

Character Based Literacy Program Write Ahead
Bud, Not Buddy, Day 1

Name: _____

Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 201

Read: pg. 201 Writing Poetry

Activity: Answer the following questions about poetry.

1. Why do you need to have good visual skills to write poetry?

2. Read the following poem:

Two roads diverged in a yellow wood,
 And sorry I could not travel both
 And be one traveler, long I stood
 And looked down one as far as I could
 To where it bent in the undergrowth;
 Then took the other, as just as fair,
 And having perhaps the better claim,
 Because it was grassy and wanted wear;
 Though as for that the passing there
 Had worn them really about the same,
 And both that morning equally lay
 In leaves no step had trodden black.
 Oh, I kept the first for another day!
 Yet knowing how way leads on to way,
 I doubted if I should ever come back.
 I shall be telling this with a sigh
 Somewhere ages and ages hence:
 Two roads diverged in a wood, and I-
 I took the one less traveled by,
 And that has made all the difference.

What images do you think of when you read this poem? What are some of the descriptive details that create this image in your head? Do you think this poem does a good job of creating an image or a picture in your head?

Character Based Literacy Program Write Ahead
Bud, Not Buddy, Day 2

Name: _____

Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 202

Read: pg. 202 Poetry Paints Word Pictures

Activity: Answer the following questions and complete the following exercises relating to poetry.

1. What is the different between prose and poetry? What is prose? What is poetry?

2. What kind of details might a poet include in their poetry in order to create an image in the mind of their audience?

3. Ready the four examples of poems given. Which poem is your favorite? Why?

4. Think of an image that you would like to portray. This image can be something from nature, something from home, or something from your imagination. Write a short poem describing that image, using sound, taste, smell, and other details.

First, pick an image: _____

Second, list details that you want to include about that image:

Third, create a poem about that image using the details that you have thought of:

Character Based Literacy Program Write Ahead
Bud, Not Buddy, Day 3

Name: _____

Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 202

Read: pg. 202 Poetry Speaks to the Heart

Activity: Answer the following questions about poetry.

1. Why do you think the heart is so important in separating poetry from prose?

2. Read the poem on page 202. What makes you feel the poet's pain or longing?
 What details are important to create this effect?

3. Read the following poem:

Although we have to be apart,
 We'll always be together,
 Close enough in mind and heart
 To manage any weather.

Reality is often bleak,
 But love remains inside
 A glass house on a mountain peak,
 The wintry world beside.

Love can build its own four walls
 And heat its own small room.
 Through icy winds and blinding squalls,
 Love can be in bloom.

Though continents drift far downstream
 And mountains disappear,
 And life dissolve into a dream,
 Our love will still be here,
 You'll turn, and I'll be here.

Does this poem speak to your heart? Why or why not? If not, how would you change it to make it more effective?

Character Based Literacy Program Write Ahead
Bud, Not Buddy, Day 4

Name: _____

Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 203

Read: pg. 203 Poetry Sounds Different, Poetry Looks Different

Activity: Answer the following questions about poetry.

1. Why are the sounds of words so important in poetry?

2. Do you like poems that rhyme or poems that don't rhyme? Why or why not?

3. How does poetry look different from prose?

Activity: Look at the following examples of texts. Identify whether these examples are poetry or prose.

1. _____ Here we go again. We were all standing in line waiting for breakfast when one of the caseworkers came in and *tap-tap-tapped* down the line. Uh-oh, this meant bad news, either they'd found a foster home for somebody or somebody was about to get paddled. All the kids watched the woman as she moved along the line, her high-heeled shoes sounding like little firecrackers going off on the wooden floor.

2. _____ so much depends
upon

a red wheel
barrow

glazed with rain
water

beside the white
chickens.

3. _____ Once upon a midnight dreary, while I pondered weak and weary,
Over many a quaint and curious volume of forgotten lore,
While I nodded, nearly napping, suddenly there came a tapping,
As of some one gently rapping, rapping at my chamber door.
'Tis some visitor,' I muttered, 'tapping at my chamber door -
Only this, and nothing more.'
4. _____ Emma Woodhouse, handsome, clever, and rich, with a comfortable
home and happy disposition, seemed to unite some of the best
blessings of existence; and had lived nearly twenty-one years in the
world with very little to distress or vex her.

Character Based Literacy Program Write Ahead
Bud, Not Buddy, Day 5

Name: _____

Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 204

Read: pg. 204 Writing Guidelines

Activity: Answer the following questions about poetry.

1. What is free verse poetry?

2. Look through a magazine or a book with pictures and select an image that you will use to write a poem.

Image: _____

3. Look at that image and gather details that you will use to write your poem. Make a list of those details:

4. Create a chart. Divide the sensory details, including visual details, feelings, and other sensations.

Character Based Literacy Program Write Ahead
Bud, Not Buddy, Day 6

Name: _____

Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 205

Read: pg. 205 Writing and Revising Poetry

Activity: Answer the following questions about writing and revising poetry.

1. Look at the details you listed in yesterday's exercise. Choose the strongest details that relate to your image. List those strong details:

2. Look at the sample poem and use your images to create a first draft of a poem:

3. Why might it be helpful for a classmate or friend to revise your work?

4. Why is it important to revise your poetry? Is revising poetry different than revising prose?

Character Based Literacy Program Write Ahead
Bud, Not Buddy, Day 7

Name: _____

Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 206

Read: pg. 206 Editing Poetry

Activity: Answer the following questions about poetry.

1. What is the difference between editing and revising?

2. Are there different rules for free-verse poems? Why?

3. Read the sample poem provided. Do you think that this poem effectively portrays an image? How?

4. Look at your poem and make the changes necessary to create a final draft. Write out the final draft of your poem:

Character Based Literacy Program Write Ahead
Bud, Not Buddy, Day 8

Name: _____

Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 207

Read: pg. 207 Figures of Speech

Activity: Answer the following questions about poetry techniques and figures of speech.

1. Why would a poet use a figure or speech in their poem?

2. What is a simile?

3. What is a metaphor?

4. What is personification?

5. What is hyperbole?

Activity: Identify the figures of speech used in each example.

1. _____ The wind was singing as it wound through the trees.

2. _____ The sun was like fire.

3. _____ Julia is a delicate rose.

4. _____ That pizza was as big as the moon!

5. _____ The runner was as fast as a cheetah.

Character Based Literacy Program Write Ahead
Bud, Not Buddy, Day 9

Name: _____

Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 207-208

Read: pg. 207-208 The Sound of Poetry

Activity: Answer the following questions about the sound of poetry.

1. Why is sound important to poetry?

2. Give examples of the following kinds of sounds used in poetry:

Alliteration:

Consonance:

Repetition:

End Rhyme:

Assonance:

Onomatopoeia:

3. Why is it good to read a poem more than once?

Character Based Literacy Program Write Ahead
Bud, Not Buddy, Day 10

Name: _____

Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 209

Read: pg. 209 Evaluating Poetry

Activity: Use the rubric provided to assess your poetry.

1. Look at the poem you wrote and use the rubric as a checklist to assess your poem.

___ Stimulating Ideas

The poem...

- ___ focuses on a specific memory, feeling, image, or person
- ___ brings the subject to life
- ___ contains strong images (word pictures)

___ Logical disorganization

- ___ forms a meaningful whole—an idea creatively presented and developed
- ___ deepens its meaning in the final lines

___ Engaging voice

- ___ uses words and phrases to effectively create images
- ___ maintains a consistent voice throughout

___ Original word choice

- ___ contains specific sensory details
- ___ employs poetic techniques

___ Effective sentence style

- ___ moves smoothly from one line or idea to the next
- ___ sounds pleasing when read out loud

___ Correct, accurate copy

- ___ is free of careless errors
- ___ follows the required formatting guides (if necessary)
- ___ looks interesting on the page (if free-verse poem)

Character Based Literacy Program Write Ahead
Bud, Not Buddy, Day 11

Name: _____

Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 331

Read: pg. 331 Understanding Literature

Activity: Answer the following questions about understanding literature.

1. Why is it important to understand the meaning of something you are reading?

2. What is the “language of literature”? What is included in the “language of literature”?

3. Brainstorm all of the different kinds of literature you can think of and make a list. Can you think of any examples of those kinds of literature?

Character Based Literacy Program Write Ahead
Bud, Not Buddy, Day 12

Name: _____

Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 392-393

Read: pg. 392-393 Quotation Marks

Activity: Answer the following questions about quotation marks and dialogue.

1. When should you use quotation marks?

2. What kind of titles need quotation marks?

3. Insert the correct punctuation in this phrase:

Mary said, I want to go to the store. I need to buy eggs and milk

4. Insert the correct punctuation in this phrase:

How am I going to do my homework? asked Joe. I left all of my books at school.

5. What do quotation marks indicate in a sentence?

6. Why should some special words be placed in quotations?

Character Based Literacy Program Write Ahead
Bud, Not Buddy, Day 13

Name: _____

Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 297

Read: pg. 297 Reading Fiction

Activity: Answer the following questions about reading fiction.

1. What is the goal of fiction writing? How does reading fiction benefit the reader?

2. Why are titles important to understanding fiction? How is the title of Bud, Not Buddy significant to the message of the novel as a whole?

3. Why is it important to analyze characters as you read? How does this improve your understanding of fiction?

4. Can the author's word choice or sentence style have an impact on the message of the story?

5. Why is it important for works of fiction to have a clear message?

Character Based Literacy Program Write Ahead
Bud, Not Buddy, Day 14

Name: _____

Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 297

Read: pg. 297 Reading Poetry

Activity: Answer the following questions about reading poetry.

1. How is poetry like a stick of dynamite?

2. How are poems and song lyrics similar? Can you use the same tools for reading poetry as you would for understanding a song?

3. Read the following poem using the tools provided. Then write your feelings about the poem and what you feel the poem's message is.

Where the Sidewalk Ends

There is a place where the sidewalk ends
 And before the street begins,
 And there the grass grows soft and white,
 And there the sun burns crimson bright,
 And there the moon-bird rests from his flight
 To cool in the peppermint wind.

Let us leave this place where the smoke blows black
 And the dark street winds and bends.
 Past the pits where the asphalt flowers grow
 We shall walk with a walk that is measured and slow,
 And watch where the chalk-white arrows go
 To the place where the sidewalk ends.

Yes we'll walk with a walk that is measured and slow,
 And we'll go where the chalk-white arrows go,
 For the children, they mark, and the children, they know
 The place where the sidewalk ends.

Character Based Literacy Program Write Ahead
Bud, Not Buddy, Day 15

Name: _____

Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 333

Read: pg. 333 Elements of Fiction, Character, Conflict

Activity: Answer the following questions about character and conflict.

1. According to the definition, what is a character?

2. What is a conflict?

3. Using the novel Bud, Not Buddy and the definition of character and conflict, describe some of the conflicts between characters in the novel. What causes these conflicts? Can these conflicts be resolved? Why or why not?

4. Have you ever encountered any of the five types of conflicts in your own life? If so, which conflicts have you experienced?

5. What kinds of conflict occur in Bud, Not Buddy?

Character Based Literacy Program Write Ahead
Bud, Not Buddy, Day 16

Name: _____

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Teach a mini-Lesson using *Write Ahead* pg. 147

Read: pg. 146-147 Journal Entry

Activity: Answer the following questions about Journal Entries

1. What kinds of things are included in a journal entry?

2. Why should you date your journal entries?

3. Imagine that you are one of the characters from Bud, Not Buddy. Using today's reading as a guide, write a journal entry from the point of view of that character. Be sure to include details like interactions with other characters, conflicts that you might be having, or activities from the day.

Character Based Literacy Program Write Ahead
Bud, Not Buddy, Day 17

Name: _____

Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 100

Read: pg. 100 Expository Paragraph

Activity: Answer the following questions about expository paragraph.

1. What is the purpose of an expository paragraph?

2. What kind of linking words can you use in an expository paragraph?

3. Write an expository paragraph using a topic of your choice.

Character Based Literacy Program Write Ahead
Bud, Not Buddy, Day 18

Name: _____

Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 20

Read: pg. 20 Traits of Effective Writing

Activity: Answer the following questions about effective writing.

1. Read the quote:

“Don’t take yourself too seriously. Good writing can’t be forced”
-Donald Murray

What does this quote mean?

2. What are the names of the six main traits of effective writing?

3. After completing Bud, Not Buddy, do you think that the author has used these traits of effective writing? Which traits do you think the author used?

4. What is effective sentence style?

5. What is engaging voice?

6. What is original word choice?

