Robust Vocabulary Lesson for *The Relatives Came*, by Cynthia Rylant

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2nd Grade
Double Diamond Elementary

I chose this book as an accompaniment to the 2nd grade HM Theme 5: Family Time. This is a read aloud that I use to help students write their own personal narratives about their families.

**Tier 2 Words Selected**

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
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<tbody>
<tr>
<td>tend</td>
<td>relatives</td>
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<tr>
<td>squeeze</td>
<td>particular</td>
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<tr>
<td>wrinkled</td>
<td>silent</td>
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**Tier 3 Words Selected**

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
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</thead>
<tbody>
<tr>
<td>bologna</td>
<td></td>
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<tr>
<td>pop (soda)</td>
<td></td>
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<tr>
<td>supper</td>
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**Planning for instruction/ Resources needed-**

A copy of the book *The Relatives Came* by Cynthia Rylant.
CCSS Writing Standard 3 at your particular grade level

**Day 1-**

Read aloud *The Relatives Came*. Briefly discuss the words pop (soda), bologna, and supper to aid in comprehension. Have students discuss with a partner the memories they generate about their own relatives’ visit and how their normal routines may be different when relatives come to visit.
Day 2-

Introduce Tier 2 Vocabulary Words using the following steps:

1. Say word and show students the word on a word card or listing it on the board.
2. Tell them the word in the context of the story. “In the story, the relatives helped tend the garden”.
3. Provide a student friendly definition.
4. Talk about the word in an additional context beyond the one used in the story.
5. Give students several opportunities to interact with the word.

**relative** - a person who belongs to the same family as someone else. In the story, the relatives are the family members who are coming to visit. Your relatives are the people in your family. Think for a moment about who your relatives. Now share with your shoulder partner the relatives you have in your family.

Opportunity for practice:
I will name some people. If this person would be a relative, say “relative”. If this person would not be related to you, don’t say anything.
Uncle
Cousin
Mrs. Hiller- school principal
Aunt
President Obama
Great-Grandfather
Taylor Swift

What’s the word that means, someone who is related to you? Relative

**wrinkled** - a fold on a surface, such as clothing or skin. In the story, the relatives’ clothes are wrinkled because they’ve been in the car for a long time. Think of something else you’ve seen that was wrinkled. Share your answer with your shoulder partner.

I will name some items. If you think they could be wrinkled, say “wrinkled” (add hand gesture to show wrinkled). If it would not be wrinkled, don’t say anything. Add a hand gesture for smooth, the opposite of wrinkled
Clothes in a suitcase- wrinkled
Clothes from the dry cleaners- smooth
Grandma’s hands- wrinkled
Sharpe dog- (show picture)- wrinkled
The top of your desk- smooth

What word means the opposite of smooth, or having folds on the surface? Wrinkled
tend- to take care of. In the story, the relatives helped tend the garden. Mom tends to your laundry and many of the things you need at home. Abilene tended to Edward by getting him dressed in his fancy clothes. (Think of other relevant examples from your students’ own experiences).

I will say some examples. If you think it would show someone tending, or taking care of something, say tend. If not, don’t say anything.
A nurse taking care of a sick patient
A boy taking care of his hamster
A lady running a race
A student completing his seatwork
A farmer harvesting his crops in the fall

particular- if someone likes things a certain way, they are particular. In the story, the relatives were not particular about where they slept. It didn’t matter to them where they slept. If you were particular about where you slept, you would need to be in your own bed with your teddy bear©.
It can also mean the only one you want out of many. He drinks a particular kind of soda, not just any soda. Jeff drinks only Diet Pepsi, never Diet Coke.
The store didn’t have the particular paint color I needed, so I didn’t buy any.

Think of a bedroom. If its owner was particular, what would the bedroom look like? How would you know that person was particular about their things? Discuss your thoughts with your shoulder partner.

silent- silent means no sound is made. Find example in story. When I got up at my house this morning, it was silent. None of my family members were up and there were no sounds in the house.
I will say some examples of something that might be silent. If it is silent, say silent (with a whisper hand gesture). If it would not be silent, don’t say anything.
Snow falling in the woods- silent
A feather falling to the ground.- silent
Our playground at first recess- not silent!

squeezed- To press together firmly. This word can also mean a big hug. In the story, the relatives gave good squeezes for hugs.
Provide examples. If this is an example of a squeeze, say squeeze. (Add hand gesture)
Your mom giving you a big hug before you leave for school- squeeze
The chef made fresh orange juice. How did she do this? – squeezed the oranges
Day 3-

Practice with words. Create small groups of 4 students. Students should have an opportunity to write and discuss the words with classmates. Students may respond with groups on scratch paper. The most important thing is for students to discuss and use the words in context.

1. List 5 of your relatives
2. Example/Non-examples- Talk about an example of a teacher who is particular. What would this classroom look like? How could you tell that a teacher is not particular? What would that classroom look like?
3. List things that you tend to as a 2nd grader. What are things that you take special care of? What are things that your parents tend to at home or at work?
4. What does the classroom look and sound like when it is silent?

Day 4-

Vocabulary Log. Depending on your classroom procedures or skill level of your students, provide an opportunity for students to record the Tier 2 words in a Vocabulary Log. Vocabulary log can include the word, a student friendly definition, a sketch of the word, and the word used in a sentence generated by the student.

Day 5-

Assessment of the Tier 2 words:

Answer the following stems in a complete sentence.

What will happen if you don’t tend to a garden?

List 3 examples of things that could be wrinkled.

Are you particular about the way your desk looks at school? Use evidence to support your answer.

Write about a time you had a relative or relatives come to visit you.
Next steps/ Reflection:

This assessment could be expanded into the writing of a personal narrative. I will use components of the HM Theme 5 Resources on writing a personal narrative. I will facilitate my own students in the writing of a personal narrative about a memorable visit with their own relatives.

Teachers should consult CCSS Writing Standard 3 to specifically teach this standard at their grade level. I will facilitate my own students in the writing of a personal narrative about a memorable visit with their own relatives.

CCSS.ELA-Literacy.W.2.3

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.