



Bud, Not Buddy LitPlan - A Novel Unit, Teacher Guide With Daily Lesson Plans (Litplans on CD)

Mary B. Collins

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This LitPlan has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *Bud, Not Buddy* by Christopher Paul Curtis. It includes twenty lessons, supported by extra resource materials. Teachers may use the lessons as planned or use the materials provided in their own ways.

In the introductory lesson students are given the materials they will be using during the unit. At the end of the lesson, students begin the pre-reading work for the first reading assignment.

In addition, there is a nonfiction reading assignment. Students are required to read two pieces of nonfiction related in some way to *Bud, Not Buddy*. After reading their nonfiction pieces, students will fill out a worksheet on which they answer questions regarding facts, interpretation, criticism, and personal opinions. During two class periods, students make oral presentations about the nonfiction pieces they have read. This not only exposes all students to a wealth of information, it also gives students the opportunity to practice public speaking.

The reading assignments are approximately thirty pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for 8 to 10 vocabulary words they will encounter in their reading.

The study guide questions are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer required or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple choice version for occasional quizzes. It might be a good idea to make transparencies of your answer keys for the overhead projector.

The vocabulary work is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part worksheet for several vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II nails down the definitions of the words by giving students dictionary definitions of the words and having students match the words to the correct definitions based on the words' contextual usage. Students should then have an understanding of the words when they meet them in the text.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a review of the most important events and ideas presented in the reading assignments.

After students complete reading the work, there is a vocabulary review lesson which pulls together all of the fragmented vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

A lesson is devoted to the extra discussion questions/writing assignments. These questions focus on interpretation, critical analysis and personal response, employing a variety of thinking skills and adding to the students' understanding of the novel.

The group activity which follows the discussion questions has students working together to create a film about China using all the information they have gathered through the nonfiction reading assignment, the reading and discussion of the book, and the writing assignments.

There are three writing assignments in this unit, each with the purpose of inform

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