



## Buzby

By Julia Hoban, pictures by John Himmelman

GRL J

### ABOUT THE BOOK:

When Buzby's mom tells him it is time for him to find a job, Buzby the cat leaves home to find one. After two failed attempts, he is hired to be a busboy at a big hotel. Unfortunately, Buzby makes a multitude of messy mistakes, and the manager fires him. But, fortunately, for Buzby, the customers of the hotel love him and his antics, and they convince the manager to give Buzby another chance. In the end, the hotel manager relents and gives Buzby the job of hotel cat, greeting customers as they enter the hotel.

### DISCUSSION QUESTIONS:

1. What are Buzby's qualities for finding and holding a job? What experience does Buzby have?
2. Why doesn't Buzby want a job at Maple Leaf Farm? Why couldn't he apply for the job at Buttercup Dairy?
3. Why does the opera singer thank Buzby for spilling water in her lap? Why does King Oswald laugh at Buzby? How do the other customers react to Buzby?
4. Why does the hotel manager give Buzby the job of hotel cat? What are Buzby's responsibilities as hotel cat?

*The above questions correlate to Common Core State Standards (Reading): RL.1.1, RL.2.1, and RL.3.1; (Speaking & Listening): SL.1.1, SL.2.1, and SL.3.1; SL.1.3, SL.2.3 and SL.3.3.*

### EXTENSION ACTIVITIES:

**My Character Traits:** Buzby's mother tells him he is clean, polite, and a good mouser. Ask students to ask a parent or grandparent for three words that describe them. Then with each word, ask students to write an example of a time they demonstrated that characteristic. Have students create an identity poster including a self-portrait and all three descriptors and examples. Ask students to share their posters and examples with the class. *This activity correlates to Common Core State Standards (Writing): W.1.1, W.2.1, and W.3.1; (Language): L.1.1, L.2.1, and L.3.1; L.1.2, L.2.2, and L.3.2.*

**What Do I See?** Ask students to look through the book and find two illustrations that give the reader information that the words do not say. Then ask students to work with a partner to draw their own illustration of one of these scenes. One of the partners should draw the scene from Buzby's viewpoint, including details that might be pertinent to Buzby. The other partner should draw the same scene from the viewpoint of one of the other characters, including details that might be pertinent to that character. Both partners should write and explain what they have included and why. Have partners share their illustrations and explanations of what they have included first with each other and then with another pair of partners. Display the students' art and explanations in the classroom. *This activity correlates to Common Core State Standards (Reading Literature): RL.1.7, RL.2.7, and RL.3.7; (Writing): W.1.2, W.2.2, and W.3.2; (Language): L.1.1, L.1.1, and L.3.2; L.1.2, L.2.1, and L.3.2.*

**Before and After: An Interesting Tale:** Give students a white sheet of paper and ask them to write or draw the sequence of events in the order they occurred in the story in the format of a flowchart or storyboard. Then ask students to revise and add at least one event before the start of the story and one event at the end of the story. Have students share their prequel and sequel events with the class, in small groups, or with a partner. Post the student sequences in the classroom. *This activity correlates to Common Core State Standards (Reading Literature): RL.1.2, RL.2.2, and RL.3.2; (Writing): W.1.2, W.2.2, and W.3.2; (Language): L.1.1, L.2.1, and L.3.1; L.1.2, L.2.2, and L.3.2.*

**Letter to Mom:** Buzby is not too happy when his mom tells him he needs to leave home to find a job, but Buzby is willing to obey his mom. When Buzby finds the perfect job as a hotel cat, he is ecstatic. Ask students to pretend they are Buzby and to write a thank-you letter to Buzby's mom explaining why he is thankful and happy about his new job. *This activity correlates to Common Core State Standards (Reading Literature): RL.1.2, RL.2.2, and RL.3.2; (Writing): W.1.1, W.2.1, and W.3.1; (Language): L.1.1, L.2.1, and L.3.1; L.1.2, L.2.2, and L.3.2.*

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