



Lesson Plan Aid for Book Punch® - Bud, Not Buddy

Grade level 4
Lexile Framework for Reading Measure 950L

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Introduction to Book Punch®

Book Punch guides students through the steps of thinking and writing about well-known core literature for grade levels 3 through 9. Students write paragraphs or essays responding to interactive writing prompts. The program tutors students to develop ideas and organize their thinking about books they read.

Each program in the Merit Book Punch collection focuses on one book title. Each contains 6-7 writing prompts, 600 supporting questions and 600 helpful tips to guide students through each step in the writing process. The program for each book title comprises 3 online interactive units as follows:

- Text-to-Self: Based on themes from the book, students write paragraphs about their own experiences.
- Evidence and Inference: Students write paragraphs or essays that connect details with ideas in the book to infer a deeper meaning from what they are reading.
- Reading Check: Students write a paragraph about facts and/or events from the book to ensure that they have read it.

Together, these units develop students' reading comprehension and writing skills in complementary ways.

Printables

Each Book Punch title includes 11 printable worksheets, a lesson plan aid, and the Book Punch® Series Manual with detailed instructions for implementation. The documents can be viewed and printed from My Learning Center. Self-learners and teachers click the course name; tutors and parents click the Programs link and then click the Book Punch title.

All printables can also be viewed and printed from the links provided on the last page of this document.

Text-to-Self

Text-to-Self writing prompts help to enrich students' reading experience. Students write paragraphs that help them relate their own experiences to events that take place in the book. See the topics listed below.

Text-to-Self Topic 1

In the story, Bud is chosen to be a foster child. Unfortunately for him the situation is not good and things do not turn out well. Think about a time you were chosen for something. Write a paragraph about a time you were chosen for something and tell how it turned out.

Text-to-Self Topic 2

In the story, Bud has created a list of rules to live by. His rules are intended to protect him and to help him navigate his world safely. Write about a rule you would include in a list of rules to help you deal with life.

Text-to-Self Topic 3

In the novel, Bud decides to walk the 120 miles from Flint to Grand Rapids in order to find his father. He exhibits great determination and a willingness to sacrifice to reach his goal. Write about a time when you showed determination and a willingness to sacrifice in order to achieve a goal.

Evidence and Inference

See the writing prompts below and the accompanying list of questions, the answers to which should be included in a satisfactory paragraph. Help students determine whether they have recognized (inferred) the ideas in the book from the details (evidence) given.

Evidence and Inference Topic 1

Many adults look back on childhood as a carefree time of life. In the story, according to Bud, six is a rough age to be. Write a paragraph explaining why Bud thinks six is such a difficult age.

(This topic is recommended for students who have read through Chapter 1.)

1. According to Bud, how do grown-ups' attitudes towards a child change when the child turns six?
2. Where does Bud learn his lesson about the change in the way adults treat a child when he or she becomes six years old?
3. According to Bud, what frightening thing happens to a child's body at the age of six? Why is this scary?
4. What tragic event happened to Bud when he was six years old?

Evidence and Inference Topic 2

Bud and his friend Bugs spend a night in a local Hooverville. Through Bud's eyes we learn about the desperate conditions of the times and the difficulty of his own growing up. Write a paragraph telling what Bud experiences in Hooverville.

(This topic is recommended for students who have read through Chapter 8.)

1. Why do Bud and Bugs want to go to Hooverville?
2. Instead of a city what do Bud and Bugs find when they reach Hooverville?
3. Who is Deza Malone and how does Bud get to spend time with her?
4. What do Deza and Bud talk about and what happens between them?

Evidence and Inference Topic 3

Circumstances can make family relationships complicated even when the people involved love each other. Write a paragraph describing what Bud discovers about the relationship between his mother and her father from Miss Thomas and Jimmy.

(This topic is recommended for students who have read the entire book.)

1. According to Miss Thomas, how did Herman Calloway feel about his daughter?
2. According to Miss Thomas, what did Herman Calloway want for his daughter?
3. How does Mr. Jimmy describe Herman Calloway's treatment of his daughter and his reasons for treating her this way?
4. According to Miss Thomas, how did Bud's mother, Herman Calloway's daughter, react to her father's treatment?

Reading Check

The Reading Check unit evaluates students' paragraphs using a key point check to determine if the student has read the book. See the Reading Check writing prompt below and the list of questions that accompany it, the answers to which should be included in a satisfactory paragraph.

Reading Check Topic

Times are hard for everyone in Flint, Michigan, in 1936. For Bud, a 10-year-old motherless boy, a series of experiences make his life first worse and then better. Write a paragraph that describes the difficulties Bud faces and the help he receives in dealing with them. Give examples from the story.

1. After a bad experience with a foster family, Bud runs away. When he decides where he wants to go, who helps him to read a map and calculate the walking time it would take to get there?
2. Hungry and penniless, Bud goes to the mission for food. Who helps him get a meal?
3. After sleeping under the trees on public property, Bud goes to a nearby Hooverville and begins the walk to Grand Rapids. On the road who gives him a lift, feeds him and drives him all the way to Grand Rapids?
4. Bud is unsuccessful in finding his father in Grand Rapids. Whom does he find instead?

Curriculum Integration

See the Book Punch Series Manual. The Reading Comprehension and Vocabulary section and the Beyond the Program section provide detailed instructions for implementing vocabulary, character exploration and pre-writing lessons. The Book Punch Series Manual includes printable worksheets for these lessons.

Vocabulary

See the Vocabulary Exploration worksheet in the Book Punch Series Manual. Thematic words from Bud, Not Buddy that can be explored include:

VOCABULARY	DEFINITION
Depression	A period of low activity in business with increased unemployment
survival skills	Basic skills needed to get along in a situation (2 words)
racism	A belief that racial differences determine the superiority of a group
family relationships	Important connections among members of a family, such as the connection of sister-brother (2 words)
homeless	Having no permanent place to live

Vocabulary particular to the time and setting of Bud, Not Buddy include:

VOCABULARY	DEFINITION
hope	To desire something, with the expectation that the wish will be granted
alto	The second highest in pitch among a family of instruments
bawling	Loud crying
copacetic	Very satisfactory
foster home	A household in which an orphaned or neglected child is placed for care (2 words)
gig	A single night's work for a musician
ingratitude	Not being thankful
ilk	Sort, kind
merchandise	Goods that are bought or sold in business
labor organizer	A person who enlists workers for a union (2 words)
redcap	A porter at a railroad station
tolerate	To put up with
union	An organization of employees that deals collectively with employers

The Word Search Puzzle and Crossword Puzzle worksheets that are included contain many of the words above. They can be used to reinforce the vocabulary in the book.

Character Exploration

See the Character Exploration worksheet and the Compare and Contrast worksheet in the Book Punch Series Manual. Here are suggested character exploration prompts for classroom discussion:

Imagine that Bud is your friend in real life. Write words and phrases that would help you describe him to someone who doesn't know him. (What does Bud look like? What kind of personality does he have? What does he like to do?)

Compare and contrast Bud with Bugs or another character in the book.

Group Work and Discussion - Pre-writing

See the Brainstorming worksheet in the Book Punch Series Manual. Here is a suggested topic for classroom discussion:

Things don't always turn out as we expect them to nor are things always as they appear to be. This is true about what happens between Bud and Herman E. Calloway. Write a paragraph describing Calloway. Include Calloway's reaction to Bud and Bud's reaction to Calloway when they first meet. What does Bud ultimately find out about him? Who is he?
(This topic is recommended for students who have read through Chapter 19.)

Additional Writing Prompts

See the Independent Follow-up worksheet in the Book Punch Series Manual. Using the context of Bud, Not Buddy, and the Independent Follow-up worksheet, students may continue the writing process after publishing their paragraphs from Book Punch. Here are two additional topics students can write about:

There are many kind people in the world who are willing to help others. In the story, perhaps the most helpful to Bud is Lefty Lewis. Write a paragraph about Bud's experiences with Lefty Lewis and his family.
(This topic is recommended for students who have read through Chapter 12.)

Bud has wonderful memories of his mother—the lessons she taught him and the time they spent together. Think about a vivid memory you have about a person, place or event. Write a paragraph about your special memory.
(This topic is recommended for students who have read the entire book.)

Printable Worksheet Links

You must be connected to the Internet to access these links.

[Crossword Puzzle - starter](#)

[Crossword Puzzle - challenge](#)

[Word Search Puzzle](#)

[Evidence and Inference Worksheet](#)

[See the Book Punch® Series Manual for additional printable worksheets.](#)

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