

Name (First and Last): _____

Bud, Not Buddy Chapters 5-12

Select the definition that most nearly defines the given word:

1. privilege
 - A. putting into a spellbound state of mind
 - B. the kind of steps used in walking or going along
 - C. a right or favor granted to one
 - D. showing regard for others and their feelings
2. hypnotizing
 - A. stubborn or willful
 - B. a skin disease caused by varieties of fungus and characterized by itching, ring-shaped patches
 - C. putting into a spellbound state of mind
 - D. name other than a person's real name
3. hardheaded
 - A. a book of maps
 - B. phrase meaning the genuine thing
 - C. stubborn or willful
 - D. various skin diseases, characterized by itching
4. wiry
 - A. to get back or recover
 - B. to be on the run from something
 - C. to sit with both feet on the same side of the horse
 - D. lean, strong, and tough
5. "the real McCoy"
 - A. a young bully or cruel person
 - B. giving out or sending forth
 - C. one particular account or description
 - D. phrase meaning the genuine thing
6. puny
 - A. a portable wind instrument with a small keyboard and metal reeds
 - B. extremely disgusting
 - C. of small size or weak
 - D. one particular account or description
7. flyers
 - A. loose-fitting trousers gathered just below the knee
 - B. single page leaflets advertising an event
 - C. full of bloodshed and violence
 - D. phrase meaning the genuine thing

8. porter
 A. a sleeping-car attendant who waits on passengers and makes up their berths
 B. an area of south-central United States noted as the home of early blues music
 C. high or unusual value
 D. phrase meaning the genuine thing
9. premium
 A. high or unusual value
 B. an area of south-central United States noted as the home of early blues music
 C. affected strongly and favorably
 D. one particular account or description
10. terminally
 A. at the end
 B. deliverance from destruction or evil
 C. single page leaflets advertising an event
 D. phrase meaning the genuine thing

Circle the correct word:

| | | | |
|-----------------|--------------|-------------|-------------|
| 1. paaltry | pultry | paltry | paltrry |
| 2. suly | sully | suhlea | suuhlee |
| 3. lahthsuhm | loathsome | laohsome | loathsomi |
| 4. prour | proper | prupor | propor |
| 5. sleww | slew | slo | sliw |
| 6. salvetion | salvatoin | salvation | selvatoin |
| 7. crutturs | critters | criters | kriturz |
| 8. Delta | Dilta | Dolte | Delte |
| 9. krih | crick | crik | krik |
| 10. resourceful | resuorcefull | rosiorceful | resuorceful |
| 11. devoured | devuorid | devoured | devuored |
| 12. turmuhnulea | tarmuhnuhlee | terminally | turmuhnuhle |
| 13. knickirs | knickers | knicers | nihkuz |
| 14. gawre | gory | goory | gawrea |
| 15. flims | flisy | flimsy | flimy |

Write in the letter that corresponds with each definition:

- | | | |
|-------|---|----------------|
| _____ | 1. to sit with both feet on the same side of the horse | A. wiry |
| _____ | 2. one particular account or description | B. tetters |
| _____ | 3. to get back or recover | C. hypnotizing |
| _____ | 4. a skin disease caused by varieties of fungus and characterized by itching, ring-shaped patches | D. radiating |
| _____ | 5. giving out or sending forth | E. mission |
| _____ | 6. a charitable organization for helping persons in need | F. considerate |
| _____ | 7. lean, strong, and tough | G. atlas |
| _____ | 8. relating to marriage | H. sidesaddle |
| _____ | 9. various skin diseases, characterized by itching | I. version |
| _____ | 10. putting into a spellbound state of mind | J. matrimonial |
| _____ | 11. showing regard for others and their feelings | K. ringworm |
| _____ | 12. a book of maps | L. retrieve |

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.

wiry

radiating

considerate

matrimonial

retrieve

| | 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 a strange, homeless family come to Bud's rescue when he arrived too late for the breakfast line?

2. What did the mission serve for breakfast?

3. Who was Bud looking for at the library?

4. In return for supper of muskrat stew, what did Bud and Bugs have to do?

5. What did Bud learn about Miss Hill?

6. What were the names of Mrs. Sleet's children?

7. What was the name of the kind stranger who gave Bud a ride?

8. After Kim sang a song she'd made up, what did Bud have to do?

9. As Bud left the library, what treat did the librarian give him?

10. How far was it between Flint and Grand Rapids?

Chapter Summaries: Write a 2-3 sentence summary of each chapter:

Chapter 5 _____

Chapter 6 _____

Chapter 7 _____

Chapter 8 _____

Chapter 9 _____

Chapter 10 _____

Chapter 11 _____

Chapter 12 _____

