

## Lesson 14

### Chapter 16

<b>1</b> Vocabulary	<b>2</b> Vocabulary	<b>3</b> Vocabulary Expressions
1. patient	1. carburetor	1. that's how the cookie's going to crumble
2. wiry	2. alto	2. inside-the-house outhouse
3. spirit	3. embouchure	3. What's the scoop?
4. godsend	4. <i>la bone</i>	4. cop a squat
5. copacetic	5. musings	5. pull your own weight
	6. prodigy	

#### WORD LISTS

##### DECODING WORD LISTS

##### Exercise 1: Initial Decoding

**Touch under the first word in list 1. The first word is *patient*. What word?** (Signal.) *Patient*.  
**The next word is *wiry*. What word?** (Signal.)  
*Wiry*. (Repeat process for each word in the list.)

##### Exercise 2: Firming It Up

**Touch the first word in list 1. You're going to read the words in this list at a faster rate.**  
**First word.** (Signal.) *Patient*. **Next.** (Signal.)  
*Wiry*. (Repeat process for each word in the list, making your pace a bit quicker than in exercise 1. Refer to the correction procedure if students make an error.)

##### Exercise 3: Mastery Level

**Touch the first word in list 1. You're going to read this list at the mastery level. Read the list from top to bottom, bottom to top.**  
**Ready? Read.** (Refer to the correction procedure if students make an error.)

Repeat procedure for the remaining word list and for the vocabulary expressions.

#### UNDERSTANDING VOCABULARY WORDS

**Let's talk about what these words mean. Touch list 1. The first word is *patient*. There are many meanings for the word patient. Here's one: enduring pain or hardship without complaint. Everybody, what word means enduring pain or hardship without complaint?** *Patient*.

**Here's a second meaning for the word patient: waiting with calmness. Everybody, if I wait my turn with calmness, I am being...***Patient*.

**Here's a third meaning for the word patient: not giving up. Everybody, if Milos works on his difficult math homework without giving up, he is being...***Patient*.

**Do you think that Bud has been patient in his quest so far? Why or why not?** *Idea: I think that Bud has been very patient so far because he has just kept going toward his goal no matter what happened.*

**Word 2 is *wiry*. This word means tough and sinewy and it should make you think of how slender and tough wire is. If I said that Ramon is tough and sinewy, you might say that Ramon is...** *Wiry*.

**Word 3 is *spirit*. Spirit is another complex word. When you have spirit, you have courage and energy that doesn't waver. You need spirit to try to win a game even when your team is losing badly. You need spirit to finish a job when you are tired and your body is aching. Everybody, when you have courage and energy that doesn't waver, you have...** *Spirit*.

Word 4 is *godsend*. A godsend is an unexpected good fortune which comes as if sent by God. It's different from luck (although some people might call it luck) because of what you believe in. Luck suggests that the good fortune is just a random thing—it could just as easily have happened to anyone else. To believe in a godsend, you must be thinking, somewhere in your head, about God. The idea is that this good fortune was meant especially for you and you were chosen by God to receive it.

Word 5 is *copacetic* (co-pa-set-ick). Copacetic means entirely satisfactory. I'll say it one way, you say it the other. That arrangement is entirely satisfactory. *That arrangement is copacetic.*

What word is a synonym for satisfactory?  
*Copacetic.*

Touch list 2. Let's talk about what these words mean. The first word is *carburetor*. The carburetor is the part of a car engine that mixes air and gasoline. Loudean, Mr. Calloway's car, had a carburetor. These days, most cars have fuel injection instead of carburetors. If I asked you to tell me about the part of a car engine that mixes air and gasoline, what part would you tell me about?  
*The carburetor.*

Words 2 is *alto*. Alto is a musical term that has to do with pitch. Pitch tells how high or low a sound is. By high or low, I don't mean loud or soft. For example, a woman usually has a higher-pitched voice than a man. An alto voice is a female voice that's comparatively low. A soprano voice is a female voice that's higher in pitch than an alto voice.

You'll hear about an alto saxophone in this chapter. Saxophones belong to a family of musical instruments. There are very low-pitched baritone saxophones, higher-pitched tenor saxophones, and even higher-pitched alto saxophones. There are also soprano saxophones and soprano saxophones.

Word 3 is *embouchure* (om-buh-shoor). The word *embouchure* is a French word meaning "mouth." It also means the mouthpiece of a wind instrument. More importantly, *embouchure* refers to the shape your mouth

and lips make when you are blowing a wind instrument. When you have a good *embouchure*, the muscles in your mouth and lips are able to make and maintain the correct shape for making a good sound.

In this chapter, Bud is given a nickname, Sleepy La Bone. Thug thinks that "bone" in French is "la bone" but that only shows that Thug doesn't know much about French! The French word for "bone" is "os" (oh) but you have to admit that Sleepy La Bone sounds better than Sleepy LaOs!

Word 5 is *musings*. Musing means thinking hard, so musings are the thoughts you have when you're thinking hard. Everybody, I'll say it one way and you say it another. After all her hard thoughts Tahlia came up with a great idea. *After all her musings, Tahlia came up with a great idea.*

What word is a synonym for thoughts?  
*Musings.*

Word 6 is *prodigy*. A prodigy is somebody who shows an extraordinary amount of talent at a very young age. For example, Mozart was a musical prodigy who composed symphonies when he was just a teenager. Everybody, what's a person who shows an extraordinary amount of talent at a young age called? *A prodigy.*

## UNDERSTANDING VOCABULARY EXPRESSIONS

Now let's talk about what the expressions mean. Touch list 3. The first expression is *that's how the cookie's going to crumble*. This is another way of saying, this is how things are going to go. If you complain to me when I give you homework, I might say, "That's how the cookie's going to crumble". What will I mean when I say that? *This is how things are going to go.*

Expression 2 is *inside-the-house outhouse*. In Bud's time, many people still had outhouses instead of flush toilets inside the house. Remember, Bud was surprised that the Amoses had hot running water in their house. That was fairly new, too.

**Expression 3 is what's *the scoop*.** A scoop is a newspaper term that means "story." When you ask, **What's the scoop?** You're asking what's going on. I'll say it one way, you say it the other. **What's going on? *What's the scoop?***

**Expression 4 is *cop a squat*.** When you cop a squat, it means that you take a seat. **Everyone, stand up. Now, everyone, cop a squat. Now, you know how to cop a squat.**

**Expression 5 is *pull your own weight*.** I expect you to pull your own weight in this classroom by making sure that you do your share of the work. **Tell us about how you pull your own weight at home?** (Accept reasonable explanations.)

## BUILDING BACKGROUND KNOWLEDGE

**The novel *Bud, Not Buddy* is historical fiction. What is historical fiction?** *It's a make-believe story that is based on things that really happened in the past. What is historical fiction based on?* *True facts and information.* **Let's read an expository passage that will help us better understand what's happening in the story.** (Have the students turn to page 39 in their Student Workbooks to find the passage titled "All That Jazz." Have the students quickly scan the passage and tell you any words that they do not know.) **When we scan a passage, we read it quickly. Scan the passage. If you find a word that you don't know, raise your hand. Spell the word out and I'll write it on the board.**

(As students give the spellings of words, write the words on the board in vertical lists. Each list should contain no more than 6-8 words. After you write each word say:) **That word is \_\_\_\_.** **What word?**

(Once you have the words listed on the board, firm each list to mastery using the procedure that's specified at the beginning of this lesson. Next, discuss the meaning of each word in the context of the passage.

Have the students take turns reading part of the passage aloud. At the end of the passage discuss the questions that are found on page 40 in the Student Workbook.

## STORY READING

### SUMMARY OF CHAPTER 15:

**Let's summarize the main events that happened in Chapter 15.** Ideas: *Miss Thomas showed Bud a little girl's room that he could sleep in during the night at Grand Calloway Station. Herman E. Calloway was not pleased that Bud would be using the room, and locked the closet doors and told Bud he wasn't allowed to touch anything. Bud felt safe, and fell straight to sleep.*

**Let's read on to see what happens next.**

### CHAPTER 16

#### Page 186

**What were Calloway and Miss Thomas "going at it pretty good" about last night?**

Idea: *They were discussing what should be done about Bud. Miss Thomas thought Bud should stay with them.*

**What did Calloway mean when he said he's going to find out the real story in Flint?** Idea: *He meant that he thought Bud was lying and that he was going to find out the truth.*

**What did Miss Thomas mean when she said, "You, above all people, should know that I've got a sense about when someone is lying."?**

Idea: *Maybe Calloway tried to lie to her and she found him out.*

#### Page 187

**How did Calloway show his rudeness?** Idea: *He didn't even say good morning back to Bud when Bud said good morning.*

#### Page 191

**Why do you suppose Miss Thomas thought that Bud was a godsend?** Idea: *Maybe she thought that Bud could help to make Mr. Calloway less rude and angry. That's a hard question for you to answer. I think we'll find out more as we read the rest of the novel.*

**What did Miss Thomas do that made Bud feel strange?** Idea: *She told Bud never to forget that*

*she thought he was a godsend. She said it in a way that reminded him of his mom.*

Page 192

**What was the latest name of Calloway's band?** *Herman E. Calloway and the Worthy Swarthy.* **The word worthy means "having value or excellence" while swarthy means "dark-skinned."** **Are you starting to see a pattern in Herman E. Calloway's band names? What's the pattern?** *Idea: He always has some part of the name let people know that his group is made up of people with dark skin.*

Page 193

**Why was it humorous that Bud found the smell of the alto sax case to be great?** *Idea: It's funny because he said it smelled like dried-up slobber and something dead.* **Not something that you would think would smell "great!"**

**What did Miss Thomas mean when she said, "There's lots wrong but not with that car."?** *Idea: She meant that Calloway was upset and worried about a lot of things but there was nothing wrong with the car.*

Page 194

**A recorder, if you haven't seen one, is like a long wooden whistle that you blow from the end. It has holes down the length of its body and when you change the position of your fingers on the holes, it makes different pitches. It's easy to make a sound on so young children often begin to learn wind instruments by playing the recorder. Most inexpensive recorders, these days, are made of plastic. In Bud's time, wood was used. Professional recorders are still made of wood.**

Page 195-196

**The band picked up on some things they knew about Bud when choosing a nickname. You know more about Bud than they did— what nickname would you give to Bud? Give reasons to explain why you chose that name for him.** (Accept reasonable and justifiable responses.)

Page 197

**What tells you that Bud liked his new name, Sleepy LaBone?** *Idea: He said that it was the kind of name that would make you practice four hours a day just to live up to it.*

DEVELOPING FLUENCY:

(Students should read at least a 150-200 word passage from chapter 16, beginning with the first word of the chapter.)

Assign each student a partner with approximately the same skill level in reading. Identify one student as Student A and the other student as Student B.)

**Open your book to page 184. Touch the first word of the chapter. Listen while I read this part of the story to you.** (Read accurately and fluently for one minute, with a variety of expression, remembering to use appropriate phrasing.) **This is how it should sound when you read out loud.**

**It's your turn. Silently read the passage that I read starting with the first word of chapter 16. Look up at me when you're finished.** (Allow sufficient time for all students to complete reading the selected passage of at least 150 words.)

**Now, you'll each have a chance to read to your partner. First, Partner A will be the reader; Partner B will be the checker. Partner B: whenever you hear your partner make a reading error, say "Stop. That word is" and tell your partner the word. You'll read until I say "stop." Ready. Read.** (Allow one minute for Partner A to read aloud as far as he or she can in the chapter.)

Reverse roles, with Partner B reading to Partner A.)

WRITTEN FOLLOW-UP  
ACTIVITIES:

Have the students complete the vocabulary and story items for Lesson 14 in the Student Workbook.

## ENRICHMENT AND EXTENSION ACTIVITIES:

Students may complete the following activity:

**1** Locate a variety of jazz music (e.g., Art Tatum for piano, Dave Brubeck for small ensemble, Louis Armstrong for Dixieland, Count Basie or Duke Ellington for big band style) and listen! You may wish to play two pieces of different styles and compare them using a Venn diagram.

## ANSWER KEY FOR LESSON 14:

**1**

1. wiry
2. copacetic
3. alto, patient
4. carburetor, godsend
5. musings
6. embouchure
7. spirit
8. prodigy

**2**

1. rhyming (underlined) Steady Eddie
2. rhyming (underlined) Deed Breed  
alliteration (circled) Dirty Deed
3. rhyming (underlined) Doug Thug
4. rhyming (underlined) Chug Bug  
Alliteration (circled) Doo Doo

**3**

1. Clam
2. Speed
3. Lawn
4. Hard drive
5. Box
6. Carrot
7. Lisa
8. Droopy

**4**

1. Ideas: *There used to be a little girl in the house and now she's gone. Maybe they liked the idea of having a child around again. They might want Bud to stay because they felt sorry for him. Miss Thomas knew that orphanages were hard places and she may have wanted to keep Bud safe with her.*

2. Ideas (pro): *I think that Miss Thomas and the band will be good parents to Bud because they are old enough to know how to take care of him. They had enough money to make sure that he had food and clothes and, besides, they liked him and he felt comfortable with them.*

Ideas (con): *I think that they might not be such good parents because they travel around a lot at night and that isn't very good for a boy who will have to go to school. The way the band changed all the time, they might have someone who didn't like Bud or want him around and that wouldn't be very good for Bud.*

**5**

1. Jazz owes its birth to ragtime and the blues.
2. Jazz started in the early 1900s.
3. When you improvise, you make music up as you go along.
4. Classical musicians have a form of "written down" improvisation called theme and variations.
5. No, jazz musicians rarely play a piece of music the same way twice.

## Lesson 14

### Chapter 16

<b>❶ Vocabulary</b> 6. patient 7. wiry 8. spirit 9. godsend 10. copacetic	<b>❷ Vocabulary</b> 7. carburetor 8. alto 9. embouchure 10. <i>la bone</i> 11. musings 12. prodigy	<b>❸ Vocabulary Expressions</b> 6. that's how the cookie's going to crumble 7. inside-the-house outhouse 8. What's the scoop? 9. cop a squat 10. pull your own weight
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#### ❶ Vocabulary Practice

Fill in the blanks or replace the underlined words with vocabulary from the word bank below.

patient	copacetic	alto	musings	spirit
carburetor	godsend	embouchure	wiry	prodigy

- The \_\_\_\_\_ man lifted the heavy box up the stairs.
- Everything is (entirely satisfactory) \_\_\_\_\_, so you don't have to worry at all.
- Mrs. Jones says my voice sounds like an excited mouse when I sing soprano, but it's as smooth as honey when I sing a lower pitched \_\_\_\_\_. She's a very \_\_\_\_\_ teacher and never loses her temper.
- The mechanic who fixed our car's \_\_\_\_\_ so quickly was a \_\_\_\_\_ to us; otherwise, we'd have been stranded all day.
- Excuse me, I've interrupted you while you were doing your (hard thinking) \_\_\_\_\_.
- Say the word "we" aloud to correct your \_\_\_\_\_ while you play saxophone.
- Keep your \_\_\_\_\_ strong, and don't give up on your rights.
- Beethoven was another musical \_\_\_\_\_ who wowed audiences as a little boy.

#### ❷ Language Practice 1

Words that rhyme have endings that sound the same. Underline the rhyming words below. Alliteration is when words begin with the same consonant sound, like Baxter enjoys baking brownies. Circle the words below that have alliteration.

- Harrison "Steady Eddie" Patrick
- Roy "Dirty Deed" Breed
- Doug "the Thug" Tennant
- Chug "Doo-Doo Bug" Cross

**3 Language Practice 2**

**Read the name and the clues below to help you come up with nicknames for each of these imaginary characters. Use rhyme and/or alliteration, following the clues given in brackets. The first one is done for you. (Hint: Rhyme and/or alliteration can work with either the first name or the last name.)**

1. Ann “the Clam” Cranstein (clue: Ann is very quiet, and likes eating shellfish. Rhyme and alliteration.)
2. Chan “\_\_\_\_\_” Reed (clue: Chan’s a fast runner. Rhyme.)
3. Shawn “\_\_\_\_\_ Chair” Landry (clue: Shawn likes to take naps outside in the backyard. Rhyme and alliteration.)
4. Clive “\_\_\_\_\_” Henderson (clue: Clive is a computer whiz. Rhyme and alliteration.)
5. Brian “Boom \_\_\_\_\_” Kirby (clue: Brian listens to loud music wherever he goes. Alliteration.)
6. Will “the \_\_\_\_\_” Meritt. (clue: Will has bright red hair. Rhyme.)
7. Theresa “Mona \_\_\_\_\_” (clue: Theresa is an art student. Rhyme.)
8. “\_\_\_\_\_” Dan Ledru (clue: Dan often seems tired and has bad posture. Alliteration.)

**4 Answer the following questions in complete sentences.**

**On page 189 Miss Thomas said, “none of us are too used to having children around.”**

1. Why do you think that Miss Thomas and the band want to take on the job of taking care of a child?

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2. Would a group of men and a woman who travel around and play music at night will be good “parents” for Bud? Give at least two sentences telling why they would be good parents. Then give at least two sentences why you think they wouldn’t be good parents.

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## *All That Jazz!*

We know that Herman E. Calloway and his band played different styles of music so they would have a variety of work to choose from. We also know, from the cover of *Bud, Not Buddy*, that Calloway's band referred to themselves as *Masters of the New Jazz*. It's time to learn a bit more about the style of music (some say the style of *playing*) called jazz.

"Jazz" appears to have started in the early 1900s among black musicians. These musicians took popular songs, blues tunes, or even just a sequence of chords that sounded good and played them in a remarkable way.

Jazz music owes its birth to two main styles of music that were popular around 1900. The first was ragtime. Ragtime was a style of piano playing developed by black musicians. The most important feature of ragtime is a musical effect called syncopation (sing-co-pay-shun). Music almost always has a steady beat that can be counted out as 1234, 1234 or 1212, or 123,123. Most often, the first beat gets the most weight or emphasis. That is, if you tap the beat out, the first beat is the heaviest: 1234,1234 or 12,12, or 123,123. Syncopation moves that stress to beats where you don't usually expect them to be. For example, 1234, or 123, 123 shows syncopation. Ragtime piano players would keep the beat steady in their left hand playing but would syncopate their right-hand playing. Listen to a piece of piano music by Scott Joplin, the master of ragtime piano (try *Maple Leaf Rag*) to hear syncopation in action.

The second style of music that influenced jazz was a style that you already know something about—the blues. Blues music used the notes of the scale (think of the arrangement of black and white keys on the piano) in interesting ways. Singers tended to "slide around between the notes" when they sang blues music. Jazz instrumentalists found that they could do the same thing with brass and wind instruments—in fact, they could copy the sound of a blues singer. Blues music also provided a foundation for jazz musicians to build upon.

Perhaps the most important element of jazz music, though, is something called improvisation. When you improvise, you make something up as you go along. Jazz musicians didn't play a tune so much as they played around a tune. They use the tune as a springboard and always have it in their minds as they play. It is the jazz musician's way of reinventing a tune by improvising around it and adding to it that makes jazz music so exciting to listen to. Jazz musicians rarely play a piece the same way twice—just like you never have exactly the same conversation with a friend. They pay attention to what their musical minds tell them to do. There is always something different and exciting that occurs to them while they are playing so they just play it!

The idea of playing "around" a tune was not new to jazz. Classical musicians have a musical form called "theme and variations" where a tune is played several times in a row. Each time after the first, the tune is played in a different way. In effect, this is "written down" improvisation.

**5** Read the article on page 39 titled **All that Jazz!** Then, answer the following questions using complete sentences.

1. To what two styles of music does jazz owe its birth?

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2. About when did jazz start?

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3. What do you do when you improvise?

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4. Classical musicians have a form of “written down” improvisation. What is this form called?

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5. Do jazz musicians always play the same piece of music in the same way?

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