



3RD
GRADE

VOLUME 3.2

Realistic Fiction
The War with Grandpa

Sarah Collinge
with Bethany Robinson



Seattle, Washington
Portland, Oregon
Denver, Colorado
Vancouver, B.C.
Scottsdale, Arizona
Minneapolis, Minnesota

Copyright © 2013 by Read Side by Side

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

All rights reserved. No part of this book may be transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage or retrieval system, in part, in any form, without the permission of the author.

Requests for such permissions should be addressed to:



Peanut Butter Publishing
943 NE Boat Street
Seattle, Washington 98105
206-860-4900
www.peanutbutterpublishing.com

Table of Contents

Welcome to the C. I. A. Unit of Study, <i>The War with Grandpa</i>	5
Get to Know the C. I. A. Approach.....	6
Visualize the Year.....	8
Set Up for Success	10
Prepare a Teacher’s Guide	10
Designate a Daily Read-Aloud Block.....	11
Prepare a Meeting Area.....	12
Get Ready for Turn and Talk	13
Prepare Reader’s Notebooks.....	16
Get Ready for Vocabulary Instruction	17
Locate Multiple Copies of the Text.....	19
Input Daily Lessons Into Your Plan Book.....	19
Prepare for Assessment	19
Alignment to the Common Core State Standards.....	21
<i>The War with Grandpa</i> Unit of Study—Distribution of Standards	22
<i>The War with Grandpa</i> Text Complexity	27
<i>The War with Grandpa</i> Scope and Sequence.....	28
<i>The War with Grandpa</i> Stems List	33
Suggestions for Supporting Guided Practice.....	35
C. I. A. Lesson Plans: <i>The War with Grandpa</i>	37
Collect Critical Information	39
Day 1 – Blurb	40
Day 1 – Mark Each Quadrant of the Text	45
Day 2 – Infer Genre.....	47
Day 3 – Character List	50
Day 4 – Problems.....	54
Day 5 – Setting Map.....	59
Day 6 – Sympathy.....	65
Day 7 – Sympathy.....	68
Day 8 – Important Events.....	71
Day 9 – Oral Retell Summary	76
Day 10 – Retell Summary Writing.....	82

Interpret the Text (1).....	87
Day 11 – Make Predictions	88
Day 12 – Infer Character Traits	91
Day 13 – Outside Text: Topic—The Game of Risk.....	95
Day 14 – Infer Character Beliefs	98
Day 15 – Compare Characters	103
Day 16 – Infer Character Beliefs	109
Day 17 – Comparison Writing.....	114
Day 18 – Line of Thinking.....	117
 Interpret the Text (2).....	 121
Day 19 – Collect Evidence	122
Day 20 – Characters Change Over Time.....	126
Day 21 – Turning Point	129
Day 22 – Turning Point Writing (Part 1).....	134
 Apply to Your Life.....	 137
Day 23 – Make Predictions	138
Extension—Turning Point Writing (Part 2).....	141
Day 24 – Read-In.....	142
Day 25 – Oral Synthesis Summary.....	144
Day 26 – Synthesis Summary Writing.....	148
Days 27–33 – Formal Writing: Choose Your Own Adventure	151
 References	 157
 Vocabulary Handbook	 159
 <i>The War with Grandpa</i> Labels and Highlighting Directions for the Instructor’s Book.....	 180

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

Get Ready for Vocabulary Instruction

“Teacher read-aloud is one of the major opportunities for children to learn new word meanings” (Cunningham & Allington, 2007, p. 98). Therefore, vocabulary work will be an essential component of the read-aloud block.

Words selected for explicit instruction in this unit of study are words that appear over and over again or are inferred repeatedly throughout the text. Students expand their vocabulary knowledge when they are given the opportunity to learn synonyms and antonyms of key words.

Vocabulary will be reinforced through both turn and talk and writing. Students will be expected to practice using new vocabulary when they are talking in partnerships and writing in their notebooks. Teachers will reinforce the use of new vocabulary through dialogues with students. Vocabulary words taught in the read-aloud unit will be revisited during the paired book club unit.

At the back of this unit, you will find materials that can be copied to create vocabulary handbooks for students to use throughout this unit of study. (This vocabulary handbook is also available to download at readsidebyside.com). Words will be introduced on the days indicated in the scope and sequence. On any given day, the vocabulary mini-lesson precedes the read-aloud, so that right after receiving instruction on a word, students have the opportunity to see the word used in the text and to use the word in their turn and talk. The following routine should be used for teaching vocabulary and should take up no more than 10 minutes of the read-aloud block.

Vocabulary Mini-Lesson Routine

<p>1. Introduce the word and highlight morphemes.</p>	<p><i>Today our target word is...</i> If applicable: <i>What is the root? (underline the root)</i> <i>What does the root mean?</i> <i>What is the prefix? (circle the prefix)</i> <i>What does the prefix mean?</i> <i>What is the suffix? (box the suffix)</i> <i>What does the suffix mean?</i></p>
<p>2. Read the context(s) of the word. Highlight any clues that will help the reader infer the meaning.</p>	<p><i>Our target word comes right from our text on page _____. Let's read it together. Are there any clues in the sentence that help us infer what this word means?</i></p>
<p>3. Turn and talk: What does the word _____ mean?</p>	<p><i>Based on the clues, what words or phrases describe this word?</i> <i>Turn and talk.</i></p>
<p>4. Share-out and add to chart.</p>	<p><i>What did you come up with?</i> *add accurate examples to the chart</p>
<p>5. Brainstorm other contexts for this word.</p>	<p><i>In what other contexts might we find this word?</i> *add accurate examples to the chart</p>
<p>6. Turn and talk: What are opposites of this word?</p>	<p><i>What words or phrases describe the opposite of this word? Turn and talk.</i></p>
<p>7. Share-out and add to chart.</p>	<p><i>What did you come up with?</i> *add accurate examples to the chart</p>
<p>8. I will remember this word...</p>	<p><i>How will you remember this word? Draw a picture, or write a phrase that will help you remember this word. Use an example from your own life if possible.</i></p>
<p>9. Link...</p>	<p><i>Today and every day I want you to be looking for forms of this word in your reading. I also want you to practice using this word in your talk and in your writing.</i></p>

The War with Grandpa Text Complexity

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<p>Levels of Meaning The text offers multiple levels of meaning and nuances of abstract concepts related to right and wrong, and war and peace. Critical vocabulary important to the theme is inferred in the text.</p> <p>Structure The text is relatively simple and conventional in form. Events are related in chronological order.</p> <p>Language Conventinality and Clarity The language used in this text is familiar, clear, and conversational.</p> <p>Knowledge Demands The theme of the book—that war hurts, and therefore, conflicts should be resolved peacefully—is fairly sophisticated. Students will infer the beliefs of each of the main characters.</p>	<p>The Lexile level for <i>The War with Grandpa</i> is 640 based on word frequency and sentence length. This is in the middle range of the complexity band for 2nd–3rd grade according to the Common Core State Standards.</p> <p>READER TASK CONSIDERATIONS</p> <p>These should be determined locally with reference to motivation, knowledge, and experiences as well as to purpose and the complexity of the tasks assigned and the questions posed.</p>

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	

The War with Grandpa Stems List

Day 1 – Blurb

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

Day 2 – Infer Genre

When the book said _____, I was thinking that this story is realistic fiction because _____.
This helps me understand _____.

Day 3 – Character List

When the book said _____, I was thinking _____.

Day 4 – Problems

When the book said _____, I thought the problem was _____.

Day 5 – Setting Map

When the book said _____, I thought this was an important detail because _____.
This helps me visualize _____.

Day 6 – Sympathy

When the book said _____, I felt sympathy for Peter because _____.
This helps me understand _____.

Day 7 – Sympathy

When the book said _____, I felt sympathy for Peter because _____.
This helps me understand _____.

Day 8 – Important Events

An important event from the story is _____. This event causes _____.

Day 11 – Make Predictions

When the book said _____, I made a prediction. I was thinking _____.

Day 12 – Infer Character Traits

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

Day 13 – Outside Text

When the text said _____, I was thinking _____. This makes me think _____.

Day 14 – Infer Character Beliefs

When the book said _____, I was thinking Peter/Grandpa Jack believes _____.
This helps me understand _____.

Day 15 – Compare Characters

When the book/timeline said _____, I was thinking Peter and Grandpa are different because _____.
This helps me understand _____.

Day 16 – Infer Character Beliefs

When the book said _____, I was thinking Peter/Grandpa Jack believes _____ .
This helps me understand _____ .

Day 18 – Line of Thinking

I think the author is teaching me _____ because _____ .

Day 19 – Collect Evidence

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

Day 20 – Characters Change Over Time

When the book said _____, I was thinking that Peter is changing. In the beginning, _____ .
Now, _____ .

Day 21 – Turning Point

When the book said _____, I was thinking this was an important event because _____ .
This makes me think _____ .

Day 23 – Make Predictions

When the book said _____, I made a prediction. I was thinking _____ .

Day 24 – Read-In

When the book said _____, I was thinking _____ because _____ .

C. I. A. Lesson Plans

The War with Grandpa

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

C

Collect Critical Information

Identify the main story elements:

- Character
- Setting
- Problem
- Main Events



In this quadrant, readers read slowly and often reread in order to monitor their comprehension.



After finishing this quadrant of the text, readers stop to check their understanding. They write a retell summary of the first quadrant of the book, including all the main story elements: character, setting, problem, and main events.

Days 1–10, Chapters 1–11

DAY 1, BLURB

Mini-Lesson

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

The word ‘conflict’ comes from the latin word ‘fligere,’ which means *to strike*. The prefix ‘con’ means *with or together*.

Instructional Read-Aloud

In this lesson...you will be modeling for students how you use clues in the blurb to help you get the main elements of the story—character, setting, problem, and main events—in your head. After identifying these story elements, students will use them to make a prediction.

To prepare for this lesson, make a copy of the blurb for each student to glue or tape into his/her reader’s notebook.

Learning Targets:

Read closely to monitor comprehension (RL 1)

- Make predictions

Show understanding of story elements (RL 3)

- Main characters
- Setting
- Problem

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 preview the book before they read to help them form ideas about the text and to set a purpose for reading.

Teach:

Today I am going to teach you...

...that good readers look carefully at the cover of a book and read the blurb prior to starting the first chapter so that they can begin to think about the story elements. The main elements of the story are character, setting, problem, and main events.

We are going to create the first entry in your notebooks today. I have copied a handout for you. We will be completing the handout together before gluing or taping your copies into your reader's notebooks. This entry will be a tool that we will use while reading this book; it will help us remember the most important story elements so that we can keep the story in our heads.

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

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

Listen and follow along while I read the blurb.

Read the entire blurb aloud.

Model:

As I read the blurb, I noticed the names of important characters. To help me remember these important characters as I read, I am going to circle their names and any important information I have learned about each of the characters.

When the blurb said Peter is thrilled that Grandpa is coming to live with his family, **I was thinking** Peter and Grandpa must be the main characters of this story. **This helps me understand** that the story will be about the relationship between Peter and Grandpa.

(Model circling the names of these characters.)

Guided Practice:

The setting of a story is where the story takes place. Based on clues in the blurb, where does this story take place?

Turn and talk to your partners using this stem:

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

The setting of the story is also *when* the story takes place. This story takes place in the present time. That means the story could happen in today's world.

Model:

This story has more than one problem. To help me remember the problems as I read, I am going to underline clues about each problem.

When the blurb said that Grandpa Jack moves into Peter's room, forcing him to move upstairs, **I was thinking** that one problem in the story is that Peter wants his room back. **This helps me understand** why Peter decides to declare war against his grandpa.

(Model underlining this problem.)

Guided Practice:

What is the other major problem in the story?

Turn and talk to your partners using this stem:

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

(Model underlining this problem.)

Stretch It:

Good readers not only gather key information about the characters, setting, and problems before reading, they also make predictions to help set a purpose for reading. Good readers use story elements to help them make predictions.

Discuss: What are you predicting will happen in this story?

Link:

Today and every day when you read...

...I want you to think about the story elements before you start reading the first chapter, by paying close attention to the cover of the book and the information in the blurb. You can also use that information to help you make predictions.

Notebook Entry #1: Finding Story Elements in the Blurb

Before reading a book, good readers get the story in their heads by reading the blurb and identifying story elements.

Blurb (from the 1984 Yearling publication):

Peter is thrilled that Grandpa is coming to live with his family. That is, until Grandpa moves right into Peter's room, forcing him upstairs.

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. But Grandpa is tougher than he looks. Rather than give in, Grandpa plans to get even.

They used to be such great pals. Has their war gone too far?

The following is a sample showing what a marked-up blurb *might* look like:

Notebook Entry #1: Finding Story Elements in the Blurb

Before reading a book, good readers get the story in their heads by reading the blurb and identifying story elements.

Blurb (from the 1984 Yearling publication):

Peter is thrilled that **Grandpa** is coming to live with his family. That is, until Grandpa moves right into Peter's room, forcing him upstairs.

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. But Grandpa is tougher than he looks. Rather than give in, Grandpa plans to get even.

They used to be such great pals. Has their war gone too far?

DAY 1, MARK EACH QUADRANT OF THE TEXT

Mini-Lesson

In this lesson... you will model how readers break a long text into manageable pieces by dividing the text into quadrants. Marking each quadrant will help students set goals as they read. Each student will need three small sticky notes, preferably in different colors.

Learning Target:

Analyze the structure of texts (RL 5)

- how larger portions of the text relate to each other and the whole

Connect:

We have been learning...

...that good readers get ready to read a book by looking at the blurb in order to pull out the most important story elements: character, setting, and plot.

Teach:

Today I am also going to teach you...

...that good readers, before reading, divide a book into four relatively equal quadrants. Good readers use various specific strategies to help them understand the text, depending on which quadrant they are reading in. They also use these divisions to help set their reading goals.

You should each have three small sticky notes.

Model:

First, open up your book to the last page. There are 140 pages in our book, *The War with Grandpa*. If we take that number and divide it by 4, we get 35. We are going to divide our book into four quadrants that are each roughly 35 pages long. When marking quadrants, always make sure you end a quadrant at the end of a chapter.

Please place your first sticky note on page 38, at the end of chapter 11. In the first quadrant of the book we will be collecting story elements. We will stop at the end of this quadrant to write a retell summary as a way of monitoring our comprehension while reading.

Place your second sticky note on page 74. When we reach this page, we should have a big idea of what this book is going to be about. Therefore, in this second quadrant we will focus on understanding the genre and looking for patterns in our thinking.

Place your third sticky note on page 105. When we reach this page, we will have found the turning point of the book. The turning point is where the author's message is revealed. Therefore, in the third quadrant we will be collecting evidence to support our thinking about the story's theme.

In the last quadrant of the book, we will be rejecting or confirming predictions and evaluating how the author ties everything up at the end. In addition, we will be considering whether the author's message is one we agree with and can apply to our own lives.

Link:

Today and every day when you read...

...I want you to think about dividing the text into four quadrants in order to help focus your thinking and set goals for reading.

Mini-Lesson

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

The word ‘true’ means *real* or *genuine*.

Instructional Read-Aloud

In this chapter... Peter begins to write a story about something true that happened in his life for a 5th grade English project. As he begins to write it, his younger sister Jennifer begins to ask questions about the story, and he explains that it will be about when their grandfather came to live with them and they had a war over his bedroom.

In this lesson... you will model for students how to use information from chapter 1 to infer the genre of the story, which is realistic fiction. You will direct students to information on the realistic fiction chart, which should be prominently hanging in the meeting area throughout the lesson.

Learning Targets:

Read closely to monitor comprehension (RL 1)

- Infer

Show understanding of story elements (RL 3)

- Character
- Setting
- Plot

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

- Realistic fiction

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 consider the type of books they like to read when selecting a “just right” book.

Teach:

Today I am going to teach you...

...that good readers infer the genre of the story based on clues in the text.

Today we are going to read the first chapter of the book *The War with Grandpa* and use clues in the story to infer the genre.

Notice how I use the information in this first chapter to help me infer that the genre of the story is realistic fiction.

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

When the book said _____, I was thinking that this story is realistic fiction because _____. This helps me understand _____.



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

Model:



Stop after: "...to put quote marks around them and everything." (p. 1)

When the book said that this is a true and real story, **I was thinking that this story is realistic fiction because** I know that realistic fiction is about real life and is not fantastical. **This helps me understand** that the story is going to be believable.

(Read about the setting, characters, and plot of realistic fiction stories, from the realistic fiction genre chart.)

Guided Practice:



Stop after: "Because it is a story about Grandpa and me, silly. Not some made-up thing like on TV." (p. 2)

What clues in the text tell us that this book is going to be realistic fiction?

Turn and talk to your partners using this stem:

When the book said *that Peter's story could not have made-up things in it*, I was thinking that this story is realistic fiction because _____. This helps me understand _____.

Guided Practice:



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

What clues in the text tell us that this book is going to be realistic fiction?

Turn and talk to your partners using this stem:

When the book said *that there couldn't be a magic fairy in the story*, I was thinking that this story is realistic fiction because _____. This helps me understand _____.

Stretch It:

We have inferred that this story is going to be realistic fiction. Therefore, we know that the main character, Peter, will change throughout the story.

Discuss: How do you think Peter might change as he goes to war with his grandpa?

Link:

Today and every day when you read...

...I want you to think about the genre of the book and use what you know about the genre to make predictions.

Realistic Fiction

Setting	A realistic or believable place. The story is typically set in the present time.
Characters	Fictional characters who are believable. A main character who changes over time.
Plot	The main character must deal with a real-life problem. The main character changes over time.
Most important story element	Character
What readers will think about	How does the main character change over time? How does the main character overcome challenges? What are the main character's beliefs about right and wrong? How do the main character's circumstances impact his or her choices?

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: *fair vs. unfair* (L 4, 5)

The base word ‘fair’ means *according to the rules*. The prefix ‘un’ means *not*.

Instructional Read-Aloud

In these chapters... Peter’s parents officially tell the children, at dinner, that Grandpa is going to move in. They explain that he has been lonely in Florida since their grandma died and will be moving in about a week. Peter is angry when they tell him that Grandpa will be staying in his room, but Peter’s parents do their best to explain their reasoning. Grandpa has a bad leg, which makes navigating stairs difficult, so it makes the most sense to move Peter up to the third floor. Peter is still upset and refuses to listen.

Peter talks about how even though he doesn’t want to move, he knows his parents are going to make him do it anyway. He knows this because they also make him take piano lessons when he doesn’t want to. Then his dad comes to talk to him and tells him that growing up isn’t easy. Sometimes you have to do things you don’t like.

In this lesson... you be modeling how readers identify the problems in the book. You will demonstrate how readers keep track of the problems in the story by working with your students to co-create a problems list. This list will be important for helping your students keep the story in their heads.

Learning Targets:

Read closely to monitor comprehension (RL 1)

- Predict

Show understanding of important story elements (RL 3)

- Plot—problems

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 identify the important characters while reading.

Teach:

Today I am going to teach you...

...that good readers identify the problems in the story. The problems in a story are an important part of the plot.

Watch me as I model how I look for the problems the characters face.

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

When the book said _____, I thought the problem was _____.

Open up your reader's notebooks to a clean page and title it **Problems List**. This is where we will keep track of the problems in the story. Knowing the problems in the story will help us think about what will happen next.



Begin reading chapter 4 of *The War with Grandpa*, starting on page 11.

Model:



Stop after: "Except he uses a calculator and some big books called ledgers a lot." (p. 12)

The author introduced us to another important character in the book, Peter's dad, Arthur. Details in the story tell us that Arthur is an accountant, which means he helps people file their taxes. Let's add this information to the character list we started in our last read-aloud lesson.

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

Model:



Stop after: " 'Terrific,' I said, which was maybe one of the biggest lies of my life." (p. 12)

When the book said that Peter was lying when he said it was terrific that Grandpa Jack would be moving in with them, **I thought the problem was** that Peter doesn't want to give up his bedroom to Grandpa Jack.

(Model adding this problem to the problems list.)

As we continue to read, it will be your turn to think about the problems in the story.

Guided Practice:



Stop after: “‘Stay out of this, birdbrain,’ I said to her.” (p. 15)

Grandpa’s leg is really bad, and he can’t walk stairs very well. How is Grandpa’s bad leg part of the problem?

Turn and talk to your partners using this stem:

When the book said *that Grandpa’s leg was really bad and he couldn’t walk stairs very well*, I thought the problem was _____.

(Model adding new information to the problems list.)

As I read this next part, continue to pay attention to the problems in the story.

Guided Practice:



Stop after: “I jumped up from my chair, ran up to my room, threw myself on the bed, and cried like a maniac.” (p. 16)

Mom says that Jennifer needs looking after more than Peter does. How is Jennifer’s age part of the problem?

Turn and talk to your partners using this stem:

When the book said _____, I thought the problem was _____.

(Model adding new information to the problems list.)

Link:

Today and every day when you read...

...I want you to identify the problems in the story so that you understand the story better.

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

Arthur: Peter's dad
an accountant

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

Problems List

Grandpa Jack has been sad and lonely since Grandma died.

Grandpa's leg is bad and he can't walk stairs very well.

Peter will have to give up his room to Grandpa because Peter is the oldest.