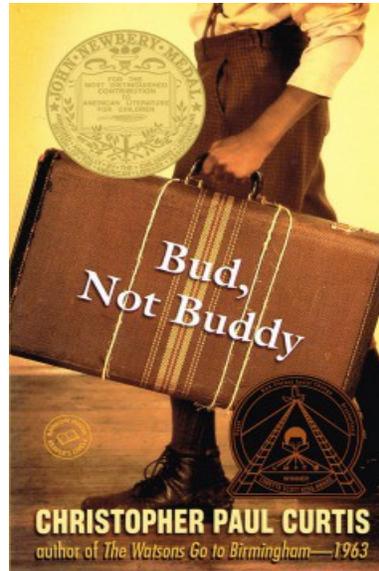


Bud, Not Buddy



By

Christopher Paul Curtis

A Novel Study
by Joel Michel Reed

Bud, Not Buddy

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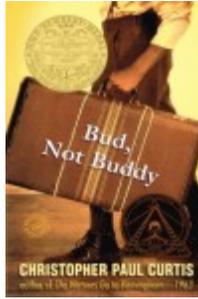


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About the author: Joel Reed has over 50 published novel studies and is the co-author of three novels. For more information on his work and literature, please visit the websites www.reedpublications.org and www.novelstudies.org.

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Suggestions and Expectations

This curriculum unit can be used in a variety of ways. Each chapter of the novel study focuses on one or two chapters of ***Bud, Not Buddy*** and is comprised of five of the following different activities:

- Before You Read
- Vocabulary Building
- Comprehension Questions
- Language Activities
- Extension Activities

Links with the Common Core Standards (U.S.)

Many of the activities included in this curriculum unit are supported by the Common Core Standards. For instance the *Reading Standards for Literature, Grade 5*, makes reference to:

- a) determining the meaning of words and phrases. . . including figurative language;
- b) explaining how a series of chapters fits together to provide the overall structure;
- c) compare and contrast two characters;
- d) determine how characters . . . respond to challenges;
- e) drawing inferences from the text;
- f) determining a theme of a story . . . **and many others.**

A principal expectation of the unit is that students will develop their skills in reading, writing, listening and oral communication, as well as in reasoning and critical thinking. Students will also be expected to provide clear answers to questions and well-constructed explanations. It is critical as well that students be able to relate events and the feelings of characters to their own lives and experiences and describe their own interpretation of a particular passage.

A strength of the unit is that students can work on the activities at their own pace. Every activity need not be completed by all students. A **portfolio cover** is included (p.7) so that students may organize their work and keep it all in one place. A **Student Checklist** is also included (p.6) so that a record of completed work may be recorded.

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List of Skills

Vocabulary Development

1. Locating descriptive words / phrases
2. Listing synonyms/homonyms
3. Identifying / creating *alliteration*
4. Use of capitals and punctuation
5. Identifying syllables
6. Identify *anagrams*
7. Use of singular / plural nouns
8. Listing compound words
9. Identifying parts of speech
10. Determining alphabetical order
11. Identify *personification*
12. Identify/create *similes*

Setting Activities

1. Summarize the details of a setting

Plot Activities

1. Complete a *time line* of events
2. Identify conflict in the story
3. Complete Five W's Chart
4. Identify *cliffhangers*
5. Identify the climax of the novel.
6. Completing a story pyramid

Character Activities

1. Determine character traits
2. Complete a character comparison
2. Relating personal experiences

Creative and Critical Thinking

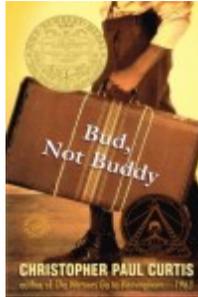
1. Research
2. Write a newspaper story
3. Participate in a talk show
4. Conduct an interview
5. Write a short story.
6. Write a description of personal feelings
7. Write a book review
8. Complete an Observation Sheet
9. Writing poetry.

Art Activities

1. A Storyboard
2. Create a collage
3. Create a topical sketch
4. Design a cover for the novel
5. Create a comic strip

Bud, Not Buddy

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Synopsis

It's 1936 in Flint, Michigan. Times may be hard, and ten-year-old Bud may be a motherless boy on the run, but Bud's got a few things going for him:

He has his own suitcase full of special things.

He's the author of *Bud Caldwell's Rules and Things for Having a Funnier Life and Making a Better Liar Out of Yourself*.

His momma never told him who his father was, but she left a clue: flyers advertising Herman E. Calloway and his famous band, the Dusky Devastators of the Depression!!!!!!

Bud's got an idea that those flyers will lead him to his father. Once he decides to hit the road and find the mystery man, nothing can stop him – not hunger, not fear, not vampires, not even Herman E. Calloway himself. (The Publisher – Random House)

A complete synopsis and other helpful reviews can be found on the following website:

http://en.wikipedia.org/wiki/Bud,_Not_Buddy

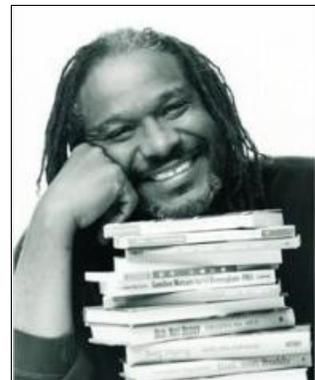
(Warning: Website contains plot spoilers)

Author Biography

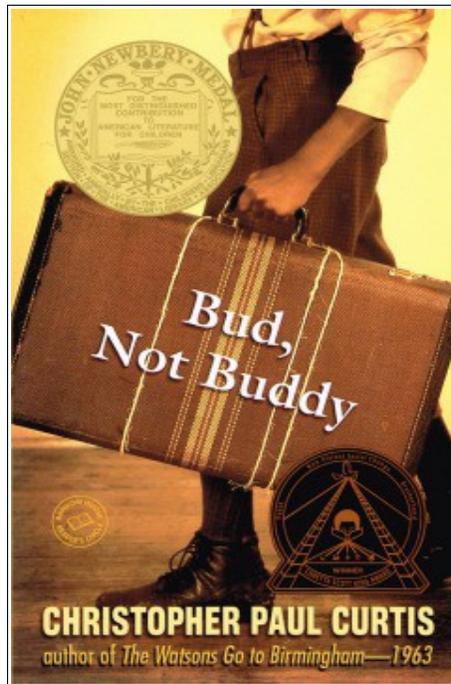
Christopher Paul Curtis

Christopher Paul Curtis was born in Flint, Michigan in 1953. Here he attended both elementary and secondary school. He later graduated from the University of Michigan and the University of Windsor. Christopher spent thirteen years working in a car assembly plant and assorted other jobs.

He took a year off work to write his first novel, *The Watsons go to Birmingham - 1963*. Other award-winning books by Mr. Curtis followed, including *Bud, Not Buddy* and *Elijah of Buxton*, which were both Newbery winners. Christopher and his wife, Kaysandra, live in Detroit. They have two children.



Bud, Not Buddy

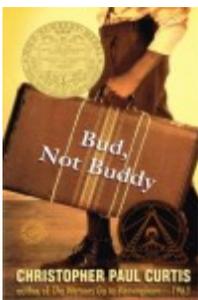


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Name: _____

Bud, Not Buddy

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Chapter 1 - 2



Before you read the chapter:

Briefly predict what you believe the plot-line of *Bud, Not Buddy* will be about.

| |
|--|
| |
| |
| |
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| |



Vocabulary:

Write a list of three different antonyms* for each of the following words.

| Word | Antonym 1 | Antonym 2 | Antonym 3 |
|---------|-----------|-----------|-----------|
| Buddy | | | |
| Order | | | |
| Immense | | | |
| Brave | | | |
| Whisper | | | |

* A word or phrase that means the opposite of another word.

Questions

1. Describe the **setting** of the story as Chapter One begins.

| |
|--|
| |
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| |

2. Why was Bud fearful about having an older brother?

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3. Briefly describe the incident that took place at the beginning of Chapter Two.

| |
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4. What caused Bud to strike Todd Amos?

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| |

5. What do you think **Patricia Briggs** meant when she said the following: *“Hard truths can be dealt with, triumphed over, but lies will destroy your soul.”*

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Language Activity

A. There are many writers that enjoy using **alliteration** – a literary device is where the author repeats the same sound at the beginning of several words. Here's an example of an alliteration: “**g**rouching, **g**rouching, **g**rumbling, **g**ripping about something or other.”

Using your imagination, create your own examples of **alliteration** from the following topics. Each example must contain a minimum of three words.

| | |
|-------------------------|--|
| The sound of a piano. | |
| The sound of a trumpet. | |
| The sound of a violin. | |

B. A **simile** is a comparison using the words “like” or “as”. Here's an example from these chapters: *"Todd's next punch crashed into the side of my ear and I fell on the floor and pulled my knees up to my chest and crossed my arms in front of my head like a turtle in a shell."*

What two things are being compared in this example?

| | |
|--|--|
| | |
|--|--|

Invent two of your own **similes** comparing two different things from your own imagination:

| |
|----|
| a) |
| |
| |

| |
|----|
| b) |
| |
| |

C. Homonyms

Homonyms are words which sound the same but have different meanings. An example is *beat* and *beet*. These chapters feature words which are examples of homonyms. In the chart below, create sentences which show the meaning of each set of homonyms.

Example 1

| Homonyms | Sentence |
|-----------|----------|
| 1. Band | |
| 2. Banned | |

Example 2

| Homonyms | Sentence |
|----------|----------|
| 1. Reed | |
| 2. Read | |

D. Copy out any three or four sentences from this section in the novel underlining the **nouns** and circling the **verbs**.

| |
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Extension Activity

Storyboard

A storyboard is a series of pictures that tell about an important event in a story. A storyboard can tell the story of only one scene – or the entire novel.

Complete the storyboard below illustrating the events described in Chapters 1-2. You may wish to practice your drawings on a separate piece of paper.

| | |
|---|---|
| 1 | 2 |
| 3 | 4 |
| 5 | 6 |