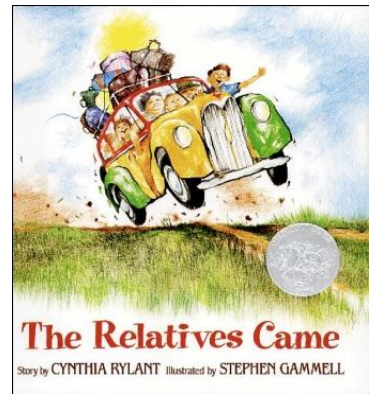


# The Relatives Came

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A darling story about what it is like to have relatives come for a summer visit. The relatives stay for a long time mending fences, tending to the garden and eating all of the melons. When the family heads home, everyone is sad until they remember they will see each other again next summer.



## Possible strategies for instruction:

### *Comprehension:*

- **Use prior knowledge to connect with the story:**
  - Do you remember a time a relative came to your house?
  - Have you ever taken a trip to a relative's house?
- **Make a picture or mental image:**
  - This story is filled with imagery! Read the story without showing the pictures. Ask the children to draw a picture of their most vivid visual memory. After students have had time to draw their pictures, gather together and reread the story having students share their pictures as the illustrations. You can then reread the text again, to share the author's illustrations. Compare and contrast the illustrations.

### *Accuracy:*

- **Skip the word, then come back:**
  - Before reading the story, choose a few words to cover. Read the sentence and skip the covered word, continue reading the sentence. Then, go back to the beginning of the sentence and uncover the first letter or two (if it is a blend). Using the context of the sentence, try and figure out the word. Some words to try with this strategy include: bologna (p. 3), mountains (p. 6), wrinkled (p.10), & promised (p.19).
- **Use the pictures...Do the words and pictures match?**
  - Due to the vast imagery and wonderful illustrations, model to the students the importance of stopping and looking at the pictures before and after reading the text. Use the pictures for difficult words like mountains (p.6), to show the importance between the illustrations and the text.

### *Fluency:*

- **Reread text:**
  - The students should reread a passage of the text several times until they can read it smoothly, accurately, and with expression. There is a repeated passage near the beginning and the end of the story that works well with this strategy.
    - Pages 6 & 25 ~ "They drove all day long and into the night..."

- **Practice common sight words and high-frequency words:**
  - This story is filled with many first grade sight words. Take time to highlight a few sight words that will help your students be able to read this story with ease. Review the words that you choose to focus on for your lesson. A few sight words that are repeated include: they, their, then, there, them

*Expand Vocabulary:*

- **Tune into interesting words:**
  - Choose two to three words from the text to use with this strategy. Introduce the words to the students. Write the words on your classroom word collector, and have the students write them on their personal word collectors. Discuss the sounds, the meaning, and the context of each word. Encourage students to use these words in their writing during Daily 5 and writer's workshop. Continue to review words throughout the week to give students multiple opportunities to hear and use these interesting words. A few words to choose include: Virginia, bologna, relatives, wrinkled, particular, ice chest, station wagon

*This text can be used with nearly any strategy on the CAFE menu. The above strategies are a highlighted collection to use as a springboard for further instruction.*