

Name \_\_\_\_\_

# Family Times

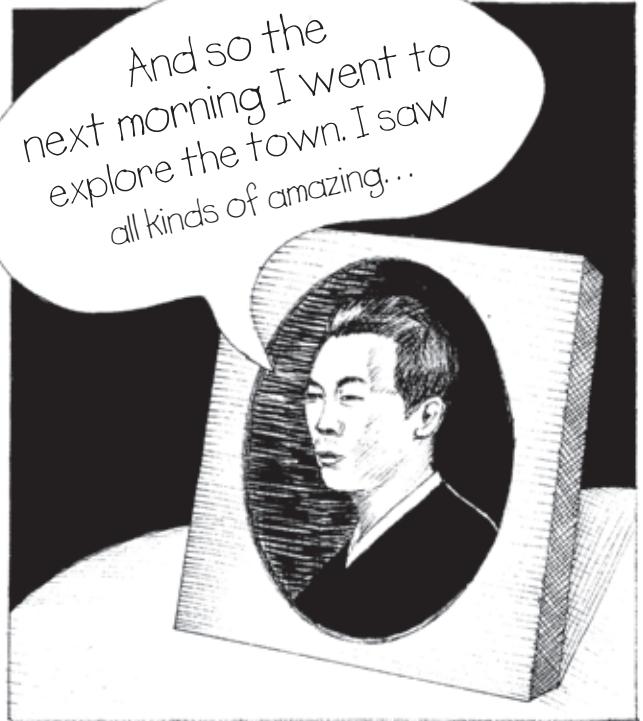
## Summary

### **Grandfather's Journey**

A grandfather's experiences, his journey to America, and his life in Japan all inspire the narrator to find parts of Japan and America that he loves and cannot do without.

### **Activity**

**Dynamic Dialogue** Together, reread *Grandfather's Journey*. Notice that there is no dialogue. Choose one of the events in the story, and rewrite it using lively and active dialogue.



## Comprehension Skill

### **Sequence**

**Sequence** means the order in which things happen. Dates, times, and clue words such as *first*, *then*, *next*, and *last* can help you understand the order of events.

### **Activity**

**Good Directions** Teach your family to perform a dance move, special handshake, or anything that they may not know how to do, without demonstrating it for them. You must use specific language and clue words only. See if they complete the trick or task correctly.

## Lesson Vocabulary

### Words to Know

Knowing the meanings of these words is important to reading *Grandfather's Journey*. Practice using these words.

### Vocabulary Words

**amazed** surprised greatly; struck with sudden wonder; astounded

**bewildered** completely confused; puzzled

**hometown** country that is your home; your native land

**longed** wished very much; desired greatly

**sculptures** works of art made by carving, modeling, casting, etc.

**still** to make or become calm or quiet

**towering** very high

## Conventions

### Subjects and Predicates

No sentence is complete without both a subject and a predicate. The **subject** is the word or group of words about which something is said in the sentence. The **predicate** of a sentence is the word or group of words that tell something about the subject. All the words in the subject are called the **complete subject**. The subject's central noun or pronoun is called the **simple subject**. All the words in the predicate are called the **complete predicate**. The predicate's verb is called the **simple predicate**. *For example: My friend Paul likes Mexican food.* In the example, "My friend Paul" is the *complete subject*, and "Paul" is the *simple subject*. "Likes Mexican food" is the *complete predicate*, and "likes" is the *simple predicate*.

### Activity

**Collaborative Tale** Write a short story together. Have one person write the subject of every sentence and the other person write the predicate. Switch roles halfway through the story.

## Practice Tested Spelling Words

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

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# Sequence

- **Sequence** is the order in which things happen.
- Dates, times, and clue words such as *first*, *then*, *next*, and *last* can help you understand the order of events.

**Directions** Read the following passage. Then complete the diagram.

One rainy afternoon, Grandmother told me about the many places she had lived in her lifetime. The first place she lived was Austria, where she was born in 1920. But by 1925, her family had moved to Paris, France, and then later to a small village in Belgium. After her eighteenth

birthday, Grandmother came to New York City by herself. She hated the cold winters and knew the big city was not for her. Finally, Grandmother packed her bags and moved for the last time to a farm in North Carolina, where she has lived ever since.

## First Event

1.

## Second Event

2.

## Third Event

3.

## Fourth Event

4.

5. What clue words in the passage helped you to figure out the sequence of events?



**Home Activity** Your child used a graphic organizer to identify the sequence of events in a passage. With your child, draw a picture or write a summary of each of the main scenes in a favorite story on note cards. Arrange the note cards in the order in which the events occurred in the story.

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## Vocabulary

**Directions** Choose the word from the box that best completes each sentence. Write the word on the line to the left.

- \_\_\_\_\_ 1. The strange language of the country completely \_\_\_\_ her.
- \_\_\_\_\_ 2. She felt scared when she saw the \_\_\_\_ mountains.
- \_\_\_\_\_ 3. The trip took her many miles from her \_\_\_\_.
- \_\_\_\_\_ 4. She was \_\_\_\_ by the size of the city.
- \_\_\_\_\_ 5. The \_\_\_\_ at the museum were made out of marble.
- \_\_\_\_\_ 6. She \_\_\_\_ to see a familiar face.

### Check the Words You Know

\_\_\_amazed  
\_\_\_bewildered  
\_\_\_homeland  
\_\_\_longed  
\_\_\_sculptures  
\_\_\_still  
\_\_\_towering

**Directions** Circle the word that has the same or nearly the same meaning as the first word in each group.

7. **longed**      called      yearned      stretched
8. **bewildered**      confused      happy      angry
9. **still**      stir      calm      annoy
10. **amazed**      depressed      sleepy      surprised

## Write an E-mail Message

Pretend you have just moved to a new country. On a separate sheet of paper, write an e-mail message to a friend back home explaining how you have adapted to life in this new place. Use as many vocabulary words as you can.



**Home Activity** Your child identified and used vocabulary words from *Grandfather's Journey*. With your child, go on an imaginary trip halfway around the world. Use the vocabulary words to describe how you are feeling on the trip.

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## Vocabulary • Multiple-Meaning Words

- **Multiple-meaning words** are words that have more than one meaning. A *place* is a location such as a school. *Place* also means “to put,” as in, “Please place the paper on your desk.”
- **Dictionaries and glossaries** provide alphabetical lists of words and their meanings. When a dictionary shows more than one meaning for a word, you know that word is a multiple-meaning word.

**Directions** Read the following story about traveling in the United States. Then answer the questions below. Use your glossary or a dictionary for help.

One year for summer vacation, my family took a long road trip around the United States. We visited a national park in Arizona, where we drove along roads that went through towering mountains. I had to still my nerves just to look over the bluff.

We went to art museums and studied paintings made ages ago. I was amazed to learn that people had created art before they could even read or write.

At the end of the trip, I was beginning to long for my home and my friends. But I will never forget the wonders I saw.

1. *Trip* can mean “to fall over something” or “a visit to another place.” Which definition is meant in the first sentence?  
\_\_\_\_\_
2. In this story, *park* means “area of natural land.” What is another meaning for *park*?  
\_\_\_\_\_
3. What are two meanings of *bluff*? What part of speech is *bluff* in this story?  
\_\_\_\_\_
4. What part of speech is *still* as it is used in this story? Write a sentence using another meaning and part of speech for *still*.  
\_\_\_\_\_
5. Write at least three multiple-meaning words that appear in the last paragraph.  
\_\_\_\_\_



**Home Activity** Your child used a dictionary or glossary to identify the intended definitions of multiple-meaning words. Create and draw a comic together in which the confusion over the different meanings of a word has caused a funny outcome.

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## Main Idea

**Directions** Read the article. Then answer the questions below.

**J**apanese immigrants did not find an easy life when they came to America. When they arrived, they had to take any jobs they could. The plantations in Hawaii had plenty of work but did not allow the Japanese people very much freedom.

The Japanese settlers in California found other problems. Harmful rumors were spread about them, and soon the U.S.

government passed laws that would not allow as many Japanese immigrants into the country. Then when the nation of Japan became an enemy in World War II, the U.S. imprisoned many innocent Japanese immigrants in internment camps. It took the Japanese immigrants a long time to live the life they had dreamed of living.

1. What is the topic of this article?

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2. What is the main idea of the passage?

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3. What is one detail that supports this main idea?

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4. If the main idea of another article was that the Japanese were treated unfairly during World War II, what detail could you use from this passage to support it?

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5. On a separate sheet of paper, draw a graphic organizer to show the relationship between the main idea and the supporting details in this passage.



**Home Activity** Your child identified the main idea and details in an article. Pretend that you were asked to write an article about your family for the local newspaper. Discuss what the main idea of the article would be and how it could be supported with details.

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## Sequence

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**Directions** Read the passage. Then answer the questions below.

**T**he 442nd Regimental Combat Team, a brave team of Japanese American soldiers during World War II, had an interesting history. The team was made up of Japanese Americans from Hawaii and from the continental United States. These two groups grew up very differently. When they met for the first time in April of 1943 for training, they did not get along very well. They fought with each other constantly. But after they took a trip to an

internment camp and saw how Japanese Americans were treated, they learned to respect each other. They trained hard from May until February of 1944.

In the spring, they left for combat in Europe. There they were joined by other battalions, including the 100th Infantry Battalion. The 442nd Regimental Combat Team served their country well and were honored with more than 9,000 Purple Hearts.

1. What major event is described first?

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2. When did the team members learn to appreciate each other?

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3. What words tell you when the team left for combat in Europe?

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4. Did the 100th Infantry Battalion join the 442nd Regimental Combat Team before or after they arrived in Europe? How do you know?

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5. On a separate piece of paper, write the information from the passage in order using a graphic organizer.



**Home Activity** Your child identified the order of events in a nonfiction article. Discuss the activities your child has to do in the upcoming week. Help your child put these activities in sequential order.

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# Sequence

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**Directions** Read the passage. Then complete the diagram below.

**B**efore the first settlers came to build our town, it looked very different from the busy place it is today. Wild horses roamed the land. Then immigrants came from Western Europe, including Ireland and the Netherlands. They plowed the

fields and built schools and churches.

Years later, people from Asian countries such as China and Japan came to the area to help construct railroads. Instead of moving on after the work was done, they stayed in the town to raise their families.

**First Event**

1. Wild \_\_\_\_\_



**Second Event**

2. Immigrants \_\_\_\_\_



**Third Event**

3. They plowed \_\_\_\_\_



**Fourth Event**

4. Years later \_\_\_\_\_

5. What do you think happened to the town after the fourth event in the passage?

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**Home Activity** Your child identified the order of events in a passage. Discuss the order of events that led your family to live in the community that you do.

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# Electronic Media

- There are two types of **electronic media**—computer and non-computer. Computer sources include computer software, CD-ROMs, and the Internet. Non-computer sources include audiotapes, videotapes, films, film strips, television, and radio.
- To find information on the Internet, use a search engine and type in your keywords. Be specific. It's a good idea to use two or more keywords.

**Directions** Use the list of electronic media below to answer the questions.

## Electronic Media Source List

- “Interviews with Japanese Travelers” (Public Radio taped interview program)
- *Traveling in Japan* (CD-ROM with printable navigation maps)
- *The Japanese History Site* (Internet site that describes Japan's history)
- *Food in Japan* (DVD of Japan's most exotic foods)
- *The Japanese in America During World War II* (Filmstrip that shows life in the Japanese internment camps)

1. Which source would be helpful in writing a report on Japan for school?

2. Why would *Traveling in Japan* be a helpful source if you were planning a road trip around Japan?

3. Which source do you think was produced more recently: *Food in Japan* or *The Japanese in America During World War II*? Why?

4. What keywords might you type into a search engine to get the Web site *The Japanese History Site*?

5. If you needed to use a quote in your report about what travelers think about the United States, what source would you use?

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**Directions** Use the Internet search results found on a search engine to answer the questions below.

## WEB SEARCH

Results 1-3 of about 25,000

### **Search Results**

#### History of Immigration

Use the tool bar below to search through 1,000 primary source documents. First, type in the year of **immigration** and then the country from which the immigrants came.

#### My Story

Hi! Welcome to my home page. My name is Ken, and I moved to this country 25 years ago with my wife and family. Learn about my story and my family by clicking on the icons to the right.

#### Japanese in the United States

The *Japanese Immigrant Society*, together with the *Foundation to Support Diversity*, has supported the research found on this site. All information is for educational use only.

6. If you click on the underlined link entitled History of Immigration, what kind of site will you be taken to?

7. What does the information after each link tell you?

8. What keyword was typed in to receive these search results?

9. Why might Ken's Web site not be useful for a school report?

10. Why might you be able to trust the information on the third link?



**Home Activity** Your child learned about electronic media. With your child, review the rules of safe Internet searching and how to find helpful research articles on the Internet.