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# Gracias a Winn-Dixie

Kate DiCamillo



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### How to Use This Literature Guide

Today's standards demand rigor and relevance in the reading of complex texts. The units in this series guide teachers in a rich and deep exploration of worthwhile works of literature for classroom study. The most rigorous instruction can also be interesting and engaging!

Many current strategies for effective literacy instruction have been incorporated into these instructional guides for literature. Throughout the units, text-dependent questions are used to determine comprehension of the book as well as student interpretation of the vocabulary words. The books chosen for the series are complex and are exemplars of carefully crafted works of literature. Close reading is used throughout the units to guide students toward revisiting the text and using textual evidence to respond to prompts orally and in writing. Students must analyze the story elements in multiple assignments for each section of the book. All of these strategies work together to rigorously guide students through their study of literature.

The next few pages describe how to use this guide for a purposeful and meaningful literature study. Each section of this guide is set up in the same way to make it easier for you to implement the instruction in your classroom.

### Theme Thoughts

The great works of literature used throughout this series have important themes that have been relevant to people for many years. Many of the themes will be discussed during the various sections of this instructional guide. However, it would also benefit students to have independent time to think about the key themes of the book.

Before students begin reading, have them complete the *Pre-Reading Theme Thoughts* (page 13). This graphic organizer will allow students to think about the themes outside the context of the story. They'll have the opportunity to evaluate statements based on important themes and defend their opinions. Be sure to keep students' papers for comparison to the *Post-Reading Theme Thoughts* (page 63). This graphic organizer is similar to the pre-reading activity. However, this time, students will be answering the questions from the point of view of one of the characters in the book. They have to think about how the character would feel about each statement and defend their thoughts. To conclude the activity, have students compare what they thought about the themes before they read the book to what the characters discovered during the story.

## How to Use This Literature Guide *(cont.)*

### Vocabulary

Each teacher reference vocabulary overview page has definitions and sentences about how key vocabulary words are used in the section. These words should be introduced and discussed with students. Students will use these words in different activities throughout the book.

On some of the vocabulary student pages, students are asked to answer text-related questions about vocabulary words from the sections. The following question stems will help you create your own vocabulary questions if you'd like to extend the discussion.

- ¿De qué manera esta palabra describe la personalidad de \_\_\_\_\_ ?
- ¿De qué manera esta palabra se relaciona con el problema del cuento?
- ¿De qué manera esta palabra te ayuda a comprender el escenario?
- Dime de qué manera esta palabra se relaciona con la idea principal del cuento.
- ¿Qué imágenes te trae a la mente esta palabra?
- ¿Por qué crees que la autora usó esta palabra?

At times, you may find that more work with the words will help students understand their meanings and importance. These quick vocabulary activities are a good way to further study the words.

- Students can play vocabulary concentration. Make one set of cards that has the words on them and another set with the definitions. Then, have students lay them out on the table and play concentration. The goal of the game is to match vocabulary words with their definitions. For early readers or language learners, the two sets of cards could be the words and pictures of the words.
- Students can create word journal entries about the words. Students choose words they think are important and then describe why they think each word is important within the book. Early readers or English language learners could instead draw pictures about the words in a journal.
- Students can create puppets and use them to act out the vocabulary words from the stories. Students may also enjoy telling their own character-driven stories using vocabulary words from the original stories.

## How to Use This Literature Guide *(cont.)*

### Guided Close Reading *(cont.)*

The generic open-ended stems below can be used to write your own text-dependent questions if you would like to give students more practice.

- ¿Qué palabras del cuento respaldan...?
- ¿Qué texto te ayuda a entender...?
- Usa el libro para explicar por qué sucedió \_\_\_\_\_.
- Basándote en los sucesos del cuento, ¿...?
- Muéstrame la parte del texto que apoya...
- Usa el texto para explicar por qué...

### Making Connections

The activities in this section help students make cross-curricular connections to mathematics, science, social studies, fine arts, or other curricular areas. These activities require higher-order thinking skills from students but also allow for creative thinking.

### Language Learning

A special section has been set aside to connect the literature to language conventions. Through these activities, students will have opportunities to practice the conventions of standard English grammar, usage, capitalization, and punctuation.

### Story Elements

It is important to spend time discussing what the common story elements are in literature. Understanding the characters, setting, plot, and theme can increase students' comprehension and appreciation of the story. If teachers begin discussing these elements in early childhood, students will more likely internalize the concepts and look for the elements in their independent reading. Another very important reason for focusing on the story elements is that students will be better writers if they think about how the stories they read are constructed.

In the story elements activities, students are asked to create work related to the characters, setting, or plot. Consider having students complete only one of these activities. If you give students a choice on this assignment, each student can decide to complete the activity that most appeals to him or her. Different intelligences are used so that the activities are diverse and interesting to all students.

## Vocabulary Overview

Key words and phrases from this section are provided below with definitions and sentences about how the words are used in the story. Introduce and discuss these important vocabulary words with students. If you think these words or other words in the story warrant more time devoted to them, there are suggestions in the introduction for other vocabulary activities (page 5).

| Palabra                           | Definición  | Oración sobre el texto   |
|-----------------------------------|---|--|
| <b>pastor (c. 1)</b>              | una persona cuyo trabajo es dar discursos religiosos y dirigir ceremonias religiosas              | El papá de Opal es el <b>pastor</b> de la iglesia baptista Brazos Abiertos.                    |
| <b>sección de verduras (c. 1)</b> | la parte de un mercado donde se venden frutas y verduras frescas                                  | El perro tiró tomates, cebollas y pimientos verdes al suelo en la <b>sección de verduras</b> . |
| <b>deslizándose (c. 1)</b>        | resbalándose por el suelo de una manera descontrolada   | El perro doblaba la esquina y se paró <b>deslizándose</b> .                                    |
| <b>traseras (c. 1)</b>            | en o cerca de la parte de atrás de algo   | El perro se sentó sobre las patas <b>traseras</b> para ponerse frente al encargado.            |
| <b>perrera (c. 1)</b>             | un lugar donde se guardan perros que se recogen de las calles hasta que se les encuentre un dueño | Opal no podía permitir que el perro abandonado terminara en la <b>perrera</b> .                |
| <b>cajas (c. 1)</b>               | lugares donde se recibe el pago de lo que se compra en una tienda                                 | Opal pasa las <b>cajas</b> y sale por la puerta del supermercado.                              |
| <b>misionero (c. 2)</b>           | una persona que va a otro país para llevar a cabo un trabajo religioso                            | El papá de Opal fue <b>misionero</b> en la India antes de que naciera.                         |
| <b>abandonado (c. 2)</b>          | un animal que no tiene hogar  | Es obvio que el perro flacucho, sucio y descuidado es un perro <b>abandonado</b> .             |
| <b>constelaciones (c. 4)</b>      | grupos de estrellas que forman patrones específicos en el cielo y tienen nombres                  | La madre de Opal se sabía todas las <b>constelaciones</b> del cielo nocturno.                  |
| <b>caza (c. 5)</b>                | que busca o persigue animales para atraparlos   | Winn-Dixie parece tener algo de perro de <b>caza</b> .   |

Nombre \_\_\_\_\_ Fecha \_\_\_\_\_

## Actividad del vocabulario

**Instrucciones:** Escribe cinco oraciones sobre el cuento. Usa por lo menos una palabra del vocabulario de las casillas en cada oración.

### Palabras del cuento

|        |              |          |                |                     |
|--------|--------------|----------|----------------|---------------------|
| pastor | deslizándose | traseras | abandonado     | sección de verduras |
| cajas  | misionero    | perrera  | constelaciones | caza                |

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**Instrucciones:** Responde esta pregunta.

1. ¿Cómo sabes que Winn-Dixie es un perro **abandonado**?

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## Lectura enfocada guiada

Lee detenidamente la sección al principio del capítulo 2 que empieza con: “El verano que encontré a Winn-Dixie...”. Termina con: “...yo lo quería ya con todo mi corazón”.

**Instrucciones:** Piensa en estas preguntas. En los espacios, escribe ideas mientras piensas en las respuestas. Prepárate para compartir tus respuestas.

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❶ Usa detalles del texto para explicar por qué Opal llama a su papá “el pastor”.

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❷ Aunque su nombre de pila es India, al personaje principal se le conoce por su segundo nombre, Opal. ¿Qué razón se da para esto en el texto?

---

❸ ¿Qué palabras o frases usa Opal para describir a Winn-Dixie?

Nombre \_\_\_\_\_ Fecha \_\_\_\_\_

## Capítulos 11-15

### Elementos del texto: personaje

**Instrucciones:** Elige un personaje del cuento y escribe su nombre en el encabezado. Piensa en cómo es este personaje y en cómo actúa. También piensa en cómo los otros personajes reaccionan o qué piensan de él. Puedes hacer un dibujo del personaje en la primera casilla, pero también descríbelo con palabras.

**Personaje:** \_\_\_\_\_

**¿Cómo es el personaje?**

**¿Cómo es la personalidad del personaje?**

**¿Qué piensan los demás personajes de este cuento sobre este personaje?**