

# Bud, Not Buddy

Here we go again. We were all standing in line waiting for breakfast when one of the caseworkers came in and tap-tap-taped down the line. Uh-oh, this meant bad news, either they'd found a foster home for somebody, or somebody was about to get paddled. All the kids watched the woman as she moved along the line, her high-heeled shoes sounding like little firecrackers going off on the wooden floor.

Shoot! She stopped at me and said, "Are you Buddy Caldwell?"

I said, "It's Bud, not Buddy, ma'am."

She put her hand on my shoulder and took me out of the line. Then she pulled Jerry, one of the littler boys, over.

"Aren't you Jerry Clark?" He nodded.

"Boys, good news! Now that the school year has ended, you both have been accepted in new temporary-care homes starting this afternoon!"

Jerry asked the same thing I was thinking, "Together?"

She said, "Why no, Jerry, you'll be in a family with three little girls..."

Jerry looked like he'd just found out they were going to dip him in a pot of boiling milk.

"...and Bud..." She looked at some papers she was holding. "Oh, yes, the Amoses, you'll be with Mr. and Mrs. Amos and their son, who's twelve years old, that makes him just two years older than you, doesn't it, Bud?"

"Yes, ma'am."

She said, "I'm sure you'll both be very happy."

Me and Jerry looked at each other.

The woman said, "Now, now, boys, no need to look so glum, I know you don't understand what it means, but there's a depression going on all over this country. People can't find jobs and these are very, very difficult times for everybody. We've been lucky enough to find two wonderful families who've opened their doors for you. I think it's best that we show our new foster families that we're very..."

She dragged out the word very, waiting for us to finish her sentence for her.

Jerry said, "Cheerful, helpful and grateful." I moved my lips and mumbled.

She smiled and said, "Unfortunately, you won't have time for breakfast. I'll have a couple of pieces of fruit put in a bag. In the meantime, go to the sleep room and strip your beds and gather all of your things."

Here we go again. I felt like I was walking in my sleep as I followed Jerry back to the room where all the boys' beds were jim-jammed together. This was the third foster home I was going to, and I'm used to packing up and leaving, but it still surprises me that there are always a few seconds, right after they tell you you've got to go, when my nose gets all runny and my throat gets all choky, and my eyes get all stinky. But the tears coming out doesn't happen to me anymore, I don't know when it first happened, but it seems like my eyes don't cry anymore.

(From *Bud, not Buddy* by Christopher Paul Curtis)



# Sample Performance Tasks

Learners read the text and highlight unknown words. They predict the meaning of words and check using a dictionary. (LIT 6.5/RV 6.12)

After reading or listening to the first chapter (<https://www.youtube.com/watch?v=C3XAwXob1bo>), learners summarise the story extract. (LIT 6.5) *(Resource 1)*

After reading or listening to the story extract, learners answer literal, inferential and evaluative questions to show comprehension of the text. (LIT 6.2 / RV 6.3) *(Resource 2)*

Learners draw a quick picture of a character in the story. They use evidence and quotes to make inferences about the character. (LIT 6.2 / LIT 6.5)

After reading or listening to this excerpt, learners use speech bubbles to write a conversation between two characters in the story, e.g. a conversation between Bud and Jerry when they go to the sleep room to gather their belongings. (LIT 6.5 / WR 6.2)

Learners write a diary entry in role as a character in the story (for instance, as Bud), making comments based on inference & deduction from textual evidence. (WR 6.9 / LIT 6.5) *(Resource 3)*

Learners make a connection between the story and their own lives. They think about some bad news they received and write about it. (RV 6.3 / LIT 6.3) *(Resource 4)*

After reading this excerpt, learners draw on specific details in the text to describe Bud's life in the present and in the past. (LIT 6.3 / LIT 6.5) *(Resource 5)*

## Extract Summary

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**Directions:** Summarize the extract from Chapter 1 of the novel Bud, Not Buddy. Think about who, when, where, what and why. Don't forget to add the key details and draw pictures to illustrate each part.


# Answering Questions – Bud, Not Buddy

Directions for the Teacher: Questions linked to their corresponding comprehension process. Answer key provided.

## Bud, Not Buddy – Comprehension Questions

Comprehension Process	Questions	Answer Key
Recall obvious points from the text	1. Why is the arrival of the caseworker a sign of bad news?	1. It usually means someone is going to a new foster home or about to receive a beating.
Analyse writer's craft	2. From whose point of view is this story told?	2. First person – Bud's point of view
Make an inference based on a single point of reference	3. What time of the day does this story take place? How do you know?	3. Morning – the children were about to have breakfast.
Make a personal response	4. How would you have felt if you were one of the boys in the line?	4. Anxious, afraid that I might be called out.
Make a straightforward inference	5. Why did Jerry look <i>'like he'd just found out they were going to dip him in a pot of boiling milk'</i> ?	5. He didn't seem happy to be going to a family with three little girls.
Note effective language choices	6. Why do you think the author describes the bed in the boys' room as 'jim-jammed'?	6. To show that the beds were crammed together.
Interpret and integrate ideas and information.	7. Why do you think the narrator says, <i>'Here we go again'</i> ?	7. This is not the first time he is leaving the orphanage to go to a foster family. He feels helpless, he can't do anything about the situation.
Identify text type	8. How would you describe this text type?	8. Biography
Identify organisation of the text	9. In what part of the extract do learn how old Bud is?	9. When the caseworker looks at her papers and gives Bud some information about his new foster family. She says that the child is 12 years old, two years older than Bud.
Identify the main purpose	10. What do you think the writer wants us to understand about Bud?	10. He is brave. He tries to be strong about going to different foster families.
Make connections	11. How does the setting in this story compare to the setting in the film <i>'Annie'</i> ?	11. They are both set in orphanages.

## Comprehension Questions – Bud, Not Buddy

1. Why is the arrival of the caseworker a sign of bad news?
2. From whose point of view is this story told?
3. What time of day does this story take place? How do you know?
4. How would you have felt if you were one of the boys in the line?
5. Why did Jerry look *'like he'd just found out they were going to dip him in a pot of boiling milk'*?
6. Why do you think the author describes the bed in the boys' room as 'jim- jammed'?
7. Why wasn't Buddy happy to be going to a new foster home?
8. How would you describe this text type? Choose two descriptions.

website	adventure story	science fiction
information text	biography	non-fiction

9. In what part of the extract do we learn how old Bud is?
10. What do you think the writer wants us to understand about Bud?
11. How does the setting in this story compare to the setting in the film 'Annie'?



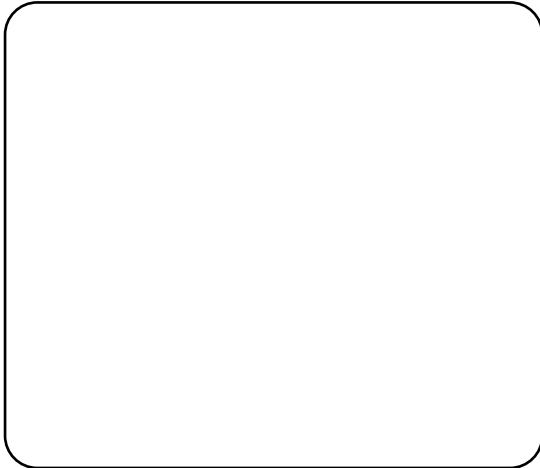


## Bad News...


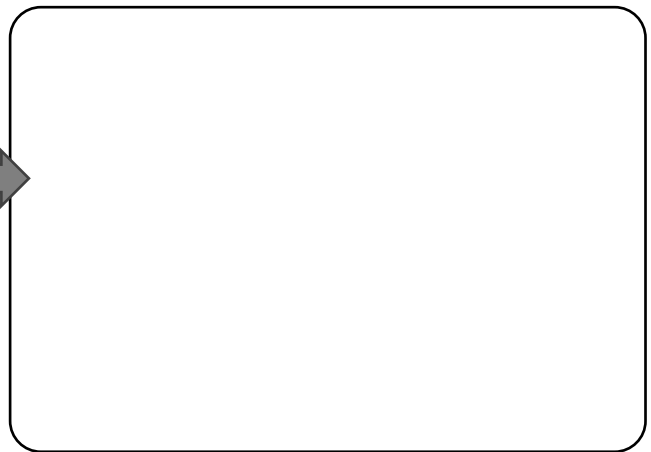

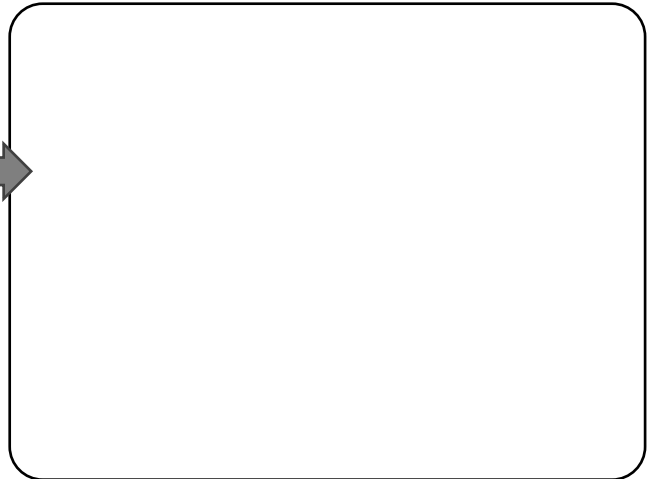
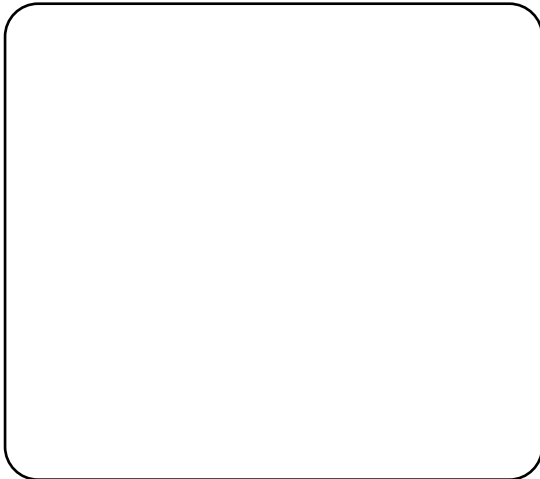
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**Directions:** At the beginning of the story, Bud received some bad news. Think back to when you received some bad news. What was the bad news and how did it affect you or the persons around you?

**Bad News**



**Effect**





# Describing Bud...

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**Directions:** This excerpt from the story *Bud, not Buddy* gives the reader a lot of information about Bud. It is divided between things that are happening in Bud's life at the current moment and details, both stated and inferred, about what has happened to Bud in the past. On the first web, list details about Bud's current life. On the second web, list details about Bud's past.




**Bud  
Caldwell  
(present)**







**Bud  
Caldwell  
(past)**