*Reading Reconsidered Curriculum Bud, Not Buddy Fluency Practice Teacher Guide*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name** | **Pre WCPM** | **Notes****Set 1** | **Notes****Set 2** | **Notes****Set 3** | **Post** **WCPM** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**Fluency Tracker**

Goal: Students achieve 110+ Words Correct Per Minute with 99% accuracy & correct prosody.

Click [here](https://www.cde.state.co.us/sites/default/files/documents/coloradoliteracy/clf/downloads/tools_for_assessing_prosody.pdf) for a prosody rubric you might find helpful.

**Directions for the teacher:**

1. Practice reading each set of sentences for 2 weeks about 2-3 times per week in a small group. Teachers may choose from 6 different sets depending on the needs of their group. If some cases, you may want to have students use a new set after 1 week of practice. Additional sets may be sent home for practice.

Materials:

* + - A copy of the set of sentences
		- 1 ruler per student
1. Set an explicit goal with each student around accuracy, prosody, or rate.

Examples:

* “See if you can read with more expression.”
* “See if you can chunk words together and link them into longer phrases.”
* “See if you can make it sound suspenseful.”

**Note:** *Speed alone should not be a goal. The goal is accuracy and expression that get quicker*

1. **Teacher models**. Read aloud modeling expression once or even twice. Read slightly slower than normal but with full expression.
2. Students read. Use [FASE Reading](https://docs.google.com/document/d/1PRZoH3p6r-F64FKQa5HcZbJf3tIFVBRaoiulpnKBZKg/edit?usp=sharing) to read through the passage 1-2 times.
3. Partner reads.
	1. One student reads and the other student tracks with a ruler for passive decoding.
	2. Partners alternate sentences through the set and then switch and read again.
	3. Each student should read all of the sentences 3-4 times.
4. During partner reads the teacher should circulate to different pairs listening to students reading, identifying miscues, and providing prompts. See the prompting resource to help you.
5. Have students complete 1-2 comprehension questions when they are finished. You may choose the means of participation (Everybody Writes, Turn and Talk, Cold Call, or Take Hands).
6. End the session with 1-2 students reading aloud a few sentences to celebrate their growth.

**Why repeated readings?**

To develop fluency, readers need to see and hear words to link the pronunciation of the word to its spelling. Once the brain has created a map of the word and its pronunciation, it can recall the word more quickly and this leads to greater fluency over time. In order to develop fluency, students must do lots of decoding where they are seeing and saying the word.

**How do I choose my fluency set?**

Ask yourself, do my students need support with decoding, prosody, or both?

Narrative sets provide increased opportunities for expression with voice and tone shifts as well as increased use of dialogue, phrasing and more complex punctuation.

Knowledge Building sets have an increased number of adjacent consonant blends and polysyllabic words to support students with weak decoding skills. These sets also contain varied sentence structures to support phrasing.

You may want to expose your students to the knowledge building sets before you reach those lessons in class to set them up for success when reading independently. We recommend you wait and expose students to the narrative sets after students have read those pages in the text.

**Teacher Note:** One the first day of intervention, you may want to read through directions on student packet page 2. These are also provided below.

**What is fluency?**

Reading fluently means reading words accurately, at a speed that matches normal conversation, and with expression in order to understand the text. Fluent readers pay attention to:

* Punctuation – Which punctuation marks appear in the sentence? What clues does punctuation give you about when you should pause or how you should convey emotion?
* Important words – Are there any words that require special emphasis or give clues about the emotion of a sentence?
* Dialogue – How does the dialogue change what kind of expression you use? How is the person who is speaking feeling? What might they sound like?
* The tone of the passage – Are you capturing the intended meaning behind what you are reading? Are you capturing the voice of the narrator in your reading?

**Directions for students:**

1. Write your personal **reading goal** at the top of the page.
2. Listen to the teacher read aloud the set of sentences. Pay attention to when the teacher’s voice pauses or changes.
3. Reread the set of sentences with your peers.
4. Now **reread the set of sentences with your partner**.
	1. Partner 1 (reader) reads the first sentence.
	2. Partner 2 (listener) listens while following along with a ruler.
	3. Let the reader try to decode the words. If they are stuck, the listener can help after the reader has given it a try.
	4. If neither student can read the word, jot it in your ‘Words to Practice’ box.
5. Switch roles for the next sentence and continue alternating through the set of sentences.
6. Reread the set following the above directions 3-4 times.
7. Listen for your teacher’s directions to see which **questions** you will be answering on the back of your sheet.

**Fluency Goals:**

Studies show that when a goal is written down in front of students, they are more likely to attend to it.

To start the goal can be established by the teacher after the teacher has read aloud. The goal can be based on the content of the day’s reading, the genre or any other component of fluency.

After modeling, the teacher should quickly discuss, “Today we are going to work on . . .” and as students develop they can branch off into individual goals as the teacher identifies and addresses gaps. Students should write the goal at the top of their fluency set in the space provided.

**Benefits of Partner Reading**:

Students get practice as both readers and listeners. When students follow along with a ruler and alternate sentences or sections, they are more likely to attend to the words. In addition, alternating turns creates opportunities for students to take a break, avoid overloading their working memory and limit frustration.

Partner reading creates a performance aspect that is crucial. It ensures students strive towards fluency and gives a purpose to the reading.

We recommend you avoid pointing to the words with a finger as this tends to limit students’ ability to push eyes forward for phrasing.

**Comprehension Questions:**

End every intervention session with 1-2 comprehension questions. Each time students read, we want to ensure students see reading as tied to creating meaning.

Bud, Not Buddy

Set 1: Lessons 2 -5 215 Total Words

Below are some sentences about the Great Depression and what was happening during the time period of *Bud, Not Buddy*.

1. The Great **Depressio**n took place in America from 1929-1939.
2. During this time, millions of people lost their homes and jobs.
3. Banks across the country failed and the money invested in them was lost.
4. Crime increased and some gangsters, like Pretty Boy **Floyd**, became well-known.
5. Pretty Boy Floyd was seen as a Robin Hood figure because when he robbed banks, he destroyed paperwork, freeing people from their **debt**.
6. This period became known as the Public Enemies Era because the FBI created a list of wanted criminals who
7. The FBI stands for the Federal Bureau of **Investigation** and its longest serving director was J Edgar **Hoover**.
8. A **breadline** is a line of people waiting outside a place hoping to **receive** free food.
9. **Breadlines** were filled with people who were **unemployed**, and they stretched across **multiple** blocks.
10. Soup kitchens, places where free food was served, were set up in churches, cafeterias, missions, or held outdoors.
11. The president during this time told citizens to be **rugged** and did nothing to help.
12. Companies and private **organizations** went out of their way to help while the government did nothing.
13. Many people tried to spread hope by **encouraging** people to believe in the American Dream.

**Prompting Students:** Use the least amount of words possible to avoid breaking the narrative.

**Responding to Errors:** Pause student at miscue: Say, “Try again. <Give the rule or unknown sound letter correspondence.> After your first few sessions, students should only need the rule and you can eliminate any extra language.

**Prompts to Support Possible Decoding Errors:**

**Depression:** s-i-o-n says *shun*

**Floyd:** o-y says /oy*/*

**Debt:** The b is silent.

**Enforcement:**

* Start with a long E sound.
* The o is a short o sound. If students still struggle give the sound. Short o says /ah/
* C-e says the soft c sound. /s/

**Investigation:** t-i-o-n says *shun*

**Hoover:** o-o says *oo*

**Breadline(s)**: e-a makes the short e sound here like in head.

**receive:** use the soft c

**unemployed**:

* U-n says *un*
* short e sound
* e-m says *em*
* o-y days *oy*
* e-d says *duh or the d sound*

**multiple:**

* use the short u sound
* short I sound

**rugged:**

* Break up the sounds at the double consonant: rug-ged

**organizations:**

* o-r-g says *org*
* t-i-o-n-s says *shuns*

**encouraging:**

* start with the short e sound
* o-u here says /errr/
* use the soft g sound like in jelly.

Set 1: Reading Comprehension Questions

**Teacher Note:** These questions have been provided to support student comprehension after repeated readings. These questions are designed to ensure students consistently connect reading with meaning making. Since students will be reading this passage 2-3 times per week, identify 2-3 questions for students to answer at the end of each invention session. You can vary the means of participation using a combination of turn and talk, stop and jot, cold call and taking hands. We suggest you spend no more than 3 minutes on comprehension questions. Possible answers have been provided for you.

Set 1: Lessons 2 -5

Below are some questions from the sentences you just read about the Great Depression and what was happening during the time period of *Bud, Not Buddy*.

1. What was the Great Depression?

**Answer:** The Great Depression was the time from 1929 – 1939 when many Americans were unemployed and struggled to pay for food and shelter.

1. Why was that time period named the Public Enemies Era?

**Answer:** This time period was named the Public Enemies Era because the FBI created a list of wanted criminals who were running from law enforcement.

1. What are some ways organizations tried to help people during this time?

**Answer:** Organizations tried to help by creating soup kitchens where they gave out free meals and by encouraging people to believe in the American Dream.

1. How would you describe the president during this time? Why?

**Answer:** The president during the Great Depression showed no sympathy because he did little to help the people and told them to be rugged.

1. Where might you find a soup kitchen during the Great Depression?

**Answer:** Soup kitchens were held in churches, cafeterias, missions, or outdoors.

1. Who was seen as a Robin Hood Figure? Why?

**Answer:**  Pretty Boy Floyd was seen as a Robin Hood Figure because he helped free people from debt.

Bud, Not Buddy

Set 2: Lesson 4: pgs. 41 – 42; 263 Total Words

Below is a passage from *Bud, Not Buddy* where Bud shares a memory of his mother telling him about his name.

1. Everything moved very**,** very fast when Momma was near**,** she was like a tornado**,** never resting**,** always looking around us**,** never standing still.The only time stuff didn’t blow around when she was near was when she’d squeeze my arms and tell me things **over and over and over and over.**
2. She had four favorite things to tell me, one of them was about the picture and another one was about my name.

She’d say, “Bud is your name and **don’t you ever let anyone call you anything outside of that either**.”

1. She’d tell me “Especially don’t you ever let anyone call you Buddy, I may have some problems but being stupid isn’t one of them, I would’ve added that dy onto the end of your name if I intended for it to be there. I knew what I was doing, buddy is a dog’s name or a name that someone is going to use on you if they’re being false friendly. **Your name is Bud, period.”**
2. I’d say, **OK, Momma**.”

And she’d say, every single time, “**And do you know what a bud is?”**

I always answered, “**Yes, Momma**,” but it was like she didn’t hear me, she’d tell me anyway.

1. “A Bud is a flower-to-be. A flower-in-waiting. Waiting for just the right warmth and care to open up. It’s a little fist of love waiting to unfold and be seen by the world. And that’s you.”
2. I’d say, “**Yes, Momma**.”
3. I know she didn’t mean anything by naming me after a flower**,** but it’s sure notsomething I tell anybody about.

**Prompting Students:** Use the least number of words possible to avoid breaking the narrative.

**Responding to Errors:** Pause student at error or punctuation mark and say, “Try again”. <Give prompt on phrasing, inflection> or the teacher may choose to model the sentence and have student repeat the sentence mimicking the teacher.

**Prompts to Support Prosody:**

**Comma:**

* Give a short pause at the comma.
* If a student struggles to read the words within the comma as a phrase, teacher should model and have student repeat.

**Repetition with *over*:** Repeat that phrase emphasizing the word *over* each time.

**Mother’s Dialogue:** Repeat that sentence using a commanding voice.

“***Your name is Bud, period***”:

* Pause at the comma after Bud.
* When you come to the word period, say it with authority like this. <teacher model line>

**When Bud answers his Momma:** Bud already knows this story so he’s feeling slightly annoyed. Show that feeling with your voice.

**At the end of a question:**

* Reread that question and make your voice go up at the end.
* Teacher model: Try reading it like this. <teacher models inflection for question>

Set 2 Reading Comprehension Questions

**Teacher Note:** These questions have been provided to support student comprehension after repeated readings. These questions are designed to ensure students consistently connect reading with meaning making. Since students will be reading this passage 2-3 times per week, identify 2-3 questions for students to answer at the end of each invention session. You can vary the means of participation using a combination of turn and talk, stop and jot, cold call and taking hands. We suggest you spend no more than 3 minutes on comprehension questions. Possible answers have been provided for you.

Set 2: Lesson 4

Below are some questions from the passage you read in *Bud, Not Buddy* pages 41 -42.

1. Choose one word to describe Mama’s personality. Identify 1 piece of evidence from the passage to support your answer.

**Possible answers:**  Mama was energetic, thoughtful, observant, confident. Have students follow up their word with a piece of evidence from this passage.

1. Why doesn’t Mama want people to call her son Buddy?

**Answer:**  Mama doesn’t want people to call her son Buddy because she thinks it is a dog’s name or a name you use with someone who pretends to be friends with you but isn’t really friends with you.

1. What did Mama name Bud after?

**Answer:**  Mama named Bud after a flower bud, the part of the flower that is closed and about to open up.

1. Why did Mama choose the name Bud?

**Answer:**  Mama chose the name Bud because she said her son was like a bud, “a little fist of love waiting to unfold and be seen by the world.”

1. Why might Bud have said “I know she didn’t mean anything by naming me after a flower, but it’s sure not something I tell anybody about.”

**Answer:**  Bud says that because he is embarrassed that she named him after a flower part and not something more tough like the way he tries to act.

1. Mama tells Bud the story of his name often. Why might she do this?

**Answer:**  Mama repeats the story of his name often because it is very important to her that he understands the significance of it. It might be her way of showing how much she loved him.

Bud, Not Buddy

Set 3: Lessons 10 - 12 229 Total Words

Below are some sentences about race relations during the Great Depression and information to help you better understand the role of trains during this time.

1. The Great Depression **worsened** race relations across America.
2. There were greater opportunities in the north**,** so millions of Black Americans left the south and moved to other cities and towns all around the country.
3. This large movement of Black Americans from the south to the north was called The Great **Migration**.
4. The Great **Migration** sparked racism across the country.
5. Some White people feared Black **citizens** and created sundown towns to keep Black Americans out.
6. **Intimidation** and **violence** were used to keep Black Americans and other minorities from moving into these towns.
7. Many of these towns had signs saying Black Americans and **minorities** had to leave by sundown or risk **violence**.
8. One of the most **luxuriou**s ways to travel during this time was by train.
9. Train rides could last **several** days and nights and had sleeping cars for passengers to rest.
10. Porters were men who assisted passengers with their **luggage** when boarding the train.
11. Pullman porters were men who rode the train with the passengers and made the beds, served food, and kept the train **tidy**.
12. The pay was low compared to today’s wages, but in the 1930s it was considered one of the best jobs for Black men.
13. Pullman porters were often the only people in their communities to travel **extensively** so the job was well-respected.

**Prompting Students:** Use the least number of words possible to avoid breaking the narrative.

**Responding to Errors:** Pause student at miscue: Say, “Try again”. <Give the rule or unknown sound letter correspondence.> After your first few sessions, students should only need the rule and you can eliminate any extra language.

**Prompts to Support Possible Decoding Errors:**

**worsened:** o-r says *er*

**migration:**

* Use long I sound like in ice
* t-i-o-n says *shun*

**citizens:** c-i makes a soft c sound /ss/

**intimidation:**

* Chunk it into smaller parts
* t-i-o-n says *shun*

**violence:**

* 2 adjacent vowels; use the long sound of the first vowel
* use the long i sound
* c-e makes a soft c sound /sss/

**minorities:**

* use long i sound
* use the long o sound

**luxurious:**

* use the short u sound like in hug
* u-r says *er*
* ou makes the short u sound

**several:**

* use the short e sound
* a-l says ul with the short u sound

**luggage:**

* Break up the sounds at the double consonant lug/gage
* g-e makes a soft g sound like in gym

**tidy:**

* use the long I sound like in ice
* y says *eee* at the end of this word

**extensively:**

* e-x says *eks*
* l-y says *lee*

Set 3 Reading Comprehension Questions

**Teacher Note:** These questions have been provided to support student comprehension after repeated readings. These questions are designed to ensure students consistently connect reading with meaning making. Since students will be reading this passage 2-3 times per week, identify 2-3 questions for students to answer at the end of each invention session. You can vary the means of participation using a combination of turn and talk, stop and jot, cold call and taking hands. We suggest you spend no more than 3 minutes on comprehension questions. Possible answers have been provided for you.

Set 3: Lessons 2 -5

Below are some questions from the sentences you just read about the Great Migration and the role of trains during that time.

1. What was the Great Migration?

**Answer:**  The Great Migration was when a large number of Black Americans moved from the south to the North.

1. What is a sundown town? Where might you find one?

**Answer:**  A sundown town was a town that had signs saying Black Americans had to leave the town before nighttime or they could face violence. Sundown towns were in cities outside of the south.

1. What are two facts you learned about trains during the Great Depression?

**Possible Answers:**  The Great Depression worsened race relations across the United States. Sundown towns were created during this time to intimidate Black Americans from moving to their city. Trains were a popular means of travel during this time for the wealthy.

1. What were the job responsibilities of a Pullman porter?

**Answer:**  Pullman porters were men who rode the train with the passengers and made the beds, served food, and kept the train neat.

1. What is the difference between a porter and a Pullman porter?

**Answer:**  A porter was someone who helped load and unload luggage while a Pullman porter was a person who rode the train with the passengers and helped with tasks throughout the ride.

1. Why was the job of a Pullman porter considered one of the best jobs for Black men?

**Answer:**  The job of Pullman porter was considered one of the best jobs for Black men at the time because it had what was considered good wages for the time.

Bud, Not Buddy

Set 4: Lesson 11: pgs. 108-109 225 Total Words

Below is a passage from Bud, Not Buddy where Lefty Louis is trying to convince Bud he is not a vampire.

1. Sometimes it’s terrible to have been brought up proper. I couldn’t help myself**,** I rolled the window down just enough so the words could get in and out**,** but his hands and claws couldn’t.

He said**,** “OK what’s this**?**”

1. I said, “**Don’t you think I can read? How come you are carrying real human blood around in your car?”** I showed him my jack-knife. “I’ma warn you, I know how to kill vampires. This knife is genuine solid twenty-four karate silver.”
2. He put both of his hands over his face and shook his face back and forth a couple of times. He said, **“Sweet baby Jesus, why me?”**
3. Then he said, “Bud if you were from Flint, I might believe you think that**,** but you’re a Grand Rapids boy, you’ve got to be smarter than that. If I was a vampire**,** why have I got that sandwich and a bottle of pop**?**”
4. I thought for a second, then the answer jumped out. **“Bait!”**
5. He put his hands back over his face. This time when he pulled them away, he was laughing. He said, “Bud, if I was a vampire, I wouldn’t have to catch little boys, I’d just stick my fangs into one of those bottles and have my supper. Besides, where’ve you ever heard of a vampire that knew how to drive a car**?**”

**Prompting Students:** Use the least number of words possible to avoid breaking the narrative.

**Responding to Errors:** Pause student at error or punctuation mark and say, “Try again.” <Give prompt on phrasing, inflection> or the teacher may choose to model the sentence and have student repeat the sentence mimicking the teacher.

**Prompts to Support Prosody:**

**Comma:**

* Give a short pause at the comma.
* If a student struggles to read the words within the comma as a phrase, teacher should model and have student repeat.

**Bud’s Dialogue in #2:** Repeat that sentence using an accusatory tone.

“***Sweet Baby Jesus, why me?***

* Pause at the comma after *Jesus*.
* Repeat the phrase with disbelief in your voice. Like this. <teacher model line>

**Exclamation Point after “Bait”:**

* Bud excitedly says this word, Reread that line and show Bud’s excitement.

**At the end of a question:**

* Reread that question and make your voice go up at the end.
* Teacher model: Try reading it like this. <teacher models inflection for question>

Set 3 Reading Comprehension Questions

**Teacher Note:** These questions have been provided to support student comprehension after repeated readings. These questions are designed to ensure students consistently connect reading with meaning making. Since students will be reading this passage 2-3 times per week, identify 2-3 questions for students to answer at the end of each invention session. You can vary the means of participation using a combination of turn and talk, stop and jot, cold call and taking hands. We suggest you spend no more than 3 minutes on comprehension questions. Possible answers have been provided for you.

Set 4: Lesson 11

Below are some questions from the passage you read in *Bud, Not Buddy* pages 108-109.

1. What does Bud mean when he says, “Sometimes it’s terrible to be brought up proper?”

**Answer:**  Bud says “it is terrible to be brought up proper” meaning he was taught to follow the directions of a grown-up. However, in this moment he doesn’t want to roll down the window because he is scared of this man.

1. Why does Bud think Lefty Louis is a vampire? Give at least 2 reasons.

**Answer:**  Bud thinks Lefty Louis is a vampire because he is carrying human blood in his car and he is out late at night.

1. How does Lefty try to convince Bud he isn’t a vampire?

**Answer:**  Lefty tried to convince Bud he isn’t a vampire by showing him his normal human lunch and pointing out that vampires don’t usually know how to drive cars.

1. Based on what you’ve read, how would you describe Bud in this moment?

**Possible Answers:**  naive, frightened,

1. Why does Lefty Louis put both hands over his face and shake his head back and forth?

**Answer:**  Lefty Louis puts his hands on his face and shakes his head as a sign of disbelief. He can’t believe what is happening in this moment.

1. What does Bud mean when he calls out “Bait?”

**Answer:**  When Bud calls out “Bait”, he is saying that the sandwich and the bottle of pop are what Lefty uses to lure people to him.

Bud, Not Buddy

Set 5: Lesson 13 220 Total Words

Below are some sentences about working conditions and labor unions during the Great **Depression**.

1. Labor unions are large groups of workers, usually in a similar **profession**, that join together to protect workers' rights.
2. The **Industrial Revolution** was a time when the **manufacturing** of goods moved from small shops and homes to large factories.
3. The working **conditions** in factories, mills, and mines were terrible.
4. The government did little to create safety **standards** to help **employees** with their working **conditions**.
5. **Typical** workers had little pay in dangerous **conditions** for long hours.
6. When **employees complained**, they were fired or replaced.
7. During this time, national labor unions began to form to fight for safer **conditions**, more pay, and shorter hours.
8. Unions organized strikes where all the workers refused to work until their demands were met.
9. Sometimes these strikes became **violent**, and the government had to step in and **restore** order.
10. Porters were asked to work 400 hours a month, often in 20-hour shifts with little sleep in between.
11. They had to provide their own **uniforms** and pay for their own food.
12. In 1925, porters created a union called The Brotherhood of Sleeping Car Porters.
13. It took a decade of fighting, but the union earned betterbenefits for their workers.
14. It was the first African American labor union to succeed in **negotiating** an agreement.

**Prompting Students:** Use the least amount of words possible to avoid breaking the narrative.

**Responding to Errors:** Pause student at miscue: Say, “Try again”. <Give the rule or unknown sound letter correspondence.> After your first few sessions, students should only need the rule and you can eliminate any extra language.

**Prompts to Support Possible Decoding Errors:**

**Depression:** s-i-o-n says *shun*

**Profession**: s-i-o-n says *shun*

**Industrial:**

* use short u soundlike in umbrella.
* r-i-a-l says *real*

**Revolution:**

* use short e sound like in egg
* t-i-o-n says *shun*

**manufacturing:**

* Look for little words/sounds you know inside the big word. <man> <fact> <ing>
* Use the long u sound like in unicorn

**conditions:**

* C-o-n says *cun* in this word.
* t-i-o-n says *shun*

**standards:**

* Look for the little word inside the big word. <stand>
* ar says *er*

**typical:**

* Y between two consonants sounds like an i. Use the short i sound like in itchy.

**employees:**

* Use short e at the start
* o-y says *oy*
* *e-e says eee*

**complained:**

* Use the short u sound c-u-m
* ai says the long A sound

**violent:**

* V-i-o- says *vio*
* Use the short e sound

**restore:** R-e- says *re*

**negotiating:** In this word,t-i says *she*

Set 5 Reading Comprehension Questions

**Teacher Note:** These questions have been provided to support student comprehension after repeated readings. These questions are designed to ensure students consistently connect reading with meaning making. Since students will be reading this passage 2-3 times per week, identify 2-3 questions for students to answer at the end of each invention session. You can vary the means of participation using a combination of turn and talk, stop and jot, cold call and taking hands. We suggest you spend no more than 3 minutes on comprehension questions. Possible answers have been provided for you.

Set 5: Lesson 13

Below are some questions from the sentences you just read about labor unions and working conditions during the Great Depression.

1. What was the Industrial Revolution?

**Answer:**  The Industrial Revolution was a time when the manufacturing of goods moved from small shops and homes to large factories.

1. Describe the working conditions during this time.

**Answer:**  The working conditions in factories, mills, and mines were unsafe often with poor wages and long hours.

1. What is a labor union?

**Answer:**  A labor union is an organization that fights for safer conditions for their members.

1. How did labor unions fight for better conditions?

**Answer:**  Labor unions fought by organizing strikes where the workers refused to go to work until their demands were met.

1. Describe the working conditions of a porter.

**Answer:**  A porter had terrible working conditions with 20 hours shifts with no time to sleep. They also had to pay for their uniforms and their food while they were on the train.

1. What was the Brotherhood of Sleeping Car Porters known for?

**Answer:**  The Brotherhood of Sleeping Car Porters was known for earning better benefits for its members. It was the first African American labor union to succeed in its negotiations.

Bud, Not Buddy

Set 6: Lesson 16: pgs. 172-173 388 Total Words

Below is the passage from *Bud, Not Buddy* where Bud goes to a restaurant for the first time and meets Miss Thomas.

1. One second I was laughing my head off and the next second I was feeling very surprised ‘cause something hit me just as hard as Snaggletooth MacNevin had smacked Herman E. Calloway. **All of a sudden I knew that of all the places in the world that I’d ever been in this was the one. That of all the people I’d ever met these were the ones.** This was where I was supposed to be.
2. And Herman E. Calloway could kiss my wrist if he thought he was gonna scare me out of this. It was gonna take more than a **grouchy** old bald-headed guy with a tremendous belly to run me out of here.
3. I was smiling and laughing and bustin my gut so much that I got carried away and some rusty old valve squeaked open in me then . . . **woop, zoop, sloop** . . . tears started jumping out of my eyes so hard that I had to cover my face with the big red and white napkin that was on the table.
4. I hadn’t been this **embarrassed** since I woke up and found Mrs. Sleet looking at my legs. I could tell that everyone in the Sweet Pea had stopped laughing and talking and had started looking at me, but still I couldn’t quit bawling. Momma used to tell me I’d only get one chance to make a first **impression** and it looked like I was blowing it with the Dusky **Devastators** of the Depression.
5. Shucks. Finally I had to put my face in my arms on top of the table and put the napkin over my head like it was a little blanket **‘cause**, try as hard as I wanted, it didn’t look like I was gonna get this doggone valve closed any time soon.
6. I felt Miss. Thomas’s hand come up under the napkin and rub real soft and slow back and forth over my head. She pulled me out of my chair and into her lap and wrapped her arms around me and bounced me up and down on her knee. **Dangee,** I’d never have any kind of **reputation** with the band now, the only thing I could do was hang on to the napkin and try to make it so folks wouldn’t notice how wet my face was.

**Prompting Students:** Use the least number of words possible to avoid breaking the narrative.

**Responding to Errors:** Pause student at decoding error or punctuation mark and say, “Try again”. <Give prompt on phrasing, inflection>

Bud’s emotion changes from surprise to awe to sadness to embarrassment in this passage. To capture the correct tone and phrasing, teacher may choose to model the sentence and have student repeat the sentence mimicking the teacher’s tone and phrasing.

**Prompts to Support Prosody:**

**Comma:**

* Give a short pause at the comma.
* If a student struggles to read the words within the comma as a phrase, teacher should model and have student repeat.

**Repetition with *one*:** Reread those sentences emphasizing Bud’s revelation, “All of a sudden. . . this was the one. . . . these were the ones.”

**woop, zoop, sloop:** reread the sentence and pause between each word.

**Prompts to Support Decoding:**

**grouchy:** o-u says *ow*

**embarrassed:**

* Use a short e like in egg
* Use the short a sound like in arrow
* e-d says *duh or* the *d* sound

**impression:**

* chunk it into smaller words/sounds
	+ im/pres/sion
* s-i-o-n says *shun*

**Devastators:**

* chunk it into smaller words/sounds
* use the short a 2 sound like in fall

**reputation:**

* chunk it: rep/u/ta/tion

Set 6 Reading Comprehension Questions

**Teacher Note:** These questions have been provided to support student comprehension after repeated readings. These questions are designed to ensure students consistently connect reading with meaning making. Since students will be reading this passage 2-3 times per week, identify 2-3 questions for students to answer at the end of each invention session. You can vary the means of participation using a combination of turn and talk, stop and jot, cold call and taking hands. We suggest you spend no more than 3 minutes on comprehension questions. Possible answers have been provided for you.

Set 6: Lesson 16

Below are some questions from the passage you read in *Bud, Not Buddy* pages 172-173.

1. What was the name of the restaurant Bud went to with the band?

**Answer:**  The restaurant was called the Sweet Pea.

1. Bud says “All of a sudden I knew that of all the places in the world that I’d ever been in this was the one. That of all the people I’d ever met these were the ones. This was where I was supposed to be.” How is he feeling in this moment? Why?

**Answer:**  Bud feels content or happy to be here in the restaurant with the band because he feels like he finally found a home.

1. What does the “valve” refer to? Why would he say the valve is “rusty”?

**Answer:**  The valve refers to his eyes which are releasing tears. He says it is rusty because he hasn’t cried in a long time.

1. What is the literary term to describe the phrase “kiss my wrist?”

**Answer:**  The phrase “kiss my wrist” is slang used during this time period. It means “I don’t think so.”

1. Why might Bud feel embarrassed when the folks at the restaurant see him cry?

**Answer:**  Bud feels embarrassed when the folks see him cry because he has tried to act tough and mature through his journey. He doesn’t want to look weak.

1. How are the words ***bawling*** and ***crying*** similar? How are the words ***bawling*** and ***crying*** different?

**Answer:**  Bawling and crying are similar because they are both words that mean tears are coming from your eyes. However, bawling means you are crying very hard with lots of tears, and you may even have a runny nose or have trouble breathing from it.