



3RD

GRADE

VOLUME 3.2

Realistic Fiction

The War with Grandpa

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First Printing March 2013

Second Printing May 2016

ISBN: 978-1-59849-206-4

Library of Congress Control Number: 2016940674

Printed in the United States of America

Design: Soundview Design Studio

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Peanut Butter Publishing
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Seattle, Washington 98105
206-860-4900
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Welcome to the C. I. A. Unit of Study for *The War with Grandpa*

This unit of study was put together for the purpose of teaching students how to read longer, more complex text. Unfortunately, in classrooms where only basal readers are used, many students do not learn how to make the transition from picture books, to series books, to more complex chapter books. As a result, students struggle during independent reading. This unit of study will teach students the fundamental processes of reading text, specifically longer, more complex chapter books. It follows an approach described in its companion text, *Raising the Standards through Chapter Books: The C. I. A. Approach* (available at readsidebyside.com/shop/). I hope you enjoy guiding your students through the authentic work of expert readers!

The book *The War with Grandpa*, by Robert Kimmel Smith, was chosen for its genre and also its subject matter. Students will relate to the main character of this realistic fiction story and learn that conflicts should be resolved peacefully. This is a theme that will carry them into the next unit of study for third grade, *C. I. A. Unit of Study, Biography—Martin Luther King Jr.*

I know you and your third-graders will enjoy the humor woven throughout the book. You will also enjoy the serious message of the story.

Before getting started, you will want to familiarize yourself with the C. I. A. approach. You will then need to lay the groundwork for optimizing your success with this unit in your classroom by:

- Designating a read-aloud block in your daily schedule
- Setting up a meeting area
- Planning for turn and talk
- Preparing reader's notebooks
- Printing vocabulary handbooks
- Locating multiple copies of the text
- Inputting lessons into your plan book
- Preparing for assessment

The War with Grandpa Unit of Study— Distribution of Standards

Distribution of Common Core State Standards, *The War with Grandpa*, 3.2

Reading Standards for Literature (RL)																												
Days	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27-33	
Key Ideas and Details																												
#1 Read closely Monitor comprehension Support thinking	X	X	X	X	X	X	X	X			X	X	X	X	X	X		X	X	X	X		X	X				
#2 Determine theme Author's message Summarize								X						X		X		X	X		X	X		X	X	X		
#3 Story elements	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X		X		X			
Craft and Structure																												
#4 Author's craft Intertextuality																					X							
#5 Text structure Genre Compare multiple genres		X	X								X	X					X			X	X	X						
#6 Point of view Author's perspective															X						X	X		X				
Integration of Knowledge																												
#7 Connect to other representations of the topic (visual, oral)													X		X													
#8 (N/A to literature)																												
#9 Compare/contrast themes across 1 genre																	X	X										
By the end of the year, read and comprehend literature in the grades 2–3 text complexity band proficiently, with scaffolding as needed.																												

Distribution of Common Core State Standards, *The War with Grandpa*, 3.2

Reading Standards for Information (RI)																												
Days		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27-33
Key Ideas and Details																												
#1	Read closely Monitor comprehension Support thinking													X														
#2	Main idea Details Summarize																											
#3	Sequence Cause and effect													X														
Craft and Structure																												
#4	Author's craft																											
#5	Text structure Compare/Contrast Problem/Solution Cause/Effect																											
#6	Point of view Author's perspective																											
Integration of Knowledge																												
#7	Connect to other representations of the topic (visual, oral)													X		X												
#8	Explain author's use of reasons/evidence																											
#9	Integrate on 1 topic																											
By the end of the year, read and comprehend informational text in the grades 2–3 text complexity band proficiently, with scaffolding as needed.																												

Distribution of Common Core State Standards, *The War with Grandpa*, 3.2

Writing Standards (W)																											
Days	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27-33
Text Types and Purposes																											
#1 Opinion piece																											
#2 Expository piece									X							X						X				X	
#3 Narrative piece																											X
Production and Distribution																											
#4 Write clearly Organize Task, purpose, audience									X								X					X				X	X
#5 Strengthen writing Writing process																											X
#6 Produce and publish Use technology																											X
Research																											
#7 Investigate different aspects of one topic																											
#8 Recall information Gather information Take notes/categorize	X	X	X	X	X		X	X	X	X		X			X		X	X	X	X	X	X			X	X	
#9 Draw evidence																	X	X	X		X	X			X		
Range of Writing																											
#10 Extended time																											X
#10 Short time									X								X					X				X	

Distribution of Common Core State Standards, *The War with Grandpa*, 3.2

Language Standards (L)																													
Days	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27-33		
Conventions																													
#1 Grammar and usage																													
#2 Capitalization, punctuation, and spelling																													
Knowledge of Language																													
#3 Convey ideas precisely Formal English	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Vocabulary																													
#4 Monitor meaning of unknown words: Context Morphemes Reference materials	X	X	X	X	X	X	X	X			X	X	X	X	X	X			X	X			X						
#5 Figurative language Word relationships Idioms, adages, proverbs Synonyms Antonyms	X	X	X	X	X	X	X	X			X	X	X	X	X	X			X	X			X						
#6 Acquire and use grade-level vocabulary in speaking and writing	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	

Distribution of Common Core State Standards, *The War with Grandpa*, 3.2

Speaking and Listening Standards (SL)																														
Days	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27-33			
Comprehension and Collaboration																														
#1 Express ideas clearly Build on others' ideas Respond to questions Summarize discussions	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				
#2 Paraphrase after listening	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				
#3 Identify reasons and evidence given by speaker																														
																										X				
Presentation																														
#4 Speak clearly Speak with a good pace	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			
#5 Present with media																														
#6 Use formal English when appropriate	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			

Mini-Lesson

Vocabulary Routine: *sentimental* (L 4, 5)

The root word ‘senti’ means *to feel*. The suffix ‘ment’ means *action or process*. The suffix ‘al’ means *having the characteristics of* and makes this word an adjective.

Instructional Read-Aloud

In these chapters... Peter begins to write about when Grandpa Jack came to live with him and they had a war over his bedroom.

Jennifer informs Peter that she overheard their parents talking and that their grandpa Jack, from Florida, will be moving in with them. Peter is glad, because he doesn’t get to see his grandpa often. Next, Jennifer tells Peter that he will be moving to the guest room on the third floor, leading Peter to believe that Grandpa will be moving into his current room.

Peter expresses his love for his room while describing all the special things about it. He talks about how he’s lived there his whole life. He makes it clear that he views that room as his own and does not want anyone else to live there.

In this lesson... you will be modeling how readers use details in the story to understand important characters. You will demonstrate how readers keep track of characters while reading by working with your students to co-create a character list that can be used as a tool for comprehension monitoring. Because the list will be used in this way, it is very important that all students keep a copy of this list in their reader’s notebooks.

Learning Targets:

Read closely to monitor comprehension (RL 1)

Show understanding of story elements (RL 3)

- Character traits

Use what you know about genre to help you understand the story better (RL 5)

Gather and categorize information through note taking (W 8)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

Connect:

We have been learning...

...that good readers think about what they know about the genre to help them predict what will happen in the book.

Teach:

Today I am going to teach you...

...that good readers use details in the story to understand important characters.

Watch me as I model how I stop to identify the important characters in our story.

Also notice how I use clues in the story to help me think about each character.

You are each going to make a character list in your reader's notebook as we read chapter 1. The character list will be a tool that we will use while reading this book; it will help us improve our comprehension when we are confused.

Today we will be using this stem for turn and talk:

When the book said____, I was thinking ____.

Open your reader's notebooks and title a clean page **Character List**. As we create the list together on the easel, you will each copy down the information on a list in your own reader's notebook.



Begin reading chapter 1 of *The War with Grandpa*, starting on page 1.

Model:



Stop after: “ ‘Now you’ll have a good story,’ she said.” (p. 4)

This first chapter introduces us to an important character in the book, Jennifer. Jennifer is Peter's little sister.

When the book said that Jennifer likes TV, horses, and fairies, **I was thinking** that Jennifer is probably four or five years old.

(Model adding Jennifer, and information about her, to the character list.)

Now it will be your turn to identify important characters in chapter 2. As I read, pay attention to details in the story and use those details to help you think about each character.

Guided Practice:



Stop after: “In fact, I can usually get her to tell me anything I want because I’m her big brother and she’s only a little kid.” (p. 5)

We continued to learn new details about Jennifer. When the book said that one thing Jennifer likes best in life is a secret, but she’s not very good at keeping secrets, *what did you think?*

Turn and talk to your partners using this stem:

When the book said *Jennifer is not very good at keeping secrets*, I was thinking _____.

(Model adding information about Jennifer to the character list.)

In this next section of the text, we are going to learn details about another character in our story, Grandpa Jack.

Guided Practice:



Stop after: “And he’s very sad about Grandma.” (p. 7)

We learned some information about Grandpa Jack. When the book said that Grandpa Jack’s leg is hurting and he’s been feeling lonely since Grandma died, what were you thinking?

Turn and talk to your partners using this stem:

When the book said *that Grandpa Jack is lonely*, I was thinking _____.

(Model adding Grandpa Jack and information about him to the character list.)

In this next section of the text, we are going to learn details about the main character of our story, Peter.

Guided Practice:



Stop after: “And I don’t ever want to live anywhere else.” (p. 10)

We learned some information about the main character, Peter. When the book said that Peter has lived in his room his whole life and he loves it, what were you thinking?

Turn and talk to your partners using this stem:

When the book said *that Peter has lived in his room his whole life and he loves it*, I was thinking _____.

(Model adding Peter and information about him to the character list.)

Link:

Today and every day when you read...

...I want you to use details in the story to help you identify the important characters and their character traits.

The following list is a sample showing what your co-created list *might* look like:

Character List

Jennifer: Peter's little sister
likes T.V.
likes horses
likes fairies
likes secrets

Grandpa Jack: Peter's grandpa
lonely since Grandma
died
his leg is hurting.
He is sad about
Grandma.

Peter: 10 years old
likes baseball
loves his room
sentimental

Mini-Lesson

Vocabulary Routine: *threaten* (L 4, 5)

The base word ‘threat’ means *an intention to cause damage or pain*. The suffix ‘en’ makes this word a verb.

Instructional Read-Aloud

In these chapters... Peter decides to officially declare war, so he sneaks down to use his father’s typewriter to write a note to Grandpa. Peter is nervous and worried about the note all day. When he finally goes to put the note on Grandpa’s bed, Jenny walks in and almost catches him! He plays it cool and plants the note before going to bed.

Peter hangs around Grandpa and drops hints about the note, but Grandpa ignores the whole thing. Peter is afraid that since it takes two sides to have a war, this one will never get started.

In this lesson... you will be modeling how good readers infer character traits. In quadrant 2, readers focus on the main character and infer character traits based on the character’s actions and words.

Learning Targets:

Read closely to monitor comprehension (RL 1)

- Infer character traits

Analyze story elements (RL 3)

- Character

Use what you know about genre to help you understand the story better (RL 5)

Gather and categorize information through note taking (W 8)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

Connect:

We have been learning...

...that good readers think about what is going to happen next based on details in the text. When they do this, they are making predictions.

Teach:

Today I am going to teach you...

...that good readers focus on the main character when they read realistic fiction stories. They think about the main character's actions and words and feelings in order to infer character traits.

Watch me as I model how I look for clues about the main character, Peter.

Notice how I consider how the actions and words and feelings of the main character reveal his character traits.

Today we will be using this stem for turn and talk:

When the book said _____, I was thinking _____. This helps me understand _____.

Open up your reader's notebooks to a clean page. Title the page **Peter**. Below the title, make a T-chart. Label the left column "actions/words/feelings" and the right column "traits."



Begin reading chapter 14 of *The War with Grandpa*, starting on page 45.

Model:



Stop after: "And the end of me, probably." (p. 45)

When the book said that Peter snuck down to his dad's office and didn't want the note to be in his handwriting, **I was thinking** that Peter is sneaky. **This helps me understand** that Peter doesn't want other people, especially his parents, to know what he is doing.

(Model adding this thinking to the T-chart.)

Now it is your turn to pay attention to Peter's actions, words, and feelings. Think about how his actions, words, and feelings are helping you infer character traits.

Guided Practice:



Stop after: “Just feeling that crinkling paper in my pocket made me nervous.” (p. 48)

When the book said that Peter was “like a shivery rabbit all day,” what were you thinking?

Turn and talk to your partners using this stem:

When the book said *that Peter was “like a shivery rabbit all day,”* I was thinking _____. This helps me understand _____.

(Model adding this thinking to the T-chart.)

As I read this next part, continue to pay attention to Peter’s actions, words, and feelings. Think about how his actions and words are helping you infer character traits.

Guided Practice:



Stop after: “Whatever was going to happen I was ready for.” (p. 49)

When Peter said, “Whatever was going to happen I was ready for,” what were you thinking?

Turn and talk to your partners using this stem:

When the book said “*Whatever was going to happen I was ready for,*” I was thinking _____. This helps me understand _____.

(Model adding new information to the T-chart.)

Stretch It:



Stop after: “And my fight to get my room back looked like it would never even get started.” (p. 51)

Discuss: What do you predict will happen next?

Link:

Today and every day when you read...

...I want you to think about the main character’s actions, words, and feelings and use those clues to infer character traits.

The following chart is a sample showing what your co-created chart *might* look like:

<u>Peter</u>	
Actions/Words/Feelings	Traits
<ul style="list-style-type: none">• sneaks downstairs• types the note	Sneaky
<ul style="list-style-type: none">• nervous• shaking• shivery	Knows he is doing something wrong.
<ul style="list-style-type: none">• says, "Whatever was going to happen I was ready for."	Brave

Mini-Lesson

Vocabulary Routine: *attack* vs. *defend* (L 4, 5)

The word ‘attack’ means *to set upon in a violent way*.

The base word ‘fend’ comes from the latin word ‘fendere,’ which means *to strike*. The prefix ‘de’ means *opposite of*.

Instructional Read-Aloud

In these chapters... Peter tries to stay mad at Grandpa because of the slap but can’t hate him. Grandpa has been in much better spirits recently. The family watches Jennifer perform her ballet routine, and Peter remembers the lengths Jennifer went to to get her tutu for ballet.

Steve and Billy come over to play games and agree that Peter’s new room is not as nice as his old one. Peter does not tell them about the slap from Grandpa because he feels ashamed. When they get the Monopoly game out they find that Grandpa has taken all of the game pieces, so they can’t play.

The boys are very angry that Grandpa has taken their game pieces. Billy and Steve are calling Grandpa names, and although Peter is upset also, he defends his grandpa. Billy and Steve are talking about the extreme measures that Peter should go to in order to get back at Grandpa, but Peter isn’t sure if those steps are necessary. Peter’s friends eventually leave, but the three of them are not on good terms with each other.

In this lesson... you will be modeling how readers look for evidence to support a line of thinking. You will also model adding evidence to the evidence collection box.

Learning Targets:

Read closely to monitor comprehension (RL 1)

Determine central ideas or themes of the text (RL 2)

Gather and categorize information through note taking (W 8)

Draw evidence from the text (W 9)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

Connect:

We have been learning...

...that when good readers get to the end of the second quadrant, they stop to think about what the author is telling them. We think the author is telling us that war hurts and that, therefore, disagreements should be resolved peacefully. We already have some evidence to show that war hurts.

Teach:

Today I am going to teach you...

...that good readers continue to collect evidence to support a line of thinking while reading. This evidence collection will be important in helping us determine the author's message at the end of the third quadrant of the book.

Watch me as I model how I think about what events in the text support our line of thinking that war hurts.

Today we will be using this stem for turn and talk:

When the book said _____, I was thinking this proves that war hurts because _____.



Begin reading chapter 23 of *The War with Grandpa*, starting on page 75.

Model:



Stop after: "I was confused." (p. 75)

When the book said that Peter did not like being at war with Grandpa, **I was thinking this proves that war hurts because** Peter no longer trusts his grandpa. He doesn't know whether his grandpa means it when he acts nice to Peter.

(Model adding this evidence to the evidence collection box.)

Now it is your turn to look for evidence to prove that war hurts.

Guided Practice:



Stop after: “I started this war, don’t forget.” (p. 85)

When the book said that Peter gave Grandpa several reasons to be mean, how does this show that war hurts?

Turn and talk to your partners using this stem:

When the book said *that Peter gave Grandpa several reasons to be mean*, I was thinking this proves that war hurts because _____.

(Model adding this evidence to the evidence collection box.)

As I read this next part, continue to look for evidence to prove that war hurts.

Guided Practice:



Stop after: “It took three good friends and made them *rorvish* with each other.” (p. 87)

In this part of the story, we see that this war between Peter and Grandpa is hurting more than just their relationship. When the book said Grandpa’s attack made three good friends angry with each other, how does this prove that war hurts?

Turn and talk to your partners using this stem:

When the book said *that three good friends were now angry with each other*, I was thinking this proves that war hurts because _____.

(Model adding this evidence to the evidence collection box.)

Link:

Today and every day when you read...

...I want you to be looking for evidence that supports your line of thinking.

The following chart is a sample showing what your co-created chart *might* look like:

Evidence Collection Box

Line of Thinking:

War hurts, so disagreements should be resolved peacefully.

- Grandpa Jack is tired after his alarm clock goes off at 3:00am.
- Peter is hurt after Grandpa Jack slaps his cheek.
- Peter no longer trusts his grandpa.
- Both Grandpa and Peter are being mean to each other.
- War causes friends to be angry with each other.

DAY 26, SYNTHESIS SUMMARY WRITING

Mini-Lesson

In this lesson...students will synthesize the entire text. Summarizing is more rigorous here than at the end of quadrant 1, as students are being asked to synthesize a much larger portion of text. Your students will use the synthesis summary frame introduced on day 25 to complete their written summaries. They will include their own ideas and details from the text by completing the writing stems that are imbedded in the frame. Students should be encouraged to complete this work independently and to produce quality work.

Learning Targets:

Determine theme and summarize text (RL 2)

- Synthesis summary

Write an expository piece (W 2)

- Synthesis summary

Write clearly and coherently for task and audience (W 4)

Recall information and draw evidence from the text (W 8, 9)

Write in a short time period (W 10)

Apply and use key vocabulary (L 6)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

Connect:

We have been learning...

...that good readers write in order to monitor their comprehension while reading and get to deeper thinking.

Teach:

Today I am going to teach you...

...that good readers write a summary after finishing a book, in order to synthesize what they have read. When you synthesize information, you combine all of your thinking to help you understand the book better.

Today you will be using the synthesis summary frame to help you write a summary of the whole book. When writing a synthesis summary, it is important to be careful to include only the most important events.

Open up your reader's notebooks and title a clean page **Synthesis Summary**. This is a piece of writing that will be graded. You will want to do your best work, making sure your writing looks like third-grade writing.

Review the Synthesis Summary Frame.

Scaffold:

(Depending on your students' levels of readiness, you will need to decide whether the assignment will be done as:

- Collaborative writing—each student works collaboratively with a partner, but is responsible for his or her own writing.
- Independent writing—completed by the student with limited or no guidance.)

Share-out:

(Have students share their writing with their partners or the class. Partners or classmates should respond to students' concluding thoughts from their writing by using the stem:

I agree with you because _____, OR

I disagree with you because _____.)

Synthesis Summary (Sample):

The book *The War with Grandpa*, by Robert Kimmel Smith, teaches that war hurts, so disagreements should be resolved peacefully.

First, Grandpa Jack comes to live with Peter's family, and Peter has to give up his room. Peter feels angry, so he decides to declare war against his grandpa.

Next, Peter attacks Grandpa by setting his alarm clock, stealing his slippers, and taking his watch. At first, Grandpa doesn't want to go to war with Peter, but then he retaliates. Grandpa steals Peter's Monopoly pieces and then makes Peter late for school.

Last, Peter steals Grandpa's false teeth! Peter feels so bad about taking Grandpa's teeth that he decides to surrender. In the end, Grandpa decides to fix up the basement and create his own little apartment. Peter gets to have his room back. Peter and Grandpa agree that from now on, they will solve disagreements peacefully.

In conclusion, Robert Kimmel Smith makes it clear that war hurts. This message teaches me that when I have a disagreement with someone, I shouldn't do mean things to them. Instead, I should talk to them and resolve the problem peacefully.

DAYS 27–33, FORMAL WRITING: CHOOSE YOUR OWN ADVENTURE

Mini-Lessons

In these lessons...your students will be practicing narrative writing in the form of a “choose your own adventure” story. Students will work on a formal writing project that requires them to go through all phases of the writing process. Documents are given in this lesson to help your students organize and draft their writing. However, you will need to use your own resources for teaching the other phases of the writing process. You will need at least five days for this project. You may choose to have students complete this assignment in partnerships or independently. If you choose to have students work in partnerships, you might enjoy having one partner write the first ending and the other partner write the second ending.

Suggested Lesson Sequence:

- Day 1 – Draft
- Day 2 – Continue drafting
- Day 3 – Revise
- Day 3 – Edit and begin publishing
- Day 4 – Continue publishing
- Day 5 – Share
- Day 6 – Share

To prepare for this lesson, you may want to gather some examples of “choose your own adventure” stories to share with students. R. A. Montgomery has written many of these types of books for young readers.

To prepare for this lesson, you will need to photocopy the introduction, prompts, and drafting sheets for each student or partnership.

Learning Targets:

Write a narrative piece (W 3)

Write clearly and coherently for task and audience (W 4)

Practice all stages of the writing process, including publishing (W 5, 6)

Write for an extended period of time (W 10)

Apply and use key vocabulary (L 6)

Present ideas (SL 3, 4, 6)

Connect:

We have been learning...

...that good readers write in order to monitor their comprehension while reading and get to deeper thinking.

Teach:

Today I am going to teach you...

...that good readers write in order to share their thinking about a book with someone else.

Today we will be starting a formal writing project. We will be writing a “choose your own adventure” story that communicates the theme of *The War with Grandpa*.

For our formal writing, we will be working outside of the reader’s notebook. We will need to use loose-leaf paper as we go through all stages of the writing process:

- Pre-writing
- Drafting
- Revising
- Editing
- Publishing
- Sharing

Read the introduction to the assignment. Introduce the prompts.

Introduce the drafting sheet.

Scaffold:

(Depending on your students’ levels of readiness, you will need to decide whether the assignment will be done as:

- Collaborative writing—each student works collaboratively with a partner.
- Independent writing—completed by the student with limited or no guidance.)

Share-out:

(Have students share their writing with their partners or the class.)

Introduction

“Choose your own adventure” stories are very popular because the person reading the story is the main character of the story. In the beginning of the story, a problem is introduced. The reader gets to choose how he or she wants to solve the problem. Choose your own adventure books have more than one ending.

For this activity, you will be writing your own choose your own adventure story. You will select a problem from the list of choose your own adventure prompts, or write your own. Then you will give two possible endings.

The first ending will illustrate that war hurts. In this first ending, the main character will retaliate. One or more characters in the story will feel hurt by these actions.

The second ending will illustrate how the main character resolves the conflict peacefully. The characters will talk about the problem and think of a plan for solving the problem. Finally, they will put that plan into action, and the story will end happily.

Choose your own adventure prompts!

Prompt 1

You are sitting in class when the girl across from you makes a mean face at you. She has done this several times, and you don't like it. You want her to stop, but you don't know what to do.

*If you decide to retaliate, turn to page ____.

*If you decide to talk to her about it, turn to page ____.

Prompt 2

During art, you take out your pencil box, anxious to use your new colored pencils that you just got for your birthday. When you open up your pencil box, you notice that several of the colors are missing. You are pretty sure the boy sitting next to you stole your pencils, because he is using pencils that look just like yours. When you ask him to give the pencils back, he argues with you and says that they are his. You want to get your pencils back, but you don't know what to do.

*If you decide to retaliate, turn to page ____.

*If you decide to talk to him about it, turn to page ____.

Prompt 3

Today there is a new student in your class. You can't wait for recess because you want to ask her to play hopscotch with you and your best friend. But when you get out to recess, the new girl and your best friend are already playing tetherball. You ask to join the game, but your best friend says no. It looks like you have been replaced. You are angry at your friend, and you don't know what to do.

*If you decide to retaliate, turn to page ____.

*If you decide to talk to her about it, turn to page ____.

Prompt 4

You are sitting on the bus when an older boy throws a wad of paper at your head. Everyone on the bus starts laughing. You are really angry, but you don't know what to do.

*If you decide to retaliate, turn to page ____.

*If you decide to talk to him, turn to page ____.

Prompt 5

Make up your own scenario!

	WORD PART	MEANING	PART OF SPEECH
-able	suffix	able to, can be done	adjective
ac-	prefix	to, toward	
ad-	prefix	toward	
-age	suffix		noun or verb
agit	root	to shake up, to act, to lead	
-al	suffix		adjective
-ar	suffix		adjective
-ary	suffix		adjective
-ate	suffix		verb
bat	root	attack	
bellis	root	beauty	
ceal	root	hide, hidden, secret	
civ (cit)	root	city; person inhabiting a city	
clud	root	shut out	
com-	prefix	with, together	
commu	root	common, public, people	
con-	prefix	with, together	
contra-	prefix	against, opposed to	
cour	root	heart	
cris	root	to separate, pull apart	
cuse (caus)	root	cause, reason, purpose	
de-	prefix	down; completely; undo	
dict	root	to talk, speak, tell	
dis-	prefix	not; opposite of	
divid	root	separate	
-ed	suffix		past tense verb or adjective
em-	prefix	into	
en-	prefix	to provide with	
-en	suffix		verb
-ence	suffix		noun
equ	root	same, fair	
ex-	prefix	out, out from, away	
extra-	prefix	beyond	
fac	root	to make, do, cause	

famil	root	close relationship	
fend	root	guard, protect	
fi	root	to make, to cause	
fid	root	belief, trust, faith	
flict (flic, flig)	root	to strike, to destroy	
flu	root	flowing, moving smoothly	
fort	root	well-being, safety, strength	
-ful	suffix	full of	adjective
greg	root	come together, gather	
gener	root	kind	
-ic	suffix		adjective
-ice	suffix		noun
-il	suffix		adjective
in-	prefix	not; toward; inside	
-ing	suffix		present tense verb
-is	suffix		noun
-ism	suffix	belief in, practice of	noun
-ity	suffix		noun
ject	root	throw	
jud	root	to judge	
-ly	suffix		adjective or adverb
-ment	suffix		noun
mire (mira, mirac)	root	to wonder at	
noc	root	to harm, to injure	
-or	suffix	someone who	noun
ordin	root	order	
-ory	suffix	a place	noun
-ous	suffix		adjective
pathy	combining form	feeling, perception	
per-	prefix	through, across	
peril	root	danger	
pleas (plac)	root	to please, peacefulness	
pre-	prefix	before	
press	root	to push down	
pro-	prefix	on behalf of, to go before, to go in front of	

re-	prefix	back, again	
render	root	to give up	
-s	suffix	more than one	plural noun present tense verb
sacr	root	sacred, holy, religious	
satis	root	enough	
sci	root	knowledge, to know	
se-	root	apart from, by yourself	
senti	root	feeling	
sequ	root	follow, following	
sist	root	stand firm	
spic (spec)	root	to see, to look at	
spir (spira)	root	breath of life, soul, spirit	
sub-	prefix	under	
sur-	prefix	above	
sus-	prefix	under	
sym	combining form	with, together	
tali	root	punishment, payment in kind	
tect	root	to cover	
terri (terra)	root	land	
test (testi)	root	witness, one who stands by	
-tion	suffix		noun
un-	prefix	not	
-ure	suffix		noun
vant (vance)	root	move forward	
venge	root	to punish, to inflict damage	
vic (vinc, vict)	root	conquer, win	
volu (volv)	root	bend, turn, turn around	
vulner	root	able to get hurt	
-y	suffix		adjective

Vocabulary: Making Connections

Target Word:

conflict

Context:

“Peter loves his grandpa but wants his room back. He has no choice but to declare war! With the help of his friends, Peter devises outrageous plans to make Grandpa surrender the room.”
(conflict is inferred in the blurb)

What it is...

What it is not...

I'd probably find this word in these contexts (places, events, people, situations):

Text to World

I'll remember this word by connecting it to:

(word, phrase, sketch)