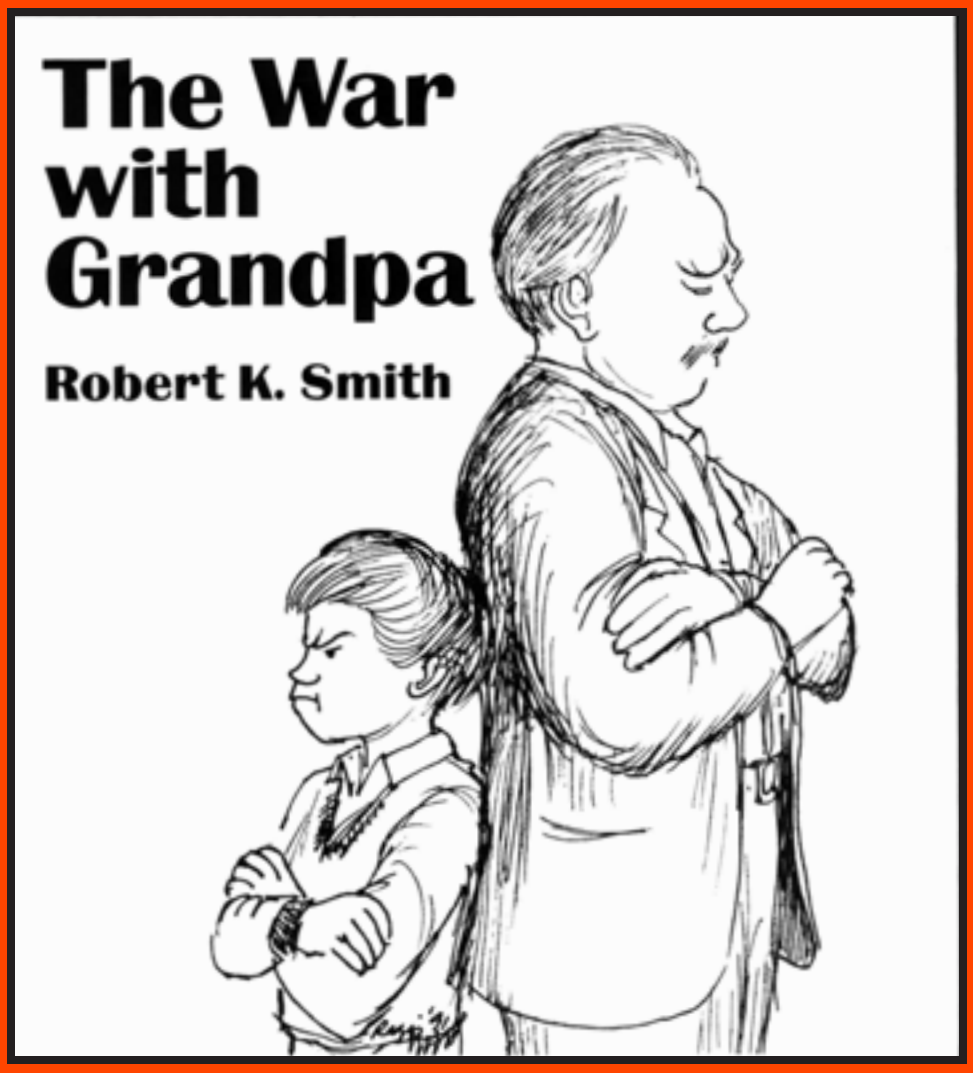
Novel·Ties



A Study Guide

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For the Teacher

This reproducible study guide consists of lessons to use in conjunction with the book *The War with Grandpa*. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel on its reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for guided reading by distributing the novel and a folder to each child. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered prior to reading a chapter or group of chapters; all other work should be done after the chapter has been read. Comprehension questions can be answered orally or in writing. The classroom teacher should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging students' love of reading.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits will be transferred to the books students read independently. Passive readers become active, avid readers.

CHAPTERS 1 - 4

Vocabulary: Draw a line from each word on the left to its definition on the right. Then use the numbered words to fill in the blanks in the sentences below.

1. basement	a. good manners
2. pout	b. overlook; disregard
3. ignore	c. account book of business activities
4. routines	d. mope; look sullen
5. courtesy	e. regular cycles of activity
6. ledger	f. underground part of a building

. . . . . .

1. Peter's little sister Jennifer began to _____ when Peter said she was too babyish to play with his friends.

2. Peter's parents reminded the children to treat Grandpa with _____ and respect when he came to live with them.

3. The children hoped their normal _____ would not be disturbed when Grandpa arrived.

4. As an accountant, Peter's father spent much of his time entering figures in a(n) _____.

5. It would be difficult for Grandpa to walk down the narrow steps to the _____.

6. It was hard to _____ my little sister when she whined and cried for something.

Questions:

1. Why was Peter writing this story?
2. What was Jennifer's secret? Do you think Peter guessed the secret? How do you know?
3. Why did Peter love his room?
4. Why did Grandpa have to be in Peter's room?
5. At the "deadly dinner" Peter's parents told him that Grandpa would be given Peter's room. Peter wrote, "I'm not too proud about how I acted." How did he act? Why do you think he acted that way?

CHAPTERS 5 - 8

Vocabulary: Synonyms are words with similar meanings. Use the context to find the best synonym for each of the underlined words in the sentences below. Circle the letter of the word you choose.

1. Getting special privileges is one <u>advantage</u> of being the oldest child in a family.

   a. benefit b. problem c. thrill d. exaggeration

2. The two brothers had an <u>argument</u> over who would sleep on the top of the bunk bed.

   a. trophy b. tournament c. debate d. agreement

3. Before my baby brother learned to use a spoon, it was <u>disgusting</u> to watch him eat with his hands.

   a. pleasant b. repulsive c. painful d. saddening

4. Each member of the club made a <u>solemn</u> promise never to reveal club secrets.

   a. religious b. silly c. serious d. rash

5. My little sister looked <u>weird</u> when she dressed up in Mom's clothing and make-up.

   a. familiar b. cluttered c. empty d. strange

6. The stairs were so <u>rickety</u> and uneven, we were afraid of falling.

   a. wobbly b. dark c. scary d. safe

Questions:

1. What was Peter's attitude about moving into the room upstairs?
2. Peter made a solemn promise never to make a child of his do anything he really did not want to do. Do you think Peter will keep his promise when he grows up? How do you know?
3. How did Peter like his new room once his furniture and belongings were moved into it?
4. What frightened Peter during his first night in his new room?