

Name (First and Last): _____

Bud, Not Buddy Chapters 1-4

Select the definition that most nearly defines the given word:

1. devastators
 - A. knocked someone unconscious
 - B. drawing together or squinting
 - C. ones who destroy or bring ruin to something

2. plagues
 - A. begin, start, or go ahead
 - B. lack of appreciation for help that has been given
 - C. bothers or causes difficulties

3. commence
 - A. begin, start, or go ahead
 - B. a promise
 - C. stirred up or aroused feeling

4. tolerate
 - A. did not allow
 - B. a period of reduced business or force
 - C. allow to accept

5. squinching
 - A. small children who are badly dressed or behaved
 - B. someone who behaves in a very cruel way
 - C. drawing together or squinting

6. revenge
 - A. the science of life and living organisms
 - B. stirred up or aroused feeling
 - C. to inflict punishment in return for injury or insult

7. denied
 - A. a lung disease in which breathing can become difficult
 - B. small animals that give people diseases
 - C. did not allow

8. cur
 - A. a dog of mixed breed
 - B. a lung disease in which breathing can become difficult
 - C. small animals that give people diseases

9. engagement
 - A. a room equipped with a toilet and sink
 - B. a period of reduced business or force
 - C. a job or period of employment, especially as a performer

Circle the correct word:

1.	squiuching	squinchng	squinhing	squiuncing
2.	denid	denayd	denied	deneid
3.	vermi	virmin	vumihn	vermin
4.	plageuss	plagues	plugaes	plegeus
5.	cimmance	commance	cammence	commence
6.	brute	brutte	broott	brue
7.	cald cocked	cold cocked	cald cacked	coold cacked
8.	lavuhtawrea	lavatory	lavatoy	lovatary
9.	toolerate	tolerate	tollurayt	talerate
10.	devastators	davestatur	devastetors	devestators
11.	kir	cur	cuur	kurr
12.	glum	gluh	glumm	glu
13.	azmu	azmuh	asthma	azuh
14.	dipressoin	deprissoin	dopresseun	depression
15.	assurance	assuranci	assurence	essurance

Write in the letter that corresponds with each definition:

- | | | |
|-----------|--|----------------|
| _____ 1. | bothers or causes difficulties | A. asthma |
| _____ 2. | small animals that give people diseases | B. tolerate |
| _____ 3. | begin, start, or go ahead | C. ingratitude |
| _____ 4. | a dog of mixed breed | D. plagues |
| _____ 5. | a job or period of employment, especially as a performer | E. engagement |
| _____ 6. | allow to accept | F. cur |
| _____ 7. | a period of reduced business or force | G. biology |
| _____ 8. | gloomy or sullen | H. commence |
| _____ 9. | the science of life and living organisms | I. glum |
| _____ 10. | to inflict punishment in return for injury or insult | J. depression |
| _____ 11. | lack of appreciation for help that has been given | K. vermin |
| _____ 12. | a lung disease in which breathing can become difficult | L. revenge |

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.

tolerate

ingratitude

plagues

commence

glum

	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. In what way did Bud get his revenge?

2. How did Bud manage to see outside?

3. List two reasons why Bud entered the Amos house once he was free from the shed.

4. How did Bud manage to knock down the vampire bat?

5. How old was Bud?

6. Why did Mr. and Mrs. Amos lock Bud up in their shed overnight?

7. Why did Bud feel that age six was "a bad time"?

8. What did the bat turn out to be?

9. Why was it difficult for Bud to live happily with the Amos family?

10. What medical condition did Todd Amos have?

Chapter Summaries: Write a 4-5 sentence summary of each chapter:

Chapter 1 _____

Chapter 2 _____

Chapter 3 _____

Chapter 4 _____
