

# SUMMARY of SKILLS

## Bud, Not Buddy

Skills For Critical Thinking	Chapter Questions										Writing Tasks	Graphic Organizers
	1-2	3-4	5-6	7-8	9-10	11-12	13-14	15-16	17-18	19 & Afterword		
<b>LEVEL 1</b> Knowledge <ul style="list-style-type: none"> <li>Identify Story Elements</li> <li>Recall Details</li> <li>Match</li> <li>Sequence</li> </ul>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>LEVEL 2</b> Comprehension <ul style="list-style-type: none"> <li>Compare &amp; contrast</li> <li>Summarize</li> <li>State Main Idea</li> <li>Describe</li> <li>Classify</li> </ul>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>LEVEL 3</b> Application <ul style="list-style-type: none"> <li>Plan</li> <li>Interview</li> <li>Make inferences</li> </ul>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>LEVEL 4</b> Analysis <ul style="list-style-type: none"> <li>Draw Conclusions</li> <li>Identify Supporting Evidence</li> <li>Infer Character Motivations</li> <li>Identify Cause &amp; Effect</li> </ul>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>LEVEL 5</b> Synthesis <ul style="list-style-type: none"> <li>Predict</li> <li>Design</li> <li>Create</li> <li>Imagine Alternatives</li> </ul>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>LEVEL 6</b> Evaluation <ul style="list-style-type: none"> <li>Defend An Opinion</li> <li>Make Judgements</li> </ul>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

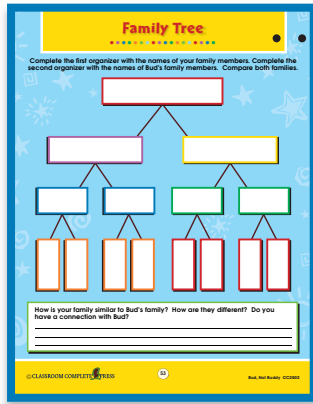
Based on Bloom's Taxonomy



# 1,2,3

## Graphic Organizer Transparencies

The three **Graphic Organizer Transparencies** included in this **Literature Kit™** are especially suited to a study of **Bud, Not Buddy**. Below are suggestions for using each organizer in your classroom, or they may be adapted to suit the individual needs of your students. The transparencies can be used on an overhead projector in teacher-led activities, and/or photocopied for use as student worksheets. To evaluate students' responses to any of the organizers, you may wish to use the **Assessment Rubric** (on page 4).

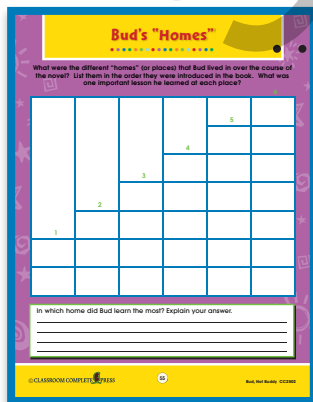
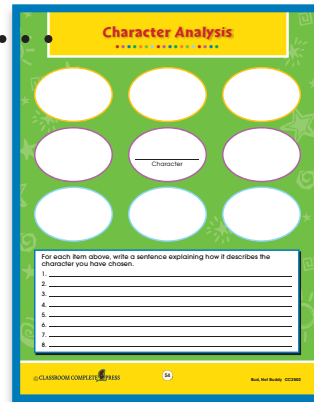


### FAMILY TREES

Have students fill in the first chart with their own family tree including their parents, their grandparents, and great-grandparents. The students could also add their siblings in the box along with their own name. (Note that this tree does not have room for aunts, uncles or cousins). In the second chart, have students record the members of Bud's family. Then have students look for similarities and differences between the two families. As an alternative activity, have students compare Bud's family tree with a family from another novel. **Found on Page 53.**

### CHARACTER ANALYSIS

This graphic organizer is a useful tool to help students learn about a character in the novel. Have students choose a character from the novel and write his or her name in the center bubble. In each of the eight bubbles surrounding the "name" bubble, students are to write events or situations that give the reader an inside look into the character and his or her thoughts and or discoveries. In the space below the bubbles, students are to explain what the character did and what that tells us about him or her. **Found on Page 54.**



### BUD'S "HOMES"

Over the course of the novel, Bud lives in a variety of different places, from his mother's home, to the home of the Amoses, to Hooverville, and eventually with his grandfather, Herman Calwell. From the experiences he has at each place, he learns important lessons about life and keeps this this wisdom with him as he moves forward in his life. Students are to list the different "homes" (or places) that Bud lives over the course of the novel, and write one important lesson that he learns from his time at each place. **Found on Page 55.**



# Chapters Eleven and Twelve

Answer the questions in complete sentences.

1. Do you think that was the end of the gentle man? How do you think he will change Bud?

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## Vocabulary

Write each word beside its definition. Then use each word in a sentence that shows its meaning.

negotiate

reputation

strike

sully

union

worrisome

1.  The general estimation of a person that other people hold
2.  To arrange or to settle through discussion and compromise
3.  An organization of workers formed to protect or improve wages, benefits and working conditions
4.  To soil or tarnish
5.  To stop work in order to force an employer to accept workers' demands (such as better wages, benefits or working conditions)
6.  Causing anxiety or fretfulness



# Chapters Eleven and Twelve

## Part A

1. Circle **T** if the statement is TRUE or **F** if it is FALSE.

- T F** a) Bud drove the car for over three miles.
- T F** b) Bud didn't remember dropping off the blood at the hospital.
- T F** c) Lefty Lewis sent an e-mail to Herman E. Calloway.
- T F** d) They were all headed for Grand Rapids.
- T F** e) Bud and Lefty Lewis were pulled over by the police.
- T F** f) The police handcuffed Lefty Lewis and brought him to the local jail.
- T F** g) Bud told Lefty Lewis that Herman E. Calloway was his father.
- T F** h) Lefty Lewis was a labor organizer who helped protect workers of the railroad.

2. Who said each of the following statements?

Kim

Bud

Mrs. Sleet

Lefty Lewis

Scott

- \_\_\_\_\_ a) "Could I please see your teeth, sir?"
- \_\_\_\_\_ b) "You really run away from home?"
- \_\_\_\_\_ c) "Now you can tell me all about how your mother died."
- \_\_\_\_\_ d) "Now, you two aren't talking Bud's ear off, are you?"
- \_\_\_\_\_ e) "Roll the window down for a minute, Bud."



# Chapters Eleven and Twelve



## Part B

Answer the questions in complete sentences.

1. How do you think Lefty Lewis really felt when Bud took off with his car? What would have happened if Bud had actually known how to drive?  
\_\_\_\_\_  
\_\_\_\_\_
2. Do you think Kim and Scott believe Bud's story? How can you tell?  
\_\_\_\_\_  
\_\_\_\_\_
3. Where would have Bud gone with the car? What would have been his biggest fear?  
\_\_\_\_\_  
\_\_\_\_\_
4. Why was Mr. Lewis so friendly to Bud?  
\_\_\_\_\_  
\_\_\_\_\_
5. Bud arranged that Mr. Lewis did not speak to Mr. Calloway. What do you think the conversation would have been like if Mr. Lewis had spoken to Mr. Calloway?  
\_\_\_\_\_  
\_\_\_\_\_
6. Do you think life will get better or worse for Bud? Explain your answer.  
\_\_\_\_\_  
\_\_\_\_\_
7. What were the police looking for when they pulled over Mr. Lewis? Why were they looking for these people? Would something like this happen in the world today? Why or why not?  
\_\_\_\_\_  
\_\_\_\_\_



### Journaling Prompt

**Write a thank you letter to the Lewis and Sleet family for opening up their home to a child stranger. Write your letter as if you were Bud (from Bud's point of view). Use the friendly letter format that you have learned.**