

The War with Grandpa Scope and Sequence

NOTE: The lessons for this unit give page references for the 1984 Yearling publication.

Unit of Study: *The War with Grandpa*

Genre: Realistic Fiction

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
1	Blurb	Vocabulary: <i>conflict</i> Use sticky notes to mark each quadrant of the text.	Search for key story elements in the blurb. <ul style="list-style-type: none"> • Complete story elements handout together • Make a prediction
2	Chapter 1 pp. 1–4	Vocabulary: <i>true</i>	Infer the genre based on clues in the text. Use the genre chart to help students understand what to expect from realistic fiction.
3	Chapters 1–3 pp. 1–10	Vocabulary: <i>sentimental</i>	Recognize important characters and infer character traits. <ul style="list-style-type: none"> • Co-create a character list
4	Chapters 4–5 pp. 11–19	Vocabulary: <i>fair vs. unfair</i>	Identify the problems in the story. <ul style="list-style-type: none"> • Co-create a problems list • Continue to co-create a character list

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALOUD
5	Chapter 4 pp. 11–16	Vocabulary: <i>comfortable</i>	Visualize the setting. • Co-create a setting map
6	Chapters 5–6 pp. 17–21	Vocabulary: <i>advantage vs. disadvantage</i>	Show sympathy for the main character.
7	Chapters 7–8 pp. 22–29	Vocabulary: <i>unfamiliar</i>	Show sympathy for the main character.
8	Chapters 9–11 pp. 30–38	Vocabulary: <i>depressed</i>	Identify the important events. • Co-create an important events list
9		Oral Retell Summary	
10		Retell Summary Writing	

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
11	Chapters 12–13 pp. 39–44	Vocabulary: <i>conceal</i>	Make predictions.
12	Chapters 14–15 pp. 45–51	Vocabulary: <i>threaten</i>	Infer character traits. <ul style="list-style-type: none"> • Co-create a main character chart
13	Outside Text: “Introduction & Strategy Hints” (for the game of Risk)	Vocabulary: <i>cunning</i>	Compare and contrast multiple texts.
14	Chapters 16–18 pp. 52–59	Vocabulary: <i>surrender</i>	Focus on the main characters’ beliefs about war. <ul style="list-style-type: none"> • Co-create a character belief chart for Peter and Grandpa Jack
15	Chapter 19 pp. 60–63 Outside Text: “Timeline of U.S. Conflict, 1912–1985”	Vocabulary: <i>spoiled vs. wanting</i>	Compare characters’ circumstances. <ul style="list-style-type: none"> • Co-create a comparison chart

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALOUD
16	Chapters 20–22 pp. 64–74	Vocabulary: <i>disagreement</i>	Focus on the main characters' beliefs about war. <ul style="list-style-type: none"> Continue to co-create a character belief chart for Peter and Grandpa Jack
17		Comparison Writing	
18		Brainstorm themes and choose a line of thinking. <ul style="list-style-type: none"> Co-create an evidence collection box 	
19	Chapters 23–25 pp. 75–87	Vocabulary: <i>attack vs. defend</i>	Gather evidence to support a line of thinking. <ul style="list-style-type: none"> Continue to co-create an evidence collection box
20	Chapters 26–27 pp. 88–99	Vocabulary: <i>retaliate</i>	Recognize how the main character changes over time.
21	Chapters 28–29 pp. 100–105		Identify important events and the author's message. <ul style="list-style-type: none"> Turning point Continue to co-create an evidence collection box

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALOUD
22		Turning Point Writing (Part 1)	
23	Chapters 30–31 pp. 106–117	Vocabulary: <i>revenge</i>	Make predictions using text evidence. <ul style="list-style-type: none"> Continue to work on the turning point writing (Part 2)
24	Chapters 32–37 pp. 118–140		Read-in.
25		Oral Synthesis Summary	
26		Synthesis Summary Writing	
27– 33		Formal Writing (Narrative): Choose Your Own Adventure	