

Parental Involvement

Middle School Literacy Novel Units

The North Dakota State Parent Information Resource Center (NDPIRC) and the North Dakota Department of Public Instruction are pleased to provide schools with a CD of Parental Involvement Middle School Literacy Novel Units.

Literacy is fundamental for learning in school and is the foundation for succeeding in life. The Title I and Special Education units are proud to sponsor this project in collaboration with NDPIRC.

During the summer of 2010, NDPIRC contracted with three North Dakota educators to create Parental Involvement Middle School Literacy Novel Units for grades 6-8. Each CD is filled with numerous grade level activities and ideas for promoting literacy in the home. We would like to acknowledge and commend the three exemplary educators who helped create this resource for North Dakota school personnel.

- ◆ Bethany Higdem, Wahpeton
- ◆ Danette Brown, Minot
- ◆ Rebecca Pitkin, Dickinson

Every middle school in the state of North Dakota is receiving one CD with Parental Involvement Middle School Literacy Novel Units to share among all staff in the building. The American Recovery and Reinvestment Act (ARRA), signed by President Obama in February 2009, provides a significant amount of additional funds for local school districts. These funds create an unprecedented opportunity for educators to implement innovative strategies in schools that improve education for at-risk students and close the achievement gaps. Schools are encouraged to use their Title I and Special Education ARRA funds to make duplicate copies of the literacy activities on the CD for grades 6-8.

If you have any questions regarding this project, please contact either the Department of Public Instruction or NDPIRC.

North Dakota Department of Public Instruction
Title I Office/Special Education Office
Dr. Wayne G. Sanstead, State Superintendent
600 E. Boulevard Ave., Dept. 201
Bismarck, ND 58505-0440
888-605-1951

North Dakota State Parent Information
Resource Center (NDPIRC)
1600 2nd Ave. SW, Suite 29
Minot, ND 58701-3459
888-763-7277

Title of Novel: Bud, Not Buddy

Title and Purpose of Activity: Prediction Chart

Parent Engagement Strategy: Together the parent and child will make predictions at the conclusion of each chapter as to what Bud will do next. These predictions will be reflected on.

Rationale for Activity: Making good predictions is part of being a successful reader. Making predictions helps the reader focus on what they are reading, assists in making connections to background knowledge, and engages the reader in the text.

Standards/Benchmark Targeted:

7.2.3. Generate and revise predictions to aid comprehension and understanding of the meaning of texts.

Book Title: Bud, Not Buddy

Author: Christopher Paul Curtis

Materials: attached sheets, pencil

Directions for use: At the conclusion of each chapter make a prediction of what Bud will do next. After reading the next chapter, go back and reflect on your prediction.

Prediction Chart

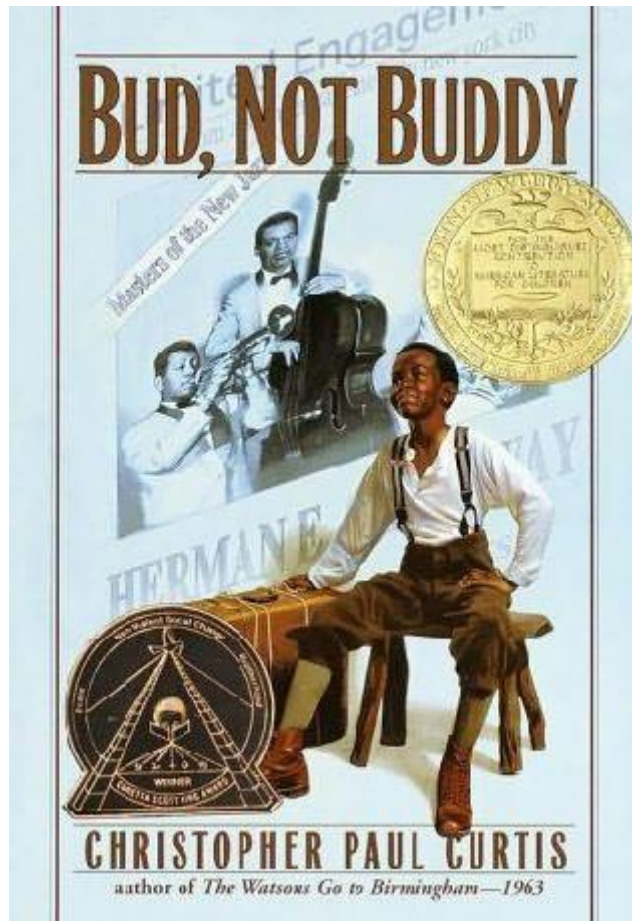
Chapter	Prediction	Reflection on Prediction
2		
3		
4		
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Bud, Not Buddy

By Christopher Paul Curtis



Online Resources

Chapter questions http://gorman.region14.net/webs/tkeith/upload/bud_chapter_question.pdf

Chapter 2 Activity <http://www.quia.com/jg/141319.html>

Various Resources <http://www.emints.org/ethemes/resources/S00002229.shtml>

Helpful Links <http://www.mce.k12tn.net/reading32/bud.htm>

Title of Novel: Bud, Not Buddy

Title and Purpose of Activity: The Great Depression

Parent Engagement Strategy: Together the parent and child will develop ten interview questions and conduct the interview with a grandparent or great grandparent.

Rationale for Activity: Through this activity the reader will gain an understanding of the setting and the situation the characters are dealing with. The reader will build a meaningful connection with the text. This connection helps the reader understand how the characters feel and the motivation behind their actions. The reader becomes more engaged and actively involved in the text leading to increase comprehension.

Standards/Benchmark Targeted:

7.1.1. Generate and evaluate questions relevant to research topic.

7.2.4. Use prior knowledge and experiences to aid text comprehension.

Book Title: Bud, Not Buddy

Author: Christopher Paul Curtis

Materials: paper, pencil, internet (optional)

Directions for use: Bud, Not Buddy takes place in Michigan during the Great Depression. Times were hard during the Great Depression. Develop a list of about ten questions to ask a grandparent or great grandparent to find out how their life was affected by the Great Depression. Conduct the interview with your parent.

To develop a better background knowledge of the Great Depression prior to the interview visit http://en.wikipedia.org/wiki/Great_Depression

Title of Novel: Bud, Not Buddy

Title and Purpose of Activity: Compare Families

Parent Engagement Strategy: Together the parent and child will compare ML Lewis and the Sleet family with the Ames family.

Rationale for Activity: Using the Venn diagram allows the reader to easily compare and contrast similarities and differences. Through this process the reader thinks critically about the comparison of the two items leading to a deeper comprehension of the text.

Standards/Benchmark Targeted:

7.2.4. Use prior knowledge and experiences to aid text comprehension.

7.2.2. Use graphic organizers; summarizing; paraphrasing; and vocabulary building strategies, including context clues, to enhance understanding and aid comprehension of the meaning of texts.

Book Title: Bud, Not Buddy

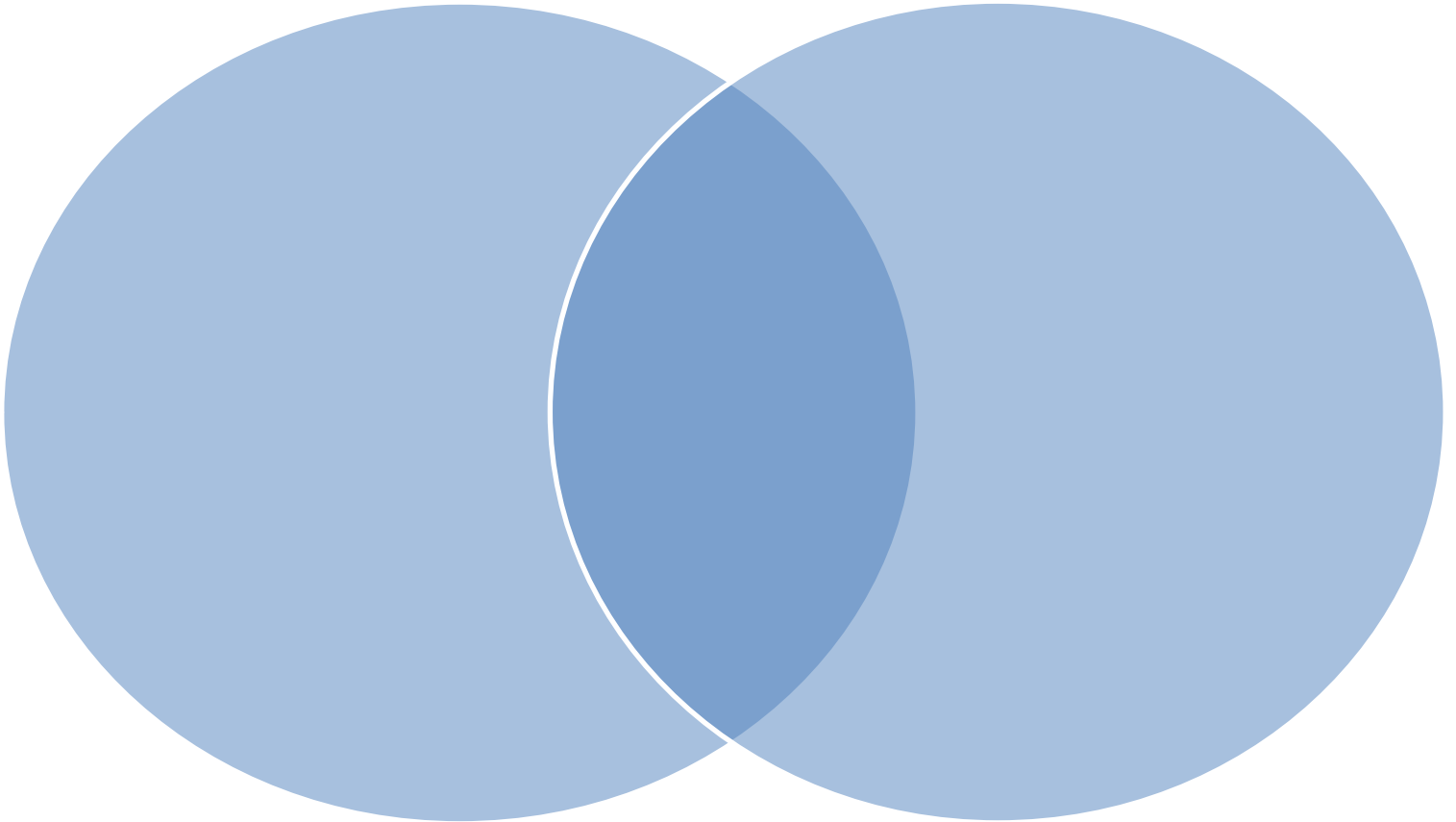
Author: Christopher Paul Curtis

Materials: attached Venn diagram, pencil

Directions for use: Utilize the attached Venn diagram to compare ML Lewis and the Sleet family with the Ames family.

Venn diagram: Compare and Contrast

Compare the ML Lewis and Sleet family with the Ames family showing their similarities and differences.



Title of Novel: Bud, Not Buddy

Title and Purpose of Activity: Character Sketch

Parent Engagement Strategy: Together the parent and child will visualize Miss Thomas and create a character sketch. The similarities and differences between the sketches will be discussed.

Rationale for Activity: Visualizing strengthens reading comprehension skills as the reader gains a thorough understanding of the text as they create a mental image in their head. Students who use visualization as they read not only have a richer reading experience but can their recalling skills increase. Readers become more involved with the text, increasing motivation, and making the reading experience more meaningful when they use visualization.

Standards/Benchmark Targeted:

7.2.4. Use prior knowledge and experiences to aid text comprehension.

7.2.2. Use graphic organizers; summarizing; paraphrasing; and vocabulary building strategies, including context clues, to enhance understanding and aid comprehension of the meaning of texts.

Book Title: Bud, Not Buddy

Author: Christopher Paul Curtis

Materials: paper and colors

Directions for use: Reread the description of Miss Thomas (page 170) creating a mental image of the character in your head. The parent and child should each create a character sketch of Miss Thomas. Discuss the similarities and differences in your character sketch created from your visualization.

Title of Novel: Bud, Not Buddy

Title and Purpose of Activity: All that Jazz

Parent Engagement Strategy: The parent and child will work together to write a persuasive paragraph about listening to jazz music of the 1930's.

Rationale for Activity: Through this activity the reader will gain background knowledge on jazz music. Building this knowledge will motivate the reader and keep them engaged in the text. The reader will also build a connection with the text, therefore increasing their overall comprehension.

Standards/Benchmark Targeted:

7.3.3. Produce persuasive writing; e.g., business letter, essays, opinions.

Book Title: Bud, Not Buddy

Author: Christopher Paul Curtis

Materials: internet, paper, pencil

Directions for use: Find more about jazz bands in the 1930's. How did jazz music play a role during the Great Depression?

Research the types of instruments played, characteristics of the music, and famous performers. Write a persuasive paragraph convincing your friends to listen to jazz music from this period. Have your parent help you brainstorm ideas for your paragraph. Once your paragraph is written have your parent proofread the persuasive paragraph. Read it to one of your friends.

Title of Novel: Bud, Not Buddy

Title and Purpose of Activity: A Parent for Bud

Parent Engagement Strategy: Together the parent and child will discuss the characters in the novel and explain who they feel the best parent figure for Bud would be.

Rationale for Activity: This activity will enhance the readers' understanding and aid in their comprehension. The reader will think critically about who would be the best parent for Bud, using their knowledge from the novel. The graphic organizer will aid the reader in organizing their thoughts.

Standards/Benchmark Targeted:

7.2.4. Use prior knowledge and experiences to aid text comprehension.

7.2.2. Use graphic organizers; summarizing; paraphrasing; and vocabulary building strategies, including context clues, to enhance understanding and aid comprehension of the meaning of texts.

Book Title: Bud, Not Buddy

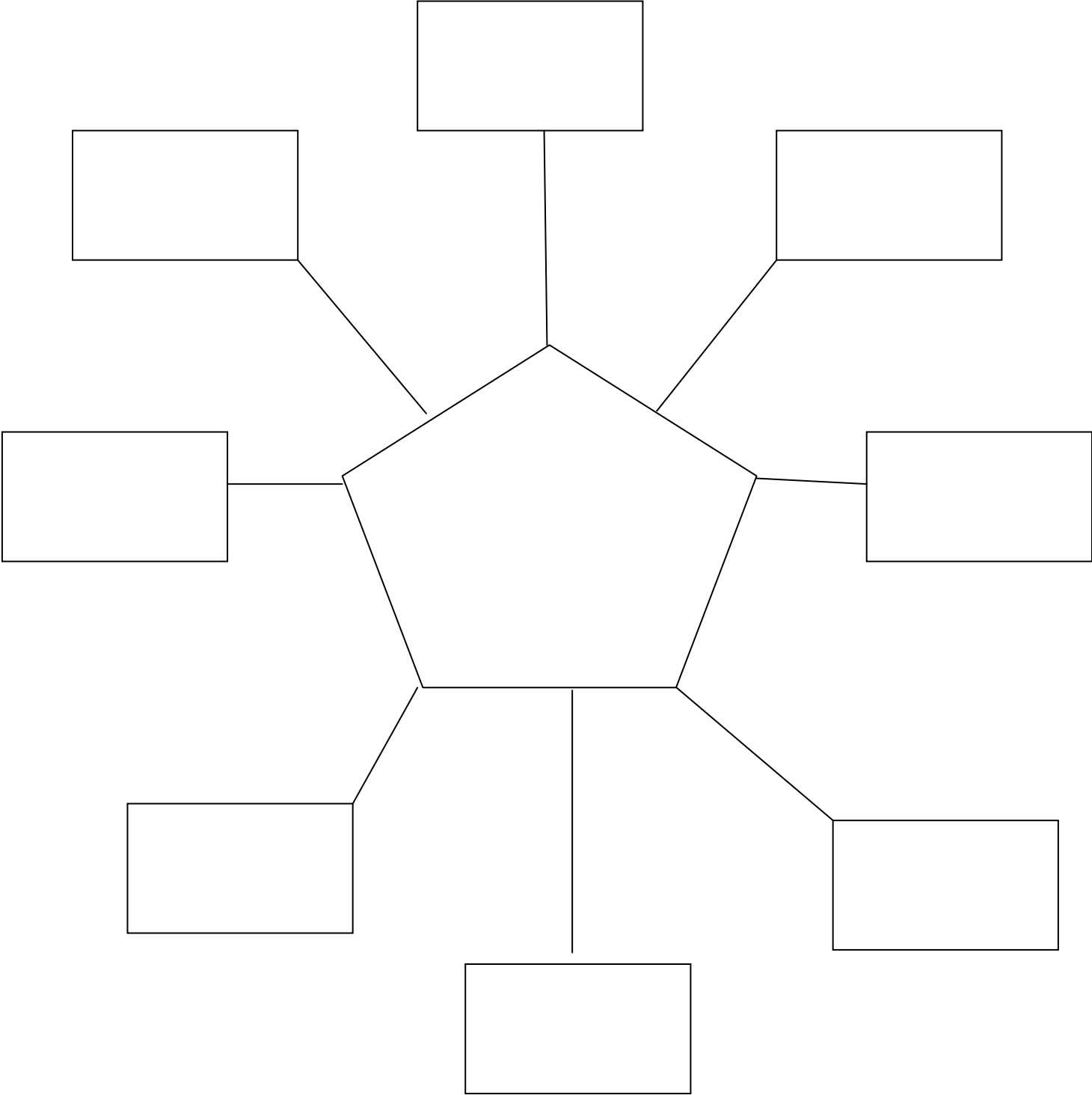
Author: Christopher Paul Curtis

Materials: attached graphic organizer, pencil

Directions for use: Utilize the attached graphic organizer to brainstorm who you think would be the best parent for Bud. Branch out from the middle listing the reasons you feel this person would make the best parent for him. The parent and child can complete one together or each can complete their own. Discuss the character you chose and why utilizing the web.

A Parent for Bud

Who do you think would be the best parent for Bud? Write that character in the middle and branch out reasons why you chose this person.



Title of Novel: Bud, Not Buddy

Title and Purpose of Activity: The Suitcase

Parent Engagement Strategy: Together the parent and child will discuss the items they would pack in their suitcase if leaving for a long period of time and compare and contrast their items chosen.

Rationale for Activity: Through this activity the reader will gain a meaningful connection with the main character. Readers that make this connection are better able to comprehend the text while reading. Students are actively thinking when they are connecting, engaging them in the reading.

Standards/Benchmark Targeted:

7.2.4. Use prior knowledge and experiences to aid text comprehension.

7.2.2. Use graphic organizers; summarizing; paraphrasing; and vocabulary building strategies, including context clues, to enhance understanding and aid comprehension of the meaning of texts.

Book Title: Bud, Not Buddy

Author: Christopher Paul Curtis

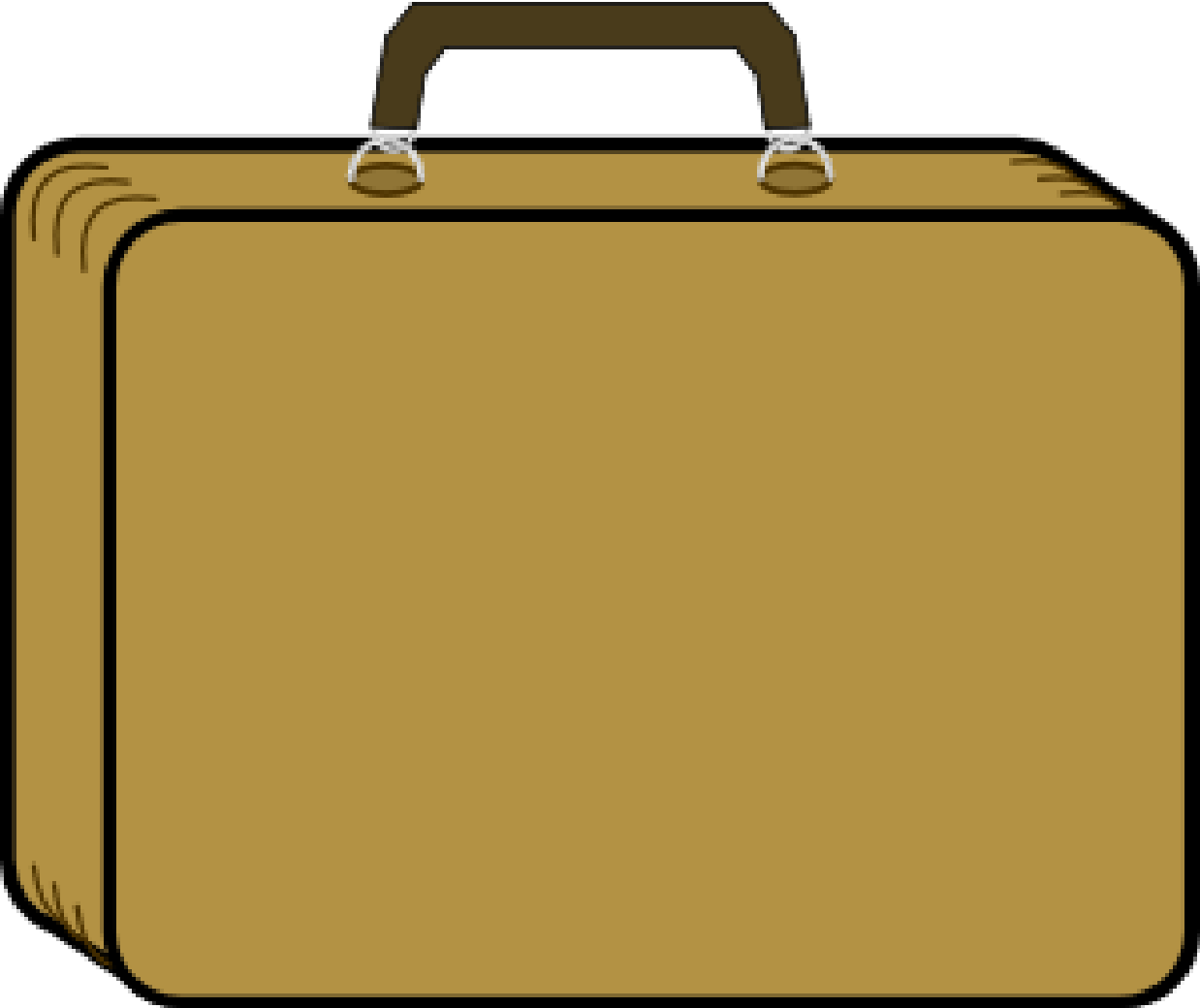
Materials: attached sheets, pencil

Directions for use: All of Bud's important possessions are in his suitcase. If you were leaving your house for a long period of time what would you bring? Write or draw these items in the suitcase.

Compare and contrast the suitcase contents of Bud's, your parents, and yours. Discuss why you chose those items.

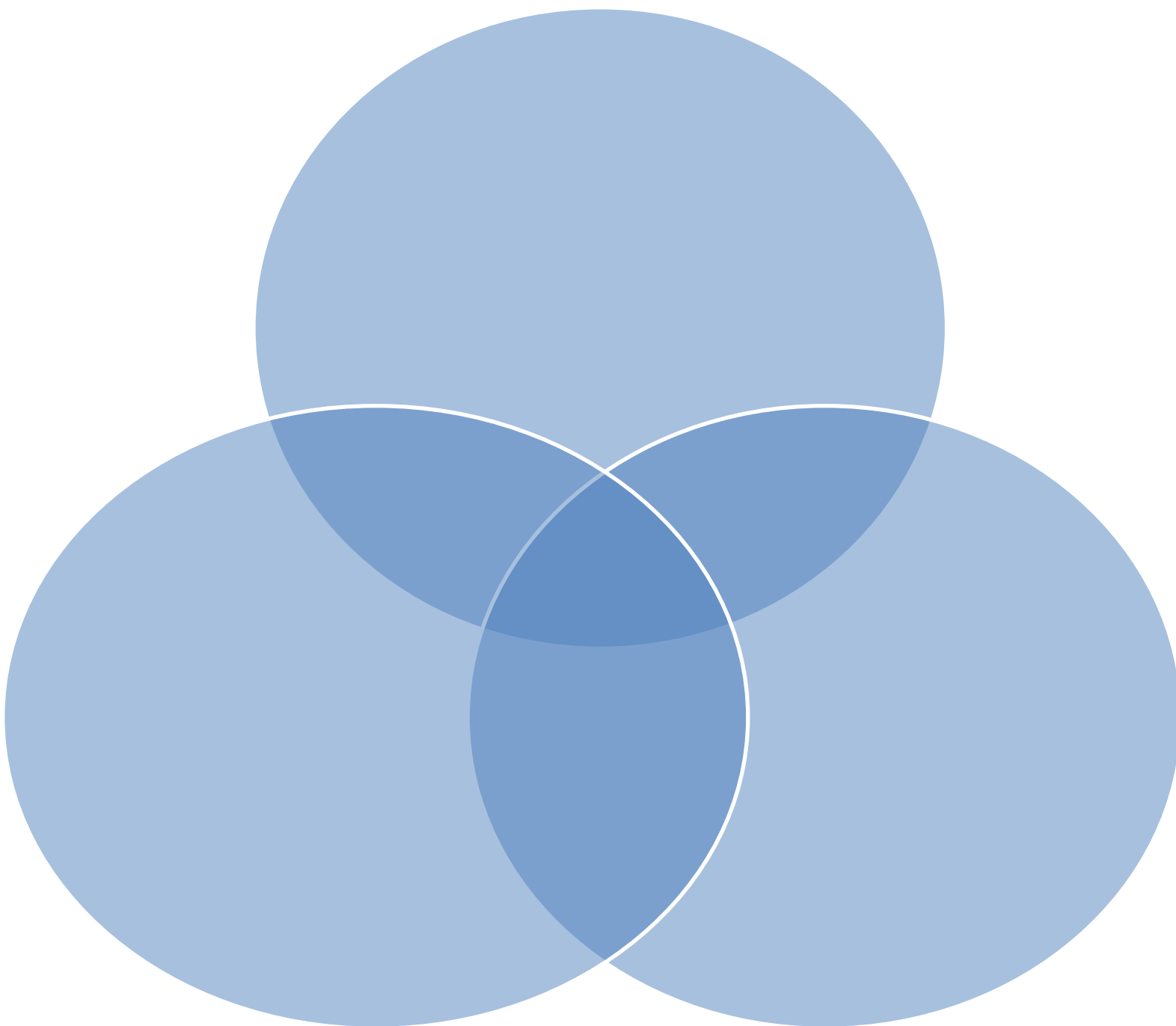
Pack it Up

Imagine you were leaving your house for a long time. What five things would you bring you?



Venn diagram

Use the graphic organizer to display the similarities and differences between Bud's, your parent, and your suitcases.



Title of Novel: Bud, Not Buddy

Title and Purpose of Activity: Acrostic Poem

Parent Engagement Strategy: Together the parent and child will create an acrostic poem describing Bud.

Rationale for Activity: Through this activity the reader will take the knowledge learned about the main character and put it into an acrostic poem describing him. This allows the reader to be creative and show their knowledge of the character.

Standards/Benchmark Targeted:

7.3.2. Produce narrative writing; e.g., short story, poetry, drama.

Book Title: Bud, Not Buddy

Author: Christopher Paul Curtis

Materials: paper, markers

Directions for use: Create an acrostic poem describing Bud. The first letter of his name will be used to describe the character. Be creative!

B

U

D

C

A

L

D

W

E

L

L

Title of Novel: Bud, Not Buddy

Title and Purpose of Activity: Riding the Rails

Parent Engagement Strategy: Together the parent and child will reflect on character choices and build understanding of the culture during the depression.

Rationale for Activity: Through this activity the reader builds background knowledge of life riding the rails. Building this knowledge will increase the reader's comprehension as well as motivation. The reader will become actively engaged in the text.

Standards/Benchmark Targeted:

7.2.4. Use prior knowledge and experiences to aid text comprehension.

7.2.10. Explain the relationships between literature and historical periods, cultures, and society.

Book Title: Bud, Not Buddy

Author: Christopher Paul Curtis

Materials: Riding the Rails documentary (optional)

Directions for use: Discuss Bugs and Bud riding the rails. Why are they choosing to ride the rails? How would you have felt? Use five adjectives to describe your feelings.

Do you think this was common during the depression? Why?

Note to parent: It was very common to see hundreds of people hanging off the sides of train cars. Riding the rails was very dangerous and many diseases were transmitted. Between the years of 1930 and 1939 about 24,000 people were killed and 27,000 were injured from the railroads. The documentary Riding the Rails portrays the dilemma and life of the young men and boys riding the rails during the depression. This video is highly recommended as the reader will gain an understanding of what riding the rails was all about.

7th Grade Supply List

Bud, Not Buddy

- Ch 1-2: paper, pencil, internet (optional)
- Ch 3-5: pencil, attached sheet
- Ch 6-7: paper, colors
- Ch 8-9: Riding the Rails documentary (optional)
- Ch 10-11: pencil, attached sheet
- Ch 12-14: paper, colors
- Ch 15-17: paper, pencil, internet
- Ch 18-19: pencil, attached sheet

Hatchet

- Before Novel: index cards, pencil, colors
- All Chapters: attached sheet, pencil
- Ch 1-3: paper, colors, and internet (optional)
- Ch 4-6: shoestring
- Ch 7-9: pencil, attached sheet
- Ch 10-12: pencil, attached sheet
- Ch 13-16: pencil, attached sheet
- Ch 17-18: number cube, game pieces, attaches game board and cards
- Ch 19: pencil, highlighter, attached sheet
- Post novel: poster board, magazines, glue, scissors, colors

Holes

- Ch 1-2: paper, pencil, colors, internet
- Ch 3-4: note cards, paper, markers
- Ch 5-7: newspaper/magazines, highlighter, paper, internet (optional)
- Ch 8-10: paper, markers
- Ch 11-14: internet
- Ch 15-20: bingo dauber, scissors, attached bingo card
- Ch 21-25: peaches, 3 lbs sugar, 1 quart vinegar, cinnamon bark, water, pot, jar
- Ch 26-30: paper, pencil
- Ch 31-35: paper, markers, internet (optional)
- Ch 36-40: paper, pencil, attached sheet
- Ch 41-46: index cards, pencil
- Ch 47-50: pencil, markers, attached sheet

Lottery Rose

- All chapters: pencil, attached sheet
- Ch 1-4: attached sheet, pencil
- Ch 5-9: paper, pencil
- Ch 10-14: paper, pencil

Where the Red Fern Grows

- Ch 1-3: US map, attached graphic organizer, pencil, computer (optional)
- Ch 4-6: novel, paper, colors
- Ch 7-9: highlighter, pencil, attached sheet
- Ch 10-12: scissors, attached cards
- Ch 13-15: paper, pencil, internet
- Ch 16-18: pencil, attached sheet
- Ch 19-20: scissors, pencil, attached sheet