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Overview:

Throughout this novel study, students will read the book *Because of Winn Dixie* by Kate DiCamillo in various settings. *Because of Winn Dixie* is about a girl named India Opal who moves to a new town and who takes in a dog she calls Winn Dixie. Throughout the story, Winn Dixie helps Opal meet new people, who teach her to not judge a book by its cover.

Throughout the unit, students will read daily as a whole class, in small groups, with a partner, and individually. As they read, students are asked to analyze the text using different reading strategies to help them understand and make connections to what they have just read, both individually and with their peers. Students will have the opportunity to share their insights with a partner and with the class to help others observe a new perspective towards the novel.

One reading strategy the class will use is a double-entry log, where students will fill in the plot of the story, make predictions of what will happen next, ask any questions that have come up, and make text to self and text to world connections. Through this strategy, students learn to look at the main parts of the section they have read. Finding and making connections with the story encourages students to engage and participate more with the story and class discussions. Another reading strategy is called “Say Something” where students will finish the sentence frame either orally or in writing to respond with what they have read in the story that particular day. Some of the sentence frames students can add on to are: *I predict that ______.*, *My connection to the story is ______*, *I wonder ______*, and *My question is ______*.

Throughout the unit, students will be encouraged to share their sentences and ideas with their peers, to help students find new ways to interact with the story.

As a class, we will be using the book *Because of Winn Dixie* to help students learn first and third person point of view, note taking, opinion writing, and finding the theme of the story. Using the novel will help students learn these new concepts in a fun and creative way. Students will also practice comparing and contrasting two different things as they compare and contrast the book with the movie.
Day One:

Common Core State Standards:

3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language
3.RL.6 Distinguish their own point of view from that of the narrator or those of the characters

Lesson Goals:

• Students will be able to learn about the characters we meet in the first three chapters of Because of Winn Dixie
• Students will use a dictionary to find the definition of three vocabulary words found in the text
• Students will take turns reading a section of the text aloud as a whole group

Materials:

• Journals
• Vocabulary Packet
• Because of Winn Dixie Book
• Double Entry Log
• Point of View Handout

Preparation:

• Put together vocabulary packets (3 pages) for each child (23)
• Make a class set of Double Entry logs (23)
• Make a class set of the Point of View handout (23)

Directions:

• Before we pass out our books, let’s get our new folders and journals. Show students how to fold back a page in their journal and have them turn to the next page and title it “Characters”
  o As a class, walk them through making a list of characters for chapters 1-3 in their journals
• Pass out vocabulary sheets/packet to each student. With the dictionary show the class how to find the definition of the word and write it down in the box.
  o Model the first 3 words with the class and have them copy the definitions.
  o Tell the class that next time they will be working with a partner to find the definitions of the vocabulary words.
• Pass out Because of Winn Dixie books (use captains). Once students have their books, excuse quiet pods to come sit on the rug to read chapters 1-3
  o Show the class the double entry log and encourage them to be thinking of the plot, any questions that come up, and any connections they can make to the story
• Have students follow along as I read chapter 1 aloud, pausing to ask clarifying questions
• Before starting chapter 2, explain popcorn reading to the class. They will read about one paragraph and then I will call on someone else to read next
As I call on different people to read, I will check their name off of my class roster to ensure that everyone has a chance to read.

- When done reading, excuse students back to their pods and pass out the double entry logs
  - Encourage students to write in complete sentences and in cursive
  - Before beginning, discuss what is going on in the story so far
    - Make a sequencing chart on the board of what has happened so far to help guide students as they begin writing about the plot on their double entry log
    - For the plot, students should write at least three sentences

**Assessment:**
- Informally take notes as students read and I observe their oral reading ability
- Students will complete their double entry log, describing the plot, asking any questions they may have about the story thus far, making connections with the story, and making a prediction based on what we read as a whole group
Day Two:

Common Core State Standards:
3.RL.2 Recount stories; determine central message, lesson, or moral and explain how it is conveyed through key details in the text.
3.RL.6 Distinguish own point of view from the narrator or those of the character
CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Lesson Goals/Objective:
- Students will be able to list the events of the story (the plot) on the Double-Entry Log.
- Students will be able to make and write down connections and predictions in complete sentences
- Students will be able to compare and contrast the book with the movie on the Venn Diagram
- Students will be able to determine if the story is written in first or third person point of view

Materials:
- Because of Winn Dixie movie (stop at 17:20)
- Chapters 1-3 Double Entry Log
- The book vs. The Movie Venn Diagram
- Point of View handout

Preparation:
- Have the DVD ready to play to save time (stop the movie at 17:20)

Directions:
- Students will review the first three chapters we read together on Monday orally
- Students will have time to add to their double-entry log.
  - Adding at least three sentences for the plot, a question, at least one connection they can make with the story or Opal, and make one prediction that will happen next in the story
  - Students will look back at this log after we read the next chapter to see if their prediction came true
- Hand out Compare and Contrast Venn Diagram. Tell the students that I will pause the movie every once in awhile for them to add any similarities or differences to their organizer. We will only watch the beginning section of the movie (chapters 1-3).
- Put on the movie, pausing every once in awhile to give students time to write down notes
  - After watching the whole section, give students a few minutes to discuss their comparisons with someone sitting next to them to see if they can add something to their organizer
  - After they have discussed their organizer, lead a discussion on the similarities and differences between the book and the movie, and what was in both
    - On the class Venn Diagram, try to write down two for each one
- If there is still time left, have students get into pairs to read chapter 4 with the say something strategy
o When students are done reading chapter 4, they need to pause to predict, ask a question, clarify something that was confusing for them, comment on an interesting event, and/or make connection with something that happened to a character
o Students can also add any new characters to their character list in their journal

Assessment:
• Students will fill out their Double-Entry log with the plot thus far, questions, connections, and predictions
• During and after the movie, the students will take notes comparing and contrasting Because of Winn Dixie the book and the movie (just chapters 1-3)
Day Three:

Common Core State Standards:
3.RL.2 Recount stories; determine central message, lesson, or moral and explain how it is conveyed through key details in the text.
3.RL.6 Distinguish own point of view from the narrator or those of the character

Lesson Goals:
• Students will be able to determine the point of view of the narrator of the story
• Students will be able to work cooperatively with a partner to read chapters 5-6.

Materials:
• Point of View Handout (class set)
• Chapter 4-6 Questions
• Because of Winn Dixie book

Directions:
• Today we are going to continue reading chapters 5 and 6 with a partner and discuss point of view.
• Before we read together, does anyone know what point of view is?
  o When an author writes a story, he or he must decide who is going to tell the story.
  o Authors can have a character in the story tell what happens, or they can have an outside observer tell the story.
  o Does anyone know the difference between first person and third person point of view?
    ▪ First person point of view is when a character in the story is the narrator. This character/narrator is telling the story.
      • The narrator uses the pronouns I, me, and we
      • In first person point of view, readers learn about events as the narrator learns about them
    ▪ Third person point of view is when the story is being told by an outside observer (someone who is not in the story).
      • The author uses the pronouns he, she, and they
      • In third person point of view, the author can tell about the thoughts, feelings, and actions of other characters
  o Pass out Point of View Handout (using captains)
    ▪ Have a student read the directions
    ▪ Pull a stick and have that person read the paragraph
    ▪ From what point of view is this written? (First person)
    ▪ What clues in the text tell you that it is the first person point of view. Have students write down the clues and circle the clue words that helped them
  o Tell students that they can work on the back page when they are done reading with their partner
• Pass out Because of Winn Dixie books and have one student remind us of what happened in chapter 4 from yesterday.
• Write down the Say Something Strategy on the board for students to refer to
  o After each chapter, students will pause to ask a question, make a connection, make a prediction, comment on what is going on thus far, and clarify something that they just read
  o Each person needs to say 2 things from the list of the board
• Have students get into partners (there will be one group of 3 if everyone is present)
  o Remind students to read quietly with their partners because there will be 12 groups reading at the same time
  o Also, they should whisper to each other when discussing the book
• Remind students that when they are done reading, they can complete the back of the point of View handout with their partner, circling the clue words that helped them
• If there is time left, I will ask the discussion questions for chapter 4-6 and students can write their answers in their journal in complete sentences

Assessment:
Students will complete their Point of View handout. After reading a paragraph from the story, the students will determine if it is written in the first or third person point of view
Day Four:

Common Core State Standards:
3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language

Lesson Goals/Objectives:
• Students will use a dictionary to find the definition of vocabulary words found in the text prior to reading
• Students will take turns reading in their small groups
• Students will work cooperatively in their small groups to answer their group’s question
• Students will be able to present their answer and discussion with the whole class

Materials:
• Journals (character list)
• Vocabulary Packet
• Because of Winn Dixie Book
• Chapters 7-9 Questions

Preparation:
• Students already have their vocabulary packets in their folders
• Each pod will get 5-6 dictionaries to find the definition of their vocabulary words

Directions:
• Before we move on to the next chapter in Because of Winn Dixie, can anyone tell me what they read in chapters five and six with their partners?
  o Give students about 5 minutes to share what they remember from what they read
  o It has been over a week, so I will give them some reminders if needed to refresh their memories
  o Chapter 6 ends with Miss Fanny getting ready to tell her story about the bear to Opal and Winn Dixie
• Have captains get their pod’s folders and journals, and give students a minute to set up their area for class
• Have students open their journals to their character list. Are there any other characters we have meet that we can add to our list?
  o Miss Fanny Block: Librarian
  o Dunlap and Stevie Dewberry: brothers (not twins)
  o Amanda Wilkinson: Opal’s age
  o Sweetie Pie Thomas: 5 years old
  o Can anyone tell me something they remembered about any of these characters?
• Have students set their journals to the side and get out their vocabulary packets
• We will be using the dictionaries to find the definition of 6 different words: peculiar, identical, pathological, roundabout, ignorant, and imitated
  o Have students echo read these words after you
  o Does anyone know what any of these words mean before we look them up?
I am going to give each pod a word to define. I will model one word for you.

- Repeat after me: pathological
- Have students watch as I will show them on the Apple TV how to use the dictionary to find the word we want to define
- Once I found the definition, I will write it down on my packet and have the students write the definition onto their own packet

I will give each partner a dictionary. I want you to work with that partner to find the definition of the word I give your pod. Once you find the definition, write it down on your paper and if there is time left, try to think of an antonym or a synonym for this word. I want everyone in your pod to know the definition because you never know who I am going to call on to share the definition with the whole class

- Have captains help you pass out the dictionaries to each partner. Give each pod a word to find and define. Have the pod repeat what word they are finding
- Give the class about 5 minutes to find the definition. (if needed, give them a few more minutes)
- Have the first pod, share their definition with the class, and write it down on the doc camera for the rest of the class to copy. Repeat this with each pod, calling on different people (using sticks) to share the definition

- Have captains help return the dictionaries and pass out the Because of Winn Dixie books.
- We will read chapters 7-9 in your pod, taking turns reading in a circle. Each person will read 2 pages. After you read the three chapters, each pod will have one question to answer within their pod. When you answer the question, use complete sentences. Read the five questions aloud before giving each pod their individual question
  - After every pod has finished reading and answering their question, each pod will share their answer to the class, who will write down the answer on their own handout.

- If there is time left in class, students can turn to their partner and use the “say something” strategy about the chapters they have just read. Students can write down what they said in their journal (titled chapters 7-9 Say something)

**Assessment:**

- Informally take notes as students read and I observe their oral reading ability
- Students will each answer the five chapter questions as pods share their answers with the class
- Students will use the dictionary accurately to find the definition of their vocabulary words
Day Five:

**Common Core State Standards:**

**3.RL.2** Recount stories; determine central message, lesson, or moral and explain how it is conveyed through key details in the text.

**Lesson Goals/Objective:**
- Students will be able to answer questions about the chapters they just read in complete sentences

**Materials:**
- Because of Winn Dixie book
- Chapter 7-9 questions
- Journals

**Directions:**
- Today we are going to read chapter 9 (7 pages) individually (pod three needs to finish reading chapter 8 individually also)
- After you read chapter 9, read your specific questions (if you are at pod 3, then you answer number 3, etc. everyone will also answer number 6)
  - On your handout, use complete sentences to answer your questions
- When you are done answering your questions, open your journal to a new page and title it *Chapter 9 Say Something*
  - I want you to choose 2 things from the list on the board to write about using complete sentences. (using these sentence frames as a guide)
    - My prediction is ________________.
    - My connection to this chapter is ________________.
    - I wonder ________________.
    - My question is ________________.
    - My favorite part of this chapter was when ________________.
- Once many of the students are done reading, encourage students to discuss their questions with their peers at their pods.
- As I circulate I will notice when pods/students are done answering the questions
  - When all the students are done, as a whole class go over the questions, pod by pod, calling on different students
- Encourage students to continue to make and find connections with the story and the characters

**Assessment:**
Students will answer questions in complete sentences using the book as a guide
Day Six:

Common Core State Standards:
3.RL.2 Recount stories; determine central message, lesson, or moral and explain how it is conveyed through key details in the text.

Lesson Goals/Objective:
• Students will be able to answer questions in complete sentences

Materials:
• Because of Winn Dixie book
• Chapter 7-9 questions
• Journals

Directions:
• Today we are going to review chapters 7, 8, and 9 with our chapter questions and then we will continue to read at least chapters 10 and 11 all together
• Have captains get the folders and give students time to organize their areas and get out their chapter questions (each student should have answered 2 questions from Thursday
  o Put a copy of the questions under the google doc
  o Give students 2 more minutes to finish answering their two questions if needed
• Tell the class that we are going to go through and answer each question and they need to add to their paper, so that every question has a complete answer
  o Ask _____ from pod 1 to read the question aloud and have someone else from that pod read their answer.
    ▪ Ask if anyone else would like to add to that answer
    ▪ As students are reading the answers, write down the answers on the master copy, giving the class time to write down the answer
  o Ask someone from pod 2 to read question 2 and ask someone else to read their answer, giving other students the opportunity to add to that person’s answer
  o Repeat this process for questions 3-5
  o I will read question 6 aloud, and anyone can raise their hand to answer it
    ▪ As students answer, write it down so students can add on to their own answers
• Have students clean up the area all the way to get ready to read (do not return folders because some students use nametags as reading tools)
  o Pass out winn Dixie books and have students turn to chapter 10
  o Excuse pods to come sit on the floor, remind them to sit near people that will not distract them from focusing on the story
  o Remind students what popcorn reading is and that I will be calling on students to read aloud and each person will read about a paragraph
• Begin reading chapter 10, checking of students as they read aloud to ensure that everyone has the chance to read
• Encourage students to continue to make and find connections with the story and the characters

Assessment:
• Students will answer questions in complete sentences using the book as a guide.
Day Seven:

Common Core State Standards:
3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
3. RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

Objective:
- Students will be able to read cooperatively with a partner.

Materials:
- Because of Winn Dixie Book
- Journal (character list)
- Double entry log in journal

Instructional Procedure:
- Today we are going to add to our character list, and read chapter 13 all together and then chapters 14 and 15 with a partner.
- Captains let’s get our folders and journals to set up our area for today.
- Once their areas are set up, have students get out their journals and turn to their character list.
  - Who are some characters we have met that we can add to our list?
    - Gloria Dump
    - Otis
    - Can anyone tell me anything special about these characters? What have learned about them so far? (we talked a little about this on Friday)
  - Give students a few minutes to add the characters to their list and discuss a few things we learned about each of these characters.
- Once students have written down the characters, take a few minutes to review what we read on Friday to get them prepared for today’s reading.
- Have students get out their journals to prepare their double entry log for chapters 13-15
  - On one side, students will write down the Plot and on the other side Predictions, Connections, and Questions
  - After reading, students can work with their partner to come up with 4 plot ideas from what they have read. (What conflicts arise for Opal? What has happened in these chapters that you have just read? Write down some of the most important parts) They can also share their predictions, connections and questions with their partners after writing them down.
- We are going to read chapter 13 all together to refresh our brains of what has happened so far, and then we will get with a partner to read chapters 14 and 15.
  - Students can sit at their desk while reading all together
  - After chapter 13, take a couple minutes to discuss 2-3 main things that happened (plot) and give students time to add this to their journal, along with a prediction, question, or connection
- Students will then get with a partner to read chapters 14 and 15 together. They will continue to read until they get to chapter 15 and then they will take 2 minutes to add a few plot ideas, predictions, connections, and questions to their log.
Students will add to their log after finishing chapter 15

- If there is still time left at the end of class, write down sentence frames on the board for students to use as we discuss as a whole group what we have just read
  - I predict __________.
  - I wonder ________.
  - I question __________.
  - The characters __________.
  - I would change __________.
  - I didn’t understand when _______.
  - Encourage students to try one of these sentence frames that they have not used before
  - Before calling on people, have students share their ideas using these frames with their partner
  - Have students raise their hand who wants to share some of their ideas

Assessment:
Students will read cooperatively with a partner, stopping to check for understanding
Day Eight:

Common Core State Standards:
3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events
3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Objective:
• Students will be able to define vocabulary words found in the story.
• Students will be able to answer questions to demonstrate understanding of the three chapters they have read.
• Students will read the novel individually, stopping to monitor their comprehension

Materials:
• Because of Winn Dixie Book
• Vocabulary Packet
• Journal
• Say Something Chart
• Chapter Questions

Instructional Procedure:
• Today we will review what we read on Monday and continue to read chapters 16-18 after writing down our vocabulary for our next set of chapters we are going to read.
• Have captains get their group’s folders and journals and give students a few min to set up their area and get out their vocabulary packet
• Once students have their vocabulary packets out, have them turn to the words notion and melancholy. Students will choral read the words after I read them aloud.
  o Ask if any students have any ideas what these two words mean
• With a dictionary, model how to use the guidewords to find the vocabulary word. Once I find the vocabulary word, read the definition aloud and copy it onto the vocabulary packet, giving students time to copy onto their own paper
• Now, captains are going to get one dictionary for each person at their pod and I want you to practice using the guidewords to find the second vocabulary word, writing its definition on your vocabulary packet
  o Circulate and assist any students who need guidance with using the dictionary
  o Have students make a pile of dictionaries on the empty desk when they are done to show that they are ready to move one
• Pull sticks and have that person read the definition they got for the second vocabulary word
  o Raise your hand if you wrote down a different definition than _________.
  o Write this definition down onto the master vocabulary packet
  o Have captains return the dictionaries
  o Review the definitions of the vocabulary words we just defined
• Today we will read chapters 16-18 on your own, but I want to show you what I want you to do when you are done with each chapter
  o Have students open their journal and title the next page “Chapters 16-18 Say Something” (showing students the Say Something Chart on the whiteboard)
  o After each chapter, each student will write one complete sentence completing one of the sentence frames on the chart
    ▪ Examples: I predict ______, I wonder ______, My connection is ________, I think __________.
  • If students have time after reading and writing Say Something in their journal, students can answer the chapter Questions in their journal

Assessment:
• Students will use the dictionary accurately to define vocabulary words prior to reading
• Students will answer questions to check for understanding and comprehension
Day Nine:

Common Core State Standards:

3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to text
3.RL.3 Describe characters in the story (traits, motivation, feeling); explain how actions contribute to sequence of events

Objective:

• Students will be able to read cooperatively in a whole group setting
• Students will be able to analyze a character

Materials:

• Because of Winn Dixie book (ch 18-20)
• Character Analysis poster
• Journals

Instructional Procedure:

• Before we read, let’s review what we read on Friday
  o We learned about Miss Franny’s great grandfather Littmus W. Block going to war and coming home to finding out his whole family died of typhoid fever. He created Littmus Lozenges because he wanted to bring more sweet into the world.
  o What is the special ingredient in the candy? (sorrow)
• Today we are going to continue to read chapters 18-20. While we are reading, be thinking of how you connect to the story and any of the characters.
• Have captains get the folders and journals, giving students time to prepare their area for class. Pass out books to each pod and have them pass them out, turning to chapter 18
• We are going to read all together today. Have students come to the rug with their book and a bookmark.
  o Start reading while students are quietly following along
  o After a page, call on a different student to continue, reading about a paragraph or two.
• After reading, ask if anyone was surprised by anything we read about today
• Have students return to their seats turn their bodies to the whiteboard facing the character poster.
  o As a whole class discuss the character Opal, filling in the Character poster
• As you are walking to back to your seat, I want you to think about this question.
  o Have this question written on a notecard or on the board: Does Opal remind you of anyone in your life? Who? Describe him or her.
    ▪ Opal reminds me of ________.
    ▪ Have them write 3-5 sentences describing this person
    ▪ After giving the class a few minutes to write, have the students turn and share what they have written with a partner
    ▪ As students are writing and sharing, circulate
    ▪ Ask if anyone would like to share what they have written
• Tell students that we are going to start working on our opinion essays this week based on the book
In your opinion, what would be the best emotion (sadness, empathy, or compassion) to put into a piece of candy and why?

We read today that Littmus W. Block put sorrow into his candies.

I want you to think about what emotion you would want in your candy, if you were created a candy factory.

Assessment:
- Students will analyze Opal based on what they have read and learned about her from the book.
Day Ten:

Common Core State Standards:
3.RL.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text
3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons

Objective:
• Students will be able to read cooperatively with a partner
• Students will be able to identify the themes found throughout the story
• Students will be able to find textual examples of the theme friendship

Materials:
• Because of Winn Dixie book
• Vocabulary packet
• Theme handout
• Journal
• Say Something chart

Instructional Procedure:
• Today, we are going to read chapters 21-23, but before we read let’s review what we read on Monday
  o Give students time to reflect back on what we read
  o We learned why Otis went to jail and who Carson was to Amanda Wilkinson. Also, Opal wants to have a big party at Gloria Dump’s house. Gloria wants Opal to invite the Dewberry brothers and Amanda to the party
• Let’s open our journals to where we starting writing about who Opal reminded us of. I am going to give you a few minutes to finish up your small paragraphs.
  o After a few minutes, have students turn to someone sitting next to them an share their paragraph
  o After partner sharing, ask if there are any students who would like to share their paragraphs. Have 2-4 students share their writing pieces.
• Today we are going to read with a partner chapters 21-23, this means we are also reading chapter 23 (before sending them to read, discuss the opinion prompt they will be discussing with their partner and what I want them to do after they read)
  o After each chapter, have students Say two things about what they just read, using the poster to guide them in what they are going to say
• After students are done reading with their partner, have students discuss the opinion prompt with their partner: *In your opinion, what emotion (sadness, empathy, or compassion) would be the best emotion to put into a piece of candy and why?*
  o Have students write this prompt/question in their journal, choosing one emotion and create a list of reasons why they think this emotion would be the best emotion to put into a piece of candy (can be bullet points, but needs to be in cursive)
  o In your opinion, what would be the best emotion (sadness, empathy, or compassion) to put into a piece of candy and why?
• In my opinion, _____ would be the best emotion to put inside a piece of candy. _____ is the best emotion because __________. Also, ________________.

• Once all students are working on the prompt, have students set their journals to the side. Now that we are almost done with the book, we are going to discuss the theme of the book. Does anyone know what theme means? (moral message or lesson of the story or the life lesson the author wants to teach you)
  o Now let’s think of our book *Because of Winn Dixie*, can anyone think of any lessons the author is trying to tell us about?
  o Some examples of common themes in books are *acceptance, courage, compassion, honesty, kindness, family, love, friendship and community*
  o Are there any themes that stick out from *Because of Winn Dixie*? (family, love, friendship, community)
    ▪ What did Opal learn about friendship?
    ▪ What did you learn about friendship from reading

• Pass out the Theme worksheet to each student, having them write in the title and the author. One theme that we are going to focus on today is friendship.
  o Now we are going to find three examples of friendship in the text, writing down the quote and the page numbers in the boxes
  o You can work with the person sitting next you to find text examples of friendship

• Before having the students begin, discuss “Friendship” throughout the book. Encourage students to find different examples than these to write down
  o Throughout the novel, Opal meets members in the community and builds relationships with them
  o The first friend she makes in Winn Dixie- she takes him home and makes him a part of her family
  o Later, she meets Otis, a depressed pet store manager, who give her a job
  o Opal also befriends Amanda who she originally thought was “pinch-faced” and not a nice girl

Assessment:
• Students will use the text to find examples of the theme friendship
• Students will read cooperatively with a partner, stopping to check for understanding and clarification throughout their reading
• Students will discuss and start writing their opinion paragraphs
Day Eleven:

Common Core State Standards:
3.RL.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text
3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons

Objective:
• Students will be able to write an opinion paragraph with three reasons to support their topic sentence
• Students will be able to identify one theme found throughout the novel

Materials:
• Journal
• Because of Winn Dixie book
• Theme handout
• Opinion prompt and handout
• Say something anchor chart

Instructional Procedure:
• Today is a big day! We are going to finish writing our opinion paragraphs about which emotion we would put into a piece of candy and share them with each other. Then we will come to the carpet with our books and finish reading the novel together as a group. If we have time, we will start talking about different themes found throughout the book.
• Have captains collect the folders and journals for their pod, giving students time to set up their area for class.
  o Students should turn to their opinion piece in their journal
  o Show opinion handout on doc camera to give some students a starting point who need it. For others, have them use this template to ensure that they have included everything they need in their opinion writing
• Give students about 15 minutes (depending on where they are) to finish their opinion paragraphs.
  o If there is time, have 1-2 students from each pod share their opinion paragraphs with the whole class
• Have captains help you pass out Because of Winn Dixie books and excuse pods to the floor to take turns reading the last three chapters of the books together using popcorn reading.
  o Call on different students to read about a paragraph, ensuring that each student gets a chance to read a part of the story
• After reading chapters 24-26, discuss the beginning, middle, and end of the story
  o Beginning: Opal sees the grocery store in disarray as a dog runs wild; she immediately claims the dog as her own and names him Winn-Dixie
  o Middle: Opal and Winn Dixie spend the summer meeting new people and sharing new experiences together
  o End: Winn Dixie helps Opal bring her new friends together and strengthen the relationship between Opal and her dad
• Dismiss pods back to their desks, putting the theme chart on the whiteboard
• Now that we are done with the book, we are going to discuss the theme of the book. Does anyone know what theme means? (moral message or lesson of the story or the life lesson the author wants to teach you)
  o Now let’s think of our book Because of Winn Dixie, can anyone think of any lessons the author is trying to tell us about?
    ▪ Some examples of common themes in books are acceptance, courage, compassion, honesty, kindness, family, love, friendship and community
  o Are there any themes that stick out from Because of Winn Dixie? (family, love, friendship, community)
    ▪ What did Opal learn about friendship?
    ▪ What did you learn about friendship from reading
• Pass out the Theme worksheet to each student, having them write in the title and the author. One theme that we are going to focus on today is friendship.
  o Now we are going to find three examples of friendship in the text, writing down the quote and the page numbers in the boxes
    ▪ You can work with the person sitting next you to find text examples of friendship
• Before having the students begin, discuss “Friendship” throughout the book. Encourage students to find different examples than these to write down
  o Throughout the novel, Opal meets members in the community and builds relationships with them
  o The first friend she makes in Winn Dixie- she takes him home and makes him a part of her family
  o Later, she meets Otis, a depressed pet store manager, who give her a job
  o Opal also befriends Amanda who she originally thought was “pinch-faced” and not a nice girl
  o Students can use these examples of a starting point as well to get them thinking about different forms of friendship or companionship

Assessment:
• Students will write an opinion paragraph answering the prompt: In your opinion, what is the best emotion (compassion, empathy, or sadness) to put into a piece of candy and why?
• Students will be able to find textual evidence to support the theme of friendship found in the novel
Day Twelve:

Common Core State Standards:
3.RL.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text

Objective:
• Students will be able to find textual evidence of the theme friendship throughout the novel

Materials:
• Theme handout
• Because of Winn Dixie book
• Journal

Instructional Procedure:
• Today we are going to finish and wrap up our Because of Winn Dixie novel study.
• Before we share some of our opinion paragraphs, I want to hear some of your reactions to then ending of Because of Winn Dixie.
  o Call on different students to share what they thought of how the story ended
• Have captains get the folders and journals, giving students time to set up their area and open their journals to their opinion paragraphs.
  o Ask if any students would like to share their opinions with the class, reminding students that it okay if students have different thoughts and opinions than their own.
  o Have 3-6 students bring their journals to the doc camera to read their opinion paragraphs to the class.
• Have students set their journals aside. Put the theme chart on the whiteboard
• Now that we are done with the book, we are going to discuss the theme of the book. Does anyone know what theme means? (Moral message or lesson of the story or the life lesson the author wants to teach you)
  o Now let’s think of our book Because of Winn Dixie, can anyone think of any lessons the author is trying to tell us about?
    ▪ Some examples of common themes in books are acceptance, courage, compassion, honesty, kindness, family, love, friendship and community
  o Are there any themes that stick out from Because of Winn Dixie? (Family, love, friendship, community)
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Throughout the novel, Opal meets members in the community and builds relationships with them.

- The first friend she makes in Winn Dixie - she takes him home and makes him a part of her family.
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- Opal also befriends Amanda, who she originally thought was “pinch-faced” and not a nice girl.

Students can use these examples of a starting point as well to get them thinking about different forms of friendship or companionship.

Assessment:

- Students will find three quotes and/or scenes from the story to show the theme of friendship in *Because of Winn Dixie* and write them down on their Theme handout.
Unit Reflection:

The students enjoyed reading *Because of Winn Dixie* everyday and never wanted to put the book down after reading the chapters for that particular day. They seemed to have fun reading in different settings and with different people, which brought variety to the novel unit.

I believe the students learned and understood various concepts in a more tangible way through the diverse strategies and class assignments. Throughout this unit, I was encouraged by how much the students truly enjoyed learning and making connections with the story in some way to encourage them to interact with the story more. Also, students felt comfortable to share their thoughts towards what they have read or to the book as a whole. The students were respectful and loved hearing new perspectives toward the story from their classmates.

This unit ended right before their district wide writing assessment, which was opinion writing. Writing their opinion on some aspect of the book was a fun way for students to have an introduction to opinion writing and what opinion means to them and their reader as they write their opinion paragraphs. I was quite impressed by their opinion paragraphs they wrote and the reasons they came up with to support their opinion.

If I were to teach this novel study in the future, I would try to make time for a final class project, where students are able to connect what they are reading to something in the world around them, and present it to the class. Also, I would incorporate other fun and interactive reading and writing strategies to assist students more at their level and push them to challenge themselves in both reading and writing.
Characters:

- India (Opal) Buloni
- Preacher (Opal’s father)
- Winn Dixie (dog)
- Miss Fanny Block (Librarian)
- Dunlap and Stevie (brothers)
- Amanda Wilkinson (Opal’s age)
- Sweetie pie Thomas (5 years old)
- Maria Lump (almost blind, fake teeth)
- Otis (work at Gertrude’s Pets) plays the guitar
**Because of Winn Dixie**  
Chapters One – Three

**Note-Taking: Double Entry Log**

*Directions:* As you read each chapter, use this double entry log to take notes. On the left, list the events of the story. Then on the right, list the questions you have, connections to your own life, and predictions of what will happen next.

<table>
<thead>
<tr>
<th>PLOT</th>
<th>QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opal found a dog in the Winn-Dixie store.</td>
<td>How long will the preacher stay?</td>
</tr>
<tr>
<td>Opal named the dog after the store. The manager felt like Opal was making fun of him (but she wasn’t). She preacher let her keep Winn-Dixie for 2 hours changing Winn-Dixie.</td>
<td>How does Winn-Dixie behave?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONNECTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>My dog smiles at me when I’ve seen a dog in a store and it wasn’t a service.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PREDICTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>I predict the preacher would cry when he tells Opal about her grandma. Winn-Dixie will get better.</td>
</tr>
</tbody>
</table>
**Note-Taking: Double Entry Log**

**Directions:** As you read each chapter, use this double entry log to take notes. On the left, list the events of the story. Then on the right, list the questions you have, connections to your own life, and predictions of what will happen next.

<table>
<thead>
<tr>
<th>PLOT</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Opal claimed Winn Dixie.</td>
<td>Is Opal going back to the grocery store?</td>
</tr>
<tr>
<td>Then Opal asked her dad if she can keep Winn Dixie. He said yes. Winn Dixie was talking to Winn Dixie.</td>
<td></td>
</tr>
<tr>
<td>Last, she asked her dad if she can have a pet about her mom. I love Winn Dixie.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONNECTIONS</th>
<th>PREDICTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>I want them to be there with them.</td>
<td>I predict that the preacher will like her mom.</td>
</tr>
</tbody>
</table>
Compare and Contrast the Beginning of the movie and the book:

The BOOK
- She went to the library.
- The beginning was very slow.
- The main character was introduced.

The MOVIE
- Girl didn't go to the library.
- The beginning was fast.
- The main character was introduced.

Both
- Looking at that, what will happen?
- The main character was introduced.
Say Something: Ch 16-17

1. I predict that Opal and Amanda will be best friends.
2. My question is who is Carson?
3. My connection to the story is that my grampa went to war but didn’t die and got a purple heart for saving a policeman.
4. I think that Gloria Dumps will like the candy and feel sad too.
5. I wonder why Amanda has a pinched face all the time.
In my opinion, sorrow would be the best emotion to put inside a piece of candy. Sorrow is the best emotion because it could remind you of something sad. It could help you understand other people's sadness. It could also help you understand other people. That is why I think sorrow is the best emotion to put in a candy.
In my opinion, compassion would be the best emotion to put inside a piece of candy. Compassion is the best emotion because then you will feel you need to help others who really need it. Another good reason is because then you don't feel sad if you are sad. Also, because then everyone will get along together and be happy. That is why I want to put compassion in my piece of candy.