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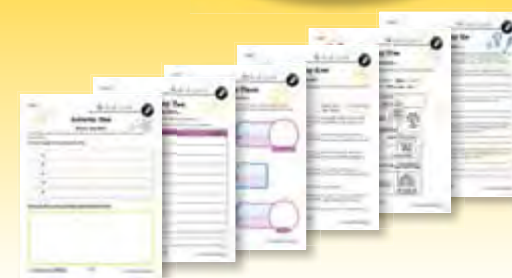
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Robert Kimmel Smith

Robert Kimmel Smith was born July 31, 1930 in Brooklyn, New York. Most of the time he was home-schooled by his mother. He had rheumatic fever when he was eight years old. He spent three months in bed. His mother, Sally, spent some of this time teaching him to read easy storybooks. He also spent a great deal of time daydreaming. This was when he first thought about becoming a writer.



He attended Brooklyn College in 1947. He was a member of the US Army. Robert was stationed in Germany from 1951-1953. In 1954, he married Claire Medney. She became his editor and literary agent. They have two children, Heidi and Roger. Robert worked as an advertising copywriter from 1957 until 1969. In 1970, he left his job and became a full time writer.

His career involves being a writer of adult novels and being a children's author. Ideas for his stories came from real life experiences. He tells of things that happened to people he knows or

to him personally. His book *Jelly Belly*, is the story of Robert as the fattest kid in his Grade 5 class. He tries to write humorous stories that contain a message. Most of his messages are about making good choices in life.

Did You Know?

- **The War with Grandpa has received 11 State Reading Awards.**
- **Robert Kimmel Smith had rheumatic fever when he was eight years old. He spent three months in bed. This was when he first thought about becoming a writer.**
- **He often visits schools to speak to students about his books. He encourages them to try writing. He has written a short guide called "Robert's Rules for Writing."**



Chapters Four to Seven

Answer the questions in complete sentences.

1. Peter has his own method of dealing with "bad news". Explain how you would react to the information that Jennifer told her brother.

2. Chapter 4 is called "The Deadly Dinner". Explain what you think is the meaning of this title?

Vocabulary Match the words on the left with its meaning on the right with a straight line.

1	appetite	someone who takes care of money records	A
2	insulted	used to solve math problems	B
3	accountant	wanting to eat food	C
4	advantages	good manners	D
5	calculator	a small statue given as a prize	E
6	cavities	things that can help	F
7	courtesy	holes in the teeth	G
8	trophies	treated in a bad way	H



Chapters Four to Seven

1. Put a check mark (✓) next to the answer that is most correct.

- a) Why didn't Peter go running off to his parents about the news Grandpa was coming?
 - A They would get mad at him.
 - B Jennifer told them Peter knew the secret.
 - C He believed in letting bad news come to him instead of looking for it.
 - D He was too angry to talk about it.
- b) Why was Peter silent after hearing the news?
 - A He was thinking about a new book he was reading.
 - B He was waiting to be excused so he could go out and play.
 - C He didn't want to interrupt his parents.
 - D He was waiting for his parents to tell him about his room.
- c) Why couldn't Jennifer move out of her room?
 - A The guest room is too small for her.
 - B She is little and needs more looking after than Peter.
 - C She would be too lonely upstairs.
 - D All of her stuffed animals won't fit into another room.
- d) What does Peter store in his toy cabinets?
 - A Board games, crayons, baseball glove.
 - B Board games, crayons, skates.
 - C Board games, crayons, coloring books.
 - D Board games, crayons, books to read.
- e) What was the last thing to move out of Peter's room?
 - A His trophies.
 - B His summer clothes.
 - C His bookcase and books.
 - D His bed.



Chapters Four to Seven

Answer each question with a complete sentence.

1. How do Peter's parents bring up the subject of Grandpa's move to their house?

2. Explain two reasons why Grandpa can't live on the top floor of the house.

3. Find a quote from the story that shows Peter's exact words when he refuses to accept the idea of losing his room.

4. In your opinion, are the parents correct in not moving Jenny from her room? Why?

5. If Grandpa could be listening to this conversation, how do you think he would be feeling? Why?



Journaling Prompt

Moving Peter out of his room so Grandpa could use it probably wasn't an easy decision for Peter's parents. Do you think they could have handled this situation in a better way, or is this the best plan? Explain your ideas. Why do you think Peter is so against moving to a new room? Would you feel the same way? Why?



Chapters 31 to 32

Drama

Grandpa decided to get revenge on Peter. Reread the part of the story that describes Peter's morning on the day of the "revenge".

Make a list of the main points of the morning scene.

Find some costumes and props to use to present this scene. Ask some classmates to help you present your play. Practice your play and then present it to your class.



Chapters 35 to 37

How Not to Start a War Handbook OR Tips for Living with a Grandparent

Make a handbook that would be helpful to a kid like Peter. Cut five sheets of paper in half (to make 10 sheets for your booklet).

Page 1: Write the title of your booklet.

Pages 2 - 5: DO'S—On each page, write a hint for good things you could do. Illustrate your ideas.

Pages 6 - 9: DON'Ts—On each page, write a hint for things to avoid doing. Illustrate your ideas.

Page 10: Would you like to have a grandparent live with your family? Write two reasons to tell why.



Word Search Puzzle

Find the words from the story. The words are written across, down, on an angle, and some are written backwards.

appetite	feud	meander	pizzazz
boogeyman	grudge	moustache	revenge
calculator	insulted	nasty	secret
devilish	knapsack	olfactory	simmer
digital	luggage	pliers	trophies

l	c	s	c	e	f	g	j	f	y	r	a	v	e	b
d	a	p	p	e	t	i	t	e	p	r	i	h	o	
o	l	s	a	a	i	n	s	u	i	t	e	d	c	o
w	c	u	g	h	b	l	n	a	i	r	r	q	a	g
l	u	g	g	a	g	e	g	c	e	o	j	o	t	e
o	l	f	a	c	t	o	r	y	r	p	k	m	s	y
a	a	d	o	a	c	f	u	o	s	h	z	i	u	m
s	t	o	e	s	c	o	d	c	h	i	f	s	o	a
p	o	n	r	v	t	m	g	i	c	e	i	e	m	n
i	r	n	m	e	i	e	e	r	g	s	g	r	q	t
z	n	s	x	w	r	l	j	a	a	i	b	a	l	e
z	n	a	s	t	y	g	i	l	n	g	t	b	a	r
a	f	s	i	m	m	e	r	s	t	d	e	a	c	c
z	k	n	a	p	s	a	c	k	h	r	e	e	l	e
z	r	s	t	c	a	e	g	n	e	v	e	r	a	s



Comprehension Quiz

Answer each question with a full sentence.

- Peter really likes his Grandpa. Why is it such a problem for Grandpa to come live with them? 28
1
- Why can't Grandpa live on the top floor of the house? 1
- Why can't Grandpa live in his own house any longer? 2
- Peter's friends give him advice about what he should do about his problem. Are they giving him good advice? Why or why not? 2
- What do you think Peter means when he "declares war" on Grandpa? 2
- Grandpa called a "flag of truce". What does that mean? 2
- Steve said, "Grandpa is trying to out-nice you." What does that mean? 2

SUBTOTAL: /12

Story Timeline

Make a timeline for this story. Choose one important event from each section. Write a good sentence to describe the event.

Section 1: Chapters 1 - 3	Section 10: Chapters 35 - 37
Section 2: Chapters 4 - 7	Section 9: Chapters 31 - 34
Section 3: Chapters 8 - 11	Section 8: Chapters 27 - 30
Section 4: Chapters 13 - 16	Section 7: Chapters 24 - 26
Section 5: Chapters 17 - 20	Section 6: Chapters 21 - 23

NAME: _____

After You Read 



Chapters Eight to Twelve

Answer each question with a complete sentence.

1. What makes going to the upstairs room so scary? Give 3 details from the story.

2. Explain in your own words the quote, "Be still my heart."

3. Peter recalls a picture of John Paul Jones saying, "I have just begun to fight!" What idea does Peter get from this?

4. Why did Peter's grandparents move to Florida? Why was Grandpa now coming to live with Peter's family?

EASY MARKING

5. Explain in your own words the quote, "Only a dope will mope." Give examples of how Grandpa is 'moping'.



Journaling Prompt

In these Chapters, we read that Peter's friends are quick to tell him what to do about the problem with Grandpa. In your opinion, did they give Peter good advice? Why? Have you ever had friends give you advice that didn't turn out for the best? Explain your situation. Why are we so quick to listen to our friends' opinions?

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1.

Answers will vary, but may include: Stairs were narrow and rickety; steps creaked; not much light; upstairs hall was spooky; open doors looked like black caves; rustling noise outside the window.

2.

Answers will vary, but may include: Try to be brave and not get scared.

3.

Peter decides he will fight for his room.

4.

They moved to Florida because the warm weather was good for Grandma's lungs. Grandma had passed away and Grandpa couldn't live alone.

5.

Only a foolish person stands around looking gloomy. Grandpa stayed in his room, stared into space, and didn't talk very much.

19

1.

Answers will vary, but may include: The "war" between Peter and Grandpa has started. There needs to be two people (or stories) to make it a war.

2.

Answers will vary.

Vocabulary

Meanings will vary.

1. very important person

2. looked around; explored

3. almost

4. scared; timid

5. a covering for a bed

6. someone who pays no attention

20

1.

a) T

b) T

c) F

d) T

e) F

f) F

2.

a) 1

b) 3

c) 5

d) 6

e) 2

f) 4

g) 7

21

1.

Answers will vary, but may include: Peter wants to keep the room he has had all his life, and takes the advice his friends give him. Grandpa doesn't want to fight, so he ignores the problem. Peter's friends want Peter to fight for his room and pushes him to start a war.

2.

Peter means to fight like you are in the jungle and surprise the enemy. Guerrilla means a band of soldiers (not in a regular army) who fight the enemy by making quick, surprise attacks.

3.

The P.S. in Peter's note says: This war is between you and me. Don't tell my parents or I'll never talk to you again.

4.

Peter added this P.S. because he knew he would be in trouble with his parents for writing the note.

22



The War with Grandpa

- **RSL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RSL.3.2** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- **RSL.3.3** Describe characters in a story and explain how their actions contribute to the sequence of events.
- **RSL.3.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.
- **RSL.3.5** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- **RSL.3.6** Distinguish their own point of view from that of the narrator or those of the characters.
- **RSL.3.7** Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story.
- **RSL.3.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
- **RSL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RSL.4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- **RSL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
- **RSL.4.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.
- **RSL.4.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- **RSL.4.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.3.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Identify and know the meaning of the most common prefixes and derivational suffixes. **B)** Decode words with common Latin suffixes. **C)** Decode multi-syllable words. **d.** Read grade-appropriate irregularly spelled words.
- **RSFS.3.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **RSFS.4.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.
- **RSFS.4.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **WS.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons. **A)** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. **B)** Provide reasons that support the opinion. **C)** Use linking words and phrases to connect opinion and reasons. **D)** Provide a concluding statement or section.
- **WS.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **A)** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. **B)** Develop the topic with facts, definitions, and details. **C)** Use linking words and phrases to connect ideas within categories of information. **D)** Provide a concluding statement or section.
- **WS.3.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **A)** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. **C)** Use temporal words and phrases to signal event order. **D)** Provide a sense of closure.
- **WS.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- **WS.3.7** Conduct short research projects that build knowledge about a topic.
- **WS.3.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- **WS.4.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **A)** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. **B)** Provide reasons that are supported by facts and details. **C)** Link opinion and reasons using words and phrases. **D)** Provide a concluding statement or section related to the opinion presented.
- **WS.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **A)** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use dialogue and description to develop experiences and events or show the responses of characters to situations. **C)** Use a variety of transitional words and phrases to manage the sequence of events. **D)** Use concrete words and phrases and sensory details to convey experiences and events precisely. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **WS.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- **WS.4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- **WS.4.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 4 Reading standards* to literature. **B)** Apply *grade 4 Reading standards* to informational texts.