

Student Packet

Grades 5–6

Bud, Not Buddy

Christopher Paul Curtis

NOVEL UNITS[®]



NEW WAYS TO LEARN READING,
WRITING, & CRITICAL THINKING



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BUD, NOT BUDDY

by
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Student Packet

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Contains masters for:

- 2 Prereading Activities
- 1 Study Guide (7 pages)
- 11 Vocabulary Activities
- 3 Critical Thinking Activities
- 4 Literary Analysis Activities
- 2 Comprehension Quizzes
- 1 Novel Test (5 pages)
- 1 Essay Evaluation Form
- Detailed Answer Key

Plus

Teacher Note

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the appropriate reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

Note

The hardcover edition of the book published by Delacorte Press ©1999 was used to prepare this guide. The page references may differ if other editions are used.

Please note: Please assess the appropriateness of this book for the age level and maturity of your students prior to reading and discussing it with them.

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Note to the Teacher

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the following reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

Basic Understanding: The student will demonstrate a basic understanding of written texts. The student will:

- use a text’s structure or other sources to locate and recall information (Locate Information)
- determine main idea and identify relevant facts and details (Main Idea and Details)
- use prior knowledge and experience to comprehend and bring meaning to a text (Prior Knowledge)
- summarize major ideas in a text (Summarize Major Ideas)

Literary Elements: The student will apply knowledge of literary elements to understand written texts. The student will:

- analyze characters from a story (Character Analysis)
- analyze conflict and problem resolution (Conflict/Resolution)
- recognize and interpret literary devices (flashback, foreshadowing, symbolism, simile, metaphor, etc.) (Literary Devices)
- consider characters’ points of view (Point of View)
- recognize and analyze a story’s setting (Setting)
- understand and explain themes in a text (Theme)

Analyze Written Texts: The student will use a variety of strategies to analyze written texts. The student will:

- identify the author’s purpose (Author’s Purpose)
- identify cause and effect relationships in a text (Cause/Effect)
- identify characteristics representative of a given genre (Genre)
- interpret information given in a text (Interpret Text)
- make and verify predictions with information from a text (Predictions)
- sequence events in chronological order (Sequencing)
- identify and use multiple text formats (Text Format)
- follow written directions and write directions for others to follow (Follow/Write Directions)

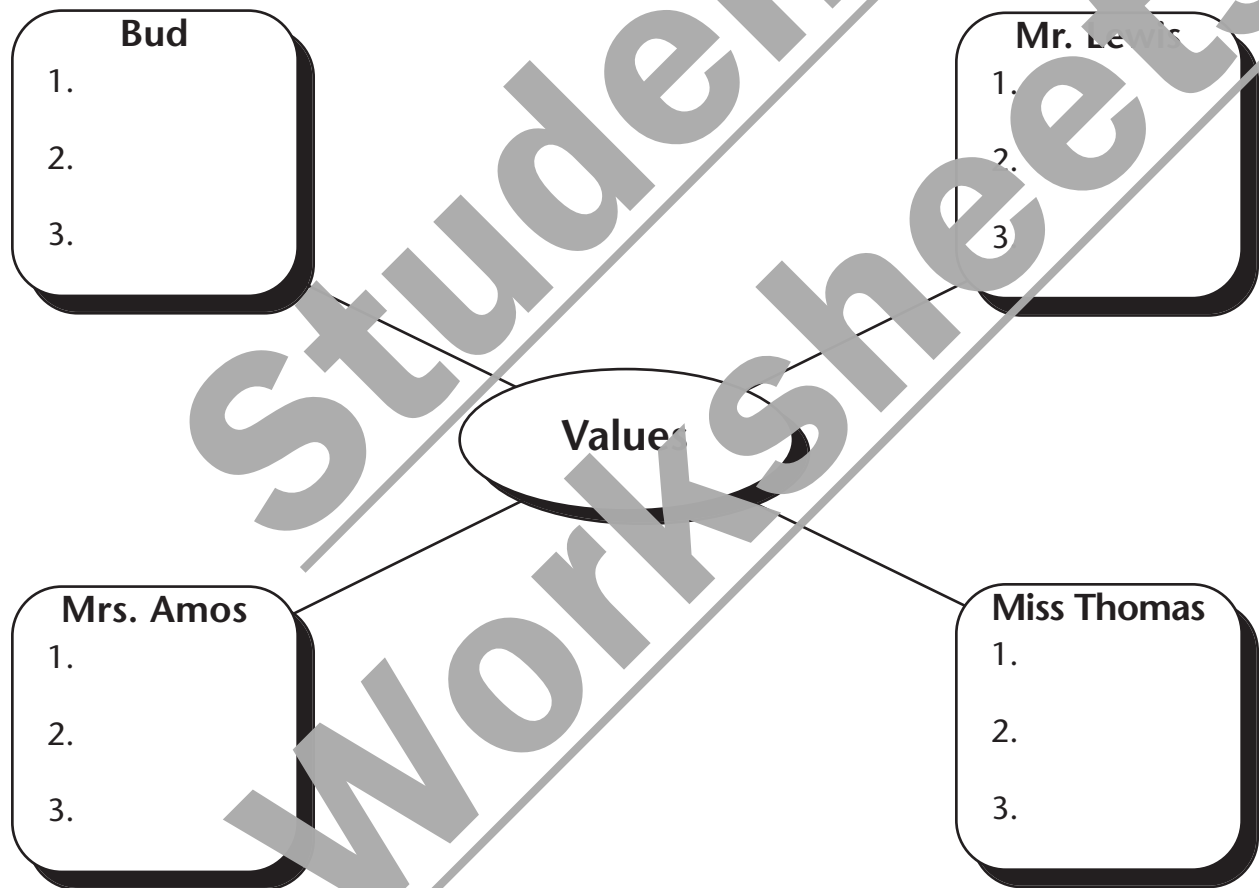
Critical Thinking: The student will apply critical-thinking skills to analyze written texts. The student will:

- write and complete analogies (Analogies)
- find similarities and differences throughout a text (Compare/Contrast)
- draw conclusions from information given (Drawing Conclusions)
- make and explain inferences (Inferences)
- respond to texts by making connections and observations (Making Connections)
- recognize and identify the mood of a text (Mood)
- recognize an author’s style and how it affects a text (Style)
- support responses by referring to relevant aspects of a text (Support Responses)
- recognize and identify the author’s tone (Tone)
- write to entertain, such as through humorous poetry or short stories (Write to Entertain)
- write to express ideas (Write to Express)
- write to inform (Write to Inform)
- write to persuade (Write to Persuade)
- demonstrate understanding by creating visual images based on text descriptions (Visualizing)
- practice math skills as they relate to a text (Math Skills)

Understanding Values

Directions: Values represent people’s beliefs about what is important, good, or worthwhile. For example, most families consider telling the truth as very important—it is something they value.

Think about the following characters from *Bud, Not Buddy* and the values they have: Bud, Mr. Lewis, Mrs. Amos, and Miss Thomas. What do they value? What beliefs do they have about what is important, good, or worthwhile? On the chart below, list each character’s three most important values, from most important to least. Be prepared to share your lists during a class discussion.



After you have finished the chart and participated in the class discussion, think about which character seems to have values most like your own. Write a paragraph that explains why you chose this character.

Name _____

Bud, Not Buddy
Activity #16 • Critical Thinking: Analysis
Use After Reading
(Making Connections)

Directions: Look inside yourself and imagine you see one of your best friends. Why do you consider this person your best friend? What does he or she do to make you like this person? How does this person talk to you, treat you, and treat your other friends? Write the person's name in the circle on the diagram below. Then list the traits and behaviors that describe this person.

