

# Contents



## TEACHER GUIDE

• Assessment Rubric .....	4
• How Is Our <b>Literature Kit™</b> Organized? .....	5
• Graphic Organizers .....	6
• Bloom's Taxonomy for Reading Comprehension .....	7
• Teaching Strategies .....	7
• Summary of the Story .....	8
• Vocabulary .....	9



## STUDENT HANDOUTS

• Spotlight on Christopher Paul Curtis .....	10
• Chapter Questions	
<i>Chapters 1 – 2</i> .....	11
<i>Chapters 3 – 4</i> .....	14
<i>Chapters 5 – 6</i> .....	17
<i>Chapters 7 – 8</i> .....	20
<i>Chapter 9 - 10</i> .....	23
<i>Chapters 11 – 12</i> .....	26
<i>Chapters 13 – 14</i> .....	29
<i>Chapters 15 – 16</i> .....	32
<i>Chapters 17 – 18</i> .....	35
<i>Chapters 19 - Afterword</i> .....	38
• Writing Tasks .....	41
• Word Search .....	44
• Comprehension Quiz .....	45



<b>EASY MARKING™ ANSWER KEY</b> .....	47
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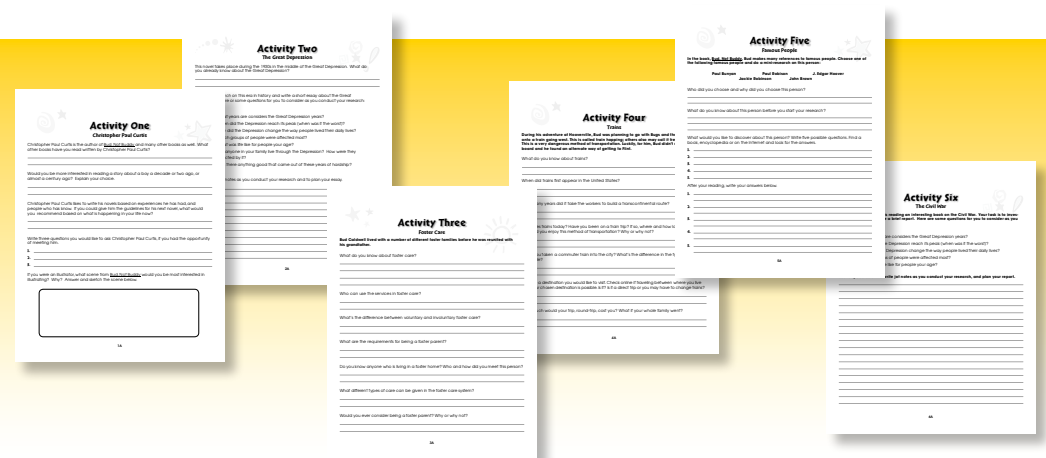
<b>GRAPHIC ORGANIZERS</b> .....	53
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# Christopher Paul Curtis

**C** Christopher Paul Curtis was born in Flint, Michigan, the city he used in *Bud, Not Buddy*. He lived there throughout his childhood and attended school there. After high school, he worked for thirteen years as an assembly worker on a automobile assembly line at the Fisher Body Flint Plant No.1. He fixed 80-pound doors.



He worked at the Plant during the day, and at the night, he attended the University of Michigan, Flint campus.

Eventually, he decided to take a year long break from working at the Plant, and he used his time off to write *The Watsons Go to Birmingham - 1963*. He wrote the entire manuscript by hand, and with the help of his son, Steven, he got it onto the computer.

He is married to a special woman named Kay-sandra. Together they have two children, Steven and Cydney. They all live in Windsor, Ontario, Canada.

Christopher Paul Curtis no longer works at the

Fisher Body Flint Plant. Now he is a full-time writer! Not surprisingly, he also loves to read. He found reading difficult as a child because the books were never about him. All of the books that he write are about children.

When he is not writing, he likes to play basketball, spend time with his children, and collect old music records.

- Christopher won eight awards for *Bud, Not Buddy*
- *Bud, Not Buddy* was influenced by his two grandfathers
- Christopher Paul Curtis regrets not listening to his grandparents more.

### Did You Know?



# Chapters Nine and Ten

Answer the questions in complete sentences.

1. What does it mean to **persevere**? Why is perseverance an important quality for a person to have?  
\_\_\_\_\_
2. Has there ever been a time in your life when you had to persevere? Describe the situation and how you persevered. Or, imagine a situation when perseverance would be necessary.  
\_\_\_\_\_

### Vocabulary

Write each word beside its **ANTONYM**. (Remember: antonyms are words that have opposite meanings.) Then, for each pair of antonyms, write a sentence that includes both words within the same sentence.

**blasted**     **definite**     **gory**     **ignorant**     **tease**

1. \_\_\_\_\_ educated
2. \_\_\_\_\_ nebulous
3. \_\_\_\_\_ soothe
4. \_\_\_\_\_ blessed
5. \_\_\_\_\_ bloodless



# Chapters Nine and Ten

### Part A

Put a check mark next to the answer that is most correct.

- 1) What book did the librarian save for Bud?
  - A The War Between the States Pictorial Review
  - B The Pictorial History of the War Between the States
  - C The Gory History Picture Book
- 2) What was the name of the biggest bully at the Home?
  - A Billy Buns
  - B Billy Bruins
  - C Billy Burns
- 3) What did Bud do when cars came along his way?
  - A He would duck behind the bushes.
  - B He would start running.
  - C He would ignore them and continue walking.
- 4) Where did the man stop to talk to Bud?
  - A Just outside Flint
  - B Just outside Owosso, Michigan
  - C Just before the outskirts of Ovid
- 5) What did the man feed Bud?
  - A A spare baloney and mayo sandwich with a red tomato and orange pop
  - B A spare baloney and ketchup sandwich with an orange and red pop
  - C A spare baloney and mustard sandwich with an apple and red pop
- 6) What was inside the box located on the seat in the car?
  - A Vampire blood
  - B Human blood
  - C Human and vampire body parts
- 7) What did Bud do in the car as the man went around to get back into the car?
  - A He locked the doors and fell asleep.
  - B He quickly got out of the car and ran as fast as he could.
  - C He pressed on the gas pedal and took off.



# Chapters Nine and Ten

### Part B

Answer the questions in complete sentences.

1. Why was Bud so upset by the box on the car seat?  
\_\_\_\_\_
2. Why did Bud accept the ride and the meal from the stranger?  
\_\_\_\_\_
3. If you had been in Bud's situation, would you have stolen the car, just like he did?  
\_\_\_\_\_
4. Do you think the violence we have read about in the novel so far is similar to or different from violence that exists in the world today? Justify your answer.  
\_\_\_\_\_
5. This novel is told from Bud's **point of view**. As Bud tells the story, we learn about his character - how he thinks, his strengths, weaknesses, etc. How would the story be different if the author had written it in the third-person (from the point of view of a narrator)? Rewrite a passage from Chapter Nine or Ten from another point-of-view.  
\_\_\_\_\_

### Journaling Prompt

Reread the end of Chapter Ten. Beginning with the last sentence of the chapter, continue the story. What happens next? Decide whether your continuation will be funny, tragic or mysterious.





## Chapters 12 to 13

Lefty Lewis tells Bud, that he should not be traveling by himself, especially not across the state of Michigan because he might be seen by a Ku Kluxer. A Ku Kluxer is a member of the Ku Klux Klan also known as the "KKK". What do you know about the KKK? Do some research at the library to find out who this group was in the 1930's and what their ideas were. Be sure to have an adult help you find good sources for your information.

Write a short essay explaining what you have learned. Describe your reaction to how the KKK thought of black African Americans in the 1930s.



## Chapters 14 to 18

At the end of Chapter Eighteen, Bud, Mr. Calloway, Miss Thomas and the other band members discover that Mr. Calloway is NOT Bud's father. They learn that he IS Angela Janer's father and Bud's grandfather. This news was shocking because no one knew about Bud, and no one knew that Angela had died.

Write a list of all your family members (living or deceased) including your brothers, sisters, parents, grandparents, cousins and aunts and uncles. On a separate sheet of paper create a family tree with all the names of your family members included.

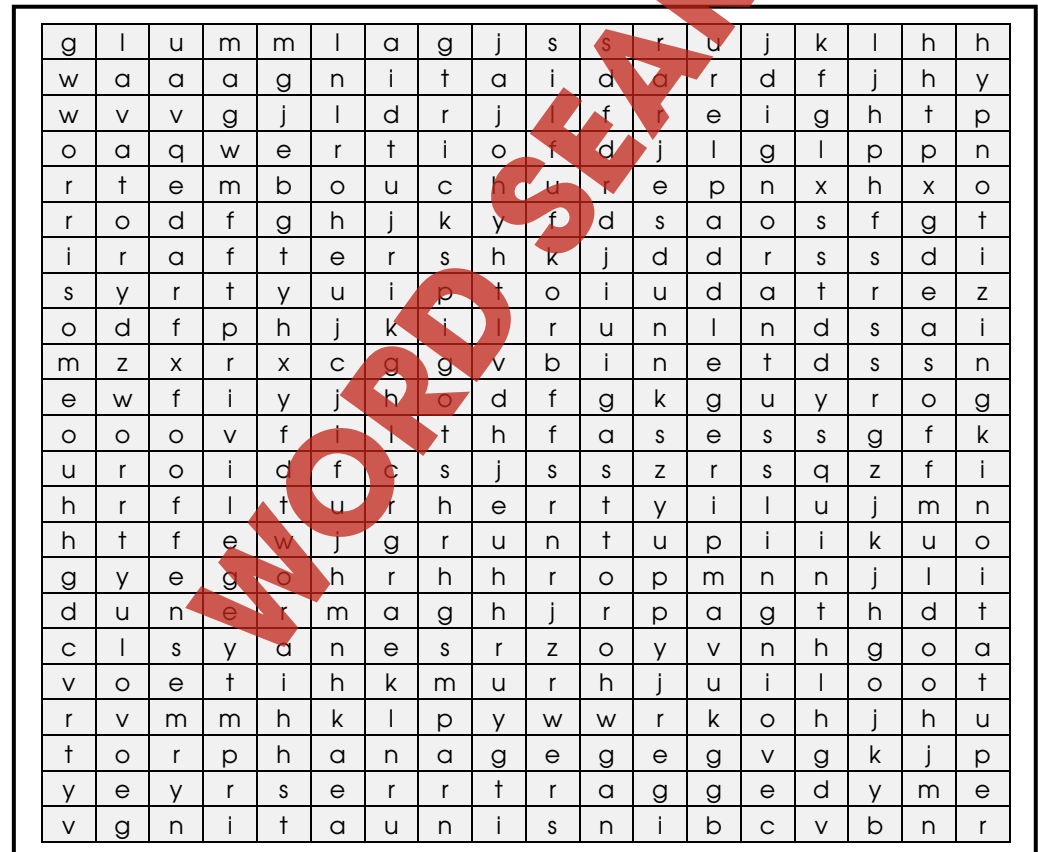
If possible, have a parent or grandparent tell you stories about when they were young.



## Word Search

Find all of the words in the Word Search. Words are written horizontally, vertically, diagonally, and some are even written backwards.

loot	insinuating	spigots	vermin
embouchure	kin	squint	worrisome
filth	lavatory	strike	hoodlum
freight	radiating	offense	hypnotizing
glum	ratters	orphanage	ignorant
gory	raggedy	tussling	paddle
grunt	reputation	vampire	privilege



## Comprehension Quiz

Answer the questions in complete sentences.

1. At the beginning of the story, Bud leaves the orphanage to go to a new foster home. Whose home is it? How long does he stay? What makes him finally leave?

\_\_\_\_\_

2. Who is Bugs? Where does he end up at the end of the story?

\_\_\_\_\_

3. What influential women does Bud have in his life? What roles do they play?

\_\_\_\_\_

4. Why is Bud convinced that his father is Herman E. Calloway? What proof does he have?

\_\_\_\_\_

5. Where did Bud meet his pretend family? How did they help him?

\_\_\_\_\_

6. Who cried that not even Bud could comfort? What news had just been learned?

\_\_\_\_\_

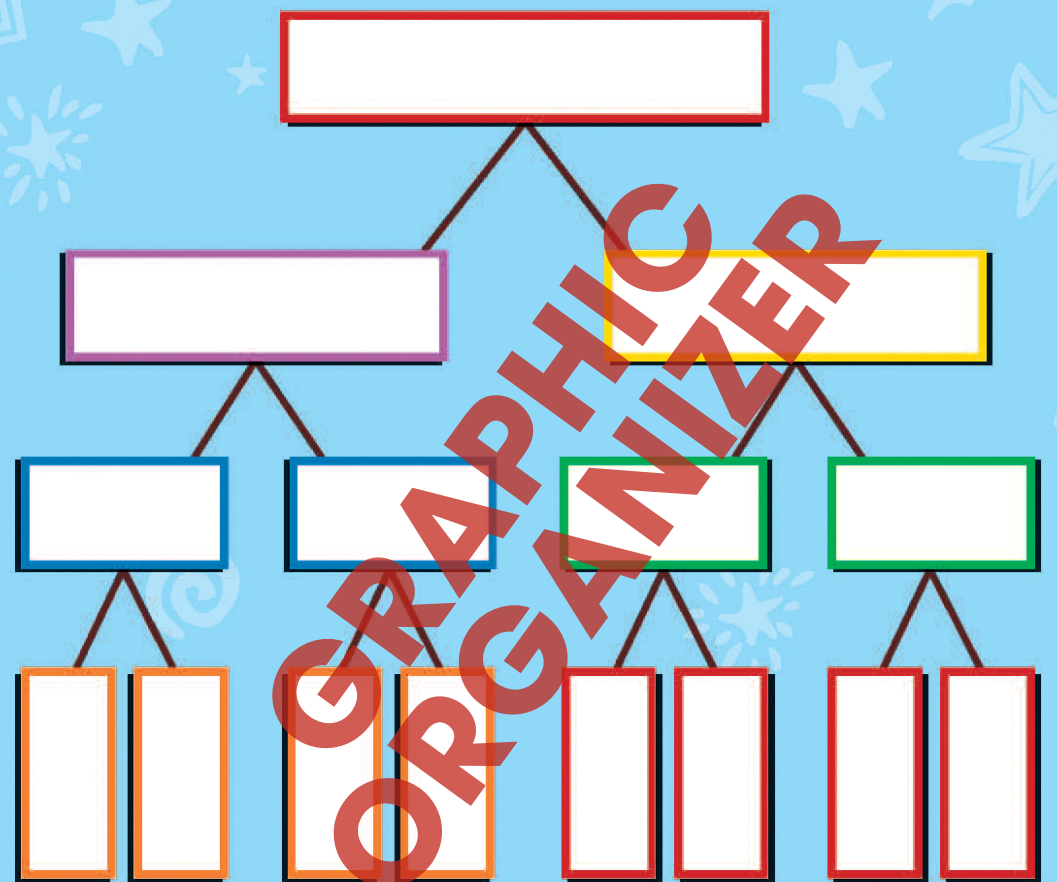
7. What do the rocks signify?

\_\_\_\_\_

SUBTOTAL: /14

## Family Tree

Complete the first organizer with the names of your family members. Complete the second organizer with the names of Bud's family members. Compare both families.



How is your family similar to Bud's family? How are they different? Do you have a connection with Bud?

\_\_\_\_\_

NAME: \_\_\_\_\_

After You Read 

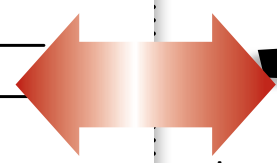


# Chapters Thirteen and Fourteen

## Part B

Answer the questions in complete sentences.

- Who are the men in the Circle of Men?  
\_\_\_\_\_
- What important lesson did Bud learn?  
\_\_\_\_\_
- Why was Herman E. Calloway not interested in listening to Bud's story?  
\_\_\_\_\_
- Think about what it might be like to earn a living as a musician. How easy or difficult is it to do well? How important is talent compared to training and practice?  
\_\_\_\_\_
- How did Bud hurt Herman's feelings?  
\_\_\_\_\_
- Do you think Bud and Herman are blood relatives? How did you come up with your conclusion?  
\_\_\_\_\_
- Why was everyone, except Herman, nice to Bud?  
\_\_\_\_\_



# EASY MARKING



### Journaling Prompt

List your six favorite restaurants. Which one do you enjoy the most? Write a restaurant review commenting on the food (including the nutritional value!), the service and the atmosphere at that restaurant.

1.

The men from the band.

2.

To be patient, to allow people to warm up

3.

Afraid of the truth

4.

Answers will vary

5.

Accused him of being his father when Herman was positive that he isn't

6.

Answers will vary

7.

Answers will vary

31

1.

Answers will vary

### Vocabulary

Answers will vary

a) scamp: a rascal

b) contaminate: to soil, strain or corrupt

c) severe - of a great degree

d) carburetor: where the air and fuel mix inside the car's engine

e) embouchure: musical instrument's mouthpiece

f) kin: family

g) suspicious: questionable, un-trustful

32

1.

a) Miss Thomas

b) Bud

c) Herman

d) Momma

e) Steady Eddie

f) Jimmy

g) Dirty Deed

h) Doo-Doo Bug

2.

a) 5

b) 4

c) 1

d) 2

e) 3

33



1.

Answers will vary

2.

Answers will vary

3.

Possible answer: Maybe he felt something the others did not

4.

Answers will vary. Time, patience, motivation, desire and talent.

5.

Sleepy - Bud almost slept until noon  
La - French for "the"  
Bone - Bud had very skinny legs

6.

Possible answer: He is maturing

34



## Bud, Not Buddy

- **RSL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RSL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **RSL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
- **RSL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- **RSL.5.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **RSL.5.6** Describe how a narrator's or speaker's point of view influences how events are described.
- **RSL.5.9** Compare and contrast stories in the same genre on their approaches to similar themes and topics.
- **RSL.5.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
- **RSL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.6.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RSL.6.3** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- **RSL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- **RSL.6.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- **RSL.6.6** Explain how an author develops the point of view of the narrator or speaker in a text.
- **RSL.6.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.5.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.
- **RSFS.5.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **WS.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **A)** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. **B)** Provide logically ordered reasons that are supported by facts and details. **C)** Link opinion and reasons using words, phrases, and clauses. **D)** Provide a concluding statement or section related to the opinion presented.
- **WS.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **A)** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. **B)** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **C)** Link ideas within and across categories of information using words, phrases, and clauses. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Provide a concluding statement or section related to the information or explanation presented.
- **WS.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. **C)** Use a variety of transitional words, phrases, and clauses to manage the sequence of events. **D)** Use concrete words and phrases and sensory details to convey experiences and events precisely. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **WS.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- **WS.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.5.9** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.6.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s) and organize the reasons and evidence clearly. **B)** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from the argument presented.
- **WS.6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate transitions to clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from the information or explanation presented.
- **WS.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- **WS.6.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- **WS.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 6 Reading standards* to literature. **B)** Apply *grade 6 Reading standards* to literary nonfiction.