

# Here's What You'll Get in the The Relatives Came Super Pack

## 5 Comprehension Strategy Lesson Plans and Practice Pages

### Making Inferences Lesson Plan

**Making Inferences**  
By: Cynthia Rylant  
Grade Level: 2 / Guided Reading Level: L

**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

**Summary**  
At the beginning of the summer the relatives loaded up their car and left their home in Virginia to visit family that lives miles and miles away. Even after their long drive, the relatives swoop up each and every family member and hug, laugh and hug again before setting in and eating supper. After weeks and weeks of helping with daily chores, family fun and lots of eating, the relatives once again loaded up their car and headed back home, filled with memories and dreams for next summer.

**Link to What You Know**  
How would you prepare for a long trip in the car? What things would you pack?  
How would you react if relatives that you hadn't seen for a long time came to visit you? Would you feel shy? Excited? Nervous?

**Important Words to Know and Understand**  
Relatives - A member of your family  
Station Wagon - A car that has a large open area behind the back seat instead of a trunk and that has a door at the back for loading things.

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

**Why Readers Make Inferences While Reading**  
When readers make inferences they behave like reading detectives.  
Sometimes the author does not give you all of the information you need to understand everything that's happening in a text. Instead the author gives you clues. You can use the author's clues along with what you already know to make an inference. This is sometimes called "reading between the lines."  
For example, if an author writes, "Jason made a terrible mistake and his face turned bright red," you can infer that Jason is embarrassed. This inference makes sense because you know that if a person's face turns red after making a mistake, it usually means that they feel embarrassed.  
Illustrators also leave clues. Make sure to look at the pictures to learn more about characters, settings, problems, and solutions.

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### Guided Reading Level

### Activate Prior Knowledge

### Making Inferences Lesson Plan

**Making Inferences**  
By: Cynthia Rylant  
Grade Level: 2 / Guided Reading Level: L

**3**  
**Make Inferences While Reading**  
Look for clues that tell you how a character might be feeling or what they might be thinking  
Study the pictures. What do you notice about characters, setting, and events?

**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.  
Pages 7 and 8 - Look at the pictures on these pages. What inferences can you make about the way the relatives are feeling? Why do you think so?  
Pages 13 to 14 - Look at the pictures on these pages. Make an inference about what the relatives could be talking about.  
Pages 15 and 16 - The pictures on these pages show how crowded it was at bedtime. Do you think anyone was upset about the sleeping arrangements? Tell why your inference makes sense.  
Page 23 - How do you suppose the relatives feel after they load their belongings and head back to their home in Virginia? Why is this an important inference to make?  
Page 27 - The relatives return home and dream about next summer. Make an inference about the next summer they spent together.

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

**Time to Reflect**  
Think - What types of inferences did you make while reading *The Relatives Came*? Did you make inferences to understand new words? Did you infer to understand how a character thinks or feels? What did you already know about people, places, or events that helped you make inferences?  
Talk - Tell your reading partner about the best inference you made while reading this book. Explain why your inference was so helpful to you as a reader. Remember to ask your partner to share their thoughts about the book too.  
Reflect - Think about the extra information you learned while making inferences in *The Relatives Came*. What was easy about making inferences? What was difficult? How does making inferences help you to be a better reader?  
Write - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *The Relatives Came*. (Remember to include examples from the book.)

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### Page by Page Guide and Strategy Questions

### Turn, Talk, and Reflect

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

**3**  
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Study the pictures. What do you notice about characters, setting, and events?

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

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

**3**  
**Ask Questions While Reading**  
Look for clues that tell you how a character might be feeling or what they might be thinking  
Study the pictures. What do you notice about characters, setting, and events?

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

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

**Asking Questions**  
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**Answer Key for Retelling and Summarizing with The Relatives Came**

**Your Turn to Practice Retelling and Summarizing with The Relatives Came**

Page 4: What have the relatives done to pass the time on their long car road trip?

Page 6: The relatives use many new things on their drive. Think about other books you have read where the characters travel to new places and tell about your text to text connection.

**Answer Key for Making Connections with The Relatives Came**

**Your Turn to Practice Making Connections with The Relatives Came**

Page 6: The relatives use many new things on their drive. Think about other books you have read where the characters travel to new places and tell about your text to text connection.

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

**3**  
**Retell and Summarize While Reading**  
Look for clues that tell you how a character might be feeling or what they might be thinking  
Study the pictures. What do you notice about characters, setting, and events?

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

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

**Retelling and Summarizing**  
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**Visualizing**  
Get Ready to Read  
Learn about the book  
Get your brain ready to read  
Understand the meaning of important words found in the book

**3**  
**Visualize While Reading**  
Look for clues that tell you how a character might be feeling or what they might be thinking  
Study the pictures. What do you notice about characters, setting, and events?

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

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

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### Retelling and Summarizing

### Visualizing

### Practice Pages and Answer Keys

# Writing About Reading with Optional CCSS Alignment

Strategy and Text Based  
Reader's Response Prompt

Common Core State Standard

"I Can"  
Statement

**The Relatives Came: Retelling and Summarizing**

Pretend you are one of the relatives. Write a thank you letter to the family you visited. Summarize the trip by focusing on the most important details.

I can remember and tell different kinds of stories and share what the author is trying to teach. CCSS: RL.2.2

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Common Core Free  
Option

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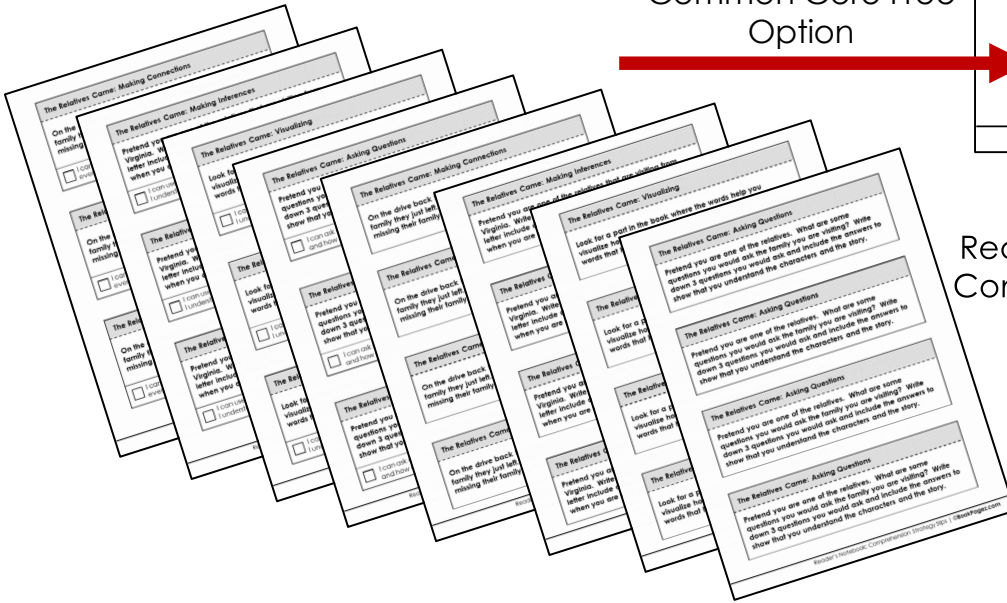
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**The Relatives Came: Retelling and Summarizing**

Pretend you are one of the relatives. Write a thank you letter to the family you visited. Summarize the trip by focusing on the most important details.

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 on the dotted line.  
3. Glue, tape, or staple into your reader's notebook.

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**Making Connections**

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

Think about the book. What does the book remind you of?

What type of connection did you make?  
 Text to Self  Text to Text  Text to World

Draw a picture of your connection in the box below.

Directions:  
1. Answer each of the questions.  
2. Carefully cut on the dotted line.  
3. Glue, tape, or staple into your reader's notebook.

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**Making Inferences**

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

What the Text Says	What I Know	What I Can Infer
Look for clues in the text or picture.	What do you know about the book?	Experiences, thoughts, clues, setting.

Directions:  
1. Answer each of the questions.  
2. Carefully cut on the dotted line.  
3. Glue, tape, or staple into your reader's notebook.

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**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 use of the words that you drew all of the words that helped you visualize.

Directions:  
1. Answer each of the questions.  
2. Carefully cut on the dotted line.  
3. Glue, tape, or staple into your reader's notebook.

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**Asking Questions**

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

Question	Sentence Starters	Why didn't...?	How does...?
	I am confused about...	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 on the dotted line.  
3. Glue, tape, or staple into your reader's notebook.

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Retelling and Summarizing

Making Connections

Making Inferences

Visualizing

Asking Questions

# Vocabulary Connections Resources

## Important Words to Know and Understand in The Relatives Came Word List

**Vocabulary Connections**  
**The Relatives Came**  
 By: Cynthia Rylant  
 Grade Level: 2 / Guided Reading Level: L

**Important Words to Know and Understand in "The Relatives Came"**

**Bologna**  
 A wide cooked sausage that is cut into thin pieces and eaten in sandwiches

**Ice chest**  
 A container (such as a box or case) for holding things or moving them from place to place

**Miles**  
 A unit of measurement equal to 5,280 feet

**Particular**  
 Used to indicate that one thing is being referred to and no others

**Relatives**  
 A member of your family

**Soda pop**  
 A drink consisting of soda water, flavoring, and a sweet syrup

**Station Wagon**  
 A car that has a large open area behind the back seat instead of a trunk and that has a door at the back for loading things


**Strange**  
 Different from what is usual, normal, or expected

**Tend**  
 To give your attention to and take care of (something or someone)

**Wrinkled**  
 A small fold in the surface of clothing

Vocabulary Word List | ©BookPagez.com

**Vocabulary Connections**  
**The Relatives Came**  
 By: Cynthia Rylant  
 Grade Level: 2 / Guided Reading Level: L

<b>Bologna</b> 	<b>Ice chest</b> 	<b>Miles</b> 
<b>Particular</b> 	<b>Relatives</b> 	<b>Soda pop</b> 

Picture Vocabulary Sorting Cards | ©BookPagez.com

## Word and Picture Sorting Cards

**Vocabulary Connections**  
**The Relatives Came**  
 By: Cynthia Rylant  
 Grade Level: 2 / Guided Reading Level: L

<b>Bologna</b> A wide cooked sausage that is cut into thin pieces and eaten in sandwiches	<b>Ice chest</b> A container (such as a box or case) for holding things or moving them from place to place	<b>Miles</b> A unit of measurement equal to 5,280 feet
<b>Particular</b> Used to indicate that one thing is being referred to and no others	<b>Relatives</b> A member of your family	<b>Soda pop</b> A drink consisting of soda water, flavoring, and a sweet syrup

Definition Vocabulary Sorting Cards | ©BookPagez.com

## Word and Definition Sorting Cards

**Vocabulary Connections**  
**The Relatives Came**  
 By: Cynthia Rylant  
 Grade Level: 2 / Guided Reading Level: L

<b>Particular is a/an</b> noun verb adverb adjective Definition of Particular:	<b>Relatives are a/an</b> noun verb adverb adjective Definition of Relatives:	<b>Soda pop is a/an</b> noun verb adverb adjective Definition of Soda pop:
Particular looks like this:	Relatives look like this:	Soda pop looks like this:
Particular reminds me of:	Relatives remind me of:	Soda pop reminds me of:
I saw this word in	I saw this word in	I saw this word in


Interactive Vocabulary Notebook Cards | ©BookPagez.com


**Word Games**  
 with Words from The Relatives Came


Directions: Graph the number of syllables in each of the words below.


BOLOGNA					
MILES					
PARTICULAR					
RELATIVES					
STRANGE					
TEND					
WRINKLED					

Directions: Fill out the missing letters to identify the objects below.

S O D P O 

S T A T I N 


W A G N 


O L O N A 


**Answer Key**  
 e Relatives Came

In each of the words below.


Identify the objects below.

P O P 

T I O N 

O N 

Answer Key | ©BookPagez.com

## Word Games and Answer Key

## Interactive Vocabulary Notebook Cards

**Vocabulary Connections**  
**The Relatives Came**  
 By: Cynthia Rylant  
 Grade Level: 2 / Guided Reading Level: L

**The Relatives Came**  
 By Cynthia Rylant

A new word that I learned in this book is: \_\_\_\_\_  
 It means: \_\_\_\_\_  
 I saw it in: \_\_\_\_\_

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

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | ©BookPagez.com

## Personalized Vocabulary Bookmark

**Vocabulary Connections**  
 Name: \_\_\_\_\_

Directions: Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect the new word to words you already know.

**New Word**

**Visualize**  
 Draw a picture to illustrate the meaning of the word.

**Connect to Your Life**  
 When or where have you seen it, heard it, felt it, smelled it, or tasted it?

**Vocabulary Connections**  
 Directions:  
 1. Write a word from your reading that is new to you in the first column.  
 2. Read the sentence before and after the sentence where the word appears. Write what you think the word means in the second column.  
 3. Explain why you think your definition makes sense based on the context clues in the text.  
 4. Write the dictionary definition.  
 5. Place a check mark in the last column if the dictionary definition matches what you thought the word meant.

Word	What I Think the Word Means	Context Clues	Real Definition	✓

Independent Word Exploration | ©BookPagez.com

# Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

**The Relatives Came**  
By: Cynthia Rylant  
Grade Level: 2 / Guided Reading Level: L

**Word Work**

**Instructional Focus:**  
Adding the suffix -ed to present tense verbs to create verbs in the past tense

**Background:**  
There are three rules to follow when a present tense verb needs to be changed to a past tense verb. The suffix -ed is added to the base word in all cases. The rules are as follows:  
Words ending in -e : drop the -e, add -ed  
Words ending in single vowel & consonant (e.g. consonant, add -ed  
\*Words ending in consonant + y : drop the -y  
\*All other words: add -ed

**The Relatives Came**  
By: Cynthia Rylant  
Grade Level: 2 / Guided Reading Level: L

**Word Work**

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

**Introduce Verbs Suffix -ed**

- Remind the students that a verb is an action word. Examples- run, sing, hop
- Review the difference between a present tense verb and past tense verb. Present tense- happening right now, Past tense- already happened
- Explain that to make a verb in the past tense, the suffix -ed is added to it.
- Ask the students to think of some verbs that are past tense.
- Tell the students to turn to their partner and take 20 seconds to share their verbs.
- Ask 1/2 students to share the verbs they told their partner with the class.
- Draw the student's attention to the chart paper with the anchor chart.
- Point to the chart paper and say there are some special rules to follow when adding -ed to some words.
- Read each rule.
- Read the words under the base words column on the chart.
- Read the words under the words ending in -e column. Discuss rule.
- Read the words under the single vowel & consonant column. Discuss rule.
- Read the words under the words ending with consonant & -y column. Discuss rule.

**Sample Anchor Chart**

Base Words	Words that End in -e	Words that End in single vowel & consonant	Words that end in consonant + y
smelled	promised	hugged	cried
traveled	waved	stopped	hurried
created	squeezed	logged	learned
pulled	winkled	stepped	buried

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

**Verbs with Suffix -ed in the Text**

- Tell the students that the book they will be reading today has many past tense verbs with the suffix -ed.
- Show them page 3 of *The Relatives Came*.
- Tell the students to listen carefully and look at the words while you read. Ask the students to put a thumb up when they hear or see a word that follows our pattern.
- After reading page 3, stop and ask students to identify the past tense verb with the suffix -ed.
- Point to the word on the chart paper.
- Tell the students you are going to read the book once from beginning to end. Tell them to be listening for verbs that have the suffix -ed.
- Remind the students to put a thumbs up if they hear a verb with the suffix -ed.
- Read *The Relatives Came*.

Step by Step Lesson Plan

**Your Favorite Verb**  
Extend Engagement Activity

**Directions:**  
Ask three friends what their favorite past tense verb is. Use their answers to fill in the chart. The first one has been done for you.

Name of Friend	His/her favorite verb ending in -ed	What Rule does it Follow?
Adam	wrestled	Word ending in -e

Optional Activity to Extend Engagement

**The Relatives Came**  
By: Cynthia Rylant  
Grade Level: 2 / Guided Reading Level: L

**Word Work**

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

**Verbs with Suffix -ed in the Text (continued)**

Examples of Verbs with Suffix -ed Found in the Text

• smelled	• looked	• winkled
• stayed	• fixed	• headed
• missed	• pulled	• hugged
• traveled	• promised	• waved
• headed	• passed	• squeezed
• dreamed	• loaded	• crowded

**Step 3: Guided Word Work Practice**

**Interactive Exploration**

- Draw four columns on the board or on chart paper.
- Label the first column base words, the second column words ending in -e, the third column words ending in single vowel & consonant, and fourth column words ending in consonant + y.
- Explain that when the suffix -ed is added to a verb, the verb becomes a past tense verb.
- For example, shine is a present tense verb. We can change it to a past tense verb by adding the suffix -ed. But be careful because there are some rules that we have to remember. Shine ends with the letter -e. We will have to drop the -e and then add the suffix -ed.
- Write the word shined under the second column, words ending in -e.
- Brainstorm with the class a list of verbs that are regular base words, end in -e, end with a single vowel & consonant, and that end with a consonant + y.

**Step 4: Independent Word Work Practice**

**Practice Page**

- Give each student a copy of **Wonderful Word Sort Page**.
- Read the directions with the class.
- Tell the students to complete the practice page.
- Monitor for students while they work.

List of words in the book that match the instructional focus

Interactive Activities

Independent Practice Page

**Wonderful Word Sort**  
Word Work Practice Page

**Directions:**  
Use the words you cut out and glue them under the rule that it follows for adding the suffix -ed.

Base Words	Words that End in -e	Words that End in single vowel & consonant	Words that End in Consonant + y

Extension Activity

**Word Detective: Suffix -ed**  
Extension Activity

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

Word	Book Title	Page	Sentence



# Assessments

Running Record					
Title: <i>The Relatives Came</i>		Guided Reading Text Level: L		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 = Misreading S = Structure/syntax V = Visual				COUNT	
				INFORMATION USED	
Page		E	SC	E MSV	SC MSV
2	It was in the summer of the year when the relatives came. They came up from Virginia. They left when their grapes Were nearly purple enough to pick, but not quite.				
3	They had an old station wagon that smelled like a real car. And in it they put an ice chest full of soda pop And some boxes of crackers and some bologna sandwiches. And up they came from Virginia. They left at four in the morning when it was still dark. Before even the birds were awake.				
5	They drove all day long and into the night, and while they *...				
Analysis and Comments:					
Tested By: _____				©BookPagez.com	

## Running Record Assessment

The Relatives Came CCSS Assessment		Name: _____
		Score: / 9
<p><b>Directions:</b> Use what you know about <i>The Relatives Came</i> to answer each of the following questions.</p>		
<p>1. When did the relatives come up from Virginia?</p> <p><input type="radio"/> A The came up one night for dinner.</p> <p><input type="radio"/> B It was fall, just before the harvest.</p> <p><input type="radio"/> C It was summer when their grapes were nearly purple.</p> <p><input type="radio"/> D It was winter, right before the first big snow.</p>		
<p>2. The family in the story enjoyed having relatives visit for weeks. Which sentence below supports that message?</p> <p><input type="radio"/> A They left at four in the morning.</p> <p><input type="radio"/> B After the relatives left, the family missed them.</p> <p><input type="radio"/> C They ate all the strawberries and watermelon.</p> <p><input type="radio"/> D There was a lot of new breathing in the house.</p>		
<p>3. What is the first thing the relatives do when they arrive?</p> <p><input type="radio"/> A They hug (for hours!).</p> <p><input type="radio"/> B They take a nap.</p> <p><input type="radio"/> C They eat a big dinner.</p> <p><input type="radio"/> D They unpack their car.</p>		
<p>4. Which of these is an example of alliteration?</p> <p><input type="radio"/> A silent, soft beds</p> <p><input type="radio"/> B smelled like a real car</p> <p><input type="radio"/> C drank up all their pop</p> <p><input type="radio"/> D beds felt too big</p>		
<p>5. Why do we need to know how far the relatives had to come for their visit? (RL.2.5)</p> <p><input type="radio"/> A We all have relatives in Virginia.</p> <p><input type="radio"/> B We needed to figure out how many hours they were in the car.</p> <p><input type="radio"/> C The family needed to have food and beds ready.</p> <p><input checked="" type="radio"/> D It explains why they only visit in summer and stay for so long.</p>		
<p>6. Who is telling the story and how do they feel about the visiting relatives? (RL.2.6)</p> <p><input type="radio"/> A It is told by one of the kids, and they are annoyed by having all the relatives there.</p> <p><input checked="" type="radio"/> B It is told by one of the kids, and they have loved the visiting relatives.</p> <p><input type="radio"/> C A narrator is telling the story, and they love the family.</p> <p><input type="radio"/> D A grandpa is telling the story, and he is ready to go home to Virginia.</p>		
<p>7. What do the illustrations show us about the two families? (RL.2.7)</p> <p><input checked="" type="radio"/> A They are loving, fun, busy, and helpful.</p> <p><input type="radio"/> B They don't really like each other.</p> <p><input type="radio"/> C They are two small, quiet families.</p> <p><input type="radio"/> D They are very picky about food and where they sleep.</p>		
<p>8. How are the two parts of the family different? (RL.2.9)</p> <p><input type="radio"/> A The Virginia side likes to go on trips, but the other side does not.</p> <p><input type="radio"/> B They all play musical instruments.</p> <p><input checked="" type="radio"/> C The Virginia side grows grapes, and the other side grows strawberries and melons.</p> <p><input type="radio"/> D Only the Virginia side likes hugs.</p>		
<p>9. Based on what you've read, what will most likely happen when the family visits Virginia? (RL.2.10)</p> <p><input type="radio"/> A They will be bored.</p> <p><input type="radio"/> B They will only stay for a few days and get tired of each other.</p> <p><input checked="" type="radio"/> C They will hug, help out around the house, and eat lots of grapes and peaches.</p> <p><input type="radio"/> D They will not bring any snacks on the long car ride.</p>		
CCSS Assessment 2 <sup>nd</sup> Grade Reading Standards for Literature   BookPagez.com		

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

Answer Key


# Extension Activity

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

**Directions:**  
Pretend that you are the girl or boy that's from the family that the relatives visited in **The Relatives Came**. Use what you know about the story and finish the journal entries that are started for you below.

The relatives arrived today!

Sleeping is going to be interesting the next few weeks.



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
<p>The Relatives Came Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "The Relatives Came" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p><b>Reading and Summarizing Lesson Plan and Resources</b></p> <p><b>Reading: Literature</b>  <b>RL.2.1</b> - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  <b>RL.2.2</b> - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  <b>RL.2.3</b> - Describe how characters in a story respond to major events and challenges.  <b>RL.2.4</b> - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.  <b>RL.2.7</b> - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.  <b>RL.2.9</b> - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>Reading: Foundational Skills</b>  <b>RF.2.2</b> - Know and apply grade-level phonics and word analysis skills in decoding words.  <b>RF.2.4</b> - Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>Writing</b>  <b>W.2.8</b> - Recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>Speaking &amp; Listening</b>  <b>SL.2.1b</b> - Build on others' talk in conversations by linking their comments to the remarks of others.  <b>SL.2.2</b> - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  <b>SL.2.3</b> - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p><b>Language</b>  <b>L.2.4</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p> <p style="text-align: right; font-size: x-small;">The Relatives Came CCSS Alignment   @BookPagez.com</p>	<p><b>Common Core State Standards Correlation</b></p> <p>The Relatives Came Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "The Relatives Came" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p><b>Reading and Summarizing Lesson Plan and Resources</b></p> <p><b>Reading: Literature</b>  <b>RL.2.4</b> - Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.  <b>RL.2.7</b> - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.  <b>RL.2.9</b> - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>Reading: Foundational Skills</b>  <b>RF.2.3</b> - Know and apply grade-level phonics and word analysis skills in decoding words.  <b>RF.2.4</b> - Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>Speaking &amp; 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## Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation
<p>The Relatives Came Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "The Relatives Came" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p><b>Vocabulary Lesson Plan and Resources</b></p> <p><b>Language</b>  <b>L.2.6a</b> - Use sentence-level context as a clue to the meaning of a word or phrase.  <b>L.2.6b</b> - Identify readable connections between words and their use (e.g., describe foods that are spicy or salty).  <b>L.2.6c</b> - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p> <p style="text-align: right; font-size: x-small;">The Relatives Came CCSS Alignment   @BookPagez.com</p>	<p><b>Common Core State Standards Correlation</b></p> <p>The Relatives Came Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "The Relatives Came" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p><b>Word Work Lesson Plan and Resources</b></p> <p><b>Reading: Foundational Skills</b>  <b>RF.2.3</b> - Know and apply grade-level phonics and word analysis skills in decoding words.  <b>RF.2.4</b> - Read with sufficient accuracy and fluency to support comprehension.</p> <p style="text-align: right; font-size: x-small;">The Relatives Came CCSS Alignment   @BookPagez.com</p>

Vocabulary Connections  
Common Core Alignment

Word Work  
Common Core Alignment

# Student Facing Resources in Spanish for The Relatives Came Super Pack

## 5 Comprehension Strategy Practice Pages

### Asking Questions Practice Page

**Tu turno para practicar: Hacer preguntas con The Relatives Came (Los parientes llegaron)**

**Página 3:**  
Los parientes han cargado su auto para irse. ¿Qué te estás preguntando?  
¿Cómo te ayudará la respuesta a tu pregunta como lector?

\_\_\_\_\_

¿Cómo te ayudará la respuesta a tu pregunta como lector?


\_\_\_\_\_

**Página 10:**  
Los parientes finalmente llegan. Todos están abrazados y felices. ¿Qué preguntas tienes sobre su llegada?

\_\_\_\_\_

**Páginas 13 a 14:**  
Mira y lee estas páginas. ¿Qué preguntas tienes sobre la cena de los parientes?

\_\_\_\_\_



Nombre: \_\_\_\_\_ @BookPagez.com

### Page by Page Guided Questions

### Answer Key

**Hacer preguntas con The Relatives Came (Los parientes llegaron)**

**Página 3:**  
Los parientes han cargado su auto para irse. ¿Qué te estás preguntando?  
¿Cómo te ayudará la respuesta a tu pregunta como lector?  
**Las respuestas varían. Podrían incluir: ¿Por qué tienen que irse tan temprano?, ¿A dónde van?**

\_\_\_\_\_


¿Cómo te ayudará la respuesta a tu pregunta como lector?  
**Las respuestas varían.**

\_\_\_\_\_

**Página 10:**  
Los parientes finalmente llegan. Todos están abrazados y felices. ¿Qué preguntas tienes sobre su llegada?  
**Las respuestas varían. Podrían incluir: ¿Cuánto tiempo ha pasado desde que se vieron por última vez?, ¿Cuánto tiempo se quedan?**

\_\_\_\_\_

**Páginas 13 a 14:**  
Mira y lee estas páginas. ¿Qué preguntas tienes sobre la cena de los parientes?  
**Las respuestas varían. Podrían incluir: ¿Por qué están comiendo en grupos de dos o tres?, ¿Por qué estaban hablando en voz baja?**



Answer Key | @BookPagez.com

Sample answers written in Spanish

**Retelling and Summarizing**

**Visualizing**

**Making Connections**

**Making Inferences**

**Hacer conexiones con The Relatives Came (Los parientes llegaron)**

**Visualizar con The Relatives Came (Los parientes llegaron)**

**Hacer inferencias con The Relatives Came (Los parientes llegaron)**

**Tu turno para practicar: Retelling and Summarizing con The Relatives Came (Los parientes llegaron)**

**Tu turno para practicar: Visualizar con The Relatives Came (Los parientes llegaron)**

**Tu turno para practicar: Hacer Conexiones con The Relatives Came (Los parientes llegaron)**

**Tu turno para practicar: Hacer Inferencias con The Relatives Came (Los parientes llegaron)**

\_\_\_\_\_

Nombre: \_\_\_\_\_ @BookPagez.com

# Writing About Reading with Optional CCSS Alignment

**The Relatives Came (Los parientes llegaron): Volver a contar y resumir**

Finge que eres uno de los parientes. Escribe una carta de agradecimiento a la familia que visitó. Resume el viaje centrándose en los detalles más importantes.

Puedo recordar y contar diferentes tipos de historias y compartirlo que el autor intenta enseñar. CCSS: RL.2.2

**The Relatives Came (Los parientes llegaron): Volver a contar y resumir**

Finge que eres uno de los parientes. Escribe una carta de agradecimiento a la familia que visitó. Resume el viaje centrándose en los detalles más importantes.

Puedo recordar y contar diferentes tipos de historias y compartirlo que el autor intenta enseñar. CCSS: RL.2.2

**The Relatives Came (Los parientes llegaron): Volver a contar y resumir**

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

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement written in Spanish

**The Relatives Came (Los parientes llegaron): Volver a contar y resumir**

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**The Relatives Came (Los parientes llegaron): Volver a contar y resumir**

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**The Relatives Came (Los parientes llegaron): Volver a contar y resumir**

Finge que eres uno de los parientes. Escribe una carta de agradecimiento a la familia que visitó. Resume el viaje centrándose en los detalles más importantes.

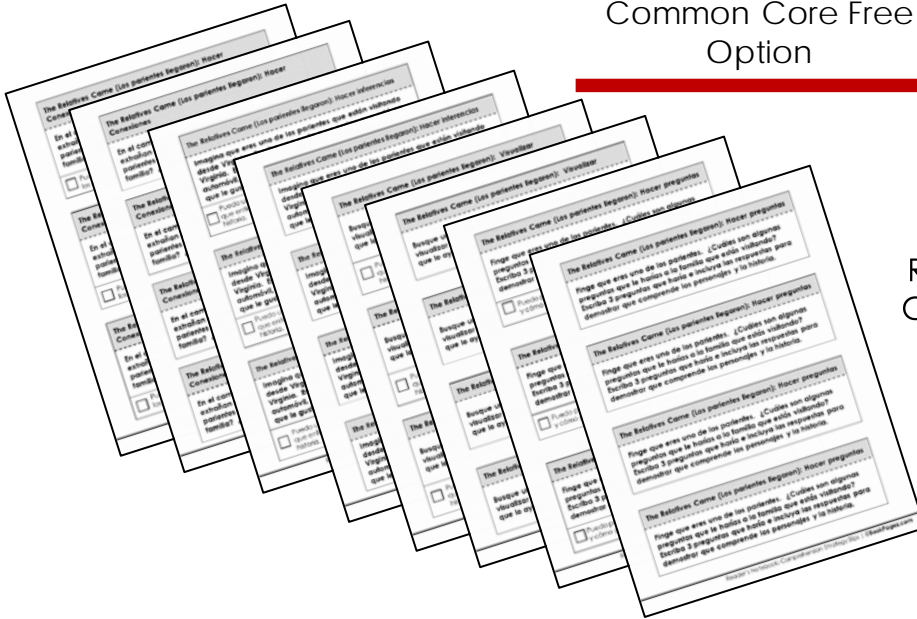
**The Relatives Came (Los parientes llegaron): Volver a contar y resumir**

Finge que eres uno de los parientes. Escribe una carta de agradecimiento a la familia que visitó. Resume el viaje centrándose en los detalles más importantes.

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Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan



## 5 Comprehension Strategy Graphic Organizers

**Volver a contar y resumir**  
(Retelling and Summarizing)

¿De qué se trata el libro?  
¿Es ficción o no ficción?

Haz un dibujo e escribe una oración completa en cada caja.

Antes	Después	Entonces
Después de esto	Entonces	Al final

¿Cuál es la parte más importante sobre lo que sucede en el libro?

**Instrucciones:**  
1. Contesta todas las preguntas.  
2. Contesta cuidadosamente en las líneas de puntos.  
3. Pega o engancha tu hoja en el cuaderno del lector.

**Hacer conexiones**  
(Making Connections)

Piensa en el libro. ¿En qué te hace pensar el libro?

¿Qué tipo de conexión hiciste?

Text a mí mismo  
 Texto a texto  
 Texto al mundo

Haz un dibujo de tu conexión abajo.

**Instrucciones:**  
1. Contesta las preguntas.  
2. Contesta cuidadosamente en las líneas de puntos.  
3. Pega o engancha tu hoja en el cuaderno del lector.

**Hacer inferencias**  
(Making Inferences)

Lo que dice el texto	Lo que sé	Lo que puedo inferir

**Instrucciones:**  
1. Contesta las preguntas.  
2. Contesta cuidadosamente en las líneas de puntos.  
3. Pega o engancha tu hoja en el cuaderno del lector.

**Visualizar**  
(Visualizing)

¿Qué página usaste para practicar a visualizar?

Haz un dibujo de lo que imaginas en el espacio abajo.

Escribe algunas de las palabras que el autor usó que te ayudaron a hacer esta imagen en tu mente.

Comparte tu dibujo con alguien. Asígnale de haber dibujado todos los palabras que te ayudaron a visualizar.

**Instrucciones:**  
1. Contesta cada pregunta.  
2. Contesta cuidadosamente en las líneas de puntos.  
3. Pega o engancha tu hoja en el cuaderno del lector.

**Hacer preguntas**  
(Asking Questions)

¿Qué preguntas tienes para hacer a tu familia o amigos?

Me confunde cuando... Estoy curioso... No estoy seguro por qué...

Pregunta	Respuesta
Pregunta	Respuesta
Pregunta	Respuesta

**Instrucciones:**  
1. Contesta cada pregunta.  
2. Contesta cuidadosamente en las líneas de puntos.  
3. Pega o engancha tu hoja en el cuaderno del lector.

Retelling and Summarizing

Making Connections

Making Inferences

Visualizing

Asking Questions



# Extension Activity

Nombre: \_\_\_\_\_ La fecha: \_\_\_\_\_

**Instrucciones:**

Haga de cuenta que usted es la niña o niño que es de la familia que los parientes visitaron en Los parientes llegaron. Use lo que sabe sobre la historia y termine las entradas del diario que se inician a continuación.

¡Los familiares llegaron hoy!

Dormir va a ser interesante en las próximas semanas.

