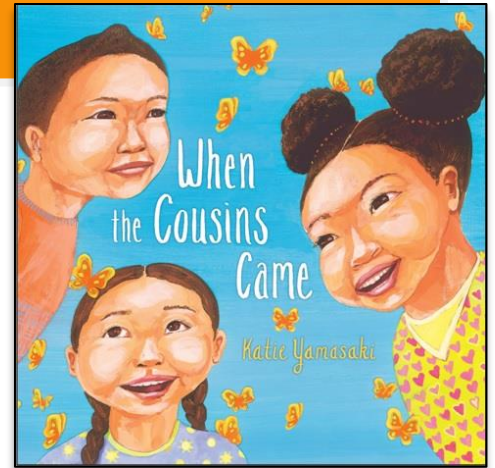


LESSON PLAN

WHEN THE COUSINS CAME

written and illustrated by Katie Yamasaki

Lila cannot wait for her cousins to come from the city and spend a few nights in the country with her family. Although Lila and her cousins are different, they introduce each other to new and sometimes scary ideas. Different can be fun!



9780823434572 • Ages 4–8 • E-book available

Learning Objectives:

Read text with purpose and understanding, retell familiar stories, identify Story Elements: characters, settings, major events, and theme in a story; compare and contrast.

Guided Reading Level: K

Grade Level Equivalent: Grade 2

Interest Level: Pre-K–3

Instructional Standards

Reading Literature: RL.2-3.1,2,3,4,6,10

Reading Foundation Skills: RF.2-3.3,4,4a,4c

Writing: W.2-3.3,8

Speaking and Listening: SL.2-3.1,1b,2,4,6

Language: L.2.1,2,3,4,4a,4d,5,5a,6/L.3.1,2,3,4,4a,5,5a,5b,6

BEFORE READING

1. Read the title and discuss the cover illustration.
2. Write “cousin” on the board. What is a cousin? Who are your cousins? Where do they live? What are they like? How are they different from you?
3. How do you think the kids on the cover are related?
4. How are they feeling?
5. How are they alike and different?
6. Why do you think the author painted butterflies all over the front and back cover?
7. Read the name of the author/illustrator. Discuss each role.
8. Take a picture walk through the book.
9. Have students predict what the book is going to be about.
10. Write the vocabulary words on the board: **cousin, mohawk, shark fin, skateboard, balance, chopsticks, fireflies, palm, flashlight, rustling, apartment.**
11. Invite students to identify the beginning sound for each word including blends: **sh, ch, fl.**
12. Read the words as a group.
13. Ask students to find the compound words (two words put together to make a new word).
14. Discuss how looking at the individual words can help you understand the meaning of the compound word.



BEFORE READING—*continued*

15. Circle the two words in each compound word.
16. Have the group think of other compound words and create a list.
17. Discuss different text types. Ask students to predict the text type of the book.
18. Read *When the Cousins Came* to find out the story elements: setting, plot, character development, and theme.

Setting: Where and when the story takes place

Plot: What happens in the story?

Character Development: Who are the characters? What do they do, say, and think?

Theme(s): Central ideas or message of the story

DURING READING

1. Read the story aloud.
2. Ask students to follow along as you read.
3. Discuss punctuation marks. Point out the quotation marks and tell children this means someone is talking in the story. Commas mean you need to pause, and each sentence ends with a period, question mark, or exclamation point.
4. Discuss difficult words and how to figure out their meaning in context.
5. Point out that some words and phrases may mean something other than what they seem (literal vs. nonliteral meanings).
 - ~ “Takeo’s hair was like a little shark fin.”
 - ~ “We brought our own wheels.”
 - ~ “Fireflies glowed brightly, slowly turning their lightbulb bodies on and off.”
 - ~ “Brothers and sisters stick together.”
6. Ask the students how the illustrations and words help them to understand what the story is about.
7. Have the students read the book independently.
8. Who is this story about (main character)?
9. Where and when does the story take place (setting)?
10. How does the setting change throughout the book?
11. What do the character do, say, think, and feel?
12. How are the cousins alike and different?
13. Where do the cousins live? Where does Lila live?
14. What are the themes in the story?
15. How do the illustrations enhance meaning and tone?
16. Is this a book based on a true story or the lives of real people? Could this story really happen (realistic fiction)?
17. Why was the letter important to Lila?



AFTER READING

Use evidence from *When the Cousins Came*.

1. Fill out the Story Elements Chart on page 3.
2. Why was Lila so excited for her cousins to come visit?
3. Where do her cousins live? Where does Lila live?
4. Invite students to compare and contrast life in the city and country. How does where you live affect the way you think and behave?
5. What is a “mohawk” in the story?
6. Why do you think Rosie and Takeo helped Lila change her hair style?
7. What did the cousins mean when they said they brought their own wheels?
8. Why do you think Rosie asked for chopsticks with her dinner?
9. How does Lila feel when she finds out they have chopsticks in the house?
10. Why are the cousins afraid of the dark? Why do you think they hold hands and stay close to each other?
11. At what other time in the story do Rosie and Takeo hold hands to comfort each other?
12. How do the cousins help each other throughout the story?
13. What new experience do the cousins share with each other?
14. Why does Lila feel sad at certain points in the story?
15. What would you tell her if you were there?
16. How are the themes of family, acceptance, and diversity reflected in the story? Find examples from the book.

Guide written by Marla Conn, reading/literacy specialist and educational consultant

3.18



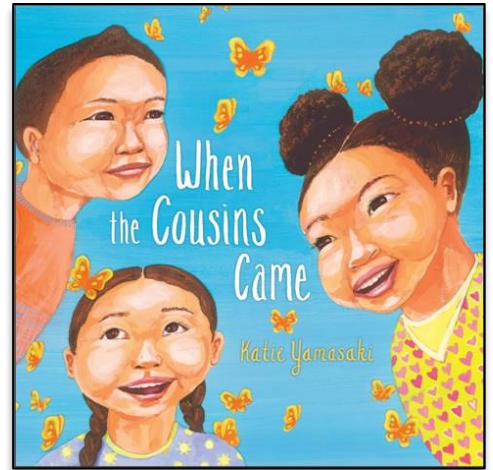
Name _____

Grade _____

WHEN THE COUSINS CAME

written and illustrated by Katie Yamasaki

Story Elements Activity Sheet



9780823434572 • Ages 4–8 • E-book available

Setting

Where: _____

When: _____

How the setting changed: _____

Plot

What happened first, next, then, last? _____

Character Development

Compare and contrast Lila and her cousins Rosie and Takeo.

Same	Different

May be reproduced

