

# Here's What You'll Get in the Grandfather's Journey Super Pack

## 5 Comprehension Strategy Lesson Plans and Practice Pages

### Retelling and Summarizing Lesson Plan

**Grandfather's Journey**  
By: Allen Say  
Grade Level: 3 / Guided Reading Level: P

**Retelling and Summarizing**

**1**  
**Get Ready to Read**  
✓ Learn about the book  
✓ Get your brain ready to read  
✓ Understand the meaning of important words found in the book

**2**  
**Learn About Comprehension Strategies**  
✓ Think about the book  
✓ Know what to do when you get confused

**Summary**  
*Grandfather's Journey*, by Allen Say, is about a young man who leaves his home in Japan. He travels across the Pacific Ocean on a steamship and, after three weeks, arrives in the New World. He travels throughout North America by train, riverboat, and on foot. From the sights of the big city to tall mountains and wide farmland, he explores endlessly until he falls in love with California. He goes back home to Japan long enough to marry his childhood sweetheart, but then they both return to California. As he begins a family of his own, he is torn between his love of Japan and his love of California.

**Link to What You Know**  
• What is your favorite way to travel (by foot, car, train, airplane, boat, etc.)? Describe what it is like to travel that way.  
• Have you ever been away from home and felt homesick? Tell about what you missed the most.

**Important Words to Know and Understand**  
**Marveled** – Felt wonder or respect for something  
**Sweetheart** – A person you love very much

**Why Readers Retell and Summarize While Reading**  
Readers retell and summarize to remember the important events, characters, and information in books.  
When you read fiction (stories that are not real), it is helpful to think about the sequence of events and the most important characters and settings in the story. When you retell and summarize, it is important to describe what happened first, next, then, and last. It is also important to tell who did what and where each event took place.  
On the other hand, when you read nonfiction (books about real people, places, things, or events), your job is to think like a teacher. Retell and summarize the information using important details, facts, and vocabulary from the text.  
Whether you are retelling and summarizing fiction or nonfiction, the most important thing to do is use your own words.  
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### Guided Reading Level

### Activate Prior Knowledge

### Retelling and Summarizing Lesson Plan

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**Retelling and Summarizing**

**3**  
**Retell and Summarize While Reading**  
✓ Think about the important events that happened first, next, then, and last  
✓ Notice the names of the characters and  
✓ Look for places where characters caused events to happen

**4**  
**Notice the Work You Did While Reading**  
✓ Think  
✓ Talk  
✓ Reflect  
✓ Write

**Time to Read**  
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.  
**Page 11** – Grandfather saw many things as he traveled across America. Name three sights he has seen so far.  
**Page 15** – Grandfather returns home to marry his childhood sweetheart. What does he do next? How does knowing this sequence of events help you to understand what you are reading?  
**Page 21** – Grandfather takes his family and returns to his homeland. Name two things he did when he got there.  
**Page 28** – Grandfather moved from the city back to the village and lived in a hut. What happened to make Grandfather move? How does knowing this help you as a reader?  
**Page 31** – The grandson stayed in California, but he visits Japan when he misses it. How did this help him to understand Grandfather?

**Time to Reflect**  
**Think** – What type of information did you use when you retold and summarized *Grandfather's Journey*? Did you stop throughout the story to think about what was happening in the book? What did you do when you finished the book?  
**Talk** – Tell your reading partner about your favorite part of the book. Tell about the characters, the setting, the events. Explain why the part you chose was your favorite. Remember to ask your partner to share their thoughts about the book too.  
**Reflect** – Think about the characters, events, and the settings in *Grandfather's Journey*. How does paying attention to the story elements help you to be a better reader?  
**Write** – Glue your Strategy Slip into your Reader's Notebook. Write about the work you did while reading *Grandfather's Journey*. (Remember to include examples from the book!)

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### Turn, Talk, and Reflect

### Key Vocabulary

### Explanation of Strategy

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**Making Inferences**

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**2**  
**Learn About Comprehension Strategies**  
✓ Think about the book  
✓ Know what to do when you get confused

**3**  
**Make Inferences While Reading**  
✓ Use clues from the text to make inferences about what is happening  
✓ Think about the characters and events  
✓ Write about your inferences

**4**  
**Notice the Work You Did While Reading**  
✓ Think  
✓ Talk  
✓ Reflect  
✓ Write

**Time to Read**  
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.  
**Page 4** – Grandfather's walking in the farm fields, and they remained in the ocean he crossed. Make an inference about why his connection makes sense.  
**Page 5** – Grandfather's walking in the farm fields, and they remained in the ocean he crossed. Make an inference about why his connection makes sense.  
**Page 6** – Grandfather's walking in the farm fields, and they remained in the ocean he crossed. Make an inference about why his connection makes sense.

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### Making Inferences

**Grandfather's Journey**  
By: Allen Say  
Grade Level: 3 / Guided Reading Level: P

**Asking Questions**

**1**  
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**2**  
**Learn About Comprehension Strategies**  
✓ Think about the book  
✓ Know what to do when you get confused

**3**  
**Ask Questions While Reading**  
✓ Think about the book  
✓ Know what to do when you get confused

**4**  
**Notice the Work You Did While Reading**  
✓ Think  
✓ Talk  
✓ Reflect  
✓ Write

**Time to Read**  
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### Asking Questions

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**Visualizing**

**1**  
**Get Ready to Read**  
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✓ Understand the meaning of important words found in the book

**2**  
**Learn About Comprehension Strategies**  
✓ Think about the book  
✓ Know what to do when you get confused

**3**  
**Visualize While Reading**  
✓ Notice the words that describe people, places, things, and events  
✓ Draw pictures of what you are reading  
✓ Write about your visualizations

**4**  
**Notice the Work You Did While Reading**  
✓ Think  
✓ Talk  
✓ Reflect  
✓ Write

**Time to Read**  
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.  
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### Visualizing

**Grandfather's Journey**  
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**Understanding Text Structure**

**1**  
**Get Ready to Read**  
✓ Learn about the book  
✓ Get your brain ready to read  
✓ Understand the meaning of important words found in the book

**2**  
**Learn About Comprehension Strategies**  
✓ Think about the book  
✓ Know what to do when you get confused

**3**  
**Understand Text Structure While Reading**  
✓ Notice the words that describe people, places, things, and events  
✓ Draw pictures of what you are reading  
✓ Write about your visualizations

**4**  
**Notice the Work You Did While Reading**  
✓ Think  
✓ Talk  
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✓ Write

**Time to Read**  
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### Understanding Text Structure

**Answer Key for Retelling and Summarizing with Grandfather's Journey**

**Your Turn to Practice Retelling and Summarizing with Grandfather's Journey**

**Page 11:** Grandfather saw many things as he traveled across America. Name three sights he has seen so far.

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**Page 31:** The grandson stayed in California, but he visits Japan when he misses it. How did this help him to understand Grandfather?

**Answer Key for Making Inferences with Grandfather's Journey**

**Your Turn to Practice Making Inferences with Grandfather's Journey**

**Page 4:** Grandfather's walking in the farm fields, and they remained in the ocean he crossed. Make an inference about why his connection makes sense.

**Page 5:** Grandfather's walking in the farm fields, and they remained in the ocean he crossed. Make an inference about why his connection makes sense.

**Page 6:** Grandfather's walking in the farm fields, and they remained in the ocean he crossed. Make an inference about why his connection makes sense.

**Answer Key for Asking Questions with Grandfather's Journey**

**Your Turn to Practice Asking Questions with Grandfather's Journey**

**Page 4:** Grandfather's walking in the farm fields, and they remained in the ocean he crossed. Make an inference about why his connection makes sense.

**Page 5:** Grandfather's walking in the farm fields, and they remained in the ocean he crossed. Make an inference about why his connection makes sense.

**Page 6:** Grandfather's walking in the farm fields, and they remained in the ocean he crossed. Make an inference about why his connection makes sense.

**Answer Key for Visualizing with Grandfather's Journey**

**Your Turn to Practice Visualizing with Grandfather's Journey**

**Page 4:** Grandfather's walking in the farm fields, and they remained in the ocean he crossed. Make an inference about why his connection makes sense.

**Page 5:** Grandfather's walking in the farm fields, and they remained in the ocean he crossed. Make an inference about why his connection makes sense.

**Page 6:** Grandfather's walking in the farm fields, and they remained in the ocean he crossed. Make an inference about why his connection makes sense.

**Answer Key for Understanding Text Structure with Grandfather's Journey**

**Your Turn to Practice Understanding Text Structure with Grandfather's Journey**

**Page 4:** Grandfather's walking in the farm fields, and they remained in the ocean he crossed. Make an inference about why his connection makes sense.

**Page 5:** Grandfather's walking in the farm fields, and they remained in the ocean he crossed. Make an inference about why his connection makes sense.

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### Practice Pages and Answer Keys

# Writing About Reading with Optional CCSS Alignment

"I Can" Statement

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

Grandfather's Journey: Retelling and Summarizing

What prompted the grandson to go to America? What prompts him to visit Japan sometimes?

☐ I can describe how new parts of fiction build on the parts that have already happened. CCSS: RL.3.5

Grandfather's Journey: Retelling and Summarizing

What prompted the grandson to go to America? What prompts him to visit Japan sometimes?

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Reader's Notebook: Comprehension Strategy Slips (CCSS) | ©BookPagez.com

Common Core Free Option

Grandfather's Journey: Retelling and Summarizing

What prompted the grandson to go to America? What prompts him to visit Japan sometimes?

Grandfather's Journey: Retelling and Summarizing

What prompted the grandson to go to America? What prompts him to visit Japan sometimes?

Grandfather's Journey: Retelling and Summarizing

What prompted the grandson to go to America? What prompts him to visit Japan sometimes?

Grandfather's Journey: Retelling and Summarizing

What prompted the grandson to go to America? What prompts him to visit Japan sometimes?

Reader's Notebook: Comprehension Strategy Slips | ©BookPagez.com

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

## 5 Comprehension Strategy Graphic Organizers

**Retelling and Summarizing**

Title: \_\_\_\_\_

What is this book about?

Is it fiction or nonfiction?

Draw a picture or write a sentence for each box below.

First	Next	Then
After that	Then	Last

What is the most important thing you read in this book?

Directions:  
1. Answer each of the questions.  
2. Carefully cut out on the dotted line.  
3. Glue, tape, or stick into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Retelling and Summarizing

**Making Inferences**

Title: \_\_\_\_\_

What the Text Says	What I Know	What I Can Infer
Look for clues in the text or pictures.	What do you already know about the story?	Explain, Support, Cause, Setting

Directions:  
1. Answer each of the questions.  
2. Carefully cut out on the dotted line.  
3. Glue, tape, or stick into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Inferences

**Asking Questions**

Title: \_\_\_\_\_

Question Sentence Starter

I wonder... Why didn't... How does...  
I am confused when... I am curious about... I am not sure why...

Question	Answer
Question	Answer
Question	Answer

Directions:  
1. Answer each of the questions.  
2. Carefully cut out on the dotted line.  
3. Glue, tape, or stick into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Asking Questions

**Visualizing**

Title: \_\_\_\_\_

What page did you use to practice visualizing?

Draw a picture of your mental image in the space below.

Write down some of the words that the author used to help you make this picture in your mind.

Show your picture to someone. Make sure that you draw all of the words that helped you visualize.

Directions:  
1. Answer each of the questions.  
2. Carefully cut out on the dotted line.  
3. Glue, tape, or stick into your Reader's Notebook.

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Visualizing

**Understanding Text Structure**

Title: \_\_\_\_\_

Text Structure	Where the Text Structure was Used	How the Text Structure Helped Me
	Page: _____	
	Page: _____	
	Page: _____	
	Page: _____	

Text Structures You Might See When Reading

Description	Sequence	Cause and Effect

Directions:  
1. Answer each of the questions.  
2. Carefully cut out on the dotted line.  
3. Glue, tape, or stick into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Understanding Text Structure

## Vocabulary Connections Resources

Vocabulary Connections	
<p><b>Grandfather's Journey</b>            By: Allen Say            Grade Level: 3 / Guided Reading Level: P</p>	
<p><b>Important Words to Know and Understand in Grandfather's Journey</b></p>	
<p><b>Amazed</b>            Caused someone to feel great surprise</p>	
<p><b>Astonished</b>            Caused someone to feel great surprise or wonder</p>	
<p><b>Bewildered</b>            Caused someone to feel confused</p>	
<p><b>Exchanged</b>            Traded</p>	
<p><b>Longing</b>            Having a strong desire for something</p>	
<p><b>Marveled</b>            Felt wonder or respect for something</p>	
<p><b>Sculptures</b>            A piece of art that is made by molding or carving clay, stone, or metal</p>	
<p><b>Still</b>            To stop (something) from continuing</p>	
<p><b>Sweetheart</b>            A person you love very much</p>	
<p><b>Towering</b>            Very tall</p>	

## Important Words to Know and Understand in Grandfather's Journey Word List

**Grandfather's Journey**  
 By: Allen Say  
 Grade Level: 3 / Guided Reading Level: F

## Vocabulary Connections

1. **Directions:** Read the words and choose the picture that best illustrates the meaning of the word.

<b>Amazed</b>	<b>Astonished</b>	<b>Bewildered</b>
		

<b>Exchanged</b>	<b>Longing</b>	<b>Marveled</b>
		

2. Use on the back of the card.  
 3. Date: \_\_\_\_\_  
 4. Name: \_\_\_\_\_  
 5. Teacher: \_\_\_\_\_

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## Word and Picture Sorting Cards

Vocabulary Connections			Read by Amy Drexler By: Allen Say Grade Level: 3 / Guided Reading Level: F
<p><b>Amazed</b></p> <p>Caused someone to feel great surprise</p>	<p><b>Astonished</b></p> <p>Caused someone to feel great surprise or wonder</p>	<p><b>Bewildered</b></p> <p>Caused someone to feel confused</p>	<p><b>Step by Step Directions</b></p> <p>1. Cut out the Definitions. 2. Fold on the solid line. 3. Glue, Repeat Steps two of each Card in Order.</p>
<p><b>Exchanged</b></p> <p>Traded</p>	<p><b>Longing</b></p> <p>Having a strong desire for something</p>	<p><b>Marveled</b></p> <p>Felt wonder or respect for something</p>	

## Word and Definition Sorting Cards

<b>Vocabulary Connections</b> By: Allen Say Grade Level: 3 / Guided Reading Level F		
<b>Amazed is a/an</b> noun verb adverb adjective  Definition of Amazed:              	<b>Astonished is a/an</b> noun verb adverb adjective  Definition of Astonished:              	<b>Bewildered is a/an</b> noun verb adverb adjective  Definition of Dainty:              
<b>Amazed looks like this:</b>       	<b>Astonished looks like this:</b>       	<b>Bewildered looks like this:</b>       
<b>Amazed reminds me of:</b>    	<b>Astonished reminds me of:</b>    	<b>Bewildered reminds me of:</b>    
<b>I saw this word in _____</b>	<b>I saw this word in _____</b>	<b>I saw this word in _____</b>

Step by Step Directions:

- Read the story.
- Look for words that you don't know.
- Write the vocabulary word on the front of the card.
- Write the definition of the word on the back of the card.
- Draw a picture of what the word means.
- Write how the word makes you feel.

Author's Journey

By: Allen Say

Guided Reading Level F

a/an

verb

adjective

n of:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

looks

R:

reminds

f:

word in

# Interactive Vocabulary Notebook Cards


## Word Games

### with Words from *Grandfather's Journey*


**Directions:** Fill each blank with the correct words from the Word Bank.

- The little boy had been \_\_\_\_\_ for a pet, so his parents bought him a puppy.
- The artist carves incredible stone \_\_\_\_\_ of animals.
- The Statue of Liberty is a \_\_\_\_\_ sculpture on Liberty Island in New York Harbor, New York.
- I \_\_\_\_\_ gifts with my sister at Christmas.
- The doctors were \_\_\_\_\_ at the quick recovery of my father.

**Directions:** Draw at each picture and fill each blank with the correct word.



The tourist was \_\_\_\_\_ at the beautiful view.



The traveler was \_\_\_\_\_ by the conflicting road signs.

Name: \_\_\_\_\_

## Answer Key

### and Father's Journey

Words from the Word Bank.

ing \_\_\_\_\_ for a puppy.

a \_\_\_\_\_


ering \_\_\_\_\_

New York Harbor,

ister at Christmas.

\_\_\_\_\_ at the quick

ach blank with the correct word.



The traveler was \_\_\_\_\_ by the conflicting road signs.

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Answer Key | ©Book7ages.com

## Word Games and Answer Key

## Vocabulary Connections


### Grandfather's Journey


By Allen Say

Grade Level: 3 / Guided Reading Level: P

#### Grandfather's Journey

By Allen Say





A new word that I learned in this book is:

It is like...

It means...

Name: \_\_\_\_\_

**Steps for this direction:**

1. Read the introduction.
2. Read or reread a page.
3. Complete the vocabulary cards.
4. Add any vocabulary words to the notebook or add to a notebook.

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | ©[agez.com](http://www.agez.com)

## Personalized Vocabulary Bookmark

[illegible]



# Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

**Word Work**

**Grandfather's Journey**  
By: Allen Say  
Grade Level: 3 / Guided Reading Level: P

**Instructional Focus:**  
Compound Words

**Background:**  
A compound word is formed when two shorter words are put together. When the words are put together, a new word is formed that has a new meaning.

**Examples:**

moonlight	classmate	cupboard	footbal
railroad	inside		
everything	ear		
anybody	air		
sunburn	space		

**Materials and Preparation:**

- A Copy of *Grandfather's Journey*
- Chart Paper
- Markers
- Timer
- Scrambled Eggs Practice Page
- Optional – Word Detective
- Optional – Strips of Paper (in Step 2)

**Word Work**

**Step 1:**  
**Introduce the Focus of Word Work**

**Sample Anchor Chart**

**Compound Words**

"rain" "bow"

rainbow

snowman mailbox

toothbrush pancake

sunlight childhood

**Step 2:**  
**Connect Word Work to Reading**

**Extend Engagement**

- Give each student two strips of paper. Ask them to find sentences throughout their daily reading that contain compound words. Direct them to find one on the first strip of paper.
- At the end of the day, allow each student to read one of their sentences.
- Discuss examples and nonexamples.
- Discuss the meanings of the compound words.

**Introduce Compound Words**

- Write the words "rain" and "bow" on chart paper. Ask for a volunteer to read the words.
- Invite a volunteer to share the meaning of each of the words. (Hint: For the meaning of the word "bow", try to point them to a bow for a bow and arrow.)
- Invite a volunteer to tell what new word would be made if you put the two words together. (Answer: rainbow)
- Write the new word on the board and discuss what a rainbow is and why it is called a rainbow. (Answer: It is a refraction of light from raindrops, and it is shaped like a bow.)
- Tell students that "rainbow" is a compound word. Tell students that when two words (like rain and bow) are put together, and they form a new word, the new word (like rainbow) is a compound word.
- Call on several volunteers to suggest examples of other compound words. Discuss examples and nonexamples and write the examples on the chart.

**Compound Words in the Text**

- Tell students that the book you are reading today has many examples of compound words.
- Read pages 14 and 15 of *Grandfather's Journey* to the students. Ask them to count how many compound words they hear or see. (Answer: 4)
- Ask for volunteers to tell what words they heard or saw. Write them on the chart paper. (Answer: sunlight, seacoast, childhood, sweetheart)
- Read the entire book to the class. Ask students to listen and look for more compound words.
- Read *Grandfather's Journey*.

**Examples of Words with Compound Words in the Text:**

- songbird
- sweetheart
- grandparents
- endless
- homesick
- grandfather
- sunlight
- week
- childhood
- seacoast
- silveryeyes
- riverboat
- homeland
- steamship

Step by Step Lesson Plan

Optional Activity to Extend Engagement

List of words in the book that match the instructional focus

**Word Work**

**Grandfather's Journey**  
By: Allen Say  
Grade Level: 3 / Guided Reading Level: P

**Step 3:**  
**Guided Word Work Practice**

**Interactive Exploration**

- Divide students into pairs and give each pair a set of **Word Dominoes**. (Hint: If possible, use two colors of paper to copy the dominoes: one for Set 1 and one for Set 2.)
- Instruct students to cut apart and spread out the dominoes, keeping them face down. Each student should pick 7 dominoes (either color); not allowing their partner to see them.
- Decide which partner will go first. That person puts down one of their dominoes, face up.
- The other person takes their turn. They must find one of their dominoes that can make a compound word using the word on either end of the first domino that was played. If they cannot create a compound word, they must pick a new domino and lose their turn. (Model these instructions for students as needed.)
- Set a timer for 10 minutes. Say, "Go!"
- Play continues this way, back and forth between the pairs. When the timer sounds, say, "Stop!"
- Have the students count how many dominoes they have left that they haven't played. The one with the least is the winner of the game.

**Step 4:**  
**Independent Word Work Practice**

**Practice Page**

- Give each student a **Scrambled Eggs** practice page.
- Call on a volunteer to read the directions. Monitor understanding.
- Have students complete the practice page. Monitor students as they work.
- Collect papers when they are finished.

**Step 5:**  
**Reconnect and Reflect on Word Work**

**Group Discussion**

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their Word Work.
- Invite 2-3 students to share what they learned with the group.

Word Work Lesson Plan | @BookPagez.com

Interactive Activities

**Word Dominoes (Set 2)**  
Interactive Activity

**Directions:** Cut out each domino below.

bird	drop	bow	cup
cake	tea	boat	row
sea	base	basket	class
tug	thing	cave	day
dream	sling	ray	grand
mother	son	hot	star

Guided Word Work Practice | @BookPagez.com

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Independent Practice Page

Extension Activity

**Word Detective: Compound Words**  
Extension Activity

**Directions:**  
Be a word detective!  
Be on the lookout for **compound words** while you read. Write the words with Latin suffixes that you find along with the title of the book where you found the words, the page, and the sentence with the word or phrase.

Words	Book Title	Page

Name: \_\_\_\_\_ Word Work Extension Activity | @BookPagez.com

**Scrambled Eggs**  
Word Work Practice Page

**Directions:** These eggs are all scrambled! Can you fix them? Look at the compound word in each egg. Use the word parts in the other eggs to write the correct compound words on the lines.

laptop	firehog	playground	givemilk	earthband
rainboard	flyquake	amshake	topdrop	forkate
parkcheck	ballport	paperhead	newtown	

1. \_\_\_\_\_ 6. \_\_\_\_\_ 11. \_\_\_\_\_  
2. \_\_\_\_\_ 7. \_\_\_\_\_ 12. \_\_\_\_\_  
3. \_\_\_\_\_ 8. \_\_\_\_\_ 13. \_\_\_\_\_  
4. \_\_\_\_\_ 9. \_\_\_\_\_ 14. \_\_\_\_\_  
5. \_\_\_\_\_ 10. \_\_\_\_\_

Make up a silly new compound word of your own.  
Write the definition of your silly word.  
Use it in a sentence.

Name: \_\_\_\_\_ Independent Word Work Practice | @BookPagez.com



# Assessments

Running Record  
Assessment:  
Use the first 100 words  
from the text to assess  
oral reading fluency



Running Record					
Title: Grandfather's Journey		Guided Reading Text Level: P		Word Count: 100	
Name: _____			Date: _____		
Accuracy Rate: (# of words correct/100 words) _____					
Error Rate: (# of incorrect words/100 words) _____					
Self-Correction Rate: (# of words self-corrected/100 words) _____					
Time: (in seconds) _____			Words Per Minute: (100/seconds read x 60) _____		
Easy 95 % - 100 % Accuracy		Instructional 90 % - 94 % Accuracy		Hard 50 % - 89 % Accuracy	
E = Errors SC = Self-Correction M = Meaning S = Structure/Syntax V = Visual				COUNT	INFORMATION USED
Page		E	SC	E MSV	SC MSV
4	My grandfather was a young man when he left his home in Japan and went to see the world.				
5	He wore European clothes for the first time and began his journey on a steamship. The Pacific Ocean astonished him.				
6	For three weeks he did not see land. When land finally appeared it was the New World.				
7	He explored North America by train and riverboat, and often walked for days on end.				
8	Deserts with rocks like enormous sculptures amazed him.				
9	The endless farm fields reminded him of the ocean he had crossed.				
10	Huge cities of factories and tall buildings bewildered and ...*				
Analysis and Comments:					
Tested By: _____				©BookPagez.com	

Common Core Assessment:  
One question for each Reading  
Informational OR Reading Literature  
standard (1-9)



Grandfather's Journey CCSS Assessment	Name: _____ Score: / 9
<b>Directions:</b> Use what you know about <i>Grandfather's Journey</i> to answer each of the following questions.	
<b>1. Where did Grandfather bring his new bride to live?</b> <input type="radio"/> A He brought her to the village where he lived as a child. <input type="radio"/> B He brought her to California. <input type="radio"/> C He brought her to a large city in Japan. <input type="radio"/> D He brought her to South America.	
<b>2. What lesson is the author trying to show the reader in Grandfather's Journey?</b> <input type="radio"/> A He is trying to show that a person must be true to his homeland. <input type="radio"/> B He is trying to show that once you leave a place, you can never return. <input type="radio"/> C He is trying to show that a person can love two countries at the same time. <input type="radio"/> D He is trying to show that many people leave their homeland and never return.	
<b>3. In the story, Grandfather's Journey, what happens when the grandson returns to Japan?</b> <input type="radio"/> A When he returns to Japan, he becomes homesick for America. <input type="radio"/> B When he returns to Japan, he decides to stay there forever. <input type="radio"/> C When he returns to Japan, no one will speak to him. <input type="radio"/> D When he returns to Japan, his friends don't want him to leave.	
<b>4. What is the meaning of this phrase, "But the village was not a place for a young man like Francisco?"</b> <input type="radio"/> A It means that no one would accept his daughter in the little village. <input type="radio"/> B It means that his daughter would run away if she were forced to stay. <input type="radio"/> C It means that his daughter could not speak the same language as the villagers. <input type="radio"/> D It means that his daughter grew up in a big city, and she would not fit in a small village.	

<b>5. Which of these caused the grandson to visit California?</b> (RL.3.5) <input type="radio"/> A Grandfather told his grandson he must go to California. <input checked="" type="radio"/> B The grandson liked Grandfather's stories about California. <input type="radio"/> C His grandmother wanted him to take her back there. <input type="radio"/> D Grandfather wanted his grandson to raise songbirds there.
<b>6. Who is telling the story, Grandfather's Journey?</b> (RL.3.6) <input checked="" type="radio"/> A The grandson is telling the story. <input type="radio"/> B The boy's grandmother is telling the story. <input type="radio"/> C The boy's mother is telling the story. <input type="radio"/> D Grandfather is telling the story.
<b>7. What do the illustrations tell you about Grandfather's character?</b> (RL.3.7) <input type="radio"/> A He was content to live wherever he landed. <input type="radio"/> B He had a difficult time finding a place to live. <input type="radio"/> C He loved Japan more than America. <input checked="" type="radio"/> D He loved beautiful and interesting places.
<b>8. Bombs fell and "scattered our lives like leaves in a storm." What does this phrase mean?</b> (RL.3.9) <input type="radio"/> A It means all the leaves fell from the trees when the bombs were dropped. <input type="radio"/> B It means that the bombs caused a terrible storm. <input checked="" type="radio"/> C It means that the family members had to go different places to find safety from the bombs. <input type="radio"/> D It means that the war caused them all to go to different cities in America.
<b>9. Which of the following best describes the genre of Grandfather's Journey?</b> (RL.3.10) <input checked="" type="radio"/> A realistic fiction <input type="radio"/> B biography <input type="radio"/> C fairy tale <input type="radio"/> D nonfiction

Answer Key



# Extension Activity

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**\_\_\_\_\_’s Journey**

**Directions:** Think about a place you have gone lately. It can be a big journey or a small one. Answer these questions:

1. **Where did you go?** \_\_\_\_\_
2. **Whom did you go with?** \_\_\_\_\_
3. **What did you see?** \_\_\_\_\_
4. **What was your favorite part of the journey?** \_\_\_\_\_
5. **How did you feel when you were there?** \_\_\_\_\_

Now, write a journal entry about your journey. Include the answers to your questions. Use good, descriptive words. Also, don’t forget to use words like, I, me, we, etc.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Use your description to draw a picture of your journey in the frame below.

Extension Activity | @BookPagez.com

## Bonus Extension Activity

# Complete Common Core Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation
Grandfather's Journey Lesson Plans, Resources, and Activities The lesson plans, resources, and activities for use with Grandfather's Journey correlate with the following English Language Arts Common Core State Standards for third grade. <b>Retelling and Summarizing Lesson Plan and Resources</b> <b>Reading: Literature</b> <b>RL.3.1</b> – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. <b>RL.3.2</b> – 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. <b>RL.3.4</b> – Determine the meaning of words and phrases as they are used in a text, distinguishing their nuances in different contexts. <b>RL.3.5</b> – 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. <b>RL.3.7</b> – Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). <b>RL.3.9</b> – By the end of the year, read and comprehend literature, including stories and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. <b>Reading: Foundational Skills</b> <b>RF.3.3</b> – Know and apply grade-level phonics and word analysis skills in decoding words. <b>RF.3.4</b> – Read with sufficient accuracy and fluency to support comprehension. <b>Writing</b> <b>W.3.8</b> – Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. <b>Speaking &amp; Listening</b> <b>SL.3.9</b> – Explain their own ideas and understanding in the light of the discussion. <b>SL.3.2</b> – Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. <b>SL.3.3</b> – Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. <b>Language</b> <b>L.3.4</b> – Acquire and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	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## Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation
Grandfather's Journey Lesson Plans, Resources, and Activities The lesson plans, resources, and activities for use with Grandfather's Journey correlate with the following English Language Arts Common Core State Standards for third grade. <b>Vocabulary Lesson Plan and Resources</b> <b>Language</b> <b>L.3.4a</b> – Use sentence-level context as a clue to the meaning of a word or phrase. <b>L.3.4b</b> – Identify readily accessible connections between words and their use (e.g., identify people, who are friendly or helpful). <b>L.3.4c</b> – Acquire and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	Grandfather's Journey Lesson Plans, Resources, and Activities The lesson plans, resources, and activities for use with Grandfather's Journey correlate with the following English Language Arts Common Core State Standards for third grade. <b>Word Work Lesson Plan and Resources</b> <b>Reading: Foundational Skills</b> <b>RF.3.3</b> – Know and apply grade-level phonics and word analysis skills in decoding words. <b>RF.3.4</b> – Read with sufficient accuracy and fluency to support comprehension.
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Vocabulary Connections  
Common Core Alignment

Word Work  
Common Core Alignment