

### Key Question

Why and how does Andy's attitude about his grandparents change during the story?

### Vocabulary

#### Academic vocabulary

- *condition (n.), explain (v.), respond (v.), target (n.)*

Discuss each academic vocabulary word with students. Point to the use of each word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Include on each poster: the word and its part of speech, the definition, the word in an example sentence, and a picture (if possible) illustrating the meaning of the word. Hang these posters up in the classroom for students to see and refer to as they encounter the words within other texts, lessons, and assignments.

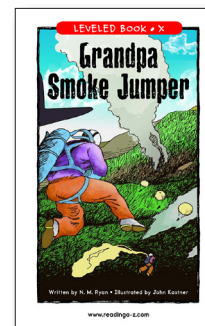
#### Story words

- *donned (v.), extinguishing (v.), grueling (adj.), igniting (v.), maneuvered (v.), plummeting (v.)*

#### Enrichment words

- *abruptly (adv.), adorned (v.), barrage (n.), briefed (v.), diminishing (v.), emphatically (adv.), flabbergasted (adj.), instinctively (adv.), preoccupied (adj.), pursed (v.), relayed (v.), resilience (n.)*

Go to [VocabularyA-Z.com](http://VocabularyA-Z.com) for a pre-made vocabulary lesson for *Grandpa Smoke Jumper*.



### Ask and answer questions

Have the students look at the title and the front and back covers of the book. Have them make a prediction about where the story takes place, the characters, and what might happen. Then have them read pages 4–5 and, in a class discussion, have a few students share how their prediction may have changed and why. Have them write a question they'd like answered by the end of the book. At the end of the reading, allow time for students to tell which of their questions were answered.

### Story elements: Analyze characters

Explain to students that there are many ways to learn about characters in a story. One way is to examine a character's words or thoughts. Another way is to examine the actions of the character. Explain that an author uses a character's words, thought and actions to help a reader understand a character's personality, as well as the problems her or she may face. Model how to analyze a character based on words and actions by using Andy's character on pages 4–6 (e.g. *curious*). Use the discussion as an opportunity to introduce new vocabulary to students, such as *skeptical*.

### Graphic organizer: Analyze characters

Use the lesson [graphic organizer](#) to have students analyze the characters thoughts, feelings and actions using clues from the story.

### Text-dependent questions

Next to each answer, have students write the page number(s) where they found information in the text to answer the questions.

- *What is Andy's opinion about visiting his grandparents? (level 1)*
- *As Andy walks around his grandparent's house, what does he think about the objects from the past that he finds? (level 2)*
- *How had Grandpa shown he was fit for the job of a smoke jumper? (level 2)*
- *What qualities does a person need in order to be a smoke jumper? (level 3)*

### Response to reading

Have students cite specific evidence from the book to answer the key question.

Name \_\_\_\_\_

**Instructions:** Complete the character analysis chart for the underlined character in each event.

Event	What you learned about the character from his/her thoughts, feelings, or actions
<div data-bbox="99 363 274 430">page 7</div> <p>Andy's <u>grandma</u> greets Andy's family when they arrive.</p>	
<div data-bbox="99 688 274 756">page 11</div> <p><u>Andy</u> can't believe that his grandpa jumped off the huge towers.</p>	
<div data-bbox="99 1010 274 1077">page 12</div> <p>Everyone thought <u>Grandpa</u> was crazy for wanting to jump out of airplanes to fight fires.</p>	
<div data-bbox="99 1333 274 1400">page 19</div> <p><u>Andy</u> told his sister to be quiet while Grandpa was telling the story.</p>	
<div data-bbox="99 1654 274 1722">page 21</div> <p><u>Andy</u> can now see the resemblance between the man in the photograph and his grandpa.</p>	