

The War with Grandpa

by Robert Kimmel Smith

Objective Tests Teaching Guide

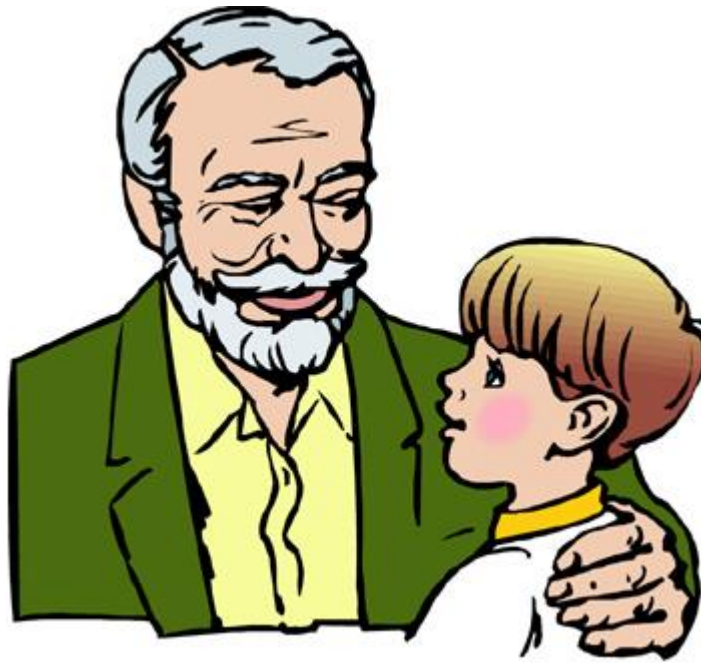
by Margaret Whisnant

Objective Tests Teaching Guide
with Answer Keys
by Margaret Whisnant

for

The War with Grandpa

By Robert Kimmel Smith



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1 *Peter Stoke's True and Real Story*

2 *The Beginning*

3 *A Room Without Gloom*

Pages 1-10

Write either **True** or **False** in the blank before each statement.

- _____ 1. It was Peter's mother who suggested he write a story about something important that happened to him.
- _____ 2. Peter intended to tell his story in a way that was true and real.
- _____ 3. Peter wrote the story about his war with Grandpa in ink in a large notebook.
- _____ 4. Peter was in the fifth grade.
- _____ 5. Peter's little sister, Jennifer, wanted him to put Pac-Man, Wonder Woman, horses, or a magic fairy in his story about Grandpa.
- _____ 6. Jennifer found out about their parents' plans for Grandpa before Peter knew about it.



- _____ 7. Peter intended to put a bunch of teeny-tiny chapters in his book because he didn't like to write for more than twenty minutes.
- _____ 8. What Jennifer liked best was secrets, and she was really good at keeping them.
- _____ 9. The chair in Peter's room was broken because Jennifer rocked too hard in it.
- _____ 10. Grandpa Jack lived in Fort Lauderdale, Florida.

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4 *The Deadly Dinner*

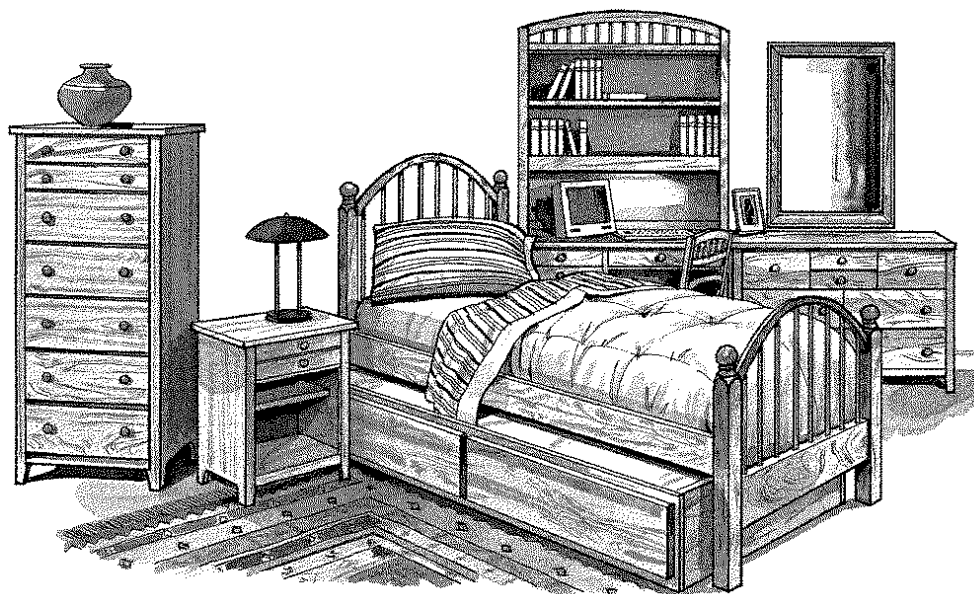
5 *Sad and Blue As the Sky*

6 *I Promise*

Pages 11-21

Write either **Yes** or **No** in the blank before each question.

- _____ 1. Was Peter proud of the way he acted at dinner?
- _____ 2. Did Peter go running to his mother as soon as he heard the news about Grandpa?
- _____ 3. Was Peter's dad an accountant and very busy during tax time?
- _____ 4. Did Grandpa Jack decide to wait and see how things worked out with Peter's family before he sold his house in Florida?
- _____ 5. When Mom talked about Grandpa coming to live with them, did she have a happy expression on her face?
- _____ 6. Did Grandpa always send candy to Jennifer on her birthday?
- _____ 7. Did Dad expect the children to treat Grandpa like a member of the family?
- _____ 8. Was it Grandpa's bad leg that would make it difficult for him to walk up the two flights of stairs to the guest room?
- _____ 9. Did Peter react calmly when Dad said Grandpa would be taking his room?



- _____ 10. Was there a full bathroom on the top floor of the house?
- _____ 11. Did Jennifer get to keep her room because she needed looking after more than Peter?

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15 *It Takes Two Sides to Fight a War* 16 *The First Strategy Conference*
17 *Night Attack* 18 *The First Peace Conference*
Pages 50-59



Peter's Declaration of War
bomb Grandpa
Peter
Peter playing tricks on him

Peter's company
Billy's second note
creaky floorboards
Peter's mother

Billy
Grandpa
the war

enemy
a joke
angry

I love you.
time
Steve

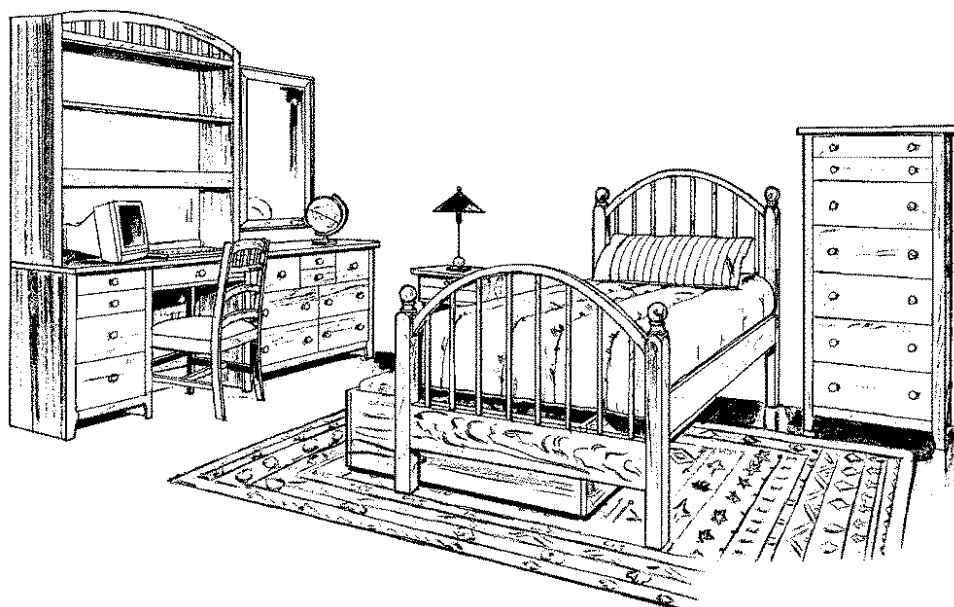
From the list above, choose the word, name, or phrase that fits the definition and write it in the blank below. **All** answers will be **used at least once**. **Some** answers will be **used more than once**.

- _____ 1. Peter refused to do this.
- _____ 2. Grandpa said Peter had to have one of these to go to war.
- _____ 3. It was his opinion that he didn't *take* anything from Peter.
- _____ 4. The word that gave Peter the idea on how to start a war with Grandpa.
- _____ 5. Grandpa thought Peter's Declaration of War was one of these.
- _____ 6. He was the Secret Warrior.
- _____ 7. Grandpa smiled when Peter said this.
- _____ 8. Grandpa completely ignored it.
- _____ 9. He pretended to be asleep when Grandpa came to his room.
- _____ 10. This is the way Grandpa looked when he turned on Peter's reading lamp.

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WHOLE BOOK TEST



Write the **letter** of the correct answer in the blank before each question.

- _____ 1. Peter Stokes wrote the story about his war with Grandpa because (A) he liked to use his dad's typewriter, (B) he wanted to give it to Grandpa as a gift, (C) his fifth grade English teacher asked the class to write a story about something important that happened to them.
- _____ 2. Grandpa and Grandma had been living in (A) California, (B) New Mexico, (C) Florida.
- _____ 3. Grandpa decided to move in with Peter's family because (A) he missed his grandchildren, (B) Grandma died, (C) he needed to be in a warmer climate.
- _____ 4. Peter's sister, Jennifer, (A) had never met Grandpa Jack, (B) knew Grandpa was coming to live with them before Peter did, (C) wanted to move into the upstairs guest room.
- _____ 5. Grandpa Jack could not live in the guest room because (A) he had a bad leg that would make it difficult for him to climb the stairs, (B) his furniture was too large to fit in the small room, (C) Peter's parents were planning to convert the area into a special room for Jennifer.
- _____ 6. Which of the following was **not** true of Peter's room? (A) It was smaller than the guest room. (B) He had lived in it his whole life. (C) It was not scary.
- _____ 7. Which of the following was **not** true of the guest room? It (A) was up three flights of stairs, (B) was scary, (C) had a large bathroom.
- _____ 8. Peter (A) loved Grandpa Jack, (B) didn't remember much about him, (C) had never met Grandpa Jack.

About Your Objective Tests Teaching Guide. . .

The primary goal in creating the teaching packs for children's novels is to provide a **classroom-ready**, non-threatening method for checking student comprehension and stretching thinking skills. **When used as a basic guide for teaching a novel, the materials offer many and varied opportunities for learning.**

Use your teaching pack as a guide and lead your students into discovering new ideas about

THE PLOT

Each test page is actually an outline of the plot. In your teaching pack, the chain of related events that tell the story has been pulled from the novel and reformatted into a series of questions. Whether they are aware of their ability or not, all good readers sense the **rhythm** of the **connected** events that compose the plot; and consequently **comprehend** the story. This "plot rhythm" is the basic structure of the tests.

To further your students' understanding of plot, try the following activities:

Summarizing the Story: Using only the chapter questions as a guide, have your students write a summary of the chapter. For a set of ten questions, limit the number of sentences they may write to seven. For twenty questions, allow no more than twelve sentences.

Reporting the News: Have students write a newspaper article, based on the events from a set of questions, and add the *who, what, when, where, why* format. Some needed information may be located in previous chapters.

Twisting the Plot: Choose one or two questions from each chapter and change its answer—true to false, no to yes, or a different answer—and explain how changing a single (or several) events would change the story. To further illustrate the rhythm of a good story, try changing the answers to one complete set of questions. Your students will see how difficult, if not impossible, it is to tell a sensible story from a tangled set of events.

THE CHARACTERS

Questions that illustrate character motivation and personality are purposely included. Too often, when they are asked to tell what kind of person a story character is, the only answer many of our students can muster is "nice."

In your efforts to remove "nice" from your students' literary vocabulary, try this idea:

Character Charts: Display individual charts for the main characters. As the chapters are read, record **facts**, **behaviors**, or **events** that relate to the each character. Then connect the items with several appropriate words such as **empathetic, brave, calloused, bold, untrustworthy**, etc. The teacher can take the lead by contributing the first few words and then assigning the task of identifying more terms to students. Record the word collections on the charts with the story facts.

This information is a valuable student resource when displayed in the room for all to see and use during a writing assignment. In creating and using character charts, students will soon begin writing more fluently and insightfully about story personalities.

Use the charts to encourage your students to try some "predicting" or "detective" writing about what the character(s) might do next or what might have happened after the story ended. Let the charts help your students recognize **CHARACTER CHANGE (dynamics)**.

Another fun activity with the charts is to match a book personality with a zodiac sign. Students must justify their reason for thinking a character is a particular sign by citing his/her behaviors, words, reactions to situations, etc. that prove the match.

READING BETWEEN THE LINES

(Implied Meaning)

Because the primary goal for the objective questions is **basic comprehension**, items requiring a student to **interpret** an event or a character's behavior are not included. Always included, however, are questions that *establish the existence of a story component carrying an implied meaning.*

MAKING PREDICTIONS

(Recognizing Story Clues)

Authors subtly place clues in the story line giving the reader hints as to what is about to happen. Like the implied meaning, these clues are brought to the reader's attention in the form of a question. Once a student learns to spot the gems, his/her ability to comprehend and enjoy a story tends to leap forward.

Use "thinking-out-loud" class discussions to list all the possible meanings of the clue questions. Have your student write their individual predictions (no sharing or telling), store the papers until the novel is finished, and then retrieve them for reading. Sometimes, a wrong prediction makes a story as good as the original.

OTHER FUCTIONS

The objective test pages are excellent discussion guides for both whole groups and small groups. They work well as homework reading guides and as conferencing tools. They are also useful management tools for teachers who wish to use multiple titles in one classroom.

IMPROVING/DEVELOPING LISTENING SKILLS

Rather than always requiring your students to answer test questions on a printed page, surprise them (and save paper!!) by occasionally doing the test orally.

Try this technique:

Student Rules for an Oral Test:

The teacher will read each question *two times*. No comments or questions that interrupt this initial phase of the test are allowed.

When all questions have been read, individual students may ask for repeats of any question he/she wishes to hear again.

No interruptions/comments during the re-reading part of the test.

Teacher Rules for an Oral Test:

The teacher will read each question *two times*. Except to remind students that a re-reading phase will follow after the last question, he/she will not respond to comment/question during this period.

The teacher will repeat **any** and **all** questions (even if it results in reading the same question multiple times).

(The second teacher rule is a *vital* part of the exercise. Asking for multiple repeats of a question does not mean students aren't paying attention. It does indicate their desire to *understand* and *answer* the question correctly.)

As students become more comfortable and experienced with oral test-taking, the number of requests for repeated questions will diminish. An added bonus to this technique is that skills learned in these testing periods tend to translate into other situations where teacher-talking and student-listening are required components of learning.

Final Note

The Novel Teaching Packs are designed for use as supplementary material that supports a total reading program. It is my goal to provide busy teachers with a classroom-ready, practical resource loaded with motivational and learning opportunities for their students. It is my hope that your purchase will prove to be a hard-working instructional component for years to come. Thanks for choosing one of my products for your classroom.



Margaret Whisnant, Author