

Bud, Not Buddy - Respect the Past Create the Future Notable Book

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Grade Level/Age: 5th

Instructing Teacher/Lesson Plan Author: Patrice Dyer

Subject: Social Studies/ Reading

Overall Lesson Goals: For students to have a better understanding of diversity and their own identity. Students will have a better understanding of describing characters and settings.

<p>Book Title and Summary:</p>	<p><i>BUD, NOT BUDDY.</i> The heartwarming story of a 10 year-old boy who was left orphaned during the Great Depression. After living in a foster home, Bud sets off on a mission to find his father after only having a few clues as to where to go. He decides to make the trip to Flint, Michigan after seeing flyers left by his mother advertising a band. Bud won't let anything stop him from learning about his family.</p>
<p>NCSS Standards:</p>	<p>5.12 Summarize successes and failures of the Reconstruction Era. 5.1 Locate on a map physical features that impacted the exploration and settlement of the Americas, including ocean currents, prevailing winds, large forests, major rivers, and significant mountain ranges. R.L.5.2- Identify challenges that characters face in a story, drama, or poem and explain how characters respond.</p>
<p>Lesson Objectives:</p>	<ol style="list-style-type: none"> 1. Students will be able to identify character traits, setting, Problem and Solutions 2. Students will be able to recognize the problems Bud faced because of the color of his skin, and how he dealt/overcame these challenges.
<p>Material Needed: (e.g. Pictures of books, manipulatives, equipment, worksheets, puzzle boards, game boards, supporting digital files, Smartboard or Promethean lesson files, PowerPoint, picture files, etc.,)</p>	<ul style="list-style-type: none"> • Class set of <i>Bud, Not Buddy</i> • <i>Sweet Clara and the Freedom Quilt</i> • Chart paper and marker • 5X5 pieces of paper X 12 per student • Scissors, Glue, Ruler, Paper, and pencil for sketching on 5X5 inch paper, construction paper, and/or tissue paper Crayons, colored pencils, and/or watercolor paint and paintbrushes Black fine-tipped marker for writing/drawing
<p>Procedures: Inclusion students: will only do two chapters on their own and start on their timeline. Tier III students will only draw a timeline and complete their Freedom Quilt. Also, they may work with a partner.</p>	<p>Exploration/Introduction:</p> <ol style="list-style-type: none"> 1. Teacher will read <i>Sweet Clara and the Freedom Quilt</i> aloud. 2. We will discuss the hardships Clara had and witnessed. 3. We will discuss how the quilt represented a map. 4. The teacher then introduces <i>Bud, Not Buddy</i> and reads the summary. <p>Lesson Development:</p> <ol style="list-style-type: none"> 1. Discuss diversity. What is it? What types of diversity exist? 2. We will read chapters 1-4 of <i>Bud, Not Buddy</i>. 3. We will start designing our class timeline on the chart paper. <p>As we read I will ask these comprehension questions:</p> <ol style="list-style-type: none"> 1. How is Bud different from most kids? How is he the same? 2. What challenges does he face as an orphan? 3. Would he have faced these same challenges if he wasn't an orphan, had more money, or wasn't African American? How would things be different?

	<p>Expansion:</p> <ol style="list-style-type: none"> 1. Students will do a Discussion paragraph about diversity. Have they ever experienced challenges because of their sex, race, or culture? Or, have they ever witnessed this happening? 2. Students will design their own quilt of Bud’s journey to find his family. Each student will receive 12 5X5 squares. (They may bring in old t-shirts if they want to use real material. They will draw 12 scenes of his journey or they may draw symbols to represent where he went. They will piece these together on a larger piece of chart paper to show a completed quilt. (Students that brought in real material will sew their pieces together or glue on to chart paper as well.)
<p>Assessment:</p>	<ul style="list-style-type: none"> • Exploration/Introduction: Students will be assessed for comprehension by taking an AR quiz on <i>Sweet Clara and the Freedom Quilt</i>. • Lesson Development: Students will be expected to complete a more detailed timeline at the end of the book. Also, the students will be graded by a rubric on their quilt of Bud’s journey. • Expansion: Students will be assessed with a rubric on their discussion question.
<p>Additional Resources:</p>	<p>https://www.youtube.com/playlist?list=PLigHMKyG13sdK-2Q0VEJLKgv4vMmg4MFJ https://www.rif.org/literacy-central/material/bud-not-buddy-memory-matching-easy http://deyton.mcsnc.org/UserFiles/Servers/Server_2087042/File/Bud%20Not%20Buddy.pdf http://www.proteacher.org/c/668_Novel_Unit_-_Bud%2C_Not_Buddy.html http://mathwire.com/quilts/quilts.html</p>