

***The War with Grandpa* Labels and Highlighting Directions for the Instructor's Book**

The following pages consist of labels and directions for labeling and highlighting the teacher's copy of *The War with Grandpa*. Some teachers may find these highlights and labels helpful when conducting lessons. Begin by putting the labels in the book, then highlight.

To print the labels, use clear full-sheet labels, such as Avery #18655. Cut the labels once they have been printed. Then, follow the directions given below to insert labels into your book.

I suggest using gel highlighters for highlighting, because they will not bleed to the other side of the page. You will need a pink, a yellow, and an orange highlighter.

**THE WAR WITH GRANDPA LABEL INSERT DIRECTIONS
FOR THE INSTRUCTOR'S BOOK**

Item	Page #	Location
Color Key	Title Page	Top of page
Day 2	1	Top of page
Day 3	1	Top of page
I—sentimental	9	Bottom of page
Day 4	11	Top of page
Day 5	11	Top of page
Day 6	17	Top of page
I—disadvantage	18	Near, "I knew I was going to lose the argument."
Day 7	22	Top of page
I—sentimental	22	Near, "My toy cabinets."
I—unfamiliar	23	Bottom of page
I—unfamiliar	27	Bottom of page
Day 8	30	Top of page
Day 11	39	Top of page
Day 12	45	Top of page
I—threaten	47	Near, "OR ELSE WAR WILL BEGIN."
Day 14	52	Top of page
Day 15	60	Top of page
Day 16	64	Top of page
Day 19	75	Top of page
Day 20	88	Top of page

***THE WAR WITH GRANDPA* LABEL INSERT DIRECTIONS
FOR THE INSTRUCTOR'S BOOK (CONT.)**

I—retaliate	93	Top of page
Day 21	100	Top of page
I—retaliate	104	Top of page
Day 23	106	Top of page
Day 24	118	Top of page

**THE WAR WITH GRANDPA HIGHLIGHTING DIRECTIONS
FOR THE INSTRUCTOR'S BOOK**

Color	Page #	Location
Orange	1	true
Pink	1	...to put quote marks around them and everything.
Yellow	2	Not some made-up thing like on TV.
Yellow & Pink	4	“Now you’ll have a good story,” she said.
Yellow	5	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.
Yellow	7	And he’s very sad about Grandma.
Orange	9	Label: I—sentimental
Yellow	10	And I don’t ever want to live anywhere else.
Orange	11	true
Pink	12	Except he uses a calculator and some big books called ledgers a lot.
Yellow	12	“Terrific,” I said, which was maybe one of the biggest lies of my life.
Yellow	15	“Stay out of this, birdbrain,” I said to her.
Orange	16	fair, fair, fair, fair
Orange	16	comfortable
Yellow	16	I jumped up from my chair, ran up to my room, threw myself on the bed, and cried like a maniac.
Orange	17	advantages
Pink	18	Last year I got only two hits all season.
Orange	18	Label: I—disadvantage
Yellow	19	And we didn’t.
Yellow	21	And that’s a promise.

**THE WAR WITH GRANDPA HIGHLIGHTING DIRECTIONS
FOR THE INSTRUCTOR'S BOOK (CONT.)**

Orange	22	Label: I—sentimental
Orange	23	Label: I—unfamiliar
Pink	24	Like I didn't belong there.
Yellow	25	The last thing that was moved into the guest room was me.
Orange	27	Label: I—unfamiliar
Yellow	29	And why was I stuck up here in this disgusting and scary place instead of staying in my great and wonderful room?
Yellow	29	That's what I was thinking about when I finally fell asleep.
Pink	31	But now there was only Grandpa.
Yellow	32	My room, I mean, my old room was now his.
Orange	33	depressed
Yellow	35	You can laugh all you want. I was scared silly.
Yellow	38	Sure, I thought, but how soon was soon?
Pink	41	And if I can't even <i>talk</i> about it, what can I do?
Orange	42	conceal
Yellow	42	Think about it.
Yellow	44	And the whole idea of what I could do became clear to me.
Pink	45	And the end of me, probably.
Orange	47	Label: I—threaten
Yellow	48	Just feeling that piece of paper crinkling in my pocket made me nervous.
Yellow	49	Whatever was going to happen I was ready for.
Yellow	51	And my fight to get my room back looked like it would never even get started.

Orange	54	SURRENDER
Pink	54	THE SECRET WARRIOR
Yellow	55	I hoped he wasn't the same guy who said Respect your elders.
Yellow	58	You have to have an enemy to have a war, and I'm certainly not your enemy.
Yellow	59	<i>But the war is still on!</i>
Orange	62	spoiled
Orange	63	wanting
Pink	63	You don't know about really wanting something, and doing without, do you?
Yellow	63	Watch out for my second attack.
Orange	66	surrenders
Pink	66	A war is a war, I thought, and it does not end until one party surrenders.
Orange	71	disagreement
Yellow	71	"And getting back what's yours," I said.
Yellow	71	"When you have to stick up for your rights," I said.
Orange	72	attacks
Orange	72	defend
Yellow	74	I left Grandpa on the street, calling my name.
Pink	75	I was confused.
Yellow	85	I started this war, don't forget.
Orange	85	defended
Orange	85	Attack, attack, attack...
Yellow	87	It took three good friends and made them <i>rorvish</i> with each other.
Pink	90	"Then they'll stay prisoners a long time," Grandpa said.
Orange	93	Label: I—retaliate

***THE WAR WITH GRANDPA* HIGHLIGHTING DIRECTIONS
FOR THE INSTRUCTOR'S BOOK (CONT.)**

Yellow	97	It did feel good being out and alone with Grandpa.
Yellow	98	"I love it," I said to Grandpa and he smiled.
Pink	99	I learned how to clean a fish and get the scales off.
Pink	102	"...I don't know what else to do except fight for what's mine." I said.
Orange	104	Label: I—retaliate
Yellow	105	I felt like I was in the dentist's office, waiting my turn, wondering how much it was going to hurt.
Yellow	105	I didn't think it was very funny.
Pink	110	Then we went back downstairs and played Monopoly with Jenny until dinnertime.
Yellow	115	He laughed again, which only made me madder.
Yellow	117	"You wouldn't believe it if I told you," I said.
Orange	119	retaliation
Orange	121	revenge

Pink = Model

Yellow = Guided Practice

Orange = Vocabulary

Day 2—Good readers infer the genre of the story based on clues in the text.

Day 3—Good readers use details in the story to understand important characters.

Day 4—Good readers identify the problems in the story. The problems in a story are an important part of the plot.

Day 5—Good readers sketch a map of the setting as they read, to help them visualize where the story takes place.

Day 6—Good readers relate to how the main character is feeling. When readers understand how a character is feeling, they show sympathy for that character.

Day 7—Good readers relate to how the main character is feeling. When readers understand how a character is feeling, they show sympathy for that character.

Day 8—Good readers pay attention to the important events as they read.

Day 11—Good readers think about what will happen next in the story. When they do this, they are making predictions.

Day 12—Good readers focus on the main character when they read realistic fiction stories.

Day 14—Good readers use clues in the story to help them understand what each character believes.

Day 15—Good readers compare characters when reading, and think about how those characters are similar or different.

Day 16—Good readers use clues in the story to help them understand what each character believes.

Day 19—Good readers continue to collect evidence to support a line of thinking while reading.

Day 20—Good readers pay close attention to how the main character in the story changes over time.

Day 21—Good readers, as they approach the end of the third quadrant of the book, look for the turning point in the story.

Day 23—Good readers think about what will happen next in the story. When they do this, they are making predictions.

Day 24—Good readers, once they reach the turning point, read without interruption to the end, in order to enjoy the satisfying feeling of finishing a book.

I—sentimental

I—sentimental

I—disadvantage

I—unfamiliar

I—unfamiliar

I—threaten

I—retaliate

I—retaliate