Because of Winn ~ Dixie

by

Kate DiCamillo

Literature Guide Developed by Erika Schneider
for Elementary Solutions®


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Because of Winn-Dixie

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About This Literature Guide

Elementary Solutions is a division of Secondary Solutions, which was founded by Kristen Bowers in 2005. A high school English teacher, Mrs. Bowers grew frustrated and tired of trying to get by with lessons that did not meet her or her students’ needs, and decided that if grade-level appropriate materials were going to be available to her and other teachers, she was going to have to make them herself. Joined by a colleague with 21 years of full-time teaching experience in middle school and upper elementary, Secondary Solutions began, and has matured into a specialized team of intermediate and secondary teachers who have developed a set of materials unsurpassed by all others.

Completely Common Core Standards-Based, Elementary Solutions’ materials will guide teachers and students through the often arduous task of teaching (and learning) the standards that today’s students are expected to master, while enabling the teacher to continue to introduce great literature into the classroom, fostering a love of reading among students. Just as Secondary Solutions was created to address the concerns of the middle and high school English teacher, Elementary Solutions was started to address the concerns of those in the elementary school classroom.

Before the innovation of Elementary Solutions materials that were available often included unsuitable questions, unfocused activities, and frivolous, trivial, or even downright silly worksheets and activities, and most often, the standards were not addressed or even alluded to. Elementary Solutions provides all of the necessary materials for complete coverage of the literature units of study, including author biographies, pre-reading activities, chapter questions, graphic organizers, literary analysis, critical thinking activities, writing ideas, extension activities, quizzes, tests, alternative assessment, and so much more. Each Guide is designed to address the unique learning styles and comprehension levels of the students in your classroom, paying particular attention to Bloom’s Taxonomy of Educational Objectives. Our Guides also include teacher materials, as our focus is on helping you to teach the standards!

Our Guides can be used with whole-class instruction, small-group instruction, and are even effective enough to use with individual student-led instruction with little to no guidance from the teacher. You can hand out these materials in your classroom and feel confident that your students will be getting the instruction they need to be successful in state and local assessments.

As a busy teacher, you don’t have to waste time reinventing the wheel. You want to get down to the business of teaching! With our professionally developed teacher-written Literature Guides, Elementary Solutions has provided you with the answer to your time-management problems, while saving you hours of tedious and exhausting work. Our Guides will allow you to focus on the most important aspects of teaching—the personal one-on-one, hands-on instruction you enjoy most—the reason you became a teacher in the first place.

Elementary Solutions—The Solution is Elementary! ®

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How to Use Our Literature Guides

Our Literature Guides are based upon the Common Core State Standards, the National Council of the Teachers of English and the International Reading Association’s national English/Language Arts Curriculum and Content Area Standards. The materials we offer allow you to teach the love and full enjoyment of literature, while still addressing the concepts upon which your students are assessed.

These Guides are designed to be used in their sequential entirety, or may be divided into separate parts. Not all activities must be used, but the more activities and exercises you use, the more standards you will address with your students. Most importantly, you now have a variety of valuable materials to choose from, and you are not forced into extra work!

There are several distinct categories within each Elementary Solutions Literature Guide:

Teacher’s Guide—A variety of resources to help you get the most out of this Guide as well as the text you are teaching. The Teacher’s Guide includes a sample Teacher’s Agenda, Summary of the Play or Novel, Pre- and Post-Reading Ideas and Activities and Alternative Assessment, Writing Ideas, Rubrics, complete Answer Key and more. Look for the Teacher’s Guide at the end of this Guide. Pre-Reading Ideas and Activities are located at the beginning of the Guide.

Author Biography, Informational Texts, Historical Context—Articles, activities, and worksheets designed to address the exploration and analysis of informational texts.

Chapter Questions—Study questions designed to guide students’ comprehension either as they read the text, or after they complete a chapter. Challenge questions are higher-level questions that can be used for early finishers, to differentiate, or as extra credit.

Standards Focus—Worksheets and activities that directly address the content standards and allow students extensive practice in the areas of Literature, Language, and Writing. Standards Focus activities are found within every chapter or section.

- **Literature Standards Focus** activities focus on a specific Reading: Literature standard from the CCSS.
- **Language Standards Focus** activities focus on a specific Language or Reading: Foundational Skills standard from the CCSS.
- **Writing Standards Focus** activities focus on a specific Writing standard from the CCSS.

Quizzes and Tests—Quizzes are included for each chapter or designated section; final tests as well as alternative assessment are available at the end of each Guide.

We hope you can effectively utilize every aspect our Literature Guides have to offer—we want to make things easier on you! If you need additional assistance, please email us at customerservice@4elementarysolutions.com.

Thank you for choosing Elementary Solutions, where The Solution is Elementary®
Pre-Reading Ideas/Activities

1. Ask students to journal their response to the prompt: Have you ever been lonely? How did you handle this situation?

2. Ask students to journal their response to the prompt: Have you had a dog of your own or known a dog? Tell about some of the things you learned about having a dog or what the experience is like.

3. Ask students to journal their response to the prompt: Have you ever judged someone in a bad way, but then come to change your mind as you got to know them? Describe the situation in detail.

4. Ask students to journal in response to the prompt: Is it acceptable to dislike people based on first impressions? Explain why or why not.

5. Reach out to your local dog-training facility and have a service dog and its “owner” come into the classroom and do a demonstration.

6. Gather a selection of books about dogs. Display these books and give students time to read them.

7. Ask students to brainstorm what they know about Florida.

8. Teach students about the climate, environment, and culture of Florida.

9. Display pictures that show Florida’s geography and climate.

10. Show students pictures of various dog breeds and explain the traits of each breed to students.

11. Have students preview the book by examining the cover and back of the book. Ask students to make predictions about what the novel will be about.
Grief is the process that a person goes through after a loss. Although commonly associated with death, people grieve after many other types of losses, as well. For example, someone may grieve if they lose their health or lose their job. In addition, a person may grieve if a relationship with a friend or family member is severed, even if the person is still alive.

One psychologist, Elisabeth Kubler-Ross, describes five stages of grief. Her theory states that the first thing a person experiences is denial. They will think, “This can’t really be happening to me.” Then the second stage is anger, “Why is this happening? Who is to blame?” After that many people will try to bargain, “Make this not happen, and in return I will…. “ Then a person may experience depression, “I’m too sad to do anything.” Finally, a person will come to a stage of acceptance where they can feel at peace with what happened. Although these five stages of grief are common, the stages are not very rigid. Each person who experiences a loss grieves differently. Some have described the grief process as similar to a roller coaster, with a number of different ups and downs.

A person who is grieving experiences many different emotions. For some, the primary emotion will be sadness. For others, anger will be overwhelming. Often, people feel a deep sense of guilt because they regret the things they did not get to say to a loved one.

There is no timeline for the grieving process. Some people grieve quickly, while others may grieve for many years. When there is no closure on a loss the grieving process can be prolonged.

Although grieving is a painful process, there are ways that make coping with a loss easier. The single most important factor in healing from a loss is to have the support of other people. Many people find it helpful to turn to friends and family members as they grieve. For those who practice a religion, religious practices can provide deep solace during the grieving process. Others may talk to a therapist or a grief counselor. Finally, some people will benefit from participating in a support group where they can discuss their feelings.

While loss is an incredibly difficult thing to cope with, given time and support, most people will eventually be able to be deal with their loss.
Because of Winn-Dixie

Grief and Loss

Focus Skill: Reading Expository Writing for Main Idea

Directions: Using the article about grief and loss, answer the following questions by circling the answer where appropriate, or by writing your answer in complete sentences.

1. In the following sentence, what does the word “severed” most likely mean? “In addition, a person may grieve if a relationship with a friend or family member is **severed**, even if the person is still alive.”
   a. chopped off  b. continued  c. ended  d. pierced

2. In the following sentence, what does the word “prolonged” most likely mean? “When there is no closure on a loss, the grieving process can be **prolonged**.”
   a. shorter  b. extended  c. more painful  d. easier

3. Briefly describe each stage of grief. __________________________________________

4. Do all people grieve the same way? Give examples from the text to support your answer. __________________________________________

5. Describe one strategy that can help a person cope with a loss. ____________________________

6. Describe another event NOT included in the article that could trigger grief. ____________________________
Because of Winn-Dixie

Pre-Reading: Visual Discovery Teacher Notes

In this activity you will use the Google Art Project to display an image for students to analyze. You will then lead students in a discussion of the symbiotic relationship between humans and dogs. To complete this activity you will need a computer with Internet access and a digital projector. If you do not have these materials please see the alternate ideas below. You will begin by preloading the first image before students enter the room. The Google Art Project displays a random work of art when you first enter their site and it is not always school appropriate.

Procedures:

1. Before students enter the room, go to GoogleArtProject.com. Move your mouse to the top right corner of the screen and find the search bar. Enter in “The Order of Release” on the search bar.

2. Click on the thumbnail to get to the larger image titled “The Order of Release 1746” by Sir John Everett Millais.

3. Now you are at a point where students can examine the image. From this point on you do not need to worry about encountering inappropriate images or content.

4. Display “The Order of Release 1746” so that all students can see it. You can use the thumbnail image on the right titled “Explore” to zoom in on different parts of the painting.

5. Explain to students that they will be looking at this image to think about the relationship between humans and dogs. Explain that they will be answering questions about the image, but that many of the questions may not have a right or wrong answer. Explain to students that their thinking and observations are what matter.

6. Have students examine the image and answer the questions related to the image.

7. Use the questions to lead students in a discussion of this image. After all questions have been discussed, proceed to the next image.

8. Proceed up to the search bar in the top right. Search for “The Countess of Effingham.”

9. Click on the thumbnail to get to the larger image titled “The Countess of Effingham with Gun and Shooting” by George Haugh.
10. Display “The Countess of Effingham with Gun and Shooting” so that all students can see it. You can use the thumbnail image on the right titled “Explore” to zoom in on different parts of the painting.

11. Have students examine the image and answer the questions related to the image.

12. Use the questions to lead students in a discussion of this image.

13. Have students read the article about the relationship between humans and dogs. Have students answer the questions that follow it.

14. Explain to students that dogs and humans help each other. Tell students to look for examples of this in the book they are about to read.

Images

“The Order of Release 1746” by Sir John Everett Millais

“The Countess of Effingham with Gun and Shooting” by George Haugh

Alternate Ideas

If you do not have a digital projector, you can download the pictures ahead of time and print copies out for students to examine. To download the pictures, go to images.google.com. Search for the titles of the paintings. Download the pictures and then print. These images are much lower resolution than the ones in the Google Art Project, but they will allow students to get the main idea of the activity.
Because of Winn-Dixie

Pre-Reading: Visual Discovery

Directions: In this activity you will examine two paintings. You are looking at these paintings to discover the symbiotic relationship that humans and dogs have with each other. As you look at each painting, you will want to use all your powers of observation. Look very carefully at each part of the painting. Some of the questions below do not have a right or wrong answer. Answer these questions on a separate sheet of paper in complete sentences, based on your observations and your thoughts.

“The Order of Release 1746” by Sir John Everett Millais

1. What do you think the man on the left wearing red is doing? What do you think his job might be?
2. How is the person with the arm in the sling feeling? How can you tell?
3. Why do you think the person with his arm in the sling is feeling this way? What is happening in this scene?
4. What do you think the relationship is between the man with the sling and the woman and the child?
5. Describe what the dog is doing.
6. Who do you think this dog belongs to? Does he belong to the man in the red, the man in the sling, the woman, the whole family, or someone else? Explain your thinking.

“The Countess of Effingham with Gun and Shooting” by George Haugh

1. What does it look like the woman is holding? Based on what she is holding, what activity might she be doing?
2. Where do you think the woman is? What can you see in the background of the painting?
3. Describe what the dogs are doing.
4. Do you think these dogs might be helping this woman? Explain what clues helped you come to that decision.
Because of Winn-Dixie

Humans and Dogs

Directions: Now that you have examined the relationship between humans and dogs, read the following passage to find out more about this relationship.

People and dogs have shared a special relationship for thousands of years. Sometimes this relationship is described as being symbiotic. In a symbiotic relationship two species help each other and both benefit from it. People provide dogs with food, shelter, exercise, and attention. In return, dogs provide people with many things. First, dogs can become a part of a family and make people feel very loved. Second, dogs can help keep people safe. Dogs will often bark if a stranger comes too close. Dogs can also bark and tell their owner if there is something dangerous like a fire nearby. Finally, dogs can help humans do work. In the past, people hooked dogs up to sleds for transportation through the snow. Dogs can be used in hunting. They can sniff out animals, and they can also retrieve animals. Humans and dogs can be very helpful to each other.

1. Name two ways that people help dogs. ____________________________
   ____________________________
   ____________________________

2. Name two ways that dogs can help people. ____________________________
   ____________________________
   ____________________________

3. Using your own experience and knowledge, explain one other way that dogs can help people. ____________________________
   ____________________________
   ____________________________

4. Summarize, in one sentence, the relationship between humans and dogs. ___
   ____________________________
   ____________________________
   ____________________________
Because of Winn-Dixie

Author Biography: Kate DiCamillo

Kate DiCamillo is the award-winning author of books such as *Because of Winn-Dixie*, *The Tale of Despereaux*, *Tiger Rising*, and *The Magician's Elephant*. Although Kate DiCamillo mostly writes for children, she thinks of herself as a storyteller for people of all ages.

DiCamillo was born in Philadelphia, but lived there only until she was five years old. As a young child, Kate suffered from pneumonia. Pneumonia is a painful infection of the lungs. Because of Kate’s pneumonia, she moved with her family to Florida when she was five years old. Although the warmer weather helped her health, she was sick for most of her childhood. Since she was sick as a kid, she spent a lot of time reading. DiCamillo says that she had to use stories to teach herself about the world, since she was often too ill to leave the house.

DiCamillo attended college at the University of Florida. While she was in college, Kate was often told that she was a good writer. She began to dream of being a writer, but did not go into writing when she was finished with school. After college, DiCamillo spent ten years working jobs she did not like. While she was working at those jobs, she kept thinking about becoming a writer, but did not spend time writing. Although she did not write during this time, she learned a lot about the world from these jobs. She says she learned what it feels like to be an outsider.

Eventually, Kate DiCamillo moved to Minnesota and started to write again. DiCamillo took a job at a book warehouse and was working on the third floor where the children’s books were kept. She started to read the children’s books and realized that those were the books she wanted to write. That winter was one of the coldest winters ever in Minnesota, and DiCamillo was homesick for Florida. DiCamillo was also lonely because she didn’t have a dog. Lonely and cold, DiCamillo decided that she could write a story set in Florida with a dog as one of the main characters to help get her through the winter. The story she wrote is *Because of Winn-Dixie*.

*Because of Winn-Dixie* won the Newbery Honor in 2001. DiCamillo has now become a full time writer. DiCamillo tries to write two pages a day. She says that she never wants to write, but is always happy that she has written. Since *Because of Winn-Dixie*, DiCamillo has written four other novels, eight chapter books, two picture books, and one short story. One of those novels, *The Tale of Despereaux*, won the Newbery Award, the highest award for children’s books.
Author Biography

Focus Skill: Reading Expository Writing for Cause & Effect

Directions: Using the article about Kate DiCamillo, answer the following questions in complete sentences. Support your answers with direct evidence from the text when appropriate.

1. What was one result of the pneumonia that DiCamillo had as a child? ____________________________

2. What was one positive effect of the dead-end jobs that DiCamillo worked at during her twenties? ____________________________

3. What was one positive effect of the cold winter that DiCamillo lived through in Minnesota? ____________________________

4. Kate DiCamillo faced many challenges in her life. Describe these challenges and explain the similarities in the way she approached each problem. ____________________________

5. If you had a chance to interview Kate DiCamillo, what two questions would you ask? ____________________________
Because of Winn-Dixie

Vocabulary List

Directions: Below is a list of vocabulary words from each chapter of the novel. Look up the definitions for each word and keep your list for future reference.

Chapter 1
hind (9)
concerned (9)
trotting (10)

Chapter 2
missionary (13)
exception (15)
fortunate (16)
limping (17)
matted (18)

Chapter 3
situation (21)
twitched (22)
intended (23)
nudge (25)

Chapter 4
judge (28)
constellations (28)

Chapter 5
howled (31)
motto (32)
pews (33)
ought (33)
skidding (36)

Chapter 6
selecting (41)
positive (42)
trembling (42)

Chapter 7
consisted (45)
prideful (45)
peculiar (47)
snatched (49)
recalls (49)
grand (50)

Chapter 8
handsome (52)
installment plan (53)
irritating (53)
trustworthy (55)

Chapter 9
hollered (61)
overgrown (61)
crinkly (63)
thumped (64)
busted (65)

Chapter 10
nodding (68)
amazed (71)

Chapter 11
whimpering (72)
barreling (74)
pathological (75)
terrorized (76)

Chapter 12
snake charmer (81)
criminal (84)

Chapter 13
arrange (88)
figured (88)
cooped up (89)
shame (90)
refresh (90)
ignorant (91)
roundabout (91)
Chapter 14
imitated (92)
meantime (96)
harsh (97)

Chapter 15
hagged (98)
fit (99)
protecting (99)
chattering (100)

Chapter 16
enlisted (104)
fitting (105)
vermin (106)

Chapter 17
sensation (110)
fortune (111)
manufactured (111)
lozenge (112)
sorrow (114)

Chapter 18
mentioned (119)
hunching (121)
melancholy (121)
idle (125)

Chapter 19
nerve (129)
on account of (130)

Chapter 20
aching (134)
slammed (135)
theme (141)

Chapter 21
frisky (143)
swollen (145)
shimmery (145)
screchy (148)

Chapter 22
shuffled (150)
amuse (151)
appreciate (153)

Chapter 23
tetery (156)
squawked (157)

Chapter 24
drizzle (164)

Chapter 25
plumb (170)
settled (174)

Chapter 26
leaning (182)
echoed (182)
Because of Winn-Dixie

Vocabulary List with Definitions

Chapter 1
hind - situated at the back, especially of a bodily part
cconcerned - worried, troubled, or anxious
trotting - moving at a pace faster than a walk; running slowly

Chapter 2
missionary - a person sent on a religious mission, especially one sent to promote Christianity in a foreign country
exception - a person or thing that is excluded from a general statement or does not follow a rule
fortunate - materially well off; prosperous; rich
limping - walking with difficulty, particularly because of a damaged leg or foot
matted - tangled into a thick mass

Chapter 3
situation - a set of circumstances in which one finds oneself
twitched - gave a short, sudden jerking or convulsive movement
intended - planned that something will function in a particular way
nudge - touch or push something gently or gradually

Chapter 4
judge - form an opinion or conclusion about
constellations - groups of stars forming recognizable patterns

Chapter 5
howled - cried loudly in pain, fear, or anger
motto - a short sentence or phrase chosen to express the beliefs of an organization
pews - long benches with a back, placed in rows in the main part of a church to seat people
ought - used to indicate an expected state; should
skidding - sliding, typically sideways on slippery ground as a result of stopping or turning too quickly

Chapter 6
selecting - carefully choosing the best or most suitable
positive - with no possibility of doubt; clear and definite
trembling - shaking involuntarily, typically as a result of anxiety, excitement, or frailty

Chapter 7
consisted - composed or made up of
prideful - the quality of having an excessively high opinion of oneself or one’s importance
peculiar - strange or odd; unusual
snatched - quickly grabbed something in a rude or eager way
recalls - brings a fact, event, or situation back into one’s mind especially to recount it to others
grand - magnificent and imposing in appearance, size, or style

Chapter 8
handsome - well made, imposing, and of obvious quality
installment plan - an arrangement for monthly or weekly payments
irritating - causing annoyance, impatience, or mild anger
trustworthy - able to be relied on as honest and truthful

Chapter 9
hollered - gave a loud shout or cry
overgrown - covered with plants that have been allowed to grow wild
crinkly - full of creases or wrinkles
thumped - hit something heavily
busted – broken, cracked, or smashed

Chapter 10
nodding - lowering and raising one’s head slightly and briefly to show understanding or agreement
amazed - surprised greatly; filled with astonishment

Chapter 11
whimpering - making a series of low, weak sounds expressive of fear, pain, or unhappiness
barreling - moving fast, often carelessly
pathological – obsessive; excessive
terrorized - created and maintained a state of extreme fear and distress in someone; filled with terror

Chapter 12
snake charmer - an entertainer who appears to make snakes move by playing music
criminal - a person who has committed a crime

Chapter 13
arrange - put things in a neat, attractive, or required order
figured - thought, considered, or expected to be the case
cooped up - confined in a small space
shame - make someone feel embarrassed or humiliated
refresh - give new strength or energy to; reinvigorate
ignorant - lacking knowledge or awareness in general
roundabout - not following a short, direct, or obvious route

Chapter 14
imitated - copied a person’s speech or mannerisms
meantime - meanwhile
harsh - unpleasantly rough or jarring to the senses
Chapter 15
hog - keep or use all of something for oneself in an unfair or selfish way
fit - a sudden attack of convulsions or loss of consciousness
protecting - keeping safe from harm or injury
chattering - talking rapidly or incessantly about trivial matters

Chapter 16
enlisted - enrolled in the armed services
abiding - lasting a long time; enduring
vermin - parasitic worms, insects, or animals

Chapter 17
sensation - a physical feeling or perception resulting from something that happens to
or comes in contact with the body
fortune - a large amount of money or assets
manufactured - made or produced on a large scale using machinery
lozenge - a small medicinal tablet that dissolves in the mouth
sorrow - a feeling of deep distress caused by loss, disappointment or other
misfortune suffered by oneself or others

Chapter 18
mentioned - referred to something briefly and without going into detail
hunching - raising one’s shoulders and bending the top of one’s body forward
melancholy - a feeling of pensive sadness, typically with no obvious cause
idle - without purpose or effect; pointless

Chapter 19
nerve – one’s courage and sense of purpose when facing a demanding situation
on account of - because of

Chapter 20
aching - sore; throbbing with pain
slammed - shut forcefully and loudly
theme - a setting given to a leisure venue or activity intended to suggest a particular
country, historical period, culture, etc.

Chapter 21
frilly - decorated with trimmings or similar ornamentation
swollen - bloated; inflated; larger or rounder in size
shimmery - shiny with a soft sparkly light
screechy - loud, harsh, piercing

Chapter 22
shuffled - walked by dragging one’s feet along or without lifting them fully from the
ground
amuse - provide interesting and enjoyable occupation for someone
appreciate - recognize the full worth of
Name ________________________________

Chapter 23
teetery - moving or balancing unsteadily
squawked - made a loud, harsh noise

Chapter 24
drizzle - light rain falling in very fine drops

Chapter 25
plumb - to a very high degree; extremely
settle - sit or come to rest in a comfortable position

Chapter 26
leaning - resting for support on or against someone or something
echoed – repeated an idea, feeling, style, or event
Because of Winn-Dixie

Background: Allusions, Unique Terminology, Sayings, Slang

One reason Because of Winn-Dixie has been so popular is that it is a very universal book; one does not need much background knowledge to read or understand it. That being said, there are occasional allusions and slang in this book that students might not be familiar with.

Winn-Dixie (p. 7): Winn-Dixie is a grocery store that is found in many Southern states.

Baptist Church (p. 13): Baptists are a Christian denomination. Baptist Churches in the Southern United States tend to be evangelical.

“couldn’t make head nor tail” (p. 27): This idiom means that a person does not understand something at all.

Palmetto trees (p. 45): This is commonly known as a palm tree.

War and Peace (p. 48): War and Peace is an epic novel by the Russian author Leo Tolstoy. It is one of the longest novels ever written.

Johnny Tremain (p. 51): a children’s novel set in Boston during the American Revolution. Although it is a Newbery Award winning book, many modern students find it to be a difficult read.

“Thick black hair slicked back like Elvis Presley’s” (p. 54): Elvis was one of the most popular singers in the 20th century. He had a distinctive look and was well known for his thick black hair.

“fixing to” (p. 65): This expression is common in the Southern US, meaning “about to”

“I seen that” (p. 84): A common informal way of saying “I saw that.”

Fort Sumter (p. 104): Located in Charlestown Harbor in South Carolina, Fort Sumter was the location of the first battle in the Civil War in 1861.

typhoid fever (p. 108): Typhoid fever is a bacterial disease transmitted by the ingestion of contaminated food or water. Prior to advances in hygiene, typhoid fever killed many people.

Gone with the Wind (p. 116): This novel by Margaret Mitchell tells the story of Scarlett O’Hara as she goes from being the spoiled daughter of a rich plantation owner at the beginning of the Civil War to a poverty-stricken woman fighting for survival at the end of the Civil War.
Because of Winn-Dixie

Note-Taking: Double Entry Log Sample Page

**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.

This sample page is based Chapter One of Little Red Riding Hood.

<table>
<thead>
<tr>
<th>PLOT</th>
<th>QUESTIONS</th>
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<tbody>
<tr>
<td>A little girl, Red Riding Hood, was told to go see her grandmother on the other side of the forest and bring her a basket of food. She put on her red cape and started out. On her way, she ran into a stranger who frightened her, so she took off running.</td>
<td>What kind of parent lets her little girl go off through the forest all alone?</td>
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<tr>
<th>CONNECTIONS</th>
<th>PREDICTIONS</th>
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<tbody>
<tr>
<td>I was chased by a bad dog once on my way to the corner market. Luckily his owner saw him and grabbed him.</td>
<td>I think some older person will come walking through the forest and see this stranger. (He needs to stay away from little girls.)</td>
</tr>
</tbody>
</table>
**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.

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**Because of Winn-Dixie**

Chapters One – Three

**Comprehension Check**

**Directions:** To help you understand the novel, answer the following questions for Chapters 1-3. Write your answers on a separate piece of paper using complete sentences.

**Chapter 1**

1. Where do the events of this chapter take place?
2. Describe the physical appearance of the dog, using specific examples from the text.
3. Contrast the manager’s first reaction to the dog with India Opal’s first reaction to the dog. Use examples from the text to explain your thinking.
4. What might be India Opal’s motive for telling the manager, “That’s my dog. Don’t call the pound,” even though the dog did not belong to her?
5. Evaluate India Opal’s decision to claim the dog as her own. Do you think this was a good idea or a bad idea? Explain your answer with specific reasons.

**Chapter 2**

1. Why did Opal and her father move to Naomi, Florida?
2. Explain the significance and origins of India Opal Buloni’s first and second names.
3. Summarize Opal’s feelings about her father and her relationship with him.
4. Is Opal’s introduction of Winn-Dixie to her father as a “Less Fortunate” effective? Explain why or why not.
5. Recommend a different way that Opal could have convinced her father to let her keep the dog.

**Chapter 3**

1. How does Opal clean up Winn-Dixie? Describe the steps in detail.
2. What similarity does Opal notice between herself and Winn-Dixie?
3. Explain what Opal means when she says, “I don’t have a mama.”
4. In this chapter Opal says, “I don’t have a mama,” and “I don’t even have any friends.” Based on this, what conclusion can you draw about Opal?
5. Create a list of three things that Opal might want to learn about her mother.
Because of Winn-Dixie
Literature Focus: Point of View

When an author writes a story, he or she must decide who is going to tell the story. Authors can have a character in the story tell what happens, or they can have an outside observer tell the story. Read the following to find out more:

First Person Point of View: A character in the story is the narrator. This character 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: 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.

Point of View Practice Part I

Directions: Read the following passage from the novel. Then identify the point of view this novel uses and explain how you know what type it is.

“My name is India Opal Buloni, and last summer my daddy, the preacher, sent me to the store for a box of macaroni-and-cheese, some white rice, and two tomatoes, and I came back with a dog. This is what happened: I walked into the produce section of the Winn-Dixie grocery store to pick out my two tomatoes, and I almost bumped right into the store manager.”

1. From what point of view is this written? __________________________

2. What clues in the text tell you that it is this point of view? ______________

______________________________

______________________________

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______________________________

______________________________
Point of View Practice Part II

Directions: Read the following sentences. Identify which point of view is used and explain how you know which point of view it is.

1. Once they were safe outside, Opal checked over Winn-Dixie real careful and he didn’t look that good. ________________________________
   ________________________________
   ________________________________
   ________________________________

2. I told Winn-Dixie that he had to behave right and be quiet, because this was an all adult trailer park, and the only reason I got to live in it was because the preacher was a preacher, and I was a good, quiet kid.
   ________________________________
   ________________________________
   ________________________________
   ________________________________

3. Anyway, while me and Winn-Dixie walked home, I told him how I got my name, and I told him how I had just moved to Naomi. ________________________________
   ________________________________
   ________________________________
   ________________________________

4. Opal started in on Winn-Dixie right away, trying to clean him up. First, she gave him a bath. ________________________________
   ________________________________
   ________________________________
   ________________________________

5. Opal didn’t even have any friends because she had to leave them all behind when they moved here from Watley.
   ________________________________
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   ________________________________
   ________________________________
Because of Winn-Dixie

Writing Focus: Concrete Words & Sensory Details

Concrete words are words that give a name to an object. For example, the words teacher, water, and dinner are all concrete words. When writers use concrete words it is easier for readers to create a mental picture. Words like excellence, mean, and love refer to an idea, so they are not concrete, but abstract.

Sensory words are words that relate to the five senses: touch, sight, smell, taste, and hearing. For example, “the water in the lake felt as cold as an ice cube.” “…Cold as an ice cube” is a sensory detail that appeals to a person’s sense of touch. “The dog was soft,” is another example of a sensory detail. Which word in that sentence appeals to the senses?

In Because of Winn-Dixie, the narrator, India Opal Buloni, tells the story of how she first meets Winn-Dixie in the grocery store. This novel is written in the first person, so the reader learns how Opal feels at this time, but the reader does not know how any of the other characters is feeling or what he/she is thinking. Imagine what Winn-Dixie is feeling and thinking on this day.

Directions: On a separate sheet of paper, write the scene in the grocery store from Winn-Dixie’s point of view.

Your writing should contain the following elements:

- Winn-Dixie’s thoughts
- Winn-Dixie’s actions: These should match up with the events in the text
- How Winn-Dixie is feeling and why
- Concrete words and phrases and sensory details

Example:

In the book, Opal observes, “He looked like he was having a real good time. His tongue was hanging out and he was wagging his tail.”

Told from Winn-Dixie’s point of view, this part of the story could say, “I was having the best time ever in that grocery store. I hadn’t seen people in a long time, and it was so much fun to have everyone chasing me. I thought it was a game, so I was wagging my tail, running around, and hanging my tongue out to cool myself off.”

Be creative and do your best writing!

Extra Challenge: Write the scene from the store manager's point of view.
Because of Winn-Dixie
Chapters Four – Six

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.

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Because of Winn-Dixie

Chapters Four – Six

Comprehension Check

Directions: To help you understand the novel, answer the following questions for Chapters 4-6. Write your answers on a separate piece of paper using complete sentences.

Chapter 4

1. Summarize the ten things that Opal learns about her mother.
2. Explain why Opal writes down the information about her mother and works on memorizing it.
3. Compare Opal and her mother. What things do they have in common?
4. Classify the ten things that Opal learns about her mother. What information is positive? What information is negative?
5. Opal’s father told her ten things about her mother. Which of these do you think is the most important? Explain your thinking.

Chapter 5

1. What does Winn-Dixie do when he is left alone?
2. Describe in detail the sequence of events that happens when Opal brings Winn-Dixie to church.
3. Opal says, “The Open Arms Baptist Church of Naomi isn’t a regular looking church.” Contrast the Open Arms Church with a “regular” church.
4. What inference can you make about the churchgoers based on their reaction to Winn-Dixie and the mouse?
5. Imagine that this scene took place in a more regular church. Describe what the reaction of the churchgoers in a more regular church might be.
6. How is Opal feeling at the end of this chapter? Recommend an action Opal could take to change the way she is feeling.

Chapter 6

1. Describe Miss Franny in detail.
2. What does Miss Franny Block think she sees in the window? Describe her reaction.
3. Miss Franny Block says she had a bad experience with a bear coming into the library. She then says she will tell Opal the story. Predict what she will say when she tells the story of the bear and the library.
4. Opal invites Winn-Dixie into the library before Miss Franny says yes or no to the dog coming in. Did Opal do the right thing or should she have waited for an answer? Explain your thinking.
5. Usually dogs are not allowed in public places like libraries. What is your opinion of this policy? Should dogs be allowed to go into libraries? Explain your thinking.
Literature Focus: Characterization

Understanding the characters in a novel will help you comprehend the story. Authors use multiple techniques to create their characters.

Characterization describes the techniques that the author uses to show the reader what the character is like. Authors use three primary techniques to create characters. As you read you can find out about a character by looking for the author’s use of the following techniques:

- Words the character says
- Actions of the character
- Thoughts of the character

For example, Opal says, “Back home, in Watley, I raced Liam Fullerton, and beat him.” Here, the words of the character tell the reader about the character. These words show us that Opal likes to run and is proud that she won the race.

Characterization Part I

Directions: Read the following quotations from the book. First, identify the characterization technique that is being used. Then describe what it tells the reader about the character.

1. “Thank you for telling me,” I said. [After Opal’s father tells her ten things about her mother] (p. 29)

2. I went right back to my room and wrote down all ten things the preacher told me. (p. 30)

3. “Let’s take him with us.” (p. 32)

4. And then I talked to God about how I was lonely in Naomi because I didn’t know that many kids, only the ones from church. (p. 38)
5. I was picking out my books and kind of humming to myself, and all of a sudden, there was this loud and scary scream. I went running up to the front of the library. (p. 41)

Characterization Part II

Directions: If you had to pick one word to describe India Opal Buloni what word would it be? Find two examples from the text that support the word you have chosen.
Because of Winn-Dixie

Language Focus: Quotations

Quotation marks are used to show direct speech. This rhyme may help you remember what quotation marks do: Quotation marks are like a fence, they hold in what you say. Without quotation marks in place, your words would run away!

There are important rules to be followed when using quotations.

- Quotation marks always come in pairs.
  - Correct: He said, “Let’s go to the beach.”
  - Incorrect: He said, “Let’s go to the beach.

- Punctuation comes before the closing quotation mark.
  - Correct: The teacher asked, “Who wants to go to recess?”
  - Incorrect: The teacher asked, “Who wants to go to recess”?

- Usually when speech is introduced with the word “said” or another similar word, a comma comes before the quotation.
  - Correct: She said, “I’d like some ice cream.”
  - Incorrect: She said “I’d like some ice cream.”

- If quoting a complete sentence, capitalize the first letter of the sentence.
  - Correct: She said, “Ice cream is yummy.”
  - Incorrect: She said, “ice cream is yummy.”

- If quoting a sentence fragment, do not use capitals.
  - Correct: Joe felt the rain was “not so bad.”
  - Incorrect: Joe felt the rain was “Not so bad.”

- When quotations show dialogue between two or more people, the quotation by each new speaker begins a new paragraph.
  - Correct:
    Cindy said, “Wow, it’s a nice day.”
    Hilda replied, “Yes, it is.”
  - Incorrect:
    Cindy said, “Wow, it’s a nice day.”
    Hilda replied, “Yes it is.”

Quotation Practice I

Directions: In each of the following examples one error has been made. Use the rules above to find the error. Rewrite the correct sentence on the line.

1. I told him, “I’m ready for number five. ___________________________

2. The preacher said “She could run fast.” ___________________________
3. He said, “Number six is that your mama loved a story”.

4. The preacher said “she knew all the constellations in the nighttime sky.”

5. “Three. She liked to plant things.

6. He said “She couldn’t cook. She burned everything including water.”

7. I told the preacher, “he doesn’t want to be left alone.”

8. The preacher said, “Dogs don’t belong in church”.

9. He yelled, “Go get that dog”!

10. I told her, “He’s a special dog.

Quotation Practice II

Imagine that Opal meets a person her age right after the church service when Winn-Dixie chased the mouse. Opal wants to tell this person about what happened in church. The person she is talking to has many questions about the situation. Write a dialogue between the two, using the rules you have learned about quotations. If you need more room, continue on a separate sheet of paper.
Because of Winn-Dixie

Chapters Seven – Nine

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.

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Because of Winn-Dixie

Chapters Seven – Nine

Comprehension Check

Directions: To help you understand the novel, answer the following questions for Chapters 7-9. Write your answers on a separate piece of paper using complete sentences.

Chapter 7

1. When she was a child, what did Miss Franny Block request from her father for her birthday? Why did she want this?
2. What surprising thing happened after Miss Franny threw the book at the bear?
3. Analyze Miss Franny’s reaction to the bear. Did she do the right thing? What could she have done differently?
4. Opal describes Amanda Wilkinson as “old-pinched faced Amanda Wilkinson.” What type of relationship do you think Opal and Amanda have with each other?
5. Why do you think Opal wants to become friends with Miss Franny? Use specific examples from the text to support your answer.

Chapter 8

1. Describe what happens when Winn-Dixie and Gertrude, the parrot, meet.
2. How has Winn-Dixie’s appearance changed from when Opal first met him? Use specific examples from the text to support your answer.
3. Make an inference about why Otis is reluctant to let Opal have the collar on an installment plan.
4. Compare how Opal feels at the end of this chapter with how she felt earlier in the book. What has caused Opal’s feelings to change?
5. Which of the following do you think has been the biggest contributor to Opal’s new happiness: finding Winn-Dixie, meeting Miss Franny Block, getting a job at the pet store, or being invited to Sweetie Pie’s birthday party? Explain your reasoning.

Chapter 9

1. Describe the relationship between Opal and the Dewberry boys. Use specific examples from the text to explain your answer.
2. What does Opal find Winn-Dixie doing in Gloria Dump’s yard?
3. How is Gloria Dump different from Opal’s prediction about her?
4. Theorize and then explain why the Dewberry boys call Gloria Dump a witch.
5. Evaluate Opal’s decision to tell Gloria Dump about herself. Do you think this was a good choice?
**Because of Winn-Dixie**

**Literature Focus: Setting**

*Setting* describes where and when a story takes place. Setting can be further broken down into smaller categories: General Setting and Specific Setting.

- **General Setting:** This describes the overall setting throughout the book.
  - Example: *Because of Winn-Dixie* is set in Florida.

- **Specific Setting:** This describes the particular locations that characters are in throughout the book.
  - Example: Some scenes take place in the trailer that Opal and her father live in.

Carefully analyzing the specific settings of a story can tell the reader a lot about the characters and the events of the story. When you are analyzing a specific setting, you want to look for physical descriptions of the location, information about the history of the location, and information about the types of things that happen in the location.

**Directions:** In Chapters 7-9, Opal encounters a number of new settings. Use your book to find and record specific details about each setting. An example from an earlier section of the book is done for you.

<table>
<thead>
<tr>
<th><strong>Opal’s House</strong></th>
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<tbody>
<tr>
<td>- in an all adult trailer park</td>
</tr>
<tr>
<td>- little foldout table where dad works</td>
</tr>
<tr>
<td>- papers everywhere</td>
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<tr>
<td>- couch</td>
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<th><strong>Gertrude’s Pet Store</strong></th>
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Gloria Dump’s Yard

For an extra challenge, identify other specific settings in the book and record details about them below.
Because of Winn-Dixie

Language Focus: Capitalization

Capitalization refers to the use of an uppercase letter (A, B, C) instead of a lowercase letter (a, b, c). Using correct capitalization will help make your writing more easily understood by others.

Below is a list of things you should always capitalize:

- the word "I"
  - Correct: I walked to the store.
  - Incorrect: i walked to the store.
- the first word in a sentence
  - Correct: The batter hit the baseball.
  - Incorrect: the batter hit the baseball.
- proper nouns - the names of specific people, places, and organizations
  - Correct: Opal went to the Block Memorial Library.
  - Incorrect: Opal went to the block memorial library.
- days of the week and months of the year
  - Correct: On Sunday Opal went to church.
  - Incorrect: On sunday Opal went to church.
- Holidays
  - Correct: On New Year’s Eve many people celebrate.
  - Incorrect: On new year’s eve many people celebrate.
- the major words in book titles
  - Correct: I just read Because of Winn-Dixie, a very good book.
  - Incorrect: I just read because of winn-dixie, a very good book.

Capitalization Practice Part I

Directions: Read the following sentences. If an error in capitalization has been made, rewrite the sentence correctly on the lines provided.

1. “Back when Florida was wild, when it consisted of nothing but palmetto trees and mosquitoes so big they could fly away with you,” Miss Franny said. __________

2. Well, one hot Thursday I was sitting in my library with all the doors and windows open and my nose stuck in a book, when a shadow crossed the desk. _______
3. Why it was war and peace, a very large book.

4. And right at that minute, right when the three of us had decided to be friends, who should come marching into the herman w. block memorial library but old pinch-faced amanda wilkinson.

5. He's the preacher at open arms baptist church of naomi, so i am real honest.

6. Winn-Dixie was smiling up at me and i was smiling down at him.

7. "I'm going to be six years old in september," Sweetie pie said.

8. For instance, without him I never would have met gloria dump.

9. Sometimes the kids back home in watley called me “Lunch Meat.”

10. i sat down real careful and gloria Dump made me a peanut butter sandwich on white bread.

**Capitalization Practice Part II**

*Directions: Think about your hometown. On a separate sheet of paper, describe important places in your hometown to someone who has never been there before. Use the capitalization rules above in your writing.*
Because of Winn-Dixie
Chapters Ten – Twelve

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.
Because of Winn-Dixie

Chapters Ten – Twelve

Comprehension Check

Directions: To help you understand the novel, answer the following questions for Chapters 10-12. Write your answers on a separate piece of paper using complete sentences.

Chapter 10

1. Summarize what Opal says about her own life to Gloria Dump.
2. What does the preacher allow Winn-Dixie to do when he tucks Opal into bed at night?
3. Opal says, “I could feel her listening with all her heart, and it felt good.” What do you think a person looks like when he/she is listening this way?
4. On a scale of one to ten, where one is miserable and ten is incredibly happy, rate Opal’s happiness level at the end of this chapter. Explain your rating with evidence from the text.

Chapter 11

1. Explain what Winn-Dixie does in reaction to the thunderstorm.
2. At the end of the chapter what is it that makes Opal say, “I loved the preacher so much.”
3. Create a plan of action that Opal and her father can follow if there is another thunderstorm.
4. What do you think would happen if Winn-Dixie did get outside in a thunderstorm? Explain your prediction in detail.

Chapter 12

1. What is Otis doing when Opal walks into Gertrude’s Pets?
2. Why does Otis say, “I take them out. I feel sorry for them being locked up all the time. I know what it’s like, being locked up”?
3. After chasing the animals, Opal says, “This is silly…play some more music, Otis.” Why does Opal ask Otis to play more music? What does this action tell us about the type of person Opal is?
4. In this chapter, animals seem to like music. Do you agree that animals can enjoy music? Explain why or why not.
Because of Winn-Dixie

Literature Focus: Characterization

The **protagonist** is the main character in the story. The story primarily follows this character and his/her thoughts and actions.

A **supporting character** does not appear in the story as much as the protagonist. Often, supporting characters help show the reader new things about the protagonist. Supporting characters can also teach the protagonist important lessons. While less prominent than the protagonists, supporting characters do play an important role in a story.

**Directions**: Write the names of the supporting characters in the boxes below (One name per box). Then use your book to find specific details in the text to describe that character.
Going Further

Writing Challenge: Who really is the protagonist of this story? Is it really Opal, or could it be Winn-Dixie? Write a paragraph using evidence from the novel to explain your answer.

________________________________________________________________________
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Because of Winn-Dixie

Writing Focus: Research Project

Winn-Dixie has a pathological fear of thunderstorms. Many dogs actually fear thunderstorms so much that experts have developed tips for how to help dogs during a thunderstorm.

Directions: Use the Internet and books in your library to research ways people can help dogs in thunderstorms. Then write a report about your findings. You should use at least two sources (places where you can find information) when gathering your facts. Be sure that you do not copy the information you find, but read it, and then write it in your own words. Be sure to write your report very neatly in your best writing if you cannot write the final report on a computer. Always check for spelling errors, capitalization problems, and correct punctuation.

Internet Searching

There is a lot of information on the Internet! To find the results you want, here are some tips to follow:

- Do not type full sentences into the search bar. Starting a search with a full question typed into the search bar will narrow your results too quickly. Instead of typing, “How can we help dogs in a thunderstorm?” consider typing, “dogs and thunderstorms” in the search bar.
- Use keywords that line up with your topic. For example, if you are researching the tyrannosaurus rex, search for “tyrannosaurus rex,” not “dinosaur.”
- Use synonyms. If you are not finding what you are looking for, use a thesaurus to find a synonym for your keyword.
- Preview a website before you read everything on the page. You will not want to use a site that provides information that is not relevant to what you are looking for. Previewing the website will save you time.