

# Rain

Written by Meg Stein

Illustrated by Roberto Fino

## Level 4

This book recounts a child's attempts to dress appropriately for the weather over the course of a week. It is a cumulative text, supported by colour illustrations. Sentence length varies from page to page and the text is placed consistently. It introduces the sentence structures: *It rained on ... I put on my ... and my ... I went outside. My ... got wet.*

## Getting ready for reading

Talk about what you need to wear if you go outside in the rain. Ask: What might you wear on your feet? head? List items on the board with reason for wearing.


## Talking through the book

Introduce the book by saying: *This is a book about a boy who didn't know what to wear when he went outside in the rain.* Turn to each page, discussing the behaviour of the boy on each day of the week. For example you might say: *This boy went outside on Monday. It rained. All of him got wet. He put his raincoat on and went outside again on Tuesday. It rained. His feet got wet. The next day he put on his raincoat and his boots. This time his head got wet,* and so on.

## Reading the book

Children read the book individually while the teacher observes each child's reading behaviours and prompts children to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

## Returning to the text

Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.

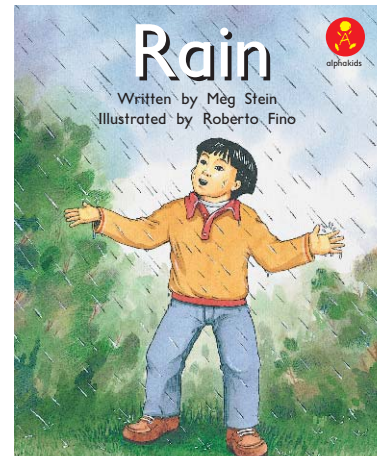
### BEING A MEANING MAKER

Discuss:

*What happened to the boy on Monday?*

*What did the boy learn from this?*

*Why didn't the boy go outside on Sunday?*



### Check this

Teachers can observe children's emergent reading behaviours for evidence that they are using punctuation to support fluent reading.

Remind children to pause at the commas and full stops and to read the words in the speech marks as if they were talking.

## BEING A CODE BREAKER

### Vocabulary

- High-frequency words: *it, on, I, put, my, and, went, came, go*
- Word families: *wet – get, bet, set, met, net, let, pet, wet*  
*went – bent, cent, dent, sent, tent;*  
*and – band, hand, land, sand;*  
*it – bit, fit, hit, lit, pit, quit, sit, wit*

### Sounds and letters

- Hearing sounds: short /e/ – *went, wet, Wednesday*

### Writing conventions

- Punctuation: upper case letters, commas, full stops
- Grammar: contractions – *didn't / did not*

## BEING A TEXT USER

Discuss:

*Did you like this book?*

*Who would you recommend it to? Why?*

## BEING A TEXT CRITIC

Discuss:

*What is the author saying about this boy? Is it true?*

*What would you do if you went outside when it rained?*

## Literacy learning centres – follow-up activities

### ☺ WORD CENTRE 1

Use Blackline Master 5 to play Masterword with the high-frequency words from the text and other high frequency words children are familiar with. Children play in pairs. One decides on the secret word from the list of high-frequency words. This is the masterword. This child counts the number of letters in the word and crosses out the unwanted dashes on the masterword sheet. The other child then tries to find the masterword by writing a word with the specified number of letters on the sheet. The first child scores the word letter by letter: 1 for a correct letter, plus 1 for the right place. The game continues until the word is found or the sheet is filled up.

### ☺ WORD CENTRE 2

Children make and record words related to those in the text using onsets and rimes:

came: blame, flame, fame, game, name, same, tame
hot: bot, dot, cot, got, jot, lot, not, pot, rot, tot
took: book, cook, hook, look, nook, rook
and: band, hand, land, sand
it: bit, fit, hit, lit, nit, pit, quit, sit, wit
went: bent, dent, sent, tent



### BOOK-BROWSING CENTRE

Books about weather

Alphabet books R, S

Days of the week: *Sandwiches*

Things to do outside: *Playing*