

Character Based Literacy Program Lesson Plan

Bud, Not Buddy, Lesson Pre-view



Writing Outcomes for the novel

W1. Write arguments to support claims with clear reasons and relevant evidence.

a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

d.) Establish and maintain a formal style.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

W7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things; a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

Novel Overview

Bud, Not Buddy by Christopher Paul Curtis takes place in the late 1930's in Flint, MI. Bud, is a motherless child and he is on the run. He has a set of rules to live by, a suitcase full of his worldly possessions, and hopes of finding his father. He struggles through the foster system, homelessness, and fear to find what he is searching for, family and acceptance.

This lesson plan is packed with activities and projects. It is up to you to choose which projects work best for your students and class. We strongly encourage full participation in the Bloom Ball activity, as this will help students prepare for their final writing project.

On-going project

Bud, Not Buddy carries a suitcase with his most valuable possessions in it.

During this novel have your students create their own suitcase.

- Have students create their own suitcase using construction paper. A template has been provided for you;
- Throughout the novel students will be asked to add information and items to their suitcase.
- Encourage them to get creative with this project. *One idea is to have them bring shoeboxes covered/wrapped with brown paper bags to create their suitcase.*

The Bloom Ball

This is an on-going class project, which will be completed over 12 days in the lesson.

Each student will need 12 copies of the template to complete their ball. The project is assigned various days of the lesson (see below). This project will also be instrumental in their final writing project. So encourage full participation.

The Bloom Ball

- I. Carefully cut out twelve circles from template.
- II. Before answering the following questions, be sure to observe where the lines of the pentagon are. Do not write or draw on the outside of the lines.
- III. Complete the following activities in your pentagons. Plan the lettering to use up the entire space and remember aesthetics.

Knowledge: (Preview Day of the lesson plan)

1. Write the title and author of your book.
2. Write four facts about the author of the book.

Comprehension: (day 3 of the lesson plan)

3. Describe Bud Caldwell. Include both physical and behavioral characteristics in your description.

Application (day 6 of the lesson plan)

4. Draw a picture or map of the setting of the story.

Analysis:

5. Write a poem about the story. **(Day 7 of the Lesson Plan)**
6. Write a summary of the beginning of the novel **(Day 11 of the Lesson Plan)**
7. Write a summary of the middle of the novel **(Day 13 of the Lesson Plan)**
8. Draw a picture of the most exciting, the funniest, or the saddest part of the story. Explain your choice. **(Day 17 of the Lesson Plan)**
9. Write a summary of the ending of the novel **(Day 20 of the Lesson Plan)**
10. In one paragraph, write a different ending to the story. **(Day 21 of the Lesson Plan)**

Evaluation: (Day 21-22—part of the final writing product)

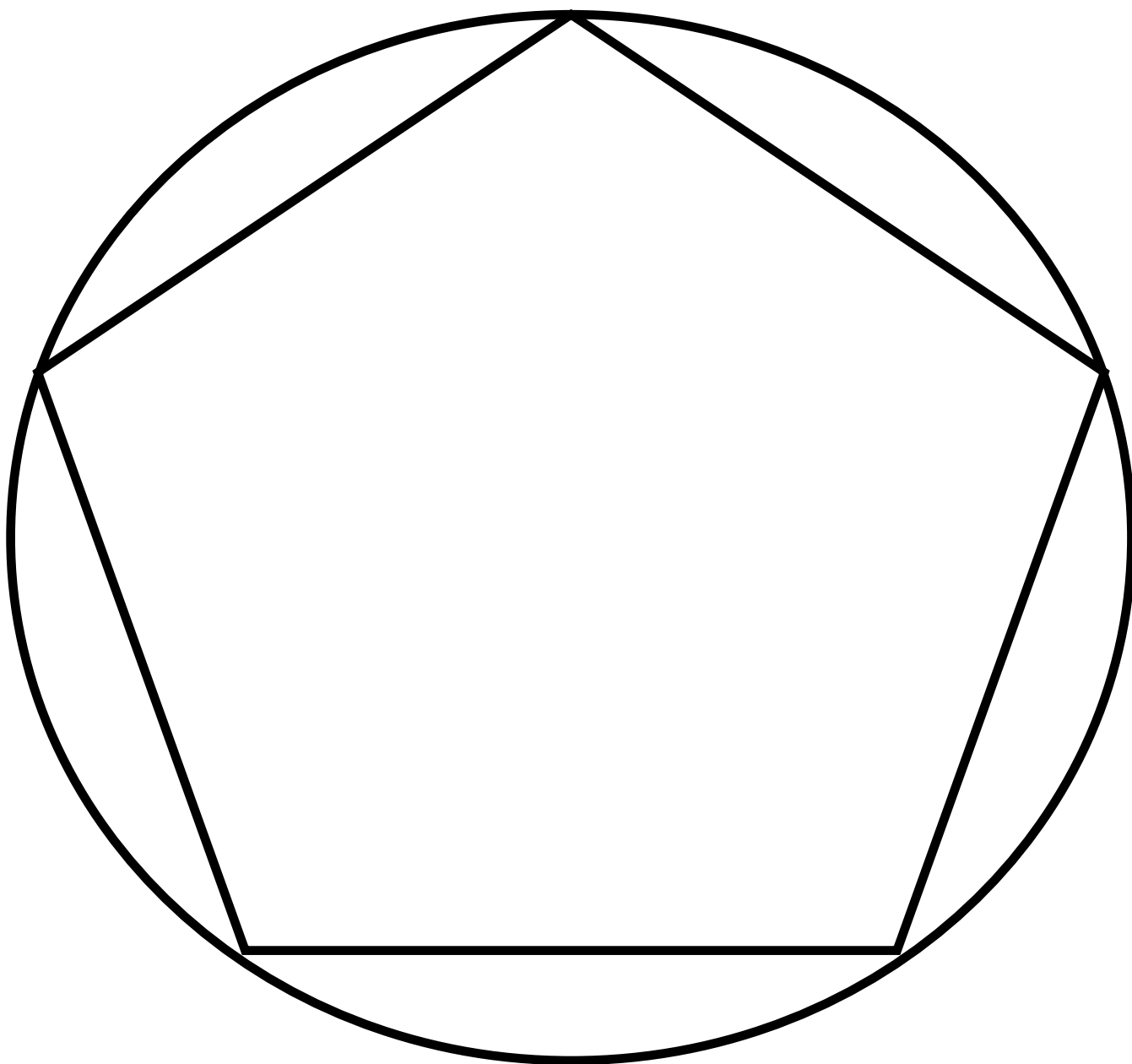
11. Write a paragraph, telling your opinion of the book Bud, Not Buddy. Explain why you would or would not recommend it to a friend.

Synthesis: (Day 19 of the Lesson Plan)

12. Describe some qualities about Bud that you admired or disliked. Elaborate.

Fold each circle on the lines so that the folds are facing up.

Glue, tape or staple your circles together to form a dodecahedron. Check to see that all edges are facing up



Final Writing Product

The final writing product of Bud Not Buddy, is an argument essay in which the reader gives their opinion and evaluation of the novel. This assignment will also complete the 12th side of the Bloom Ball. You can utilize the writing assignments and tasks from the Bloom Ball, in which you summarized the novel, wrote a character sketch of Bud, and analyzed the saddest, funniest, or most exciting part of the story to help give more support and examples in your writing.

Final Writing Task write a 5-paragraph essay, telling your opinion of the book Bud, Not Buddy. As you introduce the novel state your opinion of the book and acknowledge others may feel differently. Give three reasons with evidence from the reading, which supports your thesis (you can use information from your Bloom Ball to assist in this process). Use formal language and good transitions to create cohesion in your writing. In your final paragraph explain why you would or would not recommend it to a friend.

READ

Information about the author at
<http://www.nobodybutcurtis.com/biography.html> and
 Page 237-242 (the afterward)

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Cube a biography

Use the information from today's reading to create a biography cube.

Once the cube is completed it can be used to write a biographical sketch about the author.

Bloom Ball

Using the template above, complete the first two sides of your Bloom Ball.

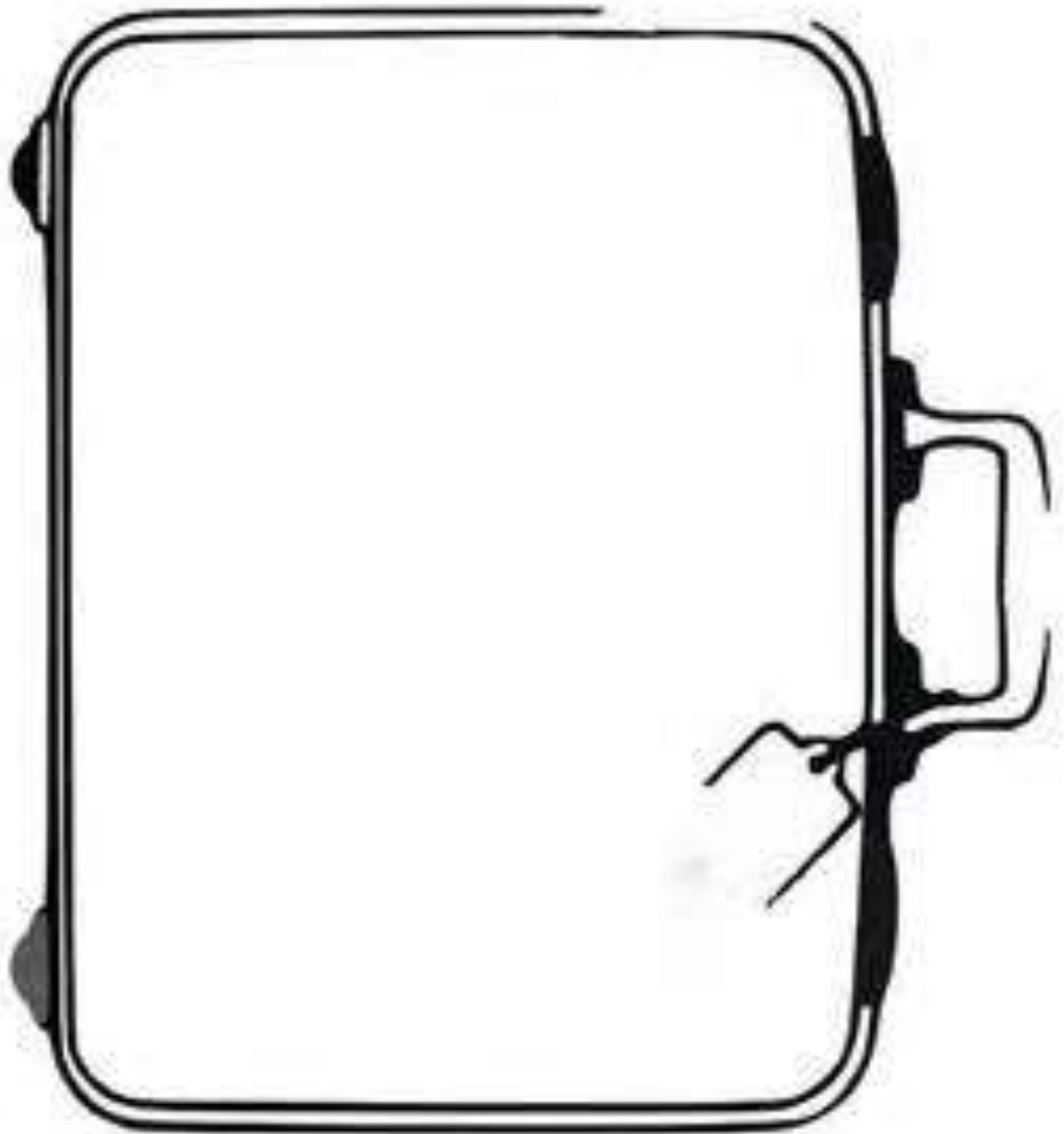
Knowledge:

Side 1. Write the title and author of your book.

Side 2. Write four facts about the author of the book.

10c12 Cubing Biography

Who is person? Date of birth? Death?			
	Where did this person grow up?		
What relationships did this person have?	What did this person do?	What was this person like?	
	Why is this person important?		



Character Based Literacy Program Lesson Plan

Bud, Not Buddy, Day 1



Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.

- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d.) Establish and maintain a formal style.
- e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things; a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What was it like for people, especially homeless kids, living during the Great Depression?

The Great Depression was a time when there was high unemployment, high poverty and stagnant trade in the 1930s all around the world. In the U.S. it started when the stock market crashed in October of 1929 (AKA Black Tuesday). People had a difficult time holding jobs and consequently getting food, clothing and shelter. The people felt that it was their fault that they didn't have a job. It was humiliating for men who thought themselves self-sufficient to ask for assistance. Women, in trying to help their husbands, took jobs to supplement their husband's paychecks. Children took on greater responsibilities at an earlier age than later generations would. Some teenagers found jobs when their parents could not, reversing the normal roles of provider and dependent. Sometimes children had to comfort their despairing parents.

Blacks suffered to an even greater extent than whites, since they were usually the last hired and first fired. By 1932, about 50 percent of the nation's black workers were unemployed. Blacks were frequently forced out of jobs in order to give them to unemployed whites.

What role did jazz have in the lives of people during the Great Depression?

People were so sad about the economic situation during the Great Depression that they turned to jazz to help them feel better. They danced and listened to this type of music to help them keep them from thinking about their economic situation.

http://www.livinghistoryfarm.org/farminginth30s/life_17.html

<http://www.pbs.org/jazz/>

In today's reading Bud learns that he is leaving the orphanage for a foster home. He is old enough to know that foster home's don't work out for him. As he packs his belongings he looks to make sure they are there. He carries flyers for a jazz band. He knows they are special and he makes sure they stay with him.

2. Wordwall Here are five vocabulary words to teach and add to the Word Wall.

Introduce five important, useful words from today's reading.

commence pg. 5	limited pg. 6	engagement pg. 6	suspicion pg. 7	devastators pg. 7
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 1-8.

Setting	Characters	Pages
Cafeteria, at the Home	Jerry, caseworker, Bud	1-3
Sleep room, at the Home	Jerry, Bud	3-8

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline.

- Discuss the story to fix the facts: who, what, when, where, why.
- Decide on the 3-5 most important events and add these to the timeline.

Students might mention:

- The caseworker finds Bud and Jerry waiting in line for breakfast;
- The caseworker tells Bud and Jerry that she has found 2 foster homes for each of them;

- Jerry and Buddy go to the sleep room to strip their beds and gather all of their things;
- Jerry sits on his bed and begins to cry;
- Bud consoles Jerry;
- Jerry feels better and goes to pack up his things.
- Bud begins to feel sorry for Jerry (he is six and he believes that adults perceive 6-year-olds as adults. They have more expectations and do not think that 6-year-olds are as cute. Six is a critical age for Bud since it was his first time in a home at 6 and it was also how old he was when his mother died);
- Bud gets his suitcase from under the bed;
- He checks to make sure that everything in his suitcase is still there;
- Bud took a blue flyer out of his suitcase to examine it once more;
- He puts the flyer away, puts the rest of his belongings in the suitcase and sits quietly next to Jerry on the bed.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Create an OMP of Bud. What do you think he is thinking and feeling as he learns he is being moved to a foster home? Add 5-7 thoughts to your OMP.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. How do Bud and Jerry feel about going into a foster home?
2. Why do you think it is difficult for Bud to cry?
3. Do you think Bud is accurate about how 6-year-olds are treated by adults? Why?
4. What information is found in the blue flyer that Bud carefully examines?
5. What do you think will happen to Bud at his new foster home?

9. Analyze Analyze the key paragraph.

Key Paragraph – p.3

“Here we go again. I felt like I was walking in my sleep as I followed Jerry back to the room where all the boys’ beds were jim-jammed together. This was the third foster home I was going to and I’m used to packing up and leaving, but it still surprises me that there are always a few seconds, right after they tell you you’ve got to go, when my nose gets all runny and my throat gets all choky and my eyes get all stingy. But the tears coming out doesn’t happen to me anymore, I don’t know when it first happened, but it seems like my eyes don’t cry no more.”

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Bud is about to be placed in his third foster home. As he follows Jerry, another boy being placed in a foster home, to pack up their things, he narrates that *"it still surprises (him) that... the tears coming out doesn't happen to (him) anymore...[p. 3]."* How does change affect Bud and Jerry? How do they feel about being placed in a foster home? What does Bud do to help Jerry with this new change? Do you feel Bud handles this information and change appropriately?

Do you agree or disagree with how Bud this news and change. Write a one paragraph in which you argue your viewpoint. Introduce your claim and acknowledge the opposing viewpoint. Support your claim with logical reasons. Maintaining a formal style make sure you use words and phrases to create cohesion in your paragraph. Conclude with a statement, which supports your argument.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the student's lives or to the world.

Character Based Literacy Program Lesson Plan

Bud, Not Buddy, Day 2



Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.

- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things; a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is foster care?

Foster care is the temporary care of children by substitute parents. It is supervised by governmental or charitable agencies. It is used to protect children from unhealthy or unsafe home situations or to provide care when natural parents are unavailable.

What is the history of orphanages?

1890-1930s: Orphans were put on "orphan trains" and shipped out west to be adopted by farming families for farm labor.

1917-Father Flanagan established Boys Town in Omaha, Nebraska. He was an expert in raising productive citizens from the orphanage system.

<http://www.boystown.org/about/father-flanagan>

1930s: Administrators turned large orphanages into smaller and friendlier group homes, presided over by "cottage parents." Governments also developed alternatives to orphanages such as foster care, and "widow's pensions," which was money given to mothers to help their children at home. This was the beginning of welfare.

1970s: Most orphanages were replaced by foster care and other alternatives.

In today's reading Bud arrives at his foster home. He is terrorized by Todd the boy who lives there. He realizes he should not fight him and he hides. Todd's parents believe his side of the story and are going to return Bud to the orphanage.

2. Wordwall

Here are five vocabulary words to teach and add to the Word Wall.

welted pg. 11	provoked pg.11	proper pg.14	tolerate pg. 14	ingratitude pg.14
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict* Cycle of 2-3 pages.

pp. 9-20.

Setting	Characters	Pages
Bud's bedroom at the Amos' home	Bud and Todd	9-10
Bud's bedroom at the Amos' home	Bud, Todd, Mrs. Amos	10-14
Bud's bedroom at the Amos' home	Bud, Todd, Mr. and Mrs. Amos	14-15
Todd's bedroom at the Amos' home	Bud, Todd, Mr. and Mrs. Amos	16-18
The shed entrance	Mr. Amos and Bud	19-20

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Todd Amos, the 12-year-old foster brother is punching and kicking Bud in Bud's room. Bud is defending himself but soon decides to hide under the bed to protect himself;
- Mrs. Amos comes into the bedroom to find out what is going on;
- Todd lies to his mother and tells her that he was only trying to wake Bud up to have him go to the bathroom so that he wouldn't wet the bed;
- In reality Todd came into the room and stuck a pencil up Bud's nose while Bud was sleeping;
- Mrs. Amos believes her son, takes Todd out of the room and locks Bud in his room;
- Mr. and Mrs. Amos open the door and they have the suitcase in their hands. Bud notices that they have gone through it. He is worried that they might have taken something from his suitcase;
- Mr. Amos takes the suitcase and Mrs. Amos tells Bud that he is going back to the Home tomorrow. She also tells him that he is to apologize to Todd and tells him that he is sleeping in the shed for the night;
- Mrs. Amos takes Bud to Todd's room to apologize;
- Mr. Amos then takes Bud through the kitchen, where he saw his suitcase under the kitchen table, to the shed.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

One possible activity: Something in a Suitcase

Materials:

- some combination of pencil, pen, crayon, or marker
- construction paper, scissors

Create a suitcase. You can use construction paper, a file folder, shoe box covered in a brown paper sack to create a suitcase (template at beginning of lesson plan).

Imagine that you are going to moving around from place to place for the next few years. What are the most important things you have? What are the things you would always want to have with you? Everything you take has to fit in one suitcase. Make a list of the things you would take.

Pick one important item in your suitcase and make a larger version of it. Explain in a few words on one side of it why it is important to you.

Comment: This suitcase is filled with things you actually have and that are important to you. Of course, because you are a responsible person it does not include any weapons, drugs, alcohol, or anything illegal.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What happened at the Amos' that made Bud have to sleep in the shed?
2. How does Todd make his mom believe his side of the story? Why doesn't Mrs. Amos try to understand the "other side" of the story? Why is it important to listen to both parties of a dispute with an open mind?
3. Have you ever been treated unfairly? Describe.
4. Do you agree with what Bud thinks when he feels that "enough is enough"?
5. What do you think will happen to Bud in the shed?
6. What is Todd's point of view? Why does he do mean things to Bud?
7. Bud is locked in the shed. He knows he has to be brave. What does it mean to be brave? What is the bravest thing you have ever had to do?

9. Analyze Analyze the key paragraph.

Key Paragraph – p.9

"There comes a time when you're losing a fight that it just doesn't make sense to keep on fighting. It's not that you're being a quitter, it's just that you've got the sense to know when enough is enough."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Todd, the son of the foster family where he is staying, is harassing Bud. He has just stuck a pencil up Bud's nose while asleep. Bud then punches this twelve-year-old boy, who is twice his size, and is ready to defend himself. Soon after, he narrates: *"There comes a time when you're losing a fight that it just doesn't make sense to keep on fighting. It's not that you're being a quitter, it's just that you've got the sense to know when enough is enough [p. 9]."* What does Bud mean when he says this? In what way does he change his thinking? How does this event change his life? Based on this paragraph what has Bud revealed about his character? This decision is going to change his life forever? Do you think he is right, enough is enough?

Write an argument in which you support or oppose his statement. Argue why this statement can forever change his life and attitude for the positive or negative. In this paragraph state your viewpoint. Acknowledge the opposing view. Give facts and reasons to support your argument. Conclude with a statement that support supports your argument.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the student's lives or to the world.

Character Based Literacy Program Lesson Plan

Bud, Not Buddy, Day 3



Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.

- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d.) Establish and maintain a formal style.
- e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things; a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

Why do we fear darkness?

Light has a specific effect on us. It helps us to be awake. One of the main things we do in our life is being able to see. Light helps us to accomplish this task. We manage our daily life based on being able to see familiar things. We orient our world to familiar objects and spaces around us. Darkness makes it impossible to orient oneself to familiar objects.

Discuss how getting into a darkened movie theatre makes us lose our bearings for a few minutes. We lose our bearings the moment light is switched off. This is because of the actions of light-sensitive cells called rods and cones in our eyes. The rods and cones adjust to the amount of light coming into the eye, and create the best possible focus. While the light changes from bright to dark, the rods and cones take a minute to adjust them. This is the interval where we cannot see anything and lose our bearings.

Discuss how many people fear the dark as children, but outgrow this fear when older. Explore how important it is to understand the expression: to overcome one's fear, and the heroism in overcoming this fear.

What is a Phobia?

Any unnatural fear that lasts for a long time, and makes it difficult for a person to function, is known as a Phobia. A phobia exists when there is no logical explanation for its occurrence. There can be many forms of phobia, and there are some scientific

names for each of these forms of phobia. A phobia makes a person completely helpless and they cannot overcome this fear with the help of a psychiatrist or psychologist. When this fear is out of control, a person seeks medical or psychological help.

The word 'Phobia' comes from the ancient Greek word 'phobos' meaning 'fear'. A phobia is a persistent fear of people, animals, objects or situations. Phobias are very common and occur in almost 8% of the American population.

Fear of spiders: Arachnophobia
 Fear of enclosed spaces: Claustrophobia
 Fear of water: Hydrophobia
 Fear of birds : Ornithophobia
 Fear of darkness: Nyctophobia

Bud did fear darkness, but this was a normal fear. He did not have a phobia about darkness, because he was able to overcome his fright and try to find his way around in the darkness. When he was shut off in the darkness in a cold and unfamiliar place, it was natural to become fearful. But he managed to find his way around and faced his fear.

2. Wordwall

Here are five vocabulary words to teach and add to the Word Wall.

woodpile pg. 22	tweezers pg. 23	eardrum pg. 24	shadow puppets pg. 25	bumble bee pg. 25
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 21-31.

Setting	Characters	Pages
Amos's Shed	Bud	21-22
Home	Bugs and Bud	23
Amos's Shed	Bud	24-28
outside Amos's Shed	Bud	29
inside Amos's house	Bud	30

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Bud is left alone in Mr. Amos's vacant shed after his fight with their son Todd. The darkness in the shed makes Bud's heart pound in his ears.
- Bud shuts his eyes tightly to wait for the darkness to clear so that he can begin to see what is in the shed. He tries to calm himself down by breathing slowly.

- He finds the door to the shed, and tries to open it but cuts his hands on some fish-heads that seemed to stare at him and make him fearful.
- He finds his blanket and pillow but before he can lie down on them his mind wandered to the scene at his home when his friend Bugs had a cockroach crawl into his ear, and he had been lying down on a dirty floor.
- Bud spreads the blanket on top of a woodpile and finds a crack in the door-pane from where he can see some light.
- When he wakes up he sees what he thinks is a giant bat hanging upside down from the roof of the shed. He tries to hit it with a bat and stab it with a jackknife.
- Bud's 'Vampire Bat' turns out to be a hornet's nest and he is badly stung by many hornets.
- Bud jumps out of the shed window, finding enormous strength from his fear of being further bitten by the insects.
- He goes into Amos's home to try to take revenge against all the problems they had given him.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Bloom Ball

Using the template at the beginning of the lesson complete side 3 of the bloom ball.

Comprehension:

Side 3. Describe Bud Caldwell

Include both physical and behavioral characteristics in your description.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

What do you think Bud is thinking and feeling in today's reading? Add 3-5 new thoughts to your OMP.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. When Bud got into the shed he breathed to calm down. What do you do to calm yourself when you are nervous or stressed?
2. why did it sound like six scared people were in the shed?
3. What were the three flat monsters guarding the shed door? Why do you think they were placed there? Do you think Bud was the first foster boy to be placed in the shed? Explain.
4. What was the story behind Bugs' name?
5. Was there a vampire bat in the shed?
6. What is the difference between fight or flight? What did Bud choose to do while he was in the shed?
7. On page 29, Bud was mad. *"I was mad at the Amos's, mad at believing there was a vampire bat in the shed, and for being trapped without having anyone to care where I was."* It is important to be mad but equally importantly to place

blame appropriately. How would you place blame in this situation? Give reasons why.

8. How did Bud get out of the shed?

9. Analyze Analyze the key paragraph.

Key Paragraph – p. 25

“There was a light on. That had to be Mr. and Mrs. Amos’s bedroom. The little bit of light that came through the hole in the paper made me calm enough that I could lay my head on my pillow and take a nap”

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Bud was forced to spend the night alone in Amos family’s garden shed. Bud was already hurt and scared from his beating at the hands of Todd, and the reaction of Mrs. Amos. Once inside the shed, Bud was faced with a number of frightening obstacles. He saw some ambiguous shapes like a “gray gas can in one corner and a pile of gray rags”. Suddenly he saw some strange eyes staring at him from the door of the shed.

Some would say that fear is natural. Once Bud conquered his fears he was able to lay down to nap. **Write an argument in which you argue that we should conquer our fears. In your paragraph state your viewpoint and acknowledge the opposing viewpoint to your reader. Give 2-3 reasons that support your viewpoint. Use coherent language and connections to keep a clear flow. Conclude with a statement that supports your viewpoint.**

11. Close Close by extending today’s lesson to life and the world.

Extend the reading to the student’s lives or to the world.

Character Based Literacy Program Lesson Plan

Bud, Not Buddy, Day 4



Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.

- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things; a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

Why do we desire revenge?

Revenge is one of the impulsive, emotional behaviors that come to the surface of our personality, whenever we are intensely hurt, or disturbed. Our need to feel comforted is necessary for our well-being. When we are hurt, or feel betrayed, we immediately want to take revenge on someone who has hurt us. This basic feeling is very similar to what a child would want. In this feeling, there is no logical thinking or reasoning, it is just a raw desire to have the same hurtful event, happen to the one who hurt us. Yet maturity, and more logical thought helps to understand that revenge never really brings any joy, or reward. After the revenge is taken, there are no good feelings. Instead, forgiving is a much better way to deal with hurt. A lot of patience and understanding is needed to reach forgiveness instead of revenge.

In today's reading, Bud escapes from the shed. As he is collecting his suitcase he wants the Amos's to pay for the horrible evening and night he has had at their home. He plays a prank on Todd as his form of revenge.

2. Wordwall Here are five vocabulary words to teach and add to the Word Wall.

crouched pg. 31	torturing pg. 32	revenge pg. 33	chemistry pg. 34	biology pg. 34
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 31-36.

Setting	Characters	Pages
Amos's Home	Bud	31-36

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Bud runs out of the vacant shed on Amos's property, and enters their home through the kitchen window;
- He picks up his suitcase from under the kitchen table, and also the shotgun near the icebox;
- He thought revengefully about shooting Todd with Amos's own shotgun to take violent revenge against them, for their mistreatment of Bud;
- Reason prevailed, and he realized that what he needed most was to be able to leave that place. Shooting Todd would certainly mean death for himself at the hands of the brutal Amos parents;
- Instead he hid the gun in the back porch where it would be hidden from immediate sight;
- Bud devised a practical joke that would work as his revenge instead. Knowing how Mrs. Amos hated bedwetters, he decided to play a prank on Todd.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Bud has conquered his fears and escaped from the shed. He is going to leave the Amos's and be free. Based on today's reading what do you think he is thinking and feeling? Add 5-7 new thoughts to your OMP.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. How did Bud get inside Amos's home?
2. What did he do first, upon entering the home? Why is his suitcase so valuable?
3. What did he think about doing with the shotgun? Why did his reason win over?
4. What was the fun experiment Bud did? Why was this form of revenge better than anything else he could have done?

9. Analyze Analyze the key paragraph.

Key Paragraph – p. 35

“I tiptoed out of the room and down the hall and out the door. My favorite saying in the whole world is ‘He who laughs last laughs best’ so I put my hand over my mouth and whispered, ‘ha-ha-ha.’”

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Bud not Buddy is the protagonist in the book. From the start of the book we know that Bud has had a particularly difficult and heart wrenching childhood ever since his Mother passed away. In Chapter 2, Bud faces an abusive foster care home. He experiences a series of difficult events that unfold upon his arrival at the Amos’s home, most at the hands of Todd, the Amos family child. In Chapter 3, Bud is locked up in a dark and frightening shed, from which he escapes, but not before he cuts his hand. His last thought as he leaves the shed is “Aha, you doggone Amos’s, that hurt, but now I get my revenge!” Consider Bud’s actual choices and contrast it with other choices he could have made in Chapter 4.

List 3-5 alternative choices Bud could have used to change his situation in chapter 4.

Choose one from your list.

Write a one paragraph argument in which you defend the reasons you feel Bud could have taken a different course of action. Give reasons for your viewpoint.

11. Close Close by extending today’s lesson to life and the world.

Extend the reading to the student’s lives or to the world.

Character Based Literacy Program Lesson Plan

Bud, Not Buddy, Day 5



Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.

- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d.) Establish and maintain a formal style.
- e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things; a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

In previous chapters, Todd Amos bullies Bud, and the Amos family adds to it. Todd put a pencil in Bud's nose while he was sleeping. Bud woke up and, trying to defend himself, punched Todd and a fight between ensued. Then, Bud was put out in the shed because of the fighting incident, and he was stung by wasps. What do you think happens to people as a result of experiences like this?

[discussion item]

Who is Pretty Boy Floyd?

Born in George in 1904, Pretty Boy Floyd is best known for his constant run-ins with police and violent bank robberies. Floyd vowed never to steal again after he was arrested for a payroll robbery at the age of 18, but he nevertheless went on to rob numerous banks. He was often protected by Oklahoma locals, who called him "the Robin Hood of the Cooksoon Hills." Floyd was gunned down and killed by FBI agents in 1934.

<http://www.biography.com/people/charles-pretty-boy-floyd-9542085>

In today's reading Bud escapes from the Amos home and is "on the lam". He compares himself to Pretty Boy Floyd. While he is running he goes to the safest place he knows, the library.

2. Wordwall

Here are five vocabulary words to teach and add to the Word Wall.

lam, 36	fumbling pg. 37	filth pg. 40	horrid pg. 40	mission pg. 44
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***Bud, Not Buddy* by Christopher Paul Curtis, chapter 5, pp. 36-44.**

Setting	Characters	Pages
Walking through town	Bud	36
north side of library	Bud	37-43
under Christmas tree	Bud	44

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- He goes to the north side library
- Bud goes under the "Christmas tree" and opens the suitcase
- Bud takes out things from his suitcase: a tobacco bag with rocks, his mother's picture, a blanket.
- He notices that in his mother's childhood photo, she is wearing the ten gallon cowboy hat.
- Recollects his mother's story about this picture and Bud remembers her talking about his grandfather's hardheadedness.
- Recalls his mother insisting that he be called, "Bud, not Buddy" and why
- Recalls that his mother says, "when one door closes not to worry because another door opens."
- Takes out his blanket under the tree, wraps himself in it and tries to fall asleep.
- Remembers that he needs to wake up really early the next morning to get to the mission for a free meal

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

Suitcase—

In today's reading Bud has to sleep outside. He has a blanket in his suitcase.

Today make a list of 5 things you would want to have with you to make you comfortable if you were "on the lam", like Bud.

Choose your most important item. In 2-3 sentences defend why that item is most important.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. When Bud arrives at the north library, who is he hoping to find and why?
2. Describe the only picture of momma that Bud has. How old is momma and why is she sad?
3. How does Bud describe his momma, and what are the four things that she used to tell him?
4. "Momma tells Bud that no matter how bad things look to you, no matter how dark the night, when one door closes, don't worry because another door opens." How does Bud relate to that story?
5. Why does Bud have to wake up early the next morning?

9. Analyze Analyze the key paragraph.

Key Paragraph – pg. 42

Bud's mother tells him, "A bud is a flower-to-be. A flower-in-the-waiting. Waiting for just the right warmth and care to open up. It's a little fist of love waiting to unfold and be seen by the world. And that's you."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Bud's mother explains his name to him and why it is significant.

Do you think there is significance in a name? or do names mean nothing?

Write 3 reasons why a name is significant.

Write 3 counter claims to your arguments.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the student's lives or to the world.

Character Based Literacy Program Lesson Plan

Bud, Not Buddy, Day 6



Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.

- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d.) Establish and maintain a formal style.
- e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things; a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

Bud goes to the North library to find Ms. Hill, a librarian who was kind and had befriended him in the past. What are the qualities that cause us to trust people and see them as allies? What qualities do you look for in people who you trust?

[discussion item]

2. Wordwall Here are five vocabulary words to teach and add to the Word Wall.

privilege pg. 46	squint pg. 49	patient pg. 50	considerate pg. 50	plenty pg. 51
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***Bud, Not Buddy* by Christopher Paul Curtis, chapter 6, pp. 45-52.**

Setting	Characters	Pages
under Christmas Tree	Bud	45
line at the mission	strap man	46-47
line at mission	man in blue overalls with family	47
sitting at mission	"pretend" mom and "siblings"	48-50

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Bud wakes up under the “Christmas Tree” and puts all his stuff in the suitcase quickly;
- He then runs over the mission to get breakfast, but, he is late (7:15), he is turned away by the man with the “black strap.”;
- Waiting in line at the mission is a kindly man with old blue overalls who names him Clarence, and helps him pretend that Bud was actually in line, but went to the bathroom;
- The man with the black strap allows Bud to be in the line where he stood for a long time;
- While in the line he sees a picture of a wealthy white man with his family. In the picture the man has a car and the clothes that looked expensive;
- Bud is allowed into the building, he describes how large and quiet it is because people were eating;
- He is fed a bowl of oatmeal;
- This kind man has a wife and two children and they share brown sugar with Bud at the table;
- After they all eat, Bud thanks them and asks if they will be there at dinner-time [they will not];
- The kind father, mother and two children walk away, and leave Bud at the mission.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Bloom Ball—

Complete side 4 of your bloom ball.

Application:

Draw a picture or map of the setting of the story.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait—

Add to your OMP of Bud. What do you think he is thinking and feeling once he realizes that he is late for breakfast, the man and woman let him pretend to be their son, and he gets to have brown sugar? Add 5-7 new thoughts to your OMP.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Where did Bud run to when he woke up from under the Christmas Tree?
2. Who was the man with the black strap and what did he tell Bud?
3. Who was Clarence? How did he get that name? Describe Bud's pretend family. Why do you think they helped him? Bud's mom used to tell him that when a door closed another opened. Do you think this family is "a door opening"? Explain.
4. Bud sees a picture of the "rich" family on the billboard. What does rich mean to you?
5. The billboard's message was, "THERE'S NO PLACE LIKE AMERICA TODAY" What figure of speech is this message? Explain why.
6. Why was inside the mission so quiet? Describe this setting.
7. What did Bud's pretend mother give to Bud? Why does he forgive his pretend brother for sticking out his tongue?

9. Analyze Analyze the key paragraph.

Key Paragraph – pg. 49

You could tell they were rich 'cause the car looked like it had room for eight or nine more people in it and 'cause they had movie star clothes on. The woman was wearing a coat with a hunk of fur around the neck and the man was wearing a suit and a tie and the kids looked like they were wearing ten-dollar-apiece jackets. Writ about their car in fancy letters it said," THERE'S NO PLACE LIKE AMERICA TODAY!

My pretend daddy read it and said, "uh-u-uh, well, you go to give them credit, you wouldn't expect that they'd have the nerve to come down here and tell the truth." (p. 49)

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

The billboard is filled with irony. "There is no place like America today."

Write a 1 paragraph argument in which you state if you agree or disagree with the advertisers. State your viewpoint and acknowledge the opposing viewpoint. Give reasons and examples to defend your view. Use formal language with good transitions to create cohesion and flow in your paper. Conclude your paragraph by restating your viewpoint.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the student's lives or to the world.

Character Based Literacy Program Lesson Plan

Bud, Not Buddy, Day 7



Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.

- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d.) Establish and maintain a formal style.
- e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things; a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

Using an Atlas find Chicago, IL and Flint, MI measure and calculate the mileage between the two cities by using the scale provided in the legend.

[exercise]

If you had lived in orphanages, and in the conditions that exist in them, what would be some of your life rules?

[discussion item]

In today's reading Bud returns to the library to find Mrs. Hill. He learns she has gotten married and now lives in Chicago. She was a person he knew he could trust. He is left alone once again.

2. Wordwall

Here are five vocabulary words to teach and add to the Word Wall.

cellar pg. 53	hypnotizing pg. 54	whiff pg. 54	stacks pg. 55	matrimonial pg. 56	squashed pg. 58
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READ

3. Review

Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***Bud, Not Buddy* by Christopher Paul Curtis, chapter 7, pp. 53-59.**

Setting	Characters	Pages
Library	Bud, librarian	53-58
out side library under tree	Bud	59

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Bud pushes heavy door open into the library.
- Bud discusses magic of library and its smells.
- Bud is looking for Miss Hill.
- Librarian explains to Bud that Miss Hill has gotten married and now lives in Chicago.
- Librarian painstakingly shows Bud how far Chicago is by foot.
- Bud thinks over his options. Going back to the home was out.
- Bud gets suitcase and leaves library.
- Bud remembers his mother's saying.
- Bud goes back under his tree and falls asleep.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Suitcase—

Bud has a series of life's rules.

Based on today's reading create a rule that applies to Bud's situation.

Bloom Ball—

Complete side 5 of your bloom ball

Analysis:

Write a poem about the story.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait—Add to your OMP of Bud. What do you think he is thinking and feeling as he learns that Miss Hill is no longer in the area? Add 3-5 new thoughts to your OMP.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. When Bud arrived at the library, what was Bud expecting Miss Hill to do for him? Explain how Bud handles the disappointment of Miss Hill moving to Chicago.
2. Can you give examples of places in your own life in which smell plays a distinct role in the location or time in your own life?
3. What are the contrasting smells the author uses in this chapter trying to tell the reader? List smells?
4. What is Bud realizing when he states: "The library door closing after I walked out was the exact kind of door Mama had told me about." Explain.
5. What do you think Bud's thoughts were before he fell asleep?

9. Analyze Analyze the key paragraph.

Key Paragraph

"After while I got my suitcase and walked into the regular air and stinking smells of Flint. That library door closing after I walked out was the exact kind of door Momma had told me about. I knew that since it had closed the next one was about to open.

I went back under my tree and before I knew it I was asleep. [p.59]

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Once again Bud's life has shut a door on him. For his age he possesses certain wisdom about him, he knows that he has to continue to move on and forward. He knows at a young age that he is in control of his life and his circumstances. Do you agree or disagree with him. Do you think he should rely on others or take control and change what he can change?

Write a one paragraph paper in which you either support or oppose the above viewpoint. Use examples from the reading so far to support your viewpoint. Use good transitions to give your writing flow. Conclude re-stating your argument.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the student's lives or to the world.

Character Based Literacy Program Lesson Plan

Bud, Not Buddy, Day 8



Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.

a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things; a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is a Hooverville?

A Hooverville was an encampment for homeless people set up and names humorously after the man who President of the United States at the beginning of the Great Depression, Herbert Hoover, as a sort of commentary on the results of his economic policies..

What is President Hoover's economic policies and programs of the time?

President Hoover felt that if you provide assistance to the common man, the common man will not help himself. The Carnegie Philosophy was to pull yourself up by your own boot straps. Carnegie believed that achievement of financial success could be reduced to a simple formula, which could be duplicated by the average person. At the time, the American dream gave you social mobility; if you worked very hard you would achieve your goals. It wasn't by chance.

Explain what is a "Hoover flag"?

A Hoover flag was when the person pulled out both pockets to show they are empty.

In today's reading Bud is met by Bug's one of his friends. He learns that Bug's is also on the lam and is going to ride the rails to find work and his dad. Bud decides to follow him, at least for a while.

2. Wordwall

Here are five vocabulary words to teach and add to the Word Wall.

jackknife pg. 61	depend pg. 63	britches pg. 65	china pg. 69	wiry pg. 73
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***Bud, Not Buddy* by Christopher Paul Curtis, chapter 8, pp. 60-78. Its shorter now**

Setting	Characters	Pages
under tree outside library	Bud, Bugs	64-63
walking to Hooverville	Bud, Bugs	63-64
behind tree on outskirts of Hooverville	Bud, Bugs	64-66
In Hooverville	Bud, Bugs, Man w/mouth organ, woman	66-70
washing dishes in Thread Crick	Bud, Bugs, Deza, and other boy	71-76
sitting by main fire in Hooverville	Bud, Deza, Bugs, Man w/mouth organ	77-78

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Bud is awakened by something stepping on a stick near him under the tree.
- Bud is jumped by whatever woke him up; it turns out to be Bugs a boy from the Home.
- Both boys discover they are on the lam.
- Bugs explains riding the rails and going west to pick fruit. At the same time he is trying to figure out what went down with Bud at the foster home. Bud is fascinated with life on the rails.
- Bud and Bug's spit on their hands and shake on being brothers. Boys go to the mission to find out where to hop the train.
- From behind a tree Bud and Bugs see Hooverville for the first time. Bud is thinking how the Amoses' shed was fancy compared to Hoovervilles shacks and huts. Bugs explains to Bud that it was not a city but a cardboard jungle.
- Boys flip a coin to see who will talk to someone in Hooverville. Bud's conversation with a man helps him to understand more about Hooverville and the residnets in these encampments.
- Bud and Bugs are introduced to Deza, a girl who is in Hooverville, who is waiting for her father to go west and find a better life for his family.
- Deza talks to Bud about people who have no family, how they are just "dust in the wind." Bud explains to Deza he is not alone because he knows his mother loved him. Deza dares Bud to kiss her.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Suitcase—nametag

Using the template at the beginning of the lesson, have students create a nametag for their suitcase.

- Write their name;
- Illustrate 3 things that represents them (must be school appropriate)

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait—

Add to your OMP of Bud. What do you think he is thinking and feeling as he starts to travel with Bugs, stays at a Hooverville, and meets Deza? Add 3-5 new thoughts to your OMP.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Again Bud is left to decide his own fate, what do you think he will do?
2. How did Bugs find Bud? What contributed to Bugs deciding to run away too?
3. The boys hear about the Hooverville, once they see it they decide to enter. Would you risk asking a large group of strangers for assistance? What advice would you give someone today if they were faced with the same choice?
4. Why did the size of the Hooverville surprise Bud? Do you think he is realizing how bad off people are? What would it take for you to realize that economic times are tough? What did Bugs and Bud have to do to get fed? Do you think that is a fair arrangement?
5. What's the difference between Deza's family and Buds? Who benefits most from their family ties?
6. On page 77, the author describes a family that is staying at the Hooverville but will not join the community. What is standing in their way? Do you think their attitude is helping or hindering them?

9. Analyze Analyze the key paragraph.

Key Paragraph

"I was thinking. Deza's momma was right, someone who doesn't know who their family is, is like dust blowing around in a storm, they don't really belong any one place. I started wondering if going to California was the right thing to do. I might not know who my family was, but I knew they were out there somewhere, and it seemed to make a whole lot more sense to think that they were somewhere around Flint instead of out west.[p.78]

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Bud has to decide if he wants to continue on to California or stay and go toward Flint.

Create a list of pro's and con's for Bud. Do you think he should follow Bugs to California or move on to Flint?

Based on your list write a one sentence statement telling Bud what choice to make, give one reason why he should make it, conclude why he should make that choice. This should be a very clear and concise argument. Use your list to develop a strong thesis, support it, and write a strong conclusion.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the student's lives or to the world.

Character Based Literacy Program Lesson Plan

Bud, Not Buddy, Day 9



Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.

- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things; a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is a Hobo?

Hobo's were considered homeless during the 1930's. A hobo is different from a tramp or bum. A hobo works and wanders, a tramp dreams and wanders, and a bum drinks and wanders.

Hobo's were welcomed when work was needed but were viewed as a menace when work dried up or when they were no longer needed. Most times they were driven out of town by the police who would meet trains or destroy camps. Hobos traveled via rail and they were well connected with one another with a secret language and codes. During the 1930's the railways tolerated the hobos and many would connect an extra box car or two to accommodate them on the train.

Hobo's would communicate with one another on the trail. They would leave messages about where to find work or mark places that were not good for Hobo's.

In today's reading Bugs and Bud wake up to find that the train is leaving and the camp is in chaos. They run to catch the train and Bud's suitcase gets in his way. He misses the train. The police face off with the people in the Hooverville and destroy the camp. Bud decides this is a sign to go to Flint. He returns to the Mission for breakfast and to make a plan.

2. Wordwall Here are five vocabulary words to teach and add to the Word Wall.

raid pg. 81	locomotive pg. 82	Shanty town pg. 82	fluttered pg. 84	alias pg. 87
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***Bud, Not Buddy* by Christopher Paul Curtis, chapter 8, pp. 79-87. Shorter today**

Setting	Characters	Pages
Falling asleep in Hooverville	Bud	79-80
early morning in Hooverville	Bud, Bugs, the men/women in Hooverville	80-82
Train in Hooverville	Men, women, Bugs, Bud, the police	82-83
Running for the train	Bud, bugs	84
Hooverville	Bud, men/women, and the police	85-87

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Bud and Bugs are awakened by confusion and yelling in the camp. The train is leaving earlier than anticipated;
- The boys run to train where the Flint police meets them;
- Bugs makes it on the train;
- Bud only gets his suitcase on and cannot get himself on train;
- Bugs throws back Bud's suitcase. Bud thinks maybe it's meant for him to stay in Flint;
- Bud returns to the Hooverville, the police are tearing it down and burning it;
- Bud goes to the Mission for breakfast.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Suitcase—nametag

Using the template at the beginning of the lesson, have students create a nametag for their suitcase.

- Write their name;
- Illustrate 3 things that represents them (must be school appropriate)

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait—

Add to your OMP of Bud. What do you think he is thinking and feeling as he wakes up to chaos, realizes he can not make it on the train, and sees the police destroying the Hooverville? Add 3-5 new thoughts to your OMP.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Bud is left to decide his own fate, what do you think he will do? What would you do? Do you think he should have left the flyer or his suitcase behind to get to the train?
2. At this point do you see Bud's suitcase as a blessing or burden? Explain.
3. What's the difference between Deza's family and Buds? Who benefits most from their family ties?
4. Describe a time in your life that you felt something or someone was trying to tell you something. What was it? Was it clear to you or did it take time to unfold. Do you believe it to be fate or coincidence that caused the event?
5. Bud always checks the suitcase to make sure everything is in order. Is there anything in your life that has to be just in the right place all the time or you can't seem to function? Why?
6. Bugs leaves Bud behind. Should he have gotten off the train to stay with Bud? Are they really friends? What would you have done if your friend was being left behind?
7. What was standing in the way of Bud looking for Deza when he returned to the camp? What was he risking by going back?

9. Analyze Analyze the key paragraph.

Key Paragraph

"I walked over to where it landed and picked it up. Man, this is one tough suitcase, you couldn't even tell what it had been through, it still looked exactly the same. [p.84]"

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

In many ways Bud and his suitcase are very similar. They are rugged and worn but regardless of how they get thrown about they still are able to function and carry on. Do you think it is important to carry on, regardless of what like is throwing at you? What happens if you give up? Do you have a responsibility to others to keep strong and move forward?

Write a 1 paragraph argument in which you agree or disagree with the above statement. Write your opening argument. Give reasons to support your opinion. Acknowledge that there is an opposing viewpoint. Be clear and concise. Use good transitions and formal language. Close with a strong statement that supports your viewpoint.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the student's lives or to the world.

Character Based Literacy Program Lesson Plan

Bud, Not Buddy, Day 10



Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.

- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d.) Establish and maintain a formal style.
- e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things; a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

How is your family a part of who you are?

Discussion about the importance of having a family and how the accomplishments of parents or other family members make one feel proud of carrying that family name or family identity. Explore further why someone without a family identity would have the desire to search for his/her roots.

What was the role of Blues during the Great Depression?

The Great Depression was a dramatic, worldwide economic downturn beginning in some countries as early as 1928. The beginning of the Great Depression in the United States is associated with the stock market crash on October 29, 1929, known as Black Tuesday. The depression had devastating effects in both the industrialized countries and those which exported raw materials. International trade declined sharply, as did personal incomes, tax revenues, prices and profits. Cities all around the world were hit hard, especially those dependent on heavy industry.

During this period of "Hard Times", people needed to be entertained. In the 1930s, big bands and swing music were popular, with Duke Ellington, Benny Goodman, and Glenn Miller popular bandleaders. In the 1940s, the bands started to break up, and band singers like Frank Sinatra and Sarah Vaughan went out on their own. War songs became popular.

The author's grandfather, Herman E. Curtis, was a big band leader during the Great Depression time period. He headed a group named Herman E. Curtis and the Dusky Devastators of the Depression as well as many other big band groups. This is also how

Herman E. Calloway and the Terminally Unhappy Blues Band as well as other blues band groups came about in “Bud, Not Buddy.”

These materials can be obtained on pp. 239 of the novel and at the web page: <http://memory.loc.gov/learn/features/timeline/depwwii/art/art.html>

In today’s reading Bud starts to make a plan to leave Flint and head toward Grand Rapids. His walk will be 120 miles. He does the math to see how long it will take him. He starts thinking about his family and knows that he has to leave to try and find them.

2. Wordwall

Here are five vocabulary words to teach and add to the Word Wall.

recognize pg. 89	gigantic pg. 90	impressed pg. 91	infected pg. 93	boisterous pg. 95
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***Bud, Not Buddy* by Christopher Paul Curtis, chapter 9, pp. 88-95.**

Setting	Characters	Pages
food line	Bud	88
library	Bud, librarian	88-91
by the maple tree	Bud (Bugs, Billy, another boy)	92-95

RESPOND

5. Timeline

Agree on the facts in today’s reading and list the 3-5 most important on the timeline.

Students might mention:

- Bud gets in line at the food line and eats breakfast by himself;
- Bud goes to the library and asks the librarian for a book on the maps of the US and figures out how far Flint, Michigan is from Grand Rapids, Michigan;
- The librarian recognizes Bud from when he used to go to the library with his mom. She remembers that he likes books about the civil war and gives him a book called “The Pictorial History of the Way Between the States”;
- Bud reads the picture book until the library closes. The librarian hands him a bag of food and Bud heads out and begins his journey to Grand Rapids;
- Before Bud officially takes off, he takes a short break by the Maple Tree outside of the library and reminisces the incidence when he comes up with the idea that his father is a blues bandleader named Herman E. Callaway.

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

Suitcase—

Bud is going to start on a 120 mile journey.

Create a list of 10 things you would want to take with you or have if you were on a similar journey.

Choose three of them, write why these are the most important to you.

EXPLORE

7. Activity

Explore the reading more deeply with a visual or oral language activity.

One possible activity: Poster

Materials:

- construction paper, or binder paper
- pencils, pens, crayons, markers

Create a poster for the food line that fed Bud not Buddy in today's reading. Be sure in this poster to capture what the food line is like, and also the rules for getting food.

8. Discussion

Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What was the attitude of the librarian towards Bud?
2. Why did Bud ask for the book about how far one city is from another again?
3. How did Bud come to the conclusion that he had to walk for twenty-four hours to get to Grand Rapids from Flint?
4. The librarian remembers Bud and his mother. She gives him a book on the Civil War. What happened to Bud as he read? What can reading do? Explain.
5. How did Bud come up with the idea that Herman E. Callaway was his father? Briefly explain the incidence that led up to this idea in three to five sentences.
6. Why do you think Bud wanted to head towards Grand Rapids, Michigan? What was his plan to get there?

9. Analyze

Analyze the key paragraph.

Key Paragraph

It is funny how ideas are, in a lot of ways just like seeds. Both of them start real, real small and then. . .they've grown and grown a lot bigger than you ever thought they could.

EXTEND

10. Write

Have each student write a short product based on today's prompt to connect to the unit theme.

Think about Bud and his background. He can get lost in a book for hours. He is self-sufficient; he is wise enough to know that small ideas and thoughts can turn into amazing ideas and reality. Do you think that ideas are the start of greatness?

Write one sentence in which you state your viewpoint.

Take the opposing viewpoint and write a paragraph in which you defend against your original view. Use examples from the text and your life to support your viewpoint. Conclude with a statement that summarizes your opinion.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the student's lives or to the world.

Character Based Literacy Program Lesson Plan

Bud, Not Buddy, Day 11



Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.

- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d.) Establish and maintain a formal style.
- e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things; a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

Where is Grand Rapids, and what is a brief history of this city?

Grand Rapids is a major city in the state of Michigan; it sits on the banks of the Grand River, where there was once a set of rapids, 30 miles east of Lake Michigan. The state capital of Lansing is 60 miles away. As of the 2000 census, the city population was 197,800. During the second half of the 19th century the city became a major lumbering center and the premier furniture-manufacturing city of the United States. It was nicknamed "Furniture City".

In today's reading Bud leaves Flint on his journey to Grand Rapids. It was a quick transition from the city to country. On his way, he is picked up by a man named Lefty Lewis, Bud, accepts a ride from him to Grand Rapids.

2. Wordwall Here are five vocabulary words to teach and add to the Word Wall.

muffler pg. 97	rustle pg. 97	grumbling pg. 100	disappoint pg. 103	gearshift pg. 106
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READ

3. Review Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict* Cycle of 2-3 pages.

***Bud, Not Buddy* by Christopher Paul Curtis, chapter 10, pp. 96-107.**

Setting	Characters	Pages
border of Flint and Owosso	Bud	96-97
Owosso	Bud, man in car	97-107

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Bud reaches the border of Flint and jumps in and out of Flint a few times before continuing forward on his way.
- As Bud is walking along at two-thirty in the morning in the city of Owosso, a man calls Bud to get into his car. Bud hesitates at first, but eventually enters in the car at the enticement of food and soda pop.
- The man learns Bud's name as "Bud, not Buddy", and Bud tells him that he is from Grand Rapids. The man says he is also from the same city and offers to take Bud back after he takes care of his business in Flint.
- Bud finds a case that says, "Urgent: Contains Human Blood" as he is entering the man's car after picking up his suitcase. Bud suspects that the man is a vampire and somehow finds a way to drive off with the man's car, leaving this man behind in the dark.

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

Bloom Ball-

Complete side 6 of your Bloom Ball.

Analysis:

Side 6—write a summary about the beginning of the novel.

Include Key Ideas and Important Events.

EXPLORE

7. Activity

Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait—

Add to your OMP of Bud. What is he thinking and feeling as he starts on his journey to find his family? Add 3-5 new thoughts to your OMP.

8. Discussion

Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why do you think Bud lingered around the border of Flint for a little while before he continued his way?

2. As Bud leaves Flint he leaves behind the sounds of the city. Based on his description of the sounds on page 97, explain the phrase silence is deafening.
3. How were the sounds of Flint different from the sounds of the country side?
4. Why did the man in the car notice Bud, according to this man's comments?
5. Why do you think Bud lied about where he came from?
6. Where does the man's concern stem from? Do you think Bud is aware of the discrimination that surrounds him?
7. What did Bud read on the side of a box in the car? What did Bud do in response to reading the label? Why did he do that?

9. Analyze Analyze the key paragraph.

Key Paragraph

I was carefully talking to him this time so he couldn't track where I was. I turned my head sideways out of my mouth like one of those ventriloquists. "Just leave them at the side of the road and I'll get them. And please open the bottle of pop, sir, I don't have a bottle key on me." pg. 101

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Observe the interaction between Bud and the man in the car. How did Bud feel and react when the man approached and talked to him? Based on what the man said, why do you think the man stopped to ask Bud to get into the car? If you were Bud, could you trust this man and get into his car? Why did Bud eventually agree to riding in the car? What caused him attempt to run away with the car?

Write a letter to Bud. In your letter tell him that he should trust the man. Based on today's reading give evidence to support your argument. Conclude your letter by re-telling Bud to trust Lefty.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the student's lives or to the world.

Character Based Literacy Program Lesson Plan

Bud, Not Buddy, Day 12



Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.

- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d.) Establish and maintain a formal style.
- e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things; a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

Why was Bud so concerned about Vampires?

This story takes place in 1936, just 5 years before Bela Lugosi made Vampires popular by playing the role of Count Dracula in an early black and white.

<http://www.imdb.com/title/tt0021814/trailers-screenplay-E14341-10-2>

What are some of the concerns Bud had while he is on his journey to Grand Rapids that show he is astute, considering he is walking alone on a small country road?

Bud is mostly concerned that if an adult sees him on the road alone he will be driven back to Flint and taken back to the Home. He should also be thinking about the dangers that lurk. In the 1930's there were many white supremacy groups. He may have had little knowledge of the dangers of crossing Michigan.

In today's reading Bud realizes he should trust Lefty. He shares a little about himself and his journey. He is able to fall asleep in the car. When he wakes up he is at Lefty's daughter's home where he is given new clothes and fed a great breakfast.

2. Wordwall

Here are five vocabulary words to teach and add to the Word Wall.

nonsense pg. 110	paltry pg. 117	puny pg. 117	mumbling pg. 120	worrisome pg. 121
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Bud, Not Buddy by Christopher Paul Curtis, chapter 11, pp. 108-129.

Setting	Characters	Pages
driving between Flint and Owosso	Bud and Lefty	108-115
Waking up in the Sleet house	Lefty Lewis, Nena,	115-121
Breakfast with the Sleet's	Lefty Lewis, Nena, Bud, Kim, and Scott	122-129

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Bud tries to drive away in Lefty Lewis' Car
- Bud checks to make sure Lefty is not a Vampire and lets him back in.
- Lefty asks Bud about his parents and finds out that his mom is dead and that Lefty knows Bud's dad.
- Bud wakes up from a deep sleep in Lefty Lewis' daughter's house.
- Bud pretends to be asleep so that he can figure out where he is.
- He realized that Mrs. Sleet had taken off his "dirty drawers" but gave him new pants in return.
- Bud finally "wakes" up when he is invited to breakfast.
- He meets Kim and Scott Sleet
- Tells Kim and Scott that his mom didn't suffer when she died.
- Has his first taste of sausage.
- The family talks all the way through breakfast and Lefty makes fun of Nena's cooking

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

Suitcase—

Based on today's reading add a new rule to your suitcase as it relates to people trying to assist you

EXPLORE

7. Activity

Explore the reading more deeply with a visual or oral language activity.

Open Mindy Portrait—

Add to your OMP of Bud. What do you think he is thinking and feeling as he starts to trust Lefty? Add 3-5 new thoughts to your OMP.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. How does the author make the reader feel in this chapter? How does Bud feel in this chapter?
2. In what ways is this the first time Bud has been safe since his mother's death? Give examples.
3. At the beginning of the chapter Bud is on guard - what experiences in his life might have led him to be this way?
4. How does the author use humor as a transition from Bud's old life to his new one? What role does humor play in human interactions?
5. How does the time with the Steel family change Bud? Explain.
6. What would you advise Bud to do, taking into consideration he is a young and walking alone in a small country road?
7. How does Curtis, the author of Bud, Not Buddy create a character readers identify with?

9. Analyze Analyze the key paragraph.

Key Paragraph

"The people started passing the big blue plates around and stabbing toast and pancakes and sausages with their forks I watched to see how much everyone took and tried to take the same. Then I started to watch how much food the two kids put on their fork every time so I wouldn't look like a pig." pg. 126

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Bud realizes that he needs to have proper manners in order to survive. In this situation he didn't know what to do, so he observed what was going on around him and took his cue from that. Do you think it is important for people to be taught manners? What are three manners or behaviors do you think are the most important to possess?

Write an argument in which you defend your three manners. Explain to the reader which three are important to you. Give reasons to support your claims. Use connecting words and transitions to keep a logical flow in your writing. Make sure your conclusion explains your viewpoint to the reader.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the student's lives or to the world.

Character Based Literacy Program Lesson Plan

Bud, Not Buddy, Day 13



Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.

- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d.) Establish and maintain a formal style.
- e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things; a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

During the Great Depression there were many tensions between racial groups, and between labor groups, and organizing for the rights of workers was another frequent source of tension. How is society today like and not like society during the great Depression?

[discussion item]

In today's reading Bud and Lefty Lewis leave to return to Grand Rapids. Lefty sends a telegram to Bud's "father" telling him they will return and that Bud is OK. Bud has to figure out how to meet his "father".

2. Wordwall Here are five vocabulary words to teach and add to the Word Wall.

telegram pg. 131	unions pg. 136	labor organizers pg. 139	alias pg. 142	rhythm pg. 144
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict* Cycle of 2-3 pages.

***Bud, Not Buddy* by Christopher Paul Curtis, chapter 12, pp. 130-148.**

Setting	Characters	Pages
in the car on the way to Grand Rapids	Lefty and Bud	130-141
in the car in front of the Log cabin	Lefty and Bud	141
inside the Log Cabin	Bud, and six men	144-148

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Going back to Grand Rapids with Lefty Lewis driving and Bud trying to avoid as many questions as possible.
- Lefty tells Bud that he has already contacted his "dad".
- The police stop them and look in the trunk of the car.
- Lefty asks Bud to hide the boxes
- Bud figures that Lefty must be wanted for something and is trying to figure out how he should escape.
- Lefty tries to explain the Labor Unions
- Bud falls asleep in the car.
- Bud wakes up in Grand Rapids.
- Bud tells Lefty that he will go into the "log cabin" alone because this is embarrassing enough.
- Bud comes back out and tells Lefty that he spoke with his dad and his dad is glad to see him.
- Lefty warns Bud that running away is very dangerous and especially for a young black boy. Then Lefty invites Bud to call him if Bud should ever want to take off again.
- Bud walks right into the log cabin and straight up to the man he knew was his father.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Bloom Ball—complete side 7 of your Bloom Ball

Analysis:

Write a summary about the middle of the book.
Include key ideas and important events.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Add to your OMP of Bud. What do you think he is thinking and feeling as he is closer to ever to meeting his father? Add 3-5 new thoughts to your OMP.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What is a labor union and why are they important to this chapter? How is this information relevant today?
2. Why would Lefty tell Bud that there aren't too many places a young boy should be traveling by himself? Do you think this information is important to tell a young boy? Where is the line between concern and fear?
3. What is your impression of how Lefty felt about Bud? What role does Lefty fulfill for a short time? How do people like Lefty help you change?
4. Would you be brave enough to do what Bud has done?
5. Why did the author include Lefty and his family?

9. Analyze Analyze the key paragraph.

Key Paragraph

"Herman E. Calloway, my father, said, "There comes a time when you're doing something and you realize it just doesn't make any sense to keep on doing it, you aint a quitter, it's just that the good Lord has seen fit to give you the sense to know, you understand, enough is enough." pg.146.

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Bud hears Lefty make this statement. He has said those exact same words before. In his mind it confirms that Herman E. Calloway is his father.

Write a list of reasons that this statement confirms Bud's viewpoint.

Write a list of reasons that his statement does not confirm Bud's viewpoint.

Which list has more validity? **In paragraph form tell your reader which list has more validity. Defend your reasons with logic and examples from the text or life. Close by restating your original viewpoint.**

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the student's lives or to the world.

Character Based Literacy Program Lesson Plan

Bud, Not Buddy, Day 14



Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.

- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d.) Establish and maintain a formal style.
- e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things; a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What kind of band was Herman Calloway the head of, and what would be some of the challenges they would face?

The 1930's was at the end of the "Jazz Age" so one could assume that having a group of African-American musicians playing the drums, bass and horns would be playing Jazz. Jazz is a mix of blues music that intermeshed with European classical instruments in a city called New Orleans in Louisiana, in the South. They were known to be free spirited, which influenced the free flow of the music.

Some of the challenges they would commonly face would be discrimination. While they travel, they may not be allowed to eat in certain restaurants or sleep in certain hotels because of the color of their skin.

(if possible, play an example of some 30's jazz)

In today's reading Bud tries to explain his situation to Herman E. Calloway and the band. Herman E. Calloway is offended at the accusation. They don't know what to do with him but they decide to feed him. He travels with the band to go and get some food.

2. Wordwall

Here are five vocabulary words to teach and add to the Word Wall.

disturbed pg. 151	obvious pg. 150	family tree pg. 151	rehearsing pg. 152	meddling pg. 157
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***Bud, Not Buddy* by Christopher Paul Curtis, chapter 13, pp. 149-160.**

Setting	Characters	Pages
in the club	Calloway, band, Bud	149-157
driving to the Split Pea	band, Bud	158
arrived to the Split Pea	band, Bud	159

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- The band is trying to figure out who Bud is by asking him a series of questions like who his family is, where is he from, who would be looking for him;
- Bud reveals some of his recent past, like who he was staying with and his mother passing;
- Jimmy makes a deal, that if they feed Bud, he will tell more about himself. Bud agrees;
- Bud began to wish that Calloway was not his father, because he was so mean;
- Band introduces themselves by their full musician names like, "Doug "the Thug" Tennant" and Roy 'Dirty Deed' Breed;
- Bud earns his dinner by help loading the car with the instruments;
- Bud realized that the band members are joking around with him, especially when they were telling Bud to go up and give Calloway a big sloppy kiss on his head;
- They arrive at the restaurant

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

Suitcase—

Today Bud starts to earn his keep by assisting with the band and helping where he can. Today think of the skills you have to offer. Make a list of 10 things you can do to assist others either at home, school, or work. Add these skills to your suitcase.

EXPLORE

7. Activity

Explore the reading more deeply with a visual or oral language activity.

One possible activity: Rock Collection Activity

Materials:

- construction paper, or other stiff paper
- pencils, pens, crayons, markers
- scissors, glue sticks if desired

Using construction paper, cut out 13 rock like shapes, each about 2 inches long, to make up a rock collection, one rock per chapter. Decorate the rocks as you wish to make them realistic.

Bud, not Buddy has many qualities and characteristics that show up in particular incidents, and in specific chapters. For example, he demonstrates courage when he escapes the shed at the Amoses and sets out on the road to find his father, not letting obstacles or fear get in his way. On a rock for that chapter, you could write the word courage or bravery.

Go through each chapter. Think about a quality that Bud, the main character, shows at this point and place in the story. Look at the book of rules in that chapter if available, and the contents of that chapter. Try to put one or two words to describe the chapter on the rock. On each rock write the chapter number, place and the significant word.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. When Mr. Calloway was accused by Bud, what was his reaction? Did he seem excited? Why do you think he reacted in this manner? How would you react if someone accused you of anything similar?
2. Why was Bud scared about answering Jimmy's question, "So were you living in an orphanage?" Would you have been nervous in his situation? Did he tell the truth?
3. As Bud was helping load the car with the instruments, did the band members present believe that Bud was Mr. Calloway's son? What makes you believe this?
4. Thug came out and asked Bud why he thought Mr. Calloway was his father. What was Bud's answer, and would you have believed it? Did the band believe it? Why or why not?

9. Analyze Analyze the key paragraph.

Key Paragraph

Steady Eddy said, "I like that, 'my eyes don't cry no more.' You mind if I borrow that? That sounds like a great name for a song."

I said, "No, sir, I don't mind at all."

He reached over and rubbed his hand over my head and said, "Yeah, you're all right, little fella. And don't you worry none too much about the Thug, Mr. C. changes drummers the way most folks change their drawers. What you see in that front seat is a man on borrowed time. [pp 159-160]"

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

How did the rest of the band treat Bud after they invited him to have dinner with them? Think of 2 examples from the book that demonstrate how the band treated Bud. Did this treatment help Bud relax or did he become more scared? Do you think it changed how Bud thought of himself? How can people's attitude toward you change how you view yourself?

Write a 1 paragraph argument in which you defend or oppose that people's attitudes and reactions are contagious. You can use examples from the text, your experiences, or another source to defend your writing. Use good transitions and be clear and concise. Conclude by restating your original viewpoint.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the student's lives or to the world.

Character Based Literacy Program Lesson Plan

Bud, Not Buddy, Day 15



Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.

- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things; a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What causes two different people to react differently to the same situation?

Discussion on how each student may react to anything from little babies to cats to dogs. How we each react to situation in which we feel uncomfortable, scared, nervous, happy or relieved. Have a few students describe a situation in which they or someone else had two different reactions to the same thing.

(i.e. Miss Thomas' reaction to Bud as compared to Mr. Calloway's.)

Are their foods in your family that give you a feeling of warmth or happiness? (or anxiety or nausea for that matter) Why do you think the smell gives you those feelings? What are those, and how do they make you feel?

The sense of smell is strongly tied to memory. So if you have had good or bad experiences when eating (and therefore smelling) a meal, then when you smell those scents again, it can bring back those memories.

2. Wordwall Here are five vocabulary words to teach and add to the Word Wall.

acquaintance pg. 163	lopsided pg. 164	stampede pg. 166	mustache pg. 172	embarrassed pg. 173
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***Bud, Not Buddy* by Christopher Paul Curtis, chapter 14, pp 161-174.**

Setting	Characters	Pages
Split Pea Restaurant	Mr. Calloway, Miss Thomas, Jimmy, Bud	161-166
Split Pea Restaurant	Miss Thomas, Jimmy, Bud, Eddie	166-174

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Everyone arrives at the Split Pea, it was crowded and smelled of good food;
- Bud goes and sits with Mr. Calloway., Jimmy and the vocalist. He would rather sit with the rest of the band at the other table. Bud was afraid that sitting with Mr. Calloway would spoil his appetite;
- Miss Thomas was very warm and began to befriend Bud immediately, and seemed genuinely concerned about Bud's well being. Bud began to tell her some of his recent stories. She empathized with Bud;
- Bud told Miss Thomas, wanting Mr. Calloway to hear, so he could realize how similar their thoughts were;
- Bud was invited to sit with Jimmy, Mr. Calloway and Miss Thomas. Mr. Calloway got up and traded seats with Eddy, from the other table;
- Miss Thomas orders dinner for Bud, and this surprised him that there was even a choice of foods at restaurants;
- Miss Thomas tries to explain that Mr. Calloway could not be Bud's father. And that Bud probably misunderstood his mother, when she was alive. Bud realizes that his explanation won't sound right to others;
- Bud pieces together that the band is not going to send him back to Flint. At least not right away, because Miss. Thomas used the word tomorrow;
- Bud began to realize how nice Jimmy and Eddy are, and how they made him laugh;
- This was when Bud knew that Mr. Calloway could not scare him off, Bud felt, for the first time he belonged with this group, and the emotion grabbed hold of him and he began to cry. This was the first time in a long time he cried.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity: Create a Menu for the Split Pea

Bud, not Buddy eats dinner with the band at a restaurant called the Split Pea. He is amazed that there is actually a choice of foods at the restaurant for him. Create a menu

of foods that you imagine the restaurant called the Split Pea during the Depression might have had. First make a menu cover. Then list the foods and prices you imagine they might have charged at the time.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What was the first thing Bud noticed about the Split Pea Restaurant? How do you think Bud felt going into this place for the first time? Has he ever experienced something like this before?
2. When Bud sat down at Mr. Calloway and Miss Thomas' table, what did Mr. Calloway do? How did that make Bud feel?
3. Did Miss Thomas believe that Bud was Mr. Calloway's son? What were her reasons for what could have happened to confuse Bud?
4. Bud came to the realization that he was going to stay with these people. Because this was the first time since his mother had died that he felt like he belonged, he was laughing and truly happy. What happened then? What was Miss Thomas' reaction?

9. Analyze Analyze the key paragraph.

Key Paragraph

Miss Thomas reached across the table, patted my hand and said, "We'll talk tomorrow, Bud, I bet you're sick and tired of answering people's questions, aren't you?"

I said, "Yes, ma'am, I am." But I did notice that she'd said "tomorrow." That might mean they weren't going to try and send me back to Flint right away! [p169]

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

So far, since walking into the club and meeting the band with Mr. Calloway, Bud has met someone who was mean, someone who was nice and someone who jokes around a lot. How would you describe how Miss Thomas treated him?

Choose one of the characters who fits the description above (mean, nice, jokes, or caring). Which characteristic do you think impacted Bud most?

Write a one paragraph argument in which you describe the characteristic and its impact on Bud. Give examples from the text. Give reasons to support your claim. Conclude by restating your argument.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the student's lives or to the world.

Character Based Literacy Program Lesson Plan

Bud, Not Buddy, Day 16



Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.

- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d.) Establish and maintain a formal style.
- e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things; a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is Grand Central Station?

Grand Central Station is the largest train station in the world, with over forty platforms that services 660 commuter trains, which spreads out of thirty acres. The station's main concourse houses the most recognizable icon of Grand Central Station, the four-faced clocks which are made from opal. The station is filled with elaborate/detailed architecture dating back to the early 1900's.

<http://www.grandcentralterminal.com/#history>

What was the Harlem Renaissance and when did it take place?

This occurred during the 1930's and represented a cultural movement of African Americans from the South to northern cities. This had a profound impact on African-American culture – individuals were encouraged to express themselves as artists (music, literature, drama, visual art) and intellectuals (fostering issues of social thought in sociology & philosophy).

http://blackhistory.com/cgi-bin/blog.cgi?blog_id=62836&cid=54&reading=

In today's reading Miss Thomas takes Bud back to the house. She takes him to a girl's room and shows him where he will be sleeping. Mr. Calloway was very defensive of the space and threatened Bud. Told him not to take anything, Bud made him comfortable and fell asleep.

2. Wordwall

Here are five vocabulary words to teach and add to the Word Wall.

whispered pg. 179	pleaded pg. 180	contaminated pg. 181	rubber pg. 182	flopped pg. 182
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***Bud, Not Buddy* by Christopher Paul Curtis, chapter 15, pp. 175-183.**

Setting	Characters	Pages
front of grand central station	Miss Thomas, Bud	175-176
Bud's new room	Miss Thomas, Bud	176-178
Bud's new room	Mr. Calloway, Bud	179-180

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Miss Thomas takes Bud into the house into his new room.
- Bud starts to unpack but is worried about a monster coming out from the closet doors.
- Bud learns that he is staying in a girl's room that is "gone," which he interpreted as "dead."
- After Miss Thomas left, Bud hears Miss Thomas & Mr. Calloway arguing in the hallway.
- Mr. Calloway suddenly bursts into the room and locks the closet doors, slams the bedroom door shut, reopens it and angrily warns Bud to not snoop around and steal anything.
- Bud is reminded of when he used to go with his friends from the Home to the YMCA swimming pool in Flint.
- Bud scans his new bedroom and notices a wall with pictures of horses up on it and then opens up one of the drawers of the dressing table (even though Mr. Calloway had warned him not to).
- Bud does not find anything in the drawers other than thumbtacks and pencils.
- Bud lies down to sleep and falls asleep quickly as the bed was the softest bed he had ever been in.

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

Open Mind Portrait—add to your OMP of Bud. What is he thinking and feeling once he gets to Grand Central Station? Once he goes to the girl's room? As he hears Miss Thomas and Mr. Calloway arguing? Add 3-5 new thoughts to your OMP.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity: Describe the Softest Bed He Ever Slept In

Bud describes the bed he slept in as the “softest bed he ever slept in”. What qualities would the softest bed you ever slept in have. Play with words and come up with a list containing as many words and images as you can think of that would describe the softest bed you ever slept in. How could you combine those words and phrases, words and images to convey to someone listening that *this is really the softest bed you ever slept in*. Perform your list orally so someone would understand that this bed is really *the softest bed ever*.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What do you think Bud’s first impressions were of Grand Central Station?
2. Right after Bud settles into his new room, Mr. Calloway suddenly bursts into his room. What were Mr. Calloway’s initial impressions of Bud? Why does he feel and think the way he does?
3. Bud is staying in a little girl’s room that Miss Thomas described as “gone.” Why was Bud so anxious when he heard that the girl was gone?
4. Mr. Calloway specifically told Bud to not snoop around the room. What was Bud’s reasoning for opening the drawer of the dressing table?
5. What was it about the room that made Bud overcome his feelings of being scared and nervous?

9. Analyze Analyze the key paragraph.

Key Paragraph

“He was so doggone mean and hard to get along with it just didn’t seem like it was true that he could be anyone’s daddy. The way he was so worried about me stealing stuff from him before he even knew if I was honest or not made me wonder if someone who was so suspicious could ever be kin to me.” [p.181]

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

After spending the evening over dinner with Mr. Calloway’s band members, Miss Thomas took Bud to Mr. Calloway’s home so that he would have a place to stay for the night. Mr. Calloway accused Bud and told him not to steal or snoop. Think about someone you have had a brief encounter with. Have you ever accused someone or

been accused by them without all of the facts, “first impressions”. Is it fair to judge someone by a first impression?

Write a 1 paragraph argument in which you defend first impressions. Give reasons and details that support trusting your instincts. These can be real or made up. Use formal language to create logical flow and cohesion in your writing. Conclude by restating your thesis.

11. Close Close by extending today’s lesson to life and the world.

Extend the reading to the student’s lives or to the world.

Character Based Literacy Program Lesson Plan

Bud, Not Buddy, Day 17



Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.

- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d.) Establish and maintain a formal style.
- e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things; a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

Where did jazz music come from come from and what does it sound like?

Jazz is a style of music that was developed in the turn of the century in the New Orleans area that incorporated blues, syncopation and improvisation.

To hear examples of jazz music, go to <http://www.apple.com/itunes/> and type "Jazz" into the search box to play samples of this type of Music.

Who were some of the most notable jazz musicians to emerge in the early twentieth century?

Some notable musicians that emerged from this era were Louis Armstrong, Reggie Workman and Paul Whiteman, the self-proclaimed king of jazz.

More information can be found at <http://www.infoplease.com/biography/music-jazz.html>

2. Wordwall Here are five vocabulary words to teach and add to the Word Wall.

crumble pg. 185	copacetic pg. 192	carburetor pg. 193	recorder pg. 194	classier pg. 195
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***Bud, Not Buddy* by Christopher Paul Curtis, chapter 16, pp. 184-197.**

Setting	Characters	Pages
the next morning, Bud's room	Bud	184-185
downstairs, in the hallway next to the kitchen	Bud, Miss Thomas, Mr. Calloway, Steady Eddie, Mr. Jimmy	186
the kitchen	Bud, Miss Thomas, Mr. Calloway, Steady Eddie, Mr. Jimmy	186-197

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Bud wakes up and discovers that someone had undressed him and folded all of his clothes in a neat pile, reminding him of his mother.
- Bud gets up and walks towards the kitchen, where he overhears Mr. Calloway and Miss Thomas talking.
- Bud hears them talking about what to do about him and also hears Steady Eddie mention that he had something for him.
- Bud runs back up the stairs quietly and tromps back to the kitchen so that everyone could hear him coming.
- Miss Thomas tells Bud that Mr. Calloway, the band and herself had talked about Bud for a long time last night and decided that he could stay at Grand Calloway Station at least until they had a chance to speak to people in Flint.
- Miss Thomas gives Bud a hug and welcomes him into the family.
- Bud learns that he will be working for and traveling with the band before he starts school in September.
- Steady Eddie gives Bud his old saxophone case to replace his old tattered suitcase.
- Steady Eddie gave Bud a recorder for him to learn music.
- Miss Thomas leaves Bud with the band as the band tries to figure out a name for their newest member of the band, Bud.

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

Bloom Ball—Complete side 8 of your bloom ball.

Draw a picture of the happiest, saddest, or funniest part of the novel.

Write 1-2 sentences explaining why that part affected you most.

Suitcase—

On a piece of paper name 5-10 relationships or items you value most. Give reasons for your choices. Add them to your suitcase.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait—

Add to your OMP of Bud. What is he thinking and feeling as he learns he can stay, he has to work, and as he gets a “band name”? Add 3-5 new thoughts to your OMP.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. How did Bud feel when he overheard Mr. Calloway, Miss Thomas & Steady Eddie talking about him in the kitchen?
2. What did Miss Thomas, Mr. Calloway and the band decide to do with Bud?
3. Now that Bud has been welcomed into Calloway’s band and home, what will his new responsibilities be?
4. What two things did Steady Eddie give to Bud as a gift?
5. The band spent some time trying to figure out a band name for Bud. What name did they decide on? Why did they pick that name? What was Bud’s reaction?

9. Analyze Analyze the key paragraph.

Key Paragraph

Steady Eddie said, “That’s what I need to know, are you attached to the suitcase, or is it the things inside that are important?”

I’d never thought about that before, I’d always thought of the suitcase and the things inside together.”

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Eddie forces Bud to think hard about his suitcase. Was it the suitcase that had value or was it the memories and items inside that had value? Did those things hold any value to anyone else or just Bud? Why was it important that he keep them? What were there significance? Think about the value that things have.

Write down one thing or relationship you value most?

Write a paragraph in which you argue why that item/relationship is most important to you? Give reasons facts to defend your choice? Use formal language and clear transitions to help your paragraph flow. Restate your opinion in your conclusion to support your writing.

11. Close Close by extending today’s lesson to life and the world.

Extend the reading to the student’s lives or to the world.

Character Based Literacy Program Lesson Plan

Bud, Not Buddy, Day 18



Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.

- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d.) Establish and maintain a formal style.
- e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things; a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

Have you ever been to a concert? What was it like? How did you feel? What instruments did you see?

Have a discussion on different types of concerts that students have attended. Discuss the feelings involved – excitement or nervousness. Explore the type of music played at the concerts. End the discussion with the different types of instruments and their sounds.

Have students watch the Mel Torme tribute to Ella Fitzgerald this is a great example of scat singing.

<http://www.youtube.com/watch?v=4vZlyfa28iQ>

2. Wordwall Here are five vocabulary words to teach and add to the Word Wall.

wring pg. 199	swirled pg. 201	grunted pg. 201	blended pg. 201	saxophone pg. 202
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict* Cycle of 2-3 pages.

***Bud, Not Buddy* by Christopher Paul Curtis, chapter 17, pp. 198-203.**

Setting	Characters	Pages
The Log Cabin with a stage	Bud (LaBone), The Thug, Dirty Deed, Steady Eddie, Miss Thomas, Mr. Jimmy, Herman E. Calloway	198 -203

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Bud is mopping the floor and is pretending that he is a sailor.
- He checks to make sure that nobody is watching him pretend play while he quietly thinks about how much fun he has mopping and cleaning up for Herman E. Calloway.
- He looks at the mop head [he makes believe that the mop is a poor wretched soul who is being wrung out] and hears the Thug count "One, two, one two three!"
- Bud hears the Thug play the drums and he associates the sound to rain splashing with a steady beat.
- Bud hears Dirty Deed play the piano and associates the sound with Niagara Falls- big drops of water splashing over and over again.
- Bud observes Steady Eddie snapping his fingers and then joining in on the music with his sax and associated it to a sad moan.
- Mr. Jimmy, Miss Thomas and Herman E. Calloway enter the building from behind Bud.
- Miss Thomas and Mr. Jimmy acknowledge Bud while Herman E. Calloway grunted. The three of them proceeded to the stage.
- Mr. Jimmy joined the music [storm] with his horn and Herman E. Calloway joined the music with his fiddle.
- With the sound of music, Miss Thomas sings. Bud associated her voice to the sun busting through the thick dark cloud.
- The sound of music stops while Bud drops his mop and begins to clap loudly.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait—what do you think Bud is thinking and feeling as he works at the club and listens to the music? Add 3-5 new thoughts to your OMP.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. While mopping the floor, what is Bud doing?
2. What is Bud's feeling about cleaning? Why is he motivated to the best job he can?
3. Bud hears the Thug counting followed by the sound of drums, who are the other band members that join in the music and what instruments do they play?
4. While Bud was listening to the Devastator play music, who enters and what do they do?
5. Why does the band have six exclamation points behind their name?

9. Analyze Analyze the key paragraph.

Key Paragraph

"Miss Thomas rubbed her hand across my head and said,

"Bud you've done a great job, the place is sparkling."

I was going to say, "Thank you, ma'am," but it seemed like talking was wrong with all these wonderful sounds coming from the people on stage." [201]

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Sometimes silence is golden. However, it is also one of the hardest things people can do, be silent. In a modern age of technology, twitter, Facebook, e-mail, etc. sometimes hard to find or be silent. As fabulous as the information age is, what are we missing by our fear of silence? Do you agree or disagree that we should take time to be silent?

Write one paragraph in which you defend or oppose silence. Give details and facts to support your opinion while acknowledging the opposing viewpoint? If you agree with the need for silence, where do you go to find it? Use formal language, and conclude with a statement that supports your viewpoint.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the student's lives or to the world.

Character Based Literacy Program Lesson Plan

Bud, Not Buddy, Day 19



Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.

- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d.) Establish and maintain a formal style.
- e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things; a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is significant about dates? Do you have an important date that you will always remember?

Lead a discussion of important dates in individual student's lives. The important dates can range anywhere from the day they were born to the first day they arrived in America. Continue the discussion on why these dates are important.

What rules or laws did negroes face with during this time period?

During this time period negroes faced many challenges. Not only was there a nation-wide depression, black Americans also faced horrible discrimination. They were not allowed to own property or vote. Men were taxed unfairly and there were segregated schools and facilities.

<http://www.pbs.org/itvs/fromswastikatojimcrow/racism.html>

In today's reading Bud learns of the many injustices blacks face but more importantly how many persevered and succeeded despite the odds.

2. Wordwall Here are five vocabulary words to teach and add to the Word Wall.

compromise pg. 205	nudging pg. 207	snooping pg. 211	proof pg. 212	crouched pg. 212
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

***Bud, Not Buddy* by Christopher Paul Curtis, chapter 18, pp. 204-213.**

Setting	Characters	Pages
On the road to Mecosta	The Thug, Dirty Deed,	204 – 206
getting ready to leave the Laughing Jackass	Bud, Mr. Calloway,	206 – 207
In the Packard	Bud, Mr. Calloway,	207 – 209
Grand Calloway Station	Mr. Jimmy, Mr. Calloway, Bud	209 – 213

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Bud and the Dusky Devastators are on a road trip to Mecosta to play music.
- The band members tease each other while on the road.
- The band finishes playing at the Laughing Jackass. Bud packs everything into their cases and finds out that he will be driving home with Herman E. Calloway.
- Bud notices Herman E. Calloway nudging at a rock. He bends down to pick up the rock for Mr. Calloway.
- Bud wonders why Herman E. Calloway picked a perfect throwing rock. He asks Mr. Calloway. why and his response is "Bad Habit."
- Bud sees the glove box in the car full of perfect throwing rocks with dates written them. He tells Mr. Calloway that he has a few rocks just like the ones in the glove box.
- Mr. Calloway does not believe Bud. They keep driving while Bud grabs his rocks from his sax case.
- They arrive at the Grand Calloway Station and Bud shows his rocks to Mr. Calloway.
- Mr. Calloway thinks that Bud has been snooping through the things in the house and is upset. Mr. Jimmy asks Bud where he got the rocks. Bud assures Mr. Jimmy that he has not stolen the rocks and got them from his mom.
- Mr. Jimmy asks Bud for his mother's name. Bud screams Angela Janet Caldwell.
- Herman E. Calloway drops his pipe after hearing the name and stumbles to the house.
- Mr. Jimmy crouches down and tells Bud that Herman E. Calloway is not his father but that Angela Janet is his daughter's name and he could be Bud's grandfather.
- Bud feels glad that Herman E. Calloway was not his dad.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Bloom Ball Side 9

Synthesis:

Side 9. Describe some qualities about Bud that you admired or disliked. Elaborate.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity: Magazine

materials:

stiff paper 9x12 to 11x17 or butcher paper

pencils, pens, crayons, markers

construction paper, scissors, glue sticks if desired

Step One: Imagine you are on the editorial team for *People* magazine.

1. You have been assigned to do the cover story on the events that take place in the story *Bud, not Buddy*. You will have the cover and 5 pages to cover the story.
2. Decide on your take on the story: what is it really about? What title will you give the overall story.

Step Two: Create the cover for the magazine.

1. Decide on the size of the pages and then lay out the cover in this size.
2. Decide what text, pictures or other images you will bring together to make sure the cover conveys your take, or central impression, or thesis about the story.
3. Create the cover.

Step Three: Decide what will be on each of the 5 pages.

1. Decide what the main idea will be for each page.
2. Remember that each page must relate directly back to the cover.
3. Use the first page to introduce the basic facts about the story [the setting and characters] and the last page to bring it to conclusion [the resolution of the plot].

Step Four: Make each of the pages and assemble the story.

1. Make each of the pages filling in the words, pictures and images.
2. Assemble the cover and pages like a magazine or in a wall display.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

9. Why was the band teasing Dirty Deed?
10. What conversation did Bud and Herman E. Calloway have while in the car together?
11. What words did Bud use to describe Herman E. Calloway's rocks?
12. What did Herman E. Calloway accuse Bud for? What reasons did he have to accuse Bud of this?
13. What did Bud find out about Herman E. Calloway at the end of the chapter?

9. Analyze Analyze the key paragraph.**Key Paragraph**

Herman E Calloway was still hot. “You throw a lot of ‘sirs’ around but you’ve still got a real strong, real smart-mouthed, disrespectful streak in you, boy. Now you answer the question or I’ll—[pg. 212]

EXTEND**10. Write** Have each student write a short product based on today’s prompt to connect to the unit theme.

Based on what you know about Bud and his circumstances do you think he is disrespectful? Is it possible to be disrespectful based on the circumstance.

Write a one-paragraph argument in which you defend or oppose his behavior to Mr. Calloway. Use examples from the reading to defend your position. Acknowledge the opposing viewpoint. Use formal language and include a strong conclusion that supports your viewpoint.

11. Close Close by extending today’s lesson to life and the world.

Extend the reading to the student’s lives or to the world.

Character Based Literacy Program Lesson Plan

Bud, Not Buddy, Day 20



Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.

- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d.) Establish and maintain a formal style.
- e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things; a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is an alto saxophone?

It is a woodwind instrument that is part of the saxophone family, it was created by Adolphe Sax 1841. It is smaller than the tenor but larger than soprano saxophone, the alto saxophone is the most common type and most classical music.

2. Wordwall Here are five vocabulary words to teach and add to the Word Wall.

tiptoed pg. 217	kin pg. 219	overboard pg. 223	crow pg. 223	ornery pg. 227
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pg. 214-236

Setting	Characters	Pages
Grand Calloway Station	Herman E. Calloway, Mr. Jimmy, Miss Thomas, Bud, Doo-Doo Bug, Steady Eddie, The Thug, Dirty Deed,	214-236

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

- Herman E. Calloway locked himself in his room after learning the name of Bud's mother.
- Miss Thomas and Mr. Jimmy question Bud about his mother's name, how she died, how long ago and what did she look like.
- Bud ran upstairs to his room to get a picture of his mother and found Herman E. Calloway sitting in his room crying like a baby.
- Bud tiptoed in grabbed a picture of his Momma, patted HEC on the back and ran downstairs.
- After seeing the picture of Bud's Momma; Mr. Jimmy and Miss Thomas were convinced she was Angela Janet Calloway
- Bud realized the room he was sleeping in was his Momma's not some little dead girl
- Bud asks why HEC never contacted him and his Momma, he learns she ran off 12 years ago
- Mr. Jimmy tells Bud that Herman E. Calloway was really hard on his Momma because he felt that the world was hard
- Miss Thomas shares that Herman E. Calloway was very proud of his Momma and wanted her to be the first Calloway to graduate from college.
- Miss Thomas gave Bud a picture of his Momma she'd had for thirteen years, the eyes of the photo appeared to follow him around
- Bud learns the stones Herman E. Calloway picks up everywhere were for his daughter who only wanted a "wock" from the cities he performed at
- Miss Thomas asks Bud to be patient with Herman E. Calloway as he just learned of the death and is very sad and upset.
- The Dusky Devastators of the Depression gave Bud an alto saxophone.
- Eddie offers to teach Bud to read music and play his new instrument.
- Bud went up to his room to make his bed and unpack his things then put the flyers with the bag of four rocks in Herman E. Calloway's room.
- Bud realizes he doesn't need belongings to remember his Momma as she is inside him everyday.
- Bud begins to play his saxophone and tells the photo of his Momma that is he excited about the adventure he is taking on.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Bloom Ball

Complete side 10 of your bloom ball

On side 10, summarize the final section of the novel.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait—what is Bud thinking and feeling as he learns that Mr. Calloway is his grandfather? Add 3-5 new thoughts to your OMP.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What information causes Herman E. Calloway to lock himself in his bedroom crying?
2. Why do Miss Thomas and Mr. Jimmy barrage Bud with questions?
3. How does Bud prove who his Momma is? What evidence does he show to Miss Thomas and Mr. Jimmy?
4. How did Bud feel while going up to his room? How did his thoughts change?
5. Bud can sneak out of the bedroom without Herman E. Calloway knowing he was in the room. Why does he go over and put his hand on Herman E. Calloway's back?
6. How does Herman E. Calloway react to Bud's hand on his back? Why does he react this way?
7. After showing the picture to Miss Thomas and Mr. Jimmy what does Bud learn about his Momma?
8. Bud has some questions for Miss Thomas and Mr. Jimmy about Herman E. Calloway. What does he want to know?
9. After hearing about the relationship between Herman E. Calloway and Bud's Momma why do you believe she ran away and never contacted anyone?
10. What was unique about the photo Miss Thomas gave to Bud?
11. What history does Bud learn about history between the rocks he carries, his Momma and Herman E. Calloway?
12. When the Dusky Devastators of the Depression show up what do they bring with them?
13. Why did Bud put the flyers and rocks on Herman E. Calloway's dresser? How did it make him feel after he did it?
14. As Bud puts his Momma's picture on the wall and his Flint rock on the dresser what has Bud begun to do? How is this a change from earlier in the book?
15. How does Bud believe Deza Malone was right? Does this show a change in Bud's previous thinking?

9. Analyze Analyze the key paragraph.

Key Passage, pg. 234

Deza Malone was right, I was carrying Momma inside me and there wasn't anyone or anything that could take away from that or add to it either".

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Think about the people in your life who are with you. . .what compels us to carry the memory of someone with us? Why is our experience with that person unique?

Write a paragraph in which you share your experience with keeping someone's memory alive. Explain to your reader with details how that experience was uniquely yours.

In a separate paragraph argue that no one else can share the same experience that you have even if you have similar backgrounds (i.e. are both kids in the same home, with the same parents, and similar circumstances) Give details and examples that defend your position. Conclude by restating your thesis.

11. Close Close by extending today's lesson to life and the world.

Character Based Literacy Program Lesson Plan

Bud, Not Buddy, Day 21



Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.

- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d.) Establish and maintain a formal style.
- e.) Provide a concluding statement or section that follows from and supports the argument presented.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things; a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What was the Negro Baseball League?

From the end of World War I in 1920 until the Great Depression in 1931 black baseball was the top entertainment for urban blacks. These leagues were comprised primarily of African Americans, because blacks were not being allowed to play in the major and minor baseball leagues. The first known baseball game between two named black teams was held on September 28, 1860, at Elysian Fields in Hoboken, New Jersey. Baseball remained segregated until Jackie Robinson joined the Dodgers in 1947, and the Negro League ultimately folded in 1948.

2. Wordwall Here are five vocabulary words to teach and add to the Word Wall.

fictional pg. 237	encounters pg. 237	fondlest pg. 239	bleakest pg. 242	brunt pg. 242
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Afterword pg. 237-243 revisit this if you already read it on day one of the lesson or read it in its entirety.

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

- The author Christopher Paul Curtis shares the characters of Lefty Lewis and Herman E. Calloway in *Bud, Not Buddy* are fictional characters based upon his grandfathers.
- Earl "Lefty" Lewis was a redcap who worked the train station in Grand Rapids, Michigan.
- Lefty Lewis pitched many years in the Negro Baseball League minor leagues even pitching against Satchel Paige on two occasions.
- The author's paternal grandfather was Herman E. Curtis a well-known big band leader of the group Herman E. Curtis and the Dusky Devastators of the Depression!!!!!!
- Herman E. Curtis owned several businesses around Michigan when laws prevented African Americans from doing so, he had white friends keep their name on records.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Open Mind Portrait—Complete your OMP of Bud. What do you think he was thinking and feeling once he learned the true story of his family and Mr. Calloway.

Bloom Ball

Complete side 11 & 12 of your bloom ball

On side 11, write a different ending to the story.

On side 12, write your evaluation of the novel

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Flyer

Create a flyer for Herman E. Curtis and the Dusky Devastators of the Depression the real life inspiration for Herman E. Calloway in *Bud, Not Buddy*. The flyer should resemble those that Bud carried around in his suitcase.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What was *Bud, Not Buddy* based upon?
2. Who were real life people that were the basis for characters in *Bud, Not Buddy*?
3. Who was Earl "Lefty" Lewis? What was his profession?
4. Who historically did "Lefty" Lewis come across on the baseball field?

5. Who in Christopher Paul Curtis family tree was basis for Herman E. Calloway's character?
6. How did Grandpa Curtis get around laws that prohibited him from owning property?
7. In what ways did Christopher Paul Curtis describe his grandfather's attitude, drive and determination during the Great Depression?
8. How were Earl "Lefty" Lewis and Herman E. Curtis the exception during the Great Depression?
9. What regrets does Christopher Paul Curtis have in regards to his family's history?

9. Analyze Analyze the key paragraph.

Key Passage, pg. 242

I'm afraid that when I was younger and my grandparents and parents would start to talk about their lives during the depression, my eyes would glaze over and I'd think, "Oh, no, not those boring tall talks again!" and I'd find the most convenient excuse I could to get away from them. Now I feel a real sorrow when I think of all the knowledge, wisdom and stories that have been lost with the deaths of my grandparents. (242.)

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

As Christopher Paul Curtis concludes the Afterword of *Bud, Not Buddy* he expresses regret for leaving the room when his grandparents and parents would talk about life during the depression and how he missed out on family and oral history.

What do you do when your grandparents and parents are talking about their lives, family history or what world events have impacted their lives and what role they took? Do you run and hide as Christopher Paul Curtis did? Do you take in the history and learn from family members with life experience or do you need to learn your way the hard way.

The quarter theme is **Change Requires Effort**. Change is possible. Change requires three things; a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

In a paragraph write how you will take the theme of Change Requires Effort, the regret and disappointment that Christopher Paul Curtis shared regarding taking advantage of family and oral history and listen and learn. Be sure to include who you feel could have the greatest impact on you learning about family history.

11. Close Close by extending today's lesson to life and the world.

Character Based Literacy Program Lesson Plan

Bud, Not Buddy, Final Writing Project



Outcomes for Today

W1. Write arguments to support claims with clear reasons and relevant evidence.

- a.) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b.) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c.) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d.) Establish and maintain a formal style.
- e.) Provide a concluding statement or section that follows from and supports the argument presented.

The final writing product of *Bud Not Buddy*, is an argument essay in which the reader gives their opinion and evaluation of the novel. This assignment will also complete the 12th side of the Bloom Ball. You can utilize the writing assignments and tasks from the Bloom Ball, in which you summarized the novel, wrote a character sketch of Bud, and analyzed the saddest, funniest, or most exciting part of the story to help give more support and examples in your writing.

Final Writing Task write a 5 paragraph essay, telling your opinion of the book *Bud, Not Buddy*. As you introduce the novel state your opinion of the book and acknowledge others may feel differently. Give three reasons with evidence from the reading which supports your thesis (you can use information from your Bloom Ball to assist in this process). Use formal language and good transitions to create cohesion in your writing. In your final paragraph explain why you would or would not recommend it to a friend.

The Bloom Ball

- IV. Carefully cut out twelve circles from template.
- V. Before answering the following questions, be sure to observe where the lines of the pentagon are. Do not write or draw on the outside of the lines.
- VI. Complete the following activities in your pentagons. Plan the lettering to use up the entire space and remember aesthetics.

Knowledge: (Preview Day of the lesson plan)

- 14. Write the title and author if your book.
- 15. Write four facts about the author of the book.

Comprehension: (day 3 of the lesson plan)

- 16. Describe Bud Caldwell. Include both physical and behavioral characteristics in your description.

Application (day 6 of the lesson plan)

- 17. Draw a picture or map of the setting of the story.

Analysis:

- 5. Write a poem about the story. **(Day 7 of the Lesson Plan)**
- 18. Write a summary of the beginning of the novel **(Day 11 of the Lesson Plan)**
- 19. Write a summary of the middle of the novel (Day 13 of the Lesson Plan)**
- 20. Draw a picture of the most exciting, the funniest, or the saddest part of the story. Explain your choice. **(Day 17 of the Lesson Plan)**
- 9. Write a summary of the ending of the novel **(Day 20 of the Lesson Plan)**
- 10. In one paragraph, write a different ending to the story. **(Day 21 of the Lesson Plan)**

Evaluation: (Day 21-22—part of the final writing product)

- 11. Write a paragraph, telling your opinion of the book Bud, Not Buddy. Explain why you would or would not recommend it to a friend.

Synthesis: (Day 19 of the Lesson Plan)

- 12. Describe some qualities about Bud that you admired or disliked. Elaborate.

Fold each circle on the lines so that the folds are facing up.

Glue, tape or staple your circles together to form a dodecahedron. Check to see that all edges are facing up

