

# Lesson Plan

<b><i>Bud Not Buddy</i></b>	
Deborah Elliott	Clyde Campbell Elementary

Subject/Course Reading	Grade Level—Fifth	Approximate Time Needed
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<b>Essential Question</b>	What would you do if you suddenly became an orphan, but found out you had family somewhere?
<b>Description of Unit</b>	Learn about foster families, the depression, jazz music, unions, and homelessness.

<b>North Carolina Goals and Objectives: (<a href="http://www.learnnc.org/scos/">http://www.learnnc.org/scos/</a>)</b>
English Language Arts — Grade 5
<b>Goal 3</b>
The learner will make connections through the use of oral language, written language, and media and technology.
Objective 3.01
Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by:
<ul style="list-style-type: none"><li>• analyzing word choice and content.</li><li>• examining reasons for a character's actions, taking into account the situation and basic motivation of the character.</li><li>• creating and presenting a product that effectively demonstrates a personal response to a selection or experience.</li><li>• examining alternative perspectives.</li><li>• evaluating the differences among genres.</li><li>• examining relationships among characters.</li><li>• making and evaluating inferences and conclusions about characters, events and themes.</li></ul>
Objective 3.02
Make connections between texts by recognizing similarities and differences based on a common lesson, theme, or message.
Objective 3.03
Justify evaluation of characters and events from different selections by citing supporting evidence in the text(s).
Objective 3.04
Make informed judgments about television, radio, video/film productions, and other electronic mediums and/or print formats.
Objective 3.07
Make informed judgments about:

- bias.
- propaganda.
- stereotyping.
- media techniques.

### **Student Goals/Outcomes:**

Students will be able to differentiate between latitude and longitude lines. They will be able to find coordinates and location using a GPS device. Students will be able to find Flynt Michigan on a map using given coordinates. Students will be able to apply symbols from the book *Bud Not Buddy* by Christopher Paul Curtis to things they may use in everyday life. Students will become aware of hardships that some people encounter and how they deal with those hardships. They can connect events in the story with things that may happen in their own life as well as someone they know.

### **Learning Activities or Tasks:**

Students will be working together in teams to discover artifacts about the book *Bud Not Buddy*. With in this team, students will develop memories and discussions about the events that surrounded that artifact. They will use the GPS device to locate such artifacts. After discussing the artifact, they will list that artifact on a sheet of paper and write a brief summary about why it is important to them. They should include whether or not they can relate it to their own lives.

### **Big6 or Super3 Skills:**

Big6 -

1. Task Definition—Students will have a better understanding of children/people who are homeless or orphaned. Students will also understand that striving for something is work, but the hard work is worth it in the end. Students will develop empathy for other people. Students will become familiar with Longitude, Latitude, Waypoints, using GPS devices.
2. Information Seeking Strategies—Students will read and discuss the book *Bud Not Buddy* in their literature circles. Students will view the United Streaming video on Longitude and Latitude. Students will learn how to use Google Earth to locate positions around the world. Students will be given the novel to read and use the computer lab to learn how to use Goggle Earth. The video will be viewed in class prior to the Goggle Earth Activity.
3. Location and Access—Student will be going to the Media Center for instruction on Google Earth. Students will view United Streaming in the classroom. The school yard is where the caches are to be hidden and eventually located.
4. Use of Information—Students will read the book, watch and hear the video from United Streaming, they will touch the GPS device as they learn how to use the devices.
5. Synthesis—The students will regroup and discuss the symbols and how they relate to life and the story. Discuss the themes of the book.
6. Evaluation—Students will write in their journals a reflection and draw parallels with their caches.

Locate caches using GPS devices  
Using waypoints, students will find their caches

### **Prerequisite Skills:**

Read the book *Bud Not Buddy* by Christopher Paul Curtis  
View the United Streaming Videos about Longitude and Latitude  
Learn how to operation a GPS device

**Required Materials and Resources:**

Hardware - Computer Lab, Computer, Handheld Computer, GPS, Digital Camera, Printer, Television, VCR, Projector/COW.  
 Software – Office, PhotoStory, Internet, Google Earth, UnitedStreaming Video.  
 Internet Web Links – List URL's, webquest, scavenger hunt, Google Earth.  
 Printed Materials – Handout, novel Bud Not Buddy, rubric  
 Supplies – Paper, caches, clip boards, pencils, journals.  
 Other – Field trip, parents, technology coordinator.

**Student Assessment:**

Students will identify the cache and be able to relate it to the story. A class discussion will precede the journal writing. What were the events that surrounded the artifact found? Students will write in journals what the item is, how it relates, and how does that affect their lives today.  
 Assessment: finding all the caches and writing in the journal.

**Accommodations for Differentiated Instruction:**

Exceptional, ELL, AIG student

Working with a buddy who can help ELL, Exceptional students.  
 AIG students will be developing a list of Rules of Survival that they can live by.

**Lesson Evaluation and Teacher Reflection:****Other Comments:****GPS Lesson Plan Components:**

Google Earth Activity	Google Earth Answer Key	Time Line	Waypoint Worksheet/Cache Objects	Student Activity Sheet