

Name (First and Last): _____

Bud, Not Buddy Chapters 17-19

Select the definition that most nearly defines the given word:

1. gigs
 - a. moving slowly or lacking concern
 - b. jobs or bookings for musicians
 - c. one who fights or combats strife and difficulties
 - d. a device in which laundry or a mop is pressed between two rollers to extract water

2. pawnshop
 - a. a shop where loans are made with personal property as security
 - b. slang for ruined
 - c. slang for friend or pal
 - d. to meet one halfway or to strike a balance

3. ruint
 - a. slang for ruined
 - b. caused wounded or hurt feelings
 - c. mean-spirited and disagreeable
 - d. jobs or bookings for musicians

4. slacking
 - a. slang for ruined
 - b. slang for friend or pal
 - c. mean-spirited and disagreeable
 - d. moving slowly or lacking concern

5. wringer
 - a. useful or serving a purpose
 - b. jobs or bookings for musicians
 - c. a device in which laundry or a mop is pressed between two rollers to extract water
 - d. a shop where loans are made with personal property as security

6. matey
 - a. caused wounded or hurt feelings
 - b. a device in which laundry or a mop is pressed between two rollers to extract water
 - c. jobs or bookings for musicians
 - d. slang for friend or pal

7. practical
 - a. jobs or bookings for musicians
 - b. one who fights or combats strife and difficulties
 - c. useful or serving a purpose
 - d. a device in which laundry or a mop is pressed between two rollers to extract water

8. offended
- a. caused wounded or hurt feelings
 - b. to break in on an action
 - c. cheated out of something owed
 - d. a shop where loans are made with personal property as security
9. stiffed
- a. cheated out of something owed
 - b. to meet one halfway or to strike a balance
 - c. caused wounded or hurt feelings
 - d. useful or serving a purpose
10. compromise
- a. slang for friend or pal
 - b. to break in on an action
 - c. cheated out of something owed
 - d. to meet one halfway or to strike a balance

Write in the letter that corresponds with each definition:

- | | |
|---|---------------|
| _____ 1. one who fights or combats strife and difficulties | A. stiffed |
| _____ 2. a shop where loans are made with personal property as security | B. ruint |
| _____ 3. caused wounded or hurt feelings | C. struggler |
| _____ 4. to break in on an action | D. pawnshop |
| _____ 5. mean-spirited and disagreeable | E. interrupt |
| _____ 6. slang for ruined | F. compromise |
| _____ 7. moving slowly or lacking concern | G. wringer |
| _____ 8. to meet one halfway or to strike a balance | H. gigs |
| _____ 9. a device in which laundry or a mop is pressed between two rollers to extract water | I. offended |
| _____ 10. jobs or bookings for musicians | J. practical |
| _____ 11. cheated out of something owed | K. slacking |
| _____ 12. useful or serving a purpose | L. ornery |

Write a sentence with each of the following words. Make sure that your sentence shows your understanding of the word. Do NOT Change the form of the word.

stiffed

pawnshop

compromise

slacking

ornery

	Criteria			
	1	2	3	4
Topic Sentence / Main Idea	Student communicates and expresses main idea with limited effectiveness. Topic sentence (Introduction) is unclear and very weak.	Student communicates and expresses main idea with some effectiveness. Topic sentence (Introduction) is somehow clear and effective.	Student communicates and expresses main idea with considerable effectiveness. Topic sentence (Introduction) is clear and effective.	Student communicates and expresses main idea with a high degree of effectiveness. Topic sentence (Introduction) is very strong and very effective.
Supporting Detail Sentences (3 Body Sentences)	Supporting details (with evidence, examples, and descriptions) are unclear, not relevant to the text, and not related to the main idea. Student demonstrated limited understanding.	Supporting details (ex. evidence, examples, descriptions) are somehow clear, sometimes relevant to text, and sometimes related to the main idea. Student demonstrated some understanding.	Supporting details (ex. evidence, examples, descriptions) are effective, mostly relevant to text, complex, and are related to the main idea. Student demonstrated considerable understanding.	Supporting details (ex. evidence, examples, descriptions) are consistently specific, relevant to text, complex, often insightful, and closely related to the main idea. Student demonstrated thorough understanding.
Conclusion / Closing Sentence	Closing sentence is very weak, unclear and incorrectly placed, and is not restated in the topic sentence and the main idea and is unsuccessful in resolving /summarizing text. Student demonstrated limited understanding.	Closing sentence is unclear and incorrectly placed, and is somehow restated in the topic sentence and the main idea, and is somehow successful in resolving /summarizing text. Student demonstrated some understanding.	Closing sentence is strong, clearly restated in the topic sentence and the main idea, and is sometimes successful in resolving/summarizing text. Student demonstrated considerable understanding.	Closing sentence is very strong, very clearly restated in the topic sentence and the main idea, and is successful in resolving / summarizing text. Student demonstrated thorough understanding.
Transitions	Transitions are used to show the development from one idea to the next paragraphing with limited effectiveness.	Transitions are used to show the development from one idea to the next paragraphing with some effectiveness.	Transitions are used to show the development from one idea to the next paragraphing with considerable effectiveness.	Transitions are used to show the development from one idea to the next paragraphing with a high degree of effectiveness.
Use of conventions : (grammar, spelling, punctuation, and terminology)	Uses conventions, vocabulary, and terminology of the discipline with limited effectiveness [major spelling/grammar errors (3 and more errors)]	Uses conventions, vocabulary, and terminology of the discipline with some effectiveness [some spelling/grammar errors (2 errors)]	Uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness [few spelling/grammar errors (1 error)]	Uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness (no spelling/grammar errors)

[illegible]

Short Answer:

1. How did Mr. Calloway think Bud had gotten the rocks?

2. All the musicians in Mr. Calloway's band were African Americans except whom?

3. Why did Bud pull his rocks from his own saxophone case?

4. How did Miss Thomas explain the rocks Mr. Calloway collected?

5. What was Bud's rule Number 39?

6. What did Bud suddenly realize about the guest bedroom he'd been staying in?

7. Why had Mr. Calloway's daughter run away?

8. According to Mr. Jimmy, how are Bud and Herman Calloway really related?

9. What item did Mr. Calloway ask Bud to pick up for him while preparing to leave the Laughing Jackass?

10. Why didn't Mr. Calloway ever visit his daughter Angela and grandson Bud?

Chapter Summaries: Write a 5-6 sentence summary of each chapter:

Chapter 17 _____

Chapter 18 _____

Chapter 19 _____
