



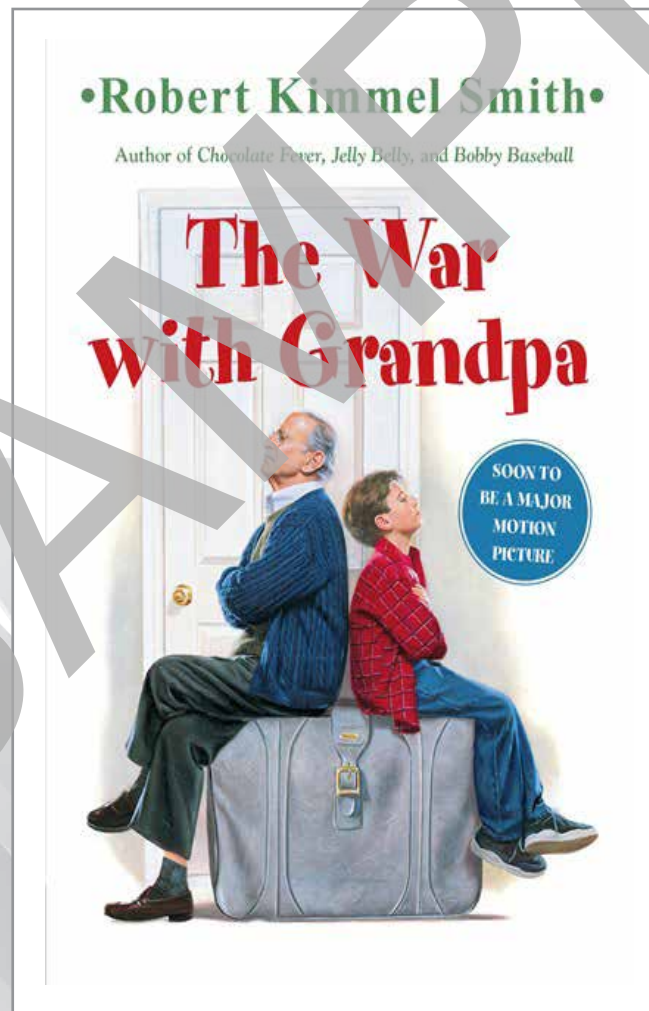
**TEACHER GUIDE**

**GRADES 6-8**

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

# The War with Grandpa

Robert Kimmel Smith



**READ, WRITE, THINK, DISCUSS AND CONNECT**

# The War with Grandpa

Robert Kimmel Smith

## TEACHER GUIDE

**NOTE:**

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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## Skills and Strategies

### Thinking

Research, brainstorming

### Comprehension

Predicting, comparison/  
contrast

### Vocabulary

Antonyms/synonyms, word  
mapping, categorizing

### Writing

Ads, directions

### Listening/Speaking

Discussion, role play

### Literary Elements

Characterization, story  
elements, conflict, similes

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## Summary

Peter Stokes thinks Grandpa Jack is great and that it will be wonderful when he comes to live with the family. The horrible thing is that Grandpa is going to move into Peter's room, and Peter will have to move to the attic. Peter loves Grandpa, but he wants his room. Peter and his friends try to make Grandpa surrender the room. Grandpa does not give in, and Peter tries to get even.

## About the Author

Robert Kimmel Smith is the award-winning author of many popular novels for children. He lives in Brooklyn, N.Y. with his wife and two children. Smith says, "I write books I hope will get kids hooked on reading. The brain is a muscle, and reading is how you make it strong." Other novels by Smith are: *Jelly Belly* (Novel Units Teacher Guide available), *Mostly Michael*, and *Squeaky Wheel*.

## Initiating Activities and Information

Note: It is not intended that everything presented in this guide be done. Please be selective and use discretion when choosing the activities you will do with the unit. The choices that are made should be appropriate for your use and your group of students. A wide range of activities has been provided so that individuals as well as groups may benefit.

1. Brainstorming: Have students brainstorm the word "war."

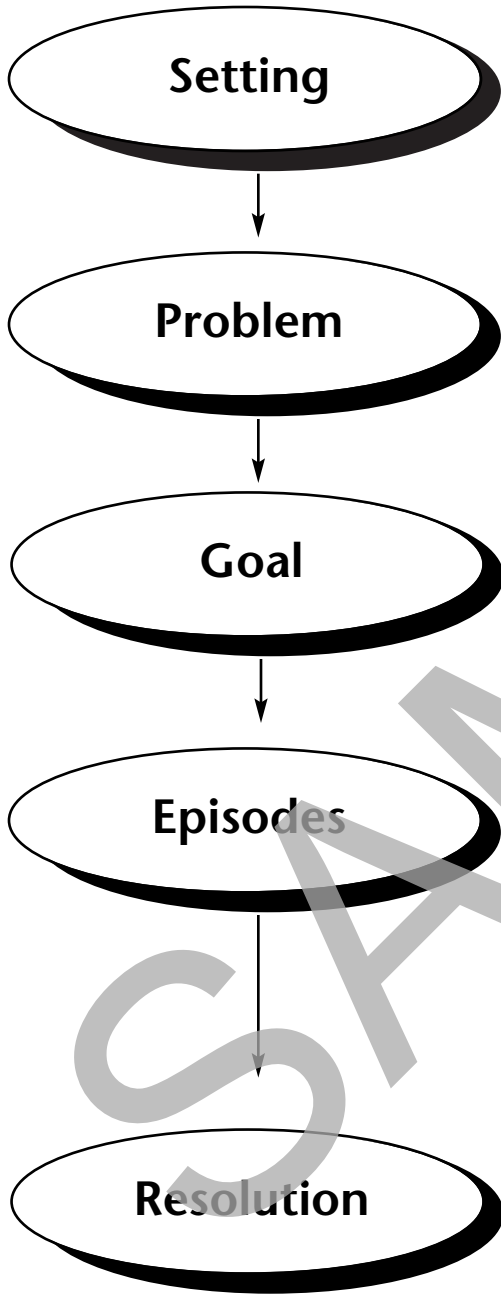
Rules for brainstorming:

- All ideas count
- Add details
- Adapt others' ideas
- Suggest unusual ideas

2. Prediction: Have students examine the cover illustration and title, then flip through the book. Ask: What kind of book do you suppose this will be? What is suggested by the title?
3. Reviews and Summary: Read aloud the remarks on the back cover and the back cover summary. Ask: What does the back cover summary tell you about what to expect from this book?

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## Story Map



Characters \_\_\_\_\_

Time and Place \_\_\_\_\_

Problem \_\_\_\_\_

Goal \_\_\_\_\_

Beginning → Development → Outcome

Resolution \_\_\_\_\_

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## Chapter 1: “Peter Stokes’s True and Real Story”—Pages 1-4

### Discussion Questions

1. What other characters can we assume will be in the story? (*a mother and father*) Prove this. (*picture opposite page 1*)
2. What do we mean by setting? What is the setting of this story? (*The setting is the location where the story takes place. The setting of this story is not given.*)
3. Every story has a problem or conflict. What should we put on the map? (*Problem—Grandpa takes Peter’s room.*) What is a conflict? (*A conflict is a clash, a battle, or a disagreement.*) How is a conflict different than a problem?
4. What do we learn about Peter? (*He’s in fifth grade. He has to write a true story for school.*)
5. What do we learn about Jennifer? (*Jennifer is Peter’s sister, she loves horses, Pac-Man, and TV reruns, and she thinks she should be in the story because she knows about Grandpa’s arrival before Peter.*)
6. **Prediction:** Do you think Jennifer will be important in the story?

### Supplementary Activities

1. Novels have certain requirements—characters, setting, plot or conflict, episodes, and solution. Do you think Peter knows that a story has these requirements? He could be using a story map. (See page 10 of this guide.) What information did we learn for the story map in Chapter 1? (*characters—Jennifer, Peter, and Grandpa*)
2. Begin attribute webs for Peter and Jennifer. (See pages 11-13 of this guide.)

## Chapter 2: “The Beginning”—Pages 5-8

### Discussion Questions

1. Why does Peter say, “For once you found out a good secret, Jenny”? (*Page 7, She tells him Grandpa is coming to live with them.*) Why does Peter change his mind about the secret? (*He’s going to lose his room.*)
2. What kinds of conflict are there? What kind of conflict is in the book? (*Physical—man versus nature; Social—struggle between two people; Societal—man’s struggle against society, e.g., Civil Rights, Environmentalists; Social—conflict between Peter and Grandpa.*)
3. What are some of the ways conflicts can be resolved? Predict how Peter can resolve his conflict. (*discussion, fights, wars, compromise, laws; answers will vary*)