

**Objective Tests
Thinking and Writing Prompts and
Graphic Organizers for Writing for**

Bud, Not Buddy

By Christopher Paul Curtis

2000 Newbery Medal Winner

A Teaching Pack

by Margaret Whisnant

Copyright © 2009 Margaret Whisnant

All rights reserved by author.

Permission to duplicate for classroom use only.

Electronic distribution limited to classroom use only.

Talking Grades Publishing Company Conover, NC 28613

Cover Image: [Dollar Photo Club](#)

Table of Contents

Objective Tests

Chapter Tests

	Page(s)
Chapter 1	1-2
Chapter 2	3-4
Chapter 3	5
Chapter 4-Chapter 5	6-7
Chapter 6-Chapter 7	8-9
Chapter 8	10-11
Chapter 9-Chapter 10	12-13
Chapter 11	14-15
Chapter 12	16-18
Chapter 13	19
Chapter 14	20-21
Chapter 15-Chapter 16	22-23
Chapter 17-Chapter 18	24-25
Chapter 19	26-28
Whole Book Test	29-32

Something to Think About . . .

Something to Write About . . .

Chapter by Chapter	33-46
Whole Book	47-49

Graphic Organizers

Sleeping Situations and Solutions	50
Perfect Dining	51
Crying Happy	52
Bud Rules	53
A Journey of Doors	54

Answer Keys	55-57
------------------------------	--------------

About Your Teaching Pack	58-60
---	--------------

Bud, Not Buddy

By Christopher Paul Curtis



Chapter 1 Pages 1-8

Write either **True** or **False** in the blank before each statement.

- _____ 1. When the caseworker came to the breakfast line, the boys knew it meant someone would get paddled or sent to a foster home.
- _____ 2. Bud told the caseworker that his name was Bud, not Buddy.
- _____ 3. Due to the depression and the difficult times for everybody, both Bud and Jerry were happy to be going to the comfort of a temporary care home.
- _____ 4. The woman said Jerry and Bud were lucky that two wonderful foster families had opened their doors for them.
- _____ 5. The boys were allowed to have breakfast before they started packing.
- _____ 6. The Amoses were Bud's first foster family.
- _____ 7. Jerry cried about leaving for the foster home, but Bud did not.
- _____ 8. Bud convinced Jerry that living with three little girls was better than living with an older boy who would want to fight all the time.
- _____ 9. To Bud, the age of six was the time a boy started being a real adult because this was when adults stopped thinking you were cute and would slug you if you didn't understand everything they meant.
- _____ 10. Even though people said it was normal, Bud thought having your teeth coming loose and falling out was a scary thing.
- _____ 11. Bud had been six when his momma died and he had come to live at the home.
- _____ 12. Every night, before he went to sleep, Bud checked his suitcase to make sure everything was still there.

Bud, Not Buddy

By Christopher Paul Curtis

Chapter 2 Pages 9-20

Write the **letter** of the correct answer in the blank before each question.

- _____ 1. As he was being beaten by Todd Amos, Bud (A) fought back with all his might, (B) knew he was losing, and it didn't make sense to keep fighting, (C) screamed for help.
- _____ 2. Mrs. Amos was upset with Bud because (A) there was a hand print on her son's cheek and his asthma had been provoked, (B) he had crawled under the bed instead of defending himself, (C) he wasn't making an effort to get along with Todd.
- _____ 3. Todd said he had tried to wake Bud because (A) he had "bed wetter" written all over him, (B) he was having a nightmare, (C) he was snoring loudly.
- _____ 4. Bud thought of himself as one of the (A) easiest people in the world to get along with, (B) world's quickest thinkers when there was an emergency, (C) best liars in the world.
- _____ 5. Rule Number 3 of Bud Caldwell's Rules and Things for Having a Funner Life and Making a Better Liar Out of Yourself was (A) Never Confess and Never Be Guilty, (B) If You Do Tell a Lie, Make Sure It's Simple and Easy to Remember, (C) Forgiveness Is Easy to Get. Just Cry and Ask for It.
- _____ 6. Though Todd was a liar, his mother (A) said it was just a phase he was going through, (B) thought his stories were the result of a very active imagination, (C) thought everything he said was the truth.
- _____ 7. Todd jolted Bud awake by (A) sticking a pencil up his nose, (B) pouring ice-cold water in his ear, (C) covering his mouth with tape and pinching his nose shut.
- _____ 8. Bud slapped Todd and knocked him to the floor because the boy (A) had called him the most cowardly of the street urchins that had been brought to his house, (B) had tried to open his suitcase, (C) called him Buddy instead of Bud.
- _____ 9. Todd was a puffy, rich old mama's boy, but he (A) could hit like a mule, (B) wanted to fight with everybody, (C) wouldn't dare hit his little sister.
- _____ 10. Bud was forced to sleep on a sticky, hot, smelly rubber sheet because (A) he was a bed wetter, (B) Mrs. Amos couldn't afford a proper cloth sheet, (C) Mrs. Amos hated bed wetters more than anything, and Bud had to prove that he wasn't one.
- _____ 11. Bud could tell that Mr. and Mrs. Amos had broken their promise not to look in his suitcase because (A) they walked into the bedroom carrying it with the lid open, (B) the twine that held it together was tied in a knot he did not know, (C) the twine that held it together was gone.



Bud, Not Buddy

By Christopher Paul Curtis

Chapter 3 Pages 21-30

revenge	scared people	newspaper	kiss his wrist	a rake
screaming	the Amos house	Hurry Up and Do It	a bit of light	himself
dried out fish heads	the window	a cockroach	the door	a hornet
a vampire bat	a hornet's nest	the woodpile	Mr. Amos	

From the list above, choose the name, word, or phrase that fits each of the clues below and write it in the blank. **All answers will be used at least once. One answer will be used twice.**

- _____ 1. This was pasted on the inside of the shed's window.
- _____ 2. It came from the Amos's bedroom, through the shed window, and calmed Bud enough so that he could take a nap.
- _____ 3. Bud decided the vampire bat could do this if it thought he would let it suck his blood dry without a war.
- _____ 4. Bud decided to kill the vampire bat with this.
- _____ 5. Bud's breathing was so loud, it sounded like there were six of these locked in the shed.
- _____ 6. When Bud awoke, one of these was hanging upside down from the top of the shed.
- _____ 7. Because he was scared and had a lot of strength, Bud was able to jerk this open.
- _____ 8. The yellow eyes glowing in the woodshed belonged to them.
- _____ 9. Bud tried to break this open by ramming it with his shoulder and his hand.
- _____ 10. At the Home, one of these had crawled into the ear of Bugs, Bud's best friend, and he had to go to the emergency room.
- _____ 11. When he sneaked up on the Amos's back porch, Bud was thinking about getting this.
- _____ 12. When you make up your mind to do something, Rule #323 said you should do this so you wouldn't talk yourself out of it.
- _____ 13. At first Bud thought this person was trying to help by not locking the shed door, but he had put a padlock and chain on it.
- _____ 14. Bud slept on top of this.
- _____ 15. One of these buzzed into Bud's ear.
- _____ 16. Bud was mad mostly at this person for allowing him to get trapped when nobody cared what happened to him.
- _____ 17. Bud didn't want to sleep on the floor because he didn't want a cockroach crawling in his ear and doing this.
- _____ 18. Knocking this down from the roof of the shed caused Bud to suffer multiple stings.
- _____ 19. Bud used his penknife to clear a spot on the window and give him a clear view of this.
- _____ 20. The vampire bat was actually one of these.



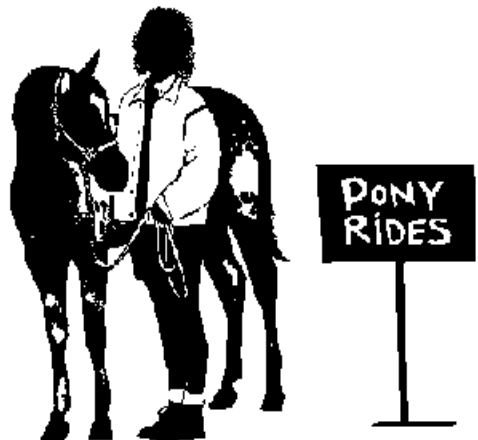
Bud, Not Buddy

By Christopher Paul Curtis

Chapter 4
Chapter 5
Pages 31-44

Write either **Yes** or **No** in the blank before each question.

- _____ 1. Did Bud get into the Amos's house through the kitchen window?
- _____ 2. Had the Amoses moved both the shotgun and Bud's suitcase?
- _____ 3. Did Bud blame Todd Amos for giving him trouble?
- _____ 4. Did Bud think it was his job to make sure other kids without parents didn't have to put up with Todd?
- _____ 5. Did the first part of Bud's revenge plan involve using the shotgun to terrify Todd and the Amoses?
- _____ 6. Did Bud try to dip Todd's hand in a jar of hot water because someone at the home had told him it would make a sleeping person pee the bed?
- _____ 7. Was Todd jolted awake when Bud poured the hot water on his pajamas?
- _____ 8. Did Todd wet his bed?
- _____ 9. Leaving the Amoses and Todd behind, did Bud feel he had the last laugh?
- _____ 10. Was Bud sure he looked normal enough if someone, even the cops, saw him out late at night?
- _____ 11. Did Bud hope Miss Hill at the north library might be able to help him?
- _____ 12. Did Bud almost burst out crying because there were big metal bars on the library windows?
- _____ 13. Had the Amoses taken the blanket that Bud always kept in his suitcase?
- _____ 14. In the picture he carried, was Bud's Momma an unhappy looking little girl sitting on a miniature horse?
- _____ 15. Had Momma been unhappy in the picture because the cowboy hat her daddy had forced her to wear was much too big?
- _____ 16. Had Momma ever talked to Bud about the day the picture was taken?
- _____ 17. Did Bud remember his momma as a calm person who was never in a hurry?



Something to Think About . . .
Something to Write About . . .
(Chapter by Chapter)



Chapter 1

The caseworker said there was a depression going on all over the country. Buddy Caldwell and Jerry Clark should show their new foster families that they were *cheerful, helpful, and grateful*.

- As the boys were being prepared to be sent to new foster homes, how was the caseworker's point of view different from the boys' way of seeing things? Why would she think the boys should be *cheerful, helpful, and grateful*?
- Explain why Bud and Jerry had very little reason to be *cheerful, helpful, and grateful*.
- Why do you suppose Bud's eyes didn't cry any more? Is such a condition typical of most ten-year-olds?

Bud said being a real adult started when you were around six.

- What were the reasons Bud gave to prove he was right about becoming an adult so young? Which one do you think was the strongest reason? Why did you choose it?
- Do you agree with Bud's view of what it means to be six years old? Why or why not?

The caseworker said, "*Now that the school year has ended, you both have been accepted in new temporary-care homes.*" She went on to explain that Bud's family had a twelve-year-old son.

- What time of the year did Bud's story being?
- Do you suppose Bud has been going to school? Explain your answer.
- How old was Bud? How did you determine his age?

Do Bud's reasons for believing that Herman E. Calloway must be his father seem logical? Explain your answer.

Chapter 2

According to Bud, *there comes a time when you're losing a fight that it just doesn't make sense to keep on fighting.*

- Do you think Bud was smart to use this idea as a way to survive living with Todd Amos and his mother? Why or why not? Do you think he should have taken a different approach? Explain your reasons.

(continued on next page)

Something to Think About . . .
Something to Write About . . .
(Whole Book)

Explain how each of the following was a clue to Bud's future:

the blue flyer and Momma's reaction to it

the stones with the code writing

Momma's picture on the saggy pony at Miss B. Gotten Moon Park

Mr. Lewis's comment that Mrs. Calloway was dead and that Bud had a grown half-sister

The little girl who once lived in Bud's room at Grand Calloway Station was "gone."

the pictures of horses in the little girl's room

rocks with code written on them—just like the ones Bud had—in the Packard's glove compartment

Do you think Bud really was a liar as he claimed? Use events from the story to explain your answer.

Miss Thomas said from Bud's manners she could tell that his momma had done a fine job raising him.

- What facts can you offer to prove that Miss Thomas was right?
- Besides good manners, what other important things did Bud's mother teach him? Use facts from the story to support your answer.

Sleeping Situations and Solutions

Bud theorized that the drowsy smell of page powder came out of books in little puffs, got in readers' eyes, and made them fall asleep in the library. Librarians got really mad and upset when folks started drooling in the books. There were no excuses. Library sleepers had to get out.


Choose **one** of the following situations:

- falling asleep in a classroom*
- going to sleep while riding in a car*
- sleeping in church*
- little kids sleeping in grocery carts*
- napping in a movie theater*
- adults sleeping in front of a TV*
- falling asleep while doing homework*
- falling out of bed in the middle of the night*


Like Bud, use your imagination to offer an out-of-the-ordinary explanation as to why this event occurs. Describe the consequences. Help others by offering a solution. Organize your ideas below and then write about ***Sleeping Situations and Solutions***

The situation: _____

The cause(s) . . .



The consequences . . .



A solution . . .



About Your Teaching Pack

Objective Tests

The objective tests have multiple functions. In addition to their obvious application, they also serve as tools that can *improve **comprehension skills** by providing practice in understanding plot structure and recognizing important story elements.*

Rationale:

Focus on the Plot. . .

Whether they are aware of their ability or not, all good readers sense the **rhythm** of the **connected** events that compose the plot of a novel, and consequently **comprehend** the story. They are in tune with cause and effect, behavior and consequence, sequence—the heartbeat of the narrative.

This “plot rhythm” forms the framework for the objective tests. The chain of events that tell the story have been pulled from the novel and reformatted into a series of sequential questions, none of which require **interpretation**. They are intended to **draw student attention to the fact that something happened**, not to what the incident means. That comes later.

In addition to their testing function, teachers may use the pages to strengthen their students’ ability to **Summarize**: With only the questions as a guide, have students write a summary of the chapter. For a set of ten questions, limit the number of sentences they may write to seven or fewer. When they work with twenty or more questions, allow no more than twelve sentences.

Report the News: Ask your students to write a newspaper article based on the events identified in a set of questions and the *who, what, when, where, why* elements. Some information needed to complete this assignment may be located in previous chapters.

Twist the Plot: Choose one or two questions from each chapter and change its answer—true to false, no to yes, etc.—to demonstrate how changing a single (or several) events would (or would not) change the story. This process can be used to help students become proficient in distinguishing major plot movers from minor story details.

The Characters. . .

Too often, when they are asked to describe a story character’s personality, the only answer many students can muster is “nice.” This portion of the Novel Teaching Pack, coupled with related activities from ***Something to Think About, Something to Write About***, is a smorgasbord of opportunities for those teachers who wish to eradicate “nice” from their students’ vocabularies!

Questions that identify a character’s personality and/or motivation are purposely and carefully included with the plot movers. Again, the questions do not require **interpretation**. They simply establish that someone did or said something—knowledge that is invaluable when character analysis is required.

Implied Meaning and Story Clues. . .

The objective tests include items that establish the existence of story components carrying **implied meaning**. **Story clues** that tantalize the reader with hints of future events also appear as question. At this point in the novel study, as before, **interpretation** is not the goal. **Awareness** of the **facts** is the target.

Developing/Improving Listening Skills. . .

Listening skills are rightfully included on every list of state competency requirements. Rather than always requiring students to answer test questions on a printed page, why not surprise them occasionally by doing the test orally and meeting competency goals at the same time?

Discussion Guide Capability. . .

The objective tests are helpful discussion guides. Use individual items on these pages to draw student attention to sequence, cause and effect, story clues (foreshadowing), character traits, recognizing and interpreting implied meanings, etc. These “thinking out loud” sessions are an **important building block** for the next learning phase.

Something to Think About. . . Something to Write About. . .

In this section, students pack up what they already know about the novel and go exploring into its every nook and cranny. Some activities require the simplest interpretation or application, while others will challenge the most proficient thinkers. There is a high probability that young scholars, even reluctant ones, will label some of the selections as *fun*.

Rationale:

Guidelines. . .

Most of the items in this section are based on the skills presented in the *Taxonomy of Educational Objectives (Bloom's Taxonomy)*. There are two reasons for this choice. First, it mirrors the Novel Teaching Pack's primary purpose of building a variety of sophisticated thinking skills on a foundation of basic knowledge. Second, in following the taxonomy guidelines, activities that correlate with many state educational standards emerge automatically.

Organization. . .

Chapter-specific activities are grouped and presented according to their corresponding sets of **Objective Test** page(s). Having led students through the basics for each chapter (or selected section), teachers may shop in this section for activities to optimize student understanding and interest. Armed with a firm grasp of each successive chapter, students are more likely to anticipate, embrace, and enjoy the next section. By repeating the process, students are also mastering concepts and intricacies connected to the **whole** novel

The **Whole Book Activities**, as their name indicates, require a grasp of the theme(s), characters, implications, etc. as they apply to the full novel. These pages offer a variety of culminating possibilities.

Levels of Difficulty. . .

A broad spectrum of **difficulty levels** to accommodate the needs of individual students, including the gifted, is an integral part of this component. However, **all** items from this section are intended to **challenge** and **sharpen** thinking abilities.

Activities. . .

Something to Think About/Something to Write About includes activities that require students to choose and use precise, appropriate, and meaningful **vocabulary**. These exercises involve choosing a word or a group of words to describe a character's personality or behavior. The following example is from *Because of Winn-Dixie*.

Opal comforted Winn-Dixie during thunderstorms, holding on to him tight so that he wouldn't run away. She decided that the best way to comfort Gloria was to read a book to her, loud enough to keep the ghosts away.

From the list of words below, all of which can correctly describe Opal's behavior, which *two* do you think are the best? Cite facts from the story and the words' definitions to support your choices.

<i>empathetic</i>	<i>compassionate</i>	<i>nurturing</i>	<i>warmhearted</i>
<i>sympathetic</i>	<i>loving</i>	<i>devoted</i>	<i>benevolent</i>
<i>unselfish</i>	<i>generous</i>	<i>thoughtful</i>	<i>considerate</i>

In each case students work with a given collection of terms, all of which can be correctly applied to the character(s) in question. However, the individual words have varying strengths of meaning. It is the student's task to analyze both the character's behavior and the words, make choices, and then cite events from the story to support his/her selection.

Teachers may opt to narrow the choices to fewer words, choose words for individual students, divide the class into groups and offer a specific set of words to each group, or use the assignment as it is written. Whatever the technique, it is here that the word *nice* can be knocked off the shelf, shattered on the floor, and swept out the door. No longer necessary. Useless. Gone!

Other items in this section challenge students to . . .
create drawings, diagrams, photos, maps,
form opinions and theories
cite “evidence” from the story to support their
explanations and opinions
connect personal experience to story situations
become familiar with and identify literary elements
analyze story characters and events

make predictions
understand point of view
imagine
categorize
engage in research and data gathering
recognize and perceive story theme(s)

Note: Inclusion of activities will vary with each novel title.

Options, options, and more options. . .

Something to Think About, Something to Write About is purposely jam-packed to give teachers **pick-and-choose options** for
individualizing assignments
group work
whole class activities
classes
capitalizing on student interest
homework
short-term and long-term projects
differentiating assignments for two or more

Graphic Organizers

Ideas for the graphic organizers are pulled from the chapter or whole book activities and expanded into a writing assignment. Priority is given to those topics that allow a student to relate personal experiences, make choices, empathize with a story character, and/or imagine.

Structure. . .

The organizers do not repeat a set pattern of circles, squares, lines, etc., prescribed for a particular type of writing. Each one is tailored to a **specific idea** pulled from the novel. **Structured directions** for **organizing** the topic support the student at this stage of the process so that **writing** is the major focus.

Final Note

The Novel Teaching Packs are designed for use as supplementary material that supports a total reading program. It is my goal to provide busy teachers with a classroom-ready, practical resource loaded with motivational and learning opportunities for their students. It is my hope that your purchase will prove to be a hard-working instructional component for years to come. Thanks for choosing one of my products for your classroom.



Margaret Whisnant, Author