

Critical Concepts 6.7B Literary Lesson Plans

Bud Not Buddy

Skill Focus: CC 6.7B – : Comparing and contrasting the experience of reading a story, drama, or poem is different from listening to or viewing an audio, video, or live version of the text, including contrasting what is seen and heard when reading the text to what is perceived when listening or watching.


Vocabulary Focus: Audio, Video, Print, Drama, Identify, Compare, Contrast , Version
Poem, Story, Perceive

March Lesson Objectives

- Students will be able to explain how reading a story is different from listening to or watching it.
- Students will be able to describe what I see, hear, and feel during different versions of a text.
- Students will be able to compare and contrast my experiences with different formats of the same story.

Texts:

For this Critical Concept Standard we will use the novel excerpt AND its audiobook and movie scene versions.

- [Listen to *Bud, Not Buddy* Audiobook \(Ch. 1-2\)](#)
-  [Watch movie scene adaptation – Bud escapes the foster home \(from “Bud, Not Buddy” film\)](#)

Graphic Organizer: Refer to your Educational Epiphany Critical Concepts Binder: Graphic Organizers Tab: CC 6.7B pages 97-100

I DO (Teacher Model)

Step 1: Read a short passage from *Bud, Not Buddy* aloud OR play the first minute of the audiobook.

Teacher Think-Aloud Example:

"As I'm listening to this part where Bud is getting ready to run away, I notice the narrator's voice changes for different characters. That helps me keep track of who's

talking. The tone makes it feel more emotional—especially when Bud describes his suitcase. I can hear the sadness that I might not have felt just from reading silently."

Sample Response in Graphic Organizer

Box 2: Listening to the story

The voice was expressive, and I could hear the emotion in Bud's voice. The narrator made it easier to imagine the scenes, and I felt more connected to Bud.

WE DO – Read + Listen Side-by-Side

Step 1: Display an excerpt from *Bud, Not Buddy* on the board. Play the same section using the audiobook.

Teacher Think-Aloud Example:

"Reading this paragraph silently, I notice that Bud is really scared, but when I hear it out loud, the fear in his voice is even clearer. Listen to the way the narrator slows down on certain words—he's helping us feel what Bud feels."

Guided Student Fill-In (Box 1 & 2):

Box 1: Reading	Box 2: Listening
I read Bud's thoughts and could imagine how scared he felt. The words helped me understand the setting.	I heard the fear in Bud's voice when the narrator slowed down. I noticed the tension more when listening.

YOU DO WITH A PARTNER – Watch the Scene

Step 1: Play [video clip of the foster home escape scene](#)

Prompt for Students:

"Turn and talk: What did you see or hear in the video version that changed or added to your experience of the story?"

Teacher Support/Think-Aloud (if needed):

"When I saw the actor playing Bud, I noticed how scared and fast he moved. I didn't imagine him being that fast when I just read it. The music also made the scene feel more intense."

Sample Partner Fill-In (Box 3):

Box 3: Watching the scene

I could see Bud's fear in his face and how quickly he ran away. The music added more tension. It made me feel more anxious about what would happen next.

YOU DO INDEPENDENTLY – Compare and Contrast

Step 1: "Now look across all three of your boxes and describe how the experiences were similar or different."

Box 4 (Sample Student Response):

Reading gave me more details and helped me understand Bud's thoughts. Listening helped me hear the emotion and follow the story more clearly. Watching made the scene more intense because I could see Bud and hear the dramatic music. I felt the most connected to the story when watching it.

Wrap-Up Questions (Or Exit Ticket)

1. Which version helped you connect most with Bud's feelings? Why?
2. What details stood out in the audio or video that were not clear in the text?
3. How was listening or watching different from reading?