

6

PROLOGUE

Module 1

**The Great
Depression**

Arts
& letters™





Prologue | 6 | Module 1

The Great Depression

How do people persevere through hardship?



Great Minds® is the creator of *Eureka Math*®, *Eureka Math*²®, *Wit & Wisdom*®, *Arts & Letters*™, and *PhD Science*®.

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Arc A | *Picturing a Nation*

Prologue to L3	12
• Learning Goal Identify characters, settings, conflict, and resolution in the Writing Model for Module 1.	
• Language Progress Use narrative elements to create clear narrative structures with logical plot development.	
Prologue to L4	18
• Learning Goal Use pronouns to describe a photograph.	
• Language Progress Use pronouns correctly.	
Prologue to L6	24
• Learning Goal Examine juxtaposition in <i>Picturing a Nation</i> .	
• Language Progress Explain how information presented in multiple formats deepens your understanding.	

Prologue to L7 30

- **Learning Goal** | Describe the impact of FSA photographs in *Picturing a Nation*.
- **Language Progress** | Follow discussion norms.

Prologue to L9 36

- **Learning Goal** | Describe the effects of the Dust Bowl.
- **Language Progress** | Add details to a sentence by using commas.

Arc B | *Bud, Not Buddy*

Prologue to L12 42

- **Learning Goal** | Identify precise language and sensory details in *Bud, Not Buddy*.
- **Language Progress** | Use precise and descriptive language to convey events and experiences.

Prologue to L14 48

- **Learning Goal** | Discuss characters' traits in *Bud, Not Buddy*.
- **Language Progress** | Use commas to set off parenthetical elements.

Prologue to L15 54

- **Learning Goal** | Discuss the meaning of a metaphor in *Bud, Not Buddy*.
- **Language Progress** | Use descriptive details including precise words and phrases and/or sensory language to convey events and experiences.



Prologue to L18 60

- **Learning Goal** | Analyze intensive pronouns used in sentences about Hoovervilles.
- **Language Progress** | Add intensive pronouns for emphasis.

Prologue to L20 68

- **Learning Goal** | Examine the elements of dialogue.
- **Language Progress** | Use at least two narrative techniques including dialogue, pacing, and/or description to develop characters and events.

Prologue to L21 74

- **Learning Goal** | Describe Bud’s relationship with supporting characters.
- **Language Progress** | Speak at a volume and rate others can understand.

Arc C | *Bud, Not Buddy*

Prologue to L23 80

- **Learning Goal** | Describe how characters from *Bud, Not Buddy* are speaking.
- **Language Progress** | Use at least two narrative techniques including dialogue, pacing, and/or description to develop characters and events.

Prologue to L24 86

- **Learning Goal** | Examine the use of temporal transition words in *Bud, Not Buddy* to discuss key events.
- **Language Progress** | Use transition words, phrases, and clauses to sequence events and signal shifts in time and place.

Prologue to L25 92

- **Learning Goal** | Determine if the characters in *Bud, Not Buddy* are helpful to Bud.
- **Language Progress** | Support what you say with relevant evidence from the text, including quotations.



Prologue to L27 98

- **Learning Goal** | Identify imagery in *Bud, Not Buddy*.
- **Language Progress** | Use descriptive details including precise words and phrases and/or sensory language to convey events and experiences.

Prologue to L28 104

- **Learning Goal** | Rehearse a fluency passage from *Bud, Not Buddy*.
- **Language Progress** | Speak at a volume and rate others can understand.

Prologue to L30 110

- **Learning Goal** | Analyze how historical facts are used in *Bud, Not Buddy*.
- **Language Progress** | Use historical information from a module text to enhance narrative elements.

Prologue to L32 116

- **Learning Goal** | Identify communities in *Bud, Not Buddy*.
- **Language Progress** | Revise goals to improve discussions.

Appendices

Prologue Vocabulary 124

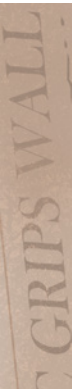
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ESSENTIAL QUESTION

How do people persevere through hardship?

PROLOGUE MODULE FOCUS

In module 1, *Arts & Letters Prologue*™ lessons focus on helping students deepen their understanding of how people can demonstrate impressive resilience when faced with challenges.

- *Prologue* lessons support reading development by providing opportunities for students to read excerpts from *Picturing a Nation* to build knowledge about hardships people experienced during the Great Depression. Students also examine narrative story elements and historical facts from the Great Depression in excerpts from the novel *Bud, Not Buddy*.
- *Prologue* lessons support writing development by helping students write third-person narratives that take place during the Great Depression. They identify and use narrative elements including transitions, dialogue, and descriptive language.
- *Prologue* lessons support speaking and listening development by providing more instruction and practice for the module's speaking and listening goals: Follow discussion norms; explain how information presented in multiple formats deepens your understanding; speak at a volume and rate others can understand; support what you say with relevant evidence from the text, including quotations; and revise goals to improve discussions. Use the Module 1 Speaking and Listening Goal Tracker to track progress toward these goals.
- *Prologue* lessons support language development by helping students use pronouns and intensive pronouns correctly. Students have additional instruction and practice adding commas to write sentences with parenthetical elements.



PROLOGUE TEXTS

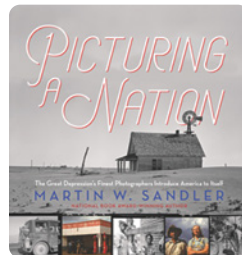
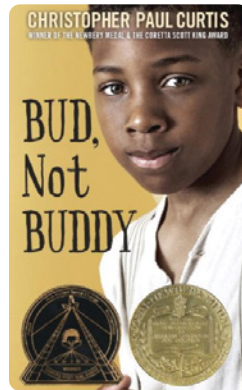
Books

Literary

- *Bud, Not Buddy*, Christopher Paul Curtis

Informational

- *Picturing a Nation: The Great Depression's Finest Photographers Introduce America to Itself*, Martin W. Sandler



Articles

- “The Great Depression in Michigan,” Jim Lunday
- “Hoovervilles,” History.com Editors



KNOWLEDGE THREADS

- During the Great Depression, people throughout the United States struggled with common economic problems as well as regionally specific hardships.
- When people experience adversity, their definitions of home and family may shift to include larger communities that provide help and support.
- Individual people and communities survive hardship by attempting to change circumstances or by refusing to give up.
- People turn to music and other forms of entertainment to give them hope in difficult times.
- African American culture, including musical innovations, fostered community resilience during the Great Depression.



PROLOGUE MATERIALS AND PREPARATION

- Determine how to access the module texts.
- Determine how to display *Prologue* reference charts, *Prologue* student resources, and select *Learn* book pages. These are listed in the Materials section of each lesson.
- Print or copy student resources from the *Prologue* Student Resources appendix. These are listed in the Materials section of each lesson.
- Determine how to access the Module 1 Speaking and Listening Goal Tracker from the digital platform.
- Ensure access to the module 1 Knowledge Cards.
- Ensure students have paper for short responses. They can use their journals or other paper.
- For a comprehensive list of all the materials used in the module, see the digital platform.



PROLOGUE ENGLISH LANGUAGE DEVELOPMENT STANDARDS

Arts & Letters Prologue lessons for module 1 provide additional language support to develop the following English Language Development (ELD) standards. Educators should consult their state's ELD standards and proficiency descriptors to identify the best ways to help multilingual learners reach the module's learning goals. See the digital platform for a lesson-by-lesson breakdown of ELD standards.

WIDA Standards

ELD-SI.4-12.Narrate: Multilingual learners will

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning

ELD-SI.4-12.Inform: Multilingual learners will

- Report on explicit and inferred characteristics, patterns, or behavior
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

ELD-SI.4-12.Explain: Multilingual learners will

- Generate and convey initial thinking
- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes

ELD-SI.4-12.Argue: Multilingual learners will

- Support or challenge an opinion, premise, or interpretation

ELD-LA.6-8.Narrate.Interpretive: Multilingual learners will interpret language arts narratives by

- Analyzing how character attributes and actions develop in relation to events or dialogue

ELD-LA.6-8.Narrate.Expressive: Multilingual learners will construct language arts narratives that

- Orient audience to context and point of view
- Develop and describe characters and their relationships
- Develop story, including themes with complication and resolution, time, and event sequences
- Engage and adjust for audience

ELD-LA.6-8.Inform.Interpretive: Multilingual learners will interpret informational texts in language arts by

- Analyzing observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors

ELP Standards

Standard 1: An ELL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.

Standard 2: An ELL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

Standard 3: An ELL can speak and write about grade-appropriate complex literary and informational texts and topics.

Standard 4: An ELL can construct grade-appropriate oral and written claims and support them with reasoning and evidence.

Standard 7: An ELL can adapt language choices to purpose, task, and audience when speaking and writing.

Standard 8: An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.

Standard 9: An ELL can create clear and coherent grade-appropriate speech and text.

Standard 10: An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing.

PROLOGUE LANGUAGE CONNECTIONS

Students’ home languages and cultures are assets that everyone in the school setting should value and celebrate. Teachers can support the strategic use of home languages to facilitate activating background knowledge, acquiring ELA knowledge and world knowledge, and engaging with grade-level content. This can happen individually or in groups. Teachers should encourage students to draw explicit metalinguistic connections between English and their home language through cognates and morphological awareness.

Multilingual learners in the United States speak a variety of languages, but an increasing majority speak Spanish at home. In 2019, more than 75 percent of students identified as “English learners” spoke Spanish as a home language (National Center for Education Statistics). For this reason, we offer a number of supports for Spanish speakers.

Contrastive Analysis

This module focuses on helping students correctly use pronouns, including intensive pronouns. *Prologue* lessons help students understand that commas can tell the reader where a parenthetical element begins and ends. For students who also speak other language(s), the grammatical rules of English may be confusing. Here are some grammatical differences for which students may need extra explanation and modeling of this structure. In addition to Spanish, we compare English to Arabic and Chinese, the second and third most common languages spoken among multilingual learners in the United States (National Center for Education Statistics).

Language	Similarity	Difference
Spanish	Spanish pronouns, including intensive pronouns, have similar meanings to English terms. Parenthetical elements set off by commas also exist in Spanish.	In Spanish, subject pronouns can be dropped and double object pronouns can be used.

Language	Similarity	Difference
Arabic	Some Arabic pronouns have similar meanings to English terms.	The Arabic language has more pronouns than English does. Many pronouns are gendered.
Chinese	Chinese pronouns have similar meanings to English terms. Parenthetical elements set off by commas also exist in Chinese.	Pronouns in Chinese are not gendered. Reflexive and intensive pronouns have only one form.

Spanish Cognates

Here are Spanish cognates for terms taught in module 1 *Prologue* lessons. Teacher notes in the lessons draw attention to Spanish cognates. Use an online Spanish dictionary for pronunciation guidance or to play a recording of the Spanish cognate for students.

Term	Cognate
imagery (n.)	imagería (s.)
intensive pronoun	pronombre intensivo
juxtapose (v.)	yuxtaponer (v.)
metaphor (n.)	metáfora (s.)
resilient (adj.)	resiliente (adj.)
temporal (adj.)	temporal (adj.)
vivid (adj.)	vívido (adj.)

MODULE PLAN

Essential Question | How do people persevere through hardship?

KEY

 = **assessment**

 = **Prologue lesson**

Arc A | *Picturing a Nation*

Lesson 1 Opening Bookend	Lesson 2 Wonder <i>Picturing a Nation</i> <i>Migrant Mother</i>	Lesson 3 Organize <i>Picturing a Nation</i> 	Lesson 4 Organize <i>Picturing a Nation</i> 	Lesson 5 Organize <i>Picturing a Nation</i>	Lesson 6 Reveal <i>Picturing a Nation</i> 	Lesson 7 Distill <i>Picturing a Nation</i> 
Lesson 8 Distill <i>Migrant Mother</i>	Lesson 9 Know <i>Picturing a Nation</i> <i>Migrant Mother</i> 	Lesson 10  Reading Comprehension Assessment 1	Lesson 11 Responsive Teaching			

Arc B | *Bud, Not Buddy*

Lesson 12 Wonder <i>Bud, Not Buddy</i> P	Lesson 13 Organize <i>Bud, Not Buddy</i>	Lesson 14 Organize <i>Bud, Not Buddy</i> P	Lesson 15 Reveal <i>Bud, Not Buddy</i> P	Lesson 16 Know “Mother to Son” <i>Bud, Not Buddy</i>	Lesson 17 Organize <i>Bud, Not Buddy</i> <i>The Louisville Flood</i>	Lesson 18 Know <i>Bud, Not Buddy</i> “Hoover’s Prodigal Children” “What a Cruel Thing to Do on Mother’s Day” P
Lesson 19 Organize <i>Bud, Not Buddy</i> “Sundown Town”	Lesson 20 Reveal <i>Bud, Not Buddy</i> P	Lesson 21 Distill <i>Bud, Not Buddy</i> P	Lesson 22 Know <i>Bud, Not Buddy</i>			

Arc C | *Bud, Not Buddy*

Lesson 23 Organize <i>Bud, Not Buddy</i>  Module Task 1 completed 	Lesson 24 Organize <i>Bud, Not Buddy</i> 	Lesson 25 Organize <i>Bud, Not Buddy</i> 	Lesson 26 Know <i>"I Got Rhythm"</i>	Lesson 27 Reveal <i>Bud, Not Buddy</i> 	Lesson 28 Organize <i>Bud, Not Buddy</i> 	Lesson 29 Organize <i>Bud, Not Buddy</i>
Lesson 30 Organize <i>Bud, Not Buddy</i> 	Lesson 31 Reveal <i>Bud, Not Buddy</i>	Lesson 32 Distill <i>Bud, Not Buddy</i> 	Lesson 33 Know <i>Bud, Not Buddy</i>  Module Task 2 completed	Lesson 34  Reading Comprehension Assessment 2	Lesson 35 Responsive Teaching	

Module Finale

Lesson 36 Know module texts	Lesson 37 Know specified texts	Lesson 38 Know specified texts	Lesson 39 Know specified texts 📖 End-of-Module Task completed	Lesson 40 Closing Bookend
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Prologue to Lesson 3

Essential Question | How do people persevere through hardship?

OVERVIEW

Preview

Students identify characters, settings, conflict, and resolution in the Writing Model for Module 1. As they examine the writing model, students identify narrative elements to understand the structure of a story. This work prepares them to discuss the writing model in more depth in lesson 3.

Learning Goal

Identify characters, settings, conflict, and resolution in the Writing Model for Module 1.

 **LEARNING TASK:** Draw a scene from the writing model that illustrates narrative elements, and write a one-sentence caption to describe what is happening.

Language Progress

In this lesson, students work on this expectation for the End-of-Module Task: Use narrative elements to create clear narrative structures with logical plot development.

To support students with beginning English proficiency, identify characters, settings, conflicts, and resolutions in well-known stories. To support students with intermediate English proficiency, invite them to discuss why authors include a conflict and resolution in a story.

Vocabulary

none

Materials

TEACHER

- class Writing Model for Module 1 (digital platform)

STUDENTS

- Writing Model for Module 1 (*Learn* book, Writing)

Preparation

- none

LAUNCH 5 minutes

Discuss Prior Knowledge

1. Tell students that they will follow the instructional routine Think–Pair–Share to discuss what makes a good story. Explain that this routine has three parts. First, students silently think about their response. Next, they share their response with a partner. Finally, you facilitate a brief discussion with the whole class. Instruct students to Think–Pair–Share to answer this question:

 **What do you think makes a good story?**

Language Support

If possible, pair students who speak the same home language, and instruct them to discuss this question.

Key Ideas

- interesting characters
 - interesting settings
 - exciting things happening
 - a big problem that gets resolved
 - a happy ending
2. Use responses to reinforce understanding of story elements.
 3. Tell students that they will read a writing model to reinforce their understanding of what makes a good story and to help prepare them for their upcoming writing task.

LEARN 20 minutes

Read the Writing Model

1. Display the class Writing Model for Module 1, and direct students to the page in their *Learn* book. Explain that this model is a story that students will use as an example to write their own narratives.

2. Read aloud a portion of the writing model from “Violet stood at” to “of the boys.” Define unknown terms as needed, such as *clacking*, *in charge*, *mended*, *outfit*, and *stringing*.

3. Ask this question:

Who are the characters in this story?

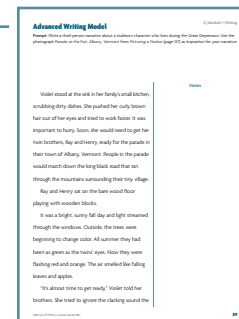
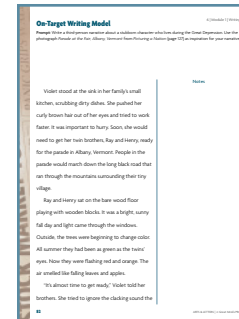
4. Reinforce the correct responses:

- Violet
- Ray
- Henry
- Mama
- Papa

5. Circle these names on the class writing model and instruct students to do the same on their page in the *Learn* book.

6. Ask this question:

What is the setting?



7. Reinforce the correct responses:

- Albany, Vermont (Northeast region)
- in a kitchen in a house
- fall season

8. Underline the settings in the class writing model and instruct students to do the same on their page in the *Learn* book.

9. Instruct students to Think–Pair–Share to answer this question:

 **What conflict, or problem, does Violet have?**

10. Reinforce the correct response: Violet is trying to get her brothers dressed for the parade, but they're refusing to put on the clothes their Mama mended for them.

11. Write a C for conflict next to this section of the class writing model and instruct students to do the same on their page in the *Learn* book.

Language Support

For students with beginning English proficiency, invite them to act out the interactions between Violet and her brothers in this excerpt and subsequent excerpts.

12. Read aloud the portion of the writing model from “As soon as” to “twins didn’t move.” Define unknown terms as needed, such as *flutter*, *presence*, and *stubborn*.

13. Ask this question:

 **What happens when Violet chases the twins?**

Key Ideas

- Violet trips and knocks her elbow against the kitchen table, and a framed picture of Papa crashes to the floor.
- The boys stop running and ask if Violet is hurt, their eyes filling with tears.
- Violet feels her anger go away.

14. Ask this question:



What do we learn about Violet and her father in this section?

Key Ideas

- Violet misses him.
- She wishes she were with him picking cranberries.
- Papa is a strong support for Violet and the family.

15. Read aloud a portion of the writing model from “Papa always used” to the end. Define unknown terms as needed, such as *produce*, *propped*, and *top hats*.

16. Ask this question:



What does Violet do to get the boys dressed for the parade?

17. Reinforce the correct responses:

- She does one of her father’s magic tricks with coins to make the boys laugh.
- She tells the boys how proud Papa would be to see them in their outfits.

18. Remind students that in a story’s resolution, the characters solve, or find a solution to, their problem. Write an *R* for resolution next to this section of the class writing model and instruct students to do the same on their page in the *Learn* book.

Language Expansion

For students with intermediate English proficiency, invite them to explain how Violet figures out a way to solve the problem.

LAND 5 minutes

Demonstrate Understanding

1. Assign one of the three parts from the writing model to students:
 - **part 1**—from “Violet stood at” to “of the boys”
 - **part 2**—from “As soon as” to “twins didn’t move”
 - **part 3**—from “Papa always used” to the end
 2.  **Introduce the learning task.** Instruct students to draw a scene from an assigned section of the writing model that illustrates one or more narrative elements in the section and write a one-sentence caption that describes what is happening.
-

Analyze Student Progress

Monitor: Do students illustrate the characters, settings, conflict, and resolution (if applicable) from their section and write a caption to describe what is happening?

Offer Immediate Support: If students need additional support illustrating the narrative elements and writing a caption, ask these questions: Who is this part of the story about? Where are they? What is happening?

3. Invite students from each part to share their drawings and captions.
4. Tell students that identifying narrative elements such as characters, settings, conflict, and resolution helps readers understand a story.



Prologue to Lesson 4

Essential Question | How do people persevere through hardship?

OVERVIEW

Preview

Students examine how pronouns are used to describe a photograph from the Dust Bowl. As they discuss the figures in the photograph, students practice using pronouns correctly. This work prepares students to use third-person pronouns in lesson 4.

Learning Goal

Use pronouns to describe a photograph.

 **LEARNING TASK:** Discuss what you notice and wonder about a photograph by using third-person pronouns.

Language Progress

In this lesson, students work on this expectation for the End-of-Module Task: Use pronouns correctly.

To support students with beginning English proficiency, invite them to make connections to pronouns in their home language. To support students with intermediate English proficiency, invite them to find more examples of pronouns in *Picturing a Nation* and explain which nouns the pronouns replace.

Vocabulary

none

Materials

TEACHER

- *Picturing a Nation*
- Pronoun Case Reference Chart (*Prologue* Reference Charts appendix)

STUDENTS

- *Picturing a Nation*

Preparation

- none

LAUNCH 5 minutes

Discuss Prior Knowledge

1. Instruct students to Think–Pair–Share to answer this question:

 **What have we learned about the Dust Bowl?**

Key Ideas

- This was an area mostly in the West and Midwest that became very dusty during the Great Depression because of a lack of rain.
 - Many farmers also plowed the land too much, which caused more dust.
 - Farmers had a hard time growing food during this time.
2. Emphasize that the term *Dust Bowl* refers not only to the places where the dust ruined crops but also to this event and time period during the Great Depression.
 3. Direct students to *Picturing a Nation*. Display and direct attention to the map on page 10. Identify the four regions—West, Midwest, Northeast, and South—and emphasize that the Dust Bowl included parts of the West and Midwest regions but also affected surrounding areas.
 4. Invite a student to point to Oklahoma on the map.
 5. Tell students that they will learn more about the impact of the Dust Bowl in this state, which is just south of the Midwest region.

LEARN 20 minutes

Identify Pronouns

1. Direct attention to pages 60–61 of *Picturing a Nation*. Read aloud page 61, starting with “It was in.” Instruct students to study the photograph on page 60 of the farmer and two boys walking through the dust toward the shed.
2. Define unknown terms as needed, such as *drifts*, *forlornly*, *horizon*, *merge*, and *shooting*.
3. Ask this question:



What do you notice and wonder about this photograph?

Key Ideas

- A man and two boys are walking to a shed.
 - There is a lot of dust in the air and on the ground.
 - I wonder if it's hard to see.
4. Remind students that the dust on the ground that ruined the crops was caused by drought, or lack of rain. Remind students that many farmers had also overplowed the land, or plowed it too much, which added to the problem.
 5. Read the first sentence on page 61, starting with “It was in.” Instruct students to Think–Pair–Share to answer these questions:



Who is speaking on page 61? How do you know?

6. Reinforce the correct responses:
 - The photographer Arthur Rothstein is speaking.
 - The name at the end of the text shows this.
7. Think aloud to model how to determine that the pronoun *I* refers to the photographer.

Sample Think Aloud

I see that the word *I* is used to refer to the photographer. This pronoun is used in place of his name. When someone talks about themselves, they usually use *I* instead of their own name.

8. Read the second sentence of the third paragraph, from “I saw the farmer” to “across the fields.”

9. Ask this question:

 **Who is the author talking about when he says “his two sons”?**

10. Reinforce the correct response: The author is talking about the farmer’s sons.

11. Direct attention to the pronoun *his* and then direct attention to “the farmer.” Explain that sometimes an author will write a specific name or noun so the reader knows who they are talking about, but will then use a pronoun after that so they don’t have to keep repeating the noun.

Language Expansion

For students with intermediate English proficiency, invite them to identify additional pronouns the photographer uses when referring to something that belongs to someone.

12. Display the Pronoun Case Reference Chart. Explain that there are different kinds of pronouns. Tell students that subjective pronouns, such as *I*, *she*, *he*, and *they*, take the place of someone’s name. Possessive pronouns such as *my*, *his*, *hers*, and *theirs* are used to show who has something.

61 Module 1 | Pronoun Reference Charts

Subjective	Objective	Possessive	Intensive
I	Me	My/Mine	Myself
We	Us	Our	Ourselves
You	You	Your	Yourselves
He	Him	His	Himself
She	Her	Hers	Herself
They	Them	Theirs	Themselves

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13. Read aloud page 61, starting with “It was in.” Instruct students to use a nonverbal signal (e.g., a thumbs-up) when they hear and see the pronoun *I*, *my*, or *his*.

14. Point to the pronouns *I* and *my* in the text. Explain that the pronoun *I* takes the place of the author’s name, and *my* shows that something belongs to him.

15. Ask this question:

 **Who is the photographer talking about on page 61?**

16. Reinforce the correct response: the farmer and his two sons.

- 17.** Display the first sentence on page 61, starting with “It was in.” Explain that when you read aloud and then students say or read aloud the same text after you, they are Echo Reading. Practice this routine by reading aloud the first sentence on page 61 and instructing students to echo you.

Ask this question:



What pronoun do you see that takes the place of the word *farmer*?

- 18.** Reinforce the correct response: *his*. Point to this pronoun in the text and then on the chart. Explain that the pronoun *his* helps the reader understand that the land belongs to the farmer. Explain that this pronoun is called third person because it doesn’t refer to the person who is speaking; it refers to someone else.
- 19.** Tell students that they will learn about more pronouns later, but for now they can focus on the pronouns *I, he, they, him, them, my, his, and their*. Circle these pronouns on the chart.
- 20.** Pair students and instruct them to read the last paragraph on page 61, from “Just as I” to the author’s name. Instruct students to work with their partner to write down a list of the third-person pronouns and determine which nouns they replace.

Language Support

For students with beginning English proficiency, model how to replace a noun with a pronoun. Display this noun bank: farmer/farmer’s, son/sons/son’s. Explain that sometimes the farmer or son(s) are referred to by themselves and sometimes together.

- 21.** Reinforce the correct responses:
- The pronoun *his* is used in the place of the noun *farmer’s* and the noun *son’s*.
 - The pronoun *they* is used in place of the noun *farmer* and the noun *sons*.
 - The pronoun *them* is used in place of *son’s eyes* and in place of the nouns *farmer* and *sons*.

LAND 5 minutes**Demonstrate Learning**

1. Direct attention to the photograph of the farmer and his sons on page 60 of *Picturing a Nation*.
2.  **Introduce the learning task.** Instruct students to discuss with a partner what they notice and wonder about a photograph. Tell them to use the third-person pronouns *he*, *his*, *they*, and *them* to explain what they notice and wonder.

Analyze Student Progress

Monitor: Do students use the correct third-person pronouns to describe the farmer and the sons in the photograph?

Offer Immediate Support: If students need additional support using third-person pronouns, refer them to the text and the pronouns on the chart.

3. Invite a few students to share their responses.
4. Summarize that pronouns take the place of nouns.



Prologue to Lesson 6

Essential Question | How do people persevere through hardship?

OVERVIEW

Preview

Students examine juxtaposition in *Picturing a Nation*. As they discuss both text and image examples, students practice explaining how information presented in multiple formats deepens their understanding of a text. This work prepares students to discuss juxtaposition in more depth in lesson 6.

Learning Goal

Examine juxtaposition in *Picturing a Nation*.

 **LEARNING TASK:** Describe the similarities and differences between two juxtaposed photographs from *Picturing a Nation*.

Language Progress

In this lesson, students work on this speaking and listening goal: Explain how information presented in multiple formats deepens your understanding.

To support students with beginning English proficiency, share examples of books or comics that have been made into shows or movies. To support students with intermediate English proficiency, invite them to share how a show or movie may be different from the book or comic on which it's based.

Vocabulary

juxtapose (v.)

Materials

TEACHER

- *Picturing a Nation*
- Sunny and Stormy Weather photograph (digital platform)
- Small Dog and Large Dog photograph (digital platform)

STUDENTS

- *Picturing a Nation*

Preparation

- none

LAUNCH

5 minutes

Preview Vocabulary

1. Display the Sunny and Stormy Weather and Small Dog and Large Dog photographs. Ask this question:

 **What do you notice and wonder about these images?**

2. Instruct students to Think–Pair–Share to answer these questions:

 **How are the things in the pictures alike? How are they different?**

3. Restate responses that identify similarities and differences. Emphasize that the images are both similar and different.
4. Introduce the vocabulary term *juxtapose* by displaying the term and definition. Engage students in Vocabulary Exploration. Explain that showing two things side by side that are very different but have something in common helps the viewer see the qualities of each picture even more.

Language Support

The term *juxtapose* has a Spanish cognate: *yuxtaponer*. Share this language connection with students whose home language is Spanish.

Definition

juxtapose (v.): to place different things together in order to create an interesting effect or to show how they are the same or different

5. Tell students that they are going to look at more examples of juxtaposition in the text and images in *Picturing a Nation*.

LEARN 20 minutes

Examine Juxtaposition

1. Display the photographs in *Picturing a Nation* on pages 76–77 showing “Faces of the Midwest.” Ask these questions:

💬 **What do you notice and wonder about these two photographs?**

💬 **How are they alike and different?**

Key Ideas

- Two are in black and white, and one is in color.
- One shows a young boy, the other two show older men.
- One person is smiling, the other two are not.

Emphasize that this is an example of juxtaposition.

2. Emphasize that juxtaposition can also be used in text. Direct students to *Picturing a Nation* and direct attention to page 7. Instruct students to listen for examples of juxtaposition. Read aloud the portion of pages 7–8 from “The pictures that” to “ten-cent barbershops.” Define unknown terms as needed, such as *mantel*, *migrants*, and *soda jerk*.
3. Explain that during this time people could buy a hamburger for a nickel and a haircut for 10 cents. Identify the word *positive* in the text and emphasize that even during hardships people were able to find things that brought them joy and connection.

Language Support

For students with beginning English proficiency, review the term *hardship* by displaying the Knowledge Card.

4. Ask this question:

💬 **What hardships from pages 7–8 did magazines and newspapers show during this time?**

5. Reinforce the correct responses: the Dust Bowl, migrants, starving cattle.

Language Expansion

For students with intermediate English proficiency, invite them to explain why these were hardships.

6. Ask this question:



What positive things from pages 7–8 did photographers take pictures of?

7. Reinforce the correct responses: dancing, people listening to music, ice cream shops, pictures and a clock on a mantel, hamburger shops, and barbershops.

Language Support

For students with beginning English proficiency, capture the hardships and positive experiences in a T-chart. Add symbols to each side, such as a minus sign for the hardships and a plus sign for the positive.

8. Emphasize that these two lists together present examples of things that were juxtaposed, or put together, to show something interesting and call attention to two aspects of American life during the Great Depression.
9. Read aloud the next sentence on page 8 starting with “The historian Lawrence” to the end of the paragraph. Define unknown terms as needed, such as *portrait*, *despair*, *resiliency*, *despondency*, and *self-sufficiency*.
10. Identify the words *balance* and *blend* and explain that the hardships and positive images are like two sides of a scale, or two ingredients in a recipe. Ask this question:



Why do you think it’s important to show not only hardships but also positive experiences?

Key Ideas

- When put together, the images show a fuller picture.
- If things were always shown as just difficult or positive, something would feel like it was missing.

11. Direct students to pages 34–35. Read aloud the heading. Explain that striking contrasts refers to things that are very obviously different—like the juxtaposed images of the farmland or the pictures of hardships and positive things.

12. Ask this question:

 **Which image on these pages shows hardship, and which shows something positive?**

13. Reinforce the correct response: The image of the family living in a truck shows hardship, while the images of the women in dresses and people by the pool show positive experiences.

14. Remind students that the text uses different formats—words and photographs—to juxtapose experiences from the Great Depression.

15. Instruct students to Think–Pair–Share to answer this question:

 **How do the juxtaposed words and images in *Picturing a Nation* help readers understand a fuller picture of life in America during the Great Depression?**

Key Ideas

- Reading about and seeing the hardships helps the reader understand how difficult life was for so many.
- The text and positive pictures show that in some places some people were living very differently.
- The text and positive pictures also show that even during hard times, people found joy and connection.
- The words and pictures show the diversity, or difference, across the country—and how much help some people needed, while others were having good experiences.

LAND 5 minutes**Demonstrate Learning**

1.  **Introduce the learning task.** Instruct students to discuss with a partner the similarities and differences between the images on pages 72 and 88 when they are juxtaposed.

Provide these sentence frames: On page 72, I see _____. On page 88, I see _____. These photographs are alike because _____. They are different because _____. Showing these photographs together is an example of juxtaposition because _____.

Analyze Student Progress

Monitor: Do students explain how the two images are an example of juxtaposition?

Offer Immediate Support: If students need additional support explaining how the images are an example of juxtaposition, ask these questions: What do you see in both images? Which photograph shows something positive?

2. Invite a few students to share their responses. Restate strong responses.
3. Summarize that juxtaposition in text and images provides a fuller picture of the human experience by showing similarities and differences.



Prologue to Lesson 7

Essential Question | How do people persevere through hardship?

OVERVIEW

Preview

Students describe the impact of Farm Security Administration (FSA) photographs in *Picturing a Nation*. As they discuss the impact of these Depression-era photographs, students practice following discussion norms. This work prepares students to engage in a meaningful discussion about the FSA photographs in lesson 7.

Learning Goal

Describe the impact of FSA photographs in *Picturing a Nation*.



LEARNING TASK: Discuss the possible impact of a photograph on people and the nation.

Language Progress

In this lesson, students work on this speaking and listening goal: Follow discussion norms.

To support students with beginning English proficiency, model how to listen respectfully and use textual evidence in a discussion. To support students with intermediate English proficiency, invite a few students to model how to listen respectfully, include everyone, and use textual evidence in a discussion.

Vocabulary

none

Materials

TEACHER

- *Picturing a Nation*

STUDENTS

- *Picturing a Nation*

Preparation

- none

LAUNCH 5 minutes

Discuss Prior Knowledge

1. Display *Picturing a Nation* and direct attention to the image of Dorothea Lange's Dust Bowl farm on pages 58–59.
2. Instruct students to Think–Pair–Share to answer these questions:



What does this photograph reveal about farm life during the Great Depression?



Why do you think it is important to show this?

Language Support

If possible, pair students who speak the same home language, and instruct them to discuss these questions.

Key Ideas

- **photograph shows:** dead crops and dusty land
 - **photograph shows:** a farmhouse but no people
 - **why it is important:** shows how hard life was in Texas during the Great Depression
3. Emphasize that this photograph, taken in the Dust Bowl, shows that people were suffering because they couldn't grow crops. Remind students that without these photographs, people who didn't live in this area would not see or know what was going on.
 4. Tell students that they will discuss in more depth what the FSA photographs showed and why this was important.

LEARN 20 minutes

Describe the Impact of Photographs

1. Direct students to *Picturing a Nation* and direct their attention to page 135. Read aloud page 135, starting with “An Extraordinary Achievement.” Define unknown terms as needed, such as *acclaimed*, *exhibitions*, *extraordinary*, *free of charge*, *prestigious*, *scores*, and *testament*.
2. Echo Read the portion of page 135 from “Roy Stryker Believed” to “at every level.”
3. Ask this question:



What did Roy Stryker believe was the most important part of his job?

4. Reinforce the correct response: to make sure the FSA photographs were seen by as many people as possible, including people in government.
5. Instruct students to Think–Pair–Share to answer this question:



Why do you think it was important for as many people as possible to see the photographs?

Key Ideas

- More people around the country would understand what was happening in other parts.
 - People could feel more connected to each other.
 - People, including those in government, could help.
6. Point back and forth between yourself and a volunteer and explain that this gesture shows connection. Invite students to make the gesture together with a partner. Emphasize that the photographs allowed different Americans to feel connected to each other.
 7. Echo Read the last sentence on page 135, beginning with “In a world.” Ask this question:



How did these photographs change people’s thinking about photography?

8. Reinforce the correct response: People were starting to pay more attention to photographs as an art form, or a way of expression.
9. Act out holding a camera and taking a picture. Invite students to make the gesture. Emphasize that before this time, photography had not been widely considered an art form in the United States.
10. Direct students to page 136. Instruct students to listen for how the government responded to what the photographs showed. Read aloud the first paragraph on page 136, starting with “One of the.” Define unknown terms as needed, such as *displaced*, *enacted*, *erecting*, *hordes*, and *initiated*.
11. Instruct students to Think–Pair–Share to answer this question:



As a result of what the FSA photographs showed, what actions did the government take to help people?

Language Support

For students with beginning English proficiency, help them locate the verbs in the paragraph to identify the actions.

12. Reinforce the correct responses:
 - They started erecting, or building, camps for migrant workers traveling west for work.
 - They passed relief bills to help Dust Bowl victims.
 - They enacted mine-safety laws.
13. Bring your hands together in a heart shape. Invite students to do the same. Explain that this gesture shows that people care and want to take action to help.
14. Read aloud the second paragraph on page 136. Define unknown terms as needed, such as *diversity*, *means*, *mission*, *outcome*, and *vastness*.

15. Instruct students to Think–Pair–Share to answer this question:

 **What did the photos help people understand about America?**

Tell students to follow discussion norms, or rules for conversation, as they share—such as listening respectfully, including everyone, and using textual evidence.

Key Ideas

- People were able to see how vast, or big, the country was and how diverse, or different, parts of it were.
- People could see what was going on in different parts so they could do something to help.
- People could see that life was not the same everywhere—people looked and lived differently across the country.
- Seeing the differences in others, but also the similarities, helped people understand each other better.

16. Emphasize that because there was no internet or daily news, the FSA photographs were the only way people were able to see some of these areas and people.

17. Ask this question as you make these three gestures—pointing back and forth with a student, taking a picture, and making a heart with your hands:

 **What were the main impacts of the FSA photographs?**

18. Reinforce the correct responses:

- They brought people together, or connected them.
- They caused photography to be seen as an art form.
- They caused people to take action to help.

LAND 5 minutes

Demonstrate Learning

1. Direct attention to the image on pages 58–59 of *Picturing a Nation*.
2.  **Introduce the learning task.** Form small groups. Instruct students to discuss the possible impact of this Dust Bowl photograph on people and the nation.

Remind students to follow discussion norms, or rules for conversation, as they share in their groups—such as listening respectfully, including everyone, and using textual evidence.

Analyze Student Progress

Monitor: Do students identify the impact of the photograph as a means of connection, an art form, and a call to action?

Offer Immediate Support: If students need additional support identifying the effect of the photograph, review the terms *connection*, *art form*, and *call to action*.

3. Invite a few students to share their responses. Remind them to use the gesture that relates to the impact.

Key Ideas

- The photograph could make people feel more connected by helping them understand the experience of Dust Bowl farmers during the Great Depression. (gesture: pointing back and forth between the speaker and another student)
 - The photograph could be considered a work of art because it is a form of expression. (gesture: taking a picture)
 - The photograph could make people want to help farmers whose crops aren't growing. (gesture: making a heart with the hands)
4. Summarize that the FSA photographs had a lasting impact on the country as a means of connection, as examples of photography as an art form, and as a call to action.



Prologue to Lesson 9

Essential Question | How do people persevere through hardship?

OVERVIEW

Preview

Students describe the effects of the Dust Bowl. As they discuss the effects, students practice adding details to a sentence by using commas. This work prepares students to write knowledge statements with parenthetical elements in lesson 9.

Learning Goal

Describe the effects of the Dust Bowl.

 **LEARNING TASK:** Discuss an added detail and explain why it was chosen.

Language Progress

In this lesson, students work on this language goal: Add details to a sentence by using commas.

To support students with beginning English proficiency, provide additional examples of how to add commas and details to a sentence frame about a familiar topic. To support students with intermediate English proficiency, invite them to add additional phrases or clauses to the sentence frame about the Great Depression.

Vocabulary

none

Materials

TEACHER

- *Picturing a Nation*

STUDENTS

- *Picturing a Nation*
- Adding Details with Commas
(*Prologue* Student Resources appendix)

Preparation

- Determine how to display the sample passage from *Picturing a Nation*, page 1, paragraph 3, for use throughout the Learn section. See the Learn section for details.

LAUNCH 5 minutes

Build Knowledge About Parentheticals

1. Display and read aloud this sample sentence: “The farmer, a hardworking man, grows and sells corn.”
2. Read aloud the sentence again without the parenthetical phrase “a hardworking man.” Ask these questions:

 **What did you notice when you heard this sentence the second time?**

 **How is this sentence different from the first one I read?**

Key Ideas

- The sentence doesn’t have as much information as the first one.
 - The sentence still makes sense even without the added information.
3. Explain that by adding the commas and the phrase *a hardworking man*, the meaning of the sentence didn’t change, but more detail about the farmer was added.

Teacher Note

Students learn the term *parenthetical element* in lesson 10.

4. Tell students that they will look at more examples of how details can be added to a sentence by using commas.

LEARN 20 minutes

Identify Added Details

1. Display the sample passage from *Picturing a Nation*. Read aloud the portion from “And as if” to “had ever experienced.” Define unknown terms as needed, such as *disastrous*, *drought*, *Great Plains*, *Mother Nature*, *period*, *prolonged*, *stricken*, and *vast area*.

2. Ask this question:



What happened with Mother Nature, or the weather, that affected farmers during the Dust Bowl?

3. Reinforce the correct response: a drought, or lack of rain.

Language Expansion

For students with intermediate English proficiency, invite them to explain how a drought would negatively affect farmers and their crops.

4. Ask this question:



Where in the United States were the farmers in this passage located?

5. Reinforce the correct response: in the middle of the United States from the Canadian border to Texas.
6. Direct students to *Picturing a Nation* and direct attention to the map on page 10. Invite a student to point to this area on the map.
7. Direct attention to the sample passage. Instruct students to Think–Pair–Share to answer this question:



What detail did the author add that tells more about this area of the United States?

- 8.** Reinforce the correct response: The author added a detail to say that the area included “a vast area of the Great Plains.” Emphasize that this specific detail does not change the meaning of the sentence; it tells more about where the farmers were.

Teacher Note

You may display a United States map and label the Great Plains.

- 9.** Direct attention to the portion of the passage from “Farmers in the” to “had ever experienced.” Underline the phrase *including a vast area of the Great Plains* and draw an arrow back to *the middle of the United States*. Circle the commas that set off the phrase and remind students that this punctuation can be used to add more detail.
- 10.** Direct attention to the portion of the passage from “The lack of” to “turned to dust.” Define unknown terms as needed, such as *lack*, *overplowing*, *stripped away*, and *topsoil*.

- 11.** Ask this question:

 **What caused the soil to turn to dust?**

- 12.** Reinforce the correct responses: not enough rain and too much plowing.

- 13.** Ask this question:

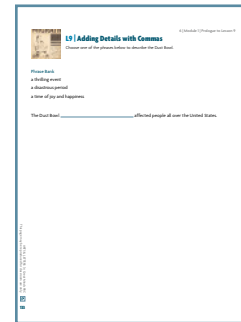
 **What did overplowing do?**

- 14.** Reinforce the correct response: Overplowing stripped away the topsoil. Emphasize that this part of the sentence tells more about why overplowing was so dangerous.
- 15.** Invite a student to underline the added detail and draw an arrow back to what it describes. Clarify that the clause *which had stripped away the topsoil* describes *overplowing*. Invite a student to circle the commas that set off the clause.

- 16.** Display Adding Details with Commas, and distribute copies to students. Read aloud the sentence frame and the three phrases in the phrase bank. Tell students that they will choose one of the phrases from the bank that most accurately describes the Dust Bowl and add it to the sentence frame. Remind students to add commas in the correct places to set off the phrase.

Language Support

For students with beginning English proficiency, review the definitions of the phrases *a thrilling event*, *a disastrous period*, and *a time of joy and happiness*, as needed.



LAND 5 minutes

Demonstrate Learning

- 1. 🎯 Introduce the learning task.** Instruct students to discuss with a partner which detail you added and explain why you chose that phrase to complete the sentence.

Display this sentence frame: I added _____ because _____.

Analyze Student Progress

Monitor: Do students choose the correct detail and explain why they added it to the sentence?

Offer Immediate Support: If students need additional support discussing the added detail, ask this question: What was life like for farmers during the Dust Bowl?

- 2.** Reinforce the correct response: The Dust Bowl, a disastrous time, affected people all over the United States.

3. Emphasize that the parenthetical phrase can be used to add more detail to describe the Dust Bowl, but it does not change the meaning of the original sentence. Draw an arrow from the added phrase back to *Dust Bowl* and circle proper use of commas.
4. Summarize that parenthetical phrases can be added to a sentence to provide more information.



Prologue to Lesson 12

Essential Question | How do people persevere through hardship?

OVERVIEW

Preview

Students identify precise language and sensory details in *Bud, Not Buddy*. As they discuss descriptions, students practice using precise and descriptive language to convey events and experiences. This work prepares students to add descriptive details in lesson 12.

Learning Goal

Identify precise language and sensory details in *Bud, Not Buddy*.

 **LEARNING TASK:** Revise a sentence to include precise language and sensory details.

Language Progress

In this lesson, students work on this expectation for the End-of-Module Task: Use precise and descriptive language to convey events and experiences.

To support students with beginning English proficiency, add images to the Precise Language and Sensory Details Chart to help support understanding. To support students with intermediate English proficiency, invite them to add additional examples of precise language and sensory details.

Vocabulary

none

Materials

TEACHER

- *Bud, Not Buddy*
- Precise Language and Sensory Details Chart

STUDENTS

- *Bud, Not Buddy*

Preparation

- Determine how to display a sentence from *Bud, Not Buddy*. See the Launch section for details.
- Make a Precise Language and Sensory Details Chart. Label a chart with the title: Precise Language and Sensory Details. Create a bullet point list of words and phrases as students identify examples. See the Learn section for details.
- Determine how to display three sentences. See the Land section for details.

LAUNCH **5 minutes**

Discuss Prior Knowledge

1. Display *Bud, Not Buddy*. Display and read aloud this sentence from page 1: “All the kids watched the woman as she moved along the line, her high-heeled shoes sounding like little firecrackers going off on the wooden floor.”
2. Instruct students to Think–Pair–Share to answer this question:



What words or phrases help you picture this character?

3. Remind students that authors use precise, or specific, language and sensory details, or descriptions related to the five senses, to help the reader imagine a scene.

Language Support

For students with beginning English proficiency, review the five senses.

4. Write “Precise Language and Sensory Details” across the top of a piece of chart paper. Add “high-heeled shoes” and explain that this detail tells specifically what kind of shoes the character is wearing. Write “sounding like little firecrackers” and explain that this detail describes both the specific size of the firecrackers and how the shoes sound.
5. Tell students they are going to find more examples of precise language and sensory details in chapter 1 of *Bud, Not Buddy*.

Precise Language and
Sensory Details

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-
-
-

LEARN 20 minutes

Identify Precise Language and Sensory Details

1. Direct students to *Bud, Not Buddy*. Direct attention to pages 1–4 and read aloud from “Here we go” to “to be great.” Define unknown terms as needed, such as *caseworkers*, *glum*, and *jim-jammed*.

2. Ask this question:

 **Who are the characters so far in this story?**

3. Reinforce the correct responses: Bud, Jerry, the caseworker, and the Amoses.

4. Read aloud page 2 from “Jerry asked the” to “of boiling milk,” and page 3 from “Jerry sat on” to “down his cheeks.” Tell students to listen carefully for sensory details and precise language.

5. Instruct students to Think–Pair–Share to answer this question:

 **What words or phrases describe Jerry’s reaction to moving to a new foster home?**

6. Reinforce the correct responses:

- “Jerry looked like he’d just found out they were going to dip him in a pot of boiling milk.” (2)
- “Tears were popping out of [Jerry’s] eyes and slipping down his cheeks.” (3)

7. Read page 3 from “Here we go” to “cry no more.”

8. Instruct students to Think–Pair–Share to answer this question:



What words or phrases describe Bud's reaction to moving to a new foster home?

9. Reinforce the correct response: Bud describes himself as “my nose gets all runny and my throat gets all choky and my eyes get all sting-y” (3).

Language Support

For students with beginning English proficiency, use gestures and model acting out the sentences that use sensory details and precise language to help students understand and picture Jerry and Bud's reactions.

10. Emphasize that the author could just say “they feel worried about what their new homes will be like,” but instead he uses precise language and sensory details to describe how the boys look and feel.

Language Expansion

For students with intermediate English proficiency, invite them to use precise language and sensory details to describe how they would feel if they were Bud.

11. Direct attention to the Precise Language and Sensory Details Chart. Add 3–5 responses to the chart, such as “pot of boiling milk,” “runny nose,” “choky throat,” “sting-y eyes,” “tears popping out,” and “slipping down cheeks.”
12. Read aloud page 5 from “Six is a” to “used to be.” Define unknown terms as needed, such as *commence* and *squinting*.

13. Stop at the end of each paragraph and instruct students to Think–Pair–Share to answer this question:



What precise language and sensory details does the author have Bud use to describe losing teeth at six years old?

Key Ideas

- Tongue is pushing and rubbing up against one of the teeth.
 - You move your tongue back and forth and squeeze your eyes shut and pull the tooth out.
 - Your tongue keeps digging around where the tooth used to be.
- 14.** Emphasize that Bud could have just told the reader that “teeth falling out can be strange or scary,” but he uses precise language and sensory details to show specifically what happens and why it can be scary.
- 15.** Add responses to the Precise Language and Sensory Details Chart. Emphasize that Bud is describing things that can be felt in the mouth and touched with the tongue.

LAND 5 minutes

Demonstrate Learning

- 1.** Display and read aloud these sentences:
- Jerry starts to cry.
 - Bud feels emotional but doesn’t cry.
 - It’s strange and scary when teeth fall out.

2.  **Introduce the learning task.** Instruct students to work with a partner to select one of the displayed sentences and revise it by adding precise language and sensory details.

Remind students to refer to the Precise Language and Sensory Details Chart.

Analyze Student Progress

Monitor: Do students add at least one description to their sentence to include precise language or sensory details?

Offer Immediate Support: If students need additional support adding a description, refer them to specific parts of chapter 1 for more ideas.

3. Invite a few students to share their responses. Add examples to the chart.

Key Ideas

- Jerry's face is turning bright red as he tries to hold back the hot tears that keep coming.
- Teeth falling out is so strange you can't stop going over the spot with your tongue again and again.
- Teeth falling out is so scary you can't stop thinking about other parts becoming loose and suddenly falling off—like your arms and legs.

4. Summarize that precise language and sensory details help make scenes more descriptive and help readers picture scenes in their minds.

Teacher Note

You may instruct students to write or revise sentences in their learning tasks to include more precise language and sensory details.



Prologue to Lesson 14

Essential Question | How do people persevere through hardship?

OVERVIEW

Preview

Students discuss the behavior and traits of characters in *Bud, Not Buddy*. As they add details to sentences describing characters, students practice using parenthetical elements. This work prepares students to explain what Bud's actions demonstrate about him in lesson 14.

Learning Goal

Discuss characters' traits in *Bud, Not Buddy*.

 **LEARNING TASK:** Add detail about a character's trait by using parenthetical elements in a sentence.

Language Progress

In this lesson, students work on this module language goal: Use commas to set off parenthetical elements.

To support students with beginning English proficiency, provide more practice adding parenthetical elements to sentences about familiar topics. To support students with intermediate English proficiency, prompt them to add a parenthetical element to a sentence without providing a sentence frame.

Vocabulary

protective (adj.) 

resilient (adj.) 

unkind (adj.) 

Materials

TEACHER

- none

STUDENTS

- *Bud, Not Buddy*
- Character Traits and Parenthetical Elements (*Prologue* Student Resources appendix)

Preparation

- none

LAUNCH 5 minutes

Discuss Prior Knowledge

1. Instruct students to Think–Pair–Share to answer these questions:

 **Which characters from *Bud, Not Buddy* do you like the best? Why?**

 **Which characters do you like the least? Why?**

2. Use responses to emphasize how character trait words or specific details about a character's behavior help describe a character.
3. Explain that what a character does, thinks, or says helps readers understand the character.
4. Remind students that words that describe a character's behavior and feelings are called character traits. Provide examples such as *brave*, *creative*, and *thoughtful*. Invite a few students to share additional character trait words they know.
5. Tell students that they will describe characters in *Bud, Not Buddy* by using character traits.

LEARN 20 minutes

Describe Characters in *Bud, Not Buddy*

1. Display and read aloud these sentences:
 - Bud escapes the shed and gets revenge on Todd.
 - Bud, who is resilient, escapes the shed and gets revenge on Todd.
2. Define *revenge* as “to do something to hurt (someone who has hurt you).”

3. Ask this question:

 **What do we learn about Bud from the first sentence?**

Language Support

For students with beginning English proficiency, prompt them to find verbs that describe Bud's actions in the sentence.

4. Reinforce the correct response: He escapes the shed and gets revenge on Todd.
5. Read aloud the second sentence. Introduce the vocabulary term *resilient* by displaying the term and definition. Engage students in Vocabulary Exploration. Explain that this term is an example of a character trait. Draw an image above *resilient* to represent the term (e.g., an arm with a muscle).

Language Support

The term *resilient* has a Spanish cognate: *resiliente*. Share this language connection with students whose home language is Spanish.

Definition

resilient (adj.): able to become strong, healthy, or successful again after something bad happens

6. Ask this question:

 **How is the second sentence different from the first?**

7. Invite a few students to share their responses.

Key Ideas

- The sentence includes information about one of Bud's character traits.
 - The sentence has an additional part, separated by commas.
 - The sentence adds more information about the character.
8. Underline the clause *who is resilient*. Explain that this part of the sentence is called a parenthetical element. Circle the commas that set off the clause and explain that the commas tell the reader where the parenthetical element begins and ends.

9. Ask this question:

 **What do we learn about Bud from this parenthetical element?**

10. Reinforce the correct response: We learn that Bud is resilient. Emphasize that the parenthetical element adds additional, relevant information about the character, but it does not change the meaning of the sentence.

11. Display and read aloud this sentence: The Amoses, who are unkind, lock Bud in the shed.

12. Introduce the vocabulary term *unkind* by displaying the term and definition. Engage students in Vocabulary Exploration. Draw an image above *unkind* to represent the term (e.g., a frowning face).

Definition

unkind (adj.): not kind, or not nice

13. Instruct students to Think–Pair–Share to answer these questions:

 **What do the Amoses do?**

 **Which part of the sentence adds a character trait detail about the Amoses?**

14. Reinforce the correct responses:

- **what they do**—lock Bud in the shed
- **part of sentence**—“who are unkind”

15. Invite a student to underline the clause in the sentence. Invite another student to circle the commas that set off the clause.

Language Expansion

For students with intermediate English proficiency, encourage them to suggest a different character trait to describe the Amoses and write an alternative detail to replace the parenthetical element.

16. Echo Read the sentence, emphasizing the parenthetical clause. Instruct students to take turns reading aloud the sentence with a partner.

- 17.** Read aloud the sentence without the parenthetical clause: The Amoses lock Bud in the shed. Ask this question:

☞ **What do you notice when I read the sentence without the detail about the Amoses' character trait?**

- 18.** Reinforce the correct response: The sentence still makes sense, but only describes something the Amoses do. It does not describe a character trait.
- 19.** Display and read aloud this sentence: Momma, who was protective, wanted to prepare Bud for the future.
- 20.** Introduce the vocabulary term *protective* by displaying the term and definition. Engage students in Vocabulary Exploration. Draw an image above *protective* to represent the term (e.g., a shield).
- 21.** Instruct students to Think–Pair–Share to answer these questions:

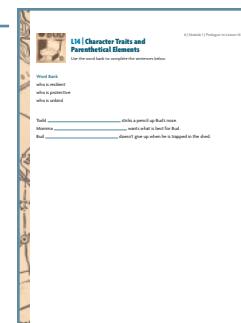
☞ **What detail describes something that Momma did?**

☞ **What part of this sentence describes one of Momma's character traits?**

- 22.** Reinforce the correct responses:
- **detail**—Momma wanted to prepare Bud for the future.
 - **part of sentence**—The clause “who was protective” describes one of Momma's character traits.
- 23.** Echo Read the sentence, emphasizing the parenthetical clause. Instruct students to take turns reading aloud the sentence with a partner.
- 24.** Display Character Traits and Parenthetical Elements, and distribute copies to students. Read aloud the word bank of character trait clauses and review the terms *unkind*, *protective*, and *resilient*.
- 25.** Instruct students to think about which character trait clause best describes the character's behavior as you read aloud each sentence frame.

Definition

protective (adj.): wanting to keep someone or something safe



LAND 5 minutes**Demonstrate Learning**

1.  **Introduce the learning task.** Direct attention to the sentence frames on Character Traits and Parenthetical Elements. Instruct students to add commas and a character trait clause to each sentence frame.

Analyze Student Progress

Monitor: Do students add a character trait that connects with the detail about the character's behavior?

Offer Immediate Support: If students need additional support adding the character trait clause to the sentence frame, act out the details about the character's behavior and then review the character trait term definitions to help students determine the best choice.

2. Reinforce the correct responses:
 - Todd, who is unkind, sticks a pencil up Bud's nose.
 - Momma, who is protective, wants what is best for Bud.
 - Bud, who is resilient, doesn't give up when he is trapped in the shed.
3. Summarize that a character's behavior—or what they do, say, or think—helps us understand a character's traits.



Prologue to Lesson 15

Essential Question | How do people persevere through hardship?

OVERVIEW

Preview

Students discuss the meaning of metaphors describing Bud's experiences in *Bud, Not Buddy*. As they describe how sensory details and comparisons explain more about Bud's experiences, students practice using sensory language to convey events and experiences. This work prepares students to discuss metaphors in lesson 15.

Learning Goal

Discuss the meaning of a metaphor in *Bud, Not Buddy*.

 **LEARNING TASK:** Write a sentence to explain the meaning of a metaphor about Bud.

Language Progress

In this lesson, students work on this expectation for the End-of-Module Task: Use descriptive details including precise words and phrases and/or sensory language to convey events and experiences.

To support students with beginning English proficiency, provide additional metaphors about familiar topics for students to practice using with the sentence frames. To support students with intermediate English proficiency, invite them to share a sensory metaphor that describes a personal experience.

Vocabulary

metaphor (n.)

Materials

TEACHER

- none

STUDENTS

- Metaphors About Bud
(*Prologue* Student Resources appendix)
- journal

Preparation

- none

LAUNCH

5 minutes

Practice Vocabulary

1. Display and read aloud this sentence: The classroom was a zoo.

2. Instruct students to Think–Pair–Share to answer these questions:

 **What did you picture when I said “The classroom was a zoo”?**

 **What do you think I meant when I said “The classroom was a zoo”?**

3. Reinforce the correct responses:

- **picture**—I pictured a loud, crowded, and messy classroom.
- **meaning**—“The classroom was a zoo” means the classroom was loud and disorganized.

4. Explain that this sentence contains figurative language, not literal language, because the classroom was not actually a zoo. Introduce the vocabulary term *metaphor* by displaying the term and definition. Engage students in Vocabulary Exploration. Tell students that the sentence used a metaphor to compare the classroom to a zoo.

Definition

metaphor (n.): a phrase that shows how two things are similar by saying one thing is the other

Language Support

The term *metaphor* has a Spanish cognate: *metáfora*. Share this language connection with students whose home language is Spanish.

5. Tell students that they will explore metaphors in *Bud, Not Buddy*.

LEARN 20 minutes

Explore Metaphors in *Bud, Not Buddy*

1. Display Metaphors About Bud, and distribute copies to students. Read aloud the first sentence in the Metaphor column. Ask this question:

What did you picture when you heard this sentence?

2. Reinforce the correct response: I pictured Bud's arm with flames. Ask this question:

What is the feeling of being stung in the arm by hornets compared to?

3. Reinforce the correct response: It is compared to Bud's arm being on fire. Ask this question:

Does the description connect to the sense of hearing, smell, sight, touch, or taste?

4. Reinforce the correct response: It connects to the sense of touch.

Language Support

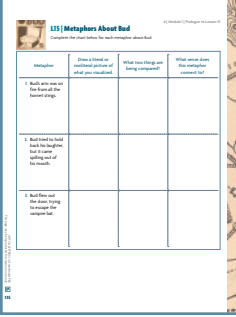
For students with beginning English proficiency, create a chart of the five senses and draw or refer to a symbol for each sense as it is discussed.

5. Model how to complete the first row of the metaphor chart by drawing a picture of Bud's arm on fire and responding to the questions in the two other columns.

6. Ask this question:

What is the nonliteral meaning of the sentence?

7. Reinforce the correct response: It means Bud's arm really hurts from the hornet stings.



[15] Metaphors About Bud
Complete the chart below for each metaphor about Bud.

Metaphor	Draw a picture or sketch a picture of what you visualized.	What two things are being compared?	What sense does this metaphor connect to?
Bud's arm was on fire, and all the hornets stung.			
Bud tried to hold his arm steady, but it was so painful that he couldn't.			
Bud felt that the hornets stung his arm like a million needles.			

8. Explain that authors use metaphors that connect to senses because they help the reader imagine what the character experiences. By comparing feeling pain to an arm being on fire, the reader can more easily imagine what Bud feels.
9. Instruct students to complete the metaphor chart for sentence 1.
10. Read aloud the second sentence on the metaphor chart. Instruct students to Think–Pair–Share to answer these questions:

 **What did you picture when you heard this sentence?**

 **What two things are compared in the sentence?**

Key Ideas

- I pictured Bud trying to hold back his laughter and then laughing hard.
- I pictured laughter actually falling out of his mouth.
- **two things compared:** It compares Bud being able to hold back his laughter to something spilling out of a container.

11. Ask this question:

 **Does the description appeal to any of your senses?**

12. Reinforce the correct response: It appeals to the senses of hearing and sight.
13. Instruct students to complete the metaphor chart for sentence 2 and emphasize that some metaphors may connect to more than one of the reader's senses.
14. Ask this question:

 **What is the nonliteral meaning of the sentence?**

15. Reinforce the correct response: It means that Bud tried to hold back his laughter but could not.

- 16.** Read aloud the third sentence on the metaphor chart. Instruct students to complete the row for sentence 3 after they Think–Pair–Share to answer these questions:



What did you picture when you heard this sentence?



What two things are being compared when “Bud flew out the door”?



Does the description appeal to any of your senses?

- 17.** Reinforce the correct responses:

- **picture**—I pictured Bud flying through the door.
- **two things compared**—Bud moving really fast is compared to flying.
- **sense**—It appeals to the sense of sight.

Language Expansion

For students with intermediate English proficiency, prompt them to create a sensory metaphor describing Bud’s experience of being trapped in the shed.

LAND 5 minutes

Demonstrate Learning

- 1.  Introduce the learning task.** Direct students to their journals. Instruct students to work with a partner to write a sentence that explains the meaning of the metaphor: Bud flew out the door. Provide this sentence frame: This metaphor means _____.

Analyze Student Progress

Monitor: Do students explain the meaning of the metaphor?

Offer Immediate Support: If students need additional support explaining the meaning of the metaphor, act out what Bud does as you read aloud the sentence. Then ask this question: Is Bud really flying?

2. Invite two students to share their responses. Reinforce the correct response: This metaphor means that Bud is going out of the door really fast.
3. Summarize that metaphors and sensory language describe something to help the reader better understand a character's feelings and experiences.



Prologue to Lesson 18

Essential Question | How do people persevere through hardship?

OVERVIEW

Preview

Students analyze intensive pronouns used in sentences about Hoovervilles. As they read sentences from “Hoovervilles,” they examine intensive pronouns and identify which noun they emphasize and why. This work prepares students to discuss intensive pronouns in more depth in lesson 18.

Learning Goal

Analyze intensive pronouns used in sentences about Hoovervilles.

 **LEARNING TASK:** Identify the intensive pronoun and noun it emphasizes in a sentence about Hoovervilles.

Language Progress

In this lesson, students work on this module language goal: Add intensive pronouns for emphasis.

To support students with beginning English proficiency, model how to discuss familiar topics by using the intensive pronouns *myself* and *yourself* and facilitate a similar discussion. To support students with intermediate English proficiency, prompt them to write a sentence about Hoovervilles by using an intensive pronoun from the Pronoun Case Reference Chart.

Vocabulary

intensive pronoun

Materials

TEACHER

- “Hoovervilles” (digital platform)
- Pronoun Case Reference Chart (*Prologue* Reference Charts appendix)

STUDENTS

- “Hoovervilles” (*Learn* book)

Preparation

- none

LAUNCH 5 minutes

Discuss Prior Knowledge

1. Display “Hooverilles,” and direct attention to the images of Hooverilles. Ask this question:

 **What have we learned about Hooverilles?**

Key Ideas

- They were camps named after President Hoover.
- Many people had to live in them when they lost their homes.
- They were difficult places to live, but people worked together to help each other.

2. Display and read aloud this sentence: Bud himself did not live in a Hooverville, but he did visit one.

3. Underline *Bud himself* and ask this question:

 **What do you notice about the first part of this sentence?**

4. Reinforce the correct response: The word *himself* comes after *Bud*.
5. Remind students that *himself* is a pronoun. Explain that the pronoun *himself* is placed after Bud’s name to draw more attention to it. Explain that Bud meets other people who live in a Hooverville, but he does not live in one. Circle the intensive pronoun *himself* and draw an arrow back to the noun *Bud*.
6. Tell students that they will learn more about pronouns that emphasize a noun as they read excerpts from “Hooverilles.”

LEARN 20 minutes

Discuss Intensive Pronouns in “Hoovervilles”

1. Direct students to “Hoovervilles,” located in the *Learn* book. Read aloud the portion of lines 1–7 from “As the Depression” to “after the president.” Ask this question:

 **Why did people lose their homes during the Great Depression?**

2. Reinforce the correct responses: People lost their homes because they lost their jobs and ran out of savings.
3. Display the Pronoun Case Reference Chart. Direct attention to the Intensive column and read aloud the pronoun in each row.
4. Introduce the vocabulary term *intensive pronoun* by displaying the term and definition. Engage students in Vocabulary Exploration. Explain that when something is emphasized, it is made more intense, or has a stronger focus.

Language Support

The term *intensive pronoun* has a Spanish cognate: *pronombre intensivo*. Share this language connection with students whose home language is Spanish.



6 | Module 1 | Pronoun Reference Chart

Subjective	Objective	Possessive	Intensive
I	Me	My/Mine	Myself
We	Us	Our	Ourselves
You	You	Your	Yourselves
He	Him	His	Himself
She	Her	Hers	Herself
They	Them	Theirs	Themselves

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Definition

intensive pronoun: a pronoun in the reflexive form used for emphasis

5. Direct attention to “Hoovervilles” and the image of President Hoover. Explain that this picture shows President Hoover.
6. Display and read aloud this sentence: President Hoover himself was the inspiration for the name of the shantytowns.
7. Echo Read the sentence.
8. Instruct students to take turns reading the sentence with a partner.

9. Ask these questions:

 **Who is this sentence about?**

 **What intensive pronoun do you see in this sentence?**

10. Reinforce the correct responses:

- **who**—President Hoover
- **intensive pronoun**—himself

11. Instruct students to Think–Pair–Share to answer this question:

 **Why do you think the pronoun *himself* comes after the name *President Hoover*?**

12. Reinforce the correct response: It emphasizes the noun, or name, *President Hoover*.

13. Explain that the pronoun helps emphasize that naming a community after a US president is important. Circle the intensive pronoun *himself* and draw an arrow back to the noun *President Hoover*.

14. Read aloud this sentence: President Hoover was the inspiration for the name of the shantytowns. Read the sentence again, this time leaving out the intensive pronoun. Ask this question:

 **What do you notice about the sentence when the intensive pronoun is taken out?**

15. Reinforce the correct response: The overall meaning does not change, but less emphasis, or importance, is placed on the president's name.

Language Expansion

Prompt students with intermediate proficiency to work with a partner to share their own sentences about the shantytowns.

- 16.** Read aloud the portion of lines 19–26 from “Cardboard-box homes” to “and water mains.” Ask this question:

 **How would you describe the shelters in the Hoovervilles?**

Key Ideas

- Most were constructed of cardboard.
- Some were just holes in the ground covered by roofs.
- Some people sheltered inside water mains.

- 17.** Display and read aloud this sentence: Hooverville residents themselves built the shelters.

- 18.** Echo Read the sentence.

- 19.** Instruct students to take turns reading the sentence with a partner.

- 20.** Instruct students to Think–Pair–Share to answer these questions:

 **Which word is the intensive pronoun?**

 **What noun does the intensive pronoun emphasize? What is emphasized?**

Language Support

For students with beginning English proficiency, direct attention to the Pronoun Case Reference Chart.

- 21.** Reinforce the correct responses:

- **intensive pronoun**—The intensive pronoun is *themselves*.
- **noun**—The pronoun emphasizes *Hooverville residents*.
- **what**—This emphasizes that Hooverville residents had to build their own shelters because they did not have access to housing.

- 22.** Invite a student to circle the intensive pronoun *themselves* and draw an arrow back to the noun *Hooverville residents*.

23. Read aloud the portion of lines 37–39 from “Whenever possible, Hoovervilles” to “a water source.” Ask this question:

 **Why do you think people built Hoovervilles by water?**

24. Reinforce responses that emphasize that building Hoovervilles beside water gave people access to water, which they could use for drinking and cleaning, and possibly to fish, which they could catch and eat.
25. Display and read aloud this sentence: The river itself was a source of water for many people in Hoovervilles.
26. Echo Read the sentence.
27. Instruct students to take turns reading the sentence with a partner.

LAND 5 minutes

Demonstrate Learning

1.  **Introduce the learning task.** Instruct students to work with a partner to explain how an intensive pronoun emphasizes a noun in this sentence about Hoovervilles: The river itself was a source of water for many people in Hoovervilles.

Provide these sentence frames: The intensive pronoun is _____. It emphasizes the noun _____ because _____.

Analyze Student Progress

Monitor: Do students identify how the intensive pronoun *itself* emphasizes the importance of the river?

Offer Immediate Support: If students need additional support identifying how the intensive pronoun emphasizes the river, ask these questions: What is this sentence about? What is an important noun in this sentence?

2. Reinforce the correct response: The intensive pronoun is *itself*. It emphasizes the noun *river* because it is important for the people living in the Hoovervilles.
3. Circle the intensive pronoun *itself* and draw an arrow back to the noun *river*. Reiterate that things, in addition to people, can be emphasized by intensive pronouns.
4. Summarize that intensive pronouns can be added to a sentence to emphasize nouns.



Prologue to Lesson 20

Essential Question | How do people persevere through hardship?

OVERVIEW

Preview

Students identify the elements of dialogue. As they discuss the use of dialogue tags and action beats in lines of dialogue, students practice using dialogue to develop characters. This work prepares students to write dialogue in lesson 20.

Learning Goal

Examine the elements of dialogue.

 **LEARNING TASK:** Write a line of dialogue by using a dialogue tag and an action beat.

Language Progress

In this lesson, students work on this expectation for the End-of-Module Task: Use at least two narrative techniques including dialogue, pacing, and/or description to develop characters and events.

To support students with beginning English proficiency, model how to read aloud written dialogue with another student, using expression to demonstrate different dialogue tags and gestures to demonstrate different action beats. To support students with intermediate English proficiency, prompt them to generate several different dialogue tags for Bud's dialogue when he sees Bugs leaving without him.

Vocabulary

none

Materials

TEACHER

- *Bud, Not Buddy*

STUDENTS

- Dialogue Elements in *Bud, Not Buddy* (*Prologue* Student Resources appendix)

Preparation

- none

LAUNCH 5 minutes

Discuss Prior Knowledge

1. Display *Bud, Not Buddy*. Read aloud the portion of page 63 from “Bugs spit a” to “brothers forever, Bugs!” Define unknown terms as needed (e.g., *glob*, *slob*, and *depend*).

2. Ask these questions:

 **Who is speaking?**

 **How do you know?**

3. Reinforce the correct responses:

- **who speaks**—Bud and Bugs
- **how you know**—the quotation marks and the word *said*

4. Instruct students to Think–Pair–Share to answer this question:

 **What can you tell about Bud and Bug’s relationship from this dialogue?**

Language Support

For students with beginning English proficiency, pair students who speak the same home language and instruct them to discuss the question.

Key Ideas

- Bud and Bugs know each other well.
- They are close friends.
- They want to be closer.

5. Explain that the author uses dialogue, in addition to the action of sharing spit in their handshake, to help readers understand that Bugs and Bud are close friends and trust each other.
6. Tell students that they are going to examine more dialogue in *Bud, Not Buddy* to see what it reveals about the characters and their relationships.

LEARN 20 minutes

Examine Dialogue in *Bud, Not Buddy*

1. Display this sentence from page 63: “Bugs spit a big glob of slob in his hand and said, ‘I knew I could depend on you, Bud.’” Remind students that dialogue is always inside quotation marks—a beginning mark and an ending mark.

2. Ask this question:

 **What is the dialogue tag in this sentence?**

3. Reinforce the correct response: Bugs said. Draw squares around *Bugs* and *said* and label as a dialogue tag. Remind students that the word *said* is usually part of the dialogue tag. Explain that dialogue tags tell readers who is speaking but are not always necessary if the same one or two people have been speaking for a while or if the reader can tell by the action who is talking.

4. Ask this question:

 **What is the action beat in this sentence?**

Language Support

For students with beginning English proficiency, prompt them to find the action beat by asking this question: What is the speaker doing?

5. Invite a student to underline the phrase “spit a big glob of slob in his hand.” Emphasize that the action beat tells the reader what the character is doing as they speak, so it will always include at least one verb.

6. Display this sentence: “I spit a big glob in my hand and said, ‘We’re brothers forever, Bugs!’”

7. Ask this question:

☞ **What is the dialogue tag in the sentence?**

8. Invite a student to draw a square around the words *I* and *said*. Tell students that a dialogue tag could use a more specific verb instead of *said*, such as *yelled* or *whispered*.

9. Ask this question:

☞ **What is the action beat in this excerpt?**

10. Invite a student to underline “spit a big glob in my hand.”

11. Ask these questions:

☞ **How do Bugs and Bud feel about each other? How do you know?**

12. Reinforce the correct responses:

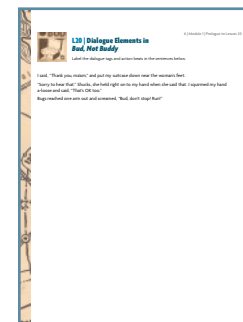
- **feel**—Bugs and Bud want to be closer than friends—like brothers.
- **know**—We know this because they spit in their hands and then shake.

13. Emphasize that action beats can also help a reader understand how characters feel about each other.

14. Display Dialogue Elements in *Bud, Not Buddy*, and distribute copies to students. Read aloud the three examples. Instruct students to label the dialogue tag and action beat in each example.

15. Invite three students to share their responses. Reinforce the correct responses:

- **example 1**—I said
- **example 2**—I said
- **example 3**—Bugs screamed



- 16.** Pair students. Assign one dialogue elements example to each pair. Instruct students to discuss this question with their partner:



What does the action beat in the line of dialogue tell the reader about Bud's relationship with the other character?

- 17.** Invite a few students to share their responses.

Key Ideas

Example 1

- He trusts the woman because he gives her his suitcase.
- He thinks his suitcase will be safe close to the woman.

Example 2

- The woman likes Bud and wants to touch his hand.
- Bud feels a little uncomfortable and pulls his hand away. He may not be used to someone touching him like that.

Example 3

- Bugs is scared that Bud will not make it onto the train.
- Bugs reaches out his arm as if he is trying to touch Bud or gesture to him to hurry.
- Bugs does not want to lose Bud.

Language Expansion

For students with intermediate English proficiency, prompt them to identify how the dialogue tag in example 3 differs from the others and what this shows about Bugs.

LAND 5 minutes**Demonstrate Learning**

1.  **Introduce the learning task.** Instruct students to work with their partner to add a line of dialogue to their assigned example by using a dialogue tag and an action beat.

Analyze Student Progress

Monitor: Do students write a sentence with dialogue, a dialogue tag, and an action beat that reveals something about Bud?

Offer Immediate Support: If students need additional support writing a sentence, ask these questions: How might Bud feel? How can you show this through a dialogue tag and action beat?

2. Invite a few students to share their responses. Reinforce that strong responses use quotation marks, dialogue tags, and action beats. Emphasize what the dialogue reveals about Bud.
3. Summarize that the elements of dialogue help develop characters.



Prologue to Lesson 21

Essential Question | How do people persevere through hardship?

OVERVIEW

Preview

Students describe Bud's relationship with supporting characters. As they discuss which characters are most supportive, students practice speaking at a volume and rate others can understand. This work prepares students to participate in a discussion about central ideas in lesson 21.

Learning Goal

Describe Bud's relationship with supporting characters.

 **LEARNING TASK:** Discuss which character Bud has been able to trust the most and why.

Language Progress

In this lesson, students work on this speaking and listening goal: Speak at a volume and rate others can understand.

To support students with beginning English proficiency, model how to speak at an appropriate volume and rate with a student.

To support students with intermediate English proficiency, prompt them to share their drawing with the class by using appropriate volume and rate.

Vocabulary

none

Materials

TEACHER

- Supporting Character Organizer 1 for *Bud, Not Buddy* (Learn book, lesson 17)

STUDENTS

- journal

Preparation

- none

LAUNCH 5 minutes

Discuss Prior Knowledge

1. Instruct students to Think–Pair–Share to answer these questions:

... **Who is the main character of *Bud, Not Buddy*?**

... **Who are some of the supporting characters?**

2. Reinforce the correct responses:

- **main character**—Bud
- **supporting characters**—Bud’s mother, Bugs, Deza, Ms. Hill, Millie, Todd, the Amoses

3. Emphasize that the people Bud meets on his journey are called supporting characters. Explain that this does not mean that they are supportive in a kind and helpful way. Tell students that this means the characters help support the story about the main character, Bud, because they interact with him in some way.

4. Tell students that they will examine supporting characters in *Bud, Not Buddy*.

LEARN 20 minutes

Examine Supporting Characters in *Bud, Not Buddy*

1. Display Supporting Character Organizer 1 for *Bud, Not Buddy*. Echo Read the characters’ names.
2. Direct students to their journals. Instruct students to work with a partner to create three lists of characters. Explain that one list should include characters that have been kind, or helpful; one list should include characters that have been harmful, or have caused Bud problems; and one list should include characters that are neutral.

Supporting Characters	Characters' Actions	Evidence
Sample Name: Bud's mother	Bud's mother cared for him and wanted him to know who his father was so he could find him as he grew up.	Bud's mother repeated things that were important for Bud to remember as he grew up, such as the street on that side during his journey (PS).
Chapter 4: Bud's journey begins		
Chapter 7: The Amoses		
Chapter 9: Bug		

3. Ask these questions:



Which characters have been harmful to Bud, or have caused him problems? How?

Key Ideas

- **characters:** Todd and the Amoses
- **how:** Todd bullied and attacked Bud in the Amoses' home.
- **how:** Todd stuck a pencil up Bud's nose and lied about him.
- **how:** Todd's parents locked Bud in a shed and did not listen to him or believe him.

4. Instruct students to draw a minus sign beside these characters on their lists.

5. Ask these questions:



Which characters have been kind or helpful to Bud? How?

6. Reinforce the correct responses:

- **characters**—Bugs, Bud's mother, Ms. Hill, the librarian, Deza, Millie, the mouth organ man
- **how**—helped Bud in some way by doing things for him and being there with and for him

7. Instruct students to draw a plus sign beside these characters on their lists. Emphasize that some supporting characters do not seem harmful or helpful; either the reader does not know yet about the characters or they remain neutral.

8. Instruct students to answer these questions with a partner:



Which helpful character do you think Bud has been able to trust, or count on, the most? Why?

Language Support

For students with beginning English proficiency, direct attention to the Supporting Character Organizer 1 for *Bud, Not Buddy* and instruct students to review the actions of supporting characters and Bud's responses.

To help students answer the questions, provide this sentence frame: Bud has been able to trust _____ the most because _____.

Remind students to speak at a volume and rate others can understand.

9. Invite a few students to share their responses.

Key Ideas

- Bud has been able to trust Bugs the most because he is a close friend who is like a brother and who understands Bud and is there for him.
- Bud has been able to trust his mother the most because she is his family and she helped protect and prepare him for life.
- Bud has been able to trust the librarians the most because they have given him a place to go and have helped him find books and knowledge.

10. Reinforce responses that demonstrate trustworthiness or helpfulness. Instruct students to draw a heart next to the character they chose as most helpful on their lists.

11. Instruct students to draw a picture showing how the character they chose is helpful to Bud.

LAND 5 minutes

Demonstrate Learning

1.  **Introduce the learning task.** Instruct students to work with a different partner and discuss which character Bud has been able to trust the most and why. Tell students to use the sentence frame for their response and to speak at a volume and rate that their partner can understand.
-

Analyze Student Progress

Monitor: Do students share something a character does or says to help Bud?

Offer Immediate Support: If students need additional support to discuss the character, refer them to key sections of the text that demonstrate that character's actions or words.

2. Invite a few students to share their responses.
3. Summarize that supporting characters can be harmful, helpful, or neutral, but they all help tell the story of the main character.



Prologue to Lesson 23

Essential Question | How do people persevere through hardship?

OVERVIEW

Preview

Students discuss how dialogue tags are used in dialogue from *Bud, Not Buddy*. As they explore how to make dialogue tags more vivid, they practice replacing verbs to match the volume and emotion of the speaker. This work prepares students to revise their dialogue tags in lesson 23.

Learning Goal

Describe how characters from *Bud, Not Buddy* are speaking.

 **LEARNING TASK:** Replace the verb in a dialogue tag to make the line of dialogue more vivid.

Language Progress

In this lesson, students work on this expectation for the End-of-Module Task: Use at least two narrative techniques including dialogue, pacing, and/or description to develop characters and events.

To support students with beginning English proficiency, Echo Read each word on the Vivid Dialogue Tag Words Chart and encourage students to imitate your tone, volume, and expression. To support students with intermediate English proficiency, invite them to explain the difference between two or more verbs on the chart.

Vocabulary

vivid (adj.) 

Materials

TEACHER

- *Bud, Not Buddy*
- Vivid Dialogue Tag Words Chart (*Prologue* Reference Charts appendix)

STUDENTS

- *Bud, Not Buddy*

Preparation

- Determine how to display and annotate a page from *Bud, Not Buddy*. See the Learn section for details.

LAUNCH 5 minutes

Discuss Prior Knowledge

1. Display and read aloud the following sentences, emphasizing the difference between saying and shouting:

- He said, “What are you doing?”
- He shouted, “What are you doing?”

2. Ask this question:

 **What did you notice about how I read these sentences?**

Key Ideas

- In the first sentence, you read the dialogue with a normal volume and not much expression.
- In the second sentence, you read the dialogue more loudly and with more expression.
- You read the beginning of both sentences in the same tone.

Remind students that a dialogue tag is a phrase that identifies who is speaking and how they are speaking. Explain that a dialogue tag can appear before or after a line of dialogue. Underline “He said” and “He shouted.” Label the dialogue tags in both sentences.

3. Instruct students to Think–Pair–Share to answer this question:

 **Why are dialogue tags important?**

Key Ideas

- They describe how the character is speaking.
- They help the reader understand the character’s feelings and reactions.
- They help the reader understand the situation in which the dialogue takes place.

4. Tell students that they will look at more examples of dialogue tags in *Bud, Not Buddy*.

LEARN 20 minutes

Explore Dialogue Tags

1. Display the Vivid Dialogue Tag Words Chart. Read aloud the title. Introduce the vocabulary term *vivid* by displaying the term and definition. Read aloud the definition. Read aloud the headings, and explain that they identify different types of words that can replace the word *said* in dialogue tags.

Language Support

The term *vivid* has a Spanish cognate: *vívido*. Share this language connection with students whose home language is Spanish.

6 | Module 1 | Prologue Reference Charts

Vivid Dialogue Tag Words			
Loud Voice		Soft Voice	
bellowed	shouted	grumbled	mumbled
erupted	shrieked	whispered	muttered
exclaimed	wailed		
howled	yelled		
Upset Emotion		Funny Emotion	
cried	wept	chuckled	laughed
moaned	whimpered	giggled	snickered
sobbed			

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Definition

vivid (adj.): clear, detailed, or powerful

2. Emphasize that the listed words can add detail and can make the writing more powerful by helping the reader understand the volume and tone or emotion of the speaker.

Language Expansion

Invite a few students to add additional words or synonyms to the chart.

3. Display page 122 of *Bud, Not Buddy*. Tell students that they will examine dialogue tags used in the conversation between Bud, Lefty Lewis, and Lefty's grandkids.
4. Read aloud the portion of page 122 from "These two kids" to "she was doing." Explain that *teasing* means "to laugh at or criticize someone in a way that is either playful and friendly or cruel and unkind."
5. Ask these questions:

Who is speaking in this exchange?

What are they talking about?

6. Reinforce the correct responses:
 - **who**—Bud and Lefty's granddaughter Kim speak in this exchange.
 - **what happens**—Kim teases Buddy about his name, and Lefty Lewis laughs.

7. Direct attention to the line that starts with “The little girl,” and underline the term *said*. Direct attention to the Vivid Dialogue Tag Words Chart. Emphasize that the little girl is playfully teasing Bud, so a word from the Funny Emotion section of the chart could replace the word *said*. Read aloud each word in the Funny Emotion section, using volume and tone to match each word.
8. Echo Read the list of Funny Emotion words. Instruct students to Think–Pair–Share to choose a word from the list to replace the word *said*.
9. Invite a few students to read aloud the sentence using the volume and tone that matches the word they chose.
10. Read aloud the portion of page 122 from “Lefty Lewis laughed” to “away from home?” Direct attention to the sentence that begins with “Scott looked up.”
11. Ask these questions:



Why does Scott wait until Lefty Lewis leaves to ask his question?



How do you think Scott is speaking? Why is he speaking that way?

12. Reinforce the correct responses:
 - **reason for waiting**—Scott doesn’t want the adults to hear their conversation about running away.
 - **speaking**—Scott is speaking quietly so the adults cannot hear him.
13. Explain that when reading aloud a line of dialogue, speakers should not only match their volume and tone to the meaning of the verb in the dialogue tag, but also think about the context, or what is happening.
14. Direct attention to the Soft Voice section of the Vivid Dialogue Tag Words Chart. Explain that speakers should use a softer voice when reading aloud the words in this section. Read aloud the list of Loud Voice words, using volume and tone to convey the differences between each word.

Language Support

For students with beginning English proficiency, add for each category a symbol or image that indicates the appropriate level of emotion and expression.

15. Echo Read the list of Soft Voice words. Instruct students to Think–Pair–Share to choose a word from the list to replace the word *said* in the sentence that begins with “Scott looked up.”
16. Instruct students to take turns reading aloud the line of dialogue with a partner, replacing *said* with the word they chose and matching their volume and tone to the meaning of the new word.
17. Explain that *whispered*, *muttered*, and *mumbled* are better choices than *grumbled*, which conveys that a character is complaining or feeling frustrated. Emphasize that when reading aloud dialogue, speakers must consider not just the appropriate voice volume, but also the feelings of the character.
18. Display page 125 of *Bud, Not Buddy*. Read aloud the portion of page 125 from “Kim said, ‘I hope’” to “called me stupid.”
19. Ask these questions:



Who is speaking in this exchange?



What happens in this exchange?



How is Kim feeling?

20. Reinforce the correct responses:
 - **who**—Kim and Scott are speaking.
 - **what happens**—After Kim says she doesn’t want their mother to die, Scott calls her stupid. Kim threatens to tell their mother.
 - **feeling**—Kim is feeling upset.
21. Direct attention to the Upset Emotion section of the Vivid Dialogue Tag Words Chart. Emphasize that Kim is upset, so a word from that section could replace the word *said* in the sentence that begins with “Kim said, ‘Ooh.’” Read aloud each word in the category, using volume and tone to match each word.
22. Emphasize that each Upset Emotion word suggests a different intensity of feeling. Explain that *sobbed* and *wept* suggest that the character is crying audibly while speaking, while *moaned* and *whimpered* suggest that the character is more quietly upset.

- 23.** Echo Read the Upset Emotion words. Instruct students to Think–Pair–Share to choose a word from the list to replace the word *said* in the sentence that begins with “Kim said, ‘Ooh.’”

LAND 5 minutes

Demonstrate Learning

1.  **Introduce the learning task.** Instruct students to replace the word *said* with a more vivid word from the Upset Emotion words to make Kim’s line of dialogue more vivid.

Instruct students to take turns reading aloud the sentence that begins with “Kim said, ‘Ooh,’” using the new word and a volume and tone that matches it.

Analyze Student Progress

Monitor: Do students read the dialogue by using a volume and tone that matches the context of the conversation?

Offer Immediate Support: If students need additional support matching their volume and tone to the word they chose, model how to speak in ways that emphasize the difference between crying, whimpering, and moaning.

Key Ideas

- Kim cried ...
 - Kim whimpered ...
 - Kim moaned ...
2. Invite a student to read aloud Kim’s dialogue with regular expression, and then invite another student to read aloud the same line as though crying, whimpering, or moaning.
 3. Summarize that vivid dialogue tags can show how a character is speaking and how they may be feeling.



Prologue to Lesson 24

Essential Question | How do people persevere through hardship?

OVERVIEW

Preview

Students discuss the use of temporal transition words in *Bud, Not Buddy*. As they discuss what happens when Bud and Lefty Lewis drive to Flint, students practice using transition words, phrases, and clauses to sequence events and signal shifts in time. This work prepares students to examine pacing in lesson 24.

Learning Goal

Examine the use of temporal transition words in *Bud, Not Buddy* to discuss key events.

 **LEARNING TASK:** Complete sentences describing events from *Bud, Not Buddy* by using temporal transition words.

Language Progress

In this lesson, students work on this expectation for the End-of-Module Task: Use transition words, phrases, and clauses to sequence events and signal shifts in time and place.

To support students with beginning English proficiency, model how to use different transition words from the Temporal Transition Words Chart to explain how you get ready for school. To support students with intermediate English proficiency, invite them to use different transition words to explain how they get ready for school and discuss how the words impact meaning.

Vocabulary

temporal (adj.) 

Materials

TEACHER

- *Bud, Not Buddy*
- Temporal Transition Words Chart (*Prologue* Reference Charts appendix)

STUDENTS

- *Bud, Not Buddy*
- Temporal Transition Word Sentences (*Prologue* Student Resources appendix)

Preparation

- none

LAUNCH **5 minutes**

Build Knowledge About Transition Words

1. Instruct students to Think–Pair–Share to answer this question:

 **What do you do in the morning to get ready for school?**

Instruct students to use these words to put the steps in order: *first, next, then, finally*.

Language Support

If possible, pair students who speak the same home language to discuss this question.

Key Ideas

- First, I wake up.
 - Next, I use the bathroom.
 - Then, I eat breakfast.
 - Finally, I get dressed and ready and leave the house.
2. Explain that the words that students used to describe their actions are called transition words, which show how students move from one activity to the next and in which order.
 3. Tell students that they will learn about more transition words.

LEARN **20 minutes**

Examine Temporal Transition Words

1. Direct students to page 130 of *Bud, Not Buddy*. Remind students that in this chapter, Bud and Lefty Lewis drive to Flint, Michigan, together. Read aloud the portion of page 30 from “After breakfast me” to “into the car.”

2. Ask these questions:

... **When do Lefty Lewis and Bud say goodbye to the Sleets and leave?**

... **What do they do first?**

3. Reinforce the correct responses: They leave after breakfast; they eat first. Ask this question:

... **Which words help you know the order of these two events: eating breakfast and leaving the Sleets?**

Language Support

For students with beginning English proficiency, review the meaning of *events* and provide examples of events that occur in a sequential order in a familiar routine.

4. Reinforce the correct response: *after, first*.
5. Display the Temporal Transition Words Chart, and Echo Read the words in the chart.
6. Introduce the vocabulary term *temporal* by displaying the term and definition. Engage students in Vocabulary Exploration. Explain that authors use temporal transition words to show when events happen in time related to other events. Tell students that you will add more transition words to the chart as you read together.

Temporal Transition Words		
First	Then	
Before	After	Finally
	Next	
Words to signal changes, or shifts, in time:		
Just as _____		
Suddenly		
Eventually		
Gradually		

Definition

temporal (adj.): of or relating to time

Language Support

The term *temporal* has a Spanish cognate: *temporal*. Share this language connection with students whose home language is Spanish.

Language Expansion

For students with intermediate English proficiency, invite them to explore the similarities between the words *temporal* and *temporary*.

7. Explain that the temporal transition word *before* could also be used to put two events in order. Display and read aloud this sentence: Before leaving, Lefty Lewis and Bud had breakfast. Add the number 1 above *had breakfast* and the number 2 above *leaving* to show the order.
8. Read aloud the portion of page 132 from “We drove past” to “They’d found me!” Tell students to use a nonverbal signal (e.g., a thumbs-up) when they hear a temporal word.
9. Instruct students to Think–Pair–Share to answer these questions:



What happens when Bud and Lefty Lewis pass the sign for Flint?



What word do you hear that is related to time, or when something happens?

10. Reinforce the correct responses: A police car comes up behind them with the siren and light on; *suddenly*.
11. Tell students that this word is used because the siren goes off quickly, or all of a sudden, so this is a fast shift in time. Explain that if the siren were in the distance and Bud could hear it become louder over time, a better word would be *eventually* or *gradually* because these words show a slower shift in time.
12. Draw a rabbit next to *suddenly*, and explain that this word shows a fast action. Draw a turtle next to *eventually* and *gradually*, and explain that these words show slower actions.
13. Read aloud the portion of page 137 from “I started raising” to “it back tight.” Tell students to use a nonverbal signal (e.g., a thumbs-up) when they hear a temporal word.
14. Instruct students to Think–Pair–Share to answer this question:



What phrase do you hear that is related to time, or when something happens?

15. Reinforce the correct response: *just as*.
16. Ask this question:



What two things are happening that are connected by this phrase?

- 17.** Reinforce the correct responses: Bud is about to open the box, and Lefty Lewis is slapping it closed. Explain that temporal words can be phrases, or more than one word. Add the phrase *just as* to the chart. Tell students that this phrase shows a quick action or shift in time, like *suddenly*. Explain that it's so quick that it happens almost at the same time as something else.

- 18.** Ask this question:

 **What other kind of symbol could we add to show this fast action?**

Key Ideas

- a lightning bolt
- a stick figure running
- an animal such as a rabbit or cheetah

- 19.** Use responses to emphasize the quick action or shift in time. Ask this question:

 **Why does Lefty Lewis slap the lid closed so quickly?**

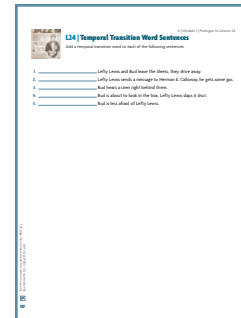
- 20.** Reinforce the correct response: so Bud doesn't see what's in the box.

- 21.** Distribute copies of Temporal Transition Word Sentences to students. Read aloud the sentence frames.

- 22.** Instruct students to work with a partner to complete the first two sentences by choosing a word from the Temporal Transition Words Chart. Tell them to discuss why they chose that word.

- 23.** Reinforce the correct responses:

- After Lefty Lewis and Bud leave the Sleets, they drive away.
- Before Lefty Lewis sends a message to Herman E. Calloway, he gets some gas.
- The word *after* shows the order of events—First Lefty and Bud leave the Sleets, and then they drive away.
- The word *before* shows the order of events—First Lefty gets gas, and then he sends a message to Herman E. Calloway.



24. Number the first two events with a 1 and 2 according to the order in which the events happen. Instruct students to work with a partner to complete the next three sentences.
25. Reinforce the correct responses:
- Suddenly, Bud hears a siren right behind them.
 - Just as Bud is about to look in the box, Lefty Lewis slaps it shut.
 - Eventually, Bud is less afraid of Lefty Lewis.
26. Invite a few students to retell what happens in this part of the story using the completed sentences.

LAND 5 minutes

Demonstrate Learning

1.  **Introduce the learning task.** Instruct students to work with a partner to share why they chose each word to complete the sentences. Provide this sentence frame: I chose the word _____ because _____.

Analyze Student Progress

Monitor: Do students share why they chose the temporal transition words to complete the sentences?

Offer Immediate Support: If students need additional support sharing why they chose certain words, ask these questions: Does the word help show an order of events? Does the word help show how quickly or slowly something happens?

2. Use responses to emphasize how each word or phrase affects the meaning in each sentence.
3. Summarize that temporal transition words help show the order of events in a narrative and shifts in time.



Prologue to Lesson 25

Essential Question | How do people persevere through hardship?

OVERVIEW

Preview

Students determine whether supporting characters in *Bud, Not Buddy* are helpful or not. As they discuss the characters' actions, students practice supporting what they say with relevant evidence from the text, including quotations. This work prepares students to discuss how supporting characters treat Bud in lesson 25.

Learning Goal

Determine if the characters in *Bud, Not Buddy* are helpful to Bud.

 **LEARNING TASK:** Discuss which character is the most helpful to Bud, and how.

Language Progress

In this lesson, students work on this module speaking and listening goal: Support what you say with relevant evidence from the text, including quotations.

To support students with beginning English proficiency, model using this sentence frame and prompt students to use it during discussion: I think _____ because the text says _____. To support students with intermediate English proficiency, respond to their statements about supporting characters in *Bud, Not Buddy* by saying: How do you know that? Show me evidence from the text.

Vocabulary

none

Materials

TEACHER

- *Bud, Not Buddy*
- Helpful or Not Helpful T-chart (*Prologue* Reference Charts appendix)

STUDENTS

- *Bud, Not Buddy*
- Talking Tool (*Learn* book)

Preparation

- none

LAUNCH

5 minutes

Discuss Prior Knowledge

1. Ask this question:

 **Who is the main character in the story we've been reading?**

2. Reinforce the correct response: Bud.

3. Instruct students to Think–Pair–Share to answer this question:

 **Who is a supporting character?**

Key Ideas

- Miss Thomas
- Herman E. Calloway
- members of the band
- Bud's mother

4. Tell students that all the other characters in the story are supporting characters and that not all supporting characters are kind or helpful. Explain that in this case, the term *supporting characters* refers to the characters who interact with the main character as part of the story.

Language Support

For students with beginning English proficiency, define *interact* and provide some examples.

5. Tell students that they will read about supporting characters in *Bud, Not Buddy* and discuss how the characters interact with Buddy.

LEARN 20 minutes**Discuss Supporting Characters**

1. Tell students that they will listen for details from *Bud, Not Buddy* to determine if the characters help or do not help Bud. Remind students that it's important to find evidence in the text when deciding whether a character is helpful or not.
2. Direct students to page 153 of *Bud, Not Buddy*. Read aloud the portion of page 153 from “Herman E. Calloway” to “digest my supper.” Explain that a scamp is a person who gets into trouble. Tell students that Herman is acting like he doesn’t believe Bud and that Bud is bothering him.

Language Support

For students with beginning English proficiency, help them highlight the details in the passage that answer the discussion questions.

3. Ask this question, and instruct students to use a nonverbal signal (e.g., a thumbs-up for yes or a thumbs-down for no):

 **Is Herman helpful to Bud in chapter 13?**

4. Reinforce the correct response: no.
5. Display the Helpful or Not Helpful T-chart. Add *Herman* to the Not Helpful column.
6. Read aloud the portion of page 152 from “Bud, he said” to “have a deal?” Ask this question, and instruct students to use a nonverbal signal (e.g., a thumbs-up for yes or a thumbs-down for no):

 **Is Mr. Jimmy helpful to Bud?**

7. Reinforce the correct response: yes.

6 | Module 1 | Prologue to Lesson 25

Helpful or Not Helpful T-chart	
Helpful	Not Helpful

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8. Instruct students to Think–Pair–Share to answer this question:

☞ **How is Mr. Jimmy helpful to Bud?**

9. Reinforce the correct response: Mr. Jimmy invites Bud to a restaurant.
10. Explain that students can use sentence frames to support what they say with evidence from the text. Direct students to the Talking Tool, located in the *Learn* book. Echo Read this sentence frame: This evidence illustrates _____.
11. Model how to use the sentence frame using direct quotes or by paraphrasing evidence.
12. Instruct students to use the sentence frame to answer this question: How is Mr. Jimmy helpful to Bud?

Talking Tool

Can you elaborate on _____?
What evidence supports your claim?
How does your idea relate to _____?

Share What You Think

I think _____
for example, _____
and finally, _____.

Have my classmates say that _____? Yes, a different
from the idea that _____.

Have my classmates say that _____? These ideas are
similar because _____.

Have you say that _____? To build on that idea, _____.

Have you say that _____? A different perspective
is _____.

Support What You Say

In the text, _____
According to the author, _____
The author states that _____.
This evidence illustrates _____.
This evidence proves _____.

Key Ideas

- Mr. Jimmy invites Bud to eat with them at the restaurant. This evidence illustrates that he is helpful.
 - Mr. Jimmy gives Bud a chance to explain himself. This evidence illustrates that he is helpful.
 - Mr. Jimmy sees that Bud is hungry and says, “You’re invited to come along” (152). This evidence illustrates that he is helpful.
13. Add *Mr. Jimmy* to the Helpful column of the T-chart.
14. Read aloud the portion of page 156 from “When you get” to “him a kiss.” Explain that *plant* means “to place or put.”
15. Ask this question, and instruct students to use a nonverbal signal (e.g., a thumbs-up for yes or a thumbs-down for no):
- ☞ **Is the Thug helpful to Bud?**
16. Reinforce the correct response: no.

- 17.** Ask this question, and remind students to use the Talking Tool and to provide evidence from the text to support their answers:

 **How is the Thug not helpful?**

- 18.** Reinforce the correct response: The Thug teases Bud by telling him to do something that he knows will upset Herman. This evidence illustrates that the Thug is not helpful. Add *the Thug* to the Not Helpful column on the T-chart.
- 19.** Read aloud the portion of page 173 from “I felt Miss” to “sweetheart, I know.”
- 20.** Ask this question, and instruct students to use a nonverbal signal (e.g., a thumbs-up for yes or a thumbs-down for no):

 **Is Miss Thomas helpful to Bud?**

- 21.** Reinforce the correct response: yes.
- 22.** Instruct students to Think–Pair–Share to answer this question:

 **How is Miss Thomas helpful?**

Remind students to use the Talking Tool and to provide evidence from the text to support their answers.

- 23.** Reinforce the correct response: She holds Bud while he cries and tells him it’s going to be okay. This illustrates that she is helpful to Bud. Add *Miss Thomas* to the Helpful column of the T-chart.

Language Expansion

For students with intermediate English proficiency, invite them to categorize additional characters (e.g., Steady Eddie and other members of the band). Clarify that some members remain somewhat neutral at this point in the story.

LAND 5 minutes**Demonstrate Learning**

1.  **Introduce the learning task.** Instruct students to discuss with a partner which character is the most helpful to Bud in this chapter, and how. Tell students to use this sentence frame in their discussion: _____ is the most helpful to Bud because _____. Remind them to use evidence from the text.

Analyze Student Progress

Monitor: Do students discuss how a supporting character is helpful to Bud?

Offer Immediate Support: If students need additional support discussing a helpful character, refer them to the T-chart and to the text evidence for the character.

2. Invite students to share their responses.

Key Ideas

- Miss Thomas is the most helpful to Bud because she holds Bud and tells him it's going to be okay while he cries.
 - Miss Thomas is the most helpful to Bud because she listens to him and makes him feel better when he is upset.
 - Mr. Jimmy is the most helpful to Bud because he invites him to the restaurant and listens to Bud explain his story.
3. Summarize that supporting characters may be helpful or not helpful, but they all interact with the main character as part of the story.



Prologue to Lesson 27

Essential Question | How do people persevere through hardship?

OVERVIEW

Preview

Students examine imagery in *Bud, Not Buddy*. As they discuss the use of vivid details and images, students practice using descriptive details including precise words and phrases and/or sensory language to convey events and experiences. This work prepares students to discuss imagery in more depth in lesson 27.

Learning Goal

Identify imagery in *Bud, Not Buddy*.

 **LEARNING TASK:** Explain which details help convey Bud's experience as he enters the restaurant with the band.

Language Progress

In this lesson, students work on this expectation for the End-of-Module Task: Use descriptive details including precise words and phrases and/or sensory language to convey events and experiences.

To support students with beginning English proficiency, examine more sections of text that include descriptive details, and model how to draw details and sensory images. To support students with intermediate English proficiency, invite them to draw pictures of one or two sections of the text with imagery.

Vocabulary

imagery (n.)

Materials

TEACHER

- *Bud, Not Buddy*

STUDENTS

- *Bud, Not Buddy*
- Fluency Practice for *Bud, Not Buddy*, passage 2 (*Learn* book, Fluency)

Preparation

- none

LAUNCH

5 minutes

Practice Vocabulary

1. Instruct students to Think–Pair–Share to answer these questions:



What is your favorite meal?



How would you describe how it looks, smells, and tastes to someone who has never had it?

Language Support

If possible, pair students who speak the same home language, and instruct them to discuss these questions.

2. Use responses to emphasize descriptions that appeal to the senses and paint an image in the mind.
3. Introduce the vocabulary term *imagery* by displaying the term and definition. Engage students in Vocabulary Exploration.
4. Direct attention to the word *image* inside the word *imagery*, and tell students that this is another word for *picture*. Explain that language that creates vivid pictures in one's mind is called imagery, and sensory language can be used to create imagery.

Language Support

The term *imagery* has a Spanish cognate: *imaginería*. Share this language connection with students whose home language is Spanish.

5. Tell students that they are going to look at examples of imagery in *Bud, Not Buddy*.

Definition

imagery (n.): language that causes people to imagine pictures in their mind

LEARN 20 minutes

Examine Imagery

1. Display Fluency Practice for *Bud, Not Buddy*, passage 2, and direct students to the page in their *Learn* book.
2. Read aloud the passage. Explain that sometimes people call a place a joint. Instruct students to circle the word *joint* and write *place* in the margin. Remind students that this place is where Lefty Lewis lives with his family.
3. Instruct students to underline a phrase on the fluency passage that helped them picture the scene.
4. Reinforce the correct response: “this meal’s going to be sitting on your stomach like a rock” (119).
5. Ask this question:

What two things are compared here: “this meal’s going to be sitting on your stomach like a rock”?

6. Reinforce the correct responses: food and a rock.

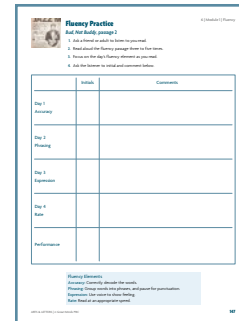
Language Expansion

For students with intermediate English proficiency, invite them to explain how this comparison is a metaphor.

7. Instruct students to Think–Pair–Share to answer this question:

What do you picture in your mind when you hear this comparison?

8. Reinforce the correct response: I picture the food heavy like a rock, sitting in Bud’s stomach.



9. Draw a plate of food with an arrow pointing to a rock. Instruct students to do the same at the bottom of their fluency passage.

10. Ask this question:

 **What senses are involved in this comparison?**

Language Support

For students with beginning English proficiency, review the five senses with symbols, images, or gestures.

11. Reinforce the correct responses: taste, touch, and sight. Remind students that authors use sensory language or comparisons (e.g., tasting how bad the food must be or seeing or feeling the rock in the stomach) to write imagery.

12. Direct students to page 161 of *Bud, Not Buddy*. Read aloud page 161 from “When we got” to “to get in.” Explain that card tables are foldable square tables that people usually use to play games.

13. Ask these questions:

 **Which sense does Bud use when he enters the living room? How do you know?**

14. Reinforce the correct responses: He uses his sense of smell. We know this because he says, “the smell of the place got into my nose” (161).

15. Read aloud the portion of pages 161–162 from “I closed my” to “how heaven smells!” Instruct students to Think–Pair–Share to answer this question:

 **What do you picture in your mind when you hear this section?**

16. Ask these questions:

 **What does Bud compare the smell of the food to?**

 **Why do you think Bud makes this comparison?**

17. Reinforce the correct responses: heaven; because it smells wonderful.

18. Ask this question:

 **What senses do these details connect with as you imagine this scene?**

19. Reinforce the correct responses: sight, smell, touch, and taste.

20. Instruct students to draw a picture to show Bud's experience when he enters the restaurant with the band.

LAND 5 minutes

Demonstrate Learning

- 1.  Introduce the learning task.** Instruct students to share which details helped them better imagine Bud's experience. Tell students to use their drawings to help them explain what they pictured, share their drawing with a partner, and explain which details from the text helped them better imagine Bud's experience.

Language Support

For students with beginning English proficiency, read aloud the portion of pages 161–162 from “When we got” to “how heaven smells!”

Analyze Student Progress

Monitor: Do students explain which details from the text helped them picture what Bud experiences when he enters the restaurant?

Offer Immediate Support: If students need additional support sharing details, help them identify vivid words in the excerpt that describe Bud's experience.

- 2.** Invite students to share their drawings with the whole class. Use responses to emphasize the items that appeal to the senses.
- 3.** Summarize that imagery is language that creates images, or pictures, in the reader's mind by using sensory words, comparisons, or other vivid language.



Prologue to Lesson 28

Essential Question | How do people persevere through hardship?

OVERVIEW

Preview

Students read aloud a passage about Miss Thomas's voice. As they discuss the passage content and fluency elements, students practice speaking at a volume and rate others can understand. This work prepares students to declaim a passage in lesson 28.

Learning Goal

Rehearse a fluency passage from *Bud, Not Buddy*.

 **LEARNING TASK:** Read aloud a passage with accuracy, phrasing, and expression and at an effective rate and volume.

Language Progress

In this lesson, students work on this module speaking and listening goal: Speak at a volume and rate others can understand.

To support students with beginning English proficiency, record their performance and instruct them to listen to it to complete a self-evaluation. To support students with intermediate English proficiency, invite them to stand and add facial expressions and gestures to their performance.

Vocabulary

none

Materials

TEACHER

- “Ella Fitzgerald with Musicians” (digital platform)

STUDENTS

- Fluency Practice for *Bud, Not Buddy*, passage 3 (*Learn* book, Fluency)

Preparation

- none

LAUNCH 5 minutes

Build Knowledge About Music

1. Play “Ella Fitzgerald with Musicians.” Instruct students to Think–Pair–Share to answer these questions:

... **What do you notice about this video?**

... **What do you wonder?**

2. Explain that some singing does not use real words but instead uses sounds or made-up words. Tell students that this kind of singing is called scatting in jazz music. Explain that scatting is a way people use their voice as a type of instrument.
3. Tell students that they will read a passage in which Bud hears Miss Thomas scatting while the Dusky Devastators of the Depression play their instruments.

LEARN 20 minutes

Rehearse a Fluency Passage

1. Display Fluency Practice for *Bud, Not Buddy*, passage 3, and direct students to the page in their *Learn* book. Direct attention to the bottom of the first page. Read aloud the fluency elements. Define terms as needed (e.g., *decode*, *appropriate*). Tell students that you are going to read aloud while they listen for these elements.

Teacher Note

You may assign this passage to students to declaim in lesson 28 since they will have had recent practice with it.

Steps	Comments
Step 1: Read	
Step 2: Pacing	
Step 3: Expression	
Step 4: Rate	
Performance	

Fluency Elements
 Listen for the following elements while reading:
 - Pacing: (Are you reading too fast or too slow?)
 - Expression: (Are you using your voice to show feelings?)
 - Rate: (Are you reading at a steady pace?)

2. Read aloud the first paragraph of the passage while students follow along, modeling the elements of fluency. Change your voice slightly to emphasize the words *real*, *storm*, and *sun*.

3. Instruct students to circle punctuation when they hear a pause. Define unknown terms as needed (e.g., *instrument*, *busting*).

Language Support

For students with beginning English proficiency, model one sentence at a time for students to identify elements of fluency.

4. Ask this question:

 **What did you notice about how I read the words *real*, *storm*, and *sun*?**

5. Reinforce the correct response: Your voice changed slightly.
6. Explain that you emphasized *real* to show what a hard time someone would have choosing, and *storm* and *sun* to show the contrast of the musical sounds and feelings. Explain that when readers use expression, they emphasize certain words to help show emotion and make the reading more interesting.

7. Ask these questions:

 **What does Bud compare the band to?**

 **What does Bud compare Miss Thomas's voice to?**

8. Reinforce the correct responses: Bud compares the band to a storm. Bud compares Miss Thomas's voice to the sun.

9. Ask this question:

 **Why does Bud think that Miss Thomas's name should be at the beginning of the band's name instead of Herman E. Calloway's name?**

Key Ideas

- because he thinks she is an important part of the band
- because he thinks her singing is like the sun, and the rest of the band is like a storm
- because he likes how she sings

- 10.** Echo Read the first paragraph of the passage. Tell students to listen for how you model the elements of fluency and to read in a similar way. Remind students to also use an appropriate rate and volume.

Language Expansion

For students with intermediate English proficiency, invite them to add artful gestures and sing Miss Thomas's words.

- 11.** Instruct students to Think–Pair–Share to answer this question:

 **What did you notice about the rate and volume of that reading?**

- 12.** Use responses to emphasize that reading at an appropriate rate means neither too slowly nor too quickly and that reading at an appropriate volume means neither too softly nor too loudly. Explain that pausing at punctuation helps with the rate.

- 13.** Ask this question:

 **Which words were difficult for you to read?**

- 14.** Instruct students to annotate these words. Model pronouncing the words for accuracy, and define the words as needed.

- 15.** Instruct students to partner read the first paragraph and answer these questions:

 **What is one thing your partner did well?**

 **What is one thing your partner can work on?**

Remind students to refer to the Fluency Elements at the bottom of the first page.

- 16.** Read aloud the second paragraph of the passage, modeling the elements of fluency, and tell students to follow along. Instruct students to listen for where you pause at punctuation and to circle the punctuation. Instruct them to listen for where you add expression by emphasizing certain words and to underline these words.

17. Ask this question:

 **Which words did you underline?**

18. Use responses to emphasize that you read some words differently to show emotion (e.g., *so good*, *conversation*, and some of the words of the scat). Explain that by changing how *so good* gets read, readers can show the emotion that Bud feels when he hears Miss Thomas sing. Tell students that by emphasizing some of the words of the scat, readers can demonstrate the emotion in Miss Thomas's voice as she sings (e.g., happy, excited, or inspired) and show that she's feeling the music.

19. Ask this question:

 **How do you think Bud feels as he listens to Miss Thomas and the band?**

Key Ideas

- He feels happy.
- He loves the way they sound.
- He feels like he's a part of it.
- He's excited to hear Miss Thomas sing again.

Explain that you emphasized certain words while reading to show Bud's wonder and excitement.

20. Echo Read the second paragraph. Remind students to listen for how you model the elements of fluency.

21. Ask this question:

 **What did you notice about how I read Miss Thomas's words?**

22. Use responses to emphasize that the reading shows Miss Thomas's emotions in her singing.

23. Instruct students to practice reading or singing at least two times from "La da de" to "whee a day" with a partner and with expression.

24. Instruct students to annotate the words that they found difficult to read. Model pronouncing these words for accuracy, and define the words as needed.

25. Instruct students to partner read the second paragraph and answer these questions:

 **What is one thing your partner did well?**

 **What is one thing your partner can work on?**

Remind students to refer to the Fluency Elements at the bottom of the first page.

26. Tell students that they are going to practice reading aloud the passage again with the same partner.

Teacher Note

You may encourage students to memorize all or part of the fluency passage to help with confidence during their performance.

LAND 5 minutes

Demonstrate Learning

1.  **Introduce the learning task.** Instruct students to take turns reading aloud a fluency passage with accuracy, phrasing, and expression and at an effective rate and volume with a partner.

Instruct students to identify an element in which they improved the most or in which they still want to improve.

Analyze Student Progress

Monitor: Do students read aloud the passage fluently?

Offer Immediate Support: If students need additional support reading fluently, help them mark areas of the passage for improvement by using peer feedback.

2. Invite students to share areas of strength and areas that need improvement in their performance.
3. Summarize that reading aloud with accuracy, expression, and phrasing and at an effective volume and rate helps the reader understand what is happening and how the characters feel.



Prologue to Lesson 30

Essential Question | How do people persevere through hardship?

OVERVIEW

Preview

Students describe how historical facts are used in *Bud, Not Buddy*. As they discuss historical facts about Michigan during the Great Depression, students practice using historical information from module texts to enhance elements in their narrative writing. This work prepares students to integrate historical facts into their narratives in lesson 30.

Learning Goal

Analyze how historical facts are used in *Bud, Not Buddy*.

 **LEARNING TASK:** Identify how a historical fact about the Great Depression could be used to describe a setting, character, or event in a narrative.

Language Progress

In this lesson, students work on this expectation for the End-of-Module Task: Use historical information from a module text to enhance narrative elements.

To support students with beginning English proficiency, provide additional familiar texts with historical facts about settings, characters, or events. To support students with intermediate English proficiency, invite them to think of additional historical facts related to the Great Depression that the author could have included in *Bud, Not Buddy*.

Vocabulary

none

Materials

TEACHER

- *Bud, Not Buddy*
- *Picturing a Nation*
- “The Great Depression in Michigan” (digital platform)

STUDENTS

- *Bud, Not Buddy*
- “The Great Depression in Michigan” (*Learn* book)

Preparation

- none

LAUNCH 5 minutes

Build Knowledge About Historical Facts

1. Instruct students to Think–Pair–Share to answer these questions:

 **What is the setting of your End-of-Module narrative?**

 **Who are the characters?**

 **What is happening?**

Language Support

If possible, pair students who speak the same home language to discuss these questions.

2. Tell students that some stories are fictional but based on historical facts. Remind students that they will include historical facts in their narratives.
3. Explain that historical facts include things that really happened, such as the Great Depression. They involve real people and places—not made-up ones.
4. Tell students that they will examine how the author of *Bud, Not Buddy* uses historical facts within the story.

LEARN 20 minutes

Examine Historical Facts

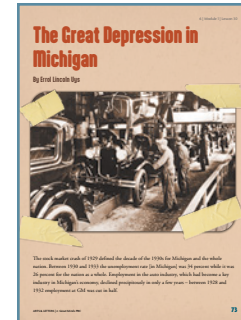
1. Display the map on page 10 of *Picturing a Nation*. Invite a student to point out Michigan. Explain that the Great Depression affected all the regions in the United States.
2. Ask this question:

 **How is Michigan connected to the story of *Bud, Not Buddy*?**

3. Reinforce the correct response: It is the setting, or where the story takes place. Explain that this is a real place, not made-up.
4. Display the article “The Great Depression in Michigan,” and direct students to the page in their *Learn* book. Explain that this is a nonfiction article about real events. Read aloud the first sentence of the article. Remind students that when the stock market crashed, people lost a lot of money, and the Great Depression began. Tell students that this era lasted for more than a decade, or more than 10 years.
5. Read aloud the paragraph, and define unknown terms (e.g., *declined*, *industry*, *precipitously*, *unemployment*). Explain that cars are also called autos or automobiles.
6. Ask this question:



What happened to the car industry during the Great Depression?



7. Reinforce the correct response: Half of the workers lost their jobs. Explain that the factories that made cars were not doing well, and many people worked in these factories in Michigan.
8. Direct students to page 135 of *Bud, Not Buddy*. Read aloud the portion of page 135 from “The cop didn’t” to “here from Detroit.” Ask this question:



What kind of factories is the police officer talking about?

9. Reinforce the correct response: car-making factories.
10. Instruct students to discuss this question with a partner:



What is a labor organizer?

Language Support

For students with beginning English proficiency, review the separate meanings of the words *labor* and *organizer*.

11. Tell students that they are going to read page 136 to see if they are right. Read aloud the portion of page 136 from “I said, What’s?” to “the automobile factories.”
12. Reinforce the correct response: someone who works to get unions into the factories. Instruct students to use a nonverbal signal (e.g., a thumbs-up) if they were right.
13. Choral Read the portion of page 136 from “Before I had” to “and their children.” Instruct students to Think–Pair–Share to answer this question:

 **What is a union?**

14. Reinforce the correct response: a group of workers who try to make things better at work.
15. Instruct students to Think–Pair–Share to answer this question:

 **What places, groups of people, or events from this part of the text does the author base on historical facts?**

16. Reinforce the correct response: The car-making factories, labor organizers, and unions are real and based on historical facts.

Language Expansion

For students with intermediate English proficiency, encourage them to expand on their responses by asking what historical facts they know about car factories, labor organizers, and unions.

17. Create a three-column chart with the following headings: Settings, Characters, Events.
18. Ask this question:

 **What historical details from the text connect with these story elements?**

19. Reinforce the correct responses:
 - **Settings**—Michigan, car factories, the Great Depression
 - **Characters**—police officers, labor organizers, unions, helpers, workers
 - **Events**—starting unions, trouble among people, the Great Depression

20. Add responses to the correct columns.

21. Instruct students to Think–Pair–Share to answer this question:



Why do you think the author of *Bud, Not Buddy* included these historical facts about settings, characters, and events in this story?

Key Ideas

- to make the story seem more real
- to make the story more powerful
- to help readers learn more about Michigan and the Great Depression

LAND 5 minutes

Demonstrate Learning

1.  **Introduce the learning task.** Instruct students to work with a partner to discuss this question:



What is one way that you could include a historical fact about the Great Depression in Michigan into the setting, characters, or events of your narrative?

Analyze Student Progress

Monitor: Do students discuss one way they could include a historical fact in their narrative?

Offer Immediate Support: If students need additional support including a historical fact, refer them to the categories on display and help students narrow them down to one choice.

2. Invite a few students to share their responses.

3. Summarize that including historical facts in stories helps make the settings, characters, and events more believable and interesting.



Prologue to Lesson 32

Essential Question | How do people persevere through hardship?

OVERVIEW

Preview

Students describe communities in *Bud, Not Buddy*. As they discuss the people in Bud's life, students practice revising goals to improve discussion. This work prepares students to explain a theme in *Bud, Not Buddy* in lesson 32.

Learning Goal

Identify communities in *Bud, Not Buddy*.

 **LEARNING TASK:** Discuss why communities are important in *Bud, Not Buddy*.

Language Progress

In this lesson, students work on this module speaking and listening goal: Revise goals to improve discussions.

To support students with beginning English proficiency, provide these sentence frames: During this discussion, I would like to focus on _____. During this discussion, I would like to change my focus by _____. To support students with intermediate English proficiency, invite them to explain why they chose or revised a certain goal.

Vocabulary

community (n.)

Materials

TEACHER

- *Bud, Not Buddy*

STUDENTS

- *Bud, Not Buddy*

Preparation

- none

LAUNCH **5 minutes**

Discuss Prior Knowledge

1. Instruct students to Think–Pair–Share to answer this question:

 **What do you think of when you hear the word *community*?**

2. Introduce the vocabulary term *community* by displaying the term and definition. Engage students in Vocabulary Exploration.
3. Explain that a community can be people who live together or have something that connects them in some way. Ask this question:

 **Who is in your community?**

Language Support

If possible, pair students who speak the same home language to discuss this question.

4. Tell students that they will read about and discuss communities in *Bud, Not Buddy*.

Definitions

community (n.):

1. a feeling of wanting to be with other people or of caring about the other people in a group
2. a group of people who live in the same area, such as a city, town, or neighborhood

LEARN 20 minutes

Discuss Communities

1. Remind students of the class discussion norms. Model sharing a speaking and listening goal to focus on. Prompt students to reflect on and share their goal.
2. Instruct students to Think–Pair–Share to answer this question:

 **Who are some of the groups of people that Bud meets in the story?**

Key Ideas

- children at the Home
- librarians
- people in Hooverville
- Lefty Lewis and the Sleets
- band members

3. Write responses on the board or chart paper. Ask this question:

 **Which of these groups live together?**

4. Reinforce the correct responses: children at the Home, people in Hooverville, and Lefty Lewis and the Sleets. Draw a little house next to these communities.
5. Explain that these groups of people are part of Bud's community because they live together or are connected to him in some way, such as by working in a library and helping him find books.
6. Ask this question:

 **Which of these groups are connected because they support each other or want to spend time together?**

7. Reinforce the correct responses: librarians, band members. Draw a chain link next to these communities. Explain that they are connected even though they don't live together.
8. Direct students to page 126 of *Bud, Not Buddy*. Read aloud the portion of pages 126–127 from “Eating with the” to “did they laugh.”
9. Ask this question:

 **Who is the community in this passage?**

10. Reinforce the correct response: the Sleets, Lefty Lewis's family.

11. Ask these questions:

 **How can you tell that the Sleets are a community?**

 **What do they do together?**

Language Support

For students with beginning English proficiency, refer to the house symbol beside the Sleets on the list.

12. Reinforce the correct responses: They are a family who lives together. They eat together, tell stories, tease each other, and laugh a lot.
13. Instruct students to Think–Pair–Share to answer this question:

 **How does this community help Bud?**

Key Ideas

- They take him in and give him a place to sleep.
- They give him fresh clothes.
- They invite him to eat and talk with them.

Instruct students to reflect on whether they want to keep the same discussion goal or choose a new one.

14. Read aloud the portion of page 136 from “A union is” to “and their children.” Ask this question:



Who is the community in this passage?

15. Reinforce the correct response: the union at the car factory. Ask this question:



How do you know the union is a community?

Key Ideas

- They are like a family.
- They work together.
- They want to help each other.

16. Explain that there are many different types of communities in all kinds of places.

Language Expansion

For students with intermediate English proficiency, invite them to consider how union and labor organizers could help Bud someday when he is a grown-up and has a job.

17. Read aloud the portion of pages 196–197 from “Mr. Jimmy said” to “up to it!”

18. Instruct students to Think–Pair–Share to answer this questions:



Who is the community in this passage?

19. Reinforce the correct response: The community is Herman E. Calloway’s band. Then tell students to Think–Pair–Share to answer this question:



How does Bud feel when he becomes a part of this community?

20. Reinforce the correct response: Bud feels excited to be part of the band and wants to practice a lot to earn his place as a new member.
21. Tell students to reflect on their participation during their discussion with a partner.
22. Instruct students to Think–Pair–Share to answer these questions:



What have you been doing well during discussions? What could you be doing better?

23. Model how to choose a new goal that improves participation in discussion.
24. Tell students to continue to work toward the goal they chose or to pick a new one to improve their participation in discussions. Instruct students to share their goal with a partner.
25. Read aloud the portion of page 172 from “One second I” to “supposed to be.”
26. Instruct students to Think–Pair–Share to answer this question:



How does this passage describe the feeling of being part of a community?

Key Ideas

- A community feels like where you want to be.
- A community feels like it's where you are supposed to be, with your people. It can feel like family.

LAND 5 minutes

Demonstrate Learning

1.  **Introduce the learning task.** Instruct students to work with a partner to discuss why communities are important in *Bud, Not Buddy*. To help students respond to the prompt, provide this sentence frame: Communities are important in *Bud, Not Buddy* because _____.

Remind students to work on their discussion goal.

Analyze Student Progress

Monitor: Do students share at least one reason why communities are important in *Bud, Not Buddy*?

Offer Immediate Support: If students need additional support explaining the importance of communities, ask this question: What was Bud's life like before he met the band?

2. Invite a few students to share their responses.

Key Ideas

- Communities are important in *Bud, Not Buddy* because they help people feel connected and less alone.
- Communities are important in *Bud, Not Buddy* because they help support and encourage people.
- Communities are important in *Bud, Not Buddy* because they inspire people to try new things.

3. Summarize that communities are important in *Bud, Not Buddy* and in life because they support people and help them feel like they are part of something.

Prologue Vocabulary

community (n.)

1. a feeling of wanting to be with other people or of caring about the other people in a group
2. a group of people who live in the same area, such as a city, town, or neighborhood

P to lesson 32 | lesson 20

imagery (n.)

language that causes people to imagine pictures in their mind

P to lesson 27 | lesson 27

intensive pronoun

a pronoun in the reflexive form used for emphasis

P to lesson 18 | lesson 18

juxtapose (v.)

to place different things together in order to create an interesting effect or to show how they are the same or different

P to lesson 6 | lesson 6

metaphor (n.)

a phrase that shows how two things are similar by saying one thing is the other

P to lesson 15 | lesson 15

protective (adj.)

wanting to keep someone or something safe

P to lesson 14

resilient (adj.)

able to become strong, healthy, or successful again after something bad happens

P to lesson 14

temporal (adj.)

of or relating to time

P to lesson 24

unkind (adj.)

not kind, or not nice

P to lesson 14

vivid (adj.)

clear, detailed, or powerful

P to lesson 23

Prologue Reference Charts

Pronoun Case Reference Chart

Subjective	Objective	Possessive	Intensive
I	Me	My/Mine	Myself
We	Us	Our	Ourselves
You	You	Your	Yourselves
He	Him	His	Himself
She	Her	Hers	Herself
They	Them	Theirs	Themselves

Vivid Dialogue Tag Words

Loud Voice		Soft Voice	
bellowed	shouted	grumbled	mumbled
erupted	shrieked	whispered	muttered
exclaimed	wailed		
howled	yelled		
Upset Emotion		Funny Emotion	
cried	wept	chuckled	laughed
moaned	whimpered	giggled	snickered
sobbed			

Temporal Transition Words



First
Before

Then
After
Next

Finally

Words to signal changes, or shifts, in time:

Just as _____

Suddenly

Eventually

Gradually

Helpful or Not Helpful T-chart

Helpful	Not Helpful

The image features a decorative border at the top and bottom. The border consists of a light beige background with dark brown, bold, sans-serif text. The text is arranged in a way that suggests it is a collage of financial newspaper headlines. The visible text includes "STOCK MARKET" and "PANIC GRIPS WALL" repeated across the top and bottom edges.

Prologue Student Resources



L9 | Adding Details with Commas

Choose one of the phrases below to describe the Dust Bowl.

Phrase Bank

- a thrilling event
- a disastrous period
- a time of joy and happiness

The Dust Bowl _____ affected people all over the United States.



L14 | Character Traits and Parenthetical Elements

Use the word bank to complete the sentences below.

Word Bank

who is resilient
who is protective
who is unkind

Todd _____ sticks a pencil up Bud's nose.

Momma _____ wants what is best for Bud.

Bud _____ doesn't give up when he is trapped in the shed.



L15 | Metaphors About Bud

Complete the chart below for each metaphor about Bud.

Metaphor	Draw a literal or nonliteral picture of what you visualized.	What two things are being compared?	What sense does this metaphor connect to?
1. Bud's arm was on fire from all the hornet stings.			
2. Bud tried to hold back his laughter, but it came spilling out of his mouth.			
3. Bud flew out the door, trying to escape the vampire bat.			



L20 | Dialogue Elements in *Bud, Not Buddy*

Label the dialogue tags and action beats in the sentences below.

I said, “Thank you, ma’am,” and put my suitcase down near the woman’s feet.

“Sorry to hear that,” Shucks, she held right on to my hand when she said that. I squirmed my hand a-loose and said, “That’s OK too.”

Bugs reached one arm out and screamed, “Bud, don’t stop! Run!”



L24 | Temporal Transition Word Sentences

Add a temporal transition word to each of the following sentences.

1. _____ Lefty Lewis and Bud leave the Sleetts, they drive away.
2. _____ Lefty Lewis sends a message to Herman E. Calloway, he gets some gas.
3. _____ Bud hears a siren right behind them.
4. _____ Bud is about to look in the box, Lefty Lewis slaps it shut.
5. _____ Bud is less afraid of Lefty Lewis.

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ON THE COVER

Migrant Mother, 1936

Dorothea Lange (1895–1965)

Photograph, 4 × 5 in

Courtesy of Library of Congress, Prints & Photographs Division,
Washington, DC

GREAT
MINDS

every child
is capable of
greatness