

Lesson #1 – Visualizing With the Senses (Monday, February 11)

- I. **Rationale:** This lesson provides a foundation for students understanding of visualization. During this lesson, students will be learning how their own individual life experiences will impact the visualization they make while reading or being read to. This lesson takes into account (and is designed to complement) the various schema that students bring with them to school. This is meant to be an introduction as to how to use this strategy, what they should visualize, why, and when.
- II. **Lesson Objective:**
- SWBAT explain what visualization is as a comprehension strategy, and why there are variations in others’ visual images.
- III. **Lesson Assessment:** Students will be assessed formatively based on participation. Students will be asked to share at random during the whole-class lesson. For the activity, students will work in partners and be given a short passage. With the text, students will individually draw what they visualize when reading it, and compare and contrast their illustrations with a partner on a provided worksheet.
- IV. **Standard:**
- 4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- V. **Time:** 65 minutes
- VI. **Materials:**

Teacher Materials	Student Materials
<ul style="list-style-type: none"><li>• Descriptive passages from novels, printed sheets (2-3)</li><li>• Short passage (each pair needs matching passage #'s 7-9) (30)</li><li>• Compare/contrast worksheets (15)</li><li>• Document camera</li><li>• Map of US (or Google Earth map)</li><li>• Senses graphic organizer (30)</li><li>• Exit ticket cards (30)</li><li>• Sentence frames (4)</li></ul>	<ul style="list-style-type: none"><li>• pencil</li><li>• Colored pencils</li></ul>

- VII. **Beginning of Lesson: (10 minutes)**
- At this point, you do not need any materials. (10 second countdown to put all materials away).
  - Write visualization on the document camera. Say: “Today we are going to practice using visualization as a strategy to help us understand what we are reading. I’m going to ask you to make a movie in your mind using your senses when I read a short passage to you. A passage is a piece of writing that was taken

from a larger text. What are our five senses? (Write correct responses as students say them on the doc cam around visualization, draw small image next to each). When we use our senses in reading, we are trying to imagine what the characters see, hear, smell, feel, and taste. (point out sensory clouds on wall). Authors use words that give us clues about what they want us to see, but sometimes they leave pieces out so that we can fill them in with our own experiences.”

- I will demonstrate. Ask random student to pull out SQUIRT book and open to any page. Read aloud and explain what I see, hear, smell, feel, and taste on graphic organizer.
- (to engage target student) Try one with me- Imagine you are one a soccer field. What do you see? Hear? Smell? Feel? Taste? Call on students to give example, make sure to call on target student.

#### VIII. Middle of Lesson: (40 minutes)

- Pass out graphic organizer to students. (10 second countdown to have pencil out and write name on paper).
- Say: Let’s try a few together. I will put the reading up on the board so we can read it together, and then I will call on students to share what you visualized, or imagined, as we read. Remind students: Try to make a movie in your head, and think about what you see, hear, smell, feel, and taste. Read passage 1 chorally, call on students to share their images, and when they explain, ask questions about detail. What could you hear? What words in the passage made you visualize that? Ask students if anyone visualized anything different- Did you see a different setting, smell something different, hear something that someone else didn’t?
- Ask students why they think there is variation in what they are visualizing. “So if the author gives us the details to make our mind movie, then why are we all seeing slightly different movies? “(guide students to come up with different experiences give us different visualizations)
- Let’s try another. “Use as much detail as you can when you describe what you visualized, and remember what words made you see it.” Read passage 2 chorally. Repeat dialogue. “How do we know what the author wants us to visualize? Did anyone add anything from their own experience to their mental image, or something that the author didn’t describe?”
- “In what ways does the author help us to visualize?” (descriptive language) Put passage on doc cam, and underline words/phrases that triggered students’ images.
- “I am going to hand out a short passage, or reading, to everyone. Read the passage, and you should sketch what you visualize when you read it. Sketch is a fancy word for quickly draw, so you can use stick figures. It is good to also use words to describe your mental image. Don’t share your picture yet! You will have 5 minutes to sketch/write what you visualized. Keep adding details to your picture until the bell dings.” You have 10 seconds to have your colored pencils out. (countdown)
- Hand out passages (give one minute warning, ding bell after 5 minutes and wait for attention)
- “Now, in round two, you and your neighbor will compare your pictures- take turns saying one thing that is the same or different. Write short notes about what

is similar and different about each picture in the Venn diagram (review how to use, if needed). You will have 3 minutes to discuss with your partner and take short notes on your compare and contrast worksheets. Talk with your partner about why you might have similarities or differences in your pictures. Put BOTH of your names on the worksheets.” (Give sentence frames to target students: My picture is the same as yours because they are both....; My picture is different than yours because I \_\_\_\_\_ and you didn’t.)

- When I say go, I would like you to all make sure your name is on your passage and your drawing. Next, hand your passage to the group leader. Group leaders: quickly take the passages and drawings to the basket and return to your seats.
- Go through different passages on doc cam, underline words that helped students create a mental image.

**IX. End of lesson: (15 minutes)**

- Raise your hand if you have been to Florida. If you haven’t been to Florida, can you still visualize the setting of the book? How? (get responses) We are going to start a novel tomorrow, and the setting is in Florida. Show Florida on map (or Google Earth if time allows). When I say Florida, what do you visualize? (call students for ideas). What do you already know about Florida? (If it is not said, point out that Florida is close to the equator, like Northern Mexico, so weather might be similar).
- Visualization is an important strategy that good readers use to understand what is happening in a story, and to monitor their understanding. It also helps readers to be more engaged in the story, or makes them feel like they’re a part of it, which helps them remember what happened. We can visualize during and after reading, and we can use this strategy for all sorts of different texts.
- “Tomorrow we will practice visualizing more when we begin reading Because of Winn-Dixie.”
- “Everyone will receive what is called an exit ticket. Put your name on the exit ticket, and pick one question to answer. (Put questions on board).” When finished, begin Magic Scrap.
  - 1) What is one new thing you learned today?
  - 2) What is one thing you are confused about?
  - 3) What is one question you have about visualization?



**Passage One:**

Stanley wasn't sure if the bus driver meant for him to be careful going down the steps, or if he was telling him to be careful at Camp Green Lake. "Thanks for the ride," he said. His mouth was dry and his throat hurt. He stepped onto the hard, dry dirt. There was a band of sweat around his wrist where the handcuff had been.

The land was barren and desolate. He could see a few rundown buildings and some tents. Farther away there was only a cabin beneath two tall trees. Those two trees were the only plant life he could see. There weren't even weeds.

From *Holes*, by Louis Sachar

**Passage Two:**

Stanley was still digging. His hole was about three feet deep, but only in the center. It sloped upward to the edges. The sun had only just come up over the horizon, but he already could feel its hot rays against his face.

As he reached down to pick up his canteen, he felt a sudden rush of dizziness and put his hands on his knees to steady himself. For a moment he was afraid he would throw up, but the moment passed. He drank the last drop of water from his canteen. He had blisters on every one of his fingers, and one in the center of each palm.

Everyone else's hole was a lot deeper than his. He couldn't actually see their holes but could tell by the size of their dirt piles.

From *Holes*, by Louis Sachar

**Passage Three:**

There was a change in the weather. For the worse. The air became unbearable humid. Stanley was drenched in sweat. Beads of moisture ran down the handle of his shovel. It was almost as if the temperature had gotten so hot that the air itself was sweating.

A loud boom of thunder echoed across the empty lake. A storm was way off to the west, beyond the mountains. Stanley could count more than thirty seconds between the flash of lightning and the clap of thunder. That was how far away the storm was. Sound travels a great distance across a barren wasteland.

Usually, Stanley couldn't see the mountains at this time of day. The only time they were visible was just at sunup, before the air became hazy. Now, however, the sky was very dark off to the west, and every time the lightning flashed, the dark shape of the mountains would briefly appear.

"C'mon, rain!" shouted Armpit. "Blow this way!"

From *Holes*, by Louis Sachar

**Passage Four:**

As for James, he was so spellbound by the whole thing that he could only stand and stare and murmur quietly to himself, “Oh, isn’t it beautiful. It’s the most beautiful thing I’ve ever seen.”

“Shut up, you little twerp!” Aunt Spiker snapped, happening to overhear him. “It’s none of your business!”

“That’s right,” Aunt Sponge declared. “It’s got nothing to do with you whatsoever! Keep out of it!”

From *James and the Giant Peach*, by Roald Dahl

**Passage Five:**

Charlie Bucket found himself standing in a long corridor that stretched away in front of him as far as he could see. The corridor was so wide that a car could easily have been driven along it. The walls were pale pink, the lighting was soft and pleasant.

“How lovely and warm!” whispered Charlie.

“I know. And what a marvelous smell!” answered Grandpa Joe, taking a long deep sniff. All the most wonderful smells in the world seemed to be mixed up in the air around them—the smell of roasting coffee and burnt sugar and melting chocolate and mint and violets and crushed hazelnuts and apple blossom and caramel and lemon peel...

From *Charlie and the Chocolate Factory*, by Roald Dahl

**Passage Six:**

And the famous girl was standing on a chair in the living room waving the Golden Ticket madly at arm’s length as though she were flagging a taxi. She was talking very fast and very loudly to everyone, but it was not easy to hear all that she said because she was chewing so ferociously upon a piece of gum at the same time.

“I’m a gumchewer, normally,” she shouted, “but when I heard about these ticket things of Mr. Wonka’s, I laid off the gum and switched to candy bars in the hope of striking lucky. Now, of course, I’m right back on gum. I just *adore* gum. I can’t do without it. I much it all day except for a few minutes at mealtimes when I take it out and stick it behind my ear for safekeeping. To tell you the honest truth, I simply wouldn’t feel *comfortable* if I didn’t have that little wedge of gum to chew on every moment of the day, I really wouldn’t. My mother says it’s not ladylike and it looks ugly to see a girl’s jaw going up and down like mine do all the time, but I don’t agree. And who’s she to criticize, anyway, because if you ask me, I’d say that *her* jaws are going up and down almost as much as mine are just from *yelling* at me every minute of the day.”

From *Charlie and the Chocolate Factory*, by Roald Dahl

**Passage Seven:**

The Aquarium was very large, and today it was crowded with children. There were groups from schools, like Sam's, with teachers and mothers telling the children again and again to stay together and hold hands. There were parents pushing strollers and pointing out fish and sharks and turtles to babies who were sucking pacifiers and looking sleepy. There were teenagers wearing Walkmen and dancing a little bit to music that no one else could hear. (p. 64)

He looked around. The Aquarium lady was talking, and most of the children were paying attention to her. Mrs. Bennett was also listening to the Aquarium lady. Leo was examining the underside of a starfish, and Leah was making her fingers walk along the rim of the tidepool area. No one was looking at Sam. (p. 67)

From *Attaboy, Sam*, by Lois Lowry

**Passage Eight:**

The barn was very large. It was very old. It smelled of hay and it smelled of manure. It smelled of the perspiration of tired horses and the wonderful sweet breath of patient cows. It often had a sort of peaceful smell--as though nothing bad could happen ever again in the world. It smelled of grain and of harness dressing and of axle grease and of rubber boots and of new rope. and whenever the cat was given a fish-head to eat, the barn would smell of fish. But mostly it smelled of hay, for there was always hay in the great loft up overhead. And there was always hay being pitched down to the cows and the horses and the sheep.

From *Charlotte's Web*, by E.B. White

**Passage Nine:**

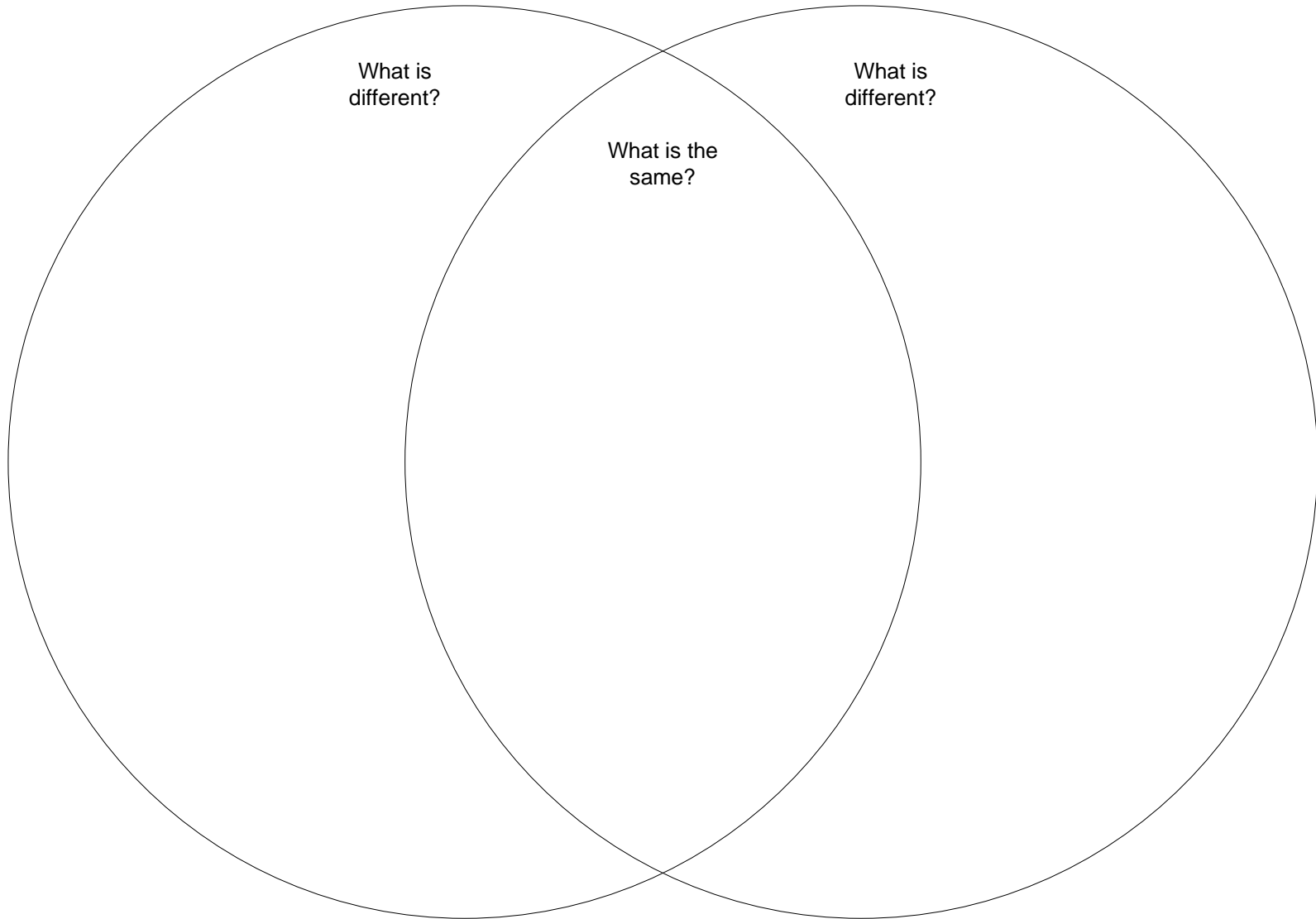
One minute, my brother was tearing paper from presents in our backyard near the beach; the next minute, both Fish and the afternoon sky went a funny and fearsome shade of gray. My brother gripped the edge of the picnic table as the wind kicked up around him, gaining momentum and ripping the wrapping paper out of his hands, sailing it high up into the sky with all of the balloons and streamers rolling together and disintegrating like a birthday party in a blender. Groaning and cracking, trees shuddered and bent over double, uprooting and falling as easily as sticks in wet sand. Rain pelted us like gravel thrown by a playground bully as windows shattered and shingles ripped off the roof. As the storm surged and the ocean waves tossed and churned, spilling raging water and debris farther and farther up the beach, Momma and Poppa grabbed hold of Fish and held on tight, while the rest of us ran for cover.

From *Savvy*, by Ingrid Law

# Compare and Contrast

Item #1 \_\_\_\_\_

Item #2 \_\_\_\_\_





**Compare and Contrast**

My picture is the same as yours because we both \_\_\_\_\_.

My picture is different than yours because I \_\_\_\_\_ and you didn't.

**Compare and Contrast**

My picture is the same as yours because we both \_\_\_\_\_.

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Lesson #2 – Visualizing Events and Characters A (Tuesday, February 12)

**I. Rationale:** This lesson builds on the previous lesson in that students will practice using the visualizing strategy as they begin reading a novel. This lesson builds on the knowledge students have about visualization, and requires them to utilize this strategy in describing their own visual representation of what was read. In drawing what they see in their mind and labeling with supporting details from the book, students are creating a connection to specific words and phrases an author may use to help a reader understand what is happening.

**II. Lesson Objective:**

- SWBAT define and verbally generate synonyms for vocabulary words. (exception, fortunate, relieved)
- SWBAT, orally and written, describe what they visualize when given a short sentence.

**III. Lesson Assessment:** Students will be assessed formatively during vocabulary and reading/discussion based on their participation. Additionally, students will be asked to turn in their sensory chart and sentence, and will be assessed on participation and completion of this activity and their participation during think/pair/share.

**IV. Standards:**

- 4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**V. Time:** 65 minutes

**VI. Materials:**

Teacher Materials	Student Materials
<ul style="list-style-type: none"><li>• Document camera</li><li>• Sentence cue cards (30: partners should receive non-matching sentences)</li><li>• Sensory chart (30)</li><li>• Think/pair/share sheet (15)</li><li>• Because of Winn-Dixie Novel</li></ul>	<ul style="list-style-type: none"><li>• Vocabulary notebooks</li><li>• Pencil</li><li>• Because of Winn-Dixie novel</li></ul>

**VII. Beginning of Lesson (15 minutes):**

- Vocabulary: Word Association. Students will need a pencil and vocabulary notebook. Write vocabulary word down (teacher models on document camera, students follow). Identify one word at a time, have students suggest synonyms. Agree/disagree and discuss if necessary. Students write down synonyms. Words: exception, fortunate, relieved.
- Revisit visualization. What/why/when/how? Explain: Yesterday we talked about how to visualize by creating movies in our minds as we read. We will be using our senses today as we visualize what we are reading, and we will be sharing during reading different images we have in our minds. Be thinking in your mind about what you see, hear, smell, feel, or taste.

**VIII. Middle of Lesson (40 minutes):**

- Read chapters 1-3 of Because of Winn-Dixie.
- Pause on pages 9, 12 to visualize. Ask what words prompted the images. More detail?
- Page 14, ask: Why did India Opal say that Winn-Dixie was an ugly dog, but already, she loved him with all her heart?
- Page 15 and 16, pause for vocab: what does it mean that India Opal is an exception? What does it mean that Winn-Dixie is a less fortunate?
- Pause page 19 to ask students to share visualizations. What prompted the images? Ask for more detail.
- Page 21, pause to discuss “orphan,” and vocab word relieved. How is Winn-Dixie relieved?
- End of reading, page 25: Have students share with a partner how they visualize their favorite character so far, or one event from the first three chapters. Tell students to use the information the author gave to back-up their ideas.
- Think/pair/share: Explain. With your partner, you will think about the question and each person will write down their short answer. Together, you will decide what you want to share with the class. Have a student come up and demonstrate what this would look like with you.
- Explain to students that we can still visualize even when the author is not being very descriptive and using a lot of sensory language. Ask students to think about how we can fill in the gaps and still visualize even without a lot of description.
- Demonstrate a sentence: The cat chased a butterfly through the field.
- Explain activity: I have a sentence for each person. You will be in partners, and each of you is going to take a turn describing what you visualize in your mind when you read the sentence. Do not tell your partner what your sentence is, yet. As you tell your partner what you see, hear, feel, smell, or taste, your partner will write it down on the sensory chart. Each of you will share your sentence when you run out of images that you can write down. See if your partner can come up with any more that you could have used. Before you begin, make sure you write your sentence in the topic line.
- Have a few students share their (or their partner’s) sentences and images.

**IX. End of Lesson: (10 minutes)**

- After activity, ask students: Can we still have mental images in our minds even when what we are reading is not very descriptive? How were you able to add details that weren’t given to you in the sentences? (guide to own experiences, or what we know about a certain thing).
- Recap visualization: When we visualize, we are using our senses to create a movie in our mind. When the author gives us sensory language, we imagine exactly what the author wants us to. Sometimes the author does not give us a lot of sensory language, or descriptive words, so we use what we already know about a character, setting, or object to fill in the details. Even though your sentences did not give you much detail, you were able to use what you already knew from your own experiences to make a movie. When you do this as you read, you are better able to understand what is happening in the story and feel like you in the story.

# Because of Winn-Dixie Vocabulary

Name \_\_\_\_\_











## Sentence Cue Cards

The family was sitting around the table eating breakfast.

A bus full of kids stopped on top of a mountain.

The flower began to open toward the light.

The frog jumped into the pond.

The entire basketball team was jumping in the air, cheering.

The cricket came out from his hiding place as the sun went down.

A leaf fell from the tree and into the water.

The restaurant was packed with noisy people.

She leaned over the stove and poked at the vegetables to see if they were done.

Waves from the boat made the water crash into the side of the lake.

The wind picked up, and the clouds started forming in the sky.

There were several people looking through the bookshelves in the library.

That plastic bag whipped up from the tires of cars as they raced by on the highway.



When I visualize my favorite character or event from the book, I make a movie in my mind and I can:

See \_\_\_\_\_ because the book said \_\_\_\_\_.

Hear \_\_\_\_\_ because the book said \_\_\_\_\_.

Feel \_\_\_\_\_ because the book said \_\_\_\_\_.

Smell \_\_\_\_\_ because the book said \_\_\_\_\_.

When I visualize my favorite character or event from the book, I make a movie in my mind and I can:

See \_\_\_\_\_ because the book said \_\_\_\_\_.

Hear \_\_\_\_\_ because the book said \_\_\_\_\_.

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Hear \_\_\_\_\_ because the book said \_\_\_\_\_.

Feel \_\_\_\_\_ because the book said \_\_\_\_\_.

Smell \_\_\_\_\_ because the book said \_\_\_\_\_.

Lesson #3 – Visualizing Events and Characters B (Wednesday, February 13)

- I. **Rationale:** This lesson will help students to recognize that what they visualize can change over time as they are given more information. Students will also be practicing using the visualization strategy and locating specific words and phrases in the text that help them to visualize.
- II. **Lesson Objective:**
- SWBAT use a definition to physically act out the vocabulary words (recognize, retrieve).
  - Students will draw a visual representation of a main character using supporting details from the novel to back up their thinking.
- III. **Lesson Assessment:** Students will be assessed formatively during their participation in the vocabulary game and during reading. After reading, students will be completing a graphic organizer individually which will be assessed based on their understanding of the traits of the character and their use of supporting details from the book.
- 4 = Student adds 2 or more characteristics in 3 categories of the character chart with supporting details, and accurately answers comprehension question.  
2 = Student adds near-sufficient characteristics in the categories, but is missing or has inaccurate supporting details.  
1 = Student is missing several or all characteristics, and has few or no supporting details.
- IV. **Standard:**
- 4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
  - 4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
- V. **Time:** 65 minutes
- VI. **Materials:**
- | Teacher Materials  | Student Materials   |
|--|---|
| <ul style="list-style-type: none"><li>• Copy of Because of Winn-Dixie</li><li>• Character graphic organizers (20 of each- WD &amp; Opal)</li><li>• Document camera</li></ul> | <ul style="list-style-type: none"><li>• Copy of Because of Winn-Dixie</li><li>• Vocabulary notebooks</li><li>• Pencil</li><li>• Colored pencils</li></ul> |
- VII. **Beginning of Lesson: (15 minutes)**
- Vocabulary: Pantomime. Have students take out a pencil and their vocabulary notebooks. As a class, they will write down the definition of the vocabulary words while teacher models on document camera (recognize, retrieve). Once students have their definitions down, they work together in table groups to come up with a pantomime to share with the class. Each group will share one mime: VOICELESS (coin toss to determine which word to act out).

- Explain: As we read today, really think about Winn-Dixie and India Opal. What do they look like, how do they act, and how do you think they feel? Think about a favorite movie scene that you make in your mind with India Opal or Winn-Dixie. We will be using what you read and what you already know about the characters to make a character analysis and draw what we visualize in our favorite scene.

#### VIII. Middle of Lesson: (40 minutes)

- Read chapters 4-6.
- Pause bottom of page 26 and 27- figurative language, hyperboles. What does the author mean? (exaggeration)
  - give examples: I nearly died laughing, I've told you a million times, I had a ton of homework.
- Pause page 28, ask students: How is being judged by people like being a bug under a microscope? What does it mean to judge people?
- Pause page 30, vocabulary: recognize.
- Pause page 37, vocabulary: retrieve.
  - word is retriever, but root is retrieve. What's the difference?
- Pause page 39, reflect: What is the Open Arms church like? Does it sound like it fits in with what we thought about Florida before reading this book? Why does India Opal say this church is strange? Emphasize that as we read and get more information, our images that we create can change. Example: What did we visualize when we just knew the setting was in Florida? Does our new understanding of the church help us be more specific about the setting?
- After reading, comprehension questions:
  - What new information did we learn about Opal in chapter 5?
  - Does this relate to any of the ideas we came up with on our word splash about being new in town? How?
  - How are Opal and Winn-Dixie similar? Different?

#### IX. End of Lesson: (10 minutes)

- Explain: Today we are going to really focus on India Opal and Winn-Dixie. You are going to pick ONE of these characters, and complete a character chart on the one you choose. (Demonstrate) For example, if you choose India-Opal, you will list AT LEAST TWO characteristics for each outside box- How she looks, how she feels, and how she acts. For each characteristic, you will need to support your answer with a word or phrase from the book. So, if I put "India Opal has freckles," I also need to support that with information from the book such as "She looked like her mom, page 26."
- In the center, you will draw a picture of either India Opal or Winn-Dixie in a scene from the book. Use the information the author gave you, like descriptive words, to label the picture with words to support your illustration.
- CFU: How many items do we need in each box? How do we support our answers?
- Begin activity

Name \_\_\_\_\_

Date \_\_\_\_\_

How does she look?

How does she feel?

Draw a setting or event that  
India Opal was in.

How does she act?

How are India Opal  
and Winn-Dixie alike?

Name \_\_\_\_\_

Date \_\_\_\_\_

How does he look?

How does he feel?

Draw a setting or event that  
Winn-Dixie was in.

How does he act?

How are Winn-Dixie  
and India Opal alike?

Lesson #4 – Wrapping-up Visualization (Thursday, February 14)

- I. **Rationale:** In this lesson, students will practice using word association skills to determine synonyms for the vocabulary words. As students read through the chapters, they will also begin to think about how characters in the book start relating to the theme (Being a friend). Lastly, students will practice using their visualization skills as they read or follow-along.
- II. **Lesson Objective:**
  - SWBAT demonstrate understanding of vocabulary words through participation in word association.
  - SWBAT share with a partner how a character relates to the unit theme.
- III. **Lesson Assessment:**
  - Students will be assessed formatively during vocabulary word association and during reading, based on participation.
- IV. **Standard:**
  - 4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
- V. **Time:** 45 minutes
- VI. **Materials:**

Teacher Materials	Student Materials
<ul style="list-style-type: none"><li>• Copy of Because of Winn-Dixie</li></ul>	<ul style="list-style-type: none"><li>• Copy of Because of Winn-Dixie</li><li>• Vocabulary notebook</li></ul>

- VII. **Beginning of Lesson: (10 minutes)**
  - Word Association: prideful, trustworthy, peculiar. Students will write down the word and take turns sharing the first word that pops into their head. We will write them down and then write down the definition. From there, we will agree/disagree whether the words produced are appropriate.
  - As we read, pay close attention to the details that the author gives you in the story. Remember, we can use the sensory details, like the words on the word clouds, to make images or movies in our minds. What are the five senses we use to create these images? (call one student at a time to share one sense). Try to imagine that you are India Opal, and try to imagine what she is seeing, hearing, feeling, smelling, or tasting.



**VIII. Middle of Lesson: (30 minutes)**

- Read CH. 7-9
- Pause page 45: vocab word, prideful. Ask- Why would Miss Franny Block say she didn't want to sound prideful? What does she mean by that?
- Pause page 47: vocab word, peculiar. Ask- Miss Franny said the bear smelled peculiar. Do you think that is a good or bad thing? Could it be good in some cases?
- Pause page 50: Ask- What do Opal and Miss Franny have in common?
- Pause page 55: vocab, trustworthy. Ask- What makes Opal trustworthy?
- End page 66, Ask: Think for a moment about what Gloria Dump meant by "go on and tell me everything about yourself, so I can see you with my heart."
- Share with your neighbor what you think. (call on a couple random students to share their partner's thoughts).
- Ask: "What does Gloria Dump look like? What does the author say that makes you think that?"

**IX. End of Lesson:**

- As we were reading, you should have been listening and visualizing, or making mental images, about the story. I am going to call on a few students to share some images they were able to create. (pull random students).
- We need to stop early today for our Valentine's Day celebration, but tomorrow we will begin by reviewing with a game of jeopardy. Come prepared!

Lesson #5 Review/Test (Friday, February 15)

I. **Rationale:** The purpose of this lesson is to first allow students time to review chapters 1-9 in an engaging, cooperative environment. Also, this lesson will assess students' understanding of vocabulary that was covered in the first 9 chapters of the book, as well as students' understanding of the visualization strategy. This lesson also determines what the students recall and comprehend in the story thus far.

II. **Lesson Objective:**

- Students will use their knowledge of vocabulary words to answer questions about word usage.
- Students will demonstrate their understanding of the story by answering recall and comprehension questions.

III. **Lesson Assessment:** Students will be assessed using a short test. The test will include vocabulary, recall, and comprehension questions covered in the lessons and the story. During the Jeopardy review, students will be assessed formatively, but the test will be summative.

IV. **Standard:** 4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

V. **Time:** 45 minutes

VI. **Materials:**

Teacher Materials	Student Materials
<ul style="list-style-type: none"><li>• Copy of Because of Winn-Dixie</li><li>• Jeopardy powerpoint</li><li>• Quiz –chapters 1-9 (30)</li><li>• Wordsplash notes on poster</li></ul>	<ul style="list-style-type: none"><li>• Copy of Because of Winn-Dixie</li><li>• Vocabulary notebook</li><li>• pencil</li></ul>

VII. **Beginning of Lesson:**

- Have Jeopardy game ready on screen. Tell students: We'll will be playing a mini-game of jeopardy before the test, as a way of reviewing and warming up our minds.
- You will be in teams with your table groups, and you MUST communicate with your group before giving an answer.
- We need a speaker for each table (give 15 seconds for groups to decide speaker).
- Let the game begin. Stop at 1:10 latest.

VIII. **Middle of Lesson:**

- In ten seconds you should have out only a pencil and your BC of WD book.
- IMMEDIATELY hand out test, tell students to put name on it.
- Have them circle illustration question, and have them save that question for last.

- Introduce test. Show on document camera the different sections, and explain instructions for each section. Instruct students to have out only a pencil and their novel. Tell students they can use their novel as a resource.
- Pass out test, and assist student with any questions they have while working individually.

**IX. End of Lesson:**

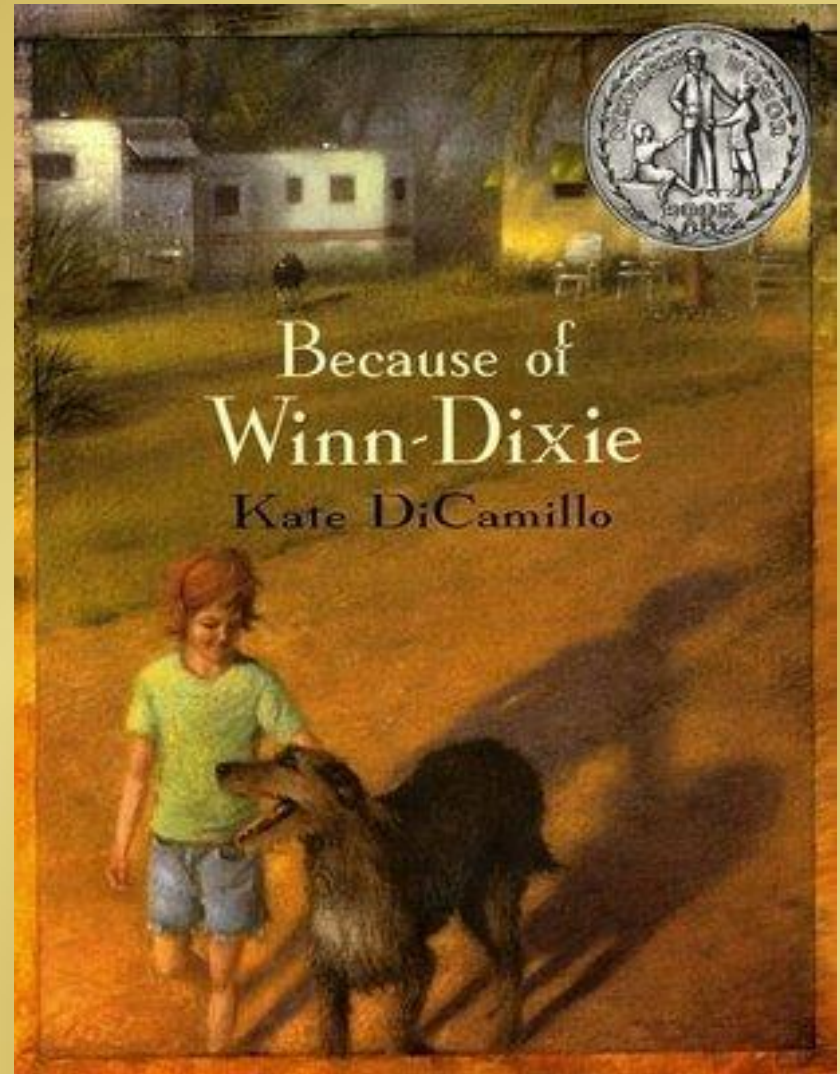
- As students finish, allow must do/may do.
- If students finish early, bring up word splash from after pretest. Do any of our assumptions or ideas match what has happened in the story? How?

# Because Of Winn-Dixie

by Kate DiCamillo

## Mini-Jeopardy Review

Week 1, Chapters 1-9



**Vocabulary  
Words**

**Recalling  
The Story**

**Using  
Visualization**

100

100

100

200

200

200

300

300

300

400

400

400

500

500

500

Give a synonym  
for the word  
“fortunate”



Use the word  
“relieved” in a  
sentence



What vocabulary word means “to get and bring something back from a place?”





As a group (**everyone should  
play a part**), act out the word  
“recognize”  
*(you have 30 seconds to plan)*



What is the  
definition of  
“exception?”



Why does India Opal  
call the dog “Winn-  
Dixie?”



What does Winn-  
Dixie do inside the  
church?



What two things is  
India Opal trying to buy  
at the pet store?



In Chapter 8, India Opal says she feels happy because she now has four things. Name three of them.



Name three things  
that India Opal learns  
about her mother.



When you are  
reading, what does it  
mean to visualize?





What 5 things do we  
try to visualize when  
we read?



Name one way that  
visualizing helps you  
when you read



Imagine you are India Opal walking into Gloria Dump's yard. Name three things you can visualize.



Imagine you are India Opal walking into the pet store.

What do you visualize?

**USE MORE THAN ONE OF  
YOUR SENSES**



## Because of Winn-Dixie: Chapters 1-9 Quiz

Vocabulary – Choose the synonym or words that best match each vocabulary word.

<p><b>Exception</b></p> <p>a) important information b) feeling alone c) not included in a rule d) not having any friends</p>	<p><b>Relieved</b></p> <p>a) worried b) calmed c) tired d) excited</p>	<p><b>Retrieve</b></p> <p>a) a kind of dog b) give something away c) get something back d) remember</p>
<p><b>Fortunate</b></p> <p>a) feeling scared b) lucky c) being alone d) wealthy</p>	<p><b>Recognize</b></p> <p>a) remember b) forget c) ignore d) explain</p>	<p><b>Peculiar</b></p> <p>a) strange b) funny c) disgusting d) scary</p>

Recall – Circle the letter that best answers the question

1) How did Winn-Dixie look when Opal found him?

- a) black as coal
- b) dirty and smelly
- c) clean and shiny
- d) wet and stinky

2) Opal lived in \_\_\_\_\_.

- a) a yellow house
- b) an adult trailer park
- c) the top of the pet store
- d) her grandmother's house

3) What did Opal do to keep the manager from calling the pound?

- a) she said the dog belonged to her.
- b) she picked up all the spilled produce.
- c) she asked the preacher to keep the dog.
- d) she ran outside of the store with the dog.

4) What does India Opal do at the Gertrude's Pet's?

- a) gets dog food
- b) gets a job
- c) cleans the store
- d) buys another dog

5) Why does the preacher let Winn-Dixie into the church?

- a) so Opal won't be lonely.
- b) it was too hot outside.
- c) to make him stop barking.
- d) to catch the mouse.

6) How was Opal like her mother?

- a) They were both good cooks.
- b) They both liked dogs.
- c) They both were slow runners.
- d) They both had red hair and freckles.

Comprehension and Visualization – Write one or two 7up sentences to answer questions 7-8.

7) Gloria Dump cannot see well with her eyes. She says that she sees people with her heart. What does this mean?

When Gloria Dump says she sees people with her heart, I think it means that \_\_\_\_\_

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**8) How are Opal and Winn-Dixie similar? How are they different?**

Opal and Winn-Dixie are similar because \_\_\_\_\_

Opal and Winn-Dixie are different because \_\_\_\_\_

9)

**Draw a picture of your favorite character or event so far in the book.**

**List details and words from the book to describe the character or event.**

**10) Write one 7up sentence to explain how to visualize.**

You visualize by \_\_\_\_\_

\_\_\_\_\_

**11) Write one 7up sentence to explain how visualizing helps you understand a story.**

Visualizing helps me to understand a story because \_\_\_\_\_

\_\_\_\_\_

Lesson #6 - What is Summarizing? (Tuesday, February 19)

**I. Rationale:** This lesson is an introduction to teaching the students how to summarize. They have had previous experience with summarizing, but need continued support through modeling and practice to build on their current understanding of this comprehension strategy.

**II. Lesson Objective:**

- SWBAT discuss the vocabulary word (pathological fear) with a partner, in the context of their own lives.
- Students will verbally demonstrate an understanding of what it means to summarize a text, and how it helps them to be better readers.

**III. Lesson Assessment:** Students will be assessed formatively during partner-sharing times, based on their participation and verbal demonstration of their understanding of vocabulary and the summarizing strategy.

**IV. Standard:**

- 4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

**V. Time:** 65 minutes

**VI. Materials:**

Teacher Materials	Student Materials
<ul style="list-style-type: none"><li>• Because of Winn Dixie novel</li><li>• Vocabulary book</li><li>• 911 scenario for each group (28)</li><li>• (possible) chapter summary sheet (15)</li><li>• Number/letter cards for partners</li></ul>	<ul style="list-style-type: none"><li>• Pencil</li><li>• Vocabulary book</li><li>• Because of Winn Dixie novel</li></ul>

**VII. Beginning of Lesson: (20 minutes)**

- Students should have out vocabulary books and pencil (10 second countdown). Write pathological fear in vocab book. Ask students if they have an idea of what a pathological fear could be. Write definition. Ask students what people could have pathological fears of. What would that look like?
- Each student should get a number/letter card. They will pair up with their numbers, and student A will share idea first, student B will repeat what they heard and then add their idea. Model with student.
- TPS- have students share with a partner at their table either: a) a pathological fear they have and how it affects them, or b) a pathological fear that someone else might have and how it would affect them. Call on different students to share a partners' idea.
- *We are first going to do an activity that helps us practice how to determine important information. Here is the scenario, listen carefully:* Read aloud scenario, give 2 minutes for discussion. Have one group share, ask if any other groups had a different idea of what was important. Ask: *How do we know what is important information to give? How did you determine what details were not important?*

- Tell students: *What we just did was summarizing. We took a chunk of information and retold ONLY the important details. This week, we are going to practice summarizing some more while we read our story, using 7up sentences to tell the most important information in our own words. We will start by summarizing a chapter at a time, and eventually, we will summarize the whole story. When we summarize, it helps us remember the important details in a story we read.*

### **VIII. Middle of the Lesson (30 minutes)**

- Give 10 seconds for transition to back reading area. Students should only have books.
- Read aloud chapter 10, say:
  - If I was to summarize this chapter, I would think about what the main idea was, and what the important information was. My summary would be very short, like one-two 7up sentences, since this is a very short piece of the book. It would sound like this:*
    - *In Chapter 10, Opal shares with Gloria the things that make her feel lonely, and how Winn-Dixie has helped her make friends. Gloria listens carefully with her heart the whole time, which shows Opal that what she has to say is important.*
- Popcorn read chapter 11, ask:
  - What is the main idea of this chapter? What is the important information? What information is not important?*
- Number off partners with number/letter cards. Partner A shares for 1 minute, partner B repeats and adds their idea.
- TPS: *Think in your head about how you could summarize this chapter. (think time). Share with your partner a one or two sentence summary you have. (Share ideas).*
- Demonstrate: *If I was to summarize this chapter, I would say: Opal and her father discover Winn-Dixie's pathological fear of storms, and Opal begins to feel closer to her dad when he shows how he cares about Winn-Dixie.*
- Ask: *Why did I include the last part about Opal feeling closer to her father? Why do I think that is important in this chapter?*

### **IX. End of Lesson:**

#### **IF TIME ALLOWS—(20 MINUTES)**

- Tell students: *You will be put into partners to read chapter 12 together. What does it look like when you are partner reading? When should you switch reading- do you stop in the middle of a paragraph? Have two students model what partner reading looks like.*
- *When you finish reading the chapter, you and your partner will decide together what the most important information from the chapter is. In two 7up sentences, you will summarize the chapter. Make sure you don't leave out any important information. Show worksheet on doc cam.*
- *Make sure you put both partners' names on the paper. As you read, think about what you think might be important information from the chapter, and write down important ideas or information in the lines. After you finish the chapter, you will discuss with your partner what the two sentences need to say.*
- Transition to reading area with a partner, countdown from 10.



CLOSE – (5 MINUTES)

- When we read, it is important to pause and think about what is important about the chapter, or what the chapter is about. What is the main idea? It is best to summarize during and after reading, like we did today, because it helps us to remember important information about what we read. When you want to tell a friend about a movie you just saw, are you going to tell them every single little detail about it, like what color clothes the character was wearing, or what exactly they said? That would take too much time, and they'd probably rather just watch it themselves. Instead figure out what the main idea and important information is, and tell that instead. Questions about summarizing?

Names: \_\_\_\_\_

While your class was on a trip headed west on Highway 126 to a special spot on the coast, a deer ran in front of the bus, causing it to crash. There are 25 students on the bus, including you. All the students are screaming and trying to get out, but the exit doors will not open. Everyone is very scared. You were riding in the bus for about 30 minutes, and you recently passed Aspen Road. The bus driver is unconscious. You have not seen any cars drive by on the road since the bus crashed. You have been trying to keep everyone calm by asking them to sit and eat a snack, but nobody wants to eat anything.

You now need to call 911 and tell the dispatcher the MOST IMPORTANT information. What does the dispatcher need to know? You have about 10 seconds left of battery on the phone to tell the dispatcher, or enough time to tell about **15 words** clearly. What will you say?

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Names: \_\_\_\_\_

While your class was on a trip headed west on Highway 126 to a special spot on the coast, a deer ran in front of the bus, causing it to crash. There are 25 students on the bus, including you. All the students are screaming and trying to get out, but the exit doors will not open. Everyone is very scared. You were riding in the bus for about 30 minutes, and you recently passed Aspen Road. The bus driver is unconscious, and two students have very small injuries. You have not seen any cars drive by on the road since the bus crashed. You have been trying to keep everyone calm by asking them to sit and eat a snack, but nobody wants to eat anything.

You now need to call 911 and tell the dispatcher the MOST IMPORTANT information. What does the dispatcher need to know? You have about 10 seconds left of battery on the phone to tell the dispatcher, or enough time to tell about **15 words** clearly. What will you say?

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

**Chapter 12: Summarizing**

Partner 1 name: \_\_\_\_\_

Partner 2 name: \_\_\_\_\_

**Important ideas or information:**

\_\_\_\_\_  
\_\_\_\_\_

**Chapter Summary:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Chapter 12: Summarizing**

Partner 1 name: \_\_\_\_\_

Partner 2 name: \_\_\_\_\_

**Important ideas or information:**

\_\_\_\_\_  
\_\_\_\_\_

**Chapter Summary:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Lesson #7 – Chapter Summary with a Partner (Wednesday, February 20)

**I. Rationale:** This lesson builds off of the previous lesson in which summarizing a short chapter in a novel was introduced. In this lesson, students will have the opportunity to work with a partner to summarize a chapter of the reading. The purpose of this lesson is to have students practice the strategy with support from a peer, before independently practicing the strategy.

**II. Lesson Objective:**

- Students will write a brief summary of the readings completed during this lesson, in partner pairs.

**III. Lesson Assessment:** Students will work in partners to write a brief summary of chapters 13-15.

**IV. Standard:**

- 4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

**V. Time:** 65 minutes

**VI. Materials:**

Teacher Materials	Student Materials
<ul style="list-style-type: none"><li>• Because of Winn Dixie Novel</li><li>• Vocabulary book</li><li>• Summary worksheet (28)</li></ul>	<ul style="list-style-type: none"><li>• Because of Winn Dixie Novel</li><li>• Vocabulary book</li></ul>

**VII. Beginning of Lesson:**

- Students will need vocab book and pencil (10 second countdown)
- Write vocabulary words and discuss meanings and usage: dramatic, ignorant, judge.
- Tell students: *Yesterday we discussed how to write a one to two sentence summary of the main idea of a single chapter. Today we are going to write another short summary, but we are going to write one summary for three chapters. Since there is more information that we are summarizing, we will write a three sentence summary. Remember, a summary is a very short explanation of important details from the story. We summarize as we read and after we read to help us remember the important parts of a story.*
- *I will first read aloud chapter 13. In ten seconds, you should have only your books in the meeting area, should form a circle, and be read to follow along as I read. (countdown)*

**VIII. Middle of the Lesson:**

- Read aloud chapter 13.
  - Ask: *-What was the important information that we might want to remember from this chapter?*
  - What information might not be as important? Why?*
- Popcorn read chapter 14.
  - Ask: *-What is the important information from this chapter? How do we know?*
- Tell students: *When I say go, you will go with your partner to an area where you can read together. How should your body look when you're reading with a partner? What level should your voice be at? You should take turns reading, either switching after one page or after one paragraph. Should you switch in the middle of a paragraph?*
- *Once you finish reading, you will work together to list important information from each chapter. You and your partner will decide what information is the most important to have in the summary, and*

*together you will write three 7up sentences summarizing the three chapters we read today. Show worksheet, explain.*

- Go.

#### **IX. End of Lesson:**

- Have students turn in their summaries in basket, and have a seat. (10 second countdown)
- Say: *What are we doing when we summarize?* (call on student for idea). *We are taking a big chunk of reading and using only the important information to retell what we read in our own words. When we are only summarizing a chapter of a book, it is sometimes difficult to pull out important information because it is often all the same idea throughout the chapter. When we are summarizing a whole novel or book, what kinds of information would be important to include in the summary? (character/s, setting, theme/main idea, problem, important events, solution). Since we are summarizing short chapters, we are able to write a shorter summary because there is less information.*
- *Tomorrow we are going to start thinking about how we can build a summary for this whole book. We will think about what information so far is important, and what we might want to include in a summary. We will need to add on to our ideas as we continue to read, so when we are reading, you will need to be thinking about what would be important enough for us to include in a summary of the book.*

Names: \_\_\_\_\_

### Summarizing Chapters 13-15

List of important information from chapter 13	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>
List of important information from chapter 14	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>
List of important information from chapter 15	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>

Chapters 13-15 Summary: Write three 7up sentences to summarize the chapters. Remember to use only the most important information from the chapters.

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## Lesson #8: Summarizing Longer Text (Thursday, February 21)

**I. Rationale:** This lesson is a follow-up to previous lessons. The purpose is to extend student knowledge by asking them to think about important information from an entire novel instead of one or two chapters from a novel. In this way, students are using what they know about identifying important information in a text and applying it to a larger, broader text with more ideas and details. Students will be learning how important ideas in an entire book differ from important ideas within a chapter of a book.

### II. Lesson Objective:

- Students will identify important details in the novel thus far, and verbally justify their ideas.
- Students will develop an understanding of vocabulary word (sorrow), and tell a partner about a time they have felt sorrow.

**III. Lesson Assessment:** Students will be assessed formatively based on their participation and involvement during reading and the class discussion. Students should be sharing ideas and partner-sharing when given the opportunity.

### IV. Standard:

- 4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. .

**V. Time:** 65 minutes

### VI. Materials:

Teacher Materials	Student Materials
<ul style="list-style-type: none"><li>• Copy of <i>Because of Winn Dixie</i></li><li>• Vocabulary book</li><li>• Butcher paper (6 sheets)</li></ul>	<ul style="list-style-type: none"><li>• Copy of <i>Because of Winn Dixie</i></li><li>• Vocabulary Book</li><li>• Markers</li><li>• Glue stick</li></ul>

### VII. Beginning of Lesson:

- Vocab: students will need their vocab book and a pencil. (sorrow) Use doc cam to model what students should write. Write vocabulary word and definition. Have students share with a partner a time they felt sorrow.
- Tell students: Today we are going to think about how we would summarize an entire book, or novel. As a class, we are going to think about and write down what we think is important information from the book so far. When we write a summary for a whole story, we have more information, so we have to be very picky about what information is important enough to put into a summary. The first thing we want to think about when we write a summary is the main idea.
- Ask: What is the main idea of this book? (get student ideas). Once we have a main idea, we have to find all the information that is directly related to it. We have to find all the information that backs up or supports the main idea.

- Say: Some things that could be important to put into a summary are main characters, setting, main idea, problem, important events, and solution. As we read, think about what we have read that backs up our main idea.

### **VIII. Middle of the Lesson:**

- Read aloud chapter 16.
- Ask: was there any new information in this chapter that is a very important part of the main idea? If we left the information in this chapter out of a summary, could we still have a good summary that explains the main idea of this book?
- Popcorn read chapter 17.
- Hand out number/letter cards, students should locate their close partner. Explain: partner A talks first, partner B repeats and adds their own idea.
- TPS: Ask: What information in this chapter could be an important part of the main idea? Think about how the Littmus Lozenge made the characters feel. What do all these characters have in common? (they are sad)
- Since we already have a main idea for the book, let's think together about other important information. Remember, when we write a summary for a whole book, some important information we might want to add have to do with the characters, setting, problems, important events, or the solution.
- Write ideas on butcher paper
- Let's start with characters. What characters are so important to the main idea that we could not leave them out of the summary? (Opal, Winn-Dixie)
- What about the setting is important? (Opal just moved to a new town in Florida)
- What is the problem in the book? (Opal is lonely)
- What are some important events that support our theme, or are related to our theme?
- What is the solution in the book, or the way that the problem was solved? (Winn-Dixie helps Opal make friends and feel happier)

### **IX. End of Lesson:**

- With all of this information, we will have to figure out which is the most important to include in a summary. As we are finishing up the book, we can add new, important ideas to these boards that should be included in our summaries. We can also remove information that we decide is not important enough. When we write our summary of the entire book, we will only have one paragraph to say the most important information that supports the main idea.
- Since this was a short week, we will finish up reading through chapter 18. We will not have a test this week, but will work on summarizing some more next week and have our test then. Tomorrow, in partners, you will be using your book to answer questions about the story and important information.



## Lesson #9: Strategy and Vocab Review (Friday, February 22)

**I. Rationale:** The purpose of this lesson is for students to review vocabulary that they've learned and review and practice using both the visualization and summarizing comprehensions strategies the previous lessons have covered. Students will be working in partners so that ideas and knowledge can be shared.

### II. Lesson Objective:

- Students will develop and practice their understanding of vocabulary words: melancholy, idle, and tragedy.
- Students will develop a vocabulary word search using definitions and synonyms, and practice using comprehension strategies with a partner.

**III. Lesson Assessment:** Students will be assessed on their completion of the partner practice questions. Student should provide clear and understandable clues to vocabulary words in word search. Each word/clue combination is worth 1 point (6 points total). Assessment on comprehension strategies will be 1 point per box completed or per sentence. There will be a total of 20 points possible for accuracy and completion of review assignment.

### IV. Standard:

- 4.RL.2 Determine the theme of a story, drama, or poem from details in the text; summarize the text.

**V. Time:** 45 minutes

### VI. Materials:

Teacher Materials	Student Materials
<ul style="list-style-type: none"><li>• Because of Winn Dixie novel</li><li>• Review packet (30)</li><li>• Vocabulary book</li></ul>	<ul style="list-style-type: none"><li>• Because of Winn Dixie novel</li><li>• Vocabulary book</li></ul>

### VII. Beginning of Lesson:

- Vocab: Students should have out their vocabulary books and a pencil. (melancholy, idle, tragedy). Write word and definition on doc cam, and a sentence for each.

### VIII. Middle of the Lesson:

- Explain: *Last week we talked about visualizing while we read, or using our senses to make a movie in our minds. This week we talked about summarizing. We found the main idea of the story and looked for important information from the book that we thought would be necessary to include in a summary. Remember, a summary is a very short retelling of the story in your own words.*
- Ask: *What are some important things to include in a summary?* (main idea, important characters, problem, important events, solution)
- Say: *Today you are going to read through chapter 18 with a partner, and then complete this review together.*
- Explain review worksheet on doc cam.

- Show word search on doc cam, explain: *After you finish the review with your partner, you will work on your own to complete a word search that someone else will complete next week. Explain how to make it.*

**IX. End of Lesson:**

- *Did anyone come up with any new information that we need to add to our charts of important information for a summary? (write down ideas)*
- *We will use these charts next week when we finish our novel to write a summary of the entire book. When we write our summaries, we will only be writing one paragraph about the most important information and ideas in the book. Be thinking about how you would tell the whole story in three to four 7up sentences.*

Name: \_\_\_\_\_

### Because of Winn-Dixie: Strategy and Vocabulary Review

**1) Imagine you are in Gloria Dump's yard. (Chapter 9-10). Give two examples for each one of your senses about what you visualize.**

I see: 1)  2)	I hear: 1)  2)	I smell: 1)  2)
I feel: 1)  2)	I taste: 1)  2)	What does Gloria's yard remind you of?

**2) What is the main idea of the story? Why do you think so? Explain in one to two 7up sentences.**

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**3) What are three very important ideas that you think should be in the book summary? How do they support your main idea?**

Important idea 1:	It supports the main idea because...
Important idea 2:	It supports the main idea because...
Important idea 3:	It supports the main idea because...



Lesson #10 – Summarizing Because of Winn-Dixie A (Monday, February 25)

**I. Rationale:** The purpose for this lesson is to revisit how to determine important ideas and information from the novel as a whole class, giving students the opportunity to be successful in writing their own summary of the story. Students will be sharing their own ideas and justifying their ideas, which will help students who are having a more difficult time understanding implicit ideas in the story.

**II. Lesson Objective:**

- Students will develop an understanding of vocabulary words, discussing with a partner how they relate to the story. (aching, theme)
- Students will work together to review comprehension strategies, and individually to create a vocabulary word search for a partner.

**III. Lesson Assessment:** Students will be assessed formatively on their participation during the reading and summary preparation activity.

**IV. Standard:**

- 4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

**V. Time:** 65 minutes

**VI. Materials:**

Teacher Materials	Student Materials
<ul style="list-style-type: none"><li>• Because of Winn Dixie Novel</li><li>• Vocab book</li><li>• Preparing a summary graphic organizer</li><li>• Index cards</li><li>• Strategy and vocabulary review sheet</li></ul>	<ul style="list-style-type: none"><li>• Because of Winn Dixie Novel</li><li>• Vocab book</li><li>• Preparing a summary graphic organizer</li></ul>

**VII. Beginning of Lesson:** (20 minutes)

- Hand out notecards. PUT NAMES ON THEM.
- Check-in: Last week we started talking about summarizing, so I am going to set the timer for one minute, and I would like you to write down what it means to summarize. What do you know about summarizing? When you are finished, hold up your card and I will pick it up.
- Vocab books and pencils (10 seconds countdown)
- Words: aching, theme. Write down vocab word and definition, have students give examples/sentences. For theme, ask about themes of a party, movie, and book.
- Last week we were working together on preparing for writing a summary by writing down the most important information from the book. Before we read, we need to think about the setting, problem, and the solution (so far) in the book, and how what about them is important enough to include in a summary.

- Number off students. Remind students: 1 talks first, 2 repeats then adds their own thought.
- Think for a moment about what is so important about the setting (Naomi, FL). Why is that important to the main idea of the story (students' main idea from last week: since Opal found WD, they both made friends and didn't feel so lonely anymore)? (Guide to: it is important because had Opal not moved to Naomi, she would not have met WD and learned the importance of friends). (Get student ideas, write one on graphic organizer)
- What is the problem in the story, and how does it relate to the main idea? (Opal feels sad and lonely because she feels like an orphan and doesn't have any friends). Talk with your partner for one minute, Partner 1 talks first, 2 repeats and adds their idea. (Get ideas, write one on graphic organizer).
- What about a solution? Has anything happened in the story so far that is a solution to our problem? (WD helps Opal make friends). Talk with your partner for one minute, Student 1 first, student 2 repeat and add your idea. (Get ideas, write one on graphic organizer).
- As we read today, think of one or two important ideas that we would NEED to have in a summary of the story in order for someone who has not read the story to understand the main idea.

#### **VIII. Middle of the Lesson - Central Activity:** (40 minutes)

- Read aloud chapter 19.
  - Why did Opal sweep the floor so slowly? (she didn't want Otis to feel lonely). How would her sweeping the floor help him feel less lonely?
- Popcorn read chapter 20.
  - Why did Opal say Amanda was pinch-faced? So, earlier in the book when Opal did not know Amanda and about Carson, what was she doing when she was calling her pinch-faced and mean? (judging Amanda).
- You will read chapter 21 with a partner in an area around the room. Once you get to your spot, what should you look like? (have a student share: sitting close, talking ½ voice, taking turns reading).
- (show activity on doc cam) After you finish reading, you and your partner will work together to practice visualizing and thinking of important ideas from the book. (EXPLAIN 'TASTE' IN VISUALIZING). After you finish the front side of this activity, you will work ON YOUR OWN to make a word search for someone else in this class to complete later in the week. (EXPLAIN CLUES)
- Turn in your activity WITH YOUR NAME once it is complete!
- 10 second countdown for students to find their spot in the room.

#### **IX. End of Lesson:** (5 minutes)

- Tomorrow we are going to think of how we can take the information we have come up with in our 'preparing to summarize' sheet and turn that into a summary. We will need to tell the whole idea of the book in three 7up sentences, so we will have to pick the most important information on our sheet to include.

Lesson #11 – Summarizing Because of Winn-Dixie B (Tuesday, February 26)

**I. Rationale:** The purpose for this lesson is to revisit how to determine important ideas and information from the novel as a whole class, giving students the opportunity to be successful in writing their own summary of the story. Students will be sharing their own ideas and justifying their ideas, which will help students who are having a more difficult time understanding implicit ideas in the story.

**II. Lesson Objective:**

- Students will work with a partner to summarize the story in three or four 7up sentences.

**III. Lesson Assessment:** Students will be assessed formatively on their participation during the reading and vocabulary. Students will be assessed on their partner summary using the following rubric:

- **5-** Students include an accurate main idea, setting, important characters, problem, and solution in their summary.
- **3-** Students include main idea and at least 3 of the 5 important elements in their summary.
- **1-** Students include the main idea, and at least 1 of the important elements in their summary; or students do not include the main idea.
- **0-** Student does not include important elements of the story, or does not participate.

**IV. Standard:**

- 4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

**V. Time:** 65 minutes

**VI. Materials:**

Teacher Materials	Student Materials
<ul style="list-style-type: none"><li>• Because of Winn Dixie Novel</li><li>• Vocab book</li><li>• Preparing a summary graphic organizer</li><li>• Index cards</li></ul>	<ul style="list-style-type: none"><li>• Because of Winn Dixie Novel</li><li>• Vocab book</li><li>• Preparing a summary graphic organizer</li><li>• Sheet of paper (per pair of students)</li></ul>

**VII. Beginning of Lesson:** (5 minutes)

- Hand out notecards. PUT NAMES ON THEM. On your index card, write two 7up sentences to explain why you think the name of the story is Because of Winn-Dixie. Hold your card up when you are finished, and I will set the timer for two minutes.
- Since we are so near the end of the book, we already talked about the last of our vocabulary words for the week. However, some of our words do not have synonyms or sentences (the empty boxes on the right). Tomorrow, we will be working in partners to fill in our empty boxes.

- Once we are done reading chapters 22-24 today, you and a partner will work together to decide how to write a summary for the book so far. You should be using the ‘preparing for a summary’ sheet that we have been working on together. You will both be writing down four 7up sentences, but you can talk about what should be written. You NEED to write your name at the top, and you also will NEED to include the main idea of the story.
  - Who is writing the summary down?
  - What do you need to include?

### **VIII. Middle of the Lesson - Central Activity:** (40 minutes)

- Read chapter 22 aloud.
  - What do you think the preacher meant by “We appreciate the complicated and wonderful gifts you give us in each other...?”
- Popcorn read chapter 23.
- When I say go, you will find a spot in the room with your partner to read chapter 24, sitting close together and talking in a ½ voice. You will need to take turns reading, so either switching after each paragraph or after each page.
- Once you finish reading chapter 24, you will each need one piece of notebook paper and your preparing to summarize sheet that we did together. Together you will think of how you could summarize the story in four 7up sentences. Remember: when you summarize, you are telling the main idea of the story and the most important information that relates to the main idea. Imagine you are telling about the story to someone who has not read it. How would you tell them the story in 4 sentences? BOTH partners will be writing down a summary, but you can decide together what to write. The two most important things: make sure to have your name on the paper, and include the main idea of the story. Turn it in to the basket when you are finished.

### **IX. End of Lesson:** (20 minutes).

- Turn in your summary to the basket, make sure it has your name on it.
- Tomorrow we will be finishing the book- we have two chapters left.
- Before we leave, I want you to take one minute to turn your book over, and read the back of the book. (give one minute on timer). This is one type of summary of the book, it is called a blurb. The only difference between this blurb and the summary we are writing is that the blurb on the back of the book is written to sell the book, or to get people to buy it. What elements of the book, like we were talking about, does this summary have in it?
- Does it have one of the main ideas? (they have a whole lot to be thankful for)
- Does it name the most important characters related to the main idea? Why does it list the father? (because he has a lot to be thankful for, too.) Why did we not list the father? (because we used a main idea that related more to making friends).
- Does it have the setting and how it relates to the main idea? (when they move to Naomi, they don’t know what to expect)
- Problem and solution? (they’ve both tasted a bit of melancholy; with a little help from WD, they have a lot to be thankful for).



Lesson #12 – Unit Review (Wednesday, February 27)

**I. Rationale:** The purpose of this lesson is for students to work with a partner to practice using the two strategies covered during this unit, supporting each other. They will also work together to interact with the book in answering recall and comprehension questions, helping them to remember and find information within the text.

**II. Lesson Objective:**

- Students will find synonyms and definitions for missing or unfinished vocabulary words in their vocabulary notebooks using a dictionary or thesaurus.
- Students will work with a partner to review vocabulary and strategies, and complete comprehension questions from the story.

**III. Lesson Assessment:** Students will be assessed formatively on their participation during the reading, and on their completion of the review with a partner.

**IV. Standard:**

- 4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

**V. Time:** 65 minutes

**VI. Materials:**

Teacher Materials	Student Materials
<ul style="list-style-type: none"><li>• Because of Winn Dixie Novel</li><li>• Vocab book</li><li>• Review worksheet (30)</li><li>• Index cards</li></ul>	<ul style="list-style-type: none"><li>• Because of Winn Dixie Novel</li><li>• Vocab book</li><li>• Dictionary or thesaurus</li></ul>

**VII. Beginning of Lesson:** (15 minutes)

- Hand out notecards. PUT NAMES ON THEM. On your index card, list at least four things that you should include in a summary of a story. Hold them up when you are finished and I will pick them up, you will have 2 minutes. (set timer).
- Before we read the last two chapters, I want you to think about how different characters show qualities of a good friend. I am going to put 1 minute on the timer, and I want you to think to yourself. When the timer dings, you will find your nearby number partner, and partner A will share first, then Partner B will repeat and add their ideas.
- Set timer, hand out numbers.
- Share:
  - What does Opal do that shows she is a good friend? (she listens to Franny, tries to comfort Gloria, takes care of WD...)
  - What does Gloria do that shows she is a good friend? (listens to Opal, helps her to be a better person...)

-What qualities or traits do any of the other characters have that make them good friends?

- As we finish up the story, think about anything you should add or take away from the list.

### **VIII. Middle of the Lesson - Central Activity:** (40 minutes)

- Read aloud chapter 25.
  - Was the party a success? Why do you think so? What was the purpose of the party?
- Popcorn read chapter 26.
  - In your head, think about how the characters helped each other in this story.
  - With your same partner, take turns sharing your ideas. Each person will have one minute to share.
- Have students share ideas.
- With your same partner, you will need to find a place that you can sit close to each other. You will need: your book, a pencil, your vocabulary book, and a dictionary or thesaurus.
- **FIRST**, you will need to finish up your vocabulary book. You will notice 7 words that have the last box empty. In this box, you will need to write a synonym and use the word in a sentence of your choice.
- **AFTER YOU FINISH** the vocab, you and your partner will come up and get the review worksheet from me. You can work on this together.

### **IX. End of Lesson:** (10 minutes).

- As we've read this story, we have talked a lot about visualizing and summarizing.
  - What does it mean to visualize? How do you do it?
  - What does it mean to summarize?
  - What are some types of important information we would put into a summary?
- When we visualize, we are making a movie in our minds. We are using the clues that the author gives us in the text, and filling in the rest with what we know from our own experiences. This helps us to monitor, or check, our understanding as we read. It also helps us to be more engaged and interested in the story and to remember the story.
- When we summarize, we use the most important information from the story, like the main idea, characters, setting, problem and solution to write a very short retelling of the story. We only tell what is most important, and we leave out all the smaller details. We have to include the main idea of the story, which is what the story is all about. The main idea is not always written in the story- it could be something that you only can pick out if you think about characters' feelings and actions.
- Tomorrow we are going to first have our test, and then begin watching the movie. When we begin the movie, think about how the book and movie are similar and how they are different. Did you visualize something different when you were reading?

Name: \_\_\_\_\_

## Because of Winn-Dixie: Partner Review

**Circle the best answer for questions 1-4:**

**1) Why does Gloria Show Opal her bottle tree?**

- a) Opal asks what the clanking noise is
- b) Otis had made the tree for her
- c) Gloria wanted Opal to grow a tree like it
- d) She wants Opal to know everyone makes mistakes

**2) What is the secret ingredient in the Littmus Lozenge?**

- a) sadness
- b) root beer
- c) typhoid
- d) strawberries

**3) What gives Opal the idea to throw a party?**

- a) Otis thought it would be fun
- b) She read about a party in Gone With the Wind
- c) She saw a sign for party decorations
- d) Sweetie Pie asked her to throw a party

**4) How did everyone discover Winn-Dixie after the storm?**

- a) they played music for him
- b) he barked and barked
- c) he ran wild because of the storm
- d) they heard him sneeze

**5) Opal didn't like Amanda for much of the story. By the end of the story, Opal changed her mind. Write **one** 7up sentence explaining why Opal decides she can be friends with Amanda.**

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**6) If you were to give this book a new title, what would be a good title to pick that describes the story? Hint: think of the main idea of the story.**

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**7) In Chapter 26, Opal says her heart doesn't feel empty anymore. Write **one** 7up sentence to explain why you think she feels this way.**

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**8) List one quality that each character has that helps them be a good friend.**

Opal	Winn-Dixie	The Preacher
Gloria Dump	Miss Franny Block	Otis
Amanda Wilkinson	The Dewberry brothers	Sweetie Pie Thomas

**9) What are the five senses you use to visualize when reading a story?**

1) \_\_\_\_\_ 2) \_\_\_\_\_ 3) \_\_\_\_\_

4) \_\_\_\_\_ 5) \_\_\_\_\_

**10) Name the most important piece of information to put in a summary.**

\_\_\_\_\_

**11) In one 7up sentence, tell what it means to summarize a story.**

\_\_\_\_\_

**12) In one 7up sentence, tell what it means to visualize as you read a story.**

\_\_\_\_\_