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## A Menu of Activities in Different Intelligence Areas to Differentiate Instruction for Upper Elementary Students Related to the Book Because of Winn-Dixie

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**A Menu of Activities in Different Intelligence Areas to Differentiate Instruction for Upper Elementary Students Related to the Book *Because of Winn-Dixie***

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### **Abstract**

Today's elementary classrooms are becoming more diverse, requiring teachers to provide effective instruction to children with a wide range of academic performance, ability, background, and interest. This work focuses on the development of a menu of differentiated instructional activities for teaching literacy to upper elementary students. The author, a former elementary teacher, worked with a faculty member and her literacy methods class of undergraduate preservice elementary teachers to develop this teaching unit based on a popular, award-winning children's novel (DiCamillo, 2000). The menu of various activities organized in ten different intelligence areas (logical-mathematical, linguistic, bodily-kinesthetic, spatial, musical, interpersonal, intrapersonal, naturalist, moral, and spiritual) and arranged at different levels of Bloom's taxonomy (knowledge, comprehension, application, analysis, synthesis and evaluation) allows a teacher to easily select assignments designed to deepen comprehension or appreciation of this literary work to meet the individual needs of students. Each activity is

accompanied by an example correct response so that teachers may gauge its demands. The reactions of preservice teachers to this project from beginning to end were examined. Before participation in the project, preservice teachers emphasized fame and recognition as being motivators and effects of publication. After participation in the project, they focused on the effects of the work on their employment opportunities, emphasizing a sense of accomplishment and downplaying fame/recognition. [5 tables, 11 references, 2 appendices]

### **Introduction**

#### *Increase in Classroom Diversity*

Today's teachers are challenged to provide effective instruction to a more diverse group of children in their classrooms: children that vary in academic preparation, ability and performance, culture, and interests. *The Population Profile of the United States*, published by the U. S. Census Bureau (2005) states that in 2005 twenty-two percent of elementary students had at least one foreign-born parent and five percent were foreign-born themselves. Students of 2005 were more diverse than those of thirty-five years earlier, with 19% Hispanic, 16% Black, and 4% Asian compared to 13% Black, 5% Hispanic and less than 1% other non-white races in 1970.

#### *Preparing Students for Globalization*

Additionally, educators have the responsibility to prepare students to live successful lives, which includes obtaining employment for financial self-support, competent participation in the community and contributions to society. In today's global society, the attitudes, skills, and knowledge needed for success are constantly evolving. Daniel Pink (2005) in his book, *A whole new mind: Moving from the Information Age to the Conceptual Age*, contends that the more creative skills, often called right brain-directed skills (simultaneous, metaphorical, aesthetic, contextual and synthetic), are the ones that should be emphasized for Americans. Asian workers, who are willing to work for substantially lower wages, and machines are now taking over jobs requiring left brain-directed skills (sequential, literal, functional, textual and analytic).

The "left-brain" skills discussed above, in terms of Howard Gardner's multiple intelligences, are the linguistic and logical-mathematical intelligences. "Right-brain" skills are emphasized in kinesthetic, musical, visual/spatial, interpersonal, intrapersonal, spiritual, and moral intelligences. America's economic advantage (Zhao,

2008) relies on the cultivation of these latter intelligence areas, without abandoning the linguistic and logical-mathematical intelligences. One way to accomplish this, while meeting the needs of diverse students, is to offer students a menu of activities from which to choose that address the various intelligence areas at different levels of Bloom's taxonomy. To this end, we provide a summary of the levels of Bloom's taxonomy and these intelligence areas in the next section.

## Literature Review

### *Bloom's Taxonomy of Educational Objectives*

In 1955 Benjamin Bloom created a taxonomy to describe the levels of thinking and learning within the cognitive domain. Six levels were identified: knowledge, comprehension, application, analysis, synthesis, and evaluation. Use of Bloom's taxonomy builds and improves the thinking that students do by scaffolding instruction from lower levels to upper levels of the taxonomy. Using this taxonomy as a guide, teachers can expand the depth of activities in which they ask their students to be involved (Nobel, 2004). Table 1 presents the levels that Bloom outlined with example activities.

Bloom encouraged educators to focus less on knowledge and more on higher level thinking skills. Real learning beyond rote memorization occurs when students are asked to provide reasoned explanations, see connections, break down information, apply knowledge to new problems, and make judgments based on criteria (Christopher, Thomas, & Tallent Runnels, 2004).

### *Multiple Intelligences*

Howard Gardner developed a theory of multiple intelligences that he presented in 1983 in the book, *Frames of mind: The theory of multiple intelligences*. Gardner believed that individuals learn differently because intelligence is composed of various independent faculties. Awareness of the different intelligences that individuals possess allows recognition of a broader range of what it means to be intelligent. One measure of intelligence is not sufficient for all students (Moran, Kornhaber, & Gardner, 2006). Gardner originally identified seven intelligences: logical-mathematical, linguistic, bodily-kinesthetic, spatial, musical, interpersonal, and intrapersonal. He added the naturalist intelligence (Gardner, 1998) and discussed the possibility of adding spiritual and existential intelligences, although these have not been officially recognized. Moral intelligence had been suggested as an additional

intelligence area, but Gardner did not choose to use it. In this work we have chosen to include the spiritual intelligence and moral intelligence areas, as these seem particularly applicable to current global issues along with themes raised in the book, *Because of Winn-Dixie*.

Table 1 Bloom's taxonomy of educational objectives

Knowledge	Recalling or locating facts and information. Examples: Reciting a poem from memory; labeling the parts of a plant.
Comprehension	Showing understanding of facts and ideas by describing, explaining, predicting, summarizing, or classifying. Examples: Explaining the meaning of new vocabulary in own words; stating the main idea of a paragraph; illustrating the results of an action.
Application	Applying knowledge, general principles, or rules to a new problem, or in a different way to a previously investigated issue. Examples: Constructing a sentence using a new grammar rule correctly; role-playing a situation from another's viewpoint.
Analysis	Examining components of concepts, making inferences about motives or causes, finding evidence to support generalizations. Examples: Categorizing information about a topic; comparing/contrasting ideas; determining the component parts and supporting evidence of an argument.
Synthesis	Assembling components to create new solutions, patterns, or products. Examples: Making a commercial to advertise a product; producing a quilt that shows all the parts of a story and their relationships.
Evaluation	Using information to make conclusions or judgments based on criteria; evaluating an argument based on evidence or reason. Examples: Conducting a debate; rating books that have been read.

Adopting the use of multiple intelligence practices in the classroom allows teachers to be flexible in method, assessment, and content when meeting the needs of diverse learners (Nobel, 2004). Students benefit when teachers help them build on their strengths and explore other intelligence domains (Moran et. al, 2006).

Table 2. Multiple intelligences used in this work.

Logical-Mathematical	The ability to use patterns, objects, symbols, logic, and numbers to think and create in a controlled way. Exhibited by: mathematicians, scientists, engineers, computer programmers, and accountants.
Verbal/Linguistic	The ability to use words and language to inform, argue, stimulate, entertain, and speak elegantly Exhibited by: reporters, politicians, authors, cartoonists, and lawyers.
Bodily-Kinesthetic	The ability to use fine and gross motor skills to create products, communicate ideas, and participate in athletics. Exhibited by: professional athletes, dancers, gymnasts, surgeons, and actors.
Visual/Spatial	The ability to think in pictures, to mentally manipulate objects, to create balanced visual-spatial compositions, and to work with maps and charts. Exhibited by: inventors, architects, engineers, mechanics, sculptors, and chess players.
Musical	The ability to compose, enjoy or perform music, being aware of rhythm and environmental sounds. Exhibited by: musicians, composers, instrument makers.
Interpersonal	The ability to relate to others and work effectively with them, being aware of others' emotions and feelings. Exhibited by: counselors, politicians, teachers, and anthropologists.
Intrapersonal	The ability to understand one's inner feelings and self-reflect. Exhibited by: philosophers, researchers, and ministers.
Naturalist	The ability to relate to the environment and discriminate the characteristics and behaviors of living things or other non-living features of the natural world such as rock formations and weather patterns. Exhibited by: farmers, conservationists, scientists, and park rangers.
Moral	The ability to be aware of or concerned with ethics, rules and the importance of human and other life. Exhibited by: philosophers, lawyers, judges, and social workers.
Spiritual	The ability to recognize and appreciate beauty and to interpret the world beyond the physical self. Exhibited by: artists, clergy, and poets.

### The Development of the Menu of Activities

This body of work began in an undergraduate course of elementary preservice teachers titled, "Methods of teaching literacy in the intermediate grades." As part of course assignments, students read several books appropriate for upper elementary grades three through six. Two specific books were assigned to them so that the class could engage in in-depth discussion of these works and complete activities associated with them. One book, *Al Capone does my shirts* (Choldenko, 2004), was used primarily as an example for a student response journal.

The second book, *Because of Winn-Dixie* (DiCamillo, 2000), was used to illustrate a variety of mini-lessons on word study, phonics, and grammar. The instructor also used the book for an example of the units that students would develop in small groups as one of the culminating course activities, based on an upper elementary book of their choice. Each instructional unit provided a menu of activities from the various intelligence areas arranged according to Bloom's taxonomy. The instructor (Second author A. Rule) developed much of the unit, but during class activities, preservice teachers contributed additional activities to the menu. The first author (C. Elser) also contributed activities and presented the work at a conference.

### Involving Preservice Teachers in Publication

In this investigation, besides developing an extensive menu of activities for the book, *Because of Winn-Dixie*, for classroom teachers and the future needs of the preservice teachers enrolled in the course, we examined the changes in attitude of preservice teachers toward the benefits of publication before and after their involvement as contributing authors on this ERIC document.

#### *The Push for Undergraduate Research and Publication*

There has been a large increase in undergraduate research at all institutions of higher education over the past twenty years (National Conferences on Undergraduate Research [NCUR], 2007). Government agencies, such as the National Science Foundation, and private foundations have supported undergraduate research efforts, partly because they help to diversify the science pipeline.

The NCUR has issued a statement of principles of undergraduate research that includes:

- Undergraduate research should combine teaching and research into one overlapping shared process.
- Undergraduate research replaces the teacher-student image with a collaborative, investigative model.
- Undergraduate research replaces competitive models with more collaborative ones.
- Undergraduate research motivates students to learn by doing under the direction of faculty mentors.
- Undergraduate research adds to the growing body of knowledge in a discipline, while helping students to develop their own research skills.
- Undergraduate research promotes institutional networks for students and helps to develop the university teaching model.

This project addressed many of these principles, allowing students to combine their learning in the course with the development of curriculum materials for teachers. Preservice teachers working in small groups with an emphasis on collaboration produced ideas and curriculum materials. The course instructor provided models and scaffolded instruction to ensure success. They contributed to this ERIC document, which will hopefully be used by many teachers. This project involved a graduate student (C. Elser) in presentation and publication, thereby strengthening the institutional network of collaboration in the College of Education.

#### *Preservice Teacher Views of Publication*

As an early class exercise in using the Talents Unlimited thinking skills (Schlichter and Palmer, 1993), students were asked to use the forecasting talent to predict the many varied reasons that undergraduate students would want to have a publication. Their responses are shown in Table 3. They were also asked to predict the many, varied effects on an undergraduate student of becoming published. The preservice teacher responses to this are tabulated in Table 4. This activity occurred before the students and instructor decided to try to create a published menu of activities for the book *Because of Winn-Dixie*.

Table 3. Student responses to, "Predict the many, varied reasons an undergraduate student would want to have a publication."

General Category of Reason	Example Responses	#
Desire fame/recognition	Get name recognized in this area of work. A name can be made for oneself. Title of being a published person. Attention might follow publication. Peers will look up to you.	17
Passion	Passionate about a subject and want to share message. Strong feeling toward an issue and want to have voice heard. Change /Advocate for an issue.	16
Share information with others	New information will be provided to readers. Share knowledge in a certain area. Connections with other experts in the field will be made.	16
Admiration of published persons	Look up to published writers. Admire people who are published and strive to be like them.	11
Monetary gain	Make a living on their published work. Money can be made while in school.	12
Set goal of publishing	Personal goal was set and accomplished.	7
Learning	Intrigued by the publishing process. Professional development.	7
Enjoyment of writing	Enjoy writing and want people to know what they do. True talent for publishing.	11
Course requirement	School project involves publication. Course requirement.	6
Improve resume	Resume looks better with publications.	6
Encouraged by others	encouraged by others because of their talent.	5
Pride in work	Proud of a good article they wrote for class and want to share it.	4
Graduate school admittance	Graduate school entrance and acceptance.	4
Employment opportunities	Future career opportunities. Employment better chance.	4
Obtain scholarship	Scholarship might be awarded.	2

Table 4. Student responses to, "Predict the many, varied effects on an undergraduate student of becoming published."

General Category of Effect	Example Responses	#
Fame /Recognition	Name is published and they will see it. Well-known because of writings. Fame because of talent. Recognition by peers in education. Recognition from the college for publishing.	36
Employment	Job obtained because of publishing. Successful career obtained.	16
Money	Money received by having writings published. Rich because of talent.	10
Further publications	Publication Leads to other writings being published. Encouragement to write again.	10
Feedback	Receive critiques, both positive and negative. Hatred from those who don't like your work. Agreement or disagreement with their writings	9
Scholarship or Graduate School	Scholarship might be obtained. Graduate studies are helped by publishing an article.	8
Learning / change	New techniques and ideas experienced. People might gain a new perspective on a topic. Change other people's ways of thinking. Professional development.	8
Award	Award received for writing being published. Awards may be won.	6
Sense of accomplishment	Self-satisfaction from sharing work. Goal/ requirement dream fulfilled.	6
Invited speaker	Guest speaker at social events because of publishing. Invited to conferences to speak about the topic they wrote about.	5
Sharing	Passionate interest will be shared and they feel glad.	4
Inspiration/ expectations	Role model for other people. Held to greater expectations than before. Establish a new organization.	5
Nothing	Nothing will happen.	1
Arrogance	Become arrogant because of publishing.	1

In general, Table 3 and Table 4 show undergraduate students' association of publication with fame and recognition. The ideas listed in Table 3 indicate that passion for a particular topic and the desire to share one's knowledge with others also motivate students. Preservice teachers acknowledged that a student might be influenced by admiration for a published author or monetary gain through publication. Intrinsic goals such as setting a personal goal of publication, desire to learn, enjoyment of writing and pride in work may also motivate a student to publish. Extrinsic factors encouraging a student to publish include course requirements, encouragement by others, along with graduate school, employment, and scholarship opportunities.

Predicted effects of publishing focused on fame/recognition along with employment or monetary gain. Students noted that the experience might lead to the student being involved in further publication. However, concern about possible negative effects of publishing one's work surfaced when students discussed possible negative feedback from people who read the publications. Students mentioned that publication might lead to acceptance into graduate school or the awarding of a scholarship or other award, possibly even being an invited speaker. Students suggested that learning and sharing would occur with the new author being held to higher expectations because of the publication. A sense of accomplishment would follow publication with the possible role of inspiring others. Other students suggested that nothing or even arrogance might be the outcome of publication.

After the menu of activities had been completed, students were again asked to think about the effects of publication on undergraduates. They were asked to respond to, "Now that you know your work will be submitted as an ERIC document publication, predict the effects of being published, including changes to your thinking."

The results of this survey are shown in Table 5. The hope that this endeavor will lead to employment along with similar ideas such as a competitive edge, an accomplishment for the resume, something that can be shown or discussed during a job interview, and higher pay dominated the responses. Pride and a sense of accomplishment were the next most often cited effects of the activity. This was accompanied by a love of writing and recognition that writing can be interesting, even entertaining. Two mentioned feeling more confident as a result of the activities. Several mentioned respect from



colleagues, sharing of ideas, using the ideas in their own classroom, and learning as outcomes.

Table 5. Student responses to, "Now that you know your work will be submitted as an ERIC document publication, predict the effects of being published, including changes to your thinking."

General Category of Effect	Example Responses	#
Pride/ evidence of my work; sense of accomplishment	Pride. A good accomplishment I can hang it on my refrigerator I am going to post it at my family Christmas. I feel proud to be published. Sense of accomplishment	18
Employment	I feel it might help me get a job. Get attention when applying for jobs.	16
Resume	I can use it on a resume. Something extra to put on my resume.	11
Grad school/scholarship applications	Item for graduate school application. Looks good on graduate school applications.	9
Love of writing/further publication	Intrinsically motivating. I will strive to write more. Love. Give me the opportunity to publish again.	9
Interview material	We can use it in an interview. I can talk about it during an interview.	7
Competitive edge	It may get me hired first. Provides distinction.	6
Respect from colleagues	More respect from other professionals. Others might notice. Respected in a professional field.	6
Higher pay	I could possibly make more money if I continue to research and publish my work. Receive a better paying job.	5
Share ideas with others	I want people to read my writing. Share it with colleagues.	4
Entertainment	I have really found that writing is entertaining.	4
Classroom resource	My students can look at it. I can use it as a resource in my classroom.	3
Confidence	I feel more confident about the work that I do. More confidence in my writing.	2
Learning	I understand more about these topics. Maybe I could have done better work.	2

### Conclusion

Overall, there was a decrease in emphasis on fame and recognition from pre-publication to post-publication and an increase in a sense of accomplishment and enjoyment of writing. The emphasis on employment is a natural one for preservice teachers who will student-teach the next semester while actively seeking employment. The lack of negative responses to the final survey question indicates that preservice teachers valued the experience and opportunity to be involved in publication.

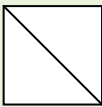
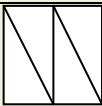
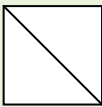
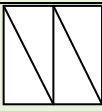
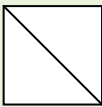
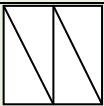
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## Appendix A: Menu of Ideas for Gardner's Ten Intelligence Areas at Different Levels of Bloom's Taxonomy

DiCamillo, K. (2000). *Because of Winn-Dixie*. Cambridge, MA: Candlewick Press.

## 1. Logical-Mathematical Intelligence (Exhibited by mathematicians, scientists, chess-players)

Knowledge	<p>Tell how many chapters are in this novel.</p> <p>Answer: 26</p>														
Comprehension	<p>Determine the average length in pages of a chapter in <i>Because of Winn-Dixie</i>.</p> <p>Possible Response: 182 minus 7 equals the number of pages in the book because the story starts on page 7. Therefore, there are 175 pages in the book. 175 divided by 26 chapters is 6.7 pages per chapter or about seven pages a chapter.</p>														
Comprehension	<p>Make a timeline of events from the story.</p> <p>Possible Response</p> <table border="1" data-bbox="396 732 1377 932"> <tr> <td data-bbox="396 732 534 898">Opal meets Winn-Dixie at grocery store</td> <td data-bbox="534 732 672 898">Opal asks Preacher about her mom</td> <td data-bbox="672 732 810 898">Opal meets Miss Franny</td> <td data-bbox="810 732 948 898">Opal starts working for Otis</td> <td data-bbox="948 732 1086 898">Winn Dixie goes crazy during thunderstorm</td> <td data-bbox="1086 732 1224 898">Opal attends party at Gloria Dump's house</td> <td data-bbox="1224 732 1377 898">Winn-Dixie is found</td> </tr> <tr> <td data-bbox="396 898 534 932">Page 7</td> <td data-bbox="534 898 672 932">Page 26</td> <td data-bbox="672 898 810 932">Page 40</td> <td data-bbox="810 898 948 932">Page 58</td> <td data-bbox="948 898 1086 932">Page 76</td> <td data-bbox="1086 898 1224 932">Page 169</td> <td data-bbox="1224 898 1377 932">Page 173</td> </tr> </table>	Opal meets Winn-Dixie at grocery store	Opal asks Preacher about her mom	Opal meets Miss Franny	Opal starts working for Otis	Winn Dixie goes crazy during thunderstorm	Opal attends party at Gloria Dump's house	Winn-Dixie is found	Page 7	Page 26	Page 40	Page 58	Page 76	Page 169	Page 173
Opal meets Winn-Dixie at grocery store	Opal asks Preacher about her mom	Opal meets Miss Franny	Opal starts working for Otis	Winn Dixie goes crazy during thunderstorm	Opal attends party at Gloria Dump's house	Winn-Dixie is found									
Page 7	Page 26	Page 40	Page 58	Page 76	Page 169	Page 173									
Application	<p>In the story, on page 142, Opal and Gloria Dump cut the egg-salad sandwiches into triangles. Show two different ways the square sandwiches could be cut into triangles and name the types of triangles produced by both sides and angles.</p> <p>Possible Response:</p> <table border="1" data-bbox="396 1041 1370 1266"> <tr> <td data-bbox="396 1041 941 1150">One could cut the square in half from corner to corner along the diagonal. This produces two isosceles right triangles.</td> <td data-bbox="941 1041 1370 1150"></td> </tr> <tr> <td data-bbox="396 1150 941 1266">One could cut the square in half from the midpoint of one side to the midpoint of the opposite side. Then each of these rectangles could be cut diagonally. The resulting 4 triangles would be scalene right triangles.</td> <td data-bbox="941 1150 1370 1266"></td> </tr> </table>	One could cut the square in half from corner to corner along the diagonal. This produces two isosceles right triangles.		One could cut the square in half from the midpoint of one side to the midpoint of the opposite side. Then each of these rectangles could be cut diagonally. The resulting 4 triangles would be scalene right triangles.											
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Application	<p>The Quick Pick Market, which had been converted into the Open Arms Baptist Church, was composed of two rooms. One of the rooms was used for church services and the other room was used for storage and cooking. If the total square footage of both rooms combined is 1600 square feet, find three possible dimensions of the two room set.</p> <p>Possible Solution: Room # 1 could be 30 by 15 feet and Room #2 could be 20 by 57.5 feet. Room # 1 could be 40 by 10 feet and Room #2 could be 30 by 40 feet. Room # 1 could be 20 by 40 feet and Room #2 could be 20 by 40 feet.</p>														
Analysis	<p>Imagine that each of the main characters in the book is a geometric shape. Choose four of the characters and tell which geometric shape each would be. Tell two mathematical qualities of the shape and tell how those correspond to personal characteristics of each character.</p> <p>Possible Response: Opal would be a regular octagon because she is multi-faceted and an octagon has eight sides. A regular octagon can be inscribed in a circle and Opal is eventually encircled by friends. Winn-Dixie would be a curving line with several bumps in it. He is an easy-going dog and can adjust his behavior to curve up against anyone and fit anywhere. He has ups and downs (like the times he is frightened during storms). He is not a closed figure; he is open to new friends and experiences. The Preacher is like a square because he has right angles (wants to do the right thing) and he is pretty regular in his temperament (a square has four equal sides). He is conservative, though, and so is a "square" in that respect. Gloria Dump is like an obtuse triangle. She has one side of her that is "out of whack" – her past abuse of alcohol. This is similar to the one extra-large (greater than ninety degrees) angle of an obtuse triangle. However, an obtuse triangle can be rotated to stand on any of its three sides as a base and Gloria Dump has managed to rotate her outlook on life</p>														



	to stand upright once again.									
Synthesis	<p>Make a diorama of a scene from the story that is on a scale of 1:12. Using this scale, a six-foot person would be represented with a six-inch doll. Record your calculations for the sizes of five things on a piece of paper and turn that in with your diorama.</p> <p>Possible Response: The trailer in which they live might be 12 by 60 feet. When the scale model is made, the mobile home model will be 1 by 5 feet. Opal's bed in real life would be a single bed 40 inches wide by 78 inches long by 24 inches high. The model would be 3.3 inches wide by 6.5 inches long by 2 inches high. Opal's bedroom would be 12 by 12 feet and so the model would be 1 foot by 1 foot. She would have a rug that was 5 by 7 feet. The model rug would be 5 by 7 inches. Opal's desk would be 32 inches tall, 36 inches wide, and 24 inches deep. the model would be 2.6 inches tall, 3 inches wide, and 2 inches deep.</p>									
Synthesis	<p>Draw a map of the town of Naomi on a grid that features all of the places mentioned in the story. Assign a scale to the map so that the distance between grid marks is a certain amount. Create three story problems (somehow related to the story or extensions of it) that require use of the map to solve for distance traveled.</p> <p>Possible Response: If Opal is at the Open Arms Baptist Church and needs to quickly run to the Winn-Dixie Supermarket to purchase more paper plates for the Sunday Brunch, how far would she travel on her bike round trip? If the Dewberry boys ride their bikes from their home to the library and then to Gloria Dump's before returning home, how far do they ride? If the Preacher visits Gloria Dump and then Miss Franny to invite them to a church supper, before returning to his trailer, how far would he travel?</p>									
Synthesis	<p>Choose a scene from the story and make an illustration of it that is composed of planar geometric shapes. Identify each shape.</p> <p>Possible Response: I decided to show the library scene when Miss Franny told Opal and Amanda about the Civil War. The large bookcases would be squares. Miss Franny's desk is a rectangle. The Litmus lozenges would be ellipses. The globe would be a circle. Miss Franny's face would be an oval. There would be a hexagon-shaped rug on the floor. The lamp shade would look like a trapezoid.</p>									
Evaluation	<p>Determine a point system and criteria for rating the reading difficulty of different chapters in the book. Then use this method to compare two chapters.</p> <p>Possible Response: I will count the number of words with three syllables or more and the number of words that are difficult vocabulary. I will compare Chapter Eleven and Chapter Two to see which is the more difficult to read. The chart below shows that there are more three-syllable words and almost the same number of difficult vocabulary words in Chapter 2 as Chapter 11, so I would rate Chapter 2 as being harder to read.</p> <table border="1"> <thead> <tr> <th>Criteria</th> <th>Chapter 2</th> <th>Chapter 11</th> </tr> </thead> <tbody> <tr> <td>Number of words that are three syllables or longer</td> <td>Naomi, Florida, missionary, distracted, suffering, grocery, manager, exception, specifically, Detweller's, Samuel, everything, understood, fortunate, fluttered, whispered, anything = 17</td> <td>thunderstorm, attention, whimpering, spri-i-ing, barreling, pathological, different, direction, happening, accident, summertime = 11</td> </tr> <tr> <td>Number of words that are difficult vocabulary</td> <td>missionary, distracted, exception, specifically, fortunate, crooked, fluttered = 7</td> <td>whining, whimpering, trembling, hissed, barreling, pathological, rumble, cocked = 8</td> </tr> </tbody> </table>	Criteria	Chapter 2	Chapter 11	Number of words that are three syllables or longer	Naomi, Florida, missionary, distracted, suffering, grocery, manager, exception, specifically, Detweller's, Samuel, everything, understood, fortunate, fluttered, whispered, anything = 17	thunderstorm, attention, whimpering, spri-i-ing, barreling, pathological, different, direction, happening, accident, summertime = 11	Number of words that are difficult vocabulary	missionary, distracted, exception, specifically, fortunate, crooked, fluttered = 7	whining, whimpering, trembling, hissed, barreling, pathological, rumble, cocked = 8
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## 2. Linguistic Intelligence (Exhibited by authors, song-writers, reporters, poets, linguists)

Knowledge	<p>Tell what the word, "melancholy" means. The preacher used this word when Opal gave him a Littmus Lozenge. "It almost tastes a little melancholy," he said. "Melancholy? What's that?" (page 121).</p> <p>Answer: Sad.</p>
Comprehension	<p>The word "litmus" refers to a bluish chemical obtained from lichens that is applied to paper strips and used to test the acidity of water or chemical solutions. Litmus paper turns blue if the solution is alkaline and red if the solution is acidic.</p>

	<p>In the story, Miss Franny tells about her great-grandfather Littmus Block who experienced a lot of suffering during the Civil War and invented the candy, Littmus Lozenges. Tell why the author chose the name "Littmus" for this person.</p> <p>Possible Response: Littmus Block's candy is a mix of two opposites: sweet and sad. It is like a litmus paper test because it shows the thoughts of the person eating the candy. Those who have not experienced sadness find the candy sweet, but those who have been sad "taste" the sadness.</p>								
Comprehension	<p>In this pre-reading activity, students are given a piece of paper with a quote or description from the book on it. They read the quote or description out loud to the class and explain what they think might be happening in the story.</p> <p>Possible Responses:</p> <ol style="list-style-type: none"> <li>1. "Well now, look at that," she said. "That dog is smiling at me."</li> </ol> <p>Students might guess the speaker had done something nice for the dog, given her a bone or a treat.</p> <ol style="list-style-type: none"> <li>2. "Every time I caught something I put it back in the first cage I saw; I didn't care if it was the right cage or not."</li> </ol> <p>Students might guess that she was trying to get chickens back in their pens or mice that were accidentally let out.</p> <ol style="list-style-type: none"> <li>3. "I stood there and thought for a minute. I finally decided that I was more afraid of losing Winn-Dixie than I was of having to deal with a dog-eating witch, so I went through the gate and into the yard."</li> </ol> <p>Student might guess that Opal has to save Winn-Dixie from a witch. They might guess that Winn-Dixie had been captured by a witch.</p>								
Application	<p>"Sweetie Pie stroked Winn-Dixie's head so long and serious that his eyes drooped half closed and drool came out the side of his mouth" (page 58). In this sentence, the words "drooped" and "drool" have the long oo sound. However, in this sentence, "And Winn-Dixie stood and stared back at her" (page 56), the word "stood" has the short oo sound. Find ten other examples of words that contain oo in the story and classify them as to whether the sound is long oo or short oo.</p> <p>Possible Response: Here are sentences that contain words with oo. In the chart following the sentences, I classify them according to the sound of oo in the words.</p> <p>"She <u>took</u> her finger out of her mouth and <u>looked</u> at me" (page 57). "...she said to me, 'You know, my eyes ain't too <u>good</u> at all'" (page 65). "'But I want to see you, <u>too</u>,' I said" (page 70). "He was standing at the door to his <u>bedroom</u>, and his hair was all kind of wild on top of his head, and he was <u>looking</u> around like he wasn't sure where he was" (page 74). "He <u>looked</u> down at his <u>boots</u>" (page 82). "She <u>shook</u> her head and opened her eyes" (Page 106). "Winn-Dixie started to snore, and I nudged him with my <u>foot</u> to try to make him quit" (page 109). "'It is not <u>spooky</u>,' said Miss Franny" (page 111). "It tasted like <u>root</u> beer and strawberry and something else I didn't have a name for, something that made me feel kind of sad" (page 113).</p> <table border="1" data-bbox="396 1318 1370 1434"> <thead> <tr> <th>Words with the long oo sound</th> <th>Words with the short oo sound</th> </tr> </thead> <tbody> <tr> <td>too, bedroom</td> <td>took, looked</td> </tr> <tr> <td>boots, spooky</td> <td>good, looking</td> </tr> <tr> <td>root beer</td> <td>shook, foot</td> </tr> </tbody> </table>	Words with the long oo sound	Words with the short oo sound	too, bedroom	took, looked	boots, spooky	good, looking	root beer	shook, foot
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Application	<p>Write a letter to a character about a story event.</p> <p>Possible Response: Dear Gloria Dump, I couldn't believe the Dewberry boys called you a witch. That was mean of them! You are the sweetest lady ever. Did you enjoy the story Opal read to you? Opam said it was really a big book. What was your favorite part of the garden party? Mine was listening to Otis play the guitar. How did the music make you feel? It made me feel happy. Your friend.</p>								
Analysis	<p>Analyze the following sentence for parts of speech: "Winn-Dixie looked up at the preacher" (page 18). Then, write five more sentences about the story that use the exact same parts of speech in that order.</p> <p>Possible Response: Winn-Dixie (noun) looked (verb) up (adverb) at (preposition) the (article) preacher (noun). 1. Opal (noun) read (verb) expertly (adverb) to (preposition) the (article) lady (noun). 2. Mr. Buloni (noun) stroked (verb) gently (adverb) on (preposition) the (article) dog (noun). 3. Otis (noun) gazed (verb) shyly (adverb) toward (preposition) the (article) boots (noun).</p>								

	<p>4. Gertrude (noun) clutched (verb) tightly (adverb) at (preposition) the (article) fur (noun).</p> <p>5. Gloria (noun) listened (verb) intently (adverb) to (preposition) the (article) readings (noun).</p>						
Analysis	<p>Use a Venn diagram to compare and contrast two characters from the book.</p> <p>Possible Response:</p> <table border="1"> <thead> <tr> <th>Preacher Only</th> <th>Both Preacher and Otis</th> <th>Otis Only</th> </tr> </thead> <tbody> <tr> <td>           Talks in front of people            Was married            Sad, smart            Like a turtle because he            withdraws into a shell         </td> <td>           Quiet            Men            Liking for animals            Perform in front of audience            Attended Gloria Dump's party            Live in Naomi            Know Opal            Independent            Keep to themselves         </td> <td>           Plays guitar            Doesn't like to talk to people            Has been in jail            Likes turtles         </td> </tr> </tbody> </table>	Preacher Only	Both Preacher and Otis	Otis Only	Talks in front of people Was married Sad, smart Like a turtle because he withdraws into a shell	Quiet Men Liking for animals Perform in front of audience Attended Gloria Dump's party Live in Naomi Know Opal Independent Keep to themselves	Plays guitar Doesn't like to talk to people Has been in jail Likes turtles
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Synthesis	<p>Use the Talents Unlimited Thinking Skills Communication Talent of making a network of complete thoughts to produce a poem that tells about a scene from the story. Identify the type of poem you used.</p> <p>Diamante Poem about the Preacher telling Opal ten things about her mother.</p> <p>Preacher        Quiet, guarded        Considering, sighing, resigning        He hesitantly gives information.        Revealing, loving, grieving,        Tender, abandoned        Father.</p>						
Evaluation	<p>Evaluate whether Opal will be able to overcome her sadness and sense of loss in not having her mother. Give three reasons from the book to support your stance.</p> <p>Possible Response:        Yes, she will be able to overcome much of her sense of loss, for the following three reasons.</p> <ol style="list-style-type: none"> <li>1. Her daddy, the Preacher, has come out of his shell and talks to her more. He has told her how much he loves her and how much she means to him.</li> <li>2. She has been able to tell her father her anger at him not running after her mother and bringing her back. She has been able to express her deep feelings to her father and he has responded. She doesn't have to keep her feelings bottled up inside her anymore.</li> <li>3. She now has a circle of friends to support her. Not only does she have adult friends like Miss Franny Block, Otis, and Gloria Dump, but she has children her age who are her friends like Amanda, Dunlap, Stevie and younger Sweetie Pie.</li> </ol>						

### 3. Bodily-Kinesthetic Intelligence (Exhibited by gymnasts, dancers, mimes, athletes)

Knowledge	<p>On page 85, Opal silently greets Sweetie Pie's mother. How?</p> <p>Answer:        She waves to her and Sweetie Pie's mother waves back.</p>
Comprehension	<p>Act out the way Winn-Dixie behaves during a thunderstorm.</p> <p>Possible Response:        I would run back and forth from one end of the room to the other, whining and whimpering. I would crouch and crawl under furniture.</p>
Comprehension	<p>Students use rain sticks (hollow cactus branches with spines inside upon which pebbles strike as they are turned or shaken) to show a mood. The student names a part of the story that has this mood and acts out part of the story happenings.</p> <p>Possible Response:        Rain stick rhythm is very fast. Winn-Dixie has a pathological fear of thunderstorms and races around, looking</p>

	<p>frightened. Rain stick rhythm is slow. Opal is sad because she missed her mother and paces as she memorizes the ten things she knows about her.</p>
Application	<p>"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 (page 51)." In this quote, Miss Franny uses body language to have a secret joke with Opal. Tell about two situations in your life where you have winked as a secret joke between two people.</p> <p>Possible Response:</p> <ol style="list-style-type: none"> <li>1. When I was babysitting my niece and she was telling me about Santa Claus, I winked at my sister.</li> <li>2. When I was planning a surprise party and the birthday girl was saying how much she wished she could have a party, I secretly winked at another friend who was helping with the party.</li> </ol>
Analysis	<p>Document how the author, Kate DiCamillo, describes the body language or stances of three characters. Analyze these and tell key gestures or positions that indicate a person's mood.</p> <p>Possible Response:</p> <ol style="list-style-type: none"> <li>1. "The preacher stopped rubbing Winn-Dixie's head and held real still. I could see him thinking about pulling his head back into his shell... ..The preacher sighed" (page 25). Analysis: The way the preacher froze and then sighed indicates that he is unsure of what to do and then finally he is resigned to telling Opal about her mother.</li> <li>2. "I slammed the book shut. Winn-Dixie's head shot up from underneath Gloria's chair. He looked around all nervouslike" (page 135). The sudden alert stance of the dog with the head held high to survey the situation and visual sweeping of the area show that the dog was worried about why she slammed the book shut.</li> <li>3. "'I have been in jail,' Otis said. He looked up at me real quick and then looked back down at his boots" (page 83). Looking down shows shyness, or shame or depression. Otis was probably feeling all these things, but especially shame at having been in jail.</li> </ol>
Analysis	<p>In groups of 3 or 4, have students choose a scene from the story that they can recreate by freezing in the position of the characters. Then have the students freeze in front of the class while the class guesses what scene they are representing.</p> <p>Possible Responses:</p> <p>Students freeze as Opal and the Preacher sitting on the couch with Winn Dixie between them. The preacher is counting off on his fingers like he is telling Opal a list of items.</p> <p>Students in the class might guess that he is telling her why they can't keep Winn Dixie before the guess that he is telling her the list of 10 things about her mother.</p>
Synthesis	<p>Plan a dance that will show the reactions of all the animals to Otis playing his guitar.</p> <p>Possible Response:</p> <p>There will be six people in the dance one extra person being Otis. The six people represent a snake, a lizard, a hamster, a rabbit, the parrot named Gertrude, and Winn-Dixie. At the beginning of the dance, the snake and lizard are in their aquariums trying to find a way out. They slowly writhe and squirm as they press their hands against the imaginary glass. The hamster and the rabbit chew on the bars of their cages because they want to get out also. They grab onto the bars and shake them. Winn-Dixie barks and runs around excitedly. The parrot flaps her wings and squawks. Then Otis walks in playing his guitar. He takes long strikes and dances slowly back and forth, swaying. The music begins and the animals seem calmed. Otis walks around and lets the animals out of their cages. The move slowly in rhythm to the music. They glide past each other. They smile and sway gently. Then they lie on the floor and sleep. At the end of the dance, Otis wakes each one gently and leads the animal to its cage.</p>
Synthesis	<p>Bring in and play three different instrumental pieces featuring guitar music. Choose one and choreograph a dance that shows the action of part of the story. Obtain volunteers and direct their dance. Write a short explanation of how the dance tells part of the story.</p> <p>Possible Response:</p> <p>This dance shows the courage of Opal and the Preacher looking for Winn-Dixie in the rain. Although the guitar strokes show that the rain is beating down on them, they continue to trudge through the rain puddles and look for the dog. Dancers bend down to look under bushes and shield their eyes from the falling rain. They turn and call out in every direction. The shake the rain from their bodies and continue searching.</p>
Evaluation	<p>Watch the recent popular movie, Because of Winn-Dixie produced by 20<sup>th</sup> Century Fox (2005), starring Jeff Daniels as the preacher. Evaluate the way Otis is portrayed in the book through his body language of looking down at his shoes all the time and how the actor in the movie portrays him through body language. Determine which is better and give reasons for your response.</p>

	<p>Possible Response: The description in the book is better because in the book, Otis gets confused because he is flustered and hands Opal his guitar instead of the broom (this is funny). He also is always looking down like he is ashamed. And he is embarrassed at the party, so he looks down and mentions the pickles he brought. In the movie, Otis is not as shy and embarrassed. He is more of an angry person. He has different body language than the book and he argues with the policeman who hassles him. The book is better because Otis is more likable, and less sinister.</p>
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#### 4. Spatial Intelligence (Exhibited by architects, builders, engineers, artists, interior decorators, map-makers, structural geologists)

Knowledge	<p>Locate the state of Florida on a map of the United States. Tell the bodies of water that touch Florida.</p> <p>Answer: Florida is located on the southeastern corner of the United States. Most of the state is a long peninsula that is bounded by the Atlantic Ocean and Gulf of Mexico.</p>
Comprehension	<p>Make sketches of five to ten major scenes from the story and arrange them in chronological order.</p> <p>Possible Response: 1. The scene of the grocery store. 2. The Preacher telling Opal 10 things about her mother. 3. Winn-Dixie catching a mouse at church. 4. Opal and Amanda listening to Miss Franny Block's story of Littmus Block. 5. Otis playing his guitar for the pets at Gertrude's Pet Store. 6. Opal and Gloria Dump and Winn-Dixie eating peanut butter sandwiches. 7. The thunderstorm during which Winn-Dixie runs away. 8. All of the friends singing songs at the party together.</p>
Application	<p>Draw a map of the town of Naomi, Florida, showing all of the different places mentioned in the story. Add all the necessary map features, including map title scale, grid marks, and a legend. Make a list of at least ten places you will show on the map.</p> <p>Possible Response: The ten features are: 1) Opal's trailer home in the Friendly Corners Trailer Park; 2) The Preacher's Open Arms Baptist Church in the old Pick it Quick Mart; 3) Gertrude's Pet Store; 4) Miss Franny Block's Herman W. Zlock Memorial Library; 5) Gloria Dump's House with her mistake tree; 6) Sweetie Pie's yellow house; 7) Winn-Dixie Supermarket; 8) The Littmus Lozenge Candy Factory; 9) The Dewberry boys' home; 10) the downtown area of Naomi.</p>
Analysis	<p>Suppose you were in charge of arranging the set for a theatrical version of <i>Because of Winn-Dixie</i>. Tell how you would arrange the furniture for the scenes that take place in the trailer.</p> <p>Possible Response: I would make the scene show the living room and Opal's bedroom. The actors would enter through a trailer door on the left side and sit on the couch. They could also go to the far right to Opal's bedroom. The couch would be along the wall, in the middle, facing the audience. Opal's bed in her bedroom would also have its headboard along that back wall. She would have a desk that was off to the far right side. There would be a couple of chairs in the living room that were along the edges of the couch, but facing each other.</p>
Synthesis	<p>Create a story quilt that shows different scenes from the story in an arrangement that is meaningful.</p> <p>Possible Response: My story quilt would have nine squares on it. The square in the middle would tell the ten things Opal knew about her mama. Each of the other eight squares surround this square and show something from the story, with some connected to an idea about her mother, but others not connected, indicating that Opal could now stand on her own. 1. There would be a scene showing Gloria Dump's "mistake" tree of bottles and that would be connected to Opal's mother's drinking problem. 2. There would be a scene of Opal planting the little tree and that would be connected to the fact that her mother had a green thumb. 3. Another square would show Opal outrunning Stevie and Dunlap. That would be connected to how her mother was a fast runner. 4. Another square would show Opal and Amanda listening to the story of Miss Franny's great grandfather Littmus Block. That would be connected to the fact that Opal's mother loved a story. 5. There would be a picture of Opal showing her red hair and freckles that would be connected to her mother's description.</p>

	<p>6. There would be a scene of Opal, the Preacher, and Winn-Dixie and it would say she loved being the preacher's daughter. That would not be connected to her mother because her mother did not like being a preacher's wife.</p> <p>7. There would be a picture of Opal singing with her friends at the party. That would not be connected to her mother, because Opal had made friends whereas her mother was unable to make friends with ladies of the congregation.</p> <p>8. There would be a scene of Opal helping Otis and the animals at the pet store. That would not be connected to her mother, because Opal did not let people down as her mother did.</p>
Synthesis	<p>Create, using unusual materials, an image of a new character that could be friends with Opal. Tell how each component used represents a personality aspect and how this would make the person a good match for Opal.</p> <p>Possible Response: I created my character work of art from food and it is edible. My character is a girl named Serena. She has a triangular cookie dress which is crisp and flaky, like her mode of talking. She sometimes is silly (flaky), but she likes to get to the point (crisp). I used licorice twists for her legs and arms. They are black licorice because she is African American. She is Gloria Dump's niece and she is friendly like Gloria Dump. Her parts are attached them with icing, which symbolizes her sweetness. Her head is a big orange slice because she is originally from Florida, the sunshine state, famous for oranges. She has pretty, dark raisin eyes and cotton candy hair swirled into a tornado shape because she is very active. She will be a good friend for Opal because she is her age and likes to ride bikes and play with Winn-Dixie.</p>
Synthesis	<p>Create a miniature scene of Gloria Dump's house and yard. Make a list of quotes from the story that describes her yard. Then construct a three-dimensional scene that fits them. You may add extra features as you see fit in keeping with the story and what you know of Gloria Dump.</p> <p>Possible Response: "But he kept on going faster and hopped a gate and went into the most overgrown jungle of a yard that I had ever seen" (page 61). "By then, I was deep in the jungle. There was every kind of thing growing everywhere. There were flowers and vegetables and trees and vines" (page 63). So I made a scene with a small white house with a black iron fence all around the square lot. The fence is made of black chenille sticks that I cut and twisted together. There is a big oak tree full of little glass bottles in the back made out of papier-mâché. The bottles were cut out of clear plastic from a package and tied on with thread. there are a lot of bushes everywhere. I put in a little brick garden path and some damaged lawn furniture around an old table. There is the little tree that Opal planted in a small clearing.</p>
Evaluation	<p>Sponsor an art contest for artwork pertaining to <i>Because of Winn-Dixie</i>. Generate a list of rules for entering the contest and criteria for judging the artwork.</p> <p>Possible Response: <u>Rules</u> The contest is open to all students at our school who have read the book. The artwork must be original and must have been produced for this contest. Artwork can be two or three-dimensional in any media, but must not exceed 24 inches in any dimension.</p> <p><u>Criteria For Judging</u> 1. Creative use of materials and media 2. The work of art conveys one of the themes of the book 3. Artistic ability 4. Dramatic appeal of the work of art</p>

#### 5. Musical Intelligence (Exhibited by musical performers, musicians, singers, composers)

Knowledge	<p>Tell what musical instrument Otis played at the pet shop to calm the animals when he let them out of their cages every day.</p> <p>Answer: A guitar</p>
Comprehension	<p>Singing songs at Opal and Gloria Dump's party helped to bring the party-goers together. Use the Talents Unlimited Skill of Productive Thinking to list as many different, and unusual situations that people sing together as you can. Add details to these ideas to make them clearer.</p> <p>Possible Response: 1. Many ideas. First I thought of times I sang with other people: at camp, at church, and at a birthday party.</p>



	<p>2. Ideas from different categories. I thought of different situations where I have sung and added more ideas. First I thought of times I sang with friends: when my friends and I teased someone we sang, when we were happy we sang along with songs on the radio, when I was in a club, we sang our club song. Then I thought about school and realized we sang the A B C's, the national anthem, our school song, etc.</p> <p>3. Then I tried to think of unusual situations in which I've sung: I have sung in the shower and while digging in the garden. I have sung carols when on a winter hayride and have sung along at a cookie party at a resort. I have sung along with other people at rock concerts.</p>
Application	<p>Make a list of all the songs you know well enough to sing along with other people and enjoy singing.</p> <p>Possible Response:</p> <ol style="list-style-type: none"> <li>1. Happy birthday to you...</li> <li>2. This old man, he played one, he played knick-knack on my thumb...</li> <li>3. Jingle bells, jingle bells, jingle all the way</li> <li>4. Deck the halls with boughs of holly</li> <li>5. Do your ears hang low, Do they wobble to and fro?...</li> <li>6. We all live in a yellow submarine....</li> <li>7. Row, row, row your boat...</li> <li>8. America the beautiful</li> <li>9. Itsy bitsy spider climbed up the water spout...</li> <li>10. I'm a little teapot, short and stout...</li> </ol>
Application	<p>Apply your organizational skills and acquaintances with musicians to provide guest performers for your classroom. Find one or more people who play the guitar who are willing to visit the classroom and play one or two songs. Compile a list of 5 questions to use in interviewing the guests about their love of guitar music.</p> <p>Possible Response:</p> <ol style="list-style-type: none"> <li>1. When did you first become interested in playing guitar?</li> <li>2. What do you like the most about playing guitar?</li> <li>3. What guitar players do you especially admire? Why?</li> <li>4. Can one make a living playing the guitar? Have you ever made money playing?</li> <li>5. What advice do you have for someone who is just thinking about playing the guitar?</li> </ol>
Analysis	<p>Pretend that you are the director of a musical play about the story, <i>Because of Winn-Dixie</i>. Think of all the songs you know and choose two songs that could become part of this musical play. Tell the part of the story each song would accompany.</p> <p>Possible Response:</p> <p>Opal would sing, <i>You are so beautiful to me</i>, to Winn-Dixie when she rescues him from the store.</p> <p><i>All the lonely people (Eleanor Rigby)</i> would play as Opal meets Otis and again when she meets Gloria Dump.</p>
Analysis	<p>Choose a simple tune such as "Mary had a Little Lamb." Create a set of glass bottles (recycled soft drink bottles, perhaps) containing water at different levels that provide the right pitches for notes of the song. Play the set of bottles with a spoon. Perform the song for your class and explain the connection to Gloria Dump's bottle tree.</p>
Analysis	<p>Choose a scene from the story. Decide the tempo of music for that scene if it were portrayed in a movie with instrumental accompaniment. Use musical tempo terms.</p> <p><i>Presto</i> — very fast (168 – 200 beats per minute)</p> <p><i>Allegro</i> — fast and bright or "march tempo" (120 – 168 beats per minute)</p> <p><i>Moderato</i> — moderately (108 – 120 beats per minute)</p> <p><i>Andante</i> — at a walking pace (76 – 108 beats per minute)</p> <p><i>Largo</i> — Very slow (40 – 60 beats per minute), like <i>lento</i></p> <p>Possible Response: "I waved at the woman on the porch and she waved back, and I watched Sweetie Pie run off to tell her mama about Otis being a magic man (page 85)." For this scene, I would have the music be allegro because Sweetie Pie is running quickly to her mother with much excitement to tell what she has just witnessed.</p>
Synthesis	<p>Write new words for a song sung to the tune of a familiar song of your choice. It should probably be a song with which you are very familiar. This song should tell about events that happened in the story, <i>Because of Winn-Dixie</i>.</p> <p>Possible Response:</p> <p>(Sung to the tune of <i>I'm a Little Teapot</i>)</p> <p>I'm a happy doggie Large, not stout Opal's my owner She helped me out.</p>

	<p>When I was in trouble, She did shout. "Winn-Dixie's my dog, I'll take him out."</p> <p>Now I help her make A lot of friends. On our assistance Otis depends.</p> <p>Even my love for peanut butter tends To produce good friendships That never end!</p>
Evaluation	<p>Determine five criteria for choosing a theme song for a movie based on the book <i>Because of Winn-Dixie</i>.</p> <p>Possible Response</p> <ol style="list-style-type: none"> <li>1. The song must have a chorus that repeats that tells something good about Winn-Dixie or Opal.</li> <li>2. The song should be fairly fast-paced and have a strong rhythm.</li> <li>3. The different stanzas of the song should mention the other characters of the book.</li> <li>4. The song should have drama in the melody.</li> <li>5. The song should tell good things about the story and about friendship.</li> </ol>

#### 6. Interpersonal Intelligence (Exhibited by politicians, managers, leaders, counselors, psychologists, anthropologists)

Knowledge	<p>List all the people in the story who were Opal's friends.</p> <p>Possible Answer: The preacher, Miss Franny Block, Otis, Gloria Dump, Amanda, Sweetie Pie, Dunlap and Stevie Dewberry.</p>
Comprehension	<p>The title of this story is "Because of Winn-Dixie." Tell three ways that owning this dog helped Opal make friends.</p> <p>Possible Response: Opal met Otis because she went to the pet store to buy Win-Dixie a collar. Sweetie Pie Thompson liked to pet Winn-Dixie and so came to the pet store and made friends with Opal. Winn-Dixie ran to get peanut butter from Gloria Dump and so introduced Opal to Gloria that way.</p>
Comprehension	<p>Write the script and responses of an interview of a character.</p> <p>Possible Response: Newspaper Reporter interviewing Miss Franny Block Interviewer: How old were you when the incident happened? Miss Franny: I was just a little girl. Interviewer: Were you in the library alone? Miss Franny: Yes, I was reading <i>War and Peace</i>. Interviewer: What happened? Miss Franny: When the bear came in, I could smell him. I threw the book at him and he carried it out with him. Interviewer: Were you ever afraid for your life? Miss Franny: Oh yes! He was very large. He was sniffing like he was going to eat me. Interviewer: Do you ever think he will come back? Miss Franny: Possibly. I sure would like my book back.</p>
Application	<p>In the story, Opal finds out from the Preacher that Amanda Wilkinson's five-year-old brother drowned last year (page 124). She then realizes that "...it helps to explain Amanda. No wonder she's so pinch-faced" (page 125). Use the Talents Unlimited Thinking Skill of Communication to tell an anecdote about how you understood why someone you know behaved the way that person did.</p> <p>Possible Response: I have a girlfriend who always laughed everything off and backed down when challenged, even during situations in which I thought she should stand her ground. Then I found out that her dad had been an alcoholic and that she had</p>

	always had to be careful that she didn't get him angry because he would become abusive. Then I understood why she acted the way she did.																								
Application	<p>Create a diary entry for a character in the story.</p> <p>Possible Response: Dear Diary, Today the preacher told me ten things about my mama. I was afraid he wouldn't tell me. I wrote them down so I wouldn't forget. Now I can know them inside and out. Maybe someday I will get to know her – maybe. Till next time, India Opal and Winn-Dixie</p>																								
Analysis	<p>Analyze the character of Opal's father in the book. List the various roles he plays and assign adjectives to each to show his personality in each of these roles.</p> <p>Possible Response: Father: caring, withdrawn, reticent Preacher: guiding, overseeing, enlightening Friend to Congregation and Neighbors: friendly, considerate Pet Owner: responsible, understanding, patient, kind-hearted</p>																								
Analysis	<p>Make a chart to compare and contrast the interpersonal behaviors of two of the characters in the book.</p> <p>Possible Response:</p> <table border="1"> <thead> <tr> <th>Comparison - Similarities</th> <th>Miss Franny Block</th> <th>Amanda Wilkinson</th> </tr> </thead> <tbody> <tr> <td>Both like to brag a bit to others</td> <td>Proud of how rich her family was</td> <td>Proud of how well she could read and think</td> </tr> <tr> <td>Both able to taste sadness in the Litmus Lozenge</td> <td>Told how Litmus put sadness in the lozenge</td> <td>Thought the lozenge contained sadness</td> </tr> <tr> <th>Contrast - Differences</th> <th>Miss Franny Block</th> <th>Amanda Wilkinson</th> </tr> <tr> <td>Facial expressions are different</td> <td>smiles a lot</td> <td>pinch-faced</td> </tr> <tr> <td>Ways of greeting</td> <td>Welcomes people</td> <td>Ignores people</td> </tr> <tr> <td>Medical Problems</td> <td>Had seizures or fits</td> <td>No obvious problems</td> </tr> <tr> <td>Interest in stories</td> <td>Loves to tell stories</td> <td>Pretends that she isn't interested in stories</td> </tr> </tbody> </table>	Comparison - Similarities	Miss Franny Block	Amanda Wilkinson	Both like to brag a bit to others	Proud of how rich her family was	Proud of how well she could read and think	Both able to taste sadness in the Litmus Lozenge	Told how Litmus put sadness in the lozenge	Thought the lozenge contained sadness	Contrast - Differences	Miss Franny Block	Amanda Wilkinson	Facial expressions are different	smiles a lot	pinch-faced	Ways of greeting	Welcomes people	Ignores people	Medical Problems	Had seizures or fits	No obvious problems	Interest in stories	Loves to tell stories	Pretends that she isn't interested in stories
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Synthesis	<p>Write a paragraph to extend the story, describing another new friend that Opal meets because of Winn Dixie.</p> <p>Possible Response: After the party was over, Opal goes home with the preacher and Winn Dixie. The next day, they take him to the veterinarian to get his rabies shots. Winn-Dixie is afraid of the doctor and struggles so much that the doctor asks the preacher to help her give the shots. The preacher helps the new vet, who is a woman from the Florida panhandle. They find they have a lot in common and eventually marry. Opal likes the lady veterinarian and they form a very happy family of four- the preacher, the vet, Opal, and Winn-Dixie.</p>																								
Evaluation	<p>In the story, Opal met new friends because of Winn-Dixie. Describe how you became acquainted with three different friends in varying situations. Then determine the best approach for meeting new friends in the future. Give reasons why this approach will work the best.</p> <p>Possible Response: 1. I met my friend Dorothy at her garage sale. I asked her about the antiques she was selling and we discovered that we both like to collect antiques. She invited me to an antique collectors' club. 2. I met my friend Penny at school when we were talking about different classes. 3. I met my friend Darcy who is a neighbor, because we were outside shoveling snow. We talked about the winter weather.</p> <p>It seems to me that Winn-Dixie provided the opportunity for people to talk and discover what they had in common. I made friends with new people because we had something to talk about and discovered that we had similar interests. So the best approach to making new friends is to find a way to be doing something nearby other people and to begin to talk to them about the activity.</p>																								
Evaluation	Evaluate Opal's relationships with two of the other characters in the book and her attitudes toward them. Determine places where she has exhibited growth during the story. Back up your assertions with evidence.																								

	<p>Possible Response:</p> <p>Opal did not have much of a relationship with Amanda in the beginning. Amanda seemed stuck-up and pinch-faced. Amanda ignored Opal when she saw her at the library and then implied that Winn-Dixie did not belong in the library because he was an animal. That was not very friendly. When Opal found out that Amanda had lost her little brother to drowning, she became more sympathetic to Amanda. She was very friendly to Amanda when she arrived at the party. In the end, she and Amanda became friends at Gloria Dump's party.</p> <p>Opal had a pretty good relationship with Gloria Dump and it got even better as the story progressed. Opal saw that Gloria listened to her with her heart and she shared her inner thoughts with her. Perhaps she looked to Gloria as a mother. Gloria helped her out by having her plant a tree and by hosting the party. Gloria also, like a mother, reminded her to say hello to her guests. Opal shared her friends with Gloria and Gloria treated them well. They all enjoyed singing together at the party.</p>
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### 7. Intrapersonal Intelligence (Knowledge of Self)

Knowledge	<p>Tell the ten things that the Preacher told Opal about her mother in chapter four.</p> <p>Example Answer:</p> <ol style="list-style-type: none"> <li>1. "Your mama was funny. She could make just about anybody laugh."</li> <li>2. "She had red hair and freckles."</li> <li>3. She like to plant things. She had a talent for it.</li> <li>4. "She could run fast."</li> <li>5. "She couldn't cook."</li> <li>6. "Number six is that your mama loved a story. She would sit and listen to stories all day long."</li> <li>7. "She knew all the constellations, every planet in the nighttime sky."</li> <li>8. "...she hated being a preacher's wife. She said she just couldn't stand having the ladies at church judge what she was wearing and what she was cooking and how she was singing."</li> <li>9. "She drank. She drank beer. And whiskey. And wine. Sometimes she couldn't stop drinking."</li> <li>10. "She loved you very much." "She left us."</li> </ol>
Comprehension	<p>In the story (p. 114-115), Opal tells three instances of sadness that she has experienced. "I had to move away from Watley and leave all my friends..." "And Dunlap and Stevie Dewberry are always picking on me." "And the biggest one, my biggest sadness, is that my mama left me when I was still small."</p> <p>Tell three instances of sadness that you have experienced yourself.</p> <p>Example Response:</p> <ol style="list-style-type: none"> <li>1. My pet died on moving day, so I couldn't bring her to my new home.</li> <li>2. My dad is very ill and I live too far away to visit often.</li> <li>3. It's been too cold to ride my bike for months.</li> </ol>
Comprehension	<p>Summarize an interesting part of the story and give your personal reaction.</p> <p>Possible Response:</p> <p>Summary: Opal and Winn Dixie walk into the pet store to find Otis singing and playing his guitar. All of the animals are entranced by this. When Otis stops, it is chaos and the animals are everywhere.</p> <p>Reaction: I liked this part because I could visualize the scene. The writer gave a new view of Otis as a good person who can charm animals even though he had been in jail.</p>
Application	<p>When Winn-Dixie ran away during the thunderstorm, Opal began to think of ten things about him that she could write on a lost pet poster so that people would recognize her dog. Think of ten things you could write about your pet in a similar way. If you don't have a pet, write ten things you wish would be true about a pet that you would like to have.</p> <p>Example Response:</p> <ol style="list-style-type: none"> <li>1. My pet rabbit's name is Rocky. He is named that because he is all white with brown splotches on his back that make him look like Rocky Road Ice Cream.</li> <li>2. He is a sweetheart and likes to put his head down on the floor so you can pet his head.</li> <li>3. He is a fast hopper and he sometimes bucks when he runs.</li> <li>4. He likes to bite little ovals out of fabric and he will immediately start biting your clothes when you hold him.</li> <li>5. He has brown rings around his eyes.</li> <li>6. The man who installed some cabinets at our house told me he raised rabbits himself and that Rocky was an English</li> </ol>

	<p>rabbit.</p> <p>7. Rocky is very suspicious of new foods and it takes a while for him to try eating anything new.</p> <p>8. Rocky likes to sleep most of the time.</p> <p>9. Rocky is very clean and bathes himself a lot.</p> <p>10. My rabbit's ears are brown and very soft.</p>
Analysis	<p>In Chapter 14, Gloria shows Opal the tree in her yard with whiskey, wine, and beer bottles tied on it. They sway and clank in the wind to keep away the ghosts of all the things she did wrong in life, in particular, drinking too much. Create your own spirit tree with a branch put in a pot. Decorate it with shapes cut from thin plastic or paper and write single words on them with a marker to represent the aspects of yourself that you would like to change.</p> <p>Example Response:  The words I might put on my spirit (or mistake) tree are:  Balance, because sometimes I go overboard on things.  Health, because I need to cut out eating too many sweets and desserts.  Patience, because sometimes I want everything to be settled and solved right away.  Neatness, because I tend to accumulate a lot of clutter.</p>
Analysis	<p>Have students compare themselves to a character from the book. Give three ways you are like the person in the book and three ways you are different.</p> <p>Possible Response:  Three ways I am similar to Dunlap</p> <ol style="list-style-type: none"> <li>1. I'm not sure how to make friends</li> <li>2. I like to use my imagination, like when he imagines Gloria Dump is a witch</li> <li>3. Sometimes I'm scared of people I don't know</li> </ol> <p>Three ways I am different than Dunlap</p> <ol style="list-style-type: none"> <li>1. I don't make fun of people when they are new in town</li> <li>2. I don't like to play football</li> <li>3. I don't have a brother that is a tattler</li> </ol>
Synthesis	<p>On page 76, Opal tells about Winn-Dixie's reaction to a thunderstorm and how he ran back and forth through the trailer, "all terrorized and panting."</p> <p>Think of a situation that recurs and fills you with anxiety. Write a plan for people who love you to follow to help ease your anxiety. Use the Talents Unlimited Planning Talent steps of 1) stating what the plan is about; 2) listing the materials and equipment needed; 3) listing the steps and putting them in order; 4) thinking of problems that might be encountered; and 5) making changes to the plan (shown in boldface) to solve the problems and improve the plan.</p> <p>Example Response:  What: Plan to stop me from overeating when I am nervous  Materials and Equipment: Friends, cups of water, <b>healthy low-fat foods, mirror</b>  Steps:</p> <ol style="list-style-type: none"> <li>1. Identify the fact that I am overeating because I am nervous.</li> <li>2. Identify the reason that I am nervous. <b>If no one else is around, look in the mirror and talk to myself.</b></li> <li>3. Think of reasons why I shouldn't worry.</li> <li>4. Think of what I will do to solve the problem if what I am worried about actually happens.</li> <li>5. Drink a lot of water.</li> <li>6. <b>Eat low-fat foods.</b></li> <li>7. Go for a walk and think positive thoughts.</li> </ol> <p>Problems that might be encountered: I might want something to eat anyway – perhaps eat low-fat foods like carrots and celery.  What if no one else is around? Perhaps I can talk to myself.  Changes have been made in <b>boldface</b>.</p>
Evaluation	<p>In Chapter 4, the Preacher tells Opal ten things about her mother.</p> <p>Take these ten ideas and prioritize them to choose the two best or most important characteristics and the two worst or least important characteristics. Give a reason for your ranking of each item. Then determine which you would like to be true of yourself as a parent. Tell two reasons for your choices.</p> <p>Example Response:  The most important things that Opal should know about her mother are that she had a drinking problem and didn't like being married to a preacher. It is important for Opal to know that she wasn't abandoned because anything was wrong with her; her mother left because her mother had problems. The two least important facts for Opal to know were that</p>

	<p>her mother couldn't cook and that she knew all the constellations. These were not as important as knowing that she was like her mother in a lot of good ways, like having red hair and freckles or being able to run fast.</p> <p>As a parent, I would like to be remembered as being generous and loving and being there when my child needed me. A parent is a model for a child and I would like to show my child how to be kind and caring. I would also like to be looked up to as being intelligent and creative. Hopefully my child would also then find these qualities within herself or himself.</p>
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#### 8. Naturalist Intelligence (Exhibited by scientists, park rangers, biologists)

Knowledge	<p>In Chapter Eight, Opal and Winn-Dixie visit Gertrude's Pet Store. List all the pets in that store that are mentioned this chapter.</p> <p>Possible Answer:  "...so I went into Gertrude's Pets, where there were fish and snakes and mice and lizards and gerbils..." (page 52).  "Gertrude! somebody screamed in a real irritating voice. I looked around. It was a parrot"(page 53).  Also, Winn-Dixie the dog was visiting the store.</p>
Comprehension	<p>On page 106, Miss Franny Block tells how Littmus Block had a miserable time during the Civil War. She tells how he was "covered with all manner of vermin; fleas and lice." Investigate the anatomy and lifestyles of fleas and lice to explain why they are called "vermin" – noxious or disgusting common small animals that are difficult to control.</p> <p>Possible Response:  Lice are tiny, wingless, parasitic insects that feed on human blood. They each have a tube-like mouth with teeth that pierce small blood vessels of the scalp or skin. Lice are spread from person to person through close contact or sharing of clothing, hats, or hairbrushes. They lay eggs (called nits), attaching them to hair. An infestation of lice causes miserable itching and oozing or crusty skin where scratched.  Fleas are small wingless insects with siphon-like mouths. They feed on blood and can carry diseases like tapeworms and the bubonic plague. Fleas are able to jump quite far and that is how they move from human to human or from animal to human. They can go for months without eating.</p>
Application	<p>Gertrude the parrot in Gertrude's Pets is a bird that can talk. Conduct an Internet search to find other birds that can talk. Then imagine that you have one of these birds for a pet. What would you teach the bird to say? Give two reasons why.</p> <p>Possible Response:  An article in the online encyclopedia Wikipedia, titled, Talking Bird (URL: <a href="http://en.wikipedia.org/wiki/Talking_birds">http://en.wikipedia.org/wiki/Talking_birds</a>) states that there are several birds that can imitate human speech such as budgerigars (often called parakeets in America), African Grey Parrots, Hill Myna birds, and common crows.  I would choose a common crow because crows are so intelligent. I would teach the crow to sing Johnnie Cash's song <i>You wonder why I always dress in black</i>, because it would add humor to our lives and make us cheerful.</p>
Analysis	<p>The author of <i>Because of Winn-Dixie</i> never says what breed of dog Winn-Dixie is. Find passages in the story that describe Winn-Dixie and use this evidence to support a hypothesis of a breed of dog.</p> <p>Possible Response:  Here are quotes from the book that tell about the dog:  "He was a big dog. And ugly" (page 8).  "And there were bald patches all over him, places where he didn't have any fur at all. Mostly he looked like a big piece of old brown carpet that had been left out in the rain" (page 11).  "Winn-Dixie's ears shot up in the air and he grinned and sneezed..." (page 17).  "I used my own hairbrush and worked real hard at all the knots and patches of fur stuck together..." (page 20).  "Winn-Dixie howled until Samuel, Mrs. Detweller's dog, started howling too" (page 31).  "I believe that mutt has got some retriever in him.' said somebody behind me" (page 37).  "Miss Franny Block,' I said, 'that's not a bear. That's a dog. That's my dog, Winn-Dixie'" (page 42).  The dog is probably part chocolate Labrador retriever because it is a dog with brown fur and it caught the mouse. It is probably a mixed-breed dog that is part St. Bernard because everyone says it is a really big dog and it seems to have longer fur than a Labrador retriever.</p>
Analysis	<p>Plant a tree in a pot in your classroom. Provide it with light and fertilizer. Photograph it every couple of weeks. Make a direct comparison between the tree's growth and Opal's growth during the story.</p> <p>Possible Response:</p>



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The tree appears a lot taller and bushier.	Opal connects the lonely people in the community.																																								
Synthesis	<p>Gloria Dump and Opal plant a "wait-and-see" tree in Gloria's back yard (page 69). Imagine that you are in charge of designing all the plantings in the yard surrounding a house. What plants would you grow? Describe at least five different plantings for your future yard, telling why you choose these plants and how they will be arranged.</p> <p>Possible Response:  I would have a holly hedge all the way around the yard to keep people from running through my yard. It would be better than a fence because it would look green all year round. Also, no one would try to push through it because the holly leaves have sharp corners.  I would have beautiful flowering trees like pink crab apples and white pear trees in the front yard so that my home would look nice in the spring. Under the trees would be beds of tulips and daffodils for pretty spring flowers.  I would also have some nice beds of chrysanthemums so that there would be flowers in the fall. In the back yard I would have a lot of lilac bushes and a couple of maple trees for shade.</p>																																								
Evaluation	<p>In the story, Sweetie Pie Thomas comes to the pet store to choose a pet for herself, but she never buys one because she really wants Winn-Dixie. Use the Talents Unlimited decision-making talent to decide what pet would be best for you. Choose among at least three alternatives and determine at least four criteria. Weigh each criterion question and make a decision, stating your reasons.</p> <p>Possible Response:</p> <table border="1"> <thead> <tr> <th>Alternatives (shown to the right)</th> <th>Goldfish</th> <th>Guinea Pig</th> <th>Cat</th> </tr> </thead> <tbody> <tr> <td>Criteria (listed below)</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Is this animal inexpensive to buy and to feed?</td> <td>yes</td> <td>yes</td> <td>no</td> </tr> <tr> <td>Will this animal live a long time (at least 5 years)?</td> <td>no</td> <td>maybe</td> <td>yes</td> </tr> <tr> <td>Is it easy to get someone to care for the animal when I go on vacation?</td> <td>yes</td> <td>yes</td> <td>no</td> </tr> <tr> <td>Is this a favorite animal of mine?</td> <td>no</td> <td>yes</td> <td>no</td> </tr> <tr> <td>Will this animal not bother our neighbors and the birds outside?</td> <td>yes</td> <td>yes</td> <td>no</td> </tr> <tr> <td>Will this animal be fun to play with?</td> <td>no</td> <td>yes</td> <td>yes</td> </tr> <tr> <td>Can I keep this animal in my bedroom?</td> <td>yes</td> <td>yes</td> <td>no</td> </tr> <tr> <td>Total Yes answers</td> <td>4</td> <td>6.5</td> <td>2</td> </tr> </tbody> </table> <p>I will get a guinea pig because I can afford it, keep it in my room, play with it, and it won't bother anyone or be much trouble to own. Also, I like guinea pigs.</p>	Alternatives (shown to the right)	Goldfish	Guinea Pig	Cat	Criteria (listed below)				Is this animal inexpensive to buy and to feed?	yes	yes	no	Will this animal live a long time (at least 5 years)?	no	maybe	yes	Is it easy to get someone to care for the animal when I go on vacation?	yes	yes	no	Is this a favorite animal of mine?	no	yes	no	Will this animal not bother our neighbors and the birds outside?	yes	yes	no	Will this animal be fun to play with?	no	yes	yes	Can I keep this animal in my bedroom?	yes	yes	no	Total Yes answers	4	6.5	2
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### 9. Moral Intelligence (Dealing with morality and ethics)

Knowledge	<p>Tell who in the story broke the law and was jailed for it.</p> <p>Possible Response:  Otis punched a policeman and was sentenced to jail for that assault.</p>
Comprehension	<p>Tell the flaws of three of the characters in the story.</p> <p>Possible Response:  The Preacher doesn't show his feelings. He keeps them bottled up inside and thereby deprives Opal of a more loving, open relationship.  Gloria Dump was an alcoholic who couldn't stop drinking.  Opal's mother abandoned her when she was three.</p>
Application	<p>Tell of three instances in the story where Opal has a moral dilemma.</p> <p>Possible Response:  1. Opal wonders whether she should be friends with Otis when she knows he was a criminal and has been in jail.  2. Opal wonders if she should tell her father about Otis or not. She lies to the Dewberry boys and says her father knows about Otis.</p>

	3. Opal lies to the Winn-Dixie store manager in the beginning of the story when she says she is the owner of the dog.
Analysis	<p>If you knew someone had been to jail, but didn't know why, would you want to be friends with the person? Why or why not?</p> <p>Possible Response: One should be concerned with one's safety first. It might be okay to be friends with a criminal if all contact is guarded by others. One should ask adults about the safety of such a friendship. If the criminal behavior was minor and the behavior is not likely to occur again, then one could consider being friends.</p>
Synthesis	<p>Make a list of the minor moral decisions you make on a daily basis. Include reasons why you make your choices. Make these into an acrostic poem.</p> <p>Possible Response: Daily I rise without complaint or faking ill Every day is a treasure to learn is my will. Chores should be done and not shirked I know, I feed the pet, cleaning up as I go. Sometimes I'm lazy and play or day dream I know I need to work hard and not let off steam. Often I choose too many sweets for my food, Nutrition 's important, if I want to feel good.</p>
Evaluation	<p>Evaluate whether Opal's mother can be a good person or not. Give reasons for your decision.</p> <p>Possible Response: It is impossible to pass judgment on another person without at least hearing that person's side of the story. We have very little evidence of the mother's views of the situation. The mother didn't like being married to the Preacher because of his job and they fought about it. The Preacher did not seem to try to make any sort of compromises with the mother. This does not excuse her abandonment of Opal, but the preacher needs to accept some part of the responsibility for her loss. No one is entirely good or bad. I believe the mother could have some very good aspects to her. It depends upon how she is living her life away from Opal.</p>
Evaluation	<p>On page 106, Miss Franny declares that war should be a cuss word. Do decide if you agree with her or not and give at least two reasons for your response.</p> <p>Possible Response: Yes, I agree that "war" should be a cuss word. War causes so much pain and misery for so many thousands, even millions of people each year. It wastes human lives and precious resources. It is usually the result of greed. People should try to work out their problems rather than resorting to violence.</p>

#### 10. Spiritual Intelligence (Dealing with spirituality and religion)

Knowledge	<p>Tell the job of Opal's father and where he conducts his business.</p> <p>Possible Response: Her daddy is the Preacher of the Open Arms Baptist Church.</p>
Comprehension	<p>Several characters in this book tried to give something good to the world. Identify four of them and tell what each gave the world.</p> <p>Possible Response: 1. The preacher tried to bring love, harmony, friendship and spiritual understanding to his flock. 2. Ms. Franny Block tried to give the pleasures and knowledge of books to the community. 3. Littmus Block tried to give people a little sweetness mixed with sorrow after the Civil War. 4. Otis tried to give the animals in the pet store a sense of freedom and enjoyment of his music.</p>
Application	<p>Choose a world figure of the recent past or present who has made some sort of spiritual contribution to the world. Compare and contrast this person with one of the four characters mentioned in the previous question, focusing specifically on spiritual aspects.</p> <p>Possible Response: The Dalai Lama is the leader of the Tibetan Buddhists and is in exile in India because the Chinese invaded Tibet and destroying their religion, and taking their homes. The Dalai Lama has received the Nobel Peace Prize for his work in</p>

	<p>addressing the need for world peace.</p> <p>He is similar to the Preacher because he gives religious teachings, cares for the followers of his religion, has an official duty, and truly tries to bring people together in harmony.</p> <p>He is different because he is not a father and because his role is on a much larger scale.</p>															
Analysis	<p>Near the end of the story, on page 178, Opal finds the little tree that she and Gloria Dump had planted in the back yard. "I went crawling around on my hands and knees, searching for it. And when I found it, I was surprised at how much it had grown. It was still small. It still looked more like a plant than a tree. But the leaves and branches felt real strong and good and right."</p> <p>This is a metaphor for Opal's spiritual growth during the story. Explain how.</p> <p>Possible Response: The tree is like Opal because she is a young girl – still a child. She, like the tree has grown stronger through nurturing from her new friends and father. She is good and right like the tree because she has been kind to people who were alone (Miss Franny, Gloria, Otis) and she has learned to become friends with those she didn't like at first (Amanda, Dunlap, and Stevie).</p>															
Analysis	<p>Compare and contrast your religion or another one with which you are familiar with the Baptist religion as portrayed in the book in at least three ways.</p> <p>Possible Response:</p> <table border="1"> <tr> <td>Category</td> <td>Baptist Religion</td> <td>Catholic Religion</td> </tr> <tr> <td>Important Holidays</td> <td colspan="2">Both are Christian religions with the same major holidays</td> </tr> <tr> <td>Religious Leaders</td> <td>The Minister often is married</td> <td>Priests and nuns never marry</td> </tr> <tr> <td>Children's Services</td> <td>Usually a separate Sunday School for children; children usually attend public schools.</td> <td>Children attend church with parents; but often attend a religious school.</td> </tr> <tr> <td>Length of Service</td> <td>Families often spend all day with the congregation on Sundays</td> <td>Sunday services are usually an hour.</td> </tr> </table>	Category	Baptist Religion	Catholic Religion	Important Holidays	Both are Christian religions with the same major holidays		Religious Leaders	The Minister often is married	Priests and nuns never marry	Children's Services	Usually a separate Sunday School for children; children usually attend public schools.	Children attend church with parents; but often attend a religious school.	Length of Service	Families often spend all day with the congregation on Sundays	Sunday services are usually an hour.
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Synthesis	<p>On page 96, Gloria Dump tells her philosophy of life to Opal. "...Before I learned." "Learned what?" "Learned what is the most important thing." "What's that?" I asked her. "It's different for everyone," she said. "You find out on your own..."</p> <p>Determine what is the most important thing in life for you now. Make a work of art (a painting, collage, quilt, wall-hanging, mobile, etc) that depicts your theme idea in the middle and have it be surrounded by symbols of parts of your life, showing how it enters into everything. Make a list of the areas in your life affected by your "most important thing" and how they are affected before producing your work of art.</p> <p>Possible Response: One of the most important things in my life is love of and care for nature. Here are the things that I will put in my collage and how they relate to my theme:</p> <table border="1"> <tr> <td>Bird feeder and food for wild rabbits</td> <td>Caring for wild animals in the cold, hard winter</td> </tr> <tr> <td>Nature poetry</td> <td>Sharing love of nature with others</td> </tr> <tr> <td>Donations to Wildlife hospital</td> <td>Caring for injured wild animals</td> </tr> <tr> <td>Planting trees</td> <td>Providing shelter for wild animals</td> </tr> <tr> <td>Recycling</td> <td>Conserving resources</td> </tr> </table>	Bird feeder and food for wild rabbits	Caring for wild animals in the cold, hard winter	Nature poetry	Sharing love of nature with others	Donations to Wildlife hospital	Caring for injured wild animals	Planting trees	Providing shelter for wild animals	Recycling	Conserving resources					
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Evaluation	<p>Opal seems to have developed spiritually through the relationships she has with other people in the story. Determine criteria for determining if someone has developed spiritually.</p> <p>Possible Response: 1. If that person gives something selflessly to others. 2. If that person becomes more connected to other people for the good of all. 3. If that person becomes more accepting of other people. 4. If that person feels a "higher" goal in life beyond the material world.</p>															
Evaluation	<p>Read the short writings generated by preservice teachers that follow in Appendix B. Determine a set of criteria for ranking the writings in any of the following ways. Rank the writings (or a page of writings) and give reasons for the rankings.</p> <p>Possible ways to rank the "kindness" writings: 1. Rank writings from those that exhibit the highest degree of kindness to those that show less. 2. Rank the writings on level of writing expertise. 3. Rank the writing on those that are of the most interest to you to those that are less so. 4. Rank the writings on the level of creativity shown.</p>															

## Appendix B Acts of Kindness Writings by Preservice Teachers

### NEWSPAPER ARTICLES

#### **Impoverished Child Learns with Help from College Student** by Cassandra L. Schulz

One young girl living in poverty is being given the opportunity to catch up with the rest of the children her age. A college student has taken the time to meet with this four-year-old every week. She is learning her colors for the first time and how to write the letters in her name. The college student has not only given her time to help this child but has also bought her educational books and games. The progress of the child is remarkable and shows how far an act of kindness extends.

#### **Young Man and Family Take Three Boys under Their Wing** by Taylor Anderson, NI News Writer

A mother's cry for help to end her drug addictions is answered when a family steps up and cares for her three boys. For an entire summer, Taylor Anderson, 19, and his family welcomed three brothers into their home to allow their struggling mother to enter a drug rehabilitation center. With no other family to turn to, she confided in the local family for help. Taylor said, "We knew it would be a way to help her and get her going in the right direction."

The boys handled the transition well as Taylor spent much of his free time with the boys. He took them fishing, played football and basketball with them, and frequently attended their baseball and tee-ball games. He was a great role-model to those boys who have not really had a father figure in the picture. The summer months flew by, but the friendships that formed would last a lifetime.

The mother eventually completed the rehabilitation program and has definitely turned her life around. She holds a very good job as a hotel manager and is going back to school for nursing. The three boys are well taken care of and their family is happy again. "I can never thank them enough for what they have done for me. Taylor and his family have changed my life and have given me a fresh start," said the mother.

This story is a true account of how a simple act of kindness can have a life-changing impact. So go out and show kindness; let's make this world a better place.

#### **One Late Night** by Devon M. Monson

Late last evening Ms. Devon Monson was returning home from a friend's house at about 11:00 p.m. While pulling onto her block, she noticed her neighbor's car dome light was on.

Thinking to herself that she would appreciate if someone would try to help her out in a like situation, she decided to save her neighbor from having a dead car in the morning.

Keeping this in mind, she decided to first try the car: if it were unlocked, she would turn the light off and all would be solved. However, the car door was locked, making her first attempt a failure. After no success, she decided to draw the car light to her neighbor's attention by knocking on the door and informing them of the situation. However, with it being late and the family having several small children, the family was asleep.

With this second failed attempt, Ms. Monson decided she had done all she could and retreated into her house for the night, hoping all would be fine in the morning.

#### **Making a Difference** by Emily Okland

Do you have free time to volunteer? Many people are often too busy to find time to volunteer; they spend their free time doing hobbies or relaxing.

Mentoring could be a great hobby that does not require a lot of time. There are two kinds of mentoring: in-school and out-of-school. In-school mentors spend one hour each week with their student. Out-of-school mentors spend at least one day each month together.

Mentoring is organized by Big Brothers, Big Sisters. They are always looking for more people to serve as mentors because there are so many children who need someone in their lives on which they can depend. By volunteering your time, you are making a difference in someone's life. Children who have mentors gain confidence in themselves. They know they have a special friend. Children also try harder in school because they want to make their mentor proud.

One hour a week or one day a month is not much time to spend with someone who may really need it. Think about how you can make a difference in someone's life.

**Kittens Born in the Rafters** by Brittni Molstead

A litter of six baby kittens was found in the rafters of a shed on the Tenold farm this past weekend. The mother of the kittens was found dead near the shed. The Tenold children, Brittni, Andrew, and Alexander, took it upon themselves to care for the newborn kittens. Their duties entailed keeping the kittens warm under a heated lamp and feeding them every two to three hours.

The Tenold children took turns bottle-feeding the kittens, especially during the late hours of the night. "We are excited to watch them grow into healthy cats!" said Brittni. Her brothers agreed. What a beautiful story of kindness!

**Small Town Boy Lending a Hand** by Correspondent Tyson D. Heuton

It's a beautiful sunny day and you have just left work. The birds are chirping and a gust of wind blows through your hair as you glance in the distance. Suddenly you see someone lying on the ground a block away. What would you do? For Tyson Heuton it was a no-brainer. "I rushed over as quickly as possible to make sure she was okay." This young man also noticed another older gentleman jogging over to help out. "One of us each grabbed a shoulder and hoisted her to her feet. She was a little shaken, but okay."

Tyson also felt it shouldn't be such a big deal. He stated it is what anyone would have or should have done if they were near. Others can learn from this young man as a reminder to always help a friend in need.

**Random Acts of Kindness** by Melissa Ann Shatzer

Random acts of kindness are being recognized less and less each year. This story, however, will not be pushed aside. Melissa of Denver, Iowa volunteered at the local nursing home during her fifth year of elementary school. At this nursing home Melissa assisted many residents in their daily lives. One person in particular left a permanent mark on Melissa's heart. Otto, who was a resident for six months, loved to play dominoes, but he never had anyone to compete against. Slowly, Melissa found herself going to Otto's room more and more often than usual. She noticed that Otto never had family members for visitors. Knowing that she was much more fortunate to still have a grandfather outside of a nursing home, she took it upon herself to adopt Otto as her "nursing home" grandparent. Otto was thrilled at the young girl's kindness and they found themselves playing dominoes every chance they could.

**Broken English** by Emily N. Jones

Every Monday and Thursday night, a group of people meets in a small classroom in the Waterloo YWCA. Murmurs of broken English and Spanish mix with the sound of laughter and can be heard easily outside the classroom. The room is occupied by about twenty adult Latinos and Caucasians ranging in age from the late teens to late sixties. You may be wondering what this class could possibly be about – what reason could this diverse group of people have to gather together.

This is an adult ESL (English as a Second Language) classroom. In the mix of people are about fifteen Latino students, one bilingual Latina teacher, and anywhere from one to five Caucasian volunteer teachers on any given night. Among these volunteers is Miss Emily Jones, a senior education major of the University of Northern Iowa. Because the literacy levels and English speaking abilities vary so widely in this class, the program's success is dependent upon its volunteers. Without those volunteers it would be nearly impossible to provide differentiated instruction, which is what makes the class so effective. Students are learning survival English skills such as basic reading, shopping vocabulary, social speaking skills, and general communication skills.

So what does a volunteer like Emily do? "Well, I work one-on-one or in a small group with the students. I introduce vocabulary, practice conversation skills, direct games, help them fill out paper work, and provide translations to them if they need help understanding content. I am usually paired with the less proficient students because I have studied Spanish for several years and because I am studying to become an ESL teacher."

Jones, along with many others, has devoted hours to helping members of the Latino community in Waterloo become more proficient in the English language. The volunteers' efforts are amazing and have greatly contributed to the success of this great program.

**Twin Cakes** by Megan L. Kasal

It was my nephews' fourth birthday. I had agreed to make them both cakes because they were twins. Little did I know how much time would be involved in making these cakes. One cake was a theme cake that looked like Spiderman. The other cake was a sheet cake that had balloons and various colors on it. It ended up taking me about ten hours total to make both cakes. My brother had a tight budget so I really helped him out in this respect and both of the twins loved their cakes!

**Being Kind to Someone** by Vanessa R. Flatness

Back when I was a senior in high school, I was a very outgoing individual. I was involved in many sports and had lots of friends. When our soccer season started, there were a lot of new freshman girls on the team. Many of the other senior girls wouldn't give the freshmen or sophomores the time of day. They were often mean to them. I took it upon myself to get to know these new players and tried to make them feel comfortable; I befriended them because this is the type of person I am. I never realized that I had made much of an impact on these younger players until one day my mother came home and said she had just met one of the freshman girls' mothers. This mom thanked my mom for bringing up a "wonderful and polite" child. She told her that her daughter came home all the time talking about me and how I was the only upperclassman that paid any attention to them. She said it was what made soccer fun for her and all of her friends. It was then that I knew I had made a small difference to some people.

**Murphy's Law in Action** by Janine M. Bartels

One cool, spring morning I was walking out of my apartment. It was windy, like it always is in Cedar Falls. I was struggling to get to my car without my hair getting blown into my very sticky lip gloss. Just as I was about to reach my car, I noticed a girl walking out of the building behind me, a huge stack of paper teetering in her arms. As if on cue, a huge gust of wind came from the East, blowing the stack of papers out of her arms and across the yard.

We both stood there stunned for a few seconds before we began scrambling to pick them up. We watched, breathing heavily, as a few of the papers flew into the air and across the highway, never to be seen again. I took the opportunity to glance down at the papers in my hand... there were numbers on the pages. Numbered pages meant that all the pages needed to be there, and we had just watched a few of them disappear. I looked up to find the girl near tears. She shuddered as she told me how she had been on her way to the copy shop to have her one hundred plus page report bound. My heart was breaking, knowing how much work she had to have invested in that jumbled mass of papers left in her arms.

I led her to my apartment and asked her to sign into her email where she had saved her report. We organized the papers, printing the missing pages and inserting them into rightful places. She looked near tears again as she thanked me and hurried out the door with all one hundred and twenty-seven pages safely tucked into a grocery bag this time.

**Act of Kindness** by Megan J. Allen

On an early Monday morning in the middle of a frigid winter in Iowa, a young girl is saved by the equivalent of a guardian angel. She was stuck in a snow-filled ditch on a blustery below-zero morning; no cell phone, no shovel, and no gloves. In a horrible panic, she starts to cry. Out of the darkness comes a man and a black truck. She could see he was going very slow so she knew he would stop. The man tried pushing, pulling, digging, but nothing was working. At this point, as quickly as he appeared, he had vanished. Now feeling hopeless, the young girl turns the car back on and curls into a ball. About ten minutes later a tow truck is outside hooking up her car to pull it out. Not knowing if she would ever see the man again, she said a thankful prayer that night for the kindness of one man.

**Kitten Kindness** by Sarah J. Thomason

It all started when my boyfriend, Jordan, got an email from a co-worker about an elderly woman who had recently died and had a litter of kittens at her farm in Waverly that needed a home. Jordan and I had been contemplating getting a pet since we are both cat-lovers. We were excited about the idea of adopting one. So, as soon as we could, we went out to her farm and picked out our favorite kitten. He was the littlest one and we named him Baxter. I feel good about us saving him from a dangerous outdoor life where food and shelter aren't guaranteed. Since we brought him home, he has been showered with affection and given a warm, dry place to sleep every night and food in his dish every day. What it has cost us to take care of him we have made back a hundred times over from the love and companionship he has given us. I sometimes wonder if Baxter's brothers and sisters ever found a home and where he would have ended up if it weren't for us.

**A Time of Kindness** by Aimie L. Bemis

Every year my church gives away book bags filled with school supplies to needy school-aged children in the Dubuque community. This is a city-wide event advertised on the news and radio. This is a very popular event in Dubuque because it has helped so many children in that area. Last year I helped at the event and ran one of the carnival games. Every child that played my game received a brand new stuffed animal. I was excited to see how happy the kids were to receive the new toys, the new backpacks, and enough school supplies to last them through the school year. This was very rewarding to me to see how happy the event made the children. The smiles on their faces made the event worthwhile.



**Kindness: A Short Story** by Kari Jo Roberts

A Hispanic family was timidly approaching the service counter and I wondered if any of them would be able to talk to me. The woman spoke to her daughter and nodded. Her daughter, not older than five, tried to tell me what she needed. After a few minutes of broken English, I discovered that they wanted hamburger and not the patties they had mistakenly purchased. The mother was relieved when I understood some of her Spanish. She still looked uncomfortable while we waited for another employee to bring the right hamburger to the service desk.

I asked her in my poor, terribly incorrect Spanish if all the children with her were hers. Her eyes grew large and a smile spread across her face. She spoke rapidly and I could catch the children's names and ages. She told me they are in school and many things I couldn't understand.

As the employee brought up the hamburger, we both said, "Gracias," and our good-byes.

I felt very happy to try and connect with a stranger. She seemed so excited that someone tried to talk with her in her own language.

**Cans that Count** by Vanessa S. King

When I was a senior in high school I was involved in the Future Educators of America club of about eight members. I was the vice president and very involved. I attended every meeting and helped out whenever I could on service projects. The main service project we worked on was a project to buy educational gifts for children in need.

We started the project by making coin donation cans that stated the purpose and intentions of our idea. We used these cans as a way to raise money to buy the gifts. After we had the cans made, we delivered them to several businesses in our town and asked them if they would set the cans out to help us raise money.

Then, we took the money we raised and bought educational gifts for elementary and middle school children who did not receive a lot of gifts around the holidays. After this we wrapped the gifts and took them to the school counselor to deliver to the families. The counselor took our picture and put it in the newspaper.

A few weeks later a parent came to us to tell us how thankful she was for the gifts because her children were some of those who had received them. She said her kids loved the gifts and she was so grateful for our kindness. This made us really feel good about our project and the time we spent on it. The project was so successful that we tried it in another club I am in. It is amazing that a simple

idea of putting cans out to raise money can make such a difference. These really were cans that counted!

**The Old Man** by Zachary Thomas Maertens

This past year I have worked for an automotive dealership at a car wash. At the car wash you get to know lots of the other employees at the dealership because whenever a car is shown or sold a salesman or mechanic must come down to clean the car. I work with about twelve other boys. One pickup that comes down once a week is the parts truck. It is driven by an older man named Dennis. He has a disease that his skin gets really dry by the neck and he bleeds and can't help it. The boys at the car wash would make fun of him and would never talk to him because he is different. I started to talk to him just by saying "Hi," and "How are you?" He seemed very happy to see me. During the winter, he told me how hard it is to scoop the snow off his driveway. I decided to help him. When I went to help him, he told me many wonderful and amazing stories. I told the other boys that he was really nice and interesting. Slowly, they started saying, "Hi." He seems much happier and enjoys life. He still always finds me and says, "Hi."

**Tomato Kindness** by Tara M. Critchlow

Once upon a time there was a little girl who lived with her mom, sister, and grandpa. Well this girl grew up to be a high school student. Her name was Tara and she was seventeen years old. It was a Tuesday after school and she had exactly one and a half hours until she had to be at work. She didn't have a lot of money, so she worked to save money for college and gas for her car. On this particular day, she decided to leave a little early to help her grandpa plant his tomato plants in their front yard. The plants had already been started at a gardening store, so all she had to do was take them out of the plastic container and put them into holes in the ground. After they were put in the holes, she generously covered their roots with soil from their compost heap. Her grandpa was getting older. He was eighty-four years old and could not do this process alone. So with his knowledge and Tara's skills, his precious tomato plants made it safely into the ground.

Three weeks went by with Tara watering the tomato plants everyday. Finally the tomatoes started turning a reddish orange which meant that they were ripe. Tara and her grandfather picked the tomatoes. They had bacon and tomato sandwiches for the rest of the summer.

**Short Family Story** by Amy Schoeppner

This past year has been an incredibly busy and emotional year for me. Through everything I have still kept up being kind and positive when most people would have gotten down and given up. This is what makes me different from most people. Let me tell you my story.

My mom has been sick for years now, but this fall she became really ill. For the past eight years she has been battling cancer, and this August, we thought the battle was going to be over. What saved my mom's life was a multi-organ transplant in Miami, Florida, where the only doctor was that could do the surgery. In December my mom was flown to Miami; she received her transplant in January. During the surgery she was almost lost twice, but came out of the surgery with her new organs and cancer-free. She is still in Florida and is slowly recovering from her transplant. She is a miraculous woman and I have tried to emulate her attitude and perseverance with my home life and my schooling.

At home I have a sister, Amber, with a profound mental and physical disability. There past two semesters I have been going home every weekend to take care of her. We have a great time together. I take her bowling, shopping, to the movies, out to eat, and swimming. Most of all I have given her a stable home environment and the most love that anyone possibly could. This past year I have continually asked myself, "What would mom want?"

I know that my mom would want me to love Amber and take care of her. So I have put my life on hold, balancing many different responsibilities, and doing everything I can to take care of Amber. Not only have I done this, but I am happy to and keep up a positive attitude about everything in life.

**A Time I was Nice** by Kara M. Kluesner

Thinking back to high school, I am reminded of the many events and activities in which I was involved. Sports were interests that consumed my life. It was also something into which I put all my time and energy. However, there was also an organization in which I was involved that helped me to, in a sense, "grow up" and look at things long term in my life. This was Big Brothers, Big Sisters (BBBS).

In BBBS, I had a little sister named Kalista. Kalista was in fifth grade and very shy. Her parents were divorced and her mom would soon be getting remarried. Kalista was very quiet and never got excited about much.

After the year I spent with Kalista, I learned a lot about her, but also myself. On the last day that I was with Kalista,

she finally showed emotion. She presented me with a gift and told me that she didn't want me to leave. We said our good-byes and I was back to school.

Though it may have been the last time Kalista thought of me, I thought of her often as I entered college. After completing my second year in college, I decided to write to Kalista, so she knew I was still thinking of her from time to time.

After my last class one Friday I headed home and went directly to Kalista's middle school. I could tell that when Kalista entered the office she was very surprised to see me. I handed her the letter and told her that I thought of her often and wished her the best through her middle school experience.

Kalista would now be a freshman in high school. I still think of her and pray she has adjusted well to high school because that can be as difficult as middle school.

**POETRY****When I was Kind: A Poem** by Josh L. Schaben

My sophomore year of college was very fun;  
I helped coach football and we always won.  
Friday nights were reserved for ball,  
Even though they played every night in the fall.  
Once, one of my players got put on his back.  
I called him over, encouraged him, and he got a sack.  
The year was winding down with few games to go;  
The quarterback got hurt, so he couldn't throw.  
The year was over and it went so fast.  
I didn't know if it would be my last.  
I had to quit after that season.  
I came up with a pretty good reason.  
I left for school across the state.  
Another season of football would have to wait.

**My Earth** with love by Zach Mixdorf

I love you earth,  
Since the day of my birth.  
Happy to pick up trash;  
Recycle glass.

I love you Mother Nature:  
Your smell and stature.  
I enjoy the sun,  
And my dog's on a nice run.

**Kindness in the Cold** by Katie M. Decker

It was a freezing-cold Sunday afternoon and I was on my way to buy a new shovel with my roommate so we could shovel the five or so inches of snow off our driveway. This little journey was not in our plans, and we were definitely not excited about receiving more snow this winter than we already had. But, we wanted to make sure to get it done, so that we could finish our homework, make hot cocoa, and watch a movie to end a relaxing weekend. However, our plan ended up taking a detour. Within the first minute of our drive, we noticed a very elderly woman outside shoveling her driveway on this bone-chilling winter day. I pulled the car over and we told the woman to stop shoveling and go inside. We would be right back with another shovel to clear her rather large driveway of snow.

Well, we came back to find the woman still shoveling. After much convincing, the woman finally stopped shoveling after we began, but she still didn't go inside. Instead, she stayed outside talking to us. We found out that her eighty-three-year-old husband just had back surgery, which is why he couldn't shovel and why she was taking over the chore. Having had back surgery myself, I understood how difficult it is, not only for you, but for the people around you to cater to your needs. I could sympathize with the woman's amount of extra chores added to her daily list.

She continued telling us about her life and asked about ours as well. And about forty-five minutes later, she offered us money which we graciously refused. Finally she accepted our refusal, but invited us back for some popcorn on any Sunday night. She proceeded to tell us they own an antique popcorn popper and their tradition is to make popcorn in it every Sunday night. Although we haven't made it back yet, we hope that some lazy Sunday night comes around and we'll go visit the elderly couple and enjoy some good, old-fashioned popcorn.

**RECIPES****Recipe for a Caring Companion** by Benjamin A. Lighter**Materials:**

One abandoned puppy;

Soap and water;

A laundry basket full of towels;

Lots of dog food;

Brush;

Collar and leash;

A very large heart.

**Directions:** Have your father pick up the stray puppy that was running around the school where your mom is the school nurse. Take him home. Give him a two-hour bath. Add in a laundry basket full of towels and some elbow grease. Let shale for a while to get excess water off. Feed puppy until full and content. Then take brush and slowly go over his coat for the next two hours. Slip a collar over his head when he falls asleep in your lap. Name the puppy Godfrey, after the school at which he was found. Finally, play, exercise, and love him.

**Recipe for Kindness** by Sara Ring**Ingredients:**

1 grandmother

1 granddaughter

1 car

1 driver's license

2 dilated pupils

1 pair of sunglasses

**Directions:** First you take your driver's license and get into your car. In your car, drive to the grandmother's house. Pick her up and then drive to the eye doctor's office. Sit with her while she waits for her appointment. When she is finished, Help her put on her sunglasses and walk her to the car. Drive her back home. Help her into her house and make sure she is home safe and comfortable.

**Yields:**

1 happy and safe grandmother

1 kind and thoughtful granddaughter

**Recipe: Ladies Night Out** by Allison A. Forkenbrock**Ingredients"**

Three ladies

Good food

Open ears, Stories

Laughter, Patience

**Directions:** Make a phone call mid-day on Friday to see if my mom and Grandma Grace have dinner plans. Choose to go out to a restaurant; preferably to one of Grandpa and Grandma's old favorites. Show up at Grandma Grace's house around five in the evening ready to unwind for the day. Load up into the car and start the storytelling. Have patience when arriving at the restaurant because reservations were not made in advance. Enjoy a good meal and good laughs.