

Afterward Objectives

Language Arts

COMPETENCY GOAL 3: The learner will make connections through the use of oral language, written language, and media and technology.

Objective

- 3.06 Conduct research for assigned projects or self-selected projects (with assistance) from a variety of sources through the use of technological and informal tools (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).

COMPETENCY GOAL 4: The learner will apply strategies and skills to create oral, written, and visual texts.

Objective

- 4.03 Make oral and written presentations using visual aids with an awareness of purpose and audience.

Rationale

An emphasis is placed on the value of the stories our parents, grandparents, and other relatives have to tell. Mr. Curtis voices his regret for avoiding these stories as a child, and offers advice to the reader. "Be smarter than I was: Go talk to Grandma and Grandpa, Mom and Dad and other relatives and friends. Discover and remember what they have to say...By keeping their stories alive you make them, and yourself, immortal." (p.243). This lends itself well to student collection of oral histories. It is through the collection and retelling of this history that many language arts standards will be met.

Music

COMPETENCY GOAL 6: The learner will listen to, analyze, and describe music.

Objective

- 6.04 Identify visually and aurally a variety of instruments, including many orchestra and band instruments, and instruments from various cultures.

Rationale

The importance of music during the Great Depression is emphasized in this part of the novel, providing a good opportunity for the students to become familiar with the instruments and musical styles of this time period (both visually and aurally).

Chapter 1 Objectives

Music

COMPETENCY GOAL 6: The learner will listen to, analyze, and describe music.
(National Standard 6)

Objectives

6.03 Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.

6.04 Identify visually and aurally a variety of instruments, including many orchestra and band instruments, and instruments from various cultures.

COMPETENCY GOAL 9: The learner will understand music in relation to history and culture.

Objectives

9.01 Identify the style or genre of aural music examples from various historical periods and cultures.

9.04 Identify and describe roles of musicians in various music settings and cultures.

Rationale

Jazz was popular during the Great Depression, and jazz music is specifically mentioned in chapter one. We also know that later on, jazz will continue to play a big role in this book. This gives students a good chance to have a look at some jazz musicians (Bud's "dad" is a jazz musician). It is also a good time to study, see, and hear a variety of brass and string instruments. Students will be able to understand the role of jazz in these dark times. This is a great opportunity to immerse students in a culturally diverse and important style of music which has begun to fade from many homes over the years.

Healthful Living

COMPETENCY GOAL 1: The learner will develop knowledge and skills to enhance mental and emotional well-being.

Objectives

1.01 Identify personal stressors at home, in school, and with friends.

1.02 Predict physical and emotional reactions to stressful situations.

1.03 Compare and contrast positive and negative strategies for handling stress.

3.03 Predict situations that might lead to violence.

Rationale

These healthful living objectives were chosen because of their relevance to the environment in which Bud has been raised. Bud must deal with many personal stressors (moving from place to place, losing his mother, etc...). Bud notices Jerry's reaction to a

stressful situation and supports him in a positive way. Bus also predicts a violent situation with the Amoses.

Social Studies

COMPETENCY GOAL 6: The learner will evaluate how North Carolinians apply basic economic principles within the community, state, and nation.

Objectives

- 6.01 Explain the relationship between unlimited wants and limited resources.
- 6.02 Analyze the choices and opportunity cost involved in economic decisions.
- 6.03 Categorize the state's resources as natural, human, or capital.

Rationale

These social studies objectives were chosen because the setting of *Bud, not Buddy* is the Great Depression. Although 4th grade social studies deals with North Carolina history, lessons learned from the Great Depression apply to all states. A lack of resources, faulty economic decisions, and different types of capital all figure into the Great Depression. Besides these specific topics, these objectives lend themselves to a larger discussion on the Great Depression.

Chapter 2 Objectives

Healthful Living

COMPETENCY GOAL 1: The learner will develop knowledge and skills to enhance mental and emotional well-being.

Objectives

- 1.01 Identify personal stressors at home, in school and with friends.
- 1.02 Predict physical and emotional reactions of stressful situations.
- 1.03 Compare and contrast positive and negatives strategies for handling stress.
- 1.04 Identify family, school, and community resources as sources of social support to reduce or prevent stress.

COMPETENCY GOAL 3: The learner will develop healthy and effective interpersonal communication and relationship skills.

Objectives

- 3.03 Predict situations that might lead to violence.
- 3.04 Demonstrate the ability to seek help or assistance for bullying.

Rationale

Because the chapter scene is about bullying/fighting, the issue should be addressed. Through the helpful living objectives, students can learn how to make good decisions when dealing with situations that include bullying/fighting.

Theater Arts

COMPETENCY GOAL 2: The learner will act by interacting in improvisations and assuming roles.

Objectives

- 2.03 Participate in dramatic activities that deal with conflict and emotions.
- 2.04 Create characters and events to use in the dramatic process.
- 2.06 Demonstrate ideas and emotions through gestures and movement.
- 2.08 Refine improvisational skills through dramatic exercises.

COMPETENCY GOAL 4: The learner will direct through planning and presenting informal or formal productions.

Objectives

- 4.02 Demonstrate responsible behavior such as sharing, flexibility, negotiating and teamwork.
- 4.03 Make decisions and accept responsibilities in the dramatic process.
- 4.04 Apply sound and movement to display character, mood and actions.
- 4.06 Enact monologues, dialogue and asides within a story or drama.
- 4.08 Identify characters' thought processes during dramatic scenes.
- 4.11 Recognize diversity within a group contributes to interesting artistic choices.

Rationale

By role-playing, students can meet the theater arts objectives and increase their understanding of how to deal with bullying/fighting situations. Also students will feel more comfortable when actually encountering a situation because they have practiced what to do.

Language Arts

COMPETENCY GOAL 3: The learner will make connections with text through the use of oral language, written language, and media and technology.

Objectives

- 3.03 Consider the ways language and visuals bring characters to life, enhance plot development, and produce a response.

COMPETENCY GOAL 4: The learner will apply strategies and skills to create oral, written, and visual texts.

Objectives

- 4.01 Read aloud grade-appropriate text with fluency, comprehension, and expression demonstrating an awareness of volume and pace.
- 4.02 Use oral and written language to:
 - present information and ideas in a clear, concise manner.
 - discuss.
 - interview.
 - solve problems.
 - make decisions.

Rationale

The writing test is essential in fourth grade. Therefore, everything that is taught in 4th grade should reflect and increase the understanding of writing. This chapter provides excellent examples of how to use the five senses to describe something (look at helpful list #4). Also because this text is very well written, students should find it interesting and intriguing which leads to students learning about all of these language arts goals.

Chapter 3 Objectives

COMPETENCY GOAL 1: The learner will make observations and conduct investigations to build an understanding of animal behavior and adaptation.

Objectives

- 1.02 Observe and record how animals of the same kind differ in some of their characteristics and discuss possible advantages and disadvantages of this variation.
- 1.03 Observe and discuss how behaviors and body structures help animals survive in a particular habitat.

Rationale

To learn why there are queen bees, drones, and worker bees, and gather an understanding of their different purposes within the hive. Also, to understand why their jobs in the hive affect their behavior and to learn why some bees have very small “waists” and others don’t.

Math

COMPETENCY GOAL 1: The learner will read, write, model, and compute with non-negative rational numbers.

Objectives

- 1.03 Solve problems using models, diagrams, and reasoning about fractions and relationships among fractions involving halves, fourths, eighths, thirds, sixths, twelfths, fifths, tenths, hundredths, and mixed numbers.

COMPETENCY GOAL 2: The learner will understand and use perimeter and area.

Objectives

- 2.01 Develop strategies to determine the area of rectangles and the perimeter of plane figures.
- 2.02 Solve problems involving perimeter of plane figures and areas of rectangles.

COMPETENCY GOAL 4: The learner will understand and use graphs, probability, and data analysis.

Objectives

- 4.03 Solve problems by comparing two sets of related data.

COMPETENCY GOAL: The learner will demonstrate an understanding of mathematical relationships.

Objectives

- 5.01 Identify, describe, and generalize relationships in which:
- a. Quantities change proportionally.
 - b. Change in one quantity relates to change in a second quantity.

Rationale

To compare the different types of bees and their hives/colonies and to gather an understanding of how mathematical concepts can be explored in nature.

Arts Education and Dance

COMPETENCY GOAL 3: The learner will understand that dance can create and communicate meaning.

Objectives

- 3.01 Create and present simple dance sequences that convey meaning.
3.02 Explain interpretations of and reactions to dance.

Rationale

To teach students that animals use dance as a means of communication.

Chapter 4 Objectives

Healthful Living

COMPETENCY GOAL 1: The learner will develop knowledge and skills to enhance mental and emotional well-being.

Objectives

- 1.01 Identify personal stressors at home, in school, and with friends.
- 1.02 Predict physical and emotional reactions to stressful situations.
- 1.03 Compare and contrast positive and negative strategies for handling stress.
- 1.04 Identify family, school, and community resources as sources of social support to reduce or prevent stress.

COMPETENCY GOAL 3: The learner will develop healthy and effective interpersonal communication and relationship skills.

Objectives

- 3.03 Predict situations that might lead to violence.
- 3.04 Demonstrate the ability to seek help or assistance for bullying.

Rationale

In chapter four, Bud picks up a gun in the home and imagines shooting Todd (the little boy in his foster home) with it. He also uses a trick that he learned in the foster home to make Todd wet the bed. These instances bring up important points in the classroom about conflict resolution and bullying not to mention gun safety.

Language Arts

COMPETENCY GOAL 2: The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.

Objectives

- 2.02 Interact with the text before, during, and after reading, listening, and viewing by: setting a purpose using prior knowledge and text information, making predictions, formulating questions, locating relevant information, making connections with previous experiences, information, and ideas.
- 2.04 Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the: plot, theme, main idea and supporting details, author's choice of words, mood, author's use of figurative language.

COMPETENCY GOAL 3: The learner will make connections through the use of oral language, written language, and media and technology.

Objectives

3.03 Consider the ways language and visuals bring characters to life, enhance plot development, and produce a response.

Rationale

Even in just the four short pages of chapter four there are several instances of descriptive language, metaphors, and similes. Fourth graders can identify these instances in order to understand their functions and be able to write their own.

Chapter 5 Objectives

Social Studies

COMPETENCY GOAL 1: The learner will apply the five themes of geography to North Carolina and its people.

Objectives

1.02 Describe and compare physical and cultural characteristics of the regions.

1.03 Suggest some influences that location has on life in North Carolina such as major cities, recreation areas, industry, and farms.

COMPETENCY GOAL 6: The learner will evaluate how North Carolinians apply basic economic principles within the community, state, and nation.

Objectives

6.08 Cite examples of interdependence in North Carolina's economy and evaluate the significance of economic relationships with other states and nations.

Rationale

Fourth grade students proceed from the study of individuals who make a difference in their communities and the world to a study of North Carolina. Students explore geographic regions, landforms, climate, and resources of the state. They learn about the state's social, economic, and political institutions and how these institutions respond to the needs of North Carolinians. Students build a base of knowledge about economic principles and technological developments, about past experiences in the state and about present day practices. They study the land and its people analyzing the diverse groups that have contributed to the development of North Carolina beginning with the American Indians up to the revolutionary period. Additionally, students have the opportunity to draw parallels between contemporary issues and their historical origins.

Science

COMPETENCY GOAL 1: The learner will make observations and conduct investigations to build an understanding of animal behavior and adaptation.

Objectives

1.01 Observe and describe how all living and nonliving things affect the life of a particular animal including:

- Other animals.
- Plants.

- Weather.
- Climate.

COMPETENCY GOAL 4: The learner will conduct investigations and use appropriate technology to build an understanding of how food provides energy and materials for growth and repair of the body.

Objectives

4.01 Explain why organisms require energy to live and grow.

Rationale

The students will learn what components are needed for a flower to grow beginning with a single bud. They will experience how each component effects and helps the bud become a flower. In this conversation it would be helpful for students to make the connection between a budding flower and how that flower affects living organisms around it.

English Language Arts

COMPETENCY GOAL 1: The learner will apply enabling strategies and skills to read and write.

Objectives

1.05 Use word reference materials (e.g., glossary, dictionary, thesaurus) to identify and comprehend unknown words.

Rationale

Word reference materials help students build the background knowledge needed to comprehend the context of the story. This chapter strongly supports using such reference materials, so this would be a great place to explore these materials with students.

Chapter 6 Objectives

Healthful Living

COMPETENCY GOAL 4: The learner will apply knowledge, behavior, and self management skills to areas of nutrition and physical activity for healthy growth, development, and maintenance.

Objective

4.04 Demonstrate the ability to plan healthy meals and snacks that emphasizes the principles of My Pyramid.

Rationale

This chapter strongly lends itself to exploring meal planning while utilizing the principle of My Pyramid. The My Pyramid website is government supported and introduces the new food pyramid. Since this chapter heavily lends itself to nutrition it would be pertinent to cover this objective while reading chapter 6.

Science

COMPETENCY GOAL 4: The learner will conduct investigations and use appropriate technology to build an understanding of how food provides energy and materials to help growth and repair of the body.

Objective

4.03 Discuss how foods provide both energy and nutrients for living organisms.

Rationale

This objective follows very closely to the Healthful Living Competency Goal. This chapter also lends itself to discussing the ways in which food provides energy and nutrients for living organisms. While reading this chapter it would be beneficial to students if this particular objective were covered and discussed.

Chapter 7 Objectives

Math

COMPETENCY GOAL 4: The learner will understand and use graphs, probability and analysis

Objective

4.02- Describe the distribution of data using median, range and mode

Rationale

This chapter lends itself to the discussion of median, range, and mode. Since Bud uses the Standard Highway Mileage Guide in chapter 7 this would be a wonderful time to use the data obtained on the charts to calculate median, range, and mode for particular mileages. Using the mileage guide students will get experience dealing with spreadsheets. They will also learn how to talk information from spreadsheets and use it to find other mathematical information.

Technology

COMPETENCY GOAL 1: The learner will understand important issues of a technology based society and will exhibit ethical behavior in the use of computers and other technology.

Objective

1.08 Identify and discuss how spreadsheets are used to calculate and graph data in a variety of settings

Rationale

Since chapter 7 deals heavily with the standard mileage guide it would be useful discuss with students how spreadsheets can be used to calculate and graph data. This will allow students to see what Bud was doing when he found the mileage between two cities. It will also allow teachers to develop enriching extension activities to accompany the chapter.

History

COMPETENCY GOAL 1: The learner will apply the five themes of geography to North Carolina and its people.

Objective

1.01 Locate, in absolute and relative terms, major landforms, bodies of water and natural resources in North Carolina.

Rationale

Chapter 7 also addresses the use of the Atlas to locate certain information about a particular state. Students will benefit from learning about the Atlas since Bud is found using one within the chapter. Students will learn the value of using such a tool while also learning more about North Carolina.

Chapter 8 Objectives

Science

COMPETENCY GOAL 1: The learner will make observations and conduct investigations to build an understanding of animal behavior and adaptation.

Objective

1.05 Recognize that humans can understand themselves better by learning about other animals.

COMPETENCY GOAL 2: The learner will conduct investigations and use appropriate technology to build an understanding of the composition and uses of rocks and minerals.

Objective

2.02 Recognize that minerals have a definite chemical composition and structure, resulting in specific physical properties including:

- Hardness.
- Streak color.
- Luster.
- Magnetism.

2.04 Show that different rocks have different properties.

2.05 Discuss and communicate the uses of rocks and minerals.

Rationale

While Bud is in Hooverville he eats muskrat stew. It would be helpful for children to know what a muskrat is and learn about other types of animals that people eat for nutrition, which is addressed in objective 1.05. The focus area of objectives 2.02, 2.04, and 2.05 is showing an understanding and building knowledge of the composition and use of rocks and minerals. Since Bud takes his rocks out of his pocket and discusses some of the features of his rocks this would be an opportune time to discuss rocks and minerals.

Social Studies

COMPETENCY GOAL 1: The learner will apply the five themes of geography to North Carolina and its people.

Objectives

1.01 Assess human movement as it relates to the physical environment.

Rationale

In this chapter Bud and Bugs are planning on riding a train out west. Talk to children about why people relocate and compare transportation from the past with the present transportation we use.

Music

COMPETENCY GOAL 1: The learner will sing, alone and with others, a varied repertoire of music. (National Standard 1)

Objectives

1.01 Sing with pitch accuracy.

1.09 Sing music representing diverse styles, genres, and cultures.

Rationale

Since the song “Shenandoah” is mentioned in this chapter it may be beneficial for students to learn the song. This will make a connection from the text to the students’ lives. The students will also be able to develop an understanding of music in relation to history and its culture.

Chapter 9 Objectives

Math

COMPETENCY GOAL 1: The learner will read, write, model, and compute with non-negative rational numbers.

Objective

1.02 Develop fluency with multiplication and division:

- Two-digit by two-digit multiplication (larger numbers with calculator).
- Up to three-digit by two-digit division (larger numbers with calculator).
- Strategies for multiplying and dividing numbers.
- Estimation of products and quotients in appropriate situations.
- Relationships between operations

Rationale

In chapter nine of *Bud, Not Buddy*, Bud had to do division to figure out the miles it would take him to walk to meet his father. By choosing this objective students will be able to do division and also learn how to figure out how long it would take them to walk somewhere, like Bud did.

Language Arts

COMPETENCY GOAL 2: The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.

Objectives

2.03 Read a variety of texts, including

- Fiction (legends, novels, folklore, science fiction)
- Nonfiction (autobiographies, informational books, diaries, journals)
- Poetry (concrete, haiku)
- Drama (skits, plays)

2.04 Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the:

- Plot.
- Theme.
- Main idea and supporting details.
- Author's choice of words.
- Mood.
- Author's use of figurative language.

2.06 Summarize major points from fiction and nonfiction text(s) to clarify and retain information and ideas.

Rationale

Bud was talking to the librarian about the types of books he and his mother enjoyed. His mom enjoyed mysteries and fairytales, while he enjoyed books about the civil war. This deals with types of books, fiction, nonfiction, poetry, and drama. While reading books of different genres, students must be able to find the plot, theme, main idea, mood, and summarize the stories.

Social Studies

COMPETENCY GOAL 1: The learner will apply the five themes of geography to North Carolina and its people.

Objectives

1.02 Describe and compare physical and cultural characteristics of the regions.

1.05 Assess human movement as it relates to the physical environment.

Rationale

Bud has to use the “cities book” to figure out the miles he would have to walk and the cities he would be passing through. By choosing these objectives students will be able to learn basic map skills and characteristics that surround the region.

Chapter 10 Objectives

Language Arts

COMPETENCY GOAL 3: The learner will make connections through the use of oral language, written language, and media and technology.

Objectives

3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by:

- analyzing the impact of author's word choice and context.
- examining the reasons for characters' actions.
- identifying and examining characters' motives.
- considering a situation or problem from different characters' points of view.
- analyzing differences among genres.
- making inferences and drawing conclusions about characters, events and themes.

3.03 Consider the ways language and visuals bring characters to life, enhance plot development, and produce a response.

Rationale

There is ample opportunity within this chapter for students to respond to fiction in a number of ways. Students could rewrite the last two pages in which Bud is driving off in the man's car from the perspective of the man. Furthermore, students could consider possible explanations for the blood in the car and examine why Bud ducks into the bushes as cars pass, why he lied about where he ran away from, and consider the man's true motives in stopping to talk to Bud. Discussions about genres (and which one this is an example of) might also follow. Students could also discuss how Bud's language and descriptions bring him and other characters to life and make the story more effective. The possibilities for discussion are endless.

Science

COMPETENCY GOAL 1: The learner will make observations and conduct investigations to build an understanding of animal behavior and adaptation.

Objective

1.01 Observe and describe how all living and nonliving things affect the life of a particular animal including:

- Other animals.
- Plants.
- Weather.

- Climate.

Rationale

Page 97 of this chapter contains a paragraph that strongly supports a discussion of the food chain and the effects animals have upon one another. Through lessons and discussions regarding the food chain, students would gain a better understanding of how all living and nonliving things are interconnected and dependant upon one another for survival.

Social Studies

COMPETENCY GOAL 1: The learner will apply the five themes of geography to North Carolina and its people.

Objectives

- 1.02 Describe and compare physical and cultural characteristics of the regions.
- 1.03 Suggest some influences that location has on life in North Carolina such as major cities, recreation areas, industry, and farms.

Rationale

This chapter begins with Bud noticing how everything changes suddenly as he exits the city and enters the country. He describes how different the sounds are as his path changes from a sidewalk to a dirt path. This could be tied directly to a lesson on the regions of North Carolina. This particular section of chapter 10 provides a great connection to learning about North Carolina's three regions and how those regions differ in physical characteristics, industries, people, etc. Students could discuss the effects of location on specific regions within this state by considering how the sounds you would hear in Charlotte, NC would be different from the sounds you would hear in a rural part of North Carolina.

Chapter 11 Objectives

Language Arts

COMPETENCY GOAL 1: The learner will apply enabling strategies and skills to read and write.

Objectives

1.01 Use word identification strategies appropriately and automatically when encountering unknown words (graphophonic, syntactic, semantic).

1.02 Infer word meanings from taught roots, prefixes, and suffixes to decode words in text to assist comprehension.

1.03 Identify key words and discover their meanings and relationships through a variety of strategies.

1.05 Use word reference materials (eg. glossary, dictionary, thesaurus) to identify and comprehend unknown words.

COMPETENCY GOAL 2: The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.

Objective

2.05 Make inferences, draw conclusions, make generalizations, and support by referencing the text.

COMPETENCY GOAL 4: The learner will apply strategies and skills to create oral, written, and visual texts.

Objective

4.10 Use technology as a tool to gather, organize, and present information.

COMPETENCY GOAL 5: The learner will apply grammar and language conventions to communicate effectively.

Objective

5.09 Create readable documents through legible handwriting (cursive) and/or word processing.

Rationale

Language Arts is a great area of focus in this chapter, because there are so many vocabulary words that students research. Also, the words can be identified and understood in many and various strategies.

Guidance

COMPETENCY GOAL 5: The learner will employ strategies to achieve future career success and satisfaction.

Objective

5.03 Investigate research and information resources to obtain career information.

Rationale

This is a great area for students to research the different career areas that deliver blood to the hospital. They can research the careers found in a hospital as well as those found in the Red Cross.

Social Studies

COMPETENCY GOAL 1: The learner will apply the five themes of geography to North Carolina and its people.

Objectives

1.01 Locate, in absolute and relative terms, major landforms, bodies of water, and natural resources in North Carolina

1.02 Describe and compare physical and cultural characteristics of the regions

COMPETENCY GOAL 4: The learner will analyze social and political institutions in North Carolina such as government, education, religion, and family and how they structure society, influence behavior, and response to human needs.

Objective

4.03 Explain the importance of responsible citizenship and identify ways North Carolinians can participate in civic affairs.

Rationale

Scott is speaking about walking between Owosso to Grand Rapids. Students can pair off and find information about the geography of the two places. Include climate, landforms, regions, and bodies of water, resources, and culture. Once the children have, compare their geography to North Carolina's geography. This also allows students to see ways that they can help others in need, and do a civic duty. They can look at ways to do this by looking more in depth at the Red Cross.

Music

COMPETENCY GOAL 1: The learner will sing alone and with others, a varied repertoire of music.

Objectives

- 1.01 Sing with pitch and accuracy
- 1.03 Sing with rhythmic accuracy
- 1.10 Show respect for the singing efforts of others

COMPETENCY GOAL 3: The learner will improvise melodies, variations, and accompaniments.

Objective

- 3.04 Improvise simple rhythmic and melodic variations of familiar melodies

Rationale

The reader learns more information about Bud's mother through Bud and Kim's deal in which she sings a song. This is a basic book so even teachers that do not have a background in music can use this.

Math

COMPETENCY GOAL 5: The learner will demonstrate an understanding of mathematical relationships.

Objective

- 5.01 Identify, describe, and generalize relationships in which:
 - a. Quantities change proportionally
 - b. Change in one quantity relates to change in a second quantity.

Chapter 12 Objectives

Information Skills

COMPETENCY GOAL 1: The learner will EXPLORE sources and formats for reading, listening and viewing purposes.

Objectives

1.01 Participate in read-aloud, storytelling, book talking, silent and voluntary reading experiences.

1.02 Demonstrate competence and self motivation as a reader

COMPETENCY GOAL 3: The learner will relate ideas and information to life experiences.

Objectives

3.05 Describe how information and ideas are influenced by prior knowledge, personal experience, and social, cultural, political, economic and historical events.

COMPETENCY GOAL 4: The learner will explore and use research processes to meet information needs.

Objectives

4.05 Gather information.

4.07 Organize and use information.

COMPETENCY GOAL 5: The learner will communicate reading, listening, and viewing experiences

Objectives

5.01 Respond to reading, listening, viewing experiences orally, artistically, dramatically, through various formats (e.g. print, multimedia).

Rationale

The children can participate in discussion of the book, after having read the book, either alone or with a group. Children can relate their own prior knowledge and personal experiences to the events happening in the story. The children can complete graphic organizers and character webs, so they must know what information is pertinent. The children can draw pictures or write summaries about what they have read.

Language Skills

COMPETENCY GOAL 1: The learner will apply enabling strategies and skills to read and write.

Objectives

- 1.01 Use word identification strategies appropriately and automatically when encountering unknown words (graphophonic, syntactic, semantic).
- 1.02 Identify key words and discover their meanings and relationships through a variety of strategies.
- 1.05 Use word reference materials (e.g., glossary, dictionary, thesaurus) to identify and comprehend unknown words.
- 1.06 Read independently daily from self-selected materials (consistent with the student's independent reading level) to:
 - increase fluency.
 - build background knowledge.
 - expand vocabulary.

COMPETENCY GOAL 2: The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.

Objectives

- 2.01 Use metacognitive strategies to comprehend text and to clarify meaning of vocabulary (e.g., reread the text, consult other sources, ask for help, paraphrase, question).
- 2.02 Interact with the text before, during, and after reading, listening, and viewing by:
 - setting a purpose using prior knowledge and text information.
 - making predictions.
 - formulating questions.
 - locating relevant information.
 - making connections with previous experiences, information, and ideas.
- 2.04 Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the:
 - plot.
 - theme.
 - main idea and supporting details.
 - author's choice of words.
 - mood.
 - author's use of figurative language.

2.05 Make inferences, draw conclusions, make generalizations, and support by referencing the text.

Rationale

The children can build on their vocabulary, using reference materials to learn the meanings of new words, and will read daily. Students can learn to identify the different elements found in the story.

Chapter 13 Objectives

Music

COMPETENCY GOAL 6: The learner will listen to, analyze, and describe music.

Objective

6.04 Identify visually and aurally a variety of instruments, including many orchestra and band instruments, and instruments from various cultures.

Rationale

This chapter focuses on music as a main theme with Bud meeting the band. This music standard could be used to meet a variety of objectives. Discuss music by the different genres and variety of instruments.

English Language Arts

COMPETENCY GOAL 1: The learner will apply enabling strategies and skills to read and write.

Objectives

1.04 Increase reading and writing vocabulary through:

- wide reading.
- word study.
- knowledge of homophones, synonyms, antonyms, homonyms.
- knowledge of multiple meanings of words.
- writing process elements.
- writing as a tool for learning.
- seminars.
- book clubs.
- discussions.
- examining the author's craft.

1.05 Use word reference materials (e.g., glossary, dictionary, thesaurus) to identify and comprehend unknown words.

COMPETENCY GOAL 2: The learner will apply strategies and skills to comprehend text that is read, heard, and reviewed.

Objectives

2.02 Interact with the text before, during, and after reading, listening, and viewing by:

- setting a purpose using prior knowledge and text information.
- making predictions.
- formulating questions.
- locating relevant information.
- making connections with previous experiences, information, and ideas

2.05 Make inferences, draw conclusions, make generalizations, and support by referencing the text.

COMPETENCY GOAL: The learner will apply strategies and skills to create oral, written, and visual texts.

Objective

4.01 Read aloud grade-appropriate text with fluency, comprehension, and expression demonstrating an awareness of volume and pace.

Chapter 14 Objectives

Computer/Technology Skills

COMPETENCY GOAL 3: The learner will use a variety of technologies to access, analyze, interpret, synthesize, apply, and communicate information.

Objectives

- 3.06 Use word processing as a tool for writing, editing, and publishing paragraphs, stories, and assignments.
- 3.07 Locate, select, organize, and present content area information from the Internet for a specific purpose and audience, citing sources.

Guidance

COMPETENCY GOAL 7: The learner will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.

Objectives

- 7.03 Manage feelings.
- 7.10 Consider ethnic and cultural diversity.

Rationale

These objectives can be taught through conducting small group discussions about the emotional issues Bud deals with in Chapter 14. For example the students will discuss answers to the following questions: How do you think Bud feels when Jimmy invites him to come to the Sweet Pea to eat? Why does Jimmy continue to tease Bud?, How does Bud feel when he enters the restaurant? Why? How does Miss Thomas treat Bud? Why do you think Bud begins to cry and cannot stop?

Healthful Living

COMPETENCY GOAL 4: The learner will apply knowledge and behavior self management skills to areas of nutrition and physical activity for healthy growth, development, and maintenance.

Objectives

- 4.01 Identify the major components of the digestive system and summarize the digestion process.
- 4.04 Demonstrate the ability to plan healthy meals and snacks that emphasize the principles of My Pyramid.

Rationale

These objectives can be taught with stress management techniques and the digestive system or how to make healthy food choices.

Science

COMPETENCY GOAL 4: The learner will conduct investigations and use appropriate technology to build an understanding of how food provides energy and materials for growth and repair of the body.

Objectives

- 4.02 Show how calories can be used to compare the chemical energy of different foods.
- 4.03 Discuss how foods provide both energy and nutrients for living organisms.
- 4.04 Identify starches and sugars as carbohydrates.

Rationale

These objectives can be met through teaching the food pyramid and how to calculate food calories.

Chapter 15 Objectives

Language Arts

COMPETENCY GOAL 2: The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.

Objective

2.01 Use metacognitive strategies to comprehend text and to clarify meaning of vocabulary (e.g., reread the text, consult other sources, and ask for help, paraphrase, and question).

COMPETENCY GOAL 3: The learner will make connections through the use of oral language, written language, media, and technology.

Objectives

3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by: analyzing the impact of authors' word choice and context.

3.02 Analyze characters, events, and plots within and between selections and cite supporting evidence.

Art

COMPETENCY GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.

Objectives

1.02 Create work which approaches a higher level of realism.

COMPETENCY GOAL 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements.

Objective

3.02 Differentiate horizontal, vertical, parallel, and diagonal lines.

Math

COMPETENCY GOAL 1: The learner will read, write, model, and compute with non-negative rational numbers.

Objective

1.02 Develop fluency with multiplication and division

COMPETENCY GOAL 2: The learner will understand and use perimeter and area.

Objectives

2.01 Develop strategies to determine the area of rectangles and the perimeter of plane figures.

2.02 Solve problems involving perimeter of plane figures and areas of rectangles.

Chapter 16 Objectives

Music

COMPETENCY GOAL 2: The learner will play on instruments, alone and with others, a varied repertoire of music.

Objective

2.03 Play with appropriate technique and posture.

Rationale

Chapter 16 lends itself heavily to music since Bud receives a recorder. Coincidentally, most fourth graders also receive recorders. This would be a great way to tie music into the novel. It creates vast opportunities for teachers to integrate the arts into the other content areas.

Guidance

COMPETENCY GOAL 7: The learner will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.

Objective

7.11 Consider different kinds of families.

Rationale

Chapter 16 also can be used to teach guidance. Bud belongs to a family that is non-traditional. This would be a great opportunity to discuss different kinds of families that exist.

Chapter 17 Objectives

Guidance

COMPETENCY GOAL 4: The learner will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Objectives

4.02 Develop an awareness of personal abilities, skills, interests and motivations

4.07 Balance work and leisure time.

4.09 Develop a positive attitude toward work and learning.

4.10 Determine the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace.

COMPETENCY GOAL 7: The learner will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.

Objectives

7.04 Distinguish between appropriate and inappropriate behaviors

7.06 Establish self-control.

7.08 Conclude that everyone has rights and responsibilities.

COMPETENCY GOAL 8: The learner will make decisions, set goals, and take appropriate action to achieve goals.

Objectives

8.02 Critique consequences of decisions and choices.

Rationale

This Competency Goal also goes along with the “responsibility” theme. Bud states that he didn’t mind doing work and he was good at it. He also balanced his work and leisure time by working and playing at the same time. He pretended to be in the book Twenty Thousand Leagues Under the Sea while he worked hard mopping the floor. These Competency Goals because also deal with responsibility. Bud establishes self-control by not getting upset at Herman E. Calloway making him work. Bud also knows that he has to do his chores or he will get in trouble and have consequences.

Music

COMPETENCY GOAL 1: The learner will sing, alone and with others, a varied repertoire of music.

Objectives

1.09 Sing music representing diverse styles, genres, and cultures.

1.10 Show respect for the singing efforts of others.

COMPETENCY GOAL 2: The learner will play on instruments, alone and with others, a varied repertoire of music. (National Standard 2)

Objectives

2.03 Play with appropriate technique and posture.

2.05 Play independent instrumental parts while others sing and/or play rhythmic, melodic, or harmonic parts.

2.07 Play music representing diverse styles, genres, and cultures.

2.08 Show respect for the playing efforts of others.

COMPETENCY GOAL 6: The learner will listen to, analyze, and describe music.

Objectives

6.02 Demonstrate perceptual skills by conducting, moving to, answering questions about, and describing aural examples of music of various styles and cultures.

6.03 Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.

6.04 Identify visually and aurally a variety of instruments, including many orchestra and band instruments, and instruments from various cultures.

COMPETENCY GOAL 7: The learner will evaluate music and music performances. (National Standard 7)

Objectives

7.01 Devise and use criteria for evaluating performances and compositions of self and others.

7.02 Explain personal reactions to specific musical works and styles using appropriate music terminology.

7.03 Show respect for the musical efforts and opinions of others.

Rationale

The main focus of chapter 17 is music. Bud hears and appreciates the music that is being played by the band. All of the instruments are described in detail in the book, as well as the playing styles of the ones that are playing the instruments (objectives 2.03, 2.05, 2.07, 2.08, 6.04). Miss Thomas sings in chapter 17 and Bud thinks that she is absolutely wonderful (objectives 1.09, 1.10, 7.02).

Objectives: Chapter 18

Science

COMPETENCY GOAL 2: The learner will conduct investigations and use appropriate technology to build an understanding of the composition and uses of rocks and minerals

Objectives

2.01 Describe and evaluate the properties of several minerals.

2.02 Recognize that minerals have a definite chemical composition and structure, resulting in specific physical properties including:

- Hardness
- Streak color
- Luster
- Magnetism

Rationale

In chapter 18 Mr. Calloway is kicking around stones and asks Bud to pick one up. Bud picks it up and describes its characteristics. Mr. Calloway opens his glove box and there are many rocks in it. Bud notices that these look a lot like the rocks he has always carried around. This is an opportunity to discuss the qualities of a rock, and go into further study of rocks and minerals.

Social Studies

COMPETENCY GOAL 6: The learner will evaluate how North Carolinians apply basic economic principals within the community, state, and nation.

Objectives

6.01 Explain the relationship between unlimited wants and limited resources.

6.02 Analyze the choices an opportunity cost involved in economic decisions.

6.03 Categorize the state's resources as natural, human, or capital.

Rationale

Deed told Thug, "Take a look out the window, baby, there's a depression going on." The Great Depression was a significant moment in North Carolina's history as well as the nation's history. Discussing the Great Depression is a great opportunity to talk about economics.

Math

COMPETENCY GOAL 4: The learner will understand and use graphs, probability, and data analysis.

Objective

4.01 Collect, organize, analyze, and display data (including line graphs and bar graphs to solve problems.)

Rationale

In this chapter there are several rocks with numbers on them. Collecting the dates and places would cover this goal. It also lends itself to create a time line, and other types of graphs dealing with the places, dates, and mileage.

Chapter 19 Objectives

Science

COMPETENCY GOAL 2: The learner will conduct investigations and use appropriate technology to build an understanding of the composition and uses of rocks and minerals.

Objectives

2.01 Describe and evaluate the properties of several minerals.

2.02 Recognize that minerals have a definite chemical composition and structure, resulting in specific physical properties including:

- Hardness.
- Streak color.
- Luster.
- Magnetism.

2.03 Explain how rocks are composed of minerals.

2.04 Show that different rocks have different properties.

2.05 Discuss and communicate the uses of rocks and minerals.

Rationale

The rocks Mr. Calloway collected are mentioned heavily within this chapter and provides a good opportunity to draw connection to these objectives.

Informational Skills

COMPETENCY GOAL 1: The learner will EXPLORE sources and formats for reading, listening and viewing purposes.

Objectives

1.01 Participate in read-aloud, storytelling, booktalking, silent and voluntary reading experiences.

1.04 Acknowledge ownership of ideas.

1.05 Identify elements of composition.

COMPETENCY GOAL 3: The learner will RELATE ideas and information to life experiences.

Objective

3.05 Describe how information and ideas are influenced by prior knowledge, personal experience, and social, cultural, political, economic and historical events.

Competency Goal 5: The learner will COMMUNICATE reading, listening and viewing experiences.

Objective

5.01 Respond to reading, listening, viewing experiences orally, artistically, dramatically, through various formats (e.g. print, multimedia).

Rationale

These Informational Skills are validated when the students have read the ending and ask what happens next.

Music

COMPETENCY GOAL 6: The learner will listen to, analyze, and describe music.

Objectives

6.04 Identify visually and aurally a variety of instruments, including many orchestra and band instruments, and instruments from various cultures.

6.07 Show respect while listening to and analyzing music.

Guidance

COMPETENCY GOAL 7: The learner will acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.

Objectives

7.03 Manage feelings.

7.05 Differentiate personal boundaries, rights, and privacy needs.

7.08 Conclude that everyone has rights and responsibilities.

7.09 Consider individual differences.

7.10 Consider ethnic and cultural diversity.

7.11 Consider different kinds of families.

7.13 Conclude that communication involves speaking, listening, and nonverbal behavior.

7.14 Demonstrate how to make and keep friends.

Rationale

The emotional and traumatic realizations of the mother's death accentuate the need to understand the ability to control, deal with, and communicate your feelings.