Critical Concepts 6.5B Literary Lesson Plans

Bud Not Buddy & Watsons Go to Birmingham Connection

Skill Focus: CC 6.5B – Analyze how particular sentence seen or stanza fits into the overall structure of a text and contributes to the development of theme setting or plot

Vocabulary Focus: Figurative, connotative, Context clues, Domain-specific, General academic

January Lesson Objectives

- Students will be able to analyze how a chapter contributes to the development of a literary work.
- Students will be able to Explain how events in a chapter build on what came before and foreshadow what is to come.
- Students will be able to Determine how the chapter affects the theme, setting, or plot of the entire novel.

Texts:

- The Little Princess an excerpt by George MacDonald
- The Watsons Go to Birmingham
- Bud Not Buddy

Graphic Organizer: Refer to your Educational Epiphany Critical Concepts Binder: Graphic Organizers Tab: CC 6.4A pages 69-72 for novel work, 65-68 for literary text excerpt **This Critical Concept has 4 different types of graphic organizers, pages 65-80, that can be used. Choose the graphic organizer that matches the type of texture will be using whether it be a novel, short complex text excerpt, poem Etc

I Do (20 minutes - Teacher Model)

"Have you ever read one chapter in a book that completely changed how you saw a character or where the story was going? What made that chapter stand out?" Have students do a 3–5 minute quick write and discuss with a partner before sharing out.

Modeling Using *Bud*, *Not Buddy*, Chapter 5 Teacher Think-Aloud:

"Let's look at Chapter 5. Bud wakes up in the shed, and he's clearly afraid and alone. This chapter shows his resourcefulness when he escapes using the trick with the fish heads and the hornet's nest. This part doesn't just move the plot forward—it shows us who Bud is becoming. When I think about how this chapter fits into the overall structure, I can tell it's one of those turning points. Up until now, he's been

more passive, letting things happen to him. But here, we see him taking control and pushing the plot forward by deciding to find his father. This chapter also deepens the theme of survival and determination."

Model how to fill out the four sections of the organizer with the chapter.

We Do (15 min)

Text: The Light Princess by George MacDonald (Excerpt)

Focus: How this excerpt (a chapter or passage) fits into the overall structure and contributes to the development of **theme**, **setting**, or **plot**

Teacher Think-Aloud (Modeling with Graphic Organizer)

Box 1: Analysis of the Chapter

"In this excerpt from *The Light Princess*, we learn that the princess has lost her gravity—literally. She floats and cannot stay grounded. People in the story react to her condition with confusion, worry, and some even with humor. The writing has a fairy-tale tone, but it's also clear the author wants us to reflect on deeper ideas."

Box 2: Analysis of the Book

"Although we only have a short piece of the full story, we can see that this book follows the structure of a fairy tale—there is a magical problem, a royal family, and something unusual that needs to be resolved. It uses traditional fairy tale elements, but the situation is unique."

Box 3: How the Chapter Fits into the Structure

"This excerpt likely comes from early in the story, because it's where we're introduced to the major conflict—the princess's strange lack of gravity. That sets up what will need to be solved later. So, in terms of structure, this is part of the **rising action**—it builds our curiosity and prepares us for what the characters might do next."

Box 4: How the Chapter Contributes to Theme, Setting, or Plot

[Theme Setting Plot]

"I think this chapter helps develop the **theme**. One idea the author seems to be exploring is the difference between physical and emotional weight. Even though the princess floats, she also seems emotionally disconnected—unable to take things seriously. This could be a metaphor for immaturity or for avoiding reality. I'll check 'Theme' here, because the lack of gravity might stand for something deeper."

You Do with a Partner (15-20 min)

Assign pairs a new chapter from *Bud, Not Buddy* (chapters 1–8). Ask them to complete the graphic organizer together. Support students with sentence starters or guiding questions as needed:

- "What is the main event in this chapter?"
- "What new ideas do we learn about the character or setting?"
- "How does this chapter connect to what's happened before?"

You Do Independently (Homework)

Students choose a chapter from *The Watsons Go to Birmingham* and complete a new graphic organizer independently.