

ESOL Level 5



Language Activities for the book and movie Because of Winn-Dixie by Kate DiCamillo

Note to Level 5 teachers

This book is reasonably priced and can be ordered with co-op money and given to the students. I deliberately chose a book that would be easy for students at this level to read. Our changing demographics indicate we have a large number of students at this level who are verbally proficient, but need to improve their reading/writing skills. I do not want students looking up a word in every sentence. I want them to read for pleasure and increased fluency. I believe if the content is accessible, it is easier and more productive to work on specific reading skills like summarizing, vocabulary development, main idea, supporting ideas, and answering inference questions plus the useful concepts of characterization, plot, use of dialogue, etc. Also, when the content is clear, it is easier to use it as a springboard for writing, grammar, listening, and speaking activities.

I designed these materials to be used with the book and movie simultaneously, but you could also use them if you read the book first and then used the movie. You could also, of course, use the ideas for using the book and movie with any book or movie. I put writing expansion suggestions throughout the materials for the book. These questions allow students to delve into the material in a deeper, more personal way, and produce longer pieces of writing.

The filmmakers have added some scenes for dramatic effect that do not appear in the book. These differences can be exploited for discussion. The order of the scenes does not follow exactly from book to movie, so I have included an annotated summary to help match scenes with chapters, if you are using the material in this way.

Materials for the book

The reading questions can be done as a whole class, in groups, pairs, or individually. I might start by doing them as a whole class, and gradually work to the point where students are doing them individually. I would use the questions that students are writing for each chapter as the basis for a review on how to make questions.

I've included pictures of all the main characters. In each chapter, I ask for an adjective to describe one of the characters. These words can be collected underneath the pictures on a word wall for in-context understanding of new, descriptive vocabulary.

In order to work through 26 chapters, students will need to read at home. Because this is Level 5, and because this book is not exceedingly challenging, 3 chapters a week (25 pages on average) is a reasonable expectation.

One way to encourage students to stay on track is to use the following kind of exercise weekly.

Dictate a line or two of dialogue from each of the chapters they were responsible for by that day. Students write the line of dialogue, and then explain who said it to whom, and in what context.

Examples from chapter one:

"Somebody grab that dog!"

"You're a mess."

Examples from chapter two:

"I know I don't need a dog."

"I guess you've found one."

Examples from chapter three:

You think I should make the preacher tell me about her?"

"I should have guessed you were going to be trouble."

Messenger/Scribe Dictation

Pair students as messenger/scribe, or have students work in small groups with one messenger and multiple scribes. It works well to have the stronger students be the messengers.

Post the dictation. Messengers come and read it as many times as they need. They must not write down anything, or call out sentences while standing next to the text. The idea is for them to read, and understand, then return to their partner/group and dictate. The scribes write it down. The messengers are not to take the pencils from the scribe to correct, but they can correct verbally. A variation is for the teacher to speak the sentences to the messengers and they listen, and repeat it to the scribes.

This is a story about a girl named Opal. Opal lives in a small town with her father, who is a preacher. Opal's life changes on the day she meets Winn-Dixie in the grocery store. Winn-Dixie is a very unusual dog and he helps Opal make many friends in the town. Ultimately, Winn-Dixie helps Opal and her father to further understand and appreciate each other.

Chapter 1

Read chapter 1. List the characters and the setting. Briefly (in one or two sentences) summarize the main action in this chapter. Think of one adjective to describe Opal. Include your reason for choosing this adjective.

Characters:

Setting:

Summary:

Adjective for Opal:

Reason:

Answer the following questions about chapter 1.

1. In Opal's opinion, what is unusual about this dog?

2. Why does Opal name the dog Winn-Dixie?

3. Opal says, "I knew I had done something big. And maybe stupid too." What did she do? Why did she do it?

4. Do you like Opal? Why are why not?

Write one yes/no question and one WH question that can be answered by the information in chapter 1.

Yes/no ?

WH ?

Writing Expansion

Choose one of these prompts and write about it. Remember, the more you write, the more we have to talk about, and the more your writing will improve!

CHOOSE ONE

1. Have you ever tried to help a stray or a wild animal? What happened?
2. One of Opal's responsibilities is to go to the grocery store. What household responsibilities do you think are appropriate for children?
3. Do you think telling a lie is ever justified? Explain.
4. Winn-Dixie gets his name because of an impulsive gesture by Opal. How did you get your name? How do you feel about your name?

Chapter 2

Read chapter 2. List the characters and the setting. Briefly (in one or two sentences) summarize the main action in this chapter. Think of one adjective to describe Opal's father. Include your reason for choosing this adjective.

Characters:

Setting:

Summary:

Adjective for Opal's father:

Reason:

Answer the following questions about chapter 2.

1. Why does Opal refer to Winn-Dixie as a "Less Fortunate" instead of as a dog when speaking to her father?

2. What physical problems does Winn-Dixie have?

3. What kind of relationship does Opal have with her father?

4. What kind of impression does Winn-Dixie make on the preacher? How do you know?

Write one yes/no question and one WH question that can be answered by the information in chapter 2.

Yes/no ?

WH ?

Writing Expansion

Choose one of these prompts and write about it. Remember, the more you write, the more we have to talk about, and the more your writing will improve!

CHOOSE ONE

1. Opal and her father move a lot because of the nature of his work. Describe the delights and hardships of moving.
2. Opal compares her father to a turtle: someone who often pulls his head back and retreats from the world. Choose someone you know and compare him/her to an animal. What traits do the two have in common?

Chapter 3

Read chapter 3. List the characters and the setting. Briefly (in one or two sentences) summarize the main action in this chapter. Think of one adjective to describe Opal. Include your reason for choosing this adjective.

Characters:

Setting:

Summary:

Adjective for Opal:

Reason:

Answer the following questions about chapter 3.

1. Why does Opal have long conversations with Winn-Dixie?

2. There is some mystery surrounding the fact that Opal's mother left when Opal was three years old. What do you think could have happened?

3. How does Opal try and clean up Winn-Dixie?

Write one yes/no question and one WH question that can be answered by the information in chapter 3.

Yes/no ?

WH ?

Chapter 4

Read chapter 4. List the characters and the setting. Briefly (in one or two sentences) summarize the main action in this chapter. Think of one adjective to describe Opal's father. Include your reason for choosing this adjective.

Characters:

Setting:

Summary:

Adjective for Opal's father:

Reason:

Answer the following questions about chapter 4.

1. Which of the ten things on the list surprised you the most?

2. Was Opal's mother happy with her life? How do you know?

3. Summarize each item on the list in a couple of words.

Write one yes/no question and one WH question that can be answered by the information in chapter 4.

Yes/no ?

WH?

Writing Expansion

Remember, the more you write, the more we have to talk about, and the more your writing will improve!

Opal wants to know ten things about her mother. Choose a person in your life. (It can be yourself.) Write ten things that are true about this person.

Chapter 5

Read chapter 5. List the characters and the setting. Briefly (in one or two sentences) summarize the main action in this chapter. Think of one adjective to describe Opal's father. Include your reason for choosing this adjective.

Characters:

Setting:

Summary:

Adjective for Opal's father:

Reason:

Answer the following questions about chapter 5.

1. What is unusual about the preacher's church?

2. Why did Opal and her father bring Winn-Dixie to church with them?

3. Opal describes Winn-Dixie as looking like “a furry bullet” when he is chasing the mouse. This is called a simile—comparing two things with the word “like” or “as.” Think of another way to describe Winn-Dixie chasing the mouse.

Winn-Dixie was like a _____.

4. In your opinion, did the preacher handle the disruption well? Explain.

5. Opal prays for three specific things. What are they?

6. Winn-Dixie does not like to be alone. Do you like to be alone? When? Why? Why not?

Write one yes/no question and one WH question that can be answered by the information in chapter 5.

Yes/no ?

WH ?

Chapter 6

Read chapter 6. List the characters and the setting. Briefly (in one or two sentences) summarize the main action in this chapter. Think of one adjective to describe Miss Franny. Include your reason for choosing this adjective.

Characters:

Setting:

Summary:

Adjective for Miss Franny:

Reason:

Answer the following questions about chapter 6.

1. Who is Franny Block?

2. Why is Winn-Dixie allowed to come into the library, even though dogs are usually not allowed in?

3. Why is Miss Franny afraid of bears?

Write one yes/no question and one WH question that can be answered by the information in chapter 6.

Yes/no ?

WH ?

Chapter 7

Read chapter 7. List the characters and the setting. Briefly (in one or two sentences) summarize the main action in this chapter. Think of one adjective to describe Miss Franny. Include your reason for choosing this adjective.

Characters:

Setting:

Summary:

Adjective for Miss Franny:

Reason:

Answer the following questions about chapter 7

1. When Miss Franny was a girl, what did she want for her birthday?

2. How did Miss Franny get rid of the bear?

3. What do Miss Franny and Opal have in common?

4. Why does Miss Franny wink at Opal?

Write one yes/no question and one WH question that can be answered by the information in chapter 7.

Yes/no ?

WH ?

Chapter 8

Read chapter 8. List the characters and the setting. Briefly (in one or two sentences) summarize the main action in this chapter. Think of one adjective to describe Otis. Include your reason for choosing this adjective.

Characters:

Setting:

Summary:

Adjective for Otis:

Reason:

Answer the following questions about chapter 8.

1. What is Opal's problem?

2. What are Opal's two ideas to solve this problem?

3. How does Winn-Dixie help Opal solve her problem?

4. Why does Sweetie Pie like Winn-Dixie?

Write one yes/no question and one WH question that can be answered by the information in chapter 8.

Yes/no ?

WH ?

Writing Expansion

Remember, the more you write, the more we have to talk about, and the more your writing will improve!

CHOOSE ONE

1. Describe a book that you have really enjoyed, either currently, or in your childhood.
2. Opal talks a lot to Winn-Dixie. Do you think animals understand people? Why do you think so?

Chapter 9

Read chapter 9. List the characters and the setting. Briefly (in one or two sentences) summarize the main action in this chapter. Think of one adjective to describe Gloria. Include your reason for choosing this adjective.

Characters:

Setting:

Summary:

Adjective for Gloria:

Reason:

Answer the following questions about chapter 9.

1. What does Gloria think of her name?

2. Why does Gloria want to hear Opal's story?

3. Why does Opal want to tell Gloria her story?

Write one yes/no question and one WH question that can be answered by the information in chapter 9.

Yes/no ?

WH ?

Chapter 10

Read chapter 10. List the characters and the setting. Briefly (in one or two sentences) summarize the main action in this chapter. Think of one adjective to describe Gloria. Include your reason for choosing this adjective.

Characters:

Setting:

Summary:

Adjective for Gloria:

Reason:

Answer the following questions about chapter 10.

1. Gloria knows how to listen. What are the qualities of a good listener?

2. Why does Gloria choose a wait and see tree for Opal to plant?

Write one yes/no question and one WH question that can be answered by the information in chapter 10.

Yes/no ?

WH ?

Writing Expansion

Remember, the more you write, the more we have to talk about, and the more your writing will improve!

CHOOSE ONE

1. Opal bravely chases after Winn-Dixie, even though she is nervous about entering Gloria's yard. Describe something brave you have done in your life.
2. Opal is scared of Gloria before she meets her. Have you ever changed your opinion about someone after you got to know him or her? Explain.

Chapter 11

Read chapter 11. List the characters and the setting. Briefly (in one or two sentences) summarize the main action in this chapter. Think of one adjective to describe Opal's father. Include your reason for choosing this adjective.

Characters:

Setting:

Summary:

Adjective for Opal's father:

Reason:

Answer the following questions about chapter 11.

1. What is the joke that Winn-Dixie and the preacher share?

2. Is Winn-Dixie allowed to sleep on Opal's bed?

3. How does the preacher react to Winn-Dixie's fear?

4. How do you feel during thunderstorms?

5. Do you have any fears, pathological or not?

Write one yes/no question and one WH question that can be answered by the information in chapter 11.

Yes/no ?

WH ?

Chapter 12

Read chapter 12. List the characters and the setting. Briefly (in one or two sentences) summarize the main action in this chapter. Think of one adjective to describe Otis. Include your reason for choosing this adjective.

Characters:

Setting:

Summary:

Adjective for Otis:

Reason:

Answer the following questions about chapter 12.

1. What is unusual about the pet store that Monday morning?

2. Why are the animals out of their cages?

3. What does Opal learn about Otis?

4. What work does Opal do in the store?

5. Why does Sweetie-Pie think Otis is magic?

Write one yes/no question and one WH question that can be answered by the information in chapter 12.

Yes/no ?

WH ?

Chapter 13

Read chapter 13. List the characters and the setting. Briefly (in one or two sentences) summarize the main action in this chapter. Think of one adjective to describe Dunlap. Include your reason for choosing this adjective.

Characters:

Setting:

Summary:

Adjective for Dunlap:

Reason:

Answer the following questions about chapter 13.

1. What was Opal's summer day routine?

2. Gloria thinks Stevie and Dunlap Dewberry are trying to make friends with Opal “in a roundabout way.” What does she mean? Do you agree with her?

3. Why does Opal dislike the Dewberry boys?

Write one yes/no question and one WH question that can be answered by the information in chapter 13.

Yes/no ?

WH ?

Chapter 14

Read chapter 14. List the characters and the setting. Briefly (in one or two sentences) summarize the main action in this chapter. Think of one adjective to describe Gloria. Include your reason for choosing this adjective.

Characters:

Setting:

Summary:

Adjective for Gloria:

Reason:

Answer the following questions about chapter 14.

1. Why does Opal tell Gloria that Otis has been in jail?

2. What does Gloria show Opal?

3. Why does Gloria do this?

4. What does Gloria have in common with Opal's mother?

Write one yes/no question and one WH question that can be answered by the information in chapter 14.

Yes/no ?

WH ?

Writing Expansion

Remember, the more you write, the more we have to talk about, and the more your writing will improve!

CHOOSE ONE

1. Gloria says, "You can't always judge people by the things they done. You got to judge them by what they are doing now. Comment on this. Do you agree or disagree? Why?"
2. Opal likes her job at the pet store. Describe your first job, or a job you particularly liked or disliked.

Chapter 15

Read chapter 15. List the characters and the setting. Briefly (in one or two sentences) summarize the main action in this chapter. Think of one adjective to describe Amanda. Include your reason for choosing this adjective.

Characters:

Setting:

Summary:

Adjective for Amanda:

Reason:

Answer the following questions about chapter 15.

1. Opal compares her behavior toward Winn-Dixie during a storm with Winn-Dixie's behavior toward Miss Franny during one of her fits. How is it the same?

2. Why does Opal want to read a book to Gloria?

3. What do you know about the American Civil War?

4. Miss Franny says, "Men and boys always want to fight." Do you agree or disagree with that statement. Explain.

Write one yes/no question and one WH question that can be answered by the information in chapter 15.

Yes/no ?

WH ?

Chapter 16

Read chapter 16. List the characters and the setting. Briefly (in one or two sentences) summarize the main action in this chapter. Think of one adjective to describe Litmus. Include your reason for choosing this adjective.

Characters:

Setting:

Summary:

Adjective for Litmus:

Reason:

Answer the following questions about chapter 16.

1. Miss Franny tells a story about her great-grandfather's experiences in the war. What were some of the hardships he faced?

Write one yes/no question and one WH question that can be answered by the information in chapter 16.

Yes/no ?

WH ?

Writing Expansion

Remember, the more you write, the more we have to talk about, and the more your writing will improve!

1. Choose one of your relatives and tell a story from his or her life.

Chapter 17

Read chapter 17. List the characters and the setting. Briefly (in one or two sentences) summarize the main action in this chapter. Think of one adjective to describe Opal. Include your reason for choosing this adjective.

Characters:

Setting:

Summary:

Adjective for Opal:

Reason:

Answer the following questions about chapter 17.

1. What did Litmus do when he came home from the war?

2. Describe a Litmus Lozenge.

3. What is the secret ingredient in a Litmus Lozenge?

4. Opal learns that Amanda has had a sorrow in her life. How does that change how Opal feels about her?

5. Why does Opal try a new approach with the Dewberry boys?

6. What does she do? Does it work?

Write one yes/no question and one WH question that can be answered by the information in chapter 17.

Yes/no ?

WH ?

Chapter 18

Read chapter 18. List the characters and the setting. Briefly (in one or two sentences) summarize the main action in this chapter. Think of one adjective to describe Opal. Include your reason for choosing this adjective.

Characters:

Setting:

Summary:

Adjective for Opal:

Reason:

Answer the following questions about chapter 18.

1. What two presents does Opal bring to Gloria?

2. What are two synonyms for “sorrow”?

3. Why does the preacher want Opal to apologize to Stevie Dunlap?

4. Why is Amanda so sad?

Write one yes/no question and one WH question that can be answered by the information in chapter 18.

Yes/no ?

WH ?

Chapter 19

Read chapter 19. List the characters and the setting. Briefly (in one or two sentences) summarize the main action in this chapter. Think of one adjective to describe Otis. Include your reason for choosing this adjective.

Characters:

Setting:

Summary:

Adjective for Otis:

Reason:

Answer the following questions about chapter 19.

1. What is Otis's sorrow?

2. Why was Otis in jail?

3. What is Sweetie-Pie's sorrow?

Write one yes/no question and one WH question that can be answered by the information in chapter 19.

Yes/no ?

WH?

Writing Expansion

Remember, the more you write, the more we have to talk about, and the more your writing will improve!

Opal reflects that life is like a Litmus Lozenge: the sweet and the sad are all mixed up together. Do you agree or disagree with this? Explain.

Chapter 20

Read chapter 20. List the characters and the setting. Briefly (in one or two sentences) summarize the main action in this chapter. Think of one adjective to describe Otis. Include your reason for choosing this adjective.

Characters:

Setting:

Summary:

Adjective for Otis:

Reason:

Answer the following questions about chapter 20.

1. Where does Opal get her great idea?

2. Does Gloria like this idea? Why or why not?

3. Why does Opal want to have a party?

4. What are they planning to serve at this party?

Write one yes/no question and one WH question that can be answered by the information in chapter 20.

Yes/no ?

WH ?

Chapter 21

Read chapter 21. List the characters and the setting. Briefly (in one or two sentences) summarize the main action in this chapter. Think of one adjective to describe Opal. Include your reason for choosing this adjective.

Characters:

Setting:

Summary:

Adjective for Opal:

Reason:

Answer the following questions about chapter 21.

1. What preparations do Opal and Gloria make for the party?

2. Who arrives first?

3. Why did Sweetie Pie bring what she brought?

4. Does Otis like parties? How do you know?

Write one yes/no question and one WH question that can be answered by the information in chapter 21.

Yes/no ?

WH ?

Chapter 22

Read chapter 22. List the characters and the setting. Briefly (in one or two sentences) summarize the main action in this chapter. Think of one adjective to describe Gloria. Include your reason for choosing this adjective.

Characters:

Setting:

Summary:

Adjective for Gloria:

Reason:

Answer the following questions about chapter 22.

1. Who are the last guests to arrive?

2. What happens to interrupt the party?

Write one yes/no question and one WH question that can be answered by the information in chapter 22.

Yes/no ?

WH ?

Chapter 23

Read chapter 23. List the characters and the setting. Briefly (in one or two sentences) summarize the main action in this chapter. Think of one adjective to describe Gloria. Include your reason for choosing this adjective.

Characters:

Setting:

Summary:

Adjective for Gloria:

Reason:

Answer the following questions about chapter 23.

1. What does Opal forget to do when the party moves inside?

2. Why does Gloria insist that Opal greet the Dewberry boys?

Write one yes/no question and one WH question that can be answered by the information in chapter 23.

Yes/no ?

WH ?

Chapter 24

Read chapter 24. List the characters and the setting. Briefly (in one or two sentences) summarize the main action in this chapter. Think of one adjective to describe Opal's father. Include your reason for choosing this adjective.

Characters:

Setting:

Summary:

Adjective for Opal's father:

Reason:

Answer the following questions about chapter 24.

1. Who goes to look for Winn-Dixie?

2. While Opal is looking, she thinks of ten things she knows about Winn-Dixie. Why does she do this?

3. What do Opal and her father argue about?

4. Why does the preacher start to cry?

5. Why does it surprise Opal that her father is crying?

6. Why does it take nerve for Opal to ask her father the question she asks him?

Write one yes/no question and one WH question that can be answered by the information in chapter 24.

Yes/no ?

WH ?

Chapter 25

Read chapter 25. List the characters and the setting. Briefly (in one or two sentences) summarize the main action in this chapter. Think of one adjective to describe Opal. Include your reason for choosing this adjective.

Characters:

Setting:

Summary:

Adjective for Opal:

Reason:

Answer the following questions about chapter 25.

1. Where was Winn-Dixie?

2. How does Gloria help Otis enjoy himself at the party?

Write one yes/no question and one WH question that can be answered by the information in chapter 25.

Yes/no ?

WH ?

Chapter 26

Read chapter 26. List the characters and the setting. Briefly (in one or two sentences) summarize the main action in this chapter. Think of one adjective to describe Dunlap. Include your reason for choosing this adjective.

Characters:

Setting:

Summary:

Adjective for Dunlap:

Reason:

Answer the following questions about chapter 26.

1. How does Opal's feeling toward her mother change at this point in the story?

2. Describe the relationship between Opal and Dunlap.

3. Describe the relationship between Opal and Amanda.

Write one yes/no question and one WH question that can be answered by the information in chapter 26.

Yes/no ?

WH ?

Writing Expansion

Remember, the more you write, the more we have to talk about, and the more your writing will improve!

CHOOSE ONE

1. Singing is sometimes called a universal activity because people from many different cultures like to sing. What are your feelings about singing? Do you enjoy singing? Why or why not? If you enjoy singing, where do you like to sing?
2. How did Winn-Dixie change Opal's life?
3. Opal is good at talking people into things. She convinces her father to let her keep Winn-Dixie. She convinces Otis to give her a job at the pet store. She convinces Gloria to have a party. What is the best way to convince someone to do something?

Ideas and materials for the movie

As you are working with the movie, it's important to keep in mind that the movie is just another vehicle for language acquisition. Don't just watch the movie; use it for your purposes!

LISTENING ACTIVITIES

- Students listen for global or discrete information posed by teacher. Students can hold up T/F cards or have groups write one-word answers to WH questions on wipe-off slates.
- Divide students into groups NOUNS/ VERBS / ADJECTIVES/ ADVERBS/ PREPOSITIONAL PHRASES. They listen and watch and try to list words or phrases for their category. Individual students report to their group. Groups report back to the class. Variation: Pass out individual words to individual students. If they are new words, give students a chance to understand the word they will be watching/listening for, and explaining to the class. Example: Scene where Opal brings Winn-Dixie home. Nouns: tweezers, thorn
Verbs: plead, relent, acknowledge Adjectives: compassionate, resistant, charming, loveable, distracted, enthusiastic
- Dialogues are another source of discrete listening practice. Students can fill in blanks, listening for exact words. Students can be given the dialogue out of order, and listen for the correct order. Students can choose an adverb that describes how each line is delivered.

For example:

Dialogue One

Preacher: Opal come on. No T.V. until you put some of that stuff away.

Opal: I bet they already have a new pitcher.

Preacher: We're not moving back to Watly. I know it's hard moving all the time but that's part of my job.

Line one: friendly, sternly, exasperatedly

Line two: worriedly, happily, sadly

Line three: impatiently, empathetically, understandingly

Dialogue Two

Leave blanks where the verbs are found.

Manager: Who [named] the dog Winn-Dixie?

Opal: Me. [It's] his name, Honest.

Manager: Don't you [know] better than to [bring] a dog into the grocery store?

Opal: Sorry sir. It [won't happen] again. I [promise]. Come on Winn-Dixie.

Manager: Well what are you all [looking] at? That dog almost [ate] my face off.

Dialogue Three

Students could add adjectives or adverbs, or order the dialogue, or fill in words that have been removed.

Opal: Daddy?

Preacher: Yes, what is it? What is it Opal?

Opal: I found a dog and I want to keep him.

Preacher: A dog? Now we have been through this before. You do not need a dog.

Opal: I know it. I know I don't need a dog, but this dog needs me.

Preacher: Oh he doesn't need you.

Opal: Does too!

Preacher: Oh for goodness sakes.

Opal: Yes he does. Winn-Dixie, here boy!

Preacher: The last thing in the world you need is a dog...This isn't a dog. It's a horse!

Opal: He's homeless too,

Preacher: He's got a stink to him too.

Opal: I know it. He needs all the help he can get, right? I could be doing my duty.

Preacher: Yes, well...

Opal: Look! He's smiling at you. Don't you love a dog with a sense of humor?

Preacher: Opal will you run and get the tweezers? I think he's got something stuck in his paw.

Opal: He's a nice dog isn't he? He's a great dog, isn't he?

Preacher: You can't keep this dog Opal.

Opal: Oh please daddy! Look at him. He's skinny. He needs to be fed well and bathed too.

Preacher: No, no, no, no

Opal: Oh please?

Preacher: No! I said no.

Opal: Please?

Preacher: All right. He can stay here while you're trying to find him a home and figure out where he belongs.

Opal: He can stay?

Preacher: Temporarily. You're not keeping him Opal.

Preacher: (to Winn-Dixie) This is temporary so don't go getting your hopes up.

Opal: I know it sir. We're not getting our hopes up, are we Winn-Dixie? No, no no.

Preacher: Good. Why don't you go make some signs so folks will know you found a dog that needs a home. And a bath. And a shower.

Opal: Come on Winn-Dixie.

LISTENING & SPEAKING

- Show dialogue without sound. Students speculate (write?) what characters might be saying. Then give half the students part A. They listen for part B. Give other half of students the opposite. Play scene. Pair students up to check their work.
- Choose a key phrase from some dialogue. Show segment. Pass out cards. Who said it? What is it about? Why did the person say it? What does it mean? Why is it important? Show segment again. Students answer the question on their card.

READING

- Put closed caption setting on and let students hear and read.
- Hand out sections of the summary as appropriate.
- Make a cloze with a piece of the summary.
- Scramble individual sentences from the summary.
- Order sentence strips that summarize the movie. (A more challenging way to do this is to cut the strips, line by line, from a paragraph of text without reformatting the paragraph into separate sentences.)

LISTENING & WRITING

- Prepare Who/What/When/Where/Why worksheets for a scene. Students in groups watch/discuss/write.
- Show scene of a conversation without sound. Class speculates about what characters might be saying. Then give half the students part A. They listen for part B. Give other half of students the opposite. Play scene. Pair students up to check their work.
- Give students a list of new vocabulary words. Dictate sentences with a word missing. Students choose the missing word from the list.
- Give students a clicker dictation. Read a sentence based on the movie, and replace a word, with a click. Students have to supply a word that makes sense in the context.

SPEAKING

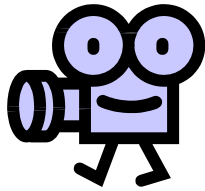
- With the sound off, play a scene from a previous class. Let students talk their way through a scene describing what is happening.
- Hand out key words on index cards to groups. The goal is to explain the significance of the word to classmates in the context of the movie.
- In small groups, have students recount the events of the film so far. You can pretend you have forgotten and they have to refresh your memory. Or explain it to a student who was absent or just joining the class.
- Stop the film at a critical moment and have students predict what will happen next.
- Students write questions for each other. Divide students into two lines, facing each other. Everyone gets a question to ask her partner. Lines rotate.
- Imagine what the characters are saying in a particular scene, before listening to what they are saying.
 - Opal telling her father about Winn-Dixie for the first time
 - Opal meeting Gloria
 - Opal and the preacher watching Winn-Dixie react to the thunderstorm
 - The party guests meeting each other

WRITING

- Summarize a chunk (or one page of detailed summary worth) of movie with about 10-15 sentences capturing the main action. Prepare scrambled sentences for pairs or small groups of students. They order the words correctly, then write the correct sentence on an erasable card. When all sentences have been transposed on the cards, the students figure out the order of the sentences.
- Rewrite pieces of the summary in a different tense.
- Give students the answers and have them create the questions.
- Groups of students can write their own summaries of the previous day's scenes.
- Divide the class into three groups. The first group writes yes/no questions. The second group writes content questions. The third group writes a summary of the segment of the day. Rotate the groups.
- Students can describe a scene in the movie from the point of view of Winn-Dixie.
- Write an internal monologue. When Opal walks in and sees her father with his head in his hands, she compares him to a turtle. But what is he thinking at that moment? What is he worried about?
- Show the following action scenes and have students try and reconstruct, in chronological order, what happened.
 - At the grocery store
 - Giving Winn-Dixie a bath and Mr. Alfred's reaction
 - Otis mesmerizing the animals with his music
 - Winn-Dixie causing a commotion at church
- On a large sheet of paper, keep chronological track of the main events in both the book and the movie.

Name _____

Date _____



Film Review

Because of Winn Dixie

Directed by Wayne Wang

Summarize the film in three or four sentences.

Comment on whether or not you enjoyed the film. Give a reason.

Who would enjoy this film?

Briefly compare the film to the book. Did watching the film enhance or detract from your enjoyment of the book?

Choose your favorite scene from this movie. Describe the scene. Explain why you liked it. If it occurred in both the book and the movie, compare the scene in each. How were they alike and different? Which did you prefer? Why? If your favorite scene only occurred in the movie and was not in the book, speculate on why the filmmakers added this scene.

