

Newberry Medal  
Winner

# BUD NOT BUDDY (FOR SPECIAL ED)



36 activities

5 questions/  
chapter

Special Needs for Special Kids





These novel units are something I created and started using in my classroom. I had students with significant challenges and most were **non-readers**. They were the best thing I ever did, and my students LOVED them.

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This novel unit has **36** different activities.

These activities are NOT comprehension-based. So, even if your students do not pay attention, they can still complete the activity.

# If I met a Vampire

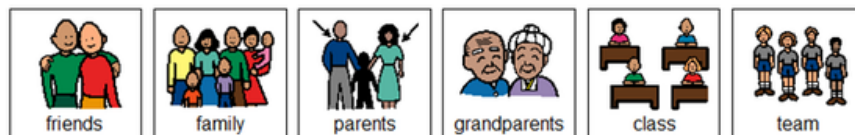
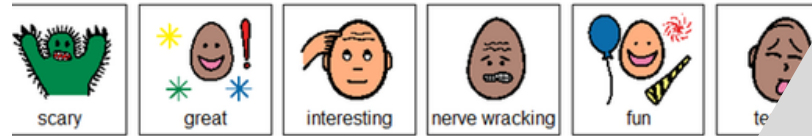
I think it would be  to meet a vampire.

I would definitely .

I would offer him a .

Maybe, he would want to  with me.

I would want to introduce him to my .



For example, Bud thinks Mr. Lewis is a vampire when he first meets him. Students will write a story about meeting a vampire. This does not require comprehension of the chapter, and it is an errorless activity

## Suggestions for Use

- I made this unit to go along with the book, *Bud, Not Buddy* by Christopher Paul Curtis.
- The thought is that you would be reading it aloud to your class at a rate of about 1 chapter per day.
- Be sure to give each student their own copy of the story board (pg. 8) to use while reading and discussing the story.
- Benefits of reading out loud, even to classes made up of severely affected students:
  - Teaches students to sit quietly even when there isn't something for them to do. This is such an important life skill. We all have to spend time sitting and listening to someone we are not that interested in at some point.
  - Parents will LOVE you. Not only will they be excited their child is being exposed to age appropriate material, but you are teaching them how to sit quietly, which will hopefully transfer to home as well.
  - Even with your lowest level learners, you will have 1 or 2 that will truly enjoy the story.
  - It can be a calming experience to sit and listen to the teacher read in a methodical way.

## Suggestions for Use

- For students who need more structure, place the number of post-it notes in front of him/her that corresponds to the number of pages you intend to read. Remove a post-it as you finish each page. This visual will help lessen their anxiety.
- You will find 2 or more activities for each chapter. Students will still have plenty to choose from and find what fit best with your students.
- Differentiation:
  - For any activity, you can quickly differentiate for your lower level learners by using a color coding technique.
  - If sorting, outline each sorting category a certain color and then outline the corresponding pictures the same color.
  - Becomes a matching task.
- I purposefully did not include an assessment in this unit, because I did not feel that would be the goal of reading a higher level novel over such an extended period of time. Instead, you should be focused on shaping and teaching the behavior of sitting.

Suggestions on how I found this activity worked best in my classroom are provided. I typically had 6-8 students with one adult assistant in the room with me.

# Bud, Not Buddy

for Special Education

By  
Christa Joy  
Special Needs for Special Kids



*This entire novel unit comes in 2 separate files. One is completely in color and one is completely in black and white.*

This unit comes with a vocabulary board.

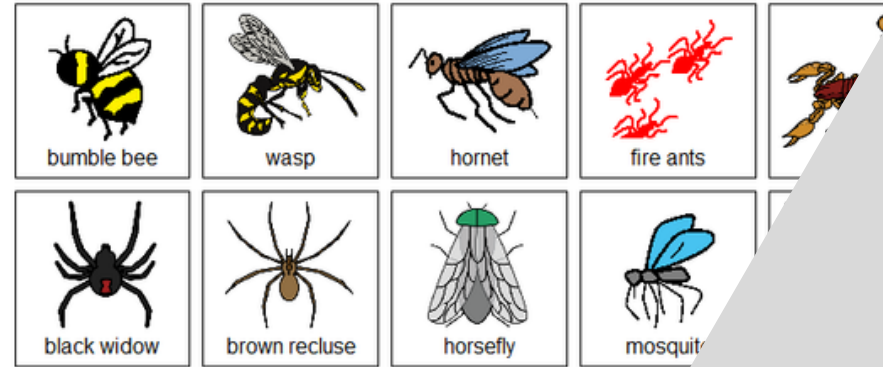
Vocabulary boards are great for ALL students to assist with participation and engagement in group discussions.

Tips on how to use in the unit!!

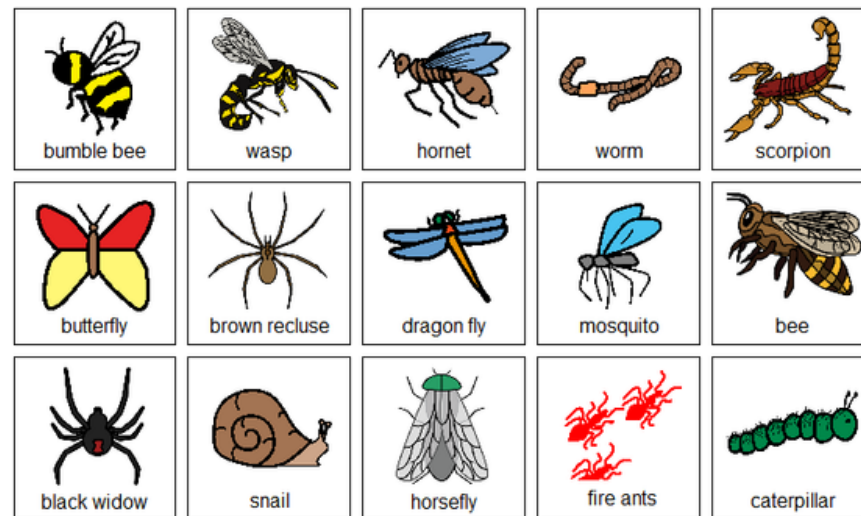


What are some insects that can sting or bite you?

Cut out pictures and glue in circle map on previous page showing insects that sting or bite.



Cut out pictures and glue in circle map on previous page **ONLY IF** they are insects that sting or bite.



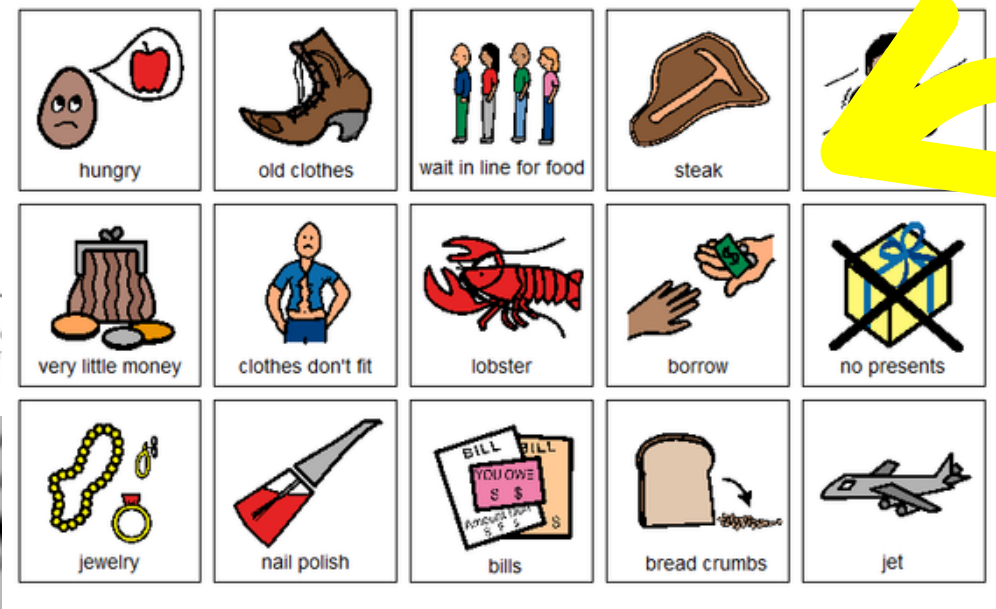
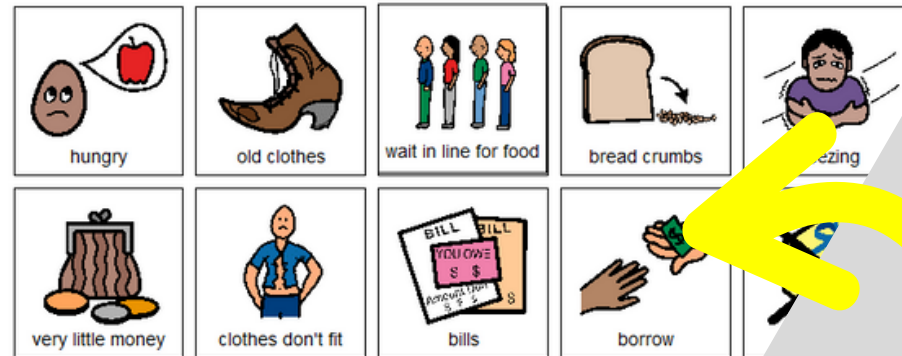
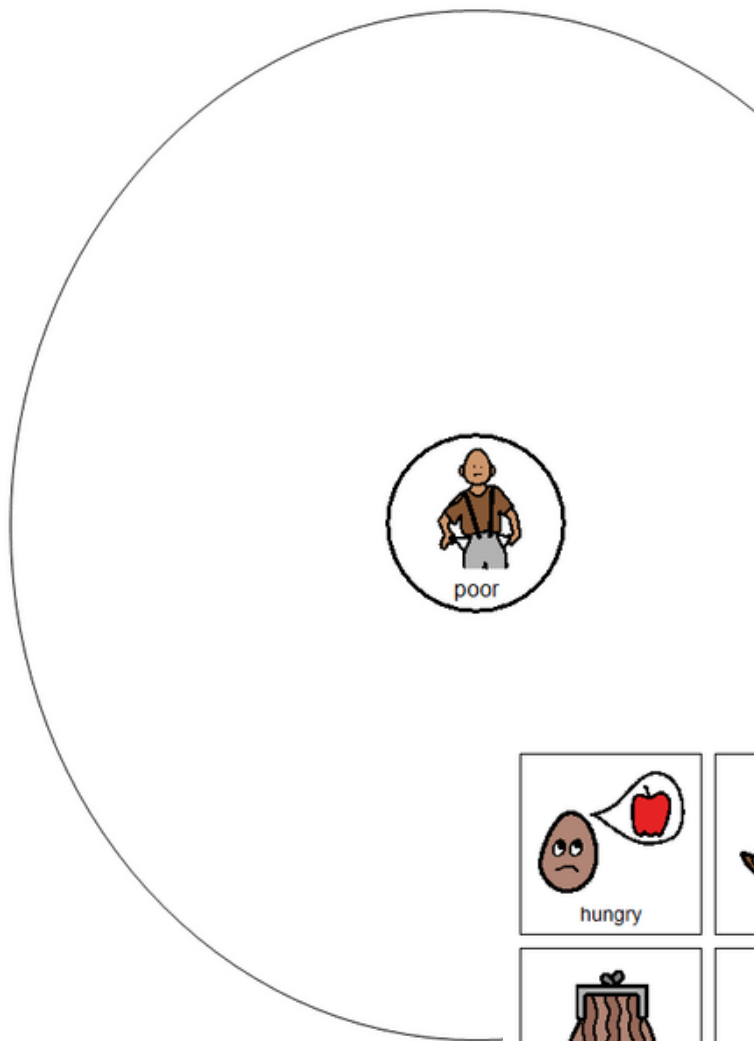
There are circle maps in this unit.

Circle maps are a great way for students to see the big idea.





There are a lot of indicators that the Bud and the people waiting in line for breakfast are poor. Place the pictures on the next page in the circle map showing ways might tell they were poor.

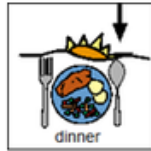


Each circle map comes with 2 choices:

An errorless option with only correct answers

An option that has wrong answers mixed in students will need to set aside.

What are some foods you think the mission would typically serve for dinner and what foods they serve for breakfast?

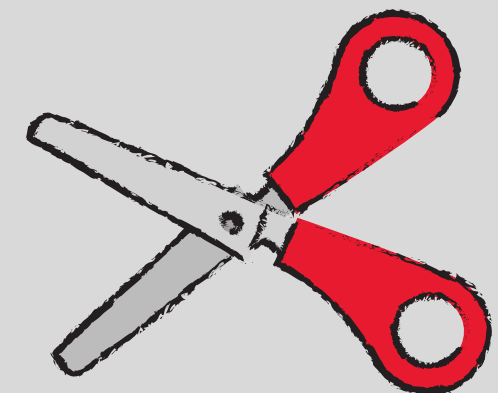


Sort into the correct column on the previous page. If you are not sure, put it on the middle line.







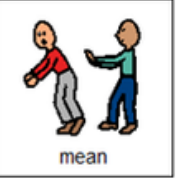

 cereal	 chicken	 pizza	 soup	 bacon
 waffle	 fish sticks	 biscuit	 oatmeal	 steak
 spaghetti	 fried egg	 chicken nuggets	 macaroni & cheese	 French toast
 smoothie	 chili	 pancakes	 salad	 yogurt

There are sorting activities.





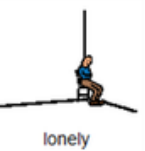


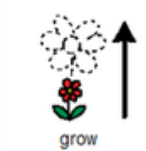
Directions on how to add color coding for differentiation is included.



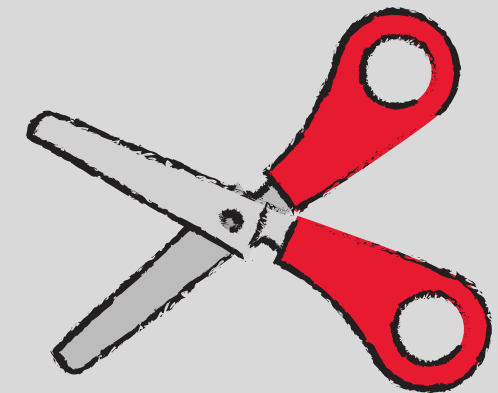
There always consequences to our actions. Some are good and some are bad, depending on the action. Look at each action in the box and find what you think the consequence would be.

 fighting		 study	
 water		 exercise	
 spill		 cheat	
 mean		 good job	

Match the consequence to the action on the previous page. There may be more than one right answer.

 no one wants to play with you	 strong	 allowance	 clean up mess
 lonely	 time out	 good grades	 grow

There are matching activities. Directions on how to add color coding for differentiation is included.



# A Tough Age

I think  is the toughest age.



This is when  starts to happen.

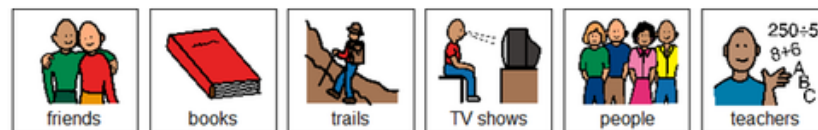
But, if you know what you are doing, it can be .

Try to find some good .

Because the best age is coming, and it is .

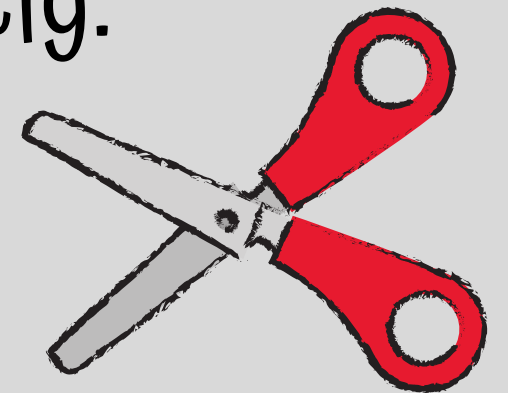
Students can write in their own age as well.

6 8 10 12 14 18



6 8 10 12 14 18

There are writing prompts. These are errorless activities that allow students to write a story independently.



Todd lies to his mom about what is going on between him and Bud. Look at each situation below. What should you do, tell the truth or lie? Circle the best choice.

 being mean 	 cheating 
 forgot homework 	 made a mess 
 ate it all 	
 taking something 	

CH 2

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Time to vote!! Do you think Bud will end up playing in the band?

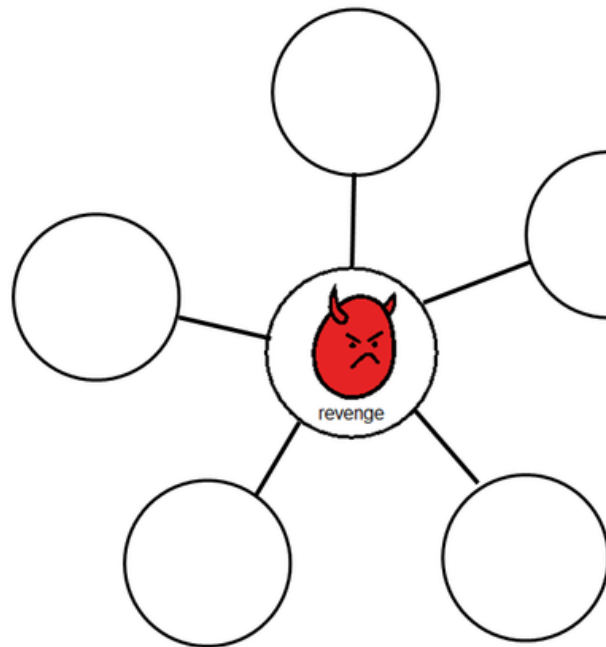
Bud

play in band

CH 19

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What does revenge look like?



planning

angry

mean

get back at

get even

CH 4

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20

Because there are so many activities, you can choose the ones that fit your students the best.

CH 9

1. Where did Bud go back to the next day?



2. How does Bud plan to get to Grand Rapids?



3. How long will it take Bud to walk there?



4. Who is Bud going to look for?



5. What did the librarian give Bud as a surprise?

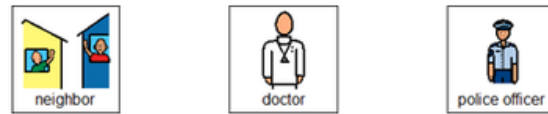


CH 12

1. What did Mr. Lewis send to Bud's dad?



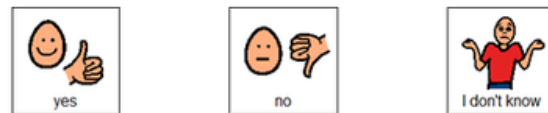
2. Who pulled Mr. Lewis over on their way to Grand Rapids?



3. What was in the box under the seat?



4. Did Mr. Lewis take Bud all the way to see his dad?



5. What did Bud notice right away about his dad?



This unit does come with comprehension questions. There are 5 questions for every chapter. Each question has 3 picture choices. They are in color and black and white.

Answer key included!!



I realize there will be some students out there unable to do cutting activities. I have a blog post with ways to complete activities without a pair of scissors!!

[Click Here to read more!!](#)