

Afterward Activities:

1. Orchestra Website Exploration

Objectives: Music 6.04

Have children visit the music room on the Dallas Symphony Orchestra (DSO) website. By clicking on the piano where the words “Instrument Encyclopedia” appear, they will be given the opportunity to be introduced to endless orchestra instruments. Classified by families—woodwinds, strings, percussion, etc.—the name of each individual instrument can be clicked on. Once the student clicks on an instrument of his/her choice, they are given a brief background about the instrument, a picture of it, and they are able to hear it being played alone as well as with the orchestra. Students should be given the opportunity to simply explore this resource, soaking up all the interesting instruments.

- Materials
 - Computer with internet access
- Resources
 - <http://www.dsokids.com/2001/instrumentchart.htm>

2. Specific Instrument Study

Objectives: Music 6.04

In addition to allowing them to explore this valuable website freely, ask them to choose two or three of their favorite instruments (maybe ones that Bud encountered in the story) to become an expert on.

- Materials
 - Computer with internet access
- Resources
 - <http://www.dsokids.com/2001/instrumentchart.htm>

Make A Woodwind Instrument

A lot of our visual and tactile learners will appreciate this activity. Not only are they able to hear and see the instruments, but also they can create their own! By blowing into plastic bottles of various sizes, students will be introduced to the concept of woodwind instruments. This activity also gives the students an opportunity to make a reed instrument.

- Materials
 - Plastic bottles and jugs of various sizes
 - A small comb
 - Paper squares approximately 2 inches by 2 inches

Coffee Can Drum

In addition to familiarizing students with the percussion family, this activity has the potential for mathematics instruction as they measure the diameter, radius, etc. of their drums.

- Materials
 - [Meet the Percussion Family of Instruments printout](#)
 - Large empty coffee can
 - A heavy plastic trash bag
 - Ruler
 - Marker or chalk
 - Scissors
 - Large rubber band
 - Spoon or pencil

Make A String Instrument

This activity allows students to make their very own string instruments using regular household items. This is a great way to expand on their growing knowledge of this type of instrument.

- Materials
 - Wire clothes hanger
 - Two pieces of nylon string, each a few feet long

3. Shopping List: Then and Now

Objectives: Language Arts 3.06

Have students refer to the shopping list on page 11 of *Children of the Great Depression*. Using grocery and department store ads, students will compare what the prices of items like milk, gasoline, a used car, and a tube of toothpaste are now as compared to in the 1930s and 40s. This requires students to reference various resources such as the book listed above, current newspaper and grocery ads, etc. to gather the information that they need.

- Materials
 - Newspapers
 - Grocery ads
 - Department store ads
- Resources
 - Freedman, Russell. *Children of the Great Depression*.

Chapter 1 Activities:

1. Drawing Brass

Objectives: Music 6.03, 6.04, 6.07

After watching the 20 minute video *Arpeggio Meets the Brass Family*, students should draw three instruments seen in the video. Students should be able to name these instruments and include at least one fact about these instruments. Depending on the age and skill level of the student, teachers may have students only draw any three instruments. This activity will help students identify a larger variety of instruments. This activity could be adapted for grades k-6 (vary level of required detail accompanying pictures). You will need drawing supplies and the following video. Alternatively to locating *Arpeggio Meets the Brass Family*, you could use any video displaying a variety of musical instruments. This video is available in the Lenoir-Rhyne College curriculum lab.

- Materials
 - Pencils, markers, and/or crayons
 - White paper
 - Television with VCR
- Resources
 - Beethoven, J.(Producer). (2000). *Arpeggio Meets The Brass Family* [Television series episode]. In *Music Magic. Columbus: Silver Burdett Ginn Inc.*.

2. Narrating an Instrument

Objectives: Music 6.03, 6.04, 9.03, 9.04, 9.05

Students should have a copy of *An Encyclopedia of Musical Instruments* or another book which includes pictures and details of a variety of musical instruments from various cultures. Students should choose 2-4 instruments, depending on skill level, and write a short narrative about each instrument. This can be done over a period of days (one instrument at a time). Students should include a description of their instrument, and they should pretend that they are the musician who has learned to play this instrument. They should explain when, why, and where they like to play this instrument. Advanced students can also be asked to write from the perspective of the audience (those who hear the music). This activity will help students gain an understanding of musical instruments, their uses in various settings, and the unique instruments of different cultures. This activity can be modified for 3rd -6th grades.

- Materials
 - Pens or pencils(if handwriting)
 - Paper (if handwriting)
 - If typing, will need Microsoft Word and a PC for each student
- Resources

- Llewellyn, C. (2000). *An encyclopedia of musical instruments*. Crystal Lake, IL: Rigby.

3. Jazz Star Interviews!

Objectives: Music 9.04, 9.05

Using the book *Jazz Stars*, or any age-appropriate book showcasing the life of jazz musicians, students should choose or be assigned one jazz musician each (you could use online resources to find jazz musician biographies if a book is unavailable). After reading about their musician, students should write the name of their musician on an index card and tape this card to their shirt. You will need to prepare a few facts about each musician so that you can ask questions about the musicians. Call a student forward to stand in front of the class. That student becomes the jazz musician whose name is on his/her head. Inform the rest of the class on the great accomplishments of this musician. Ask the “spotlight” student questions such as, “Did you change the way people look at modern singing, Mr. Armstrong?” If the student is comfortable, you could also ask false questions (the students will hopefully deny a false claim). This activity will help the students gain a rich understanding of these musicians. Students will be involved in a fun activity where everyone gets a chance to show off a bit of what they know about their musician. This activity should be appropriate for any age from grade 4 and up. The difficulty of the questions should vary based on the student. Besides a book on jazz musicians, you will need index cards for the students. *Jazz Stars* is available at Patrick Beaver Library.

- Materials
 - Pens or pencils
 - Index cards
- Resources
 - Rennert, R. (1994). *Jazz stars*. New York, NY: Chelsea House Publishers.

4. This Music Gets On My Nerves!

Objectives: Music 9.04; Health 1.01, 1.02, 1.03

After participating in the jazz musician activity (detailed above), students should be able to participate in a discussion on the possible stressors faced by musicians. Students may be able to use examples specific to their musician, or come up with more general factors such as pleasing the audience, writing new music, or having a bad show. You should write responses on poster paper as students respond. Depending on grade level and ability, you may add your own input. This activity will be a good time to review the roles of musicians as you introduce the health objectives of identifying and dealing with stress in different settings. If discussion goes well, you may ask students to consider ways musicians might relieve stress (there are no wrong answers here, but students will begin

to come up with stress-relieving strategies). You will need a poster board to write student responses. This activity is appropriate for 3rd grade and up, but similar discussions could be had at younger ages.

- Materials
 - Poster board
 - Marker

5. Manage Your Stress

Objectives: Health 1.01, 1.02, 1.03

In the *Your Health Activity Book* for fourth grade, students could complete the “Manage Stress” activity on page 8. This activity provides the scenario of a 4th grader named Cody. Cody will play piano in front of hundreds of people, but he has never played in front of this many people before. First the activity asks, “How might Cody feel.” Next is the question, “What could Cody do to handle his stress.” Thirdly the activity asks, “How could Cody release the tension he feels.” Lastly it asks students to “list some steps Cody might think about.” This activity will be more effective after you have had at least a moderate amount of discussion on stress. You could easily create similar scenarios and questions if you do not have the *Your Health Activity Book*. This activity is beneficial because it will help students think through all sides of the stress-relieving process.

- Resources
 - Gibbons, C., Middleton, K., Ozias, J.M., & Stockton, C.A. (1999). *Your health: Activity book*. Orlando: Harcourt Brace & Company.

6. What if Bud had Reacted Differently?

Objectives: Health 1.01, 1.03

You should read *Bud, Not Buddy* chapter one to the students. After reading the chapter, have students consider other ways Bud could have handled the stressful situation of learning that he will be moved to another foster home. Have students write several lines of dialog, pretending that Bud is saying the words. After students have made up possible reactions from Bud, call on volunteers to emphatically say their lines as Bud might say them. Each student will need a copy of *Bud, Not Buddy*. This activity will help students consider different ways to deal with stress while getting closer to the main character of the story. This activity should be appropriate for 4th-6th graders.

- Materials
 - Pens/pencils
 - Paper
- Resources
 - Curtis, C.P. (1999). *Bud, not buddy*. New York, N.Y.: Yearling.

7. Caring for a Friend

Objectives: Health 1.02, 1.03, 3.03, 10.05

Either as a follow up or as a separate activity to the one listed above, you should ask students to consider how Bud positively cared for his friend, Jerry. After thoroughly reading this section of the chapter, students should rewrite this section with a new slant. Bud is temporarily a bad friend who does not encourage his friend. The end of the chapter will also be different because Bud and Jerry will probably not be sitting side by side on the bed. This rewriting can be done individually on paper, or it can be done as a class verbally. In this case, you will call on volunteers to give possible responses for Bud. Afterwards, you should lead a discussion on how Jerry feels at the end of the “new” chapter one. Compare how Jerry probably feels at the end of the original chapter with how he feels at the end of the modified one. Help students predict that Jerry could become violent if Bud's reaction is hurtful. This activity will help students focus on positive and negative ways to encourage others. This activity is appropriate for 4th-6th grade.

- Materials
 - Pens/pencils
 - Paper
 - Board to record student responses if desired
- Resources
 - Curtis, C.P. (1999). *Bud, not buddy*. New York, N.Y.: Yearling.

8. Crashing Stocks

Objectives: Social Studies 6.01, 6.02

Explain to students that a stock market is basically a way for a bunch of people to own a small part of a bunch of different companies. When these companies do well, people have stocks worth a lot of money. People sell, buy, and trade these stocks hoping to get a better deal. Now you may read pages 10-13 (including two full-page pictures) in *An Album of the Great Depression*. If this book is unavailable, you may read any appropriate text on the great stock market crash of October 24, 1929. Write the word *Risks* on one side of a poster board or dry-erase board, and write *Consequences* on the other side. Help students decide what risks led to what consequences based on what you just read about the stock market crash. For example, a risk would be that people bought stocks by only paying for one tenth of the full amount up front. The consequence would be that they could not come up with money to pay them off later (Depending on the students, you may go deeper into the discussion. For example, you may explain that those people had to sell their stocks at a loss). This activity will help students understand what it means to have economic risks and consequences. This lesson may be too advanced for many 4th graders, and it will require an explanation about the stock market

ahead of time. You will need a poster/dry-erase board and the book *An Album of the Great Depression*. This book is available at Patrick Beaver Library.

- Materials
 - Poster board or dry-erase board
 - Markers
- Resources
 - Katz, W.L. (1978). *An album of the great depression*. New York, NY: Franklin Watts, Inc.

9. The Needs of a Society

Objectives: Social Studies 6.01, 6.02, 6.03

[Prior to this activity, you should have explained to students what natural resources, human resources, and capital are.] Help students create a miniature “society.” Have a pile of eight “natural resources” in one part of the room. These resources can be represented by rocks. Tell the students that they are all human capital because they can all work. You (the teacher) are the one in charge of this society. Tell the class that they will all need to make money, and this means that they will all need jobs. Tell them that the demand for our product is ten pieces per day (the product can be cookies or anything readily available). Call out the names of five boys and five girls. Announce: “Well, you all need jobs, but the demand for our product is ten pieces per day. One worker can make one of our products per day. That means we only need ten workers.” Next, explain that we need natural resources to make our product. Have each worker remove one rock from the pile of natural resources. Two of the workers will not have natural resources to make their product. After this enactment, hold a discussion about what has happened. There was not enough work for everyone because demand for the product was not high enough. We needed natural resources to make our product, but these resources ran out. Explain that these are some of the problems economies face. This activity will give students an interesting example of the concepts of various resources, capital, and supply/demand. You will need eight rocks for natural resources and ten items to use as products. This activity should work for 4th grade through middle school if appropriate adaptations are in place.

- Materials
 - Eight rocks to represent resources
 - Ten cookies or something readily available to represent the product

Chapter 2 Activities:

1. Bullying/Fighting Prevention Information

Objectives: 10.02-10.05

In groups, students will brainstorm and research ways of dealing with situations that are bullying/fighting and learn how they can keep themselves safe and protect others.

- Materials
 - Computer
 - Pencil/paper
- Resources
 - www.keepschoolssafe.org
 - www.guidancechannel.com.

2. Video

Objectives: 3.01, 3.03, and 3.04

Students will watch the video *Reality Matters: Cruel Schools* produced by the Discovery Channel School. A group discussion will follow.

- Materials
 - *Reality Matters: Cruel Schools* or another video on bullying and fighting.

3. S.T.A.M.P.

Objectives: 3.01, 3.03, and 3.04

Students will participate in the S.T.A.M.P. program using www.jaybanks.com and will learn what S.T.A.M.P. means. This is a young energetic approach to preventing and stopping bullying and fighting. It includes songs, acronyms, and much more to help students remember what to do in a real life situation.

- Materials
 - Computer
 - S.T.A.M.P. program material
- Resources
 - www.jaybanks.com

4. Creating a Real-Life Bullying Situation

Objectives: 2.03, 2.04, 2.06, 2.08, 4.02-4.11, 7.01-7.04, and 7.06-7.09

Objectives: 2.03, 4.02

Students begin by writing, in small groups, a skit about bullying and fighting. This should be done after a discussion of bullying and fighting and could be a good assessment of understanding bullying/fighting and the healthful living objectives. Students will design and produce a short scene in which they create a bullying/fighting situation as well as a solution to the situation. Students will demonstrate one good decision in which they either prevent or handle the situation they created. Peers will then review the situation and come up with other possible solutions.

- Materials
 - Pencil/paper
 - An area in the classroom for a “stage”
- Resources
 - Previous information given to students about bullying and fighting.

5. Writing Test Activity

Objectives: 3.03, 4.01, and 4.02

After reviewing the passages in Bud, Not Buddy, that use the five senses (look at helpful list) to describe a scene, feeling, or event, students will write a short story to describe a personal experience. Students should use all five senses.

- Materials
 - Pencil/paper
 - Bud Not Buddy
- Resources
 - Helpful List –Using the Five Senses (paragraphs with page numbers included in helpful list)

Chapter 3 Activities:

1. Bug City video

Objectives: Science 1.02, 1.03

From the queen bee to the worker bee, this program shows exactly why bees are so busy and why we should appreciate them. As they gather food, bees pollinate plants and allow them to grow for another season. Some types of bees create extraordinary nests of honeycomb in which they lay eggs and store honey. A riveting display by Dr. Norman Gary shows bees in their egg, larval and pupal stages- even shows a newborn hatching. Later Dr. Art Evans explains how to make a bee's nest with plastic straws.

- Materials:
 - J595.7, BUG V.3: Bug City video found at Patrick Beaver Memorial Library- Children's Department

2. Bee Cool, Be Informed Web quest

Objectives: Science 1.02, 1.03

The students will learn more information about bees and how they contribute to our society. The students will search throughout this website to gather information on a quest to learn about honey bees, African and European bees and their contributions as well as how they function as a community and family.

- Materials:
 - Bee Cool, Bee Informed web quest attached at end of activity listing; item #1
- Resources:
 - <http://honeybee.tamu.edu/>

3. Dances with Bees

Objectives: Arts Education: Dance 3.01, 3.02

After visiting this website, students will learn the importance of dance as a means of communication in the insect world. This website will show the students how bees dance to tell when there is danger, where there is nectar and other important information concerning the hive. The students will view the website and click on each link. They will then be the virtual bee and dance to tell the other bees where the nectar is. Go to the following website:

- Resources:
 - <http://www.pbs.org/wgbh/nova/bees/danceslang.html>

ITEM #1



Webquest

Search this website to gain valuable information on honey bees and Africanized honeybees. To succeed at this webquest you must follow the clues and answer the following questions. Lets get buzzing!

- 1. In order to bee safe when you find bees on your property, you must follow these quick guides. List 7 safe moves.**

Answer:

1. STAY AWAY FROM ALL HONEY BEE SWARMS AND COLONIES.
2. GET AWAY FROM BEES AS QUICKLY AS POSSIBLE.
3. WHILE RUNNING AWAY PROTECT YOUR FACE AND EYES AS MUCH AS POSSIBLE.
4. TAKE SHELTER IN AN ENCLOSED AREA SUCH AS A CAR, TRUCK OR BUILDING.
5. CALL A LOCAL BEEKEEPER, PEST CONTROL COMPANY, OR LOCAL COOPERATIVE EXTENSION AGENT FOR ASSISTANCE.
6. DO NOT HIDE IN WATER OR THICK BRUSH.
7. DO NOT STAND STILL AND SWAT AT BEES; RAPID MOVEMENTS WILL CAUSE THEM TO STING.

- 2. Oh, no! You've just gotten stung! What do you do? There are 5 steps to take. List them all and bee safe!**

Answer:

1. GET AWAY FROM BEES AS QUICKLY AS POSSIBLE. GO TO A SAFE AREA AWAY FROM THE BEES SUCH AS INSIDE A CAR, TRUCK OR BUILDING.
2. PULL OR SCRAPE STINGS FROM SKIN AS SOON AS POSSIBLE. MOST VENOM IS RELEASED WITHIN 1 MINUTE.
3. WASH STUNG AREAS WITH SOAP AND WATER LIKE ANY OTHER WOUND TO PREVENT INFECTION.

4. APPLY ICE TO RELIEVE PAIN AND SWELLING.
5. SEEK MEDICAL ATTENTION:
 - IF BREATHING IS DIFFICULT
 - IF STUNG MANY TIMES, OR
 - IF ALLERGIC TO BEE STINGS.

3. **When is it believed the first honey bees were introduced to the Americas and by whom?**

Answer: Early to mid 1600 by English and Spanish settlers.

4. **The scientific name for the African bee sounds like a lot of monkeys, mail feras and scoot a lot. Write the scientific name.**

Answer: Apis mellifera scutellata

5. **When did the Africanized bee reach Hidalgo, Texas?**

Answer: 1990

How we got this answer> 1956 they were introduced to Brazil + 34 more years = 1990.

6. **A habitat is a place that is natural for the life or growth of an organism. Tell one key item that is vital for European bees' survival during the winter.**

Answer: Honey

7. **Honeybees help provide a resource of food and money for us. This means they have an economical benefit. Click on the Topic about honeybees that will tell you how much honey is worth annually for the United States. Write down how much.**

Answer: \$150 million

8. **What state produces 5% of the honey produced in the United States?**

Answer: Texas

9. **List 3 landscapes where bees are important pollinators.**

Answer: 1. agricultural, 2. urban 3. natural

10. **Besides honey, list 5 other hive products besides honey that are produced by honeybees that are sold.** Answer: wax, pollen, propolis, royal jelly, venom

Bonus Points (5) What is propolis? Hint: Go to dictionary .com, write down what propolis is also called.

Answer: Bee glue

Chapter 4 Activities:

1. Lets Work This Out

Objectives: Health 1.01, 1.02, 1.03

Students get into pairs and discuss conflict resolution strategies. They make up scenarios and write them down using characters, conflict, and resolution. Then they get in front of the class and act out their scenarios. After the performances each student writes about their favorite skit and the conflict resolution strategies used in the skit.

- Materials
 - Pens/pencils
 - Paper
- Resources
 - Bluestein, Jane. *Hand-Out Materials*. Retrieved 4 Oct. 2006.
<http://www.janebluestein.com/handouts/conflict.html>

2. Conflict Reflection

Objectives: Health 1.03, 1.04, 3.04

Students spend several minutes brainstorming and jotting down thoughts about a time they were in a conflict with another person. That person can be a family member, friend, stranger, etc. Then they choose one from the list that ended in a positive way. They write in their journals describing the event and how the conflict played out. The last part of their journals can list ways that the conflict could have been handled differently, and ways to have made the situation better.

- Materials
 - Pens/pencils
 - Journals

3. Sincerely, Bud

Objectives: Health 1.01, 1.03

Students read chapter four, and the teacher guides them in discussion after the chapter about how conflict was handled between Todd and Bud. Then the students take on the perspective of Bud, and they each write a letter to Todd or the Amos' about what actually took place, and how Bud is feeling. Students should use open communication, honesty, and respect to write the letters, and each student signs it *Sincerely, Bud*.

- Materials
 - Pens/pencils
 - Journal

4. Gun Safety

Objectives: Health 1.04, 3.03

Students and teacher discuss the scene with the gun after reading the chapter. The teacher directs the students in creating a poster with gun safety tips on it. The students come up with rules and tips for using guns, guns in the home, and gun safety, and the teacher writes the rules on a poster to post in the classroom (next to the fire safety poster). Students then use construction paper and markers to create their own posters to take home and put up.

- Materials
 - Large poster board
 - Markers
 - Construction paper
- Resources
 - Firearms Injury Prevention. Retrieved 17 Sep. 2006.
http://www.nfpa.org/riskwatch/parent_firearm.html

5. I'm a Metaphor, You're Like a Simile

Objectives: Language Arts 2.02, 2.04

Students read the text and point out similes used in the text (there are at least five). They come up with more similes and metaphors using the characters in the text, and the teacher writes the examples on the board. They then get into partners and write five similes and five metaphors about their partners. They share at least one of each to the class about each partner.

- Materials
 - Pens/pencils
 - Notebook paper
 - White board
 - Dry erase markers
- Resources
 - Do You Know What it Means?. Retrieved 22 Sep. 2006.
<http://bugges.wcpss.net/Do%20You%20Know%20What%20It%20Means.htm>
 - Curtis, C.P. (1999). *Bud, not buddy*. New York, N.Y.: Yearling.

6. Simon Says / Molly Says

Objectives: Language Arts 2.03, 3.03

Students discuss some examples of similes in chapter four. The teacher gives them a more formal definition of a simile as well as a definition and example for a metaphor. The students move their desks aside and stand where they each have some space. The teacher introduces a game (commonly known as *Simon Says*). In this game she says Simon for simile or Molly for metaphor. They do what the metaphor or simile says (sway like a tree, be a bumble bee, etc.) and the students follow the instruction, however, if the teacher says Simon and then expresses a metaphor, or says Molly and then expresses a simile then the students are not to respond. If the students respond incorrectly they are out.

Chapter 5 Activities:

1. Holiday Traditions

Objectives: English Language Arts 1.04

Have the students write a paragraph on their holiday traditions. Do they get a tree? What kind? Do they cut it down or get one pre-cut? Students will make connections with the text by relating their own experiences to the story.

- Materials
 - Writing notebook and pencil

2. How do plants grow?

Objectives: Science 1.01, 4.01

Have the students visit www.kidport.com in the computer lab to find out how plants grow. In Bud, Not Buddy, Bud explains that his mother named him after a “flower-to-be”. Students can explore the process of how a “bud” becomes a flower and what elements are needed in that process. Have them take notes as they explore the web page.

- Materials:
 - Science notebook and pencil
- Resources:
 - <http://www.kidport.com/RefLib/Science/HowPlantsGrow/HowPlantsGrow.htm>

3. Grow a flower in your classroom

Objectives: Science 1.01, 4.01

Grow a flower in your classroom! Students will get first hand experience watching the flower grow week by week. Have them take turns watering it everyday. You could even have them decorate flower pots before planting your plant(s).

- Materials:
 - firm bulbs
 - pot or other container with drainage holes
 - well-drained potting mix
- Resources:
 - <http://www.kidsgardening.com/growingideas/projects/sept03/pg1.html>

4. Explore North Carolina's Christmas tree industry

Objectives: Social Studies 1.02, 1.03, 4.01, 6.02, 6.07, 6.08

Explore the North Carolina Cooperative Extension website. Have the students take notes on all aspects of our state's Christmas tree industry from diseases that affect the trees to how much income they bring in each year.

- Resources:
 - <http://www.ces.ncsu.edu/Publications/forestreources.php>

5. Christmas tree farm field trip

Objectives: Social Studies 1.02, 1.03, 4.01, 6.02, 6.07, 6.08

Take a field trip to a Christmas tree farm. The students will gain insight on how important the industry is to North Carolina and its citizens. Have them observe certain aspects of the farm such as: How many trees are there on one farm? Are they all full grown? How long does it take for the trees to reach maturity? What was it like for Bud to sleep under the Christmas trees outside the library? Would they be comfortable sleeping under a Christmas tree?

- Resources:
 - <http://www.ncchristmastrees.com/>

6. Flower anatomy worksheet

Objectives: Science 1.02

This activity can be used in conjunction with growing a flower in your classroom. After the flower has opened, have the students look at each part in detail with the help of the flower anatomy worksheet. The terms are given with definitions and then based on the definitions, the students are to label the parts they think correlate with the terms given.

- Materials:
 - Flower anatomy worksheet and pencil
- Resources:
 - <http://www.enchantedlearning.com/subjects/plants/printouts/labelfloweranswers.shtml>

Chapter 6 Activities:

1. Exploring My Pyramid

Objectives: Healthful Living 4.04, 4.06; Language Arts 3.02, 4.05, 5.09

In order to introduce students to the food pyramid, students should be allowed to explore the My Pyramid website. Students can explore the website and record things that interested them or things that the students may want to know more information. This activity does not consume a lot of time, which is beneficial for limited computer access time.

- Materials
 - Pencil and paper for recording things of interest.
 - Computer with internet access

- Resources
 - My Pyramid website: www.mypyramid.gov
 - This video may be found at a local library.

2. Lets Plan a Meal

Objectives: Healthful Living 4.04, 4.06; Language Arts 4.05, 5.09

In order to connect what is learned from exploring the food pyramid, students could plan out a meal using magazines and construction paper. Students can use scissors to cut out pictures of food from the magazine and glue the pictures on construction paper. Students should be able to meet one food requirement from each of the different categories from the food pyramid. Teachers may choose to have students present their meal to the class.

- Materials
 - Construction Paper
 - Glue
 - Scissors
 - Magazines (Food oriented if possible)

3. Lets Make a Plan

Objectives: Healthful Living 4.04, 4.06; Language Arts 4.03, 4.05, 5.09;

Students can use the My Pyramid website and provide various information such as age, weight, etc. in order to develop a meal and exercise plan. Students may be asked to complete this activity and plan out a meal plan for a set period of time. The teacher may choose any length of time that fits the unit. A worksheet can be created, by the teacher, for the length of time that is desired for the meal and exercise plan.

- Materials
 - Worksheet created by the teacher. The worksheet may contain the days of the week and include breakfast, lunch, and dinner. The worksheet may also include time slots devoted to exercise.
 - Pencil
 - Computer with internet access

- Resources
 - My Pyramid Website: www.mypyramid.gov

4. Lets Eat

Objectives: 4.04, 4.06; Language Arts 4.03, 4.05, 5.09; Math 1.01, 1.05

Students can show their understanding of the food pyramid and making healthy meal decisions by creating a menu for a restaurant. Students can use construction paper to design the cover and can include foods and meals that follow the food pyramid. Teachers may choose to do this in groups of 2-3 students individually. This activity may be presented to the class.

- Materials
 - Construction paper
 - Pencil, Markers, Colored Pencils, Crayons

5. Dinner and a Book

Objectives: Language Arts 3.02, 4.03, 4.05, 5.09

In order to introduce students to the food cycle and how food plays a role, teachers can read the book “Wolf Island” aloud to the class. After reading the book, teachers may discuss the book with the class. Teachers can point out where food played a role in the story. Teachers could ask questions such as, “why is food important to the wolf”, “how does the food cycle affect us”?

- Materials
 - Life Cycle poster: this can be found at any educational supply store. Creative Learning in Hickory supplies these posters.
- Resources
 - Godkin, Celia. Wolf Island. Fitzhenry & Whiteside Limited, 2006.

6. Lets Make a Food Chain

Objectives: Science 4.01, 4.03

After reading the book, “Wolf Island”, students can create their own food chain. Students can be given pre made signs that are labeled as types of plants, herbivores, predators or carnivores, and then finally humans. Students should stand at their desk

or in a large enough area that allows for some movement. Students that are labeled plants will take the ball or yarn and throw it to animals that would eat the plant they have. The person that the plant throws to, will throw to an animal that would eat them (predators). This will continue around the room with either multiple balls of yarn or do it slowly with one. After completing this activity, students will be able to examine how the yarn is connected to many different animals and plants. The teacher should explain that because of the food cycle, many plants and animals are food for other plants and animals. The teacher can explain that all the animals and plants give us energy to live and we need the food cycle to have food to eat.

- Materials
 - Pre made signs labeled as plants or animals.
 - Construction Paper
 - Glue
 - Ball(s) of Yarn
 - Area large enough to hold activity.

Chapter 7 Activities:

1. North Carolina City Miles

Objectives: Technology 1.08, 2.01, 2.02, 2.03, 2.05, 3.01, 3.03, 3.04; Information Skills 1.09, Social Studies 1.01

In order for the students to grasp a better understanding of a *Standard Highway Mileage Guide* the students will use the guide located at the bottom of the *North Carolina State Transportation Map*. In using this guide the teacher should assign approximately 10-15 cities in North Carolina and have the students find and record the mileage between the city and Hickory, or wherever your school is. The findings would then be used to create a spreadsheet. To make this more interesting you could even use a city other than where your school is so that there is a variety amongst the class.

- Materials
 - *North Carolina State Transportation Map*. This map can be obtained through a visitor center or welcome center anywhere in North Carolina.
 - Spreadsheet program- most schools have this program on their computers and if not you can have the students create their own spreadsheet by just drawing them. You may use the Standard Highway mileage guide as an example.
 - Markers, crayons or colored pencils
 - Paper to draw the graphs on
- Resources
 - To find the NC state transportation map online go to:
<http://www.visitnc.com/index.asp>
 - *North Carolina State Transportation Map*

2. School Atlas

Objectives: Math 2.01, 4.01

After completing the above activity each student would get one area of the school to draw a map of. In order to do this they may need to go to that area and draw as they go so that they know the directions. Once they get to that place they need to draw a map of the room. This also teaches the students directions between right and left and even north, south, east and west. In their maps they should also find the perimeter and the area of the particular room they are mapping out. They could use markers, colored pencils or even crayons to create their map. Once the maps are created for all areas of the school the class would then come together and create a school atlas much like the *Atlas of The United States of America* that

Bud discusses in the book. It may be ideal to have a copy of the atlas so the students know what they are doing. The class created book can be displayed in the office to show people around the school or it can be kept in the classroom so they know what the atlas is and to show off their work.

- Materials
 - Markers, colored pencils or crayons for the students to create their maps
 - A whole puncher and notebook or something else to be used to bind the student made atlas into the class atlas.
- Resources
 - *Atlas of the United States of America*. Rand McNally, 2004. This can be obtained anywhere maps or books are sold. They are fairly cheap, like less than \$5. There is probably a copy in the library of the school. This is just used as a reference but is an important reference for this chapter.

3. State Thinking Maps

Objectives: Social Studies 1.01

To allow the students to understand the differences in the state of North Carolina and the state of Michigan provide state maps of both states for the students to compare and contrast the two states. You could have them create circle maps or other forms of thinking maps comparing the two states. The students should work in small groups of 4 or 5 for this activity. They can compare anything from number of cities, bodies of water, landforms etc...

- Materials
 - Maps of the state of North Carolina and the state of Michigan.
 - Thinking maps-examples to allow the students a guide for how they are to create their own.
- Resources
 - www.Readwritethink.org This site has lots of thinking maps in a variety of designs
 - <http://www.visitnc.com/index.asp> North Carolina
<http://www.michigan.gov/>. Michigan. These sites provide free maps all you have to do is send in a request and provide an address.

4. School Treasure Maps

Objectives: Visual arts 1.01

In order for students to understand the aspects of map-making have the students each create their own treasure map around the school. They can use crayons or colored pencils to illustrate their map.

- Materials
 - Crayons or colored pencils
 - Paper to create the map on
- Resources
 - http://www.creativekidsathome.com/activities/activity_105.shtml

5. Treasure Hunt

Objectives: Visual Arts 1.01

In order for the students to practice with learning to read a map the students will each get a copy of someone else's treasure map and they would then have to find their treasures. In order for this to work you would have to have the students create their maps in the same general area. You could also allow the students to hide something to allow the other students to know that they have found the treasure. This could be a piece of paper or maybe a piece of candy or something of your choice.

- Materials
 - Treasure maps created by other students
 - Some sort of treasure for the other students to find. This treasure would need to be hidden by the person that created the treasure map.
- Resources
 - http://www.creativekidsathome.com/activities/activity_105.shtml

6. School Footage Guide

Objectives: Visual Arts 1.01; Math 2.01

After the students understand what the Standard Highway Mileage Guide is they could then create a school "footage" guide. For this activity each child should get a yardstick or some sort of tool to measure with and they would be given different areas of the school and have to calculate the distances between the areas of the school. The students can work in groups or they could be individually assigned areas of the school to measure.

- Materials
 - Yardstick or ruler
 - Paper to record distances
- Resources
 - *Standard Highway Mileage Guide* found at the bottom of the North Carolina State Transportation Maps.

Chapter 8 Activities:

1. Describe That Train

Objectives: Language Arts 4.06, 5.03, and 5.04

After reading Chapter 8, the teacher will discuss trains and ask the students questions about them. Some examples of questions could be whether any student has ever rode on a train, what do people use trains for, how have trains helped our society in general, and other questions like this. The teacher can also ask the students what they think trains look like. The teacher will then have the students write a descriptive story of what they think the train that Bud and Bugs are going to jump on and ride to Chicago looks like.

- Materials
 - Paper
 - Pencils/pens
 - Copy of Bud, Not Buddy book
- Resources
 - Bud, Not Buddy book

2. Hiddenite Gems Field Trip

Objectives: Science 2.01, 2.02, 2.04, and 2.06

To allow the students to understand the types of minerals and rocks, the teacher will accommodate the students on a field trip to Hiddenite Gems Inc. in Hiddenite, NC. The students will be able to mine their own rocks and will be able to classify them using the physical properties: hardness, streak color, luster, and magnetism. After the field trip, the teacher will have the students discuss the various types of minerals and rocks that each of them found.

- Materials
 - Physical property list that explains each property
 - Bucket of minerals and rocks for each student or can have students in small groups. (Depends on cost.)
- Resources
 - Hiddenite Gems Inc.

3. Rock Around the Neighborhood

Objectives: Science 2.01, 2.02, and 2.04

After visiting the Hiddenite Gems Inc., the teacher will have the students go around their neighborhoods and collect at least 10 rocks or minerals to bring back to class the next day. The teacher will then have the students get into small groups and show their rocks or minerals to each other. Next the teacher will have the students use the website:

<http://cte.jhu.edu/techacademy/fellows/brannon/webquest/Rmform.htm>

and make a chart like the one on this website. The students will list the name of the rock or mineral found, the location they found the rock or mineral, and the characteristics of the rock. Then the students will use Mohs' hardness scale found on the website and decide what the hardness of the rock or mineral is and chart it as well.

- Materials
 - Paper
 - Pencils/pens
 - Rocks or minerals collected.
 - Computer access
- Resources
 - <http://cte.jhu.edu/techacademy/fellows/brannon/webquest/Rmform.htm>

5. North Carolina Transportation Museum

Objectives- Social Studies 1.01, 7.02

Located in Spencer North Carolina, there are many group tours but one in particular "How do we get from here to there tour". This tour helps children see ways people have moved from one place to another in North Carolina's history.

- Materials
 - directions for how to get there
 - chaperones
 - schedule of for the day
- Resources
 - <http://www.nctrans.org>
 - call 704-636-2889

Chapter 9 Activities:

1. Using Division to calculate miles

Objectives: Math 1.02

For this activity the students calculate the time it would take them to walk from one city to another just like Bud had to do in chapter nine of *Bud Not Buddy*. The teacher will model the process of the activity using the overhead. Ask the students to choose a map and select two cities. They will then measure the distance between the two cities with a ruler. Use the map scale to calculate the inches and convert into miles. Have the students estimate how many miles they could walk per hour. Then have the students calculate, by dividing the miles per hour into the total miles. The quotient will be the time (in hours) it would take to walk the distance between the two cities. You may also want to convert the hours into minutes and calculate it that way too.

- Materials
 - Maps
 - Paper
 - Pencils
 - Rulers
 - Cities book
 - Overhead and overhead calculator

- Resources
 - [North Carolina Mathematics](#) By: Scott Foreman and Addison Wesley. This is the standard curriculum text for fourth grade.

2. Teaching Long Division with an Acronym

Objectives: Math 1.02

For this activity the students learn long division using an acronym. An acronym is a short cut using letters to represent a word in a phrase. The acronym is Does McDonalds Serve Cheese Burgers. D is for Division. M is for multiplication. S is for subtraction. C is for Checking your answer. B is for Bring it down. Have the students first come up with some acronyms of their own. Assign long division problems to use with this acronym as well as the ones they created.

- Materials
 - Paper
 - Pencils
 - Calculators
 - Acronym DMSCB on students paper

- Resources
 - <http://www.lessonplanspage.com/MathLongDivisionWithAcronymIdea45.htm>

3. Exploring and Creating Maps

Objectives 1.02, 1.03, Map Skills

For this activity the students would have the opportunity to work in pairs at the computer exploring the Geoskills multimedia program. Each student would read, interpret, and create maps, using the interacting lessons on basic map skills.

- Materials
 - Computer
 - Geo-skills CD-ROM
- Resources
 - GeoSkills CD-ROM By: Harcourt

Chapter 10 Activities:

1. Create a Menu

Objectives: Science 1.01

In order to introduce the topic of food chains, the teacher should read aloud Who Eats What? Food Chains and Food Webs. After reading this book, students could be asked to create a menu of foods they would like to eat. Students should select an item (or items) from their menus and draw a food chain that demonstrates what they have chosen. Suppose, for example, the student chooses a peanut butter and jelly sandwich. The student would draw himself (or herself) at the top of a piece of paper, then draw an arrow connecting to wheat for the bread, an arrow connecting to grapes for grape jelly, and an arrow connecting to peanuts for peanut butter. The book gives a few good examples to draw from. Being asked to illustrate their own food chains will motivate students to think deeply about the topic in a way that is relevant.

- Materials
 - Construction paper
 - Crayons or colored pencils
- Resources
 - Lauber, Patricia. Who Eats What? Food Chains and Food Webs. New York: HarperCollins Publishers, 1995.

2. Food Chain Wheel

Objectives: Science 1.01

Read lesson 4 from the Science textbook and discuss information about food chains. Then students will create their own “food chain wheels,” found on pages 42-45 of “Ecology for Every Kid.” Students divide a circular piece of paper into three sections and draw an example of a producer (plant) on one section, a consumer (bunny) on the second section, and a decomposer (bacteria) on the third section. Students then construct a “pocket” into which the circle fits so that only one section is seen at a time as the wheel is turned. Not only would this art project be fun and artistically stimulating, but it will also give students a powerful visual aid for studying and remembering the order in which producers, consumers and decomposers function.

- Materials
 - Drawing compass
 - Typing paper
 - Scissors

- Pencil
- 18 X 8 in. piece of dark-colored poster board
- Ruler
- Paper brad
- Transparent tape
- Resources
 - Vancleave, Janice. Ecology for Every Kid (Easy Activities That Make Learning Science Fun). New York: John Wiley & Sons, Inc., 1996.
- Resources
 - Daniel, Lucy H., Hackett, Jay, Moyer, Richard H., and Vasquez, JoAnne. Science (Teacher's Edition). New York: McMillan McGraw-Hill, 2006.

3. North Carolina Regions: Create an Advertisement

Objectives: Social Studies 1.01, 1.02, 1.03, Visual Arts 1.03, 1.07

After learning about the three regions of North Carolina, students will be divided into three groups, each of which would be assigned a region of North Carolina. Students must create a flyer or brochure to convince others to come and live in their region. The brochures should include information about the region such as climate, jobs, places to visit, landforms, and location. For a more specific explanation of this activity, visit the website below.

- Materials:
 - Colored construction paper
 - Crayons, colored pencils, and/or markers
 - Maps of North Carolina (can be found in the textbook listed under resources)
- Resources:
 - <http://its.guilford.k12.nc.us/webquests/nc3/nc3.htm>
 - North Carolina. (textbook) Orlando: Harcourt, Inc., 2003.

Chapter 11 Activities:

1. Field Trip to the Red Cross of Catawba Valley

Objectives: Social Studies 4.03

A field trip to the local Red Cross fits well with this chapter because the students can see first hand how the organization works. They will also be able to ask questions to someone who works at the Red Cross about the services and volunteer opportunities that are available. This is also a way for them to be introduced to a civic affair and responsibility they could get involved with in order to help others in the community.

- Materials
 - Permission Forms
 - Buses
- Resources
 - Catawba County Location
1607 Highland Avenue, NE
Hickory, NC 28603
828-322-4151
<http://www.catawbavalleyarc.org/>

3. History of the American Red Cross

Objectives: English Language Arts 1.06, 3.06, 4.01, 4.02, 4.03, 4.10;
Computer/Technology Skills 1.04, 1.09, 2.08, 3.01, 3.06, 4.03

Students will read the book, Clara Barton: Founder of the American Red Cross (Childhood of Famous Americans) by Augusta Stevenson to gain an understanding of the founder of the Red Cross. After reading the book they will also research information about the history of the Red Cross. As a group they will then combine their information into one PowerPoint presentation they will present to the class.

- Materials
 - Computers with word processing, internet access, and PowerPoint
- Resources
 - Clara Barton: Founder of the American Red Cross (Childhood of Famous Americans) by Augusta Stevenson
 - <http://www.catawbavalleyarc.org/>
 - <http://www.redcross.org/museum/history/>
 - Book: Clara Barton: Founder of the American Red Cross (Childhood of Famous Americans) by Augusta Stevenson

7. Pancakes

Objectives: Math 5.01 a. & b.

Have the students bring in different pancake recipes from home. Collect materials that are needed (flour, salt, baking powder, milk, oil). The students will make pancakes in class one day. This is just a fun activity for the students, based on the pancakes that the Sleets and Bud ate together. It can also teach the students about measuring and using proportions to figure out how to make recipes for larger groups of people.. Note: the teacher must be the only one to actually cook the pancakes.

- Materials
 - Bowls
 - Mixing utensils
 - Flour, salt, baking powder, milk, oil, eggs
 - Griddle plate
 - Pancake recipes
- Resources
 - None needed

Chapter 12 Activities:

1. Character web

Objectives: Language Arts 4.05, 4.07, 5.01

The students will fill out a character web on the main characters in the book. (Bud, Mr. Calloway, Mr. Lewis, etc.) The character web can be found in the book of graphic organizers located on the resource list.

- Materials
 - Character web
 - Pencils
- Resources
 - Bromley, K., DeVitis, L., Modlo, M. (1999). 50 graphic organizres for reading, writing& more. New York: Scholastics Professional Books.
 - www.Readwritethink.org

2. Summary writing and illustrations

Objectives:1.01, 1.02, 1.05, 1.06, 2.01, 2.02, 5.01

The students will practice note taking as they read each chapter and write a summary, with details and draw a picture to go with their summary. Students will make predictions based on their reading and participate in a class discussion. Some may share their summaries and drawings.

- Materials
 - Paper
 - Pencils
 - drawing paper
 - crayons, colored pencils, and/or markers

3. Journal

Objectives: Healthful Living 3.03

In chapter 12, the subject of bias and stereotyping could be discussed. Klu Kluxers, John Brown as well as references to union supporters are mentioned. The students can listen to, or read several books (listed under resources) in which the characters in the books have to deal with these issues. They will write a journal entry and tell how they would feel if they were one of these people. Then students will discuss the similarities and differences between then and now.

- Materials
 - Paper (journals)

- pencils
- Resources
 - Golenbock, P. (1990). Teammates. New York: Voyager Books Harcourt Brace & Company.
 - Ringgold, F. (1999). If a bus could talk: The story of Rosa Parks. New York: Simon & Schuster Books for Young Readers. Uhlberg, M. (2005). Dad, Jackie, and me. Atlanta: Peachtree.
 - Weatherford, C. (2005). Freedom on the menu: The Greensboro sit-ins. New York: Penguin Young Readers.
 - Wiles, D. (2001). Freedom summer. New York: Athtneum Books for Young Readers.

4. Plot-line graph

Objectives: Language Arts 2.04

The students will fill out a plot-line using details from chapter 12, including setting, rising action, climax, falling action, resolution. (Plot-line can be student drawn or reproduced from the graphic organizer resource listed in resources).

- Materials
 - Paper
 - Plot-line handout
 - Pencil
- Resources
 - Bromley, K., DeVitis, L., Modlo, M. (1999). 50 graphic organizres for reading, writing& more. New York: Scholastics Professional Books.

Chapter 13: Activities

1. Instrument Display

Objectives: Music 6.04

Create a display of instruments in your classroom. To do this you will need to gather the instruments you plan on using for your display. After you decide what instruments you are going to display, you need to write up a little information about each instrument. Once you have decided what instruments to use and you have gathered the information needed you can then make the display of instruments. Allow time during class for your students to look at the display. You can even have them sketch what the instruments look like on a sheet of copy paper. This allows them to visually see the instruments and they can get a better understanding of what each instrument does.

- Materials
 - Variety of instruments
 - A display area
 - Cardboard for the information
 - Decorations for the display
 - Copy paper (one for each student)

- Resources
 - <http://datadragon.com/education/instruments/> to get information about the instruments
 - Call the local high school to see if they might be able to allow you to borrow a few instruments for this display.

2. Listening to the Instruments

Objectives: Music 6.04

Get a few of the local high school band students to volunteer to come to your class and play their instrument for the class. This will allow students to hear what the instruments sound like. Ask questions about each instrument and how it sounds compared to one of the others. Allow the students time to ask questions about the instruments for the high school members to answer. Afterward have the students write about what they heard. They need to write at least one thing for each instrument.

- Materials
 - Paper
 - Pencils
 - Instrument word bank

- Resources
 - Band members from the high school

3. Get back in your family!

Objectives: Music 6.04

Use the worksheet on page 18 of *Share the Music* on instrument families. Have students divide a sheet of paper in fourths. There are four different instrument families, so in each fourth of the paper label the following: strings, woodwinds, brass and percussion. When they are all labeled allow students to cut the pictures out of the worksheet and paste them with their families.

- Materials
 - Copies of the worksheet (one for each student)
 - Copy paper (one piece for each student)
 - Glue sticks
 - Scissors
 - Pencils

- Resources
 - Bond, J, & Davidson, M (1994). *Share the Music*. New York, New York: McGraw-Hill. (Teacher Resource Masters) p. 18

4. Instrument Families Critical Thinking

Objectives: Music 6.04

Have pairs of students look at pictures of different instruments. (Pages 30, 42, 72-73, and 90 display instruments from various cultures) Ask them to create a list of similarities and differences and then to use their lists to classify the instruments as brass, woodwinds, etc. They should compare such characteristics as shape, size, playing technique, and material. Challenge each pair to create a new “instrument family” and list its characteristics.

- Materials
 - Paper
 - Pencils

- Resources
 - Bond, J, & Davidson, M (1994). *Share the Music*. New York, New York: McGraw-Hill. (textbook for students) pp. 30, 42, 72-73, 90
 - Bond, J, & Davidson, M (1994). *Share the Music*. New York, New York: McGraw-Hill. (Teacher’s Edition) p. 68-69

5. Venn Diagram Instruments

Objectives: Music 6.04

Have students use a bubble map to compare and contrast two instruments. You can pick the two instruments or have the students pick their own instruments. They need to compare and contrast characteristics such as shape, size, playing technique, material, and instrument family.

- Materials
 - Bubble Map copies
 - Pencil
- Resources
 - <http://www.abcteach.com/GraphicOrganizers/Venn.htm>. This is a printable Venn diagram.

6. Definition Brainstorm

Objective: Language Arts 1.04, 1.05

Put your students in cooperative groups. Have them go through the chapter and find the words that they are unfamiliar with. Once they have found the unfamiliar words have them brainstorm on what they think the word might mean. After they have completed that, give them a dictionary or allow them to go on the computer to look up the definitions to the words to see if they were correct or if they need to adjust their definitions.

- Materials
 - Pencils
 - Paper
- Resources
 - Curtis, C (1999). *Bud, Not Buddy*. New York: Random House, Inc..
 - Webster's dictionary
 - www.dictionary.com This website will allow you to type in the word and give you the definition.

7. Group Discussion

Objectives: Language Arts 1.04, 2.02, 2.05, 4.01

As a class you will begin by making predictions for what might happen in this chapter of the book. You can ask if they think that Mr. Calloway is Bud's father. What do they think will happen in this chapter, why do they think that is going to happen, etc. Then have one student at a time read aloud a section of the chapter. Just randomly call on a student to read and you decide how much they should read. During the reading ask questions that pertain to the chapter or ask the students to make predictions again. After you have

finished reading the chapter, have the students tell you if their predictions were correct. Ask them to summarize in their own words what happened during this chapter.

- Resources

- Curtis, C (1999). *Bud, Not Buddy*. New York: Random House, Inc..

Chapter 14 Activities:

1. My Pyramid

Objectives: Computer Technology 3.07

This website is a good resource to help students access, analyze, interpret, synthesize, apply and communicate information and activities about the new food guidance system. The students will locate, organize, and present content area information from the internet, in the form of a poster, citing sources, for the purpose of learning about and teaching their fellow students about nutrition.

- Materials
 - Computers for each student/ scheduled time in computer lab
 - Access to internet
 - Poster board
- Resource
 - <http://www.mypyramid.gov/kids/index.html>

2. Nutritionists

Objectives: Language Arts 3.06; Healthful Living 4.04; Science 4.02, 4.03, 4.05

Have students in cooperative learning groups pretend to be nutritionists and create a healthy, well-balanced meal plan using what they have learned from the My Pyramid website and other resources they find. They will conduct research for this project through a variety of sources such as technology and texts. They will demonstrate the ability to plan healthy meals and snacks that emphasize the principles of My Pyramid. They will also show an understanding of calories and how food provides energy and nutrients.

- Materials
 - Notebook paper
 - Pens/pencils
 - Poster board for each group
 - Pictures of food from magazines
- Resources
 - Books and information about dietary choices and meal planning.

3. Cultural Food Differences

Objectives: Guidance 7.07, 7.10

Research a variety of cultures and write about the different ethnic food and dietary choices. This can be done in small groups; each group chooses a different culture. This will help students consider ethnic and cultural diversity. They can then present their research in the form of a group report and perhaps bring in some samples of a variety of cultural food types.

- Materials
 - Notebook paper
 - Pens/pencils
- Resources
 - Black History Month Resource Book by Mary Ellen Snodgrass.

4. Draw and Label the Digestive System

Objectives: Healthful Living 4.01

After reading about the digestive system the students will draw and label the digestive system and write a brief description about the function of each component.

- Materials
 - Poster board or paper 11x 17
 - Markers, pens, pencils
- Resources
 - Magic School Bus: Inside the Human Body by Joanna Cole
 - Your Health 4th Grade Harcourt Series. The Textbook has an introduction to the digestive system and I would use Chapter 4: Nutrition. This series includes transparencies #8 Digestive Systems, #20 Activity Pyramid, #21 Food Guide Pyramid and #22 Nutrition Facts Label.

5. Food Venn diagram

Objectives: Science 4.05

Using a Venn diagram students will categorize, compare and contrast a list of junk food vs. healthy food and be able to explain why each food type belongs in each category or fall in the middle of the diagram.

- Materials
 - Photocopy of a Venn diagram
 - Pens/pencils
- Resources
 - Brainstorm a list of healthy vs. junk food from Your Health 4th Grade Harcourt Series Chapter 4: Nutrition
 - Scholastic 50 Graphic Organizers for Reading, Writing & More by Karen Bromley, Linda Irwin DeVitis & Marcia Modio p. 79

6. Writing/Creative Thinking

Objectives: Computer/Technology 2.07, 3.06

Writing/Creative Thinking: Have students think about a favorite restaurant. They are to write a list of foods that they would like to order. Then, they are to write an advertisement describing the service, types of food, and special amenities offered by the restaurant.

- Materials
 - Variety of paper sizes and colors
 - Marker, pens and crayons, colored pencils
 - Computers with Microsoft Word
- Resources
 - Novel Units Teacher Guide to Bud, Not Buddy Grades 5-6 ISBN 1-58130-648-

Chapter 15 Activities

1. Picture

Objectives: Art 1.02, 3.02

Have the students draw a picture of Bud and Mr. Calloway based on what they know about the characters. They can also draw the room based on how Bud describes it in Chapter 15.

- Materials:
 - Pencil
 - Paper
- Resources
 - Bud, Not Buddy book

Chapter 16 Activities:

1. “Toot, toot!”

Objectives: Music 2.03 and 2.06

Every student should receive a recorder to play. Teach the students how to correctly sit and hold the recorder or in other words proper posture. Explain how to put your mouth on the mouth piece. Also, explain the appropriate amount of air to blow into the instrument. Then explain how to position fingers to play the song, “Hot Cross Buns.” Teach students that each finger position is a note on the instrument. Explain that students should follow the conductors’ instructions. Continue practicing the notes until the song can be produced successfully.

- Materials
 - Recorders for each student
- Resources
 - Sheet music for each student, which can be found on the internet or from your music teacher.

2. “Share the Music Interactive”

Objectives: Music 2.03

After the basic lesson on the recorder and mastering the short song, “Hot Cross Buns” allow students to use the Share the Music Interactive: Recorder program on the computer. This program includes a CD-Rom for beginning recorder students. The CD-Rom includes sequential lessons which will help the students master 44 songs. The pack also includes a clip-on microphone with Velcro for the student’s recorder. The microphone can be connected to the student’s computer so the program can give instant feedback on the musical performance of each student. Also, the pack includes a user’s manual and a teacher’s manual called Playing the Recorder. This helpful pack is located in the Lenoir-Rhyne Curriculum Lab. This activity will need to be done individually since only one player can occupy the program at once.

- Materials
 - Recorders for each student
- Resources
 - “Share the Music Interactive: Recorder” computer program

3. “Squeakers Online”

Objectives: Music 2.03 and 2.06

This activity requires access to a computer lab so that each student can use a computer. Have students log on computers and go to <http://www.squeakysrecorderplayhouse.com/recordermain.htm>. When students get to the sight allow them to look around for a while. Then direct students to the section titled

“Notes.” Go over the various notes that can be played on the recorder and let the students practice the note on the recorder. Then have students to take a quiz on the notes. There are several different activities that could be taken from this site. It seems very useful to help teach students how to play the recorder.

- Materials
 - Recorder for each student
 - Computer with Internet access for each student
- Resources
 - "Squeaky's Recorder Playhouse." Welcome to Squeaky's Recorder Playhouse. 29 Sep 2006
<<http://www.squeakysrecorderplayhouse.com/default.htm>>.

4. The Orphan Boy

Objectives: Guidance 7.11

Read the book, The Orphan Boy, by Tolowa M. Mollel. This book is about an orphan boy who appears out of no where to an old man who is looking at the sky for a particular star. The old man is happy to finally have a son. He takes the boy in to live with him. The young boy has a secret that the old man cannot know. The boy finds that the old man cannot resist the temptation to learn the secret, which leads to sadness for all. This is an Africa legend. While reading the story ask questions that will help children understand that all families are different. Also, ask children to compare the similarities and differences in this book and Bud, Not Buddy.

- Resources
 - The Orphan Boy by Tolowa M, Mollel
 - Mollel, Tololwa. The Orphan Boy. New York: Clarion Books, 1990.

5. “Helping Little Ones”

Objectives: Guidance 7.11

Contact a speaker from Barium Springs Children’s Home to speak to the class. The Barium Springs Home for Children is located in Troutman, North Carolina. During the late 1800s the home was established to house orphans that otherwise were left to fend for themselves. After the original home was burned down, the local community, especially the Presbyterians, provided support. Many new cottages and buildings were erected for the use of the organization. Some orphans who came to Barium Springs would stay for long periods of time. These children were housed, fed, clothed, and educated. The home is now a place for troubled children. The speaker can give some historical information as well as speak about the function of the home today. If a speaker cannot be obtained from the Barium Springs Children’s Home contact another home for children, which may be able to come and speak. To contact the Barium Springs Home for Children call 1-800-320-4157.

- Resources
 - Speaker from Barium Springs Children’s Home

6. “Taking Perspectives”

Objectives: Guidance 7.11

Students should choose a character from chapter 16 and assume that character’s perspective. As the character students should write a paragraph about how they feel about Bud being part of the household. If the students choose Bud as their character then they should write about how he feels to be taken into the household.

- Materials
 - Notebook paper
 - Copy of the book Bud, Not Buddy

7. “In Their Shoes”

Objectives: Guidance 7.11

Split the class into two groups. One group will be the reporters and the other will be a character from chapter 16. Tell the reporters to prepare at least three questions for the characters to answer. Tell the characters to take notes on their character they choose and respond to the general question of “how do you feel about Bud staying at the Calloway house?” If students choose to be Bud then they should consider the question of “how do you feel about staying at the Calloway house?” This part of the activity should be done the day prior to the second half of the activity. The next day pair each character to a reporter. Have the pair discuss the questions. Then have each pair come in front of the class and share one or two questions and their responses.

This lesson was adapted from the following web site:

http://www.readwritethink.org/lessons/lesson_view.asp?id=303

- Materials
 - Prepared questions for characters if students are reporters
 - Character notes about a character if students are characters

Chapter 17 Activities:

1. Munchy Music and Musical Money

Objectives: Music 1.09, 1.10

Using overhead as a model, show students how to lay one M & M or penny on the top line (cutting it in half) and one on the bottom line. Repeat using the other 2 M & M's. Lay the craft sticks on the right side of the M & M's to make a quarter note "ta". Ask students to sing their Munchy Music. Instruct students to copy another pattern from your example, then sing it. When students are secure in singing the patterns, ask them to create one of their own and sing it. If they can sing it, they get to eat it. If they cannot sing it, help them to create one they can sing. Sometimes they sing something different than what they write. Help them to see if the note goes up or down and then write what they sing, rather than just moving the notes around again and again. If students have knowledge of eighth notes, add one M and M or penny and two more sticks, using one across the top to make one set of eighth notes. Older students can add more notes and eighth notes.

- Materials
 - M & M's or Skittles
 - Pennies (4-6 per student depending on whether eighth notes are going to be used)
 - Craft Sticks(4-6)
 - envelopes with two lines drawn across (one per student)

(Hamilton, Diane. Retrieved from:

<http://www.lessonplanspage.com/printables/PMusicComposeMunchyMusicAndMusicalMoneyK5.htm>)

2. What Instrument Am I?

Objectives: Music 6.03, 6.04

Pick an instrument (Use cards with the instrument name on it). Tell the students that you are an instrument and they have to ask you questions about which instrument family you are in, etc. The children ask questions until they can guess the instrument. You can also switch this around where the children draw an instrument name and you have to guess the instrument.

- Materials
 - Index cards
 - Markers to write instrument names on

(Rider, Kelli. Retrieved from:

<http://www.lessonplanspage.com/printables/PMusicWhatInstrumentAmI-20Qs-Idea35.htm>)

3. Program music lesson for kids

Objectives: Music 1.09, 1.10, 2.08, 4.05, 6.03, 6.06, 6.07, 7.02, 7.03

Play one or two examples of music that can represent real-life or make believe things for the class. e.g. "Carnival of the Animals" The Elephant-can the students picture a big elephant dancing around? The Swan-can the students picture a swan gently swimming? "Pictures at an Exhibition" is also great to use for this activity, especially since the students will be creating the same thing. Have students sit at a desk or on the floor where they can comfortably draw while listening to music. Distribute one paper and one pencil to each student. Have the students write their names in a specific corner of the Have the students draw one horizontal and one vertical line both through the middle of the sheet, dividing it into four quarters. Have the students number the quarters one to four in the upper right corner of each square. Tell the students that you will be playing four short pieces for them and they are going to draw four accompanying pictures in each of the corners of their papers.

They should go through three steps: first, they should listen to the music for at least ten seconds; second, get an idea of what the music represents. e.g. nature, people playing, scary monsters; have the students draw what the music makes them think of. There are no rules telling them what they have to draw as long as they can say the drawing came from what they heard. (If you want to add one rule you may say that can not draw anything offensive, use your own discretion). Each example should take from one to two minutes to play and extra time can be given for students to finish their drawings. Once the students have filled their page with four drawings, you may ask in forum what people came up with and compare student's ideas, stressing that in this activity there are NO wrong ideas.

Have students create debates after they have come up with what they believe the music is supposed to represent. The class can be divided in as many as four teams with all of the members of each team agreeing on the position of a spokesperson. It is interesting to see why students believe certain music sounds like "nice animals playing" and other students think the same music sounds like "people in a war". Encourage students to use music terms like crescendo and accelerando when debating.

- Materials:
 - CD player
 - your choice of several CDs (preferably ones with program music examples on them)
 - one pencil
 - one piece of blank paper for each student.

(Found, Dan. Retrieved from:

<http://www.lessonplanspage.com/MusicArtDrawWhatYouHearProgramMusic14.htm>)

5. Rhythm Baseball

Objective: Music 2.05

In this game you set up four chairs in the shape of a baseball diamond. You divide the class into teams, usually 9-10 per team depending on class sizes. You are the pitcher. Using sticks or clapping, you clap a rhythm, and the batter has to repeat the rhythm. If they get it right, they get to go to first base. If it is wrong, they are out. Three outs and the next team is up to bat. You may need one or two scorekeepers, which will help keep students competitive. Students love the competition, and they are improving their listening skills while having fun.

(Hutchinson, Ron. Retrieved from:

<http://www.lessonplanspage.com/MusicRhythmBaseballGameIdeaK6.htm>)

6. Jazz and the Big Band Era

Objectives: Music 2.03, 2.05, 2.07, 2.08, 6.02, 6.04, 6.05, 6.06, 6.07, 7.01, 7.02, 7.03, 9.01, 9.02, 9.03, 9.04, 9.05

Throughout the book, Bud carried around flyers for the band Herman E. Calloway and the Dusky Devastators of the Depression. They were described as "Masters of the New Jazz." This activity will help students understand how important jazz music was then and even now.

As a small group, use the [Styles of Jazz](#) site to find out what kind of Jazz you'd be playing in the 1930s. Explore the different instruments used in Jazz. Each group member should choose an instrument to play. Choose some Jazz music that sounds like what your group would like to play. For example, your group might sound like [Duke Ellington](#), [Ella Fitzgerald](#), or [Count Basie](#). Or, you could choose one of today's bands that is playing similar music such as [Brian Setzer's Orchestra](#) or [Big Bad Voodoo Daddy](#). There were many great jazz musicians traveling around North America during the Great Depression. Why do you think jazz was so popular? In the book, Bud talks about a need for happiness during sad times. Do you agree? If you could meet a famous musician from the 1920s to the 1940s, who would you choose? Why? Write a letter inviting this famous musician to play with your group.

- [The Swing Era](#)
- [The Red Hot Jazz Archive](#)
- [America's Jazz Heritage](#)

Project Guidelines:

- Be sure that your musical selection has roots in Jazz such as traditional jazz, big band, or swing.

Use the following guidelines in creating your poster:

- Include the name of your group and each member, your style of music, a slogan, and other information that might persuade people to come see your band.
- Use a digital camera photograph on your poster.
- Underneath the picture on Bud's poster, someone wrote a phrase about the location and time of the concert. Skim Chapter 1 and locate this phrase. Use it on your poster.
- Be sure to check your neatness and spelling.

Use the following guidelines in creating your invitation:

- Use the elements of a formal letter
- Include information about the musician and statements that might persuade the him or her to join your group
- Be sure to check your spelling and grammar.

Use the following activities to share what you've learned:

- Play your musical selection. Share your poster as part of a Jazz Day.
- Share your invitation over the Internet with another class. Ask them to respond as if they were the musician
 - Resources

(Lamb, Annette, retrieved from: <http://eduscapes.com/reading/bud/activity7.htm>)

Chapter 18 Activities:

1. Field Trip to Gem Mountain

Objectives: Science 2.01 2.02 2.06

Gem Mountain is located on Highway 226 South in Spruce Pine, NC. Admission is free and mining buckets start at \$15. Travel to Gem Mountain to experience mining for gemstones. Experienced help for novice miners is provided. If you find gemstones they are yours to keep and will even be inspected free of charge.

- Resources:
 - www.gemmountain.com
 - 888-817-5829

2. Watch a Video

Objectives: Science 2.01 2.02 2.03

In this video students will learn what rocks are, and how they are formed. The video also teaches kids where to hunt for rock so they can start their own collection. It also features fun and easy hands on activities and ideas for science fair projects.

- Materials:
 - DVD Player
 - TV
- Resources:
 - [Rockfinders](#) Video

3. Making Sedimentary Rock: Experiment

Objective: Science 2.02

Using the book follow the detailed instructions to create sedimentary rock. The experiment may take a couple of days, but at the end your class will have material that looks like layers of sedimentary rock.

- Materials:
 - empty plastic soda bottle
 - scissors
 - cement mix
 - ruler
 - plastic spoon
 - sand
 - two large paper cups
 - plaster of Paris

- Resources:
 - Experiments with Rocks and Minerals by Salvatore Tocci

4. Making a Mineral: Experiment

Objective: 2.03 Science

Using the book follow the detailed instructions to create a mineral. This experiment creates stalagmites or stalactites from white crystals through the Epsom salts. This gives the students the opportunity to see how they are formed if they never have been to a cave before.

- Materials:
 - Two glass jars
 - Teaspoon
 - Epsom salts
 - String
 - Ruler
 - Scissors
 - Two small metal washers
 - marker
- Resources:
 - Experiments with Rocks and Minerals by Salvatore Tocci

5. Interview

Objectives: Social Studies 6.01, 6.02, 6.05

The students will interview a relative, friend of the family, or another adult who lived during the Great Depression. They will ask specific questions related to the economic choices that their family had to make: What kind of resources were and were not available, how they spent their money, and other questions on growing up during the depression.

- Materials:
 - Pens
 - Pencils
 - Paper
 - Interviewee

6. Create a Budget

Objectives: Social Studies 6.01, 6.05 Math 4.01

During the depression there were many people without jobs and many people struggled with everyday life. Have students create a budget of the bare minimum they would need

to survive. Include the cost of each item/need, using various materials such as grocery ads, real estate magazines and the internet to collect the information. Students can work with groups or do this individually. After they have come up with their budget decide as a whole class if each item is an absolute necessity. Explain the difference between needs and wants, because while the Great Depression was taking place not many received any more than absolute necessities.

- Materials:
 - Pens
 - Pencils
 - Grocery store ads
 - Internet access
 - Real estate magazines
 - Paper
- Resources:
 - Idea from Carol Hurst's Literature Site www.carolhurst.com

7. Time Line

Objectives: Math 4.01

The students will record all the dates and places written on the rocks from chapter 18. After they have recorded these the students will organize the information. They will put the dates along with the places into chronological order by making a time line.

- Materials:
 - Pens
 - Pencils
 - Markers
 - Paper
 - Bud Not Buddy

8. Mileage Chart

Objective: Math 4.01

The students will record all the dates and places written on the rocks from chapter 18. The students will locate these cities along with Grand Rapids, MI with the road atlas or the Sierra Streets CDR. They will record the distance from each city to the next. After they have record this information they can create a mileage chart, using a spread sheet or just paper, to display their information.

Create a graph (mileage chart) displaying the distances in miles and kilometers.

- Materials:
 - Pens

- Pencils
- Markers
- Paper
- Bud Not Buddy
- The Road Atlas
- Sierra Streets CDR

Chapter 19 Activities:

1. School Counselor

Objective: Guidance

7.03; 7.05; 7.06; 7.07; 7.08; 7.09; 7.10; 7.11; 7.12; 7.13

Contact the School Counselor to come into the classroom to discuss ways in which the student can handle family issues and the stressors that are associated with family dynamics.

- **Materials:**
 - Schedule appointment with Counselor two weeks early.
 - Make time into the daily schedule for Counselor.
 - Find out from students some stressors within their family with anonymous questions, at least three days in advance to Counselor's arrival.

2. New Ending

Objectives: Informational Skills 5.01

Once the entire book is read, the students will be able to form their own ending to the story. Discuss ways in which the ending of the story "leaves you hanging", or wanting more about what happens with each character. Then have the students to write another ending for the story.

- **Materials:**
 - Pens or pencils
 - Notebook paper
 - Dictionary

3. Listening to a musical performance

Objectives: Music 6.04, 6.07

Schedule a field trip to a local high school or college to experience a musical performance and see instruments in action.

- Resources
 - Hickory High School: John Mode- Chair of Music Department
828-322-5560
 - Lenoir-Rhyne College: Daniel Kiser- Chair of Music Department
828- 328-1741 Ext. 7154