**Summary**

This fictional story about a migrant worker family includes some facts about migrant workers in California.

**Lesson Vocabulary**

- campsite
- crop
- elevation
- migrant workers
- sequoias
- snowcapped
- trailhead
- trunk

**Introduce the Ebook**

**Introduce the Title and Author**
Discuss the title and author of *Grape Season*. Invite students to speculate about the connection between the title and the illustration.

**Build Background**

Explain to students that some families work in the fields in California and elsewhere. The families, called migrant workers, must move around to pick crops as they become ripe.

**Preview/Use Text Features**

Have students preview the book by paging through it and looking at the illustrations. Ask: What do you think you will read about in this book? What makes you think so? What makes you think that page 21 is nonfiction?

**Read the Book**

**Set Purpose**
Recall with students that they should use what they learned as they previewed the book to help them set a purpose for reading. Remind them that their purpose might change as they read and find out what the book is really about.

**Strategy Support: Important Ideas**
Remind students that good readers recognize which ideas they read are the most important. Explain that as students read they should try to identify the most important ideas. Model questions to ask while reading such as: Is this idea important? Or is it a small detail?

**Comprehension Questions**

**Page 3**
How does Miguel’s family earn money? (They pick grapes in the fields where they grow.)

**Pages 7-10**
What wonderful surprise did Tío Hector have for Miguel and his sister? (He wanted to take them on a camping vacation to Sequoia National Park.) Why was Miguel so very thrilled? (He had never had a vacation, especially one like this that he could brag about to the other kids in school.)

**Pages 16-17**
What is unusual about sequoia trees? (They are huge. One, the General Sherman tree, is the world’s largest tree, and it is more than 2,300 years old.)

**Page 20**
What lesson did Miguel learn on the trip? (He figured out that nature brought more to life than work.)

**ELL**
Make sure all students understand the Spanish words and phrases used in the book. Enlist the help of students who speak Spanish to explain the meanings of Tía (aunt), Tío (uncle), and mi hijo (my son) and to provide pronunciations.
**REVISIT THE BOOK**

**READER RESPONSE**

1. Responses may vary, but most students will conclude that Miguel’s family feels that their hard work is very important to them. Some clues students may find include that the children work hard even before they are old enough to go into the fields, their parents have never taken a vacation, and their father is afraid if the children go with Tío Hector the children will not get their work done.

2. Ideas and their relative importance will vary. Some possibilities include: 1. Miguel learned that nature brought more to life than work. 2. Migrant workers, including their children, work extremely hard. 3. Miguel envied the children in his school who always went on summer vacation. 4. When camping, it is necessary to keep food in metal boxes to keep it protected from bears.

3. On page 11, trunk means the storage area at the back of a car. On page 16, the word means the central stem of a tree. Discuss with students the context clues that helped them figure out the two meanings.

4. Responses will vary. Invite students to compare their ideas to Miguel’s camping experience.

**EXTEND UNDERSTANDING** Tell students that historically migrant workers have often been exploited by their employers because they were paid very little and had to work in extremely difficult conditions. In the mid-1960s, a man named César Chávez formed a union of migrant workers who worked in the California grape fields. The workers went on strike and refused to work until their working conditions were improved. They eventually won, and the owners had to improve the working conditions.

**RESPONSE OPTIONS**

**ART** Invite students to illustrate their own favorite campsite. Point out that their favorite does not have to be real or a place they have actually been.

**DRAMA CONNECTION**

Suggest that students put on a play based on the book *Grape Season*. Have teams work on different aspects of the production: writing, acting, props, and so on. Encourage them to put on the play for another class, perhaps of younger students.

**Skill Work**

**TEACH/REVIEW VOCABULARY**

Provide a list of the vocabulary words for students. Invite volunteers to identify the compound words on the list. *(campsite, migrant workers, snowcapped, trailhead)*

Ask other volunteers to use each of the remaining words in an oral sentence.

**TARGET SKILL AND STRATEGY**

**DRAW CONCLUSIONS** Recall with students that when they add together details they have read and with their own related experience to come up with a logical idea, they are drawing a conclusion.

**IMPORTANT IDEAS** In discussion, have students identify several of the sentences in the book as important ideas or not-so-important ideas. Work with them to make sure they understand the distinction.

**ADDITIONAL SKILL INSTRUCTION**

**MAIN IDEA** Point out to students that as they search for the important ideas in a selection, they should be able to find one that is the main idea of the story. Sometimes the main idea of a selection is clear in the title. A fiction story like *Grape Season* often does not have a single main idea.
Draw Conclusions

- **Drawing conclusions** means adding what you already know to something you read to make a reasonable decision about something.

**Directions**  Read each passage and answer the questions.

1. Miguel worked hard in Tía Julia’s vegetable garden. His parents and sister worked picking grapes. Miguel wasn’t old enough to join them in the grape fields. What can you conclude was the attitude of the family toward working? Why did Tía Julia have a garden if the family was so poor?

2. Miguel was eager to go to the fields to pick grapes, but his father said, “Enjoy your freedom now.” What conclusion can you draw about Miguel’s father’s feelings about his job?

3. Miguel wondered why he had never heard of Sequoia National Park, even though he lived only two hours away. Use what you have read about Miguel’s life to figure out why.

4. To keep their food safe from bears, Tío Hector brought a big tin box when he and the children went camping. What made Miguel and Luisa realize what a smart thing that was to do?
Vocabulary

Directions Complete each sentence with one of the vocabulary words.

Check the Words You Know

___campsite ___crop ___elevation
___migrant workers ___sequoias ___snowcapped
___trailhead ___trunk

1. ________________ are huge trees that grow in a California park.
2. The park is at a very high ________________ in the mountains.
3. Grapes in California are picked by ________________.
4. It can be dangerous if bears come to a ________________.
5. Many very high mountains are always ________________.
6. A very tall tree usually has a huge ________________.
7. A large ________________ of grapes takes a lot of work for grape pickers.
8. There was a sign at the ________________ that showed the route of the trail.