



## 3-5 YEARS

## Large Group



## Skill and Goal

## Oral language

Children will understand basic information, including the meaning of several novel words, presented in a book read aloud.



## Key Concepts

**New:** Relatives  
Traveled



## Materials Needed

*The Relatives Came* by  
Cynthia Rylant  
Chart paper  
Marker



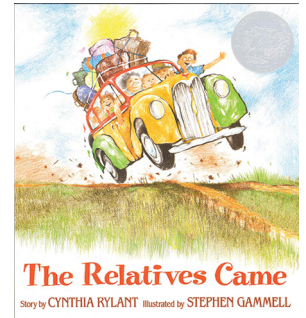
## Also Promotes

Social Studies

*The Relatives Came*

by Cynthia Rylant

**Be Prepared:** This is the first of three repeated readings of a book with children. Today's reading focuses on children's understanding of basic information presented in *The Relatives Came*. Two novel words will be introduced today: relatives (title and page 5) and traveled (page 9). Write the following at the top of the chart paper: Words We Understand.



**BEGIN:** Let's get ready to listen to a book.

[Display cover of book.]

This is the cover of our book. What do we think our book might be about?

[Follow-up prompt, if needed: "What do we see on the cover of the book?"]

**EXPLAIN:** We know that reading a book is a good way to learn new words. Books use some words we may not know. We will talk about some words each time we read our book.

**ACT:** Let's look at a chart that will help us as we learn new words.

[Display chart.]

The title of our chart is: Words We Understand. I will write the words we learn on our chart.

[Point to each word as you say it.]

The title of our book is *The Relatives Came*.

[Point to words as you say them. The book title includes one of today's novel words. Provide the definition now. Example: "Our book today is about the relatives. **Relatives** are members of your family."

[Point to and say the names of the author and illustrator.]

**EXPLAIN:** Let's talk about another word in our book. The word is traveled. **Traveled** means to go on a trip or a journey.

**ACT:** I will write these two words on our chart.

[Point to and say each word as you write it.]

Now we will read our book. We will begin reading right here.

[Point to first text word.]

*Read the book without inviting talk until you have finished reading. Elaborate on words, events, or characters that seem confusing to children. Point to and describe illustrations directly related to the text.]*

**ASK:** *[Focus discussion of the book on recall and words introduced earlier in the session.]*

- What is our book about? (family members who come to visit)
- Who were the main characters in our book? (the relatives)
- What happened first? (the relatives packed up their station wagon for the long trip)
- What happened next? (the relatives arrived for their visit and there were many happy times)

*[Point to and read each word on your chart.]*

- What are “relatives”? (members of your family)
- What does “traveled” mean? (going on a trip or a journey).

*[Promote children’s understanding of novel words introduced today by elaborating on children’s comments about a word’s meaning or again defining the word. Reread the book’s sentence with the novel word. Example: “We learned about the word ‘relatives.’ Remember, relatives are members of your family. ‘It was in the summer of the year when the relatives came.’” Point to and describe pictures on pages 5, 7, 8, and 9 in the book that are directly related to the novel words.]*

**RECAP:** Today we read a book about how relatives traveled to visit members of their family. We talked about the words “relatives” and “traveled.” Remember, when we understand a word, we know what the word means.

### Scaffolding Tips

**Extra support** ■ Use family pictures of children in the room to describe what a “relative” is. If a child has a picture with an aunt, uncle, cousin, or grandparents, point out that these people are relatives.

■ If reading this book after Week 5, you can remind children of the meaning of family in Social Studies Week 5, Day 4.

**Enrichment** ■ Invite children to share any experience they have with traveling. Encourage children to share times when they have taken a trip to see relatives. Example: “Have you ever traveled to see your relatives? Where did you go? Who did you visit?”



### Center Activity

Provide paper, drawing tools, and family pictures for children to draw pictures of their relatives. Encourage children to think about family members, such as grandparents, aunts, uncles, or cousins if they know they have these types of family members. If not, encourage children to draw their family.



### Family Child Care

Encourage school-age children to write down the names of their relatives that they know. Encourage children to start a basic family tree starting with their grandparents and their children (school-age children, aunts, or uncles).



## 3-5 YEARS

## Large Group



## Skill and Goal

## Oral language

Children will strengthen their comprehension of information presented in a book read aloud and increase the number of novel words they understand.



## Key Concepts

**New:** Pulled  
Hugged  
Particular  
Tend  
Promised  
Disappear

**Review:** Relatives  
Traveled



## Materials Needed

*The Relatives Came* by  
Cynthia Rylant  
Words We Understand  
chart from Day 1  
Marker



## Also Promotes

Social Studies

## The Relatives Came

by Cynthia Rylant

**Be Prepared:** This is the second of three repeated readings of *The Relatives Came*. Today's session focuses on children's comprehension of information presented in the book. The session also helps children understand more novel words.

**BEGIN:** [*Display book cover.*]

This is the book we read on Day 1. The title of our book is *The Relatives Came*. Let's talk about what we remember about the book.

- ASK:**
- What is our book about? (family members who come to visit)
  - Who were the main characters in our book? (the relatives)
  - What happened first? (the relatives packed up their station wagon for the long trip)
  - What happened next? (the relatives arrived for their visit and there were many happy times)

**EXPLAIN:** We are going to read our book again. We will stop to talk about what some of the words mean. We know that reading a book is a good way to learn new words. On Day 1 we talked about some words in our book. The words are written on our chart. Remember, the title of our chart is Words We Understand.

[*Point to chart and to each of the novel words defined on Day 1.*]

**ASK:** What do we remember about the words we talked about on Day 1?

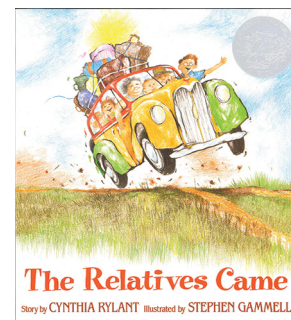
[*Help children recall the meaning of each novel word defined on Day 1.*]

**ACT:** [*Point to where to begin to read on the first text page of the book.*]

We are going to begin reading here. This is the first word inside our book.

[*Pause during reading to briefly define words identified for today's session using the following approach:*

- *Read the sentence with the novel word. Identify the novel word.*
- *Repeat the sentence in which the word is used.*
- *Then define the novel word and connect the definition to the book.*



**The Relatives Came**  
Story by CYNTHIA RYLANT Illustrated by STEPHEN GAMMELL

*Examples: "We just heard the word 'hugged.' Did everyone hear it? 'They hugged us for hours.' When the relatives came, they hugged everyone for a long time. They put their arms around someone to show they loved them."*

*Below are the novel words and their definitions for this session:*

- **Pulled** (page 10): To move a vehicle to a place
- **Hugged** (page 13): Putting your arms around someone to show love or friendship
- **Particular** (page 18): Something specific
- **Tend** (page 21): To give attention to or take care of something
- **Promised** (page 22): Telling what you will do in the future
- **Disappear** (page 26): You cannot see it any longer]

**EXPLAIN:** We learned six new words while reading our book today. I am going to write each word on our chart. Let's talk about what we understand, or know, about each word. When we understand something, we know what it means and how it works.

*[Promote understanding of each word by engaging children in one or more of the following ways as you write novel words on the chart:*

- *Ask children to describe a picture related to the word. Example: "We are learning about the word tend. The relatives helped to tend the garden. They helped take care of the garden. What do we see in this picture (page 21) that tells us the relatives were helping to tend the garden?" (we can see some relatives with shovels digging in the dirt)*
- *Define a word without naming it and ask children to identify the word. Example: "What do we say when someone says they will do something in the future?" (we say that they made a promise)*
- *Encourage children to think about a novel word in another context. Example: "At the end of our book, the relatives left to go back home and the family members watched until their station wagon disappeared down the road. They watched until they could no longer see it. What are some other things that might disappear? Did you ever watch the sun go down at the end of the day until you could not see it anymore? Did you ever watch a plane flying in the sky? Could you always see it or did it disappear after a while?"]*

**ASK:** Our book was about what happened when relatives came to visit their family members. The relatives were happy to arrive and hugged everyone. The relatives spent a lot of time together and helped tend the garden and fix broken things. Are there times when you go to see your relatives and spend some time? What do you do when you are at your relatives' house?

[Facilitate a discussion of book connections to children's experiences. Examples:

- "Our book today was about how relatives came to visit. The family was very happy to see their relatives. Have you ever been happy to see a relative? Who were you happy to see?"
- "At the end of our book today, we saw on page 27 how the family was watching the relatives leave. They had said goodbye to their relatives. Can you tell us about a time you had to say goodbye to someone? How did that make you feel? Do you think they felt the same way in the book?"
- "Today we learned that the word hug means to put your arms around someone to show love and friendship. Who do you hug in your family? What is another way to show your friends love and friendship?"

**RECAP:** We learned more words today when we read *The Relatives Came*. Let's look at our chart to remember the words we are learning to understand.

[Say and point to each word on the chart. Invite children to say one thing they know about the word.]



### Scaffolding Tips

**Extra support** ■ Describe and demonstrate what it means to hug gently. Invite children to use their arms to hug someone. Let children know what words they should use to let someone know they do not wish to be hugged. Example: "If you do not wish to be hugged, you may say, 'No thank you. I do not want to be hugged. You can shake my hand instead.'"

**Enrichment** ■ Promote children's comprehension of the story by inviting them to describe the following pictures: pages 18 and 19, the relatives were not particular about where they slept. They did not need someplace or something specific to sleep on. Ask children, "What part of our story about *The Relatives Came* is shown in this picture?"



### Center Activity

Provide paper and writing tools for children to draw their relatives. If reading the book after Week 6, you may have saved their pictures of their family. If children do not have access to the previously drawn picture, encourage them to draw a new one.



### Family Child Care

If there is something in the program which school-age children can help tend or take care of, invite children to help. Add this to the helper chart if there is one for the program.



3-5 YEARS

Large Group



Skill and Goal

Oral language

Children will interpret information presented in a book read aloud and will increase the number of novel words they understand.



Key Concepts

- New:** Pick  
Wrinkled  
Squeezing  
Missing
- Review:** Pulled  
Hugged  
Particular  
Tend  
Promised  
Disappear  
Relatives  
Traveled



Materials Needed

- The Relatives Came* by Cynthia Rylant
- Words We Understand chart from Days 1 and 3
- Marker



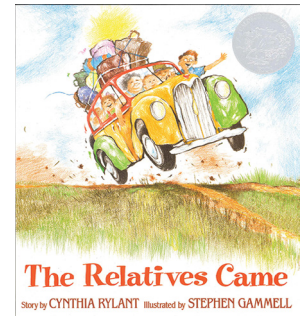
Also Promotes

Social Studies

# The Relatives Came

by Cynthia Rylant

**Be Prepared:** This is the third of three repeated readings of *The Relatives Came*. Today's session focuses on children's interpretation (explanations, reasoning) of information presented in the book. The session also will help children understand more novel words.



**BEGIN:** [*Display book cover.*]

We have read our book two times this week. Each time we read the book we learn something new. The title of our book is *The Relatives Came*. Let's talk about what we remember about the book.

- ASK:**
- What is our book about? (family members who come to visit)
  - Who were the main characters in our book? (the relatives)
  - What happened first? (the relatives packed up their station wagon for the long trip)
  - What happened next? (the relatives arrived for their visit and there were many happy times)

**EXPLAIN:** We are going to read our book again. We will stop during our reading to talk about what some of the words mean. Our chart reminds us of the words we are learning to understand.

[*Point to chart.*]

**ACT:** The author of our book is Cynthia Rylant. The illustrator of our book is Stephen Gammell.

[*Point to each name as you identify the author and the illustrator.*

*Point to where to begin to read on the first text page of the book.*]

We are going to begin reading here. This is the first word inside our book.

[*Read the book from the beginning. Pause on pages that include a word defined in the prior two readings of the book. Ask or remind children what the word means.*

*Pause to briefly define the four words identified for today's session using the following approach:*

- *Read the sentence with the novel word. Identify the novel word.*
- *Repeat the sentence in which the word is used.*
- *Then define the novel word and connect the definition to the book.*

*Example: "I just read the word 'missing.' Did everyone hear it? 'But they thought about us, too. Missing them.' The word 'missing' is a word for something that is lost or not there. The relatives left to go back home and they were not with the other family members."*

*Below are the novel words and their definitions for this session:*

- **Pick** (page 5): To remove something from a plant
- **Wrinkled** (page 13): Small folds on the surface of clothing or paper
- **Squeezing** (page 20): Pressing very close together
- **Missing** (page 29): Lost]

**EXPLAIN:** We learned four new words while reading our book today. I am going to write each word on our chart. Let's talk about what we understand, or know, about each word.

*[Promote understanding of each word by engaging children in one or more of the following ways as you write novel words on the chart:*

- *Ask children to describe a picture related to the word. Example: "Please look at this picture in our book (page 20). Take a close look at the people sleeping. How many people are sleeping in one place? (many people sleeping very close together) The relatives did not have much space to sleep. They were squeezed together to make room for everyone."*
- *Define a word without naming it and ask children to identify the word. Example: "The relatives left their farm in Virginia when the grapes on the plants were not ripe yet. They could not remove the grapes from the grape plant. What's another word for removing something from a plant?" (pick)*
- *Encourage children to think about a novel word in another context. Example: "When the relatives came for their visit, there was not enough room in the beds for everyone. Some family members squeezed together so everyone would fit. Squeeze means to press very close together. Are there other times when we squeeze things?"]*

**ASK:** Different types of things happened in our book. Let's talk about why some things may have happened.

*[Facilitate a discussion of children's interpretations of events and/or characters in the book, especially events or characters related to one or more words defined this week. Display pertinent pictures in the book to help children focus on questions you ask. Sometimes it is helpful to introduce topics by first describing (or asking) what happened, and then asking "why" questions about what happened. Examples:*

- *"There was a lot of hugging when the relatives from Virginia arrived. Why did the relatives do so much hugging?"*



- “The relatives from Virginia helped with many different things, like tending the garden and fixing broken things. Why do you think the relatives did so many things?”
- “Our book tells us that it was different for people to go to sleep with a lot of new breathing in the house. What was the new breathing? Do you think it would be easy or hard to fall asleep when there is a lot of new breathing?”]

**RECAP:** We learned more about our book today by talking about why some things happened in our book. We also learned more words today when we read *The Relatives Came*. Let’s look at our chart to remember all of the words we are learning to understand. Each of these words helps us understand the information in our book.

[Say and point to each word on the chart. Invite children to recall how the word was used in the book. Provide a brief description of the word’s use in the book if children cannot recall.]

 Scaffolding Tips

**Extra support** ■ If children seem confused about the word “wrinkled,” show a smooth piece of cloth or paper. Invite children to feel and see how the surface is smooth. Next, crumple the paper or cloth in your hand and then unfold it. There should be wrinkles in the paper or cloth. Explain that the surface now contains small folds or wrinkles.

**Enrichment** ■ Invite children to describe times they have visited relatives or relatives have visited them.

 Center Activity

Invite children to draw a picture of their relatives who do not live with them.

 Family Child Care

Encourage children to “read” *The Relatives Came*, using the book’s pictures as a guide.