



TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK™

for

Bud, Not Buddy

based on the book by
Christopher Paul Curtis

Written by
Mary B. Collins

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A FEW NOTES ABOUT THE AUTHOR

Christopher Paul Curtis

Christopher Paul Curtis was born and raised in Flint, Michigan (the setting for *Bud, Not Buddy*). After graduating from school, he worked on the assembly line of the Fisher Body Flint Plant 1 until his wife suggested that he “better hurry up and start doing something constructive” with his life, at which time he began his writing career.

Mr. Curtis attended the University of Michigan and won the Avery Hopwood Prize as well as the Jules Hopwood Prize for some of his writing there.

Mr. Curtis’s major publications include *The Watsons Go to Birmingham 1963* (Newbery Honor and Coretta Scott King Honor) and *Bud, Not Buddy* (Newbery Medal, Coretta Scott King Award).

Windsor, Ontario, Canada is his current home, where he lives with his wife Kaysandra and children Steven Darrell and Cydney McKenzie. His real-life grandfathers were Earl “Lefty” Lewis, a Negro Baseball League pitcher, and Herman E. Curtis, Sr., a 1930’s bandleader of “Herman Curtis and the Dusky Devastators of the Depression.”

INTRODUCTION

This unit has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *Bud, Not Buddy* by Christopher Paul Curtis. It includes twenty lessons, supported by extra resource materials.

In the **introductory lesson** students are given the materials they will be using during the unit. At the end of the lesson, students begin the pre-reading work for the first reading assignment.

In addition, there is a **nonfiction reading assignment**. Students are required to read two pieces of nonfiction related in some way to *Bud, Not Buddy*. After reading their nonfiction pieces, students will fill out a worksheet on which they answer questions regarding facts, interpretation, criticism, and personal opinions. During two class periods, students make **oral presentations** about the nonfiction pieces they have read. This not only exposes all students to a wealth of information, it also gives students the opportunity to practice **public speaking**.

The **reading assignments** are approximately thirty pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for 8 to 10 vocabulary words they will encounter in their reading.

The **study guide questions** are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer required or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple choice version for occasional quizzes. If your school has the appropriate equipment, it might be a good idea to make transparencies of your answer keys for the overhead projector.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part worksheet for several vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II nails down the definitions of the words by giving students dictionary definitions of the words and having students match the words to the correct definitions based on the words' contextual usage. Students should then have an understanding of the words when they meet them in the text.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a **review** of the most important events and ideas presented in the reading assignments.

After students complete reading the work, there is a **vocabulary review** lesson which pulls together all of the fragmented vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

A lesson is devoted to the **extra discussion questions/writing assignments**. These questions focus on interpretation, critical analysis and personal response, employing a variety of thinking skills and adding to the students' understanding of the novel.

The **group activity** which follows the discussion questions has students working together to create a film about China using all the information they have gathered through the nonfiction reading assignment, the reading and discussion of the book, and the writing assignments.

There are three **writing assignments** in this unit, each with the purpose of informing, persuading, or having students express personal opinions. The first assignment is **to express personal opinions** about the meaning of the sign at the mission. The second assignment is **to inform**: students are each assigned one of the factual people, places or things Bud mentions in the book to research. The third assignment is **to persuade**: students choose a point of view regarding either the incident with the Amoses or the incident at the train and write a persuasive argument supporting the position they believe is correct.

The **review lesson** pulls together all of the aspects of the unit. The teacher is given four or five choices of activities or games to use which all serve the same basic function of reviewing all of the information presented in the unit.

The **unit test** comes in two formats: all multiple choice-matching-true/false or with a mixture of matching, short answer, multiple choice, and composition. As a convenience, two different tests for each format have been included.

There are additional **support materials** included with this unit. The **Resource Materials** sections include suggestions for an in-class library, crossword and word search puzzles related to the novel, and extra vocabulary worksheets. There is a list of **bulletin board ideas** which gives the teacher suggestions for bulletin boards to go along with this unit. In addition, there is a list of **extra class activities** the teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his/her class. **Answer keys** are located directly after the **reproducible student materials** throughout the unit. Only the student materials may be reproduced for use in the teacher's classroom without infringement of copyrights.

UNIT OBJECTIVES - *Bud, Not Buddy*

1. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *Bud, Not Buddy* as they relate to the author's theme development.
2. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical, and personal.
3. Students will study the main symbols used in the novel, including the suitcase, doors opening and closing, Bud's blanket, and others.
4. Students will discuss the idea of equality and morality as it relates to race issues; the prevalent idea in this book that just because some people are homeless or poor doesn't mean that they are bad people. There are good people and bad people in all races.
5. Students will be given the opportunity to practice reading aloud and silently to improve their skills in each area.
6. Students will research and discuss the names of real people, places and things mentioned in the book: Al Capone, John Brown, Herbert Hoover, and others.
7. Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with the novel.
8. The writing assignments in this unit are geared to several purposes:
 - a. To have students demonstrate their abilities to inform, to persuade, or to express their own personal ideas
NOTE: Students will demonstrate ability to write effectively to inform by developing and organizing facts to convey information. Students will demonstrate the ability to write effectively to persuade by selecting and organizing relevant information, establishing an argumentative purpose, and by designing an appropriate strategy for an identified audience. Students will demonstrate the ability to write effectively to express personal ideas by selecting a form and its appropriate elements.
 - b. To check the students' reading comprehension
 - c. To make students think about the ideas presented by the novel
 - d. To encourage logical thinking
 - e. To provide an opportunity to practice good grammar and improve students' use of the English language.
9. Students will read aloud, report, and participate in large and small group discussions to improve their public speaking and personal interaction skills.

READING ASSIGNMENT SHEET - *Bud, Not Buddy*

Date Assigned	Chapters Assigned	Completion Date
	1-2	
	3-5	
	6-7	
	8	
	9-10	
	11	
	12-13	
	14-15	
	16-18	
	19	

UNIT OUTLINE - *Bud, Not Buddy*

1	2	3	4	5
Introduction PVR 1-2	Study ?s 1-2 Group Work PVR 3-5	Study ?s 3-5 PVR 6-7	Study ?s 6-7 Group Work Assign PVR 8	Study ?s 8 Writing Assignment 1 PVR 9-10
6	7	8	9	10
Study ?s 9-10 PVR 11	Study ?s 11 Writing Assignment 2 PVR 12-13	Study ?s 12-13 PVR 14-15	Study ?s 14-15 PVR16-18 Group Work	Study?s 16-18 PVR19
11	12	13	14	15
Study?s 19 Writing Assignment 3	Group Work	Reports/Discuss	Reports/Discuss	Reports/Discuss
16	17	18	19	20
Extra Discussion Questions	Extra Discussion Questions	Vocab Review	Unit Review	Unit Test

Key: P=Preview Study Questions V=Prereading Vocabulary Worksheet R=Read

LESSON ONE

Objectives

1. To introduce *Bud, Not Buddy* unit.
2. To distribute books and other related materials (study guides, reading assignments, etc.).
3. To preview the study questions for chapters 1-2
4. To familiarize students with the vocabulary for chapters 1-2
5. To explain the Group Work Project for this unit

Activity #1

Distribute the materials students will use in this unit. Explain in detail how students are to use these materials.

Study Guides Students should read the study guide questions for each reading assignment prior to beginning the reading assignment to get a feeling for what events and ideas are important in the section they are about to read. After reading the section, students will (as a class or individually) answer the questions to review the important events and ideas from that section of the book. Students should keep the study guides as study materials for the unit test.

Vocabulary Prior to reading a reading assignment, students will do vocabulary work related to the section of the book they are about to read. Following the completion of the reading of the book, there will be a vocabulary review of all the words used in the vocabulary assignments. Students should keep their vocabulary work as study materials for the unit test.

Reading Assignment Sheet You (the teachers) need to fill in the reading assignment sheet to let students know by when their reading has to be completed. You can either write the assignment sheet up on a side blackboard or bulletin board and leave it there for students to see each day, or you can "ditto" copies for each student to have. In either case, you should advise students to become very familiar with the reading assignments so they know what is expected of them.

Extra Activities Center The Unit Resource Materials portion of this unit contains suggestions for an extra library of related books and articles in your classroom as well as crossword and word search puzzles. Make an extra activities center in your room where you will keep these materials for students to use. (Bring the books and articles in from the library and keep several copies of the puzzles on hand.) Explain to students that these materials are available for students to use when they finish reading assignments or other class work early.

WRITING ASSIGNMENT #1 - *Bud, Not Buddy*

From Bud, Not Buddy, Chapter 6

The main thing people were talking about was the great big sign that was hanging over the building.

It showed a gigantic picture of a family of four rich white people sitting in a car driving somewhere. You could tell it was a family 'cause they all looked exactly alike. The only difference amongst them was that the daddy had a big head and a hat and the momma had the same head with a woman's hat and the girl had two big yellow pigtails coming out from above her ears. They all had big shiny teeth and big shiny eyes and big shiny cheeks and big shiny smiles. Shucks, you'd need to squint your eyes if that shiny family drove anywhere near you.

You could tell they were rich 'cause the car looked like it had room for eight or nine more people in it and 'cause they had movie star clothes on. The woman was wearing a coat with a hunk of fur around the neck and the man was wearing a suit and a tie and the kids looked like they were wearing ten-dollar-apiece jackets.

Writ about their car in fancy letters it said, THERE'S NO PLACE LIKE AMERICA TODAY!

My pretend daddy read it and said, "Uh-uh-uh, well, you got to give them credit, you wouldn't expect that they'd have the nerve to come down here and tell the truth."

PROMPT

When you say or write something to someone, you have to choose your words carefully and consider the person to whom you are speaking or writing. The same simple words can convey one meaning to one person and mean something quite different to someone else. Consider the passage written above. ***Your assignment is to write three paragraphs, one answering each of these questions:*** What would THERE'S NO PLACE LIKE AMERICA TODAY! mean to a middle or upper class white person reading the sign driving by the mission? What did it mean to the poor, black man eating at the mission? What would that sign mean to you today if you were to see it?

PREWRITING

Divide a sheet of paper into three equal sections. Pretend you're a middle or upper class white person driving by the mission, and you see the sign. In the first section of your page, jot down some words and phrases that express your reaction. In the second section of your page, jot down some words and phrases that would express your reaction if you were poor and black and eating at the mission. Finally, in the third box, jot down some words and phrases that tell how you would feel today if you would see that sign.

DRAFTING

Consider the words and phrases in the first section of your page. If you could sum up the thoughts there into one sentence, what would it say? Write it down. Fill in the rest of your paragraph explaining your first sentence. Why would you interpret the sign that way, why would you feel that way about what the sign said? Do the same for each of your other two paragraphs.