**PROGRAM OVERVIEW**

*On the lam with Bud, Not Buddy* is a historical fiction novel by Christopher Paul Curtis about an orphan boy during the Great Depression. It is a story that relays the hardship of a young African American boy on his journey to find his place in the world. Throughout the story are interesting historical tidbits, all while maintaining a light-hearted, humorous quality?

*Bud, Not Buddy* lesson plan includes activities that will help students interactively and creatively grasp important concepts in the story. One of the beautiful things about this story are the underlying lessons, morals, or critiques it contain. Teaching students to identify these hidden messages brings greater depth to their literary experiences. Storyboarding is a great way to teach the concept of themes, symbols, or motifs. It allow the visuals or symbols to tell the story, making the ideas easy for students to understand and expound upon. With storyboards, students can reflect abstract ideas in a concrete manner. Today’s standards demand rigor and relevance in the reading of complex text.

The objectives in this Historical Fiction novel guide teaches in a rich and deep exploration of worthwhile works of literature for classroom study. The most rigorous instruction can also be interesting and engaging! This program helps students learn about history and ways it affected ordinary people. They learn about, The Great Depression, the impact of Segregation, and when one door closes another one opens. The lessons engage students in fun, hands-on activities that relate to the real world. Teaching children that their actions have an impact on our world is important.

Through this six to eight week novel reading journey, students will explore and discover the strain between the protagonist and antagonist. When a character must overcome some natural obstacle or condition? When a character is at odds with a particular social force or condition produced by society? When a character has trouble escaping his or her destiny?

This program has a wealth of information regarding Social Studies curriculum and help students understand a variety of knowledge during the Great Depression Era.

**OVERALL VALUE**

*Bud, Not Buddy* is an innovative way to capture the hearts of young readers as they follow him on his journey to find his family. While portraying the sorrowful tones of the Great Depression. This Historical Fiction novel is an inspirational tale of triumph through hardships.

Students also develop research knowledge using the computer tablets to search about topics such as the Great Depression, segregation, etc. The success of this program is packed with ways to practice close reading, determine meaning through text-dependent questions, and practice text-based vocabulary, making it the perfect tool to teach students how to analyze story elements in various ways. Add rigor to your students’ explorations of rich and complex literature while supporting Florida State Standards.

I believe this program is successful because it open the eyes to the young reader in a way that students can visualize through text evidence what a kid their age had to go through in order to survive. Many of our students can relate to Bud’s story with the life they are living now. Reading *Bud, Not Buddy* novel each year has enhanced students Reading participation in more chapter books. As a result, students are more interested in choosing chapter books instead of the easy read books.
“Bud, Not Buddy”

■ LESSON PLAN TITLES
• On the lam with Bud, Not Buddy Character Map
• Bud, Not Buddy Rules and Theme
• Bud, Not Buddy Literary Conflict

■ MATERIALS
• See individual lesson plans
• Field Trip to Publix or Polk Theatre (Optional)

■ ABOUT THE DEVELOPER
Cleo Johnson has a B.S. in Elementary Education from Florida A&M University. She has taught fourth and fifth grades for 14 years at Jesse Keen Elementary.

This is her first time as a T2T grant developer. “Bud, Not Buddy” is her favorite book study she has done with her students every year.
**SUBJECTS COVERED**

Literacy and Social Studies

**GRADES**

4th – 6th Grade

**OBJECTIVES**

Students will:

- use their tablets and or computer to locate the different locations of Bud environment.
- create a character map of the characters in the story, paying close attention to the physical attributes, and the traits of both major and minor characters.
- also provide detailed information regarding the challenges the character faces, the challenges the character imposes, and the importance of the character to the plot of the story.
- identify the major characters in Bud, Not Buddy and type their names into the different title boxes.
- choose a storyboard that character to represent each of the book characters.
- write journal entries from their favorite character point of view.

**MATERIALS**

- Tablet/computer
- graphic organizer
- Journal books
- pencils
- copy of the book: *Bud, Not Buddy*
- character Map Graphic Organizer
- trail mix snack

**DIRECTIONS**

The teacher should pass out trail mix snack to students to enjoy while reading the first couple of chapters in the *Bud, Not Buddy*. Allow students to use the tablets to research information on the Great Depression using free software available through Goggle.com, the class will enjoy a multimedia tour through the locations in the story.

The students will reenact a scene from the read chapters of their favorite character they choose and use discussion questions as a springboard, students will discuss the novel in small groups. Emphasis will be on supporting their responses with evidence from the book.

The teacher will pass out the Character Map graphic organizer: students will choose their favorite character as they are reading.

**STANDARDS**

**FSS / NGSS**

RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in text (e.g., a character thoughts, words, or actions)

RL.5.3 Compare and Contrast two or more characters, settings, or event in a story or drama, drawing on specific details in text (e.g., how characters interact)

**EVALUATION/ ASSESSMENT**

**Cliffhangers:** Look at the last sentences of Chapters 1-3. Notice that each of them leaves you at an important point in the story and makes you wonder what will happen in the next chapter. Why do you think the author ended these chapters with cliffhangers? What other questions do these endings bring to mind?

You will be evaluated on your journal entries, journal comments, graphic organizers, and your final “putting it all together” piece. In order to receive full points you will need to show that you understand how to respond from the character’s Point of View. Please refer to the rubrics for specific grading.

**ADDL INFORMATION**

The teacher’s main role in this lesson is to question, question, question. If student’s are stuck, ask questions to help get them “unstuck.” This lesson could be done independently, in pairs, or teams. If you are awarding team points, I would keep students in teams.

**IDEAS FOR ADAPTING**

This program is very adaptable, it can be adapted to any situation you have: small, group, whole group, center, literacy circle.

**VOCABULARY**

Discuss the vocabulary list, allow students to discuss the meaning of the words with their group, and have then write the correct definition in their journals.

Teacher needs to pass out Reading Journals to each student to write their responses.

**ACCOMMODATIONS**

Students who struggle with reading the novel can be paired with a strong reader so that they can buddy read.

★★★
SUBJECTS COVERED
Literacy and Social Studies

GRADES
4th – 6th Grade

OBJECTIVES
Suitcase foldables: Students will analyze Bud’s rules about life and then create some of their own to put in the suitcase. Students will enjoy trail mix snacks while reading Bud, not Buddy.

Students will…

… look for figurative language, metaphors, and similes as they are reading and record in their journal, students must explain what they believe each one means as it used in the story.

… paraphrase or put into their own words what Bud’s mom said about doors opening and closing.

… determine the theme of each chapter and include details in the text to explain their answer.

STANDARDS

FSS / NGSS

RL.5.5 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.
RL.5.6. Describe how narrator or speaker’s point of view influences how events are described.

MATERIALS

• Tablet/computer
• Journal books
• Bud, Not Buddy book
• Mechanical pencil
• Graphic organizers (suitcase, and storybook)
• Trail mix snack
• Tablets
• Construction paper
• Crayons
• Markers

DIRECTIONS
The students will create a storyboard that identifies recurring themes in Bud, Not Buddy. Students will illustrate instances of each theme and write a short description in their journal. The student will use their tablets or storyboard graphic organizer to identify the theme(s) from Bud, Not Buddy. Create an image from each chapter that represents the theme. Write a description of each of the examples.

Graphic Organizers: The teacher will pass out the suitcase graphic organizer and tell the students to analyze Bud’s rules about life and then create some of their own to put in the suitcase.

Graphic Organizers: Storyboard out and create a mini flip book using details from their reading. Journal entries students will foster insightful discussions and deeper understandings of the novel as students identify examples of the themes in the novel to write in their journals.

VOCABULARY
Discuss the vocabulary list, allow students to discuss the meaning of the words with their group, and have them write the correct definition in their journals.

During Reading teacher should pass out trail mix snacks to all students.

EVALUATION/ASSESSMENT
Informal Assessment: Activities Assigned for the lesson - Students will be assessed by their completion of their suitcase, and storybook contents and paragraphs. Students will be required to include 4 pieces of figurative language, metaphors, and similes, and appropriate word choice in their paragraphs to successfully portray the items’ importance and meaning to them.

Students will also be assessed on their use of conventions and peer editing skills. Students will also be assessed in their ability to follow directions in creating their assigned activities.

ACCOMMODATIONS
Students who struggle with reading the novel can be paired with a strong reader so that they can buddy read.
Subjects Covered
Literacy and Social Studies

Grades
4th – 6th Grade

Objectives
Students will…

... identify examples of literary conflict in *Bud, Not Buddy*: MAN vs. SOCIETY: One conflict is between Bud and the orphanage: Bud was placed in an unfit foster home. MAN vs. MAN: Bud and Mr. Calloway. Bud confronts Mr. Calloway and identifies him as his father, but Mr. Calloway wants nothing to do with Bud and barely acknowledges him.

... journal write about the following: Recall the most important events of this novel in chronological order. How Bud change as a result of his experience in the Amos? Distinguish the details of Bud's childhood from those of his mother’s childhood. Create your own ending to this story. Make a Bud brown bag lunch to enjoy while they read the final chapters.

Standards
RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
RI.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact)
RI.5.5. Explain how a series of chapters, scenes, or stanzas, fit together to provide the overall structure of a particular story, drama, or poem.
RI.5.6. Describe how a narrator’s or speaker’s point of view influences how events are described.

Materials
- Journal notebook
- Tablet
- Mechanical pencils
- Construction paper
- Markers
- Crayons
- Bread
- Deli meat
- Apples
- Soda
- Brown paper bag

Directions
The teacher will pass out construction paper, markers, pencils, and crayons so that students can categorize each conflict as Character vs. character, character vs. self, character vs. society. The students will write a short description of the conflict below the cell. The students will create a different ending to the story in their Reading journals, and review questions before taking the AR test to show comprehension; The students should be given the opportunity to use the tablets to take AR tests.

The students should be given the opportunity to make a sandwich with bread and deli meat slices; have an apple, and soda. No trail mix today while reading the final chapters of the story to understand Bud character (sandwich should not include dressing) once students have completed the entire book they may then enjoy their brown bag lunch.

Evaluation/Assessment
Informal Assessment: Students will be assessed on the above activities. When the students finish the book they will take an AR Test.

Addl Information
(This assignment comes from the *Bud, Not Buddy* Web Site. It has been modified some to fit the needs of my class).


Go to teacher pay teacher website has a wealth of ideas as well.

Accommodations
Students who struggle with reading the novel can be paired with a strong reader so that they can buddy read.

★★★
### Materials Budget

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Subtotal $400.00

Tax if applicable

Shipping if applicable

TOTAL BUDGET AMOUNT $400.00

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Teacher **Cleo Johnson**

School **Jesse Keen Elementary**
**“Bud, Not Buddy” Cleo Johnson**

**Rubric**

Student Name ____________________________________________________________

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<td>No errors. Went above and beyond. Related the information to the character of Bud. Wrote in first person as Bud Caldwell.</td>
<td>Had a few errors. Related the information to the character of Bud, bud did not write in first person.</td>
<td>Had a few errors. Related very little information to the character of Bud and did not write in first person (as Bud).</td>
<td>Had many errors. Related very little information to the character of Bud and did not write in first person (as Bud).</td>
<td>Response was filled with errors and the author did not relate anything to Bud.</td>
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