

A Close Reading Model Lesson with Student Supports:
Because of Winn-Dixie

Purpose

The student supports in this document were developed by the Rhode Island Department of Education. They accompany the Close Reading Model Lesson for *Because of Winn-Dixie* developed by Achieve the Core.¹ The purpose of the supports is to enable students with different learning needs to benefit from the opportunity for close analytic reading of this complex text. Reader and task considerations make this a more complex text for such students than it is for the typical range of their peers.² The supports provided here, however, do not take away students' responsibility for carefully reading the text. As Bunch, Kibler, and Pimentel state: "Leveraging students' existing background knowledge, and building new knowledge, can be accomplished in a number of ways before and during a lesson or unit of study—without preempting the text, translating its contents for students, telling students what they are going to learn in advance of reading a particular text, or 'simplifying' the text itself." Therefore, even with these supports, students are expected to grapple with the text and do the work of close reading with as much independence as possible.

How to Use this Resource

The left-hand column(s) is the original close reading lesson. The right-hand column of the Close Reading Model Lesson is titled **Student Supports**; it includes or references all student supports provided in the document. A set of additional text-dependent questions for scaffolding students' reading is included within this column. Other supports, because they were too lengthy to fit in the column, appear at the end of the document in a section titled Extended Student Supports (ESS). Annotations in the right-hand column of the Close Reading Lesson link to the supports in the ESS by page number.

The Extended Student Supports include:

- I. Overall Recommendations:
 - Create a Context for the Lesson
 - Teach and Practice Routines for Reading Closely
- II. Vocabulary Resources
- III. Activities
 - Preparing the Learner (one day preceding the close reading lesson)
 - Interacting with the Text (supports for students during the lesson)

¹ The entire model lesson can be found at www.achievethecore.org; it includes three Appendices with additional instructional opportunities for mixed ability groups.

² For more information on how reader and task considerations impact text complexity, refer to Appendix A of the CCSS.

***Because of Winn-Dixie* by Kate DiCamillo– Grade 3**

	Student Supports
<p>Standards Addressed: RL.3.1-5; RF.3.3-4; W.3.2, 4-5; SL.3.1-2; L.3.1-5.</p> <p>Learning Objective: The goal of this exemplar lesson is to give students the opportunity to use the reading and writing habits they’ve been practicing on a regular basis to absorb deep lessons from Kate DiCamillo’s story. By reading and rereading the passage closely and focusing their reading through a series of questions and discussion about the text, students will identify how and why the three main characters become friends.</p> <p>Reading Task: Students will silently read the passage in question on a given day—first independently and then following along with the text as the teacher and/or skillful students read aloud. Depending on the difficulties of a given text and the teacher’s knowledge of the fluency abilities of students, the order of the student silent read and the teacher reading aloud with students following might be reversed. What is important is to allow all students to interact with challenging text on their own as frequently and independently as possible. Students will then reread specific passages in response to a set of concise, text-dependent questions that compel them to examine the meaning and structure of DiCamillo’s prose. Therefore, rereading is deliberately built into the instructional unit. This serves two purposes: helping less fluent readers access a more complex text than they could independently and modeling for all students the necessity and process of returning to the text in order to absorb all it has to offer.</p> <p>Vocabulary Task: Most of the meanings of words in the exemplar text can be discovered by students from careful reading of the context in which they appear. Teachers can use discussions to model and reinforce how to learn vocabulary from contextual clues, and students must be held accountable for engaging in this practice. Where it is judged this is not possible, underlined words are defined briefly for students to the right of the text in a separate column whenever the original text is reproduced. At times, this is all the support these defined words need. At other times, particularly with abstract words, teachers will need to spend more time explaining and discussing them. There is a longer discussion of this in the “Vocabulary” section of the Introduction. In addition, in subsequent close readings of passages of the text, high value academic (“Tier Two”) words have been bolded to draw attention to them. Given how crucial vocabulary knowledge is for academic and career success, it is essential that these high value words be discussed and lingered over during the instructional sequence.</p>	<p>Overall recommendations for creating a context for close reading can be found in ESS p. 1: Create a Context for the Close Reading Lesson</p> <p>Allow for at least five days of instruction to include:</p> <ul style="list-style-type: none">Preparing the LearnersInteracting with the Text <p>Additional time may be needed for pre-teaching vocabulary.</p> <p>See ESS p. 2: Vocabulary Resources</p>

Discussion Task: Students will discuss the exemplar text in depth with their teacher and their classmates, performing activities that result in a close reading of DiCamillo’s story. The goal is to foster student confidence when encountering complex text and to reinforce the skills they have acquired regarding how to build and extend their understanding of a text. A general principle is to always reread the passage that provides evidence for the question under discussion. This gives students another encounter with the text, helping them develop fluency and reinforcing their use of textual evidence.

Writing Task: Students will respond to a series of text-dependent questions and then write an informal explanatory essay. Teachers can give students the opportunity to revise their essays after participating in classroom discussion or even rewrite their explanations after receiving teacher feedback. This allows them to refashion both their understanding of the text and their expression of that understanding.

Text Selection: This exemplar text, taken from Kate DiCamillo’s award-winning novel of the same title introduces readers to some of the principal characters in the book and to the unique “talents “of the dog, Winn-Dixie.

Outline of Lesson Plan: This lesson can be delivered in two days of instruction and reflection on the part of students and their teacher, or spread over three days. Reasons for extending the discussion regarding *Because of Winn-Dixie* to three full periods of instruction include taking more time to unpack the rich array of ideas DiCamillo explores in this piece, taking more time to look closely at academic vocabulary, or even working at greater length with the writing prompt. If the assessment is given, an additional day will be needed.

Outline of Lesson Plan:

In order to provide this population of students with the necessary supports, this lesson requires at least five days of instruction. The Student Support Schedule (SSS) provides additional days for instruction. The content aligns with the general instruction, however the sequence of days will differ based on the additional time provided.

Pre-teach Vocabulary:

Prior to reading, select and teach words using Vocabulary Resources, ESS p. 2

Preparing the Learners:

SSS Day 1: Refer to the activities found in ESS. Additional time may be needed depending upon the needs of the students.

Interacting with the Text:

- SSS Day 2: Close reading and Activity #3 *Acting out a Scene*
- SSS Day 3: Close reading
- SSS Day 4: Close reading
- SSS Day 5: Close reading and writing assignment

The Text: Because of Winn-Dixie by Kate DiCamillo

Exemplar Text	Vocabulary	Student Supports
<p>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.</p> <p>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.</p> <p>This is what happened: I was picking out my books and kind of humming to myself, and all of a sudden, there was a 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.</p> <p>Miss Franny sat there <u>trembling</u> and shaking.</p> <p>"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.</p> <p>"When did it happen?" I asked her.</p> <p>"Well," said Miss Franny, "it is a very long story."</p> <p>"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."</p> <p>"Well, I don't know," said Miss Franny. "Dogs are not allowed in the Herman W. Block</p>	<p>To shake because of fear or the cold without trying to shake; when you can't stop yourself</p>	<p style="text-align: center;">SSS Day 1</p> <p><u>Preparing the Learner</u> Before beginning instruction with the text, prepare the students using the following activities found in the Extended Student Supports:</p> <ul style="list-style-type: none"> • Activity #1: <i>Closely Reading a Text to Know a Character Deeply</i>, ESS p. 5. • Activity #2: <i>Determining Vocabulary Meaning Using Context</i>, ESS p. 11

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 “huuummpff” 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.”

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 window 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 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." "Nu-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 said. "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

To let out a long, deep breath because of tiredness, sadness, or another feeling

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’s 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.

Day One: Instructional Exemplar for DiCamillo's *Because of Winn-Dixie*

Summary of Activities

1. Teacher introduces the day's passage with minimal commentary and students read it independently.
2. Teacher or a skillful reader then reads the passage out loud to the class as students follow along in the text. Teachers can reverse numbers 1 and 2 if they feel students need the support of hearing the text read aloud first.
3. Teacher asks the class to discuss the first set of text-dependent questions and perform targeted tasks about the passage, with answers in the form of notes, annotations to the text, or more formal responses as appropriate.

**Student Supports
SSS Days 2-5**

Summary of Activities

Interacting with the Text (Close Reading)

Overall recommendations for establishing routines can be found in ESS p. 1. Teach and Practice Routines for Close Reading.

1. Teacher reads aloud the text (with no commentary) and students follow along with the text. (5 minutes)
2. Students independently read and mark up the text based on whatever system teacher uses in the classroom. (For example, underlining unknown words, questioning, and summarizing) (10 minutes)
3. Teacher places students in small groups for discussion of text-dependent questions. Groups may be formed according to their individual needs within the two categories below:
 - Minimal Support: groups facilitate their own discussion of questions
 - Maximum Scaffolding: teacher sits with group and facilitates conversation with limited commentary
4. Teacher provides the students with a copy of the questions for that day.
5. Teacher asks the groups of students to discuss the text-dependent questions. (40 minutes)
 - The teacher will use a combination of original text-dependent questions (Q1, Q2, etc.) and scaffolded text-dependent questions (SQ1, SQ2, etc) inserting the additional scaffolded questions when necessary to the specific groups of students. Teachers should be aware that many of the scaffolded questions would benefit all students in the classroom.
 - The teacher will begin by asking all groups one question at a time. Based on student needs and the complexity of the questions, the teacher may continue to facilitate the discussion by focusing on one question at a time, or by chunking small groups of questions. For example, one group receiving maximum scaffolding works on one question at a time, while another group receiving minimal support works on three questions at a time.

Text Passage Under Discussion	Instructional Commentary/Guiding Questions for Teachers/Proficient Responses		Student Supports
<p>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.</p> <p>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.</p> <p>[read the intervening paragraphs]</p> <p>"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.</p>		<p>1. Introduce the passage and students read independently.</p> <p>Other than giving the brief definitions offered to words students would likely not be able to define from context (underlined in the text), avoid giving any background context or instructional guidance at the outset of the lesson while students are reading the text silently. This close reading approach forces students to rely exclusively on the text instead of privileging background knowledge and levels the playing field for all students as they seek to comprehend DiCamillo's story. It is critical to cultivating independence and creating a culture of close reading that students initially grapple with rich texts like DiCamillo's without the aid of prefatory material, extensive notes, or even teacher explanations. That being said, two initial readings provide much support, but all coming from the text rather than outside of it.</p> <p>2. Read the passage out loud to the class as students follow along in the text.</p> <p>Asking students to listen to <i>Because of Winn-Dixie</i> exposes students a second time to the rhythms and meaning of her language before they begin their own close reading of the passage. Speaking clearly and carefully will allow students to follow DiCamillo's story, and reading out loud with students following along improves fluency while offering all students access to this complex text. Accurate and skillful modeling of the reading also provides students who may be dysfluent with accurate pronunciations and syntactic patterns of English.</p>	<ol style="list-style-type: none"> 1. See Summary of Activities in Student Supports (above) 2. See Summary of Activities in Student Supports (above)

Text Passage Under Discussion	Instructional Commentary/Guiding Questions for Teachers/Proficient Responses		Student Supports
		<p>3. Ask the class to answer a small set of text-dependent guided questions and perform targeted tasks about the passage, with answers in the form of notes, annotations to the text, or more formal responses as appropriate.</p> <p>As students move through these questions and reread DiCamillo’s story, be sure to check for and reinforce their understanding of academic vocabulary in the corresponding text (which will be boldfaced the first time it appears in the text). At times, the questions themselves may focus on academic vocabulary.</p>	<p>3. To support groups of students as they answer a set of text-dependent guided questions and perform targeted tasks, teachers should scaffold questions according to the grouping of students.</p> <p>Scaffolded Questions: Begin by introducing the book, <i>Because of Winn-Dixie</i> to the students. Show the book or project a copy of the title page. Have partners/small groups discuss: <i>Judging by the cover illustration, what do you think the story will be about?</i> <i>What do we learn from the title?</i> <i>Do you think this book is fiction or nonfiction?</i> <i>What makes you think that?</i></p> <p>If you have completed Activity #1: <i>Closely Reading a Text to Know a Character Deeply</i> from ESS p.5, you may skip this explanation of an excerpt: <i>An excerpt is a short passage from a text usually focused on one event, person or idea. Excerpts can be difficult to read if we haven’t read what came before in the story. You’ll see that reading an excerpt closely and noticing details helps us to understand the text even when we haven’t read what came before.</i></p> <p>If reading only the excerpt, the teacher might want to introduce the text by saying: <i>Opal recently moved with her father to a town named Naomi, located in Florida. Opal hasn’t really made any friends in town, except for a dog that she finds at a local grocery store and an older lady, named Miss Franny, who is the librarian in town. You’ll notice that Opal is the narrator in this story because she refers to herself as I and me and she talks about things that happened to her.</i></p>

<p>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.</p> <p>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.</p> <p>This is what happened: I was picking out my books and kind of humming to myself, and all of a sudden, there was a 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.</p> <p>Miss Franny sat there <u>trembling</u> and shaking.</p> <p>"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</p>	<p>To shake because of fear or the cold without trying to shake; when you can't stop yourself</p>	<p>(Q1) Why was Miss Franny so scared by Winn-Dixie? Why was she "acting all embarrassed?"</p> <p>Miss Franny thought Winn-Dixie was a bear. When she realized he was a dog, she was embarrassed because she thought Opal would think she was a "silly old lady, mistaking a dog for a bear."</p>	<p>(SQ1) What can we say about the narrator if we know she spent a lot of time at the library?</p> <p>(SQ2) Who is Miss Franny Block? This discussion should point out the fact that she is the librarian and Opal's first friend. It should also get at the idea that Miss Franny is an older person. If students don't come up with all of those answers, ask SQ2a.</p> <p>(SQ2a) Why is it unusual that Miss Franny is Opal's first friend?</p> <p>(SQ3) What phrases does Opal use to let us know she is going to tell us about a certain event?</p> <p>To help students gain a deeper understanding of the scene when Miss Franny hides from Winn-Dixie because she thinks he is a bear, refer to: <i>ESS p. 12, Activity #3, Acting out a Scene.</i></p> <p style="text-align: center;">SSS Day 3</p> <p>(SQ4) Why was Miss Franny so scared of Winn-Dixie? (SQ4-SQ5 are meant to replace Q1) If students don't mention that he looked like he was on his hind legs looking in the window, which made him look like a bear to Miss Franny, ask: (SQ4a) What was Winn-Dixie doing that would make Miss Franny think he looked like a bear?</p>
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<p>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.</p> <p>"When did that happen?" I asked her.</p> <p>"Well," said Miss Franny, "it is a very long story."</p> <p>"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."</p> <p>"Well, I don't know," said Miss Franny. "Dogs are not allowed in the Herman W. Block Memorial Library."</p> <p>"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.</p> <p>She looked down at him and said, "He most certainly is a large dog."</p> <p>"Yes ma'am," I told her. "He has a large heart, too."</p> <p>"Well," Miss Franny said. She bent over and gave Winn-Dixie a pat on the</p>			<p>(SQ5) Why was Miss Franny "acting all embarrassed?" What was she afraid Opal would think of her?</p> <p>(SQ6) Why did Miss Franny mistake Winn-Dixie for a bear? Students should discuss how Miss Franny had a bad experience with a bear a long time ago, and Winn-Dixie reminded her of the bear.</p> <p>(SQ7) What does Miss Franny mean when she says she "never had quite gotten over it?"</p> <p>(SQ8) Why did Opal want Winn-Dixie to come in to the library and listen?</p> <p>(SQ9) How could saying that "he's a dog who goes to church" get Miss Franny to agree to let him into the library?</p> <p>(SQ10) Why did Miss Franny let Winn-Dixie stay in the library?</p> <p>Prior to asking the following two questions, the teacher may want to explain to students that authors use different structures when they write. <i>Kate DiCamillo wanted her readers to get to know Miss Franny better, so she decided to have Miss Franny tell her story, even though she is not the main narrator of the story. Let's call this structure of writing a "story within a story," because she's telling her little story in the middle of the big story. If we read the rest of Because of Winn-Dixie we will see a few more times when the author uses this structure. It's important that we pay attention to when an</i></p>
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<p>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."</p>			<p><i>author does this so that we don't get confused.</i></p> <p>(SQ11) Which words tell us that Miss Franny is about to tell a story?</p> <p>(SQ12) What do you think Miss Franny means when she says that she wants to tell the story properly?</p>
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Text Passage Under Discussion	Instructional Commentary/Guiding Questions for Teachers/Proficient Responses		Student Supports
<p>“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.”</p> <p>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.’”</p> <p>“You asked for a whole library?”</p> <p>“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.”</p> <p>“What about the bear?” I said.</p> <p>“Did I mention that Florida was wild in those days?” Miss Franny Block</p>		<p>(Q2) How did the Herman W. Block Memorial Library come to get its name?</p> <p>The library was a gift to Miss Franny from her wealthy father. When she was a little girl, “a very rich man” told her she could have “anything she wants” for her birthday. So, Miss Franny asked for a library. She wanted a “little house full of nothing but books”. Herman W. Block was Miss Franny’s father.</p> <p>Both events are fairly straightforward, but it is important for students to understand them, as they set the stage for what is to come.</p>	<p style="text-align: center;">SSS Day 4</p> <p>(SQ13) How does Miss Franny describe Florida when she was a little girl?</p> <p>(SQ14) Why do you think the library was named Herman W. Block Memorial Library? (meant to replace Q2)</p> <p>(SQ15) Why do you think Miss Franny leaned in and said “I don’t want to appear prideful” when she told Opal that her daddy was a rich man? If students have difficulty with this question, ask the following question:</p> <p>(SQ15a) The word <i>prideful</i> means that you feel you are better than others. Why would Miss Franny lean in close to tell Opal that she doesn’t want to seem prideful?</p> <p>(SQ16) Why did Miss Franny want a library? What does this tell us about her character?</p>

<p>said.</p> <p>“Uh-huh, you did.”</p> <p>“It was wild. There were wild men and wild women and wild animals.”</p> <p>“Like bears!”</p> <p>“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?’</p> <p>“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.”</p> <p>“How big?” I asked.</p> <p>“Oh, well,” said Miss Franny, “perhaps three times the size of your dog.”</p> <p>“Then what happened?” I asked her.</p> <p>“Well,” said Miss Franny, “I looked at</p>			<p>(SQ17) What does Miss Franny mean when she describes herself as having her nose stuck in a book?</p> <p>(SQ18) How could the bear have gotten into the library?</p>
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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 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."

"Nu-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

(SQ19) Miss Franny said, "If this bear intends to eat me, I am not going to let it happen without a fight." What are some words you can use to describe Miss Franny as a girl based on how she acted with the bear?

<p>did tease me about it.” She said. “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.”</p> <p>She <u>sighed</u> 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.</p> <p>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.</p> <p>“Well now, look at that,” she said. “That dog is smiling at me.”</p> <p>“It’s a talent of his,” I told her.</p> <p>“It’s a fine talent,” Miss Franny said. A very fine talent.” And she smiled back at Winn-Dixie.</p> <p>“We could be friends,” I said to Miss Franny. “I mean you and me and Winn-Dixie, we could all be friends.”</p> <p>Miss Franny smiled even bigger. “Why, that would be grand,” she said, “just grand.”</p>	<p>To let out a long, deep breath because of tiredness, sadness, or another feeling</p>	<p>Questions 3-5 trace the sequence of events that led to the three characters becoming friends and prepare students for the writing prompt at the end of the lesson.</p> <p>(Q3) Opal says, “She looked sad and old and wrinkled.” What happened to cause Miss Franny to look this way?</p> <p>Students should realize that she was thinking about friends and people who are no longer alive, and that she does not have any friends now: “All my friends, everyone I knew when I was young, they are all dead and gone.”</p> <p>(Q4) What were Opal’s feelings when she realized how Miss Franny felt?</p> <p>Students should realize that Opal felt she and Miss Franny were both lonely: “It was the same way I felt . . . friendless . . .”</p> <p>(Q5) Earlier in the story, Opal says that Winn-Dixie “has a large heart, too.” What does Winn-Dixie do to show that he has a “large heart”?</p> <p>Students should see that Winn-Dixie was responding to Opal and Miss Franny feeling sad when he looked between them and showed Miss Franny his teeth: “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.’”</p>	<p>(SQ20) Why did the men in town tease Miss Franny?</p> <p>(SQ21) What does Miss Franny mean when she says that she is “the only one left from those days”?</p> <p>Ask Q3</p> <p>Ask Q4</p> <p>(SQ22) Earlier in the story, Opal says that Winn-Dixie “has a large heart, too.” What does it mean to have a large heart? (meant to replace Q5)</p> <p>(SQ23) What does Winn-Dixie do to show that he has a “large heart”?</p> <p>(SQ24) How do we know that Miss Franny is beginning to like Winn-Dixie?</p> <p>(SQ25) What is it about Miss Franny that makes Opal like her so much?</p>
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Text Passage Under Discussion	Instructional Commentary/Guiding Questions for Teachers/Proficient Responses		Student Supports
<p>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.”</p> <p>“Yes dear, I know,” said Miss Franny. She got up out of her chair.</p> <p>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.</p> <p>“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.</p>		<p>(Q6) Opal and Miss Franny have three very important things in common - What are these?</p> <ul style="list-style-type: none"> ○ As noted in question 4, both characters are lonely. ○ In the very first sentence of the passage, Opal says, “I spent a lot of time that summer at the Herman W. Block Memorial Library.” Therefore, it is a reasonable inference that Opal likes books. Similarly, Miss Franny said, “When I was a little girl I loved to read.” And when told that she could have anything she wanted for her birthday, she replied, “. . . I would most certainly love to have a library.” ○ Opal, of course, likes Winn-Dixie, and there is evidence that Miss Franny does as well: “Well now look at that . . . That dog is smiling at me.” Also, “. . . she smiled back at Winn-Dixie.” 	<p style="text-align: center;">SSS Day 5</p> <p>(SQ26) Who comes into the library at the same time Opal, Winn-Dixie, and Miss Franny decide to be friends?</p> <p>(SQ27) How do Amanda and Opal feel about each other?</p> <p>(SQ28) When Amanda asks “are dogs allowed in the library?” What is Miss Franny’s answer?</p> <p>(SQ29) What does Miss Franny’s answer tell us about how she feels about Winn-Dixie?</p> <p>Ask Q6 If students have difficulty with this question, ask the following questions:</p> <p>(SQ30) Why are Miss Franny and Opal sometimes sad and lonely?</p> <p>(SQ31) How do Miss Franny and Opal feel about reading books?</p> <p>(SQ32) How do Miss Franny and Opal feel about Winn-Dixie?</p>

Directions for Teachers and Students / Guidance for Teachers

Day Two: Explanatory Writing Assignment for DiCamillo's *Because of Winn-Dixie*

The title of this selection is *Because of Winn-Dixie*. Using your answers from the questions above and class discussion, explain why this is an appropriate title for the selection. Be sure to clearly cite evidence from the text for each part of your answer.

A proficient answer should have at least two parts:

- Students should explain - using evidence from the text - how Winn-Dixie looking into the library was the cause of Miss Franny falling, which in turn led to the story about the bear and Opal's realization that she and Miss Franny were both lonely.
- They should then relate how Winn-Dixie's response to Miss Franny ("That dog is smiling at me") endeared her to Winn-Dixie and led Opal to suggest that they could be friends.

The answer should show a clear understanding of how this progression of events led to the three characters becoming friends. An answer pulling on more from the text would include that Winn-Dixie's "talent" and "huge heart" were traits that made all this possible.

Student Supports SSS Day 5 continues

Note for Teachers: If you are using the entire book, the prompt provided in the original close reading lesson (left column) would be appropriate to use. If you are using only the excerpt included in this lesson, a more appropriate question to ask students is:

Think about your answers from the questions above and class discussion to answer the question: Why did Miss Franny and Opal become friends? Be sure to refer to the text to answer your question.