

Name \_\_\_\_\_

Date \_\_\_\_\_

## Close Reading the Literature

**Directions:** Closely reread the section in the last half of chapter 1, beginning with the paragraph that opens with “The paper was starting to wear out . . .” Continue reading to the end of the chapter. Read each question and then revisit the text to find the evidence that supports your answer.

1. Use the book to describe how Bud keeps the flyers and why they are getting worn out.

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2. According to the paragraph about the picture of him standing with his “giant fiddle,” what does Herman E. Calloway look like?

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3. Use the text to identify the characteristics Bud decides his father must have.

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4. Bud describes how his mother got upset when looking at a flyer. Do you think that is enough evidence to prove that Herman E. Calloway is Bud’s father? Justify your answer based on what you’ve read in this section.

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## Close Reading the Literature

**Directions:** Closely reread the section in the middle of chapter 6 about Bud standing in line with his “pretend” family at the mission. Begin with “I stood in line with my pretend family . . .” Continue reading through six paragraphs. Read each question and then revisit the text to find the evidence that supports your answer.

1. Describe the behavior of the people after they turn the last corner before the mission. Look for descriptive words in the paragraph to support your answer.  
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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Review the paragraph with the description of the gigantic picture. Note the word that the author uses repeatedly in the last two sentences in the paragraph. Explain how the repetition affects the tone of the story.  
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3. Find text evidence that shows that the people in the sign must be rich.  
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4. Using examples from the text, describe what it looks like inside the building and why it seems worth the wait to Bud.  
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## Close Reading the Literature

**Directions:** Closely reread the section toward the end of chapter 11. Begin with the paragraph after the kids say grace. It starts, “Then people started . . .” Stop reading when Scott and Kim discuss their father, who works as a redcap. Read each question and then revisit the text to find the evidence that supports your answer.

1. Give evidence from the text that describes what two things Bud does before he starts eating and why he does them.

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2. Use text evidence to compare and contrast eating with the Sleets and eating at the Home.

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3. What text helps the reader understand how Bud feels about the meal?

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4. In what ways does the family try to make Bud feel welcome during this scene?

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## Close Reading the Literature

**Directions:** Closely reread the section beginning with the first paragraph in chapter 13. Stop reading when Jimmy and Bud shake hands. Read each question and then revisit the text to find the evidence that supports your answer.

1. In the first paragraph, the men in the band are very quiet. Contrast the way the younger men react to Bud's announcement that Herman E. Calloway is his father to how Jimmy and Calloway react.

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2. Reread the paragraph where Calloway says he is sorry about Bud's mom's death. Use text evidence to describe what he thinks of Bud.

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3. What text evidence supports this statement? *Bud thinks that Jimmy is nicer than Calloway.*

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4. How do you know that Calloway and Jimmy do not agree with how to handle Bud's situation?

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## Close Reading the Literature

**Directions:** Closely reread the section towards the beginning of chapter 16 that starts with, “He went outside through a door . . . .” Stop when Bud says, “Yes, ma’am, it’s Mr. Calloway.” Read each question and then revisit the text to find the evidence that supports your answer.

1. Use text evidence to describe how Bud feels when he wakes up.

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2. Use the book to give an example of how the people in Grand Rapids talk. Find at least one example of something that Mr. Jimmy or Miss Thomas says and explain what the saying means.

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3. Use text evidence to tell why Bud feels embarrassed in this section.

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4. Based on the events in the story, why do the band members offer to have Bud stay with them?

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The responses provided here are just examples of what students may answer. Many accurate responses are possible for the questions throughout this unit.

**During-Reading Vocabulary Activity—  
Section 1: Chapters 1–3 (page 16)**

1. Bud announces a series of **apologies** as if he’s shooting them out, one after another, to each member of the family.
2. Bud implies that he won’t feel bad about his fight with Todd. His **conscience** is clear because Todd started the fight.

**Close Reading the Literature—Section 1:  
Chapters 1–3 (page 21)**

1. Bud keeps the flyers in his suitcase. He takes them out to reread them regularly.
2. Calloway looks tired, with a droopy, dreamy look on his face.
3. Bud thinks his father looks quiet, friendly, and smart.
4. Answers will vary. Students should cite text evidence within their answers.

**During-Reading Vocabulary Activity—  
Section 2: Chapters 4–8 (page 26)**

1. The Amoses **deserve** what they get because they are so mean to Bud.
2. Bud looks **stricken** because he’s upset about the fact that Miss Hill moved away.

**Close Reading the Literature—Section 2:  
Chapters 4–8 (page 31)**

1. The people are talking more, like a “bubble busted.”
2. Curtis repeatedly uses the word *big*, which underscores the advertisement’s message of the white family’s importance.
3. They had a big car and all wore “movie star clothes.”
4. There are many people, all focused on eating the food.

**Close Reading the Literature—Section 3:  
Chapters 9–11 (page 41)**

1. Bud watches what others take to eat and how much the kids put on their forks. Bud wants to make sure he follows what others do so he doesn’t look like a pig.
2. The Sleet’s talk throughout the meal. In the Home, meals were silent.
3. He notices how much the family talks and laughs. They all talk about a variety of topics, such as radio shows, a baseball game, a little girl, and redcaps.
4. Lefty jokes to break the tension at first. Then, they talk to Bud and include him in their conversation. Kim asks her mom to explain what redcaps are. Kim also works to tell Bud about their inside family jokes about Mrs. Sleet’s cooking.

**Making Connections—Section 3:  
Chapters 9–11 (page 42)**

Listed here are estimated prices to give teachers a reference. These prices will differ based on where you live and what season it is (among other factors).

- 1 pound of cabbage—\$2.00
- 1 pound of peas—\$3.99
- 1 12-ounce bottle of pop—\$1.00
- 1 pound of spinach—\$4.50
- 1 loaf of bread—\$3.00
- 1 can of pork and beans—\$1.00
- 1 cup of coffee—\$2.50
- 1 ice cream cone—\$2.50
- 3 oranges—\$2.25
- 2 pounds of potatoes—\$2.00



**During-Reading Vocabulary Activity—  
Section 4: Chapters 12–14 (page 46)**

1. Miss Thomas thinks Bud is a polite young man. She credits Bud's momma with raising him right, or giving him a proper **upbringing**.
2. A dessert is free if it is **on the house**.

**Close Reading the Literature—Section 4:  
Chapters 12–14 (page 51)**

1. The young men look like they are afraid to laugh. They are quiet. Calloway is disbelieving. Jimmy asks lots of questions.
2. Calloway thinks Bud is a disturbed kid, someone looking for a place to live.
3. Jimmy asks thoughtful questions. He connects Bud to the telegram. He tries to explain that Calloway can't be his father. He thinks someone might be worried about him.
4. Calloway says, "this is your little red wagon, you pull it if you want." In other words, he's saying that Jimmy has to deal with the consequences of keeping Bud around.

**Close Reading the Literature—Section 5:  
Chapters 15–19 (page 61)**

1. Bud thinks he has slept like rich people he's seen in movies. He also thinks the two sheets help him sleep.
2. Jimmy asks, "What's the scoop?" That means "What's going on?" He also says "Cop a squat," meaning to sit. Miss Thomas asks if his ears were burning, this is used when a person is being talked about.
3. Bud is embarrassed because Miss Thomas must have undressed him after he fell asleep the night before.
4. They, like Bud and Miss Thomas, think orphanages are "no place to be raised."

**Comprehension Assessment (page 67–68)**

1. b. a numbered set of rules
2. h. He keeps things that were his mom's in it.
3. Main idea: White men have more privileges than Blacks people do at that time.
4. Supporting Details: a. African Americans couldn't own property then.  
c. A lot of white people prefer white musicians.
5. d. It's important to believe in oneself and keep trying.
6. g. "I could tell those were squeaks and squawks of one door closing and another one opening."
7. Possible answers include Bud's mother had disappeared or that it wasn't Mr. Calloway's fault that he was confused about Bud and his mother.
8. d. "We've been hoping for eleven years that she'd send word or come home, and she finally has."