

# LASSIS: Language Arts Sample Systematic Instruction Script

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**Key Text:** Excerpt from *Because of Winn Dixie*

**Grade Band:** Elementary (Grades 3-5)

**Focus:** Building Understanding of Words and Stories



Topic	Content Connectors	Indiana State Standards	Essential Understanding	Objectives
Word Studies	3.RV.2.1: Use context clues and text features to determine the meanings of unknown words.	3.RV.2.1: Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.	Identify frequently used nouns, THEN Identify high frequency words.	1. Identify and define key words related to the story.
	4.RV.2.1: Use context clues and text features to determine the meaning of unknown words.	4.RV.2.1: Apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features (e.g., charts, headings/subheadings, font/format) to determine the meanings of unknown words.	Identify frequently used words (e.g., EDL 2 or 3), THEN Identify second, third, and fourth grade words.	

Topic	Content Connectors	Indiana State Standards	Essential Understanding	Objectives
Passage Comprehension	3.RL.2.1: Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	3.RL.2.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Recall information in a text (e.g., repeated story lines), THEN Predict what might happen in a text, THEN Refer to text to support a prediction.	2. Answer “who”, “what”, and “where” questions.
	3.RN.2.2.a.1: Determine the main idea of a text.	3.RN.2.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.	Identify the topic of a text or information presented in diverse media. THEN Identify a supporting detail of the topic in a text or information presented in diverse media.	3. Confirm or change a prediction about main idea of story using at least two details from story.
	3.RN.2.2.a.2: Recount the key details and explain how they support the main idea.			
	4.RN.2.2: Determine the main idea of a text.	4.RN.2.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Determine the topic of story or poem. THEN Identify details from text that support a topic.	4. Select the theme of the story when given four options and match to a supporting detail in the text.
	5.RN.2.1.a.1: Quote accurately from a text when explaining what the text says explicitly.	5.RN.2.1: Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.	Recall details in a text. THEN Explain what a text says.	
5.RN.2.1.a.2: Quote accurately from a text to support inferences.				

Topic	Content Connectors	Indiana State Standards	Essential Understanding	Objectives
Using Context Clues	4.RV.2.1: Use context clues and text features to determine the meaning of unknown words.	4.RV.2.1: Apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features (e.g., charts, headings/subheadings, font/format) to determine the meanings of unknown words.	Understand that words can have more than one meaning. THEN Identify a meaning of a multiple meaning word. THEN Determine which familiar word completes a sentence. THEN Given the meaning of new word, determine which word completes the sentence.	5. Fill in sentence using new vocabulary word based on context cues.
	5.RV.2.1: Use context and text features to determine the meanings of unknown words.	5.RV.2.1: Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words.	Identify unknown words. THEN Identify multiple meaning words. THEN Determine the meanings of a multiple meaning word within context.	Select picture that best illustrates sentence with an unknown or multiple meaning word by using context cues in sentence.

Be sure to provide specific practice to students on the skills that correspond to their grade level.

Materials Needed: Print, cut, and laminate response boards and response options attached to the end of this lesson. Also print the story. We recommend putting the story in a three ring binder with page protectors. Note that the stories are written in Level 3 text (no picture icons; Lexiled at about half grade level). See notes on “Build Towards Grade Level Competence” for moving students towards grade level text (Level 4). Teachers may modify the story by adding the vocabulary picture icons, simplifying sentences, and deleting nonessential sentences (Level 2 text). We also have provided some Level 2 text examples in the “Build Towards Independent Reading” section. The repeated story line is written simply (Level 1 text) and can be emphasized for students with emergent literacy (e.g., “And he smiled”). For students with the most significant or multiple disabilities, augment the story using objects such as a toy dog to represent Winn-Dixie or a grocery bag for the grocery store. Although response options are provided, when appropriate, allow students to generate their own responses.

## BUILD ESSENTIAL UNDERSTANDING: Teaching Story Elements

**3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>** Objective: Identify and define key words related to the story. (See materials for vocabulary and pictures)

**INTRODUCE TEXT** (i.e., attention getter activity) Show a picture of several pets (you may have students bring pictures of their pets). Ask students how they got their pet. Show the book *Because of Winn Dixie*. **We are going to be reading a book about a pet that has a funny name.**

Step	Teacher Says/Does	Student Response	Corresponding teacher materials
1.	<b>Find the title of our book.</b>	Points to title. (Teacher reads title. If student needs help, use LIP.) <b>REMEMBER TO PRAISE EACH CORRECT RESPONSE!!!!!!!</b>	
2.	<b>Find the author of our book. The author is the person who wrote our story.</b>	Points to author. (Teacher reads author's name. If student needs help, use LIP.)	
3.	<b>What kind of pet is our book about? Let the title and picture help you.</b>	Communicates "dog". (Give student 4 pictures or objects; if does not point to "dog", use LIP and point to dog on book cover.)	Step 3; Page 5 
4.	<b>A character is a person in a story. Listen while I read the first two sentences of our first chapter. (Read 1<sup>st</sup> two sentences). "Who" asks for the name of a character. Who is the character in our story?</b>	Selects Opal. (Option: Give student 4 pictures from which to make a selection). If not correct, use the LIP for finding answer in text. Also remind student "who" asks for a person's name.  Option: Use examples/non-examples of characters/not characters.	Step 4; Page 6 
5.	<b>Sometimes a character can be an animal. Another character in our story is Winn Dixie. Who is Winn Dixie?</b>	Communicates "dog". (Give student 4 pictures or objects; if does not point to "dog", use LIP and point to dog on book cover.)	Step 5; Page 6 

6.	<b>The setting is a place in our story. Listen for the setting in the next two sentences.</b> (Read next two sentences). <b>“Where asks for the setting, a place in our story. Where is the setting?”</b>	Selects Florida. (Give student 4 pictures from which to make a selection.) If not correct, use the LIP for finding answer in text.   Option: Use examples/non-examples of settings/not setting.	Step 6; Page 7 
7.	<b>I have a special job for you to do today while I read the chapter. I want you to listen for what Winn Dixie does. He’s a happy dog who smiles a lot. When I read “and he smiled”, I want you to help me read “smiled.”</b> (Hold up a sentence strip with the words “And he smiled.” Point to the words as you read them, but wait for student to read the last word.) <b>Let’s practice “And he…”</b>	Reads “smiled” (e.g., student may use voice output device to say “smiled” or speak the word to help read it).	Step 7; Page 7 <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">And he smiled.</div>

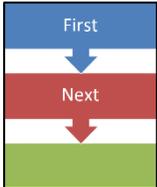
## BUILD A GRADE-ALIGNED COMPONENT: I. WORD STUDY

<b>3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup></b> Objective: Identify and define key words related to the story. (See materials for vocabulary and pictures)															
READER OPTION: Student reads each sight word and matches it to the picture.															
LISTENER OPTION: Teacher reads the word, student finds the picture. (More support: some students may need to select an object paired with the picture (e.g., use a small figure of a girl to represent Opal, man for preacher, grocery bag for groceries, dog for Winn Dixie, orange for Florida).															
<b>Before we read our story, let’s review some key words we will find in the first chapter. Read (or listen for) the word and ten show me the picture that goes with the word. (Go through the vocabulary at a rapid pace).</b>															
Step	Teacher shows (or reads) each word	Student Response	Corresponding Teacher Materials												
8.	Opal	 Reads/selects “Opal.” Matches to picture. (Time delay is an excellent strategy to teach the words. Begin with a no delay round so students learn the words without error. Then use a delayed round for students to anticipate the correct response).	Steps 8-14; Pages 8-9 <table border="1" data-bbox="1812 1134 2031 1278" style="margin: 10px auto;"> <tr> <td>Opal</td> <td>Cat</td> <td>Winn Dixie</td> </tr> <tr> <td>Park</td> <td>Smile</td> <td>Preacher</td> </tr> <tr> <td>Florida</td> <td>Mailman</td> <td>Frown</td> </tr> <tr> <td>Boy</td> <td>Grocery store</td> <td>Idaho</td> </tr> </table>	Opal	Cat	Winn Dixie	Park	Smile	Preacher	Florida	Mailman	Frown	Boy	Grocery store	Idaho
Opal	Cat	Winn Dixie													
Park	Smile	Preacher													
Florida	Mailman	Frown													
Boy	Grocery store	Idaho													
9.	Preacher	Reads/selects “Preacher.” Matches to picture.													
10.	Grocery store	Reads/selects “Grocery Store.” Matches to picture.													
11.	Winn Dixie	Reads/selects “Winn Dixie.” Matches to picture.													
12.	Smile	Reads/selects “Smile.” Matches to picture.													



## BUILD A GRADE-ALIGNED COMPONENT: II. PASSAGE COMPREHENSION

<p><b>3<sup>rd</sup>, 5<sup>th</sup></b> Objective: Confirm or change a prediction about main idea of story using at least two details from story. (See materials for response options)</p>			
<p><b>Before we start reading, I want you to think about what this chapter is about. Remember, we talked about the fact that Winn Dixie is a dog. Did you know Winn Dixie is the name of a grocery store? I shop at (name a local grocery store). Where does your family shop? Opal shows at Winn Dixie.</b></p>			
<p><b>READ ADAPTED TEXT:</b> Read Chapter 1 aloud (some students may be able to read this passage aloud for you.)</p>			
Step	Teacher Says/Does	Student Response	Corresponding Teacher Materials
20.	<p><b>Which of these do you think the story will be about?</b></p> <ul style="list-style-type: none"> <li>-A preacher goes to church</li> <li>-A girl buys apples at the grocery store</li> <li>-A girl finds a dog at a grocery store</li> <li>-A dog buries a bone</li> </ul>	<p>Selects one sentence (Note: any answer is okay for now; this is their guess. If doing this with a group, have each student respond and tally how many “votes” each answer gets.)</p>	<p>Step 20; Page 11</p> 
21.	<p><b>I am going to read our chapter aloud now. Follow along with me. Remember you are going to help me read “smiled” when I say “And he...” Ready?</b></p> <p>(Read the chapter aloud. When you get to “And he smiled”, read the sentence once. Then repeat “And he...” Wait for student to read “smiled.” NOTE: You may have some students help read other key vocabulary words when you come to them.</p>	<p>Reads “smiled” (may use voice output device). Use LIP if does not respond correctly.</p>	

22.	<p><b>Now let's see what our story was really about.</b> (Show the sentence strips again.) <b>We have to find a fact in our story to back up our choice. Let's review the facts. Here are some facts.</b> (Display 3 facts).  <b>-The preacher sent Opal to the store.</b>  <b>-A dog was in the store.</b>  <b>-Opal took the dog home.</b></p> <p><b>What happened first?</b></p>	<p>Communicates "The preacher sent Opal to the store." (This may be communicated by pointing to the first picture/sentence strip or reading it.  Option: you might have student put the number 1 by the first fact). Use LIP if student does not respond correctly.</p>	<p>Steps 22-24; Pages 12-13</p>  
23.	<p><b>What happened next?</b></p>	<p>Communicates "A dog was in the store." </p>	
24.	<p><b>What happened last?</b></p>	<p>Communicates "Opal took the dog home." </p>	
25.	<p><b>So what was our story about?</b>  <b>-A preacher goes to church</b>  <b>-A girl buys apples at the grocery store</b>  <b>-A girl finds a dog at the grocery store</b>  <b>-A dog buries a bone</b></p>	<p>Matches "A girl finds a dog in the grocery store" to "A dog was in the store."  Use LIP if student does not respond correctly. </p>	<p>Step 25; Page 11</p> 

**3<sup>rd</sup>** Objective: Answer basic comprehension questions: "who", "what", and "where" questions

**Let's answer some questions about our story. Remember to think about what we read to find the *right* answer. Use laminated vocabulary and picture cards.**  
**READER OPTION:** Use the sight words as the response options.  
**LISTENER OPTION:** Use the pictures as the response options.

Step	Teacher Says/Does	Student Response	Corresponding Teacher Materials
26.	<p><b>"Who" asks for the character-a person or animal. Who found the dog in the store?</b></p>	<p>Selects "Opal." (If student does not get correct answer for these questions, reread portion of text with correct answer and ask again. See LIP for text in <i>Instructional Resource Guide</i> for more detail.) </p>	<p>Steps 26-28; Pages 8-9</p>

27.	<b>“Where” asks for the place our story occurred. Where did the preacher send Opal?</b>	Selects “grocery store.”	<table border="1"> <tr> <td>Opal</td> <td>Cat</td> <td>Winn Dixie</td> </tr> <tr> <td>Park</td> <td>Smile</td> <td>Preacher</td> </tr> <tr> <td>Florida</td> <td>Mailman</td> <td>Frown</td> </tr> <tr> <td>Boy</td> <td>Grocery store</td> <td>Idaho</td> </tr> </table> 	Opal	Cat	Winn Dixie	Park	Smile	Preacher	Florida	Mailman	Frown	Boy	Grocery store	Idaho
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28.	<b>“What” asks for a fact from our story. What did Winn Dixie do when he saw Opal?</b>	Selects “smile.”													
	Generalization: On future days if you reread this chapter, you might try different “wh” questions so students do not memorize the answers. (e.g., Who was Opal’s dad? [preacher]. Where was Winn Dixie? [grocery store]).														

<p>3<sup>rd</sup>, 4<sup>th</sup> Objective: Select the theme of the story when given four options and match to a supporting detail in the text.</p> <p><b>You are doing a great job with our story today! Let’s try something a little harder. Remember our author is Kate DiCamillo. The theme is the topic the story is about. Let’s work together to find our theme.</b> Use “Theme Response Board”, vocabulary cards and pictures, and the “What is the theme of our story?” response board.</p>			
Step	Teacher Says/Does	Student Response	Corresponding Teacher Materials
29.	<p><b>Let’s begin by finding some facts about our main character. Who is Opal’s father?</b></p> <p>(Write each fact under Opal’s name. Write “Preacher.”)</p>	<p>Communicates “Preacher.” (Use the vocabulary words you taught earlier for students to make their responses.) Use LIP if does not respond correctly.</p>	<p>Steps 29-31; Page 14</p>
30.	<p><b>Does Opal have a mother?</b></p> <p>(Write “No mother”) <b>She must be lonely with no mother.</b></p>	<p>Communicates “no.”</p>	

31.	<p><b>Opal just moved to Florida. Sometimes when we are new in town we don't have many friends. Does Opal have any girls or boys as friends in our story?</b></p> <p>(Write "No friends")  <b>She must be lonely with no friends.</b></p>	Communicates "no."	
32.	<p>Which of these might be the theme of our story?</p> <ul style="list-style-type: none"> <li>-A dog as a friend</li> <li>-A boy as a friend</li> <li>-The fun of grocery shopping</li> <li>-Different kinds of dogs</li> </ul>	Communicates "A dog as a friend." (If does not respond correctly, don't correct yet. Go to next step and then come back to this step.)	<p>Step 32; Page 15</p> 
33.	<p>Let's find something she does that shows us Winn Dixie is her friend. I'm going to reread a part of the story. (Read only p. 4). Who understood Opal?</p> <p>A friend understands. So we know Winn Dixie is her friend.</p>	<p>Communicates "Winn Dixie." Use LIP if does not respond correctly; rereading part of text that gives the answer "Winn Dixie understood what I meant".</p> 	<p>Step 33; Page 14</p> 

## BUILD A GRADE-ALIGNED COMPONENT: III. CONTEXT CLUES

**4<sup>th</sup>, 5<sup>th</sup>** BUILD A GRADE-ALIGNED COMPONENT – Fill in sentence using new vocabulary word based on context clues. (See materials for response board)

**You have done such a great job with our story today. Let’s do one more thing to become super readers. Let’s play “Guess the Word”. This game uses words that have more than one meaning. Give each student several pictures including the correct responses.**

Step	Teacher Says/Does	Student Response	Corresponding Teacher Materials
34.	<p><b>Here is our first one.”The preacher sent me to the grocery store. I walked into the produce section.”</b></p> <p><b>Who can find what produce means?</b>  <b>Hint: Here’s the hint “sent me to the grocery store. It’s in a grocery store.”</b></p>	<p>Selects picture of fruits and vegetables. (To make this a game, give student a point for each correct answer. Students may compete as teams: of it only one student, let student try to get correct answer faster than you do.”</p> <p>If not correct, restate the hint shown on the left.</p> <p> If student does not make correct response, use examples/non-examples of what you find in a grocery store.</p>	<p>Steps 34-36; Page 16</p> 
35.	<p><b>Here’s our next passage. “The manager was going to send the dog to the pound, but I kept him.”</b></p> <p><b>Who can find what pound means?</b></p> <p><b>Hint: Here’s the hint “send the dog”. It’s somewhere dogs go when they have no home.</b></p>	<p>Selects picture of dog in a cage (pound).</p> <p>Use same strategy for prompting as above/ and same game format.</p>	
36.	<p><b>Here’s another passage, “He had always told me to help others. Winn Dixie needed my help...I gave Winn Dixie a bath.”</b></p> <p><b>Who can find what “help others” means?</b></p> <p><b>Hint: Here’s the hint, “Winn Dixie needed my help. I gave Winn Dixie a bath” Giving a dog a bath helps the dog to be clean.</b></p>	<p>Selects picture of cleaning (not literally a dog bath).</p>	

37.	<b>Sometimes a word can have more than one meaning. Let's try a few. A "pen" can be something I use to write (show picture of writing pen). A "pen" can also be something a dog stays in (show dog pen). What does pen mean in this sentence- "A dog was in a pen."</b>	Selects picture of dog pen.  If not correct, restate the types of pens shown in italics on the left and let the student try again.	Steps 37-38; Page 17 
38.	<b>What does pen mean in this sentence- "I write with a pen."</b>	Selects writing pen.	
39.	<b>Let's do another word. The word "pound" can be something we do with a hammer (pretend to pound the table). Or, a "pound" can be a place where dogs go that do not have a home. What does pound mean in this sentence. The manager said, "Put Winn Dixie in the pound."</b>	Selects picture of dog pound.	Steps 39-40; Page 18 
40.	<b>What does pound mean in this sentence- "I pound the nail."</b>	Selects picture of hammer pounding nail.	
	Note: To help students generalize, try other multiple meaning words in future lessons. Point out these words in everyday activities.		

**You did a wonderful job with our story today.**

**OPTIONAL WRITING ACTIVITIES:**

There are two writing activities. The first activity can be done daily, or after reading a chapter or group of chapters. The second activity can be used as a culminating activity at the end of the book.

**Daily:** Create a scrapbook of each character introduced in the chapter(s). You can use this website:

<http://www.scholastic.com/winndixie/scrapbook.htm>

This is a way to incorporate technology. Students can create a picture of each character based on what they envision after hearing the story read to them by using the options provided. Then, they can look for character descriptions in the story and add using a keyboard, adapted keyboard, speech-to-text software, or by dictating what to write to the teacher. This can be done without this website, using pictures printed from the internet, or cut from magazines.



**Culminating Activity:**

Create a book report about *Because of Winn Dixie* in the shape of the "mistake tree" from Miss Gloria Dump's back yard. See the sample on the right. The top of the tree will have the title, author, setting, and character descriptions. Students can find these details in the story and either write or use the book as a model to copy the information from and type/print. The character descriptions can be derived from the character scrapbook created after reading each chapter(s). These can be pasted on bottles that are hanging from the tree, as described in the book. The trunk of the tree is a book summary that can be created using student input or bby having students fill-in the blanks.



NOTE TO TEACHER: Repeat the lesson using these targets.

Chapters	Key vocabulary	Main Idea & supporting detail	Theme & supporting detail	Passages for using context clues
5, 6, 7	Neighborhood Howl Church Librarian- Miss Fanny Bear Mouse	Winn Dixie makes a lot of friends. <ul style="list-style-type: none"> <li>Winn Dixie howled so loud he had to go in the church, and he made friends.</li> <li>Opal spent time at the library with Winn Dixie.</li> <li>Miss Fanny and Winn Dixie became friends.</li> </ul>	Making Friends <ul style="list-style-type: none"> <li>“The people in the church were happy.”</li> <li>“She let Winn Dixie into the library and we became friends.”</li> </ul>	Who can find what “howled” means? Hint: Here’s the hint, “he howled so loud the other dogs in the neighborhood would howl back.”
8	Healthy Proud Sweetie Pie Collar Expensive Gertrude’s Pets birthday party	Opal got a job and made a friend because of Winn Dixie. <ul style="list-style-type: none"> <li>Winn Dixie got a new collar at the pet store.</li> <li>Opal got a job at Gertrude’s Pets.</li> <li>They met Sweetie Pie and got invited to a birthday party.</li> </ul>	Helping Others <ul style="list-style-type: none"> <li>“I made friends with Miss Fanny, got a job at Gertrude’s Pets, and got invited to a birthday party, all because of Winn Dixie.”</li> </ul>	Who can find what “proud” means? Hint: Here’s the hint, “he was very proud of how good he looked.”
9-10	Listen Witch Heart Gloria Dump	Opal met Gloria Dump, because of Winn-Dixie. <ul style="list-style-type: none"> <li>Winn-Dixie ran to Gloria Dump.</li> <li>Opal followed and ate a peanut butter sandwich with Gloria Dump.</li> <li>Gloria Dump listened to Opal talk about her mom.</li> </ul>	Not Judging Others <ul style="list-style-type: none"> <li>“The boys told me that the lady that owned the house was a witch.”</li> <li>“She was not a witch, she was very nice.”</li> </ul>	Who can find what “listen” means? Hint: Here’s the hint, “She listened to me talk about my mom.”
11	thunderstorm scared thunder house	Winn-Dixie is afraid of thunderstorms. <ul style="list-style-type: none"> <li>Opal let Winn-Dixie come inside the house.</li> <li>Winn-Dixie was shaking and crying.</li> <li>Opal couldn’t calm him down.</li> </ul>	Helping Others <ul style="list-style-type: none"> <li>“The Preacher told me that Winn-Dixie had feared that he could not control.”</li> <li>“He said that Winn-Dixie would calm down after the storm was over.”</li> </ul>	Who can find what “scared” means? Hint: Here’s the hint, “I let Winn-Dixie in our house, because he was so scared.”

Chapters		Main Idea & supporting detail	Theme & supporting detail	Passages for using context clues
12-13	Closed Otis Music Guitar Animals Listening	Otis plays magical music. <ul style="list-style-type: none"> <li>When the pet shop is closed, Otis plays his guitar for the animals.</li> <li>The animals come out of their cages to listen to Otis' music.</li> <li>Sweetie Pie, Opal, Winn-Dixie, and Gloria Dump all come to listen to Otis' music.</li> </ul>	Music <ul style="list-style-type: none"> <li>"The animals were sitting still and listening."</li> <li>"Every day Winn-Dixie and I went to the pet store to watch Otis play his magical guitar music. Sweetie Pie came too. I even told Ms. Gloria Dump about the magical music."</li> </ul>	Who can find what "closed" means? Hint: Here's the hint, "Winn- Dixie and I went to Gertrude's Pets. The sign on the door said CLOSED."
14-17	Jail Rich Mom Bad choices Civil War Candy factory	Otis made a bad choice. <ul style="list-style-type: none"> <li>Otis had gone to jail.</li> <li>Mrs. Dump told Opal that sometimes nice people do bad things.</li> <li>Opal wondered if her mom had made a bad choice.</li> </ul>	Helping others <ul style="list-style-type: none"> <li>"Sometimes Miss Block has fits like Winn-Dixie and she shakes all over. Winn-Dixie lays with her to comfort her when she shakes."</li> </ul>	Who can find what "rich" means? Hint: Here's the hint, "He started his own candy factory after the war. He became rich."
18-21	Presents Book Sad Animals Party Candy	Opal gave her friends candy. <ul style="list-style-type: none"> <li>Gloria Dump thought the candy tasted sad.</li> <li>The preacher thought the candy tasted good, but sad too.</li> <li>Otis thought is tasted like jail.</li> <li>Sweetie Pie thought it tasted like not having a dog.</li> </ul>	Giving <ul style="list-style-type: none"> <li>"I brought her two presents."</li> <li>"I gave the Preacher a piece of candy."</li> <li>"I gave Otis a piece of the candy."</li> <li>"I gave Sweetie Pie a piece of candy."</li> </ul>	Who can find what "presents" means? Hint: Here's the hint, "I brought Gloria Dump two presents, candy and a book."
22-26	Prayer Rain Parrot Lost love	Winn-Dixie got lost at Opal's party. <ul style="list-style-type: none"> <li>It started to storm, and Winn-Dixie was outside.</li> <li>Opal and the Preacher went out to look for Winn-Dixie.</li> <li>They found Winn-Dixie at the party, listening to Otis' magical music</li> </ul>	Perseverance <ul style="list-style-type: none"> <li>"The Preacher wanted to stop looking. I didn't want to stop looking."</li> <li>"The Preacher started to cry. He said he didn't give up on my mom."</li> </ul>	Who can find what "prayer" means? Hint: Here's the hint, "The Preacher said a prayer before we ate."

Students can also act out chapters by assigning different roles to each student. Nonverbal students can read their lines using an alternative communication device.

**BUILD TOWARDS GRADE LEVEL COMPETENCE (Level 4 Text):** Read the chapters covered in the lesson above aloud to the students but use the actual non-adapted text. This will provide students with an opportunity to hear more complex vocabulary, literary elements that may have been removed when creating the adapted text, and the author’s tone. *Because of Winn Dixie* can be read in a Southern accent making it entertaining for students. Here are some comprehension questions to use for each chapter.

Chapters	“Wh” questions	Additional vocabulary to teach for this chapter
1-2	Why did Opal name the dog Winn-Dixie? What did Opal want to buy at the store? Where did Opal find the dog? How did Opal’s dad remind her of a turtle?	produce, the pound, stray, exception, missionary
3-4	How old was Opal when her mom left? Why did Opal think that she was like Winn-Dixie? What was the tenth thing the preacher told Opal about her mom?	orphans, constellations, memorize, alcoholism
5-6	Who was Opal’s first friend in town (besides Winn- Dixie)? What did the librarian think that Winn-Dixie was? How does Opal know that Winn-Dixie doesn’t want to be left alone?	applauded, pews
7-8	What book did Miss Franny use to chase the bear? What will Sweetie Pie do when she turns six? What is Winn-Dixie’s talent?	peculiar, advanced, prideful, allowance, dust bunnies
9-10	What was Winn-Dixie eating when Opal found him? What does Gloria use to see people with, instead of her eyes? What kind of tree did Gloria give Opal?	identical, hollered, jungle
11-12	What is Winn-Dixie afraid of? How did the animals get back in their cages? Why did Otis feel sorry for the animals?	pathological, spell, criminal

<b>Chapters</b>	<b>“Wh” questions</b>	<b>Additional vocabulary to teach for this chapter</b>
13-14	Why does Winn-Dixie like to visit Gloria? Why does Opal get mad at the Dewberry boys?	roundabout, shame, imitated
15-16	Why was Opal worried about Gloria Dump? Who was Littmus W. Block? What did Opal do to help Gloria?	fit, slavery, enlisted, notion, vermin, typhoid fever, Yankees
17-18	Why did Littmus W. Block decide to build a candy factory? What is the secret ingredient in the Littmus Lozenge? What does the lozenge taste like?	lozenge, manufactured, melancholy, apology, “idle conversation”
19-20	Why was Otis put in jail? What did Sweetie Pie think the lozenge tasted like? What theme did Opal and Sweetie Pie want for the party?	barbeque, theme
21-22	How did Opal know that Otis was at the party? What did Otis bring to the party? What did Opal mistake for a growling in Winn-Dixie’s stomach?	convinced, frilly, Dump Punch, wobble, swayed, shimmery
23-24	Why did Sweetie Pie say that Winn-Dixie couldn’t be lost? Who went with Opal to look for Winn-Dixie? What was the one thing the Preacher was thankful Opal’s mother left behind?	teeter, downpour
25-26	Where was Winn-Dixie hiding? How did Opal’s friends get Winn-Dixie to come out? What did Dunlap do to surprise Opal?	wheezed, myths, hymns, strummed

**BUILD TOWARDS INDEPENDENT READING (Using text at 1<sup>st</sup> to 2<sup>nd</sup> grade reading level.)** Have the student read the Independent Reader steps aloud (or silently) and then answer each comprehension question. You can also cut the sentences apart and have students put them in order to retell the story.

My name is Opal. My dad is a preacher. We just moved to Naomi, Florida.  
My dad sent me to a grocery store. Winn Dixie. I walked to the produce.  
A dog was in the store!  
The manager yelled "A dog is in the store! Put him in the pound!" I took the dog home.  
Dad said, "Clean him up." I gave the dog a bath.  
And he smiled. The  
End.

Questions:

1. Who is Opal's dad? (preacher)
2. Where was the dog? (grocery store)
3. What did Opal do to help? (bath)

**GENERALIZATION ACROSS MATERIALS.** Repeat this lesson using a poem instead of a story. Here is a poem and the responses you can use. The poems are provided in the student materials along with a response board.

Poem	“Wh” questions	Topic/ main idea/ theme	Context clues	Other ideas: Sequencing
Read aloud this poem: “A Bird Came Down the Walk.” <i>The Complete Poems of Emily Dickinson.</i> Boston: Little, Brown, 1960. (1893)*	Who came down the walk? (bird) What did he bite? (worm) Where did he hop? (wall) Who did he let pass? (beetle)	What is this poem about? -What the bird does -Building a birdhouse -A dog in a store	“Then he drank a dew from a convenient grass.”  Let’s find out what dew is. What did he drink? (dew) Where is it? (on grass) What do we find on grass in morning? (wet) What is dew? (wetness on grass)	Have students draw pictures for each action the bird takes (or provide pictures and have student put them in sequence)  -eating the worm -drinking the dew -hopping past the beetle -glancing with his eyes -taking the crumb

\* Access this poem here: <http://www.poets.org/viewmedia.php/prmMID/20949>

**REAL LIFE READING.** After completing a chapter in class, send a copy of the chapter and a list of comprehension questions with a response board home for homework practice. Also allow the student to review completed chapters during free time to encourage reading as a leisure pursuit. This book could be paired with teaching making a purchase in a grocery store or a trip to an animal shelter or veterinarian to learn about pet care. Florida is the state mentioned in this story. This creates an opportunity for students to read their own state name or recognize it on a map.