



Bud, Not Buddy

Strategic Teaching Guide

AR Level: 5.0

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Chapters 1 – 2: pages 1 – 20 (see Appendix p. 16 for activity example)

Vocabulary Terms:

1. Depression
2. Commence
3. The Home
4. Asthma
5. Lavatory

Discussion Questions:

1. What items are the most important to Bud that he carries around in his suitcase? (Remembering)
2. Why is Bud so nervous about going to live with the Amos family? (Understanding)
3. What differences are there between Bud and the Amoses? What similarities do they have, if any? Consider their personalities and actions. (Analyzing)
4. What would be a situation you could use Bud's Rules and Things Number 118? See page 18 for the specific rule. (Applying)
"You Have To Give Adults Something That They Think They Can Use To Hurt You By Taking It Away. That Way They Might Not Take Something Away That You Really Do Want. Unless They're Crazy Or Real Stupid They Won't Take Everything Because If They Did They Wouldn't Have Anything To Hold Over Your Head To Hurt You With Later."

Activity Instructions:

- Bell Ringer (Creating)
 - Students will come in and work on this bell ringer which will be cut into half-sheets and laid on their desks before they enter.
 - Clip-Art from: <http://www.clker.com/clipart-open-book-16.html>
 - One of the recurring themes throughout the book is "Bud Caldwell's Rules and Things to Have a Funner Life and Make a Better Liar Out of Yourself" which is a guide for himself that he has developed to get through life.
 - Students will complete this bell ringer activity before reading so that they are in the mindset to learn about Bud and how he goes through life.
 - As students complete this activity, they will lay it in the middle of their desks (as a group) and I will call some volunteers up after about 5 minutes to share quickly with the class.
 - Following this activity, I will introduce *Bud, Not Buddy* and we will begin popcorn reading the first two chapters.

Chapter 3: pages 21 – 30 (see Appendix p. 17 for activity example)

Vocabulary Terms:

1. Jackknife
2. Rafters
3. Tussle

Discussion Questions:

1. How would you have escaped from the shed in the Amoses' yard?
(Applying)
2. What was guarding the shed door? (Remembering)

Activity Instructions:

- Comic Strip of Bud's escape from the shed (Understanding)
 - This activity will be a wrap up after reading and discussing chapter three together. Since this chapter is fairly short, I will read aloud to the students, asking questions and reviewing vocabulary orally as I read. We will then discuss the vocabulary in further detail and the events of this chapter.
 - Students will each get a comic strip with space for a picture and a small caption.
 - Instructions will be posted on the board
 - Please give a brief description of the order of events while Bud was in the shed. Make sure to highlight the major points (beginning, middle, middle, and end)!
 - If students do not finish their comic strip, they may take it home to finish as homework.

Chapter 4: pages 31 – 35 (see Appendix pp. 18 – 20 for activity examples)

Vocabulary Terms:

1. Icebox
2. Spigot
3. On the Lam

Discussion Questions:

1. What was the first thing Bud looked for when he got into the house?
(Remembering)
2. How would you defend Bud's revenge on Toddy? (Evaluating)

Activity Instructions:

- Vocabulary Cluster with QR Codes: on the lam (Applying)
 - Clip-Art from: <http://picsbox.biz/key/open%20suitcase%20clipart>
 - Clip-Art from: <http://sweetclipart.com/simple-refrigerator-design-1158>
 - QR Codes from: <http://www.qrstuff.com/>
 - After reading the chapter, students will split into groups designated by teacher to complete a vocabulary cluster.
 - Group 1: Advanced
 - Students will use their knowledge of the target word to distinguish synonyms and non-synonyms provided in QR Codes to form the clusters around their target word. Students will cut and paste correct codes/phrases into empty suitcases.
 - Group 2: Intermediate
 - Students will have a mix of word clues and QR Code clues to help them figure out which words would qualify as synonyms for the target word they are given. Students will cut and paste correct codes/phrases into empty suitcases.
 - Group 3: Beginners
 - Students must use the word clues on the page to figure out the missing target word. They are also provided with a passage to give them context clues. Once they have each written their guesses, they may check the QR Code to find out if their guess was right.

Chapter 5: pages 36 – 44 (see Appendix p. 21 for activity example)

Vocabulary Terms:

1. Raggedy
2. Filth
3. The Mission

Discussion Questions:

1. What were Bud’s feelings about being on the lam? (Remembering)
2. Why would the library make a good place for Bud to stay while he hides out? (Evaluating)

Activity Instructions:

- Guess the Word – using words from chapters 1 – 5 (Understanding)
 - Students will read this chapter at home the night before. We will review vocabulary and discuss the events of the chapter together at the start of class so that everyone is familiar with the chapter and its vocabulary for the activity. We will also review vocabulary from all of the previous chapters (a total of 11 words).
 - Students will be grouped into partners and then placed into groups of four. Each set of partners will take turns drawing a vocabulary card from a cup and describing the word using definitions, examples, synonyms, and descriptors to help the other set of partners guess the word correctly within 45 seconds (using a timer on the SMARTBoard).
 - For each word that the partners can get the others to guess correctly, they will get a point for using accurate descriptions. Each pair will get a marker that they can use to make a tally on their desk. Once a word has been used, it will go back into the cup.
 - The pair with the most points will win a piece of candy.

Depression	Lavatory	Icebox
Commence	Jackknife	Spigot
The Home	Rafters	On the Lam
Asthma	Tussle	

Chapter 6 – 7: pages 45 – 59 (see Appendix p. 22 for activity example)

Vocabulary Terms:

1. Privilege
2. Lickin’
3. Cellar
4. Stricken

Discussion Questions:

1. How did Bud make it in to get breakfast at the Mission?
(Remembering)
2. Examine Bud’s pretend family. Why would they help Bud? How would you describe their family? (Evaluating)
3. What does Bud like about the library? (Understanding)

Activity Instructions:

- Exit Slip (Remembering)
 - After reading chapters six and seven in groups, we will discuss the chapters as a whole group to answer questions and target the main events and vocabulary.
 - In the last five minutes of class, students will be handed an exit slip
 - Clip-Art from:
http://open2learn.ca/gn_gallery/main.php?g2_view=keyalbum.KeywordAlbum&g2_keyword=clip+art
 - This activity will be used to gauge students’ understanding of the chapters after discussion.

Chapter 8: pages 60 – 87 (see Appendix p. 23 for activity example)

Vocabulary Terms:

1. Hooverville
2. Freights
3. Locomotive
4. Alias

Discussion Questions:

1. What might be a possible solution to Bud's problem of being separated from Bugs? Where should he go? What should he do next? (Creating)
2. What might have happened if Bud had been able to get onto the train with Bugs? (Analyzing)

Activity Instructions:

- Critical Thinking Board Game (Remembering, Understanding, and Analyzing)
 - Students will be split up into four teams to play this game. Each group of students will get a game board (laminated cardstock printout), enough uni-fix cubes for each player, and a die.
 - Once in groups (determined by teacher) students will roll the die and the student with the highest number will go first, and then go clockwise around the group.
 - Students will roll to see how many places to move.
 - Brown/Red spaces are remembering questions.
 - Yellow spaces are understanding questions.
 - Green spaces are analyzing questions.
 - If a student lands on a space that says move back: student must first answer the question and then move back number of spaces specified.
 - If a student lands on a space that says skip a turn: student must first answer the question and then their next turn is skipped.
 - There is a yellow space that shows a fork in the path: students may use this opportunity to predict whether Bud will stay in Flint or go to Grand Rapids to meet his father.
 - This activity is a fun way for students to make connections between different chapters in the book and to make predictions about the future chapters in the book.

Chapter 9: pages 88 – 95 (see Appendix p. 24 for activity example)

Vocabulary Terms:

1. Devoured
2. Ignorant
3. Polka

Discussion Questions:

1. How would you interpret Bud's momma's clues in the flyers and other treasures she left behind? (Understanding)
2. How would you defend Bud's choice to wait until dark to start his journey to Grand Rapids? (Evaluating)

Activity Instructions:

- Frayer Model (Understanding)
 - Students will popcorn read chapter nine as a whole class. We will then begin to discuss the chapter and its vocabulary.
 - Students will pick a word that they are not understanding well (or will be assigned a word if they cannot choose themselves) to complete a frayer model.
 - Students may use dictionaries and other students in their groups for help filling in the boxes.
 - Once everyone is done, a few people who did each word will share their frayer model and they will all be hung around the room.

Chapter 10: pages 96 – 108 (see Appendix p. 25 for activity example)

Vocabulary Terms:

1. Muffler
2. Ventriloquist
3. Hypnotized
4. Urgent
5. Telegram

Discussion Questions:

1. How would the country look compared to Flint? Draw a picture and explain the differences and similarities between Flint and the country. (Analyzing)
2. Where would you tell Mr. Lewis you were from if you were Bud? How would it help you get to your final destination? (Creating)

Activity Instructions:

- Tea Party Predictions (Understanding)
 - Students will get into groups of 4-5 to discuss various quotes out of chapter ten before reading the chapter.
 - Groups will be mixed levels of ability and all groups will get the same quotes, which will also be for mixed levels of ability.
 - Quotes will all be key points in the chapter's events as well as some quotes that add details to the story.
 - Each student in the groups will get a quote card and will have an opportunity to make a prediction based on their own quote first.
 - Students will then have an opportunity to discuss within their group. After groups have had some time to discuss, each group will choose a representative to share their predictions with the class.
 - After sharing predictions, students will begin popcorn reading with their groups and finish the chapter for homework.

Chapter 11: pages 108 – 129 (see Appendix p. 27 for activity example)

Vocabulary Terms:

1. Slew
2. Spitting Image
3. Glugged
4. Knickers

Discussion Questions:

1. What information would you share with Mr. Lewis about your father?
How would you use Mr. Lewis in your plan to meet your father?
(Creating)
2. What did Mrs. Sleet think of Bud's father when she saw Bud?
(Understanding)

Activity Instructions:

- Cloze Procedure (Remembering)
 - This cloze procedure activity will pull two passages from the chapter that contain vocabulary terms.
 - This particular cloze procedure will be generally 7th word deletion so that students will have a variety of easy and challenging terms to figure out.
 - Students will complete this individually and then we will check and review as a class.

Chapter 12: pages 130 – 148 (see Appendix p. 28 for activity example)

Vocabulary Terms:

1. Labor Organizers
2. Loathsome
3. Loot
4. Strike

Discussion Questions:

1. What are other ways people have used strikes throughout history?
(Analyzing)
2. What did Herman E. Calloway say that made Bud realize he had to be his father? (Remembering)

Activity Instructions:

- RAFT (Creating)
 - R: Bud; A: H.E. Calloway; F: Telegram; T: Introducing himself to his father
 - Students will each create a telegram following the example in chapter 12 when Mr. Lewis sends a telegram to H. E. Calloway and then explains the message to Bud.
 - This activity will be done after I read this chapter to the class. As a group, we will discuss some questions about the chapter as well as the main events and key vocabulary terms.
 - We will also create an example of a telegram and review the telegram format.
 - Similar to text messaging
 - Importance of using STOP instead of a period
 - Limiting characters
 - This activity can be finished for homework if many kids do not finish during class time, but students who finish may share their telegram with the class.

Chapter 13: pages 149 – 160 (see Appendix p. 29 for activity example)

Vocabulary Terms:

1. Rehearsing
2. Butterfingers
3. Festering
4. Meddling

Discussion Questions:

1. Compare and contrast Herman E. Calloway and Mr. Jimmy. Which one agrees to let Bud stick around for a while? (Analyzing, Remembering)
2. How would you have handled The Thug’s teasing? (Evaluating)

Activity Instructions:

- Character Flipbook (Analyzing)
 - Students will create a flipbook to compare and contrast the members of the band that Bud meets when he meets H. E. Calloway for the first time.
 - This activity will be preassembled for students and they will need to fill it in either as they read and are introduced to each character or once they finish the chapter.
 - Jimmy Wesley/ “Mr. Jimmy”
 - Horn, nicer than Calloway
 - Herman E. Calloway
 - Old Face, wrinkly hands, big belly, bald
 - Doug Tennant/ “The Thug”
 - Drums
 - Harrison Eddie Patrick/ “Steady Eddie”
 - Sax, Bud’s favorite
 - Chug Cross/ “Doo-Doo Bug”
 - Trombone
 - Roy Breed/ “Dirty Deed”
 - Piano, only white player
 - As the students learn more about each character they will add to their flipbook pages.

Chapter 14: pages 161 – 174 (see Appendix p. 30 for activity example)

Vocabulary Terms:

1. Lopsided
2. Scour
3. Reputation

Discussion Questions:

1. How would you devise a plan for Bud to convince Herman E. Calloway that he is Bud's father? (Creating)
2. What questions would you ask Bud about how he came to think that Herman E. Calloway was his father? (Applying)

Activity Instructions:

- Create an Ending to the Story (Creating)
 - This is a point in the book where the ending could go two ways. After reading this chapter together as a class, students will need to write/predict an ending based on everything they have read up to this point.
 - Students will be encouraged to be creative, but realistic and use evidence from previous chapters to make connections in their ending.
 - After finishing the book, students will go back to see what parts of their ending were correct and which parts were incorrect.

Appendix:

Completed Examples of Activities from Chapters 1 – 14

Chapters 1 – 2: Bell Ringer (Creating)

Name: _____

Bell Ringer!

Directions: Please write down a rule that you believe all kids should live by. It may be a piece of advice or just a good habit that you think everyone should have. Be creative!

_____ 's Rules and Things # _____

The form is an open book with a title line at the top of each page: "_____ 's Rules and Things # _____". Below the title line, each page has eight horizontal ruled lines for writing. The book is drawn with a thick black outline.

Name: _____

Bell Ringer!

Directions: Please write down a rule that you believe all kids should live by. It may be a piece of advice or just a good habit that you think everyone should have. Be creative!

_____ 's Rules and Things # _____

The form is an open book with a title line at the top of each page: "_____ 's Rules and Things # _____". Below the title line, each page has eight horizontal ruled lines for writing. The book is drawn with a thick black outline.

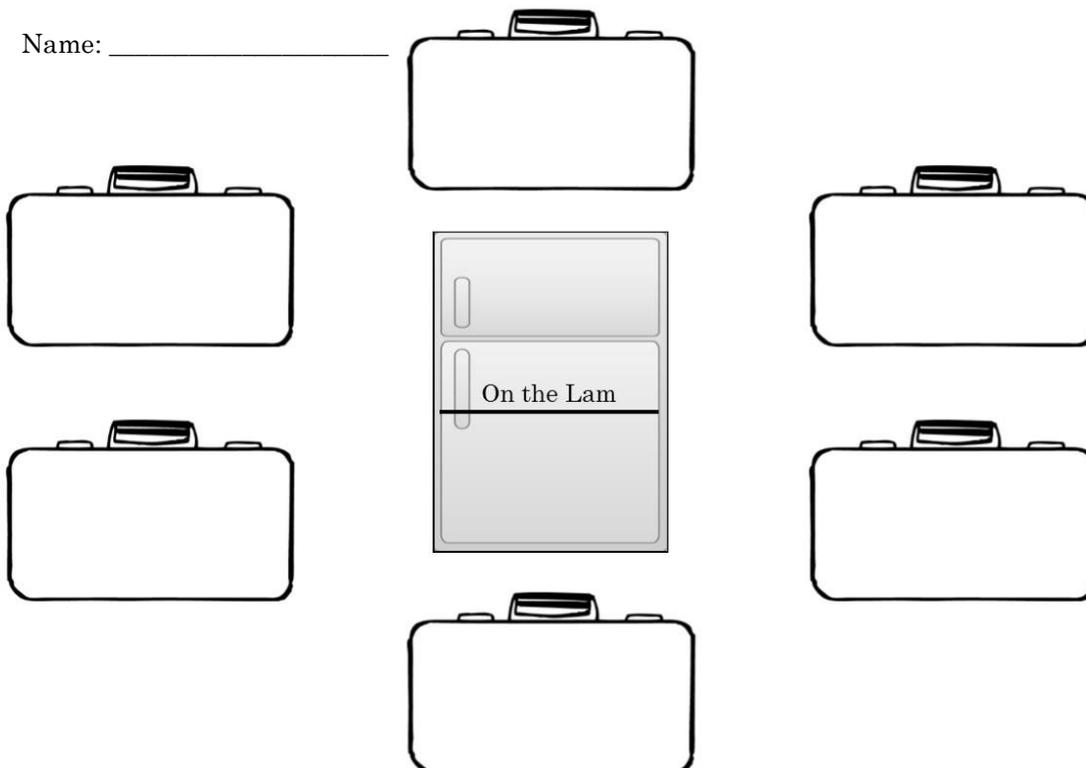
Chapter 3: Comic Strip (Understanding)

1.	
2.	
3.	
4.	

1.	
2.	
3.	
4.	

Chapter 4: Vocabulary Cluster with QR Codes – Group 1: Advanced (Applying)

Name: _____



Excerpt from Chapter 4, page 35:

“My favorite saying in the whole world is ‘He who laughs last laughs best,’ so I put my hand over my mouth and whispered, ‘Ha-ha-ha.’
 I picked up my suitcase and walked to the street.
 Man! I was ____ ____, I was just like Public Enemy Number One. If J. Edgar Hoover and the FBI saw me now I’d be in some real serious hot water!”

Directions: Scan the code and write each phrase. Decide which codes and words need to be added to the vocabulary cluster. Cut and paste into the right spots.

Word: 	Word: 	Word: 	Word: 	Word: 
Word: 	Word: 	Word: 	Word: 	Word: 

Chapter 4: Vocabulary Cluster with QR Codes – Group 2: Intermediate (Applying)

Name: _____

Escaping

Fugitive

On the Lam

Hiding Out

Excerpt from Chapter 4, page 35:

“My favorite saying in the whole world is ‘He who laughs last laughs best,’ so I put my hand over my mouth and whispered, ‘Ha-ha-ha.’
 I picked up my suitcase and walked to the street.
 Man! I was _____, I was just like Public Enemy Number One. If J. Edgar Hoover and the FBI saw me now I’d be in some real serious hot water!”

Directions: Scan the code and write each phrase. Decide which codes and words need to be added to the vocabulary cluster. Cut and paste into the right spots.

Word: 	Word: 	Word: 
Word: 	Word: 	Word: 

Chapter 4: Vocabulary Cluster with QR Codes – Group 3: Beginners (Applying)

Name: _____

Directions: Use the key words around the icebox to figure out what our target word is. Also use the passage from *Bud, Not Buddy* to help you figure it out! Once you have written down your guess for the target word, please come get an iPad to check your answer with the QR Code.

Escaping

Running Away

Fugitive

Criminal

Avoiding

Hiding Out

Check it!

Your Guess

Excerpt from Chapter 4, page 35:

“My favorite saying in the whole world is ‘He who laughs last laughs best,’ so I put my hand over my mouth and whispered, ‘Ha-ha-ha.’

I picked up my suitcase and walked to the street.

Man! I was _____, I was just like Public Enemy Number One. If J. Edgar Hoover and the FBI saw me now I’d be in some real serious hot water!”

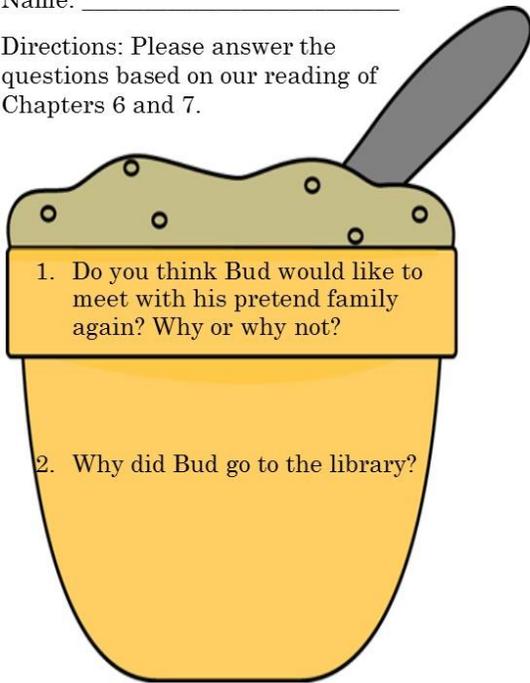
Chapter 5: Guess the Word (Understanding)

Depression	Lavatory	Icebox
Commence	Jackknife	Spigot
The Home	Rafters	On the Lam
Asthma	Tussle	
Depression	Lavatory	Icebox
Commence	Jackknife	Spigot
The Home	Rafters	On the Lam
Asthma	Tussle	

Chapter 6 – 7: Exit Slip (Remembering)

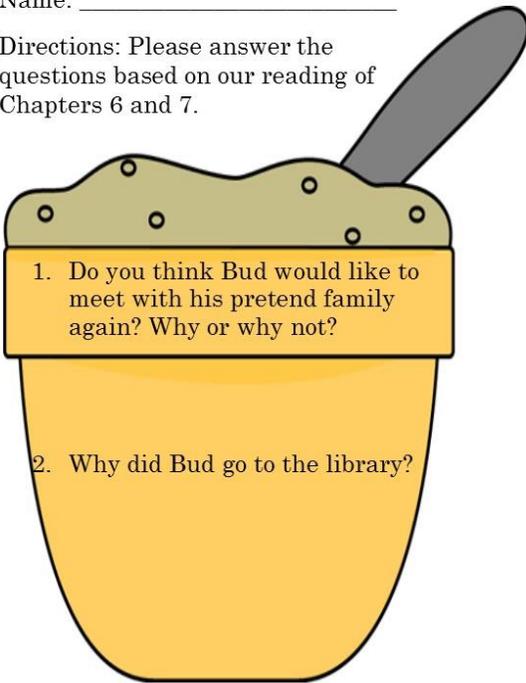
Name: _____

Directions: Please answer the questions based on our reading of Chapters 6 and 7.



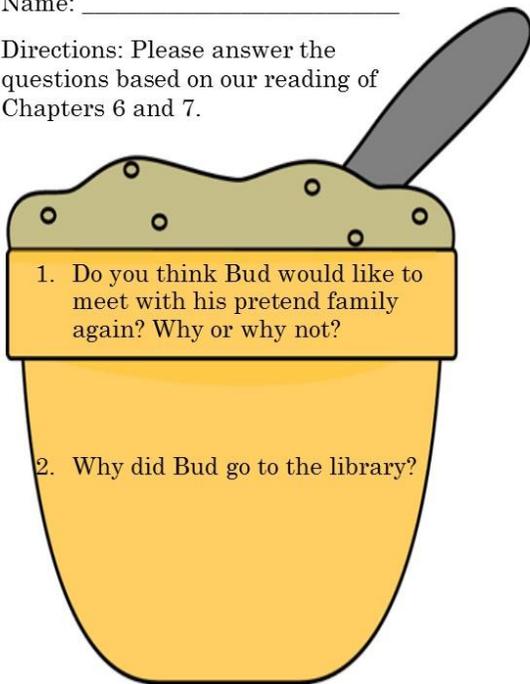
Name: _____

Directions: Please answer the questions based on our reading of Chapters 6 and 7.



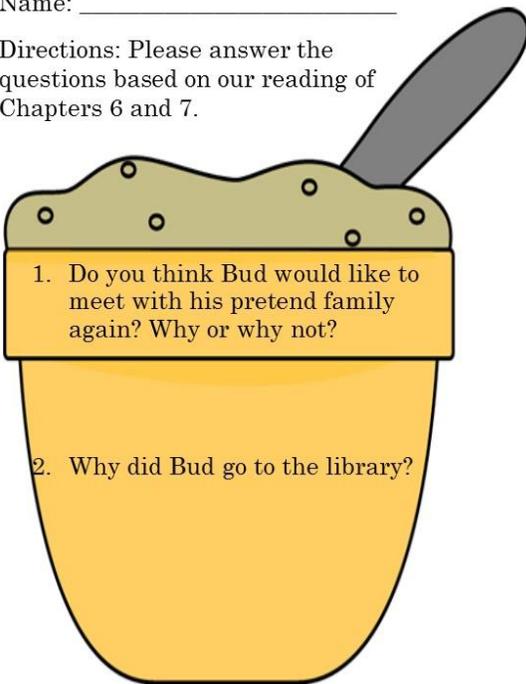
Name: _____

Directions: Please answer the questions based on our reading of Chapters 6 and 7.



Name: _____

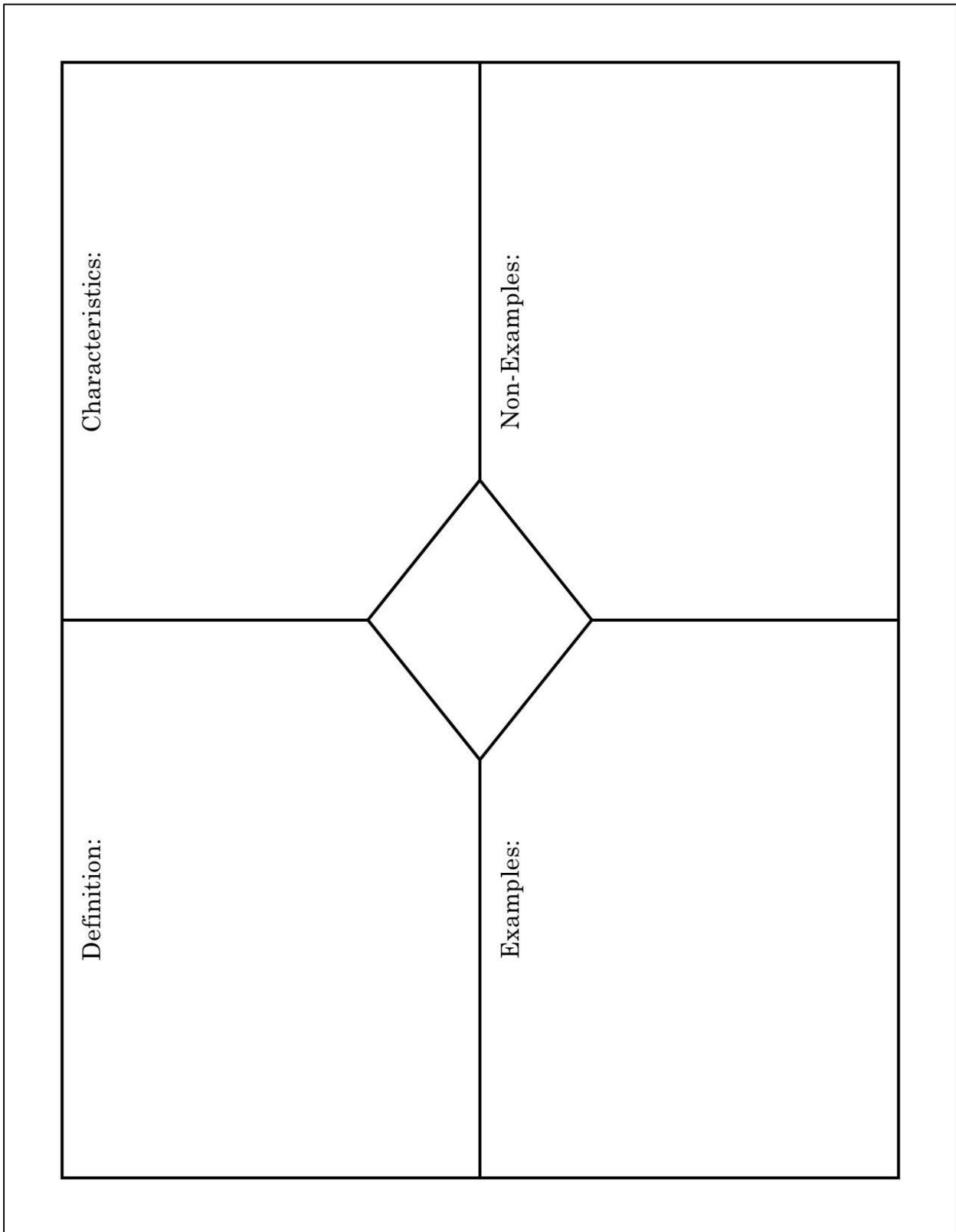
Directions: Please answer the questions based on our reading of Chapters 6 and 7.



Chapter 8: Critical Thinking Board Game (Understanding and Analyzing)



Chapter 9: Frayer Model (Understanding)



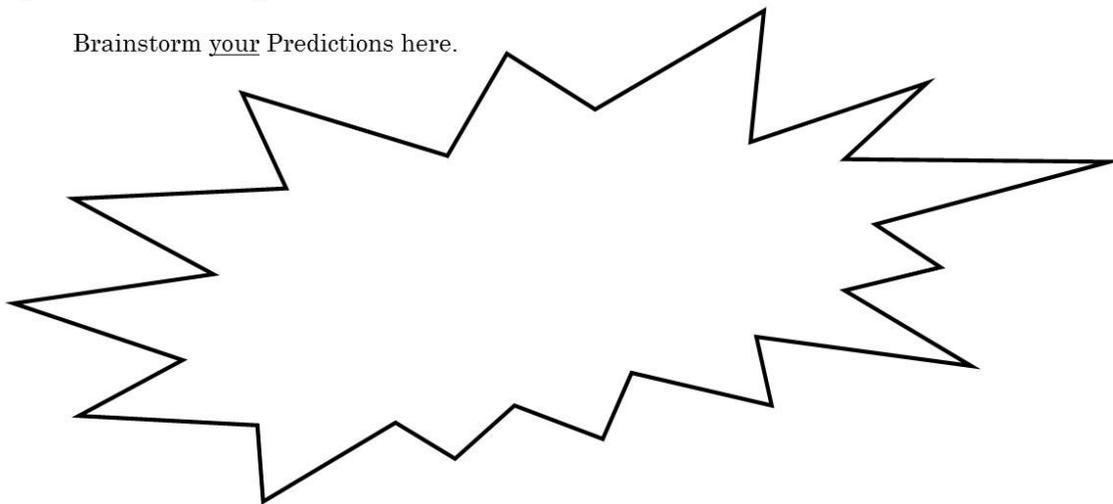
Chapter 10: Tea Party Predictions Worksheet (Understanding)

Name: _____

Group Members: _____

Directions: Before talking with your group, look at your quote. Based on this quote make a prediction about Chapter 10.

Brainstorm your Predictions here.



Directions: Discuss your quotes with your group members. Write down a new prediction based on the new information you have from the other quotes.

A large, empty rounded rectangular box with a black border, intended for writing a new prediction based on the information from other quotes.

Chapter 10: Tea Party Predictions Quotes (Understanding)

I walked and walked and walked. Some of the time a car would come by and I'd have to duck into the bushes and wait till it had passed, so I don't think I was doing any five miles a hour. P. 98

The first thing I knew was that no matter what I told him this man wasn't going to let me stay out here by myself, but the nervous way he kept looking around was making things seem so scary that not staying out here was OK. P. 104

If he would've let go of my arm for just one second I would've run like the devil was chasing me. On the side of the box some big red letters said as clear as anything, URGENT: CONTAINS HUMAN BLOOD!!! P. 106

I pulled the gear lever down and the care took off with the vampire running as hard as he could to catch me. P. 107

His hat wasn't a cop hat or a soldier hat, it was the kind of cap men wore who drive fancy cars for rich folks. And it wasn't black, it was red. P. 102

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Chapter 11: Cloze Procedure (Remembering)

Name: _____

Directions: Use context clues from the passages and your knowledge from reading Chapter 11 to figure out what words going in the blank spaces. Please use only the knowledge in your head and not the book!

Passage #1

We hadn't been driving for a _____ before he started asking a whole _____ of questions. Questions that I had _____ be very careful about giving the _____ answers to.

He said, "Don't you _____ bad about worrying your mother like _____, Bud-not-Buddy?"

"My mother is _____, sir." Most times if you tell _____ adult that they'll leave you alone, _____ not this man.

"What? I'm sorry _____ hear that, Bud. So you stay _____ your daddy?"

"Yes, sir."

"What's his _____, does he work for the railroad?"

"_____, sir." The seed started sticking its _____ out further and further. "His name _____ Herman E. Calloway and he plays _____ biggest doggone fiddle you'll ever see."

Passage #2

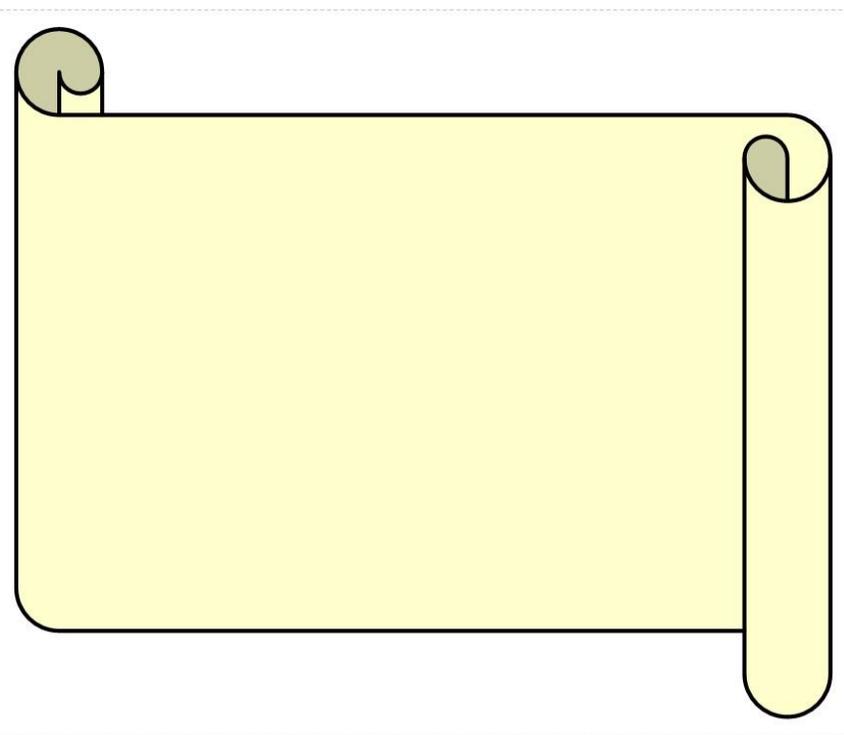
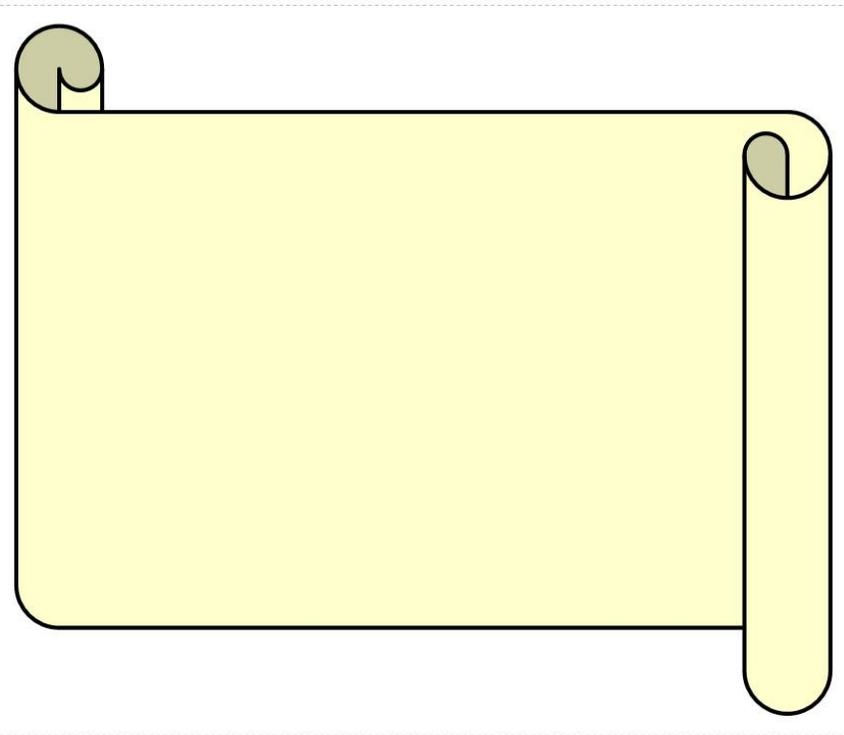
Then I remembered who I was _____ because Lefty Lewis said, "I know, _____ I've got to get back. He _____ sleep in the car on the _____ back to Grand Rapids."

The woman _____ back the blanket they'd put over _____ and said, "Poppa, look at his _____, this boy's as skinny as a _____."

Shucks, they'd taken off my _____ when they put me in this _____. Now I was going to have to _____ I was asleep even longer, at _____ until I could figure a way _____ of being so embarrassed.

Lefty Lewis _____, "Yeah, he's puny. Good thing his _____ don't touch when he walks 'cause _____ those two twigs got to rubbing _____ one another he'd have a fire _____ in no time."

Chapter 12: RAFT (Creating)

<p>Name: _____ R: Bud A: H. E. Calloway F: Telegram T: Introducing himself to his father</p>	
<p>Name: _____ R: Bud A: H. E. Calloway F: Telegram T: Introducing himself to his father</p>	

Chapter 13: Character Flip Book (Analyzing)

Chapter 14: Create/Predict an Ending (Creating)

Name: _____

Directions: List out pieces of evidence from chapters throughout the book that you think will be an important factor in the ending of this book.

Directions: Using the information you listed above (and not looking ahead in the book), write the ending of the book that you think is most likely to happen based on previous events in the story.

Be as creative as you can, but please be realistic and stick to the story. For example, Bud has never mentioned flying to Mars because his dad was starting a new band there, so that would be an unrealistic ending to this story.

Name: _____

Directions: List out pieces of evidence from chapters throughout the book that you think will be an important factor in the ending of this book.

Directions: Using the information you listed above (and not looking ahead in the book), write the ending of the book that you think is most likely to happen based on previous events in the story.

Be as creative as you can, but please be realistic and stick to the story. For example, Bud has never mentioned flying to Mars because his dad was starting a new band there, so that would be an unrealistic ending to this story.

Chapter 14: Create/Predict an Ending Sample (Creating)

Ms. Mauck

Bud, Not Buddy

Ms. Mauck's Ending Prediction to Bud, Not Buddy

When the band got back to the Log Cabin, Steady Eddie showed me how to really play the sax. He even said I would be a natural. Even better than The Thug is on the drums! I've always wanted to be in a band!

I think I'll just give up on Herman E. Calloway being my daddy for now. I'm pretty happy with Mr. Jimmy and Miss Thomas and Steady Eddie. They all treat me a lot nicer than Mr. Calloway. Maybe one day I'll get on his good side.

This is the first time since my momma died that I have felt like I belong somewhere. I surely didn't belong in the Home and I most definitely did not belong with no Amoses!

I'm glad I made it here cause I don't have any family back in Flint I could go back to anymore, but I do wish Herman E. Calloway would rememorize being my daddy. At least Miss Thomas is nice to me and is going to let me stay as long as I want cause she says I'm home now.