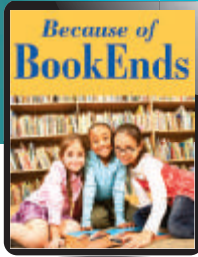


Lesson

1

Vocabulary in Context



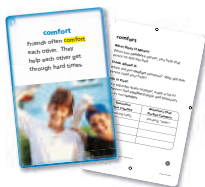
✓ TARGET VOCABULARY

comfort
mention
mood
properly
intends
consisted
positive
advanced
peculiar
talent

Vocabulary Reader



Context Cards



1 **comfort**

Friends often **comfort** each other. They help each other get through hard times.



2 **mention**

Do not **mention** one friend's faults to another. Keep them to yourself instead.



3 **mood**

Friends remain friends even when one is in a bad **mood**, or emotional state.



4 **properly**

Friends often greet each other **properly**. A handshake is the correct way.



COMMON CORE

L.4.6 acquire and use general academic and domain-specific words and phrases

- ▶ Study each **Context Card**.
- ▶ Use two Vocabulary words to tell about an experience you had.

5 **intends**

This girl **intends** to keep in touch with a friend. She plans to send e-mail every day.



6 **consisted**

This lively day **consisted** of, or was made up of, bike riding and fresh air.



7 **positive**

These friends are **positive** that they're having a good time. They are sure of it.



8 **advanced**

With his **advanced** chess skills, this man can teach his young friend to play.



9 **peculiar**

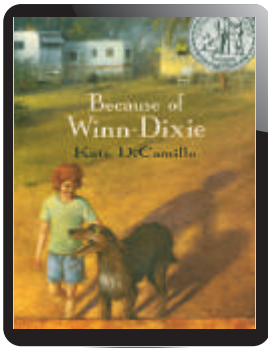
Friends may act in **peculiar**, or unusual, ways when taking photos.



10 **talent**

These friends share a **talent** for music. This ability gives them hours of fun.





Read and Comprehend



✓ TARGET SKILL

Story Structure As you read “Because of Winn-Dixie,” ask yourself what the most important parts of the story are. The story’s events make up the **plot**. Look for details that help you picture the **setting**, or where and when the story takes place. Keep track of new **characters** as they are introduced. Use a graphic organizer like this one to help you.

Characters	Setting
Plot	

✓ TARGET STRATEGY

Summarize When you **summarize** a story, you tell who the characters are and briefly retell the main events. Summarizing can help you understand and remember a story. As you read “Because of Winn-Dixie,” pause at the end of each page to briefly summarize what you have just read to make sure you understand it.



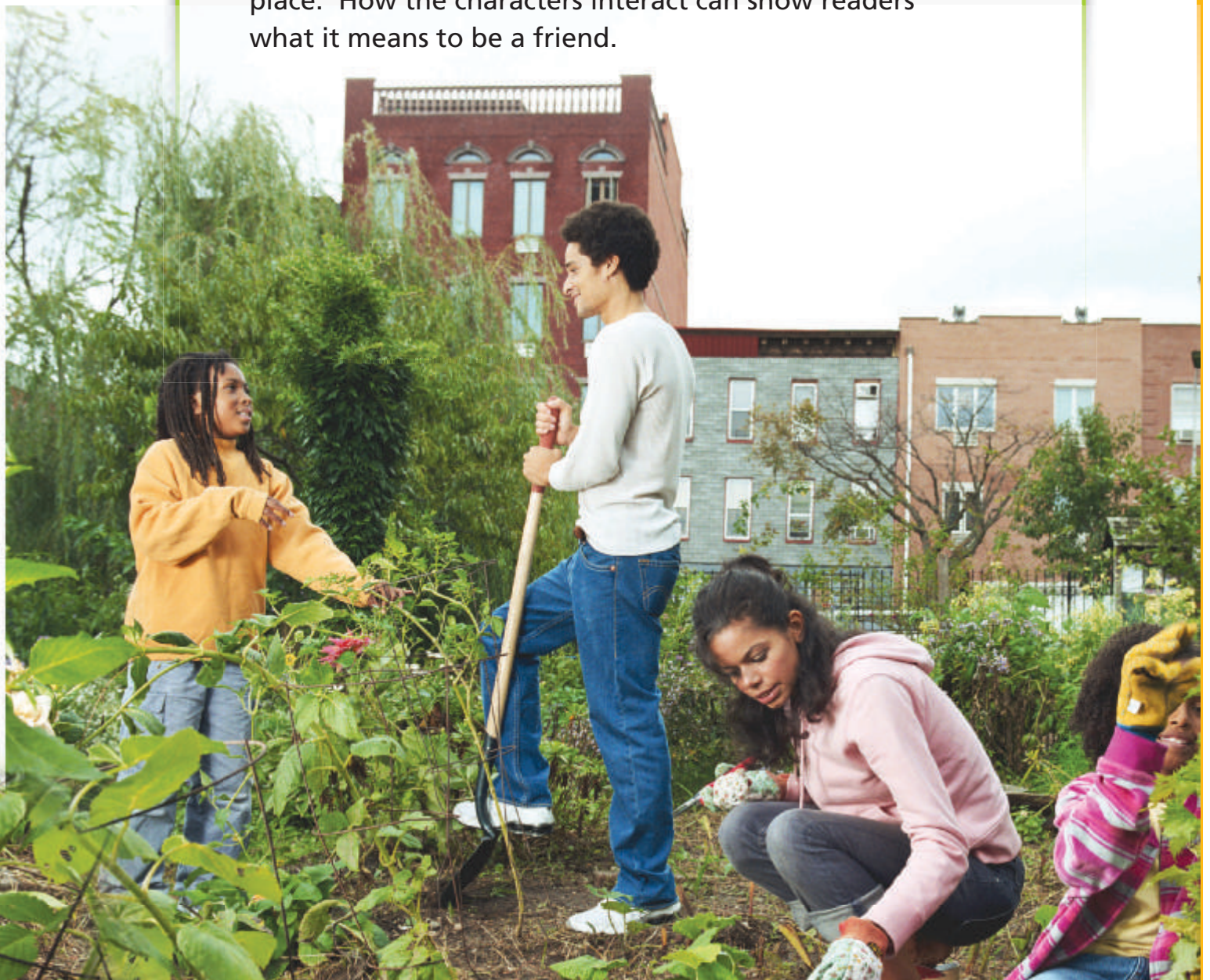
RL.4.1 refer to details and examples when explaining what the text says explicitly and when drawing inferences; **RL.4.3** describe a character, setting, or event, drawing on details; **RL.4.2** determine theme from details/summarize

PREVIEW THE TOPIC

Helping Others

Doing favors, helping with chores, and volunteering for community projects are all ways of helping others. Sometimes we can help others just by talking or listening to them.

“Because of Winn-Dixie” is a story about how one person can make a newcomer feel at home in a new place. How the characters interact can show readers what it means to be a friend.



Lesson 1

ANCHOR TEXT



✓ TARGET SKILL

Story Structure Examine details about characters, setting, and plot.

✓ GENRE

Realistic fiction has characters and events that are like people and events in real life. As you read, look for:

- ▶ a setting that could be a real place
- ▶ a plot with a beginning, a middle, and an ending
- ▶ characters who have feelings that real people have



RL.4.2 determine theme from details/summarize;

RL.4.3 describe a character, setting, or event, drawing on details; **RL.4.6** compare and contrast

the point of view from which stories are narrated; **RL.4.10** read and comprehend literature

MEET THE AUTHOR

Kate DiCamillo



Kate DiCamillo grew up in Florida, where this story takes place. She wrote *Because of Winn-Dixie* during the first time in her

life that she did not own a dog. DiCamillo believes that looking closely at the world and paying attention are the most important ways to become a good writer.

Because of **WINN-DIXIE**

BY KATE DICAMILLO



ESSENTIAL QUESTION

How do friends help each other?

Ten-year-old Opal is a newcomer in the town of Naomi, Florida. She hasn't made any friends yet and feels a little lonely. Opal's only pal is a very big dog, named after the grocery store where she found him: Winn-Dixie.

I spent a lot of time that summer at the Herman W. Block Memorial Library. The Herman W. Block Memorial Library sounds like it would be a big fancy place, but it's not. It's just a little old house full of books, and Miss Franny Block is in charge of them all. She is a very small, very old woman with short gray hair, and she was the first friend I made in Naomi.

It all started with Winn-Dixie not liking it when I went into the library, because he couldn't go inside, too. But I showed him how he could stand up on his hind legs and look in the window and see me in there, selecting my books; and he was okay, as long as he could see me. But the thing was, the first time Miss Franny Block saw Winn-Dixie standing up on his hind legs like that, looking in the window, she didn't think he was a dog. She thought he was a bear.





This is what happened: I was picking out my books and kind of humming to myself, and all of a sudden, there was this loud and scary scream. I went running up to the front of the library, and there was Miss Franny Block, sitting on the floor behind her desk.

“Miss Franny?” I said. “Are you all right?”

“A bear,” she said.

“A bear?” I asked.

“He has come back,” she said.

“He has?” I asked. “Where is he?”

“Out there,” she said and raised a finger and pointed at Winn-Dixie standing up on his hind legs, looking in the window for me.

“Miss Franny Block,” I said, “that’s not a bear. That’s a dog. That’s my dog. Winn-Dixie.”

“Are you **positive**?” she asked.

“Yes ma’am,” I told her. “I’m positive. He’s my dog. I would know him anywhere.”

ANALYZE THE TEXT

Point of View From what point of view is the story told? What words signal the point of view?

Miss Franny sat there trembling and shaking.

“Come on,” I said. “Let me help you up. It’s okay.” I stuck out my hand and Miss Franny took hold of it, and I pulled her up off the floor. She didn’t weigh hardly anything at all. Once she was standing on her feet, she started acting all embarrassed, saying how I must think she was a silly old lady, mistaking a dog for a bear, but that she had a bad experience with a bear coming into the Herman W. Block Memorial Library a long time ago and she never had quite gotten over it.

“When did that happen?” I asked her.

“Well,” said Miss Franny, “it is a very long story.”

“That’s okay,” I told her. “I am like my mama in that I like to be told stories. But before you start telling it, can Winn-Dixie come in and listen, too? He gets lonely without me.”

“Well, I don’t know,” said Miss Franny. “Dogs are not allowed in the Herman W. Block Memorial Library.”

“He’ll be good,” I told her. “He’s a dog who goes to church.” And before she could say yes or no, I went outside and got Winn-Dixie, and he came in and lay down with a “huummmppff” and a sigh, right at Miss Franny’s feet.

She looked down at him and said, “He most certainly is a large dog.”

“Yes ma’am,” I told her. “He has a large heart, too.”

“Well,” Miss Franny said. She bent over and gave Winn-Dixie a pat on the head, and Winn-Dixie wagged his tail back and forth and snuffled his nose on her little old-lady feet. “Let me get a chair and sit down so I can tell this story **properly**.”

“Back when Florida was wild, when it **consisted** of nothing but palmetto trees and mosquitoes so big they could fly away with you,” Miss Franny Block started in, “and I was just a little girl no bigger than you, my father, Herman W. Block, told me that I could have anything I wanted for my birthday. Anything at all.”

ANALYZE THE TEXT

Flashback Which details in the text tell you that a flashback is part of this selection? Why has the author included this flashback?



Miss Franny looked around the library. She leaned in close to me. “I don’t want to appear prideful,” she said, “but my daddy was a very rich man. A very rich man.” She nodded and then leaned back and said, “And I was a little girl who loved to read. So I told him, I said, ‘Daddy, I would most certainly love to have a library for my birthday, a small little library would be wonderful.’”

“You asked for a whole library?”

“A small one,” Miss Franny nodded. “I wanted a little house full of nothing but books and I wanted to share them, too. And I got my wish. My father built me this house, the very one we are sitting in now. And at a very young age, I became a librarian. Yes, ma’am.”

“What about the bear?” I said.

“Did I **mention** that Florida was wild in those days?” Miss Franny Block said.

“Uh-huh, you did.”

“It was wild. There were wild men and wild women and wild animals.”

“Like bears!”

“Yes ma’am. That’s right. Now, I have to tell you, I was a little-miss-know-it-all. I was a miss-smarty-pants with my library full of books. Oh, yes ma’am, I thought I knew the answers to everything. Well, one hot Thursday, I was sitting in my library with all the doors and windows open and my nose stuck in a book, when a shadow crossed the desk. And without looking up, yes ma’am, without even looking up, I said, ‘Is there a book I can help you find?’

“Well, there was no answer. And I thought it might have been a wild man or a wild woman, scared of all these books and afraid to speak up. But then I became aware of a very **peculiar** smell, a very strong smell. I raised my eyes slowly. And standing right in front of me was a bear. Yes ma’am. A very large bear.”

“How big?” I asked.

“Oh, well,” said Miss Franny, “perhaps three times the size of your dog.”





“Then what happened?” I asked her.

“Well,” said Miss Franny, “I looked at him and he looked at me. He put his big nose up in the air and sniffed and sniffed as if he was trying to decide if a little-miss-know-it-all librarian was what he was in the **mood** to eat. And I sat there. And then I thought, ‘Well, if this bear **intends** to eat me, I am not going to let it happen without a fight. No ma’am.’ So very slowly and very carefully, I raised up the book I was reading.”

“What book was that?” I asked.

“Why, it was *War and Peace*, a very large book. I raised it up slowly and then I aimed it carefully and I threw it right at that bear and screamed, ‘Be gone!’ And do you know what?”

“No ma’am,” I said.

“He went. But this is what I will never forget. He took the book with him.”

“Nuh-uh,” I said.



“Yes ma’am,” said Miss Franny. “He snatched it up and ran.”

“Did he come back?” I asked.

“No, I never saw him again. Well, the men in town used to tease me about it. They used to say, ‘Miss Franny, we saw that bear of yours out in the woods today. He was reading that book and he said it sure was good and would it be all right if he kept it for just another week.’ Yes ma’am. They did tease me about it.” She sighed. “I imagine I’m the only one left from those days. I imagine I’m the only one that even recalls that bear. All my friends, everyone I knew when I was young, they are all dead and gone.”

She sighed again. She looked sad and old and wrinkled. It was the same way I felt sometimes, being friendless in a new town and not having a mama to **comfort** me. I sighed, too.

Winn-Dixie raised his head off his paws and looked back and forth between me and Miss Franny. He sat up then and showed Miss Franny his teeth.

“Well now, look at that,” she said. “That dog is smiling at me.”

“It’s a **talent** of his,” I told her.

“It is a fine talent,” Miss Franny said. “A very fine talent.” And she smiled back at Winn-Dixie.

“We could be friends,” I said to Miss Franny. “I mean you and me and Winn-Dixie, we could all be friends.”

Miss Franny smiled even bigger. “Why, that would be grand,” she said, “just grand.”

And right at that minute, right when the three of us had decided to be friends, who should come marching into the Herman W. Block Memorial Library but old pinch-faced Amanda Wilkinson. She walked right up to Miss Franny’s desk and said, “I finished *Johnny Tremain* and I enjoyed it very much. I would like something even more difficult to read now, because I am an **advanced** reader.”

“Yes dear, I know,” said Miss Franny. She got up out of her chair.





Amanda pretended like I wasn't there. She stared right past me. "Are dogs allowed in the library?" she asked Miss Franny as they walked away.

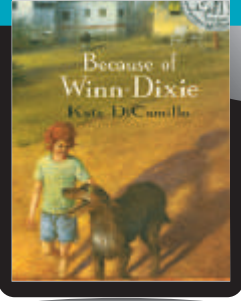
"Certain ones," said Miss Franny, "a select few." And then she turned around and winked at me. I smiled back. I had just made my first friend in Naomi, and nobody was going to mess that up for me, not even old pinch-faced Amanda Wilkinson.

ANALYZE THE TEXT

Story Structure What story events have led to Opal making her first new friend in Naomi? How has the setting affected these events?



Dig Deeper



How to Analyze the Text

Use these pages to learn about Story Structure, Point of View, and Flashback. Then read “Because of Winn-Dixie” again to apply what you learned.

Story Structure

“Because of Winn-Dixie” is a realistic fiction story about a girl who moves to a new town. Fiction stories have a beginning, a middle, and an ending. The **plot** is the story’s events. These events are usually told in the order they happen. **Characters** are the people in a story. The **setting** is the time and place where the story events happen.

You can use text evidence, or details, from “Because of Winn-Dixie” to describe the characters, the events, and the setting. Who are the most important characters in “Because of Winn-Dixie”? Look back at the beginning of the story. What is the first event?

Characters	Setting
Plot	



RL.4.1 refer to details and examples when explaining what the text says explicitly and when drawing inferences; **RL.4.3** describe a character, setting, or event, drawing on details; **RL.4.6** compare and contrast the point of view from which stories are narrated

Point of View

Point of view is the standpoint from which a text is written.

- When a story character is the narrator, the story is told in **first-person point of view**. The narrator uses the words *I*, *me*, and *my*.
- When an outside observer is the narrator, the story is told in **third-person point of view**. The narrator uses the words *he*, *she*, and *they* to tell about the characters.



Flashback

Authors sometimes tell about an event that happened before the time in which the main story is set. This is called a **flashback**. Think about the story Miss Franny tells Opal. What event does she tell about and when did it take place?



Your Turn



RETURN TO THE ESSENTIAL QUESTION



Review the selection with a partner to prepare to discuss this question: *How do friends help each other?* Use text evidence from the story and your experiences to explain your ideas to your partner.



Classroom Conversation

Continue your discussion of “Because of Winn-Dixie” by explaining your answers to these questions:

- 1 Why do you think the author chose to tell the story from a first-person point of view?
- 2 Why do Miss Franny and Opal become friends?
- 3 How can you tell that Miss Franny and Opal will remain friends?

HOW DO YOU SAY IT?

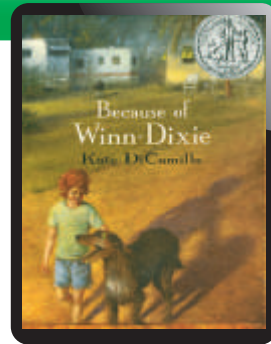
Discuss Formal and Informal Language

Author Kate DiCamillo uses some formal language to show readers what Miss Franny is like. Phrases such as “Yes, ma’am” and “Why, that would be grand” help you get the sense that Miss Franny is old-fashioned. List other reasons you might use formal language instead of informal language. Compare your list with a partner’s list, and talk about your examples.



WRITE ABOUT READING

Response Sometimes an author writes a story within a story. What is the flashback in “Because of Winn-Dixie”? Do you think the story would be as interesting without this flashback? Write a paragraph or two that identifies the flashback and gives your opinion of it. Use words and phrases such as *for instance* to link your opinions with reasons and details from the text.



Writing Tip

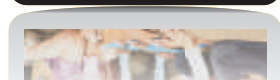
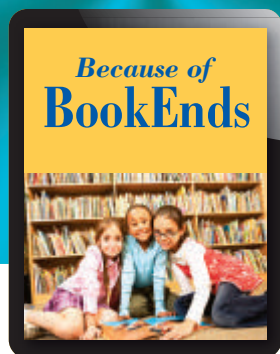
State your opinion at the beginning of your response. At the end, provide a concluding sentence that sums up your opinion.



RL.4.3 describe a character, setting, or event, drawing on details; **W.4.1b** provide reasons supported by facts and details; **W.4.1c** link opinion and reasons using words and phrases; **W.4.9a** apply grade 4 Reading standards to literature; **SL.4.1a** come to discussions prepared/explicitly draw on preparation and other information about the topic; **SL.4.1d** review key ideas expressed and explain own ideas and understanding; **L.4.3c** differentiate contexts that call for formal English and informal discourse

Lesson 1

INFORMATIONAL TEXT



✓ GENRE

Informational text, such as this magazine article, gives facts and examples about a topic.

✓ TEXT FOCUS

Graphs Informational text may include a bar graph, a diagram that uses bars to compare measurements or amounts. Study the graph on page 38. Note the title and the details. Explain the information in the graph.

COMMON CORE RI.4.7 interpret information presented visually, orally, or quantitatively

Because of BookEnds

by John Korba

Think about what you're doing right now. You're learning something new. How are you doing it? You're reading a book.

You learn all kinds of things from books—things that are fun, or important, or even peculiar. Books can make you smile and can comfort you when you're sad.

What if you didn't have this book, or any books? An eight-year-old boy named Brandon once thought about that, and then he had a great idea.

A Little Boy's Big Idea

One day in 1998, Brandon Keefe was home from school with a cold. His mother, Robin, had to go to a meeting, so she took Brandon with her. The meeting was at a place called Hollygrove in Los Angeles, California. Hollygrove is a community organization for children and families.





**Not all children's libraries are as well stocked as this one.
That's where BookEnds comes in.**

At the meeting, Brandon played in a corner. The adults were in a serious mood. They wanted to buy books for the children's center, but they didn't have much money. Brandon thought about this. He was positive he could use his problem-solving talent to help.

The next day Brandon was back at school. His teacher talked to the class about helping the community and asked for ideas. Brandon told the class about the children's center and its need for books. Then he announced his idea to hold a giant book drive.

Brandon's class organized the book drive. Soon, donations of new and used books poured in. Teams of volunteers, which consisted of students, teachers, and administrators from the school, collected and sorted the books. Meanwhile, Brandon did not mention this project to his mother.

Then one day Robin drove to school to pick up Brandon. He was waiting in the driveway with a great surprise: 847 books for the new library!

"That was one of the best days of my life," said Robin.

BookEnds Is Born

Robin knew there were many places that needed children's books. She saw that Brandon's idea could help them, too, so she started an organization called BookEnds.

BookEnds helps school kids set up book drives and get the books to children who need them. Since 1998, BookEnds volunteers have donated more than a million books to more than three hundred thousand children.

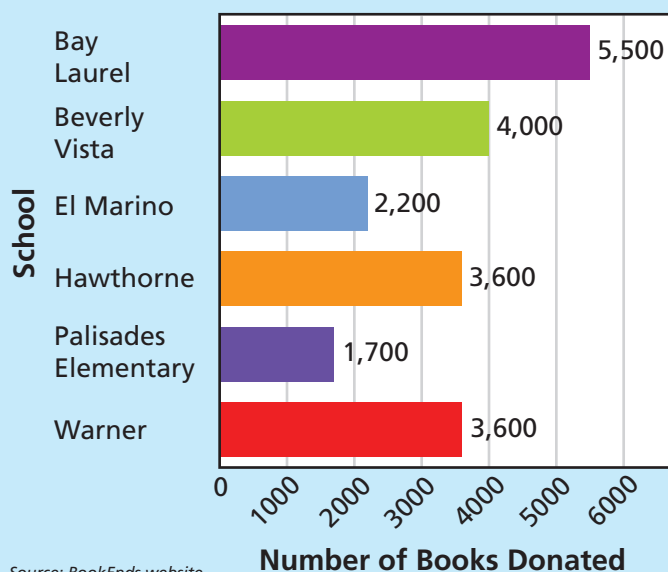
Brandon is an adult now. He is still involved with BookEnds and intends to stay involved.

You Can Do It, Too!

Do you and your schoolmates have many books that you'll never read again? Then your school might want to hold a book drive.

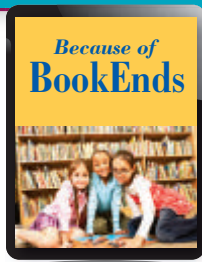
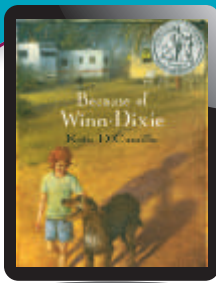
- Step 1:** Find a place that needs books.
- Step 2:** Collect books that are still in good shape.
- Step 3:** Sort the books properly by reading level. (You don't want children to get books that are too easy or too advanced.)
- Step 4:** Deliver your books and watch the smiles appear!

A Sample of BookEnds Book Drives, 2005–2007



Source: BookEnds website





Compare Texts

TEXT TO TEXT

Compare Actions How do the characters in “Because of Winn-Dixie” and the student in “Because of BookEnds” help others? Find text evidence in each selection of someone helping someone else. Work with a group to compile a list. Then add to the list other ideas for helping.



TEXT TO SELF

Write a Narrative Think about a time you made a new friend. Write about that experience and why it was important to you. Be sure to include descriptive details about the place and time to help readers visualize the story. Share your story with a group.



TEXT TO WORLD

Write a Proposal Think of a place in your community that might like to receive a donation of books. Write a step-by-step plan for how you and your classmates might organize a book drive. Then pitch the idea to your class.



RL.4.3 describe a character, setting, or event, drawing on details; **W.4.3b** use dialogue and description to develop experiences and events or show characters' responses; **W.4.10** write routinely over extended time frames and shorter time frames



Grammar



What Is a Sentence? A **sentence** is a group of words that tells a complete thought. Every sentence has a subject and a predicate. The **simple subject** is the main word that names the person or thing being spoken about. The **simple predicate** is the main word or words that tell what the subject is or does. A simple sentence has one subject and one predicate.

Complete Sentences

simple subject simple predicate
A small woman sits at the desk.

simple subject simple predicate
Many children visit the library.




A **complete subject** contains all the words that tell who or what is doing the action in a sentence. A **complete predicate** includes all the words that tell what the subject of the sentence is or does.



With a partner, find the simple subject in each simple sentence. Then find the simple predicate in each.

- 1 Several students borrow books from the library.
- 2 The new book about dogs is popular.
- 3 The kind librarian stands by the door.

You can create interesting sentences by adding descriptive words to a simple subject. The simple subject and the words that describe it make up the complete subject.

Sentence	Descriptive Words
 <p>The dog peeked into the window.</p>	 <p>big brown</p>
New Complete Sentence	
 <p>The big brown dog peeked into the window.</p>	



Connect Grammar to Writing

As you revise your descriptive paragraph, make sure each sentence has a subject and a predicate. Add descriptive words to simple subjects to make them complete subjects.



W.4.3d use concrete words and phrases and sensory details; **W.4.10** write routinely over extended time frames and shorter time frames;
L.4.3a choose words and phrases to convey ideas precisely

Narrative Writing

✓ Ideas A good **descriptive paragraph** has clear, colorful details to describe real or imaginary places. For example, the author of "Because of Winn-Dixie" describes the library as "just a little old house full of books." Find places in your paragraph to add vivid details to keep readers interested. Use the Writing Traits Checklist below as you revise your writing.



For a story, Vanessa drafted a description of an apartment. Later, she added more details to help her readers picture it.

Revised Draft

Mrs. Henry's apartment was very small and cheery. When you walked in, it always smelled ~~good~~ ^{like pancakes}. There were two sunny windows and funny photographs ^{, such as a Chihuahua on a doll chair} on the walls. Mrs. Henry's sofa had a ~~cover~~ ^{fuzzy blue} cover that she crocheted herself, and by her sofa was a table covered with ~~interesting things~~ ^{seashells, china birds, and family pictures}.



Writing Traits Checklist

- ✓ Ideas**
Did I include vivid details?
- ✓ Organization**
Did I put my details in a logical order?
- ✓ Word Choice**
Did I use sense words and phrases?
- ✓ Voice**
Did I give my description a special mood or feeling?
- ✓ Sentence Fluency**
Did I write smooth, complete sentences?
- ✓ Conventions**
Did I use correct spelling, grammar, and mechanics?

Final Copy

Mrs. Henry's Place

by Vanessa Brune

Mrs. Henry's apartment was very small and cheery. When you walked in, it always smelled like pancakes. There were two sunny windows and funny photographs on the walls, such as a Chihuahua on a doll chair. Mrs. Henry's sofa had a fuzzy blue cover that she crocheted herself, and by her sofa was a table covered with seashells, china birds, and family pictures. The best thing was the fish tank with goldfish and blue-and-red striped guppies. In the sand at the bottom of the tank, a scuba diver explored for treasure. The diver's air tube bubbled quietly as the fish swam in smooth circles or darted around. Mrs. Henry's apartment was a fascinating place to visit.

Reading as a Writer

What makes Vanessa's details vivid? Where can you add clear and colorful details in your description?

In my final paper, I added some vivid details. I also made sure I had written complete sentences.

