



Name:	Samuel Sharp	Date:	
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Rule #	Bud's "Rule to Live By" (in your own words)	Is this rule meant to help Bud <i>survive</i> or <i>thrive</i> ? Provide evidence to support your thinking.	Where do you think this rule came from? What does it tell us about Bud?
3	Only tell & lie if it's simple & easy to remember.	Thrive. He won't be killed for being a bad liar.	He's had to lie before.
118	Give adults something you like. They won't take everything.	Both. It depends on the adult.	He's experienced with this.
328	When you decide to do something, do it.	Thrive people wouldn't kill you for not doing something.	↓
--	S22	Other	Sh22f

Bud's "Rules"

~~Ch. 10~~
Ch. 13

#

RULE

Survive 2/ thrive

10

87

Never trust
day 1 + that
ask you for
help.

thrive. + 2 days it's
usually 62 days they want
you to fetch something, not
+ if 2 = ok - 42 + 11 + 12.

11

29

When you
wake up
and you don't
know where
you are, pretend
to sleep

Survive. The people
dropped his bed
might want to
hurt him when
he gets up.

12

8

Don't listen
to day 1
when they
ask you to
run.

Survive. The
day 1 might want
to hurt him.

13

63

Don't say
mean in front
of people
who might
be + spy.

Survive. See
there. ↑

Byd's RQ125

Ch 14
19

(14) *

RQ12

T/S

Why

Pedd =

2 f

Thrirs

t/c's head

Wong

J45 6244

this

some

before

"

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"

"

(15)



Name:	Sdm421 Shdrr / Book 32	Date:	
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What I know about Bud	How I know it (evidence)
① H2's an orphan	① sent to foster homes (pg. 2)
① H2's 10 years old	① $12 - 2 = 10$ (pg 2)



Name:

SMY21 SNRP

Date:

Read each question and choose the best answer from the answer choices. Remember, you may need to return to the text to read the section around the provided passage in order to choose the best answer.

1. On page 15, Mrs. Amos says, "But take a good look at me because I am one person who is totally fed up with you and your *ilk*." In this context, what is the meaning of the word *ilk*?

- A. old suitcase
- B. poor manners
- ☒ C. kind of people
- D. type of fun

What kind of tone does Mrs. Amos use when she says this?

How does that affect the meaning of this excerpt?

She says in an angry tone. This affects the meaning because we understand Mrs. Amos does not like Bud.



2. On page 15, Mrs. Amos says, "I do know I shall not allow *vermin* to attack my poor baby in his own house." What are *vermin*?

☒ A. disease-carrying animals

B. orphaned children

☒ C. dishonest person

☒ D. man-eating beasts

Why does the author choose to use the word *vermin*?

E. It shows that Mrs. Amos will not let animals attack Todd.

☒ F. It shows that Mrs. Amos considers Bud to be less than human.

G. It shows Mrs. Amos thinks Bud will make Todd sick.

H. It shows that Mrs. Amos does not want to put Bud in the shed



Name: SfM42 / S4TRP

Date: _____

Read each excerpt from the novel. Think about what the figurative language literally means, and how it affects the tone
(how it reveals Bud's feelings).

Example of figurative language (from the text)	What this means literally	How this language reveals Bud's feelings? (tone)
"He started huffing and puffing with his eyes bucking out of his head and his chest going up and down so hard that it looked some kind of big animal was inside of him trying to bust out." (p. 10)	H2's breathing very hard Describing Todd's reaction to getting upset.	Harsh tone. Bud knows H2's faking it.



Name:	sdmyel	Date:	
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Word Choice/Text Details	Feeling/Meaning For each word or phrase, describe the emotion, feeling, or meaning that it conveys.	Tone Based on the images, words, and phrases you have selected, describe the tone of the text with one word (examples: angry, violent, or harsh).
<p>"There was a gray gas can in one corner next to a bunch of gray rakes and a pile of gray rags, and a gray tire next to some gray fishing poles" (p. 21-22).</p> <p>gray</p>	<p>It is exploding the setting is having no color</p>	<p>dull descriptive harsh boring</p>
<p>"When they were digging around in Bug's ears with the tweezers you'd've thought they were pulling his legs off, not some cockroach's" (p. 23).</p> <p>digging</p>	<p>It is relaxing & moment. Ow!</p>	<p>harsh</p>
<p>"I finally got a hole big enough to look out and mashed my eye up against the glass" (p. 25).</p> <p>mashed</p>	<p>It is exploding what he's doing painful.</p>	<p>violent</p>



"I eyed where the bat was sleeping and **revved** the rake like I was going to hit a four-hundred-foot home run" (p. 26).

revved

he wants something
to whack.

Amplification



Learning Targets

I can cite text-based evidence to support an analysis of literary text. (RL.6.1)

I can write arguments to support claims with clear reasons and relevant evidence. (W6.1)

I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.6.4)

Focusing question: How does Bud use his “rules” to help him: to *survive* or to *thrive*?

In the novel *Bud, Not Buddy*, the main character, Bud Caldwell, creates a set of rules to live by that he calls “Caldwell’s Rules and Things for Making a Funner Life and Making a Better Liar out of Yourself.” These rules are Bud’s response to his life experiences.

In this assessment, you are asked to write a literary argument essay in which you will establish a claim about whether Bud uses those “rules to live by” to help him survive or thrive in his life. You will establish your claim in an introduction. Then to support your claim, you will use evidence about how Bud uses three of his rules. Finally, you will provide closure to your essay with a conclusion.

In your essay, be sure to:

- Write an introduction that presents your claim.
- Select three of Bud’s rules to support your claim.
- Use relevant and specific text evidence, including direct quotations, to support your claim.
- Explain how your evidence supports your claim.
- Use transitional words and phrases to make your writing cohesive and logical.