DIRECTED READING THINKING ACTIVITY
BUD, NOT BUDDY

PURPOSE
This strategy is intended to activate student's schema and metacognitive abilities. Teachers enable this activation through questioning techniques which allow students to predict the theme or subject matter of Bud, Not Buddy based on the cover and select portions of text.

DIRECTIONS

1. PREDICTING – making hypotheses from small portions of the text.
    -Begin by showing the students the cover and asking the following questions: In what time period will this story take place? Who is the main character? What can you predict about the main character based on the pictures on the cover? What can you tell about the time period based on the pictures from the cover? Why is Bud sitting next to a suitcase? What is the importance of the band pictured on the front?
    -Read from Bud, Not Buddy starting with page 1 and continuing through the phrase "it seems like my eyes don't cry no more" on page 3. Guide students in making predictions about Bud's past. Why is he a foster child? What happened to his parents? Has his experience in foster homes been good? What do you think will happen in his next foster home with the Amos family? How does Bud feel about his friend Jerry? What will happen to Jerry? What do you think? Why do you think so?
    -Have students write some of their predictions on notebook paper.

2. READING – students are asked to read the text to verify the accuracy of their predictions
    -Give students a chance to scan (skim) the text to support their predictions. Explain that there are no right of wrong predictions, but that some predictions are more accurate than others. Have students reword their predictions so that they are accurate.

3. PROVING – During this step, students read back through the text and point out how they were able to verify their predictions.
    -As a class, read Chapter 1 aloud. You can call on different students to read or have the students use the "bump" method. At the end of the chapter, invite students to share any predictions that relate to the text just read. The teacher should ask further questions to probe the students predicting. Help students think even deeper.

4. REPEAT STEPS 1-3 as you continue to read.

ASSESSMENT
This strategy helps the teacher assess oral reading, level of comprehension, and active engagement with the text. If a student is able to come up with logical predictions, then that student is engaged with the reading.