviors. Talk about things that the students are afraid of, Discuss how Mrs. Franny's fears caused her to change her behavior.

Add new Character (Mrs. Franny) and new Setting (Library) to students Winn Dixie journals.

STUDENT JOURNAL ENTRY- Students will need to write about a time when they were afraid of something.

Day 8

VOCABULARY-installment plan

Read Chapter 8 with each group. Discuss Sweetie Pie and her speaking patterns. Write down some of her grammatically incorrect sentences and have the students help you to find a better way to write those sentences.. At the end of the chapter, discuss how things have changed. Add Sweetie Pie and Amanda to Character Page

STUDENT JOURNAL ENTRY- At the end of the chapter, Opal says "I don't feel so lonely anymore.", Why is this? What things have changed in her life that have made her feel better?

Day 9

Vocabulary: Identical (add to organizer)

Read Chapter 9 with group. In this chapter, Opal meets Gloria Dump, the witch. Discuss with the students the characteristics that Gloria has that would lead the Dewberry Boys to think that she was a real witch. Lead students to recognize the phrase--"You can't judge a book by its cover". when meeting new people/trying things. Students will summarize the story up to this point by completing the "Ten Important Events" cut and sequence page. Go over at end of period.

Add the Dewberry Boys , Otis, and Gloria to character sheet. New Settings-Gertrude's Pets and Gloria's House

Day 10

Vocabulary: Green Thumb

Read Chapter Ten of Text. Add vocabulary to reading journals .**STUDENT JOURNAL ENTRY:** Opal has learned ten new things about her mother and told them all to Gloria during one of their talks. Have students write ten things they know about their mother in their own journals. Encourage the use of likes, dislikes, character traits, etc. Students can illustrate the page if they finish in time.

Day 11

Review Chapters 6-10, vocabulary

Test-Chapters 6-10

Day 12

Vocabulary-Pathological

Read Chapter eleven with group using varied reading strategies (read to self, partner read, choral read, read along, etc.) Introduce concept of discussion circles. Students will be working with specific opinions of the characters/actions shown in the story today. Put students into groups of 3 or 4 for discussion circles. Discussion questions for discussion circles: **Decide if you agree with befriending Gloria, Was it a good idea that Opal did Otis a favor by working for him? Do you agree with her doing the installment plan?** Give students the three questions to discuss, then come back together as a group and talk about each students' opinions.

Day 13

Vocabulary- Criminal

Read chapter 12 using varying reading strategies. Add Vocabulary to Journal. Discuss the meaning of opinions and how everyone has a different opinion about certain things. Talk about students opinions of Otis and the fact that he had been to prison.

STUDENT WRITING PROMPT-Opal learned that Otis had been in prison before. Should she continue being friendly or leave him alone? Why? Write for ten minutes and then discuss.

Day 14

Vocabulary-Routine, ignorant

Discuss vocabulary words and what it means to have a routine. Talk about different routines that the students may have.

Read Chapter 13. Discuss the routine presented in the chapter.

Assessment—Give students story strip sheet . They will retell the routine using details from the story and illustrate. Paste these into reading journal, folder, etc.

Day 15

Vocabulary: NONE

Read Chapter 14 with class. Make sure to discuss Gloria's advice to Opal about not judging others based on their past, but based on what they do. When finished, students write.

STUDENT WRITING PROMPT: Do you feel that Gloria's advice to Opal was good advice? Why? Tell about a time when you judged someone before you really knew them and then learned otherwise.

Day 16

Vocabulary-Harsh-Add to organizer

Read Chapter Fifteen as a whole group.

Review for test

Chapter 11-15 Test

Day 17

Vocabulary- Enlisted, Vermin

Read chapter 16. This chapter is mainly informational about Littmus Block. This chapter does not have a lot of text, but it contains a lot of information. When finished reading, have students assist in finding INFORMATIONAL details about Litmus W. Block and record those on the board or chart paper. When complete, students will use this information to write an informational paragraph about Littmus using details from the text.

STUDENT WRITING PROMPT- Write an informational paragraph telling about the life of Littmus up to the point where Mrs. Franny stops. Use details from the text.

Day 18

Vocabulary: manufactured, sensation

Begin reading Chapter 17-Read up to the point where Mrs. Franny hands Opal a Littmus Lozenge and stop. Discuss the fact that these candies are very special and they have a strange effect on those who eat them. Introduce new graphic organizer and add this to Reading Journal. Students will use this organizer to note the reaction that the different characters have to the Littmus Lozenges and why they have those types of reactions.

Finish the chapter once organizers are ready, have students complete the organizer for Amanda and Opal.

Day 19

Vocabulary-

Read Chapter 18- Only read the first five pages of the chapter, up through page 122. Discuss the preacher's reaction as well as Gloria's in great detail. Have students add the new reactions to the graphic organizer for the Littmus Lozenges. Remainder of chapter will be finished tomorrow.

Day 20

Vocabulary: melancholy (add to organizer)

Finish chapter 18 with students, reviewing yesterday's entries on the Littmus organizer. Talk with students about a time in their life when they have had sorrow or sadness and how they dealt with it.

STUDENT WRITING PROMPT: Littmus Lozenges taste like sadness. Would a Littmus lozenge taste sad if YOU ate one? Write about times when you were sad and how you began to feel better over time.

Day 21

Vocabulary: Read Chapter 19 from the book. Add new reactions to the Littmus Lozenge organizer.

In this chapter, we learn why Otis was arrested. When students have finished recording on the reactions organizer, have them do a quickwrite.

STUDENT WRITING PROMPT: Describe in detail what Otis did that was wrong enough to get him arrested. Do you think it was right or wrong that he was arrested? Why?

Day 22

Review vocabulary and discuss key highlights from past five chapters.

Chapter Test- Chapters 16-20

Day 23

Vocabulary: Shimmery

Read chapter 21. Briefly discuss the concept of visualizing while reading a story in order to enhance comprehension. Point out the scene for the party in particular. Have the students identify vivid details in the story that assist them in creating a mental picture of the scene.

Have students use their text and visualizing skills to recreate the party scene on Party time organizer. Once they have drawn the scene, they need to write descriptive paragraph about the party using vivid details.

Day 24

Vocabulary: NONE

Lesson- Read chapter 22 of text, focusing on various comprehension skills and discussion strategies. Introduce skill of cause and effect by discussing scenarios with students that include cause and effect. Introduce cut and paste activity--Students cut apart statements from the Winn Dixie story and glue them down with their corresponding effects.

Day 25

Vocabulary: crepe paper, downpour

Read chapter 23. This is the chapter where Winn Dixie gets lost.

STUDENT WRITING PROMPT: Write about a time when you lost something important to you. How did you feel and what did you do to find it? If you found it after all, how did you feel once it was returned?

Day 26

Vocabulary: None for this chapter.

Read Chapter 24-

Students will create a lost dog poster for Opal to post around town in order to find Winn Dixie. They will be responsible for using SPECIFIC details from the text to create these posters and make them visually attractive.

Day 27

Vocabulary: Potions, Wheezed

Read Chapter 25. Review vocabulary and details from last five chapters.

Chapter Test- Chapters 21-25

Finish up any assignments that have not been completed up to this point.

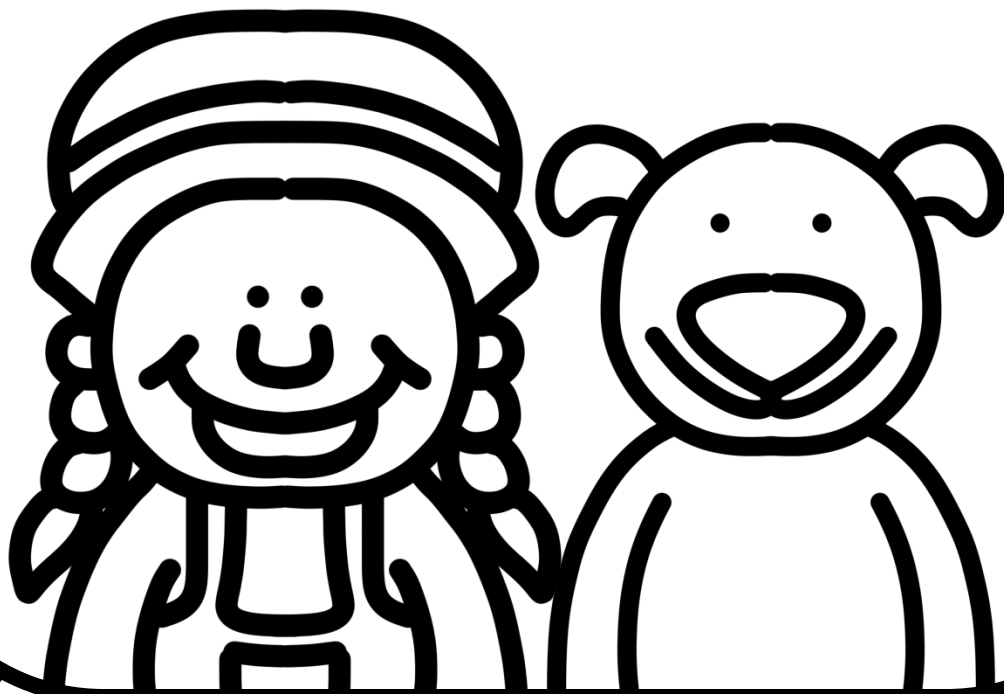
Day 28

Vocabulary: None

Read Chapter 26, finishing the book. As a final summarizing activity, give students the Facebook Report sheet. Have them complete it with details from the story. This would make an excellent Bulletin Board Display.

Because of
Winn Dixie

By:
Kate
DiCamillo





Vocabulary



Word	Definition



Vocabulary Page 2



Word

Definition



Characters

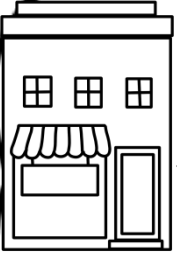


Each time we meet a new character, add their name to the list. Write a short description of that person and draw a picture.

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.
11.	12.

Settings

Each time the setting changes in the story, record it here.
Write down the name of the new setting and draw a picture
to illustrate it.



1

2

3

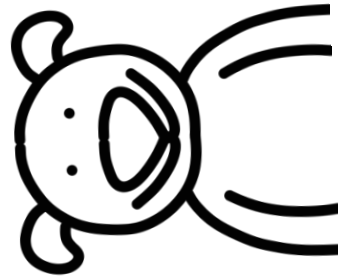
4

5

6

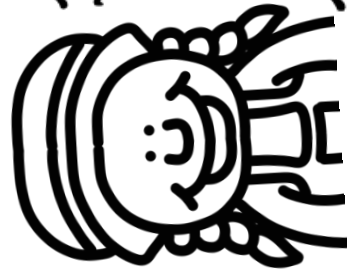
What do we know about...

Winn Dixie



Which character traits best describe Winn Dixie?

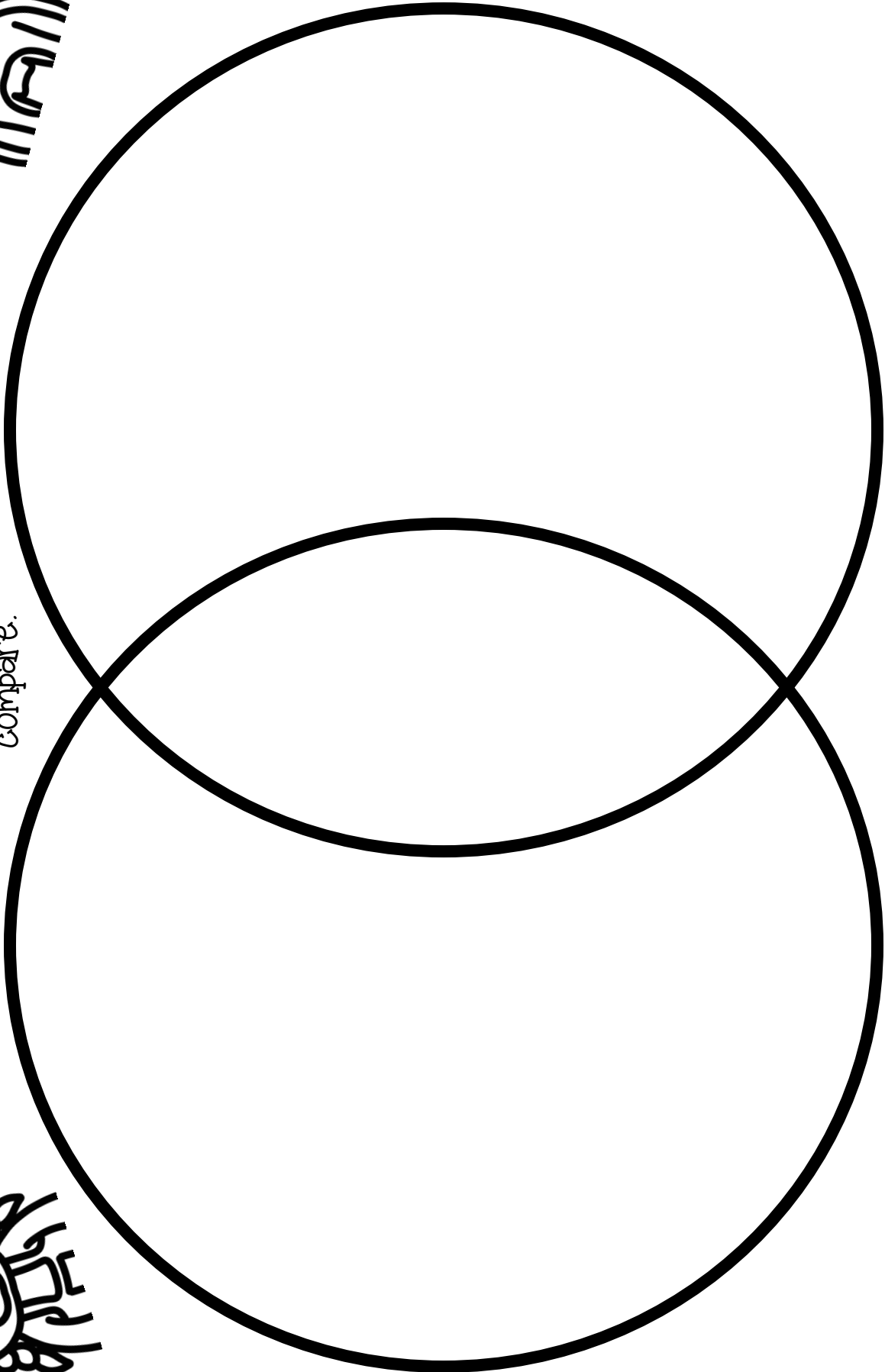
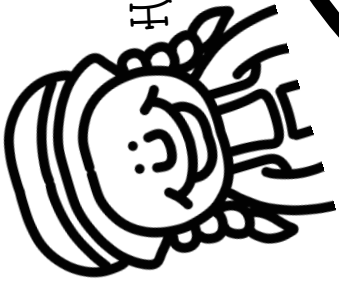
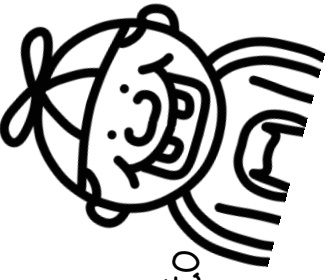
Opal



Which character traits best describe Opal?

How Do We Compare?

How are you and Opal similar and different? Use the Venn diagram to compare.



Ten Important Events

Cut apart each of the statements below. Put them in the order in which they happened in the book. Glue them in your reading journal in the correct order.

Winn Dixie is afraid to be left alone and howls all of the time.

Opal meets Sweetie Pie and gets invited to a party at her house.

Opal takes Winn Dixie to the library and he scares Mrs. Franny.

Opal is sent to the grocery store by her father.

On the way home, Opal is teased by the Dewberry Boys. Winn Dixie runs away.

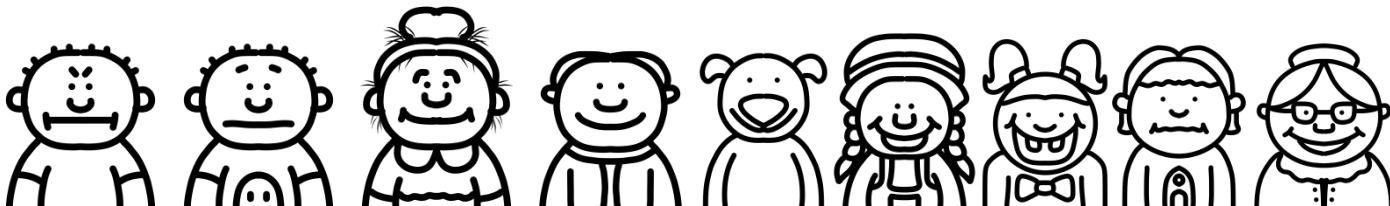
Chasing Winn Dixie, Opal meets Gloria Dump and learns that she is kind.

Opal visits Gertrude's pets, where she meets Otis and gets a job.

Opal's father agrees to let her keep the stray dog as a pet.

A stray dog comes in the store and makes a mess. Opal saves him.

Winn Dixie goes to church and catches a mouse during prayers.





Story Strip



Opal and Winn Dixie developed a routine that they followed almost every single day. Retell their daily actions using the story boxes below. Write what they do at each place and illustrate.

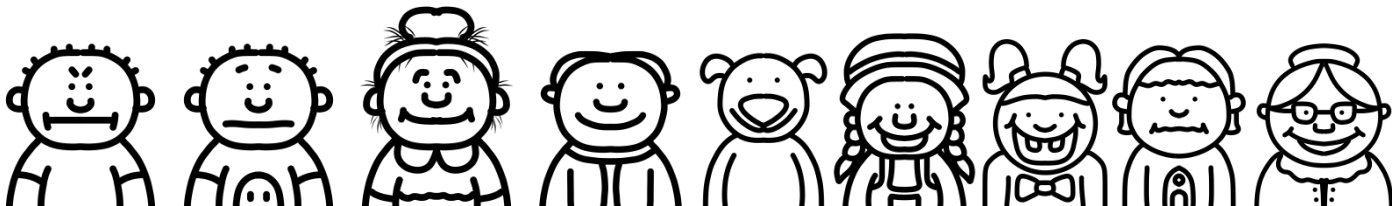
Five horizontal lines for writing.

Five horizontal lines for writing.

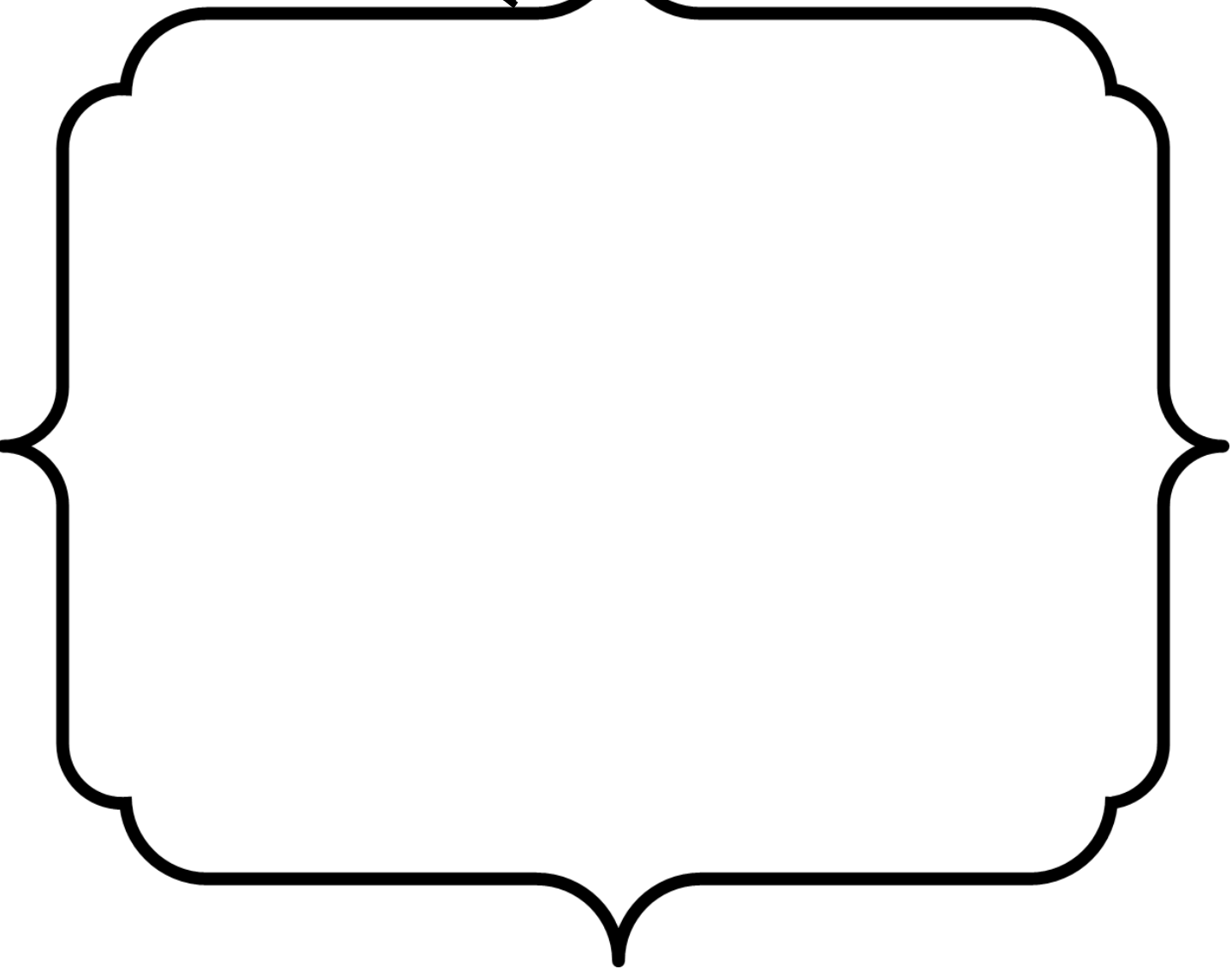
Five horizontal lines for writing.

Something Sweet..

Character from the Text	Reaction to Litmus Lozenge	What did it make them think of?



Party Time



Cause and Effect

Winn Dixie jumped up on the store manager and knocked him down.

The Bulonis are forced to take Winn Dixie to church, where he catches a mouse during prayer.

Winn Dixie is afraid when he is left alone at the house, so he howls loudly..

Winn Dixie became frightened and raced through the house, making a mess.

Opal desperately wants to get Winn Dixie a new collar to wear.

The store manager began to cry and wanted to call the dog pound.

A big thunderstorm came through Naomi, Florida late one night.

Opal volunteers to work at Gertrude's Pets in exchange for a collar.



Lost Dog



Blank rounded rectangular box for drawing or notes.

Name: _____

Description:

Likes:

Dislikes:

Character Traits:

Main Characters

Wall: Date: _____

Info: Author: _____

Notes: Picture or Chapter Book
(Circle One)

Friends (Minor Characters)

Title: _____

Fiction or Nonfiction?: _____

Realistic or Fantasy?: _____

News Feed: (Main Events)

Beginning-

Middle

End-

Location: (Setting)

Author's Purpose

Persuade

Inform


Entertain

Find me on



Sponsored Links

New Words with Friends
(Write 3 new words you learned)

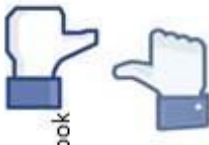


Surveys-R-Us
Did you like the book

Yes!

Kind of...

Nope!



ThemeWorks
What is the theme or moral of the story? What lesson is learned?

Writing Prompts.

Pretend you are Opal and write a letter to your mother telling her about your life in Naomi and all the friends you have met.

Write about a time when you felt like an outsider. It could have been a time when you started a new school, grade level, or moved houses. How did you feel and what did you do to make your situation better?

Write about a time you were afraid of something. What did you do to overcome that fear?

At the end of the chapter, Opal says "I don't feel so lonely anymore.", Why is this? What things have changed in her life that have made her feel better?

Opal has learned ten new things about her mother and has told them all to Gloria during one of their talks. Write ten things they know about your mother in your own journal. Include her likes, dislikes, and character traits.

Opal learned that Otis had been in prison before. Should she continue being friendly or leave him alone? Why?

Do you feel that Gloria's advice to Opal was good advice? Why? Tell about a time when you judged someone before you really knew them and then learned otherwise.

Write an informational paragraph telling about the life of Littmus up to the point where Mrs. Franny stops. Use details from the text.

Littmus Lozenges taste like sadness. Would a Littmus lozenge taste sad if YOU ate one? Write about times when you were sad and how you began to feel better over time.

Describe in detail what Otis did that was wrong enough to get him arrested. Do you think it was right or wrong that he was arrested? Why?

Write about a time when you lost something important to you. How did you feel and what did you do to find it? If you found it after all, how did you feel once it was returned?

Directions:

Keep this sheet of prompts in your journal. Each time you make a journal entry, cut out and glue the prompt in the corner of your paper.

Credits

Fonts: Rowdy in Room 300

<http://www.teacherspayteachers.com/Store/Rowdy-In-Room-300>



Graphics By
The 3 AM Teacher

<http://www.teacherspayteachers.com/Store/The-3am-Teacher>



Cover Lettering By:
Charlotte's Clips

<http://www.teacherspayteachers.com/Store/Charlottes-Clips>



Page Borders By
Rocky Creek Studio

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