



## 3–5 YEARS

## Large Group



## Skill and Goal

Children will understand basic information, including the meaning of several novel words, presented in a book read aloud.



## Key Concepts

**New:** Parched  
Sizzling  
Soaking



## Materials Needed

*Come On, Rain!* by Karen Hesse  
Chart paper  
Marker

## Come On, Rain!

by Karen Hesse

**Be Prepared:** This is the first of three repeated readings of a book with children. Today's reading focuses on children's understanding of basic information presented in *Come On, Rain!* Three novel words will be introduced today: parched (page 5), sizzling (page 6), and soaking (page 31). Write the following at the top of the chart paper: Words We Understand.

**BEGIN:** Let's all get ready to listen to a book.

[Display cover of book.]

This is the cover of our book. What do we think our book might be about?

[Follow-up prompt, if needed: "What do we see on the cover of the book?"]

**EXPLAIN:** We know that reading a book is a good way to learn new words. Books use some words we may not know. We will talk about some words each time we read our book this week.

**ACT:** Let's look at a chart that will help us as we learn new words.

[Display chart.]

The title of our chart is: Words We Understand. I will write the words we learn on our chart.

[Point to each word as you say it.]

The title of our book is *Come On, Rain!*

[Point to and say the names of the author and illustrator.]

**EXPLAIN:** Today let's talk about three words that are in our book. One word is parched. The word **parched** means very dry because of hot weather or no rain. Another word in our book is sizzling. The word **sizzling** means very hot. Our book uses the word soaking. **Soaking** means to get something very wet.

**ACT:** I will write these three words on our chart.

[Point to and say each word as you write it.]

Now we will read our book. We will begin reading right here.

[Point to first text word.]



# Understanding Words *continued*



*Read the book without inviting talk until you have finished reading. Elaborate on words, events, or characters that seem confusing to children. Point to and describe illustrations directly related to the text.]*

**ASK:** *[Focus discussion of the book on recall and words introduced earlier in the session.]*

- What is our book about? (A girl named Tessie and her friends waiting for it to rain; and the rain finally comes)
- Who were the main characters in our book? (Tessie, her friends, and their mothers)
- What happened first? (Tessie is very hot from the weather and wants it to rain)
- What happened next? (Tessie looks in the sky and sees rain clouds coming closer)

*[Point to and read each word on your chart.]*

- What does the word “parched” mean? (very dry because of hot weather or no rain)
- What does “sizzling” mean? (very hot)
- What does the word “soaked” mean? (getting something very wet)

*[Promote children’s understanding of novel words introduced today by elaborating on children’s comments about a word’s meaning or again defining the word. Reread the book’s sentence with the novel word. Example: “We learned about the word ‘soaked.’ Remember, soaked means to get something very wet. ‘We sure did get a soaking, Mamma,’ I say. Point to and describe pictures on pages 5, 6, 28, and 31 that are directly related to the novel words.]*

**RECAP:** Today we read a book about Tessie and her friends waiting in the heat for the rain to come. We talked about the words “parched,” “sizzling” and “soaked.”



## Scaffolding Tips

**Extra support** ■ Demonstrate something getting soaked. Example: use a dry sponge and squeeze it. Then pour water on the sponge and soak the sponge. Squeeze out the sponge so children can see that it was very wet.

**Enrichment** ■ Invite children to share their ideas of things that might get very hot (sizzling).



## Center Activity

In the movement area, play a CD that has nature sounds that include a thunderstorm. Encourage children to dance or move to the sounds.



## Family Child Care

Provide items which can get wet and then squeezed to get the water out, such as sponges, washcloths, and pieces of fabric. Make tubs of water available. Invite children to soak the items with water and then squeeze out the water and soak them again.



## 3–5 YEARS

## Large Group



## Skill and Goal

## Oral language

Children will strengthen their comprehension of information presented in a book read aloud and increase the number of novel words they understand.



## Key Concepts

**New:** Endless  
Listless  
Drooping  
Burst  
Racket

**Review:** Parched  
Sizzling  
Soaked



## Materials Needed

*Come On, Rain!* by Karen Hesse

Words We Understand chart from Day 1

Marker

## Come On, Rain!

by Karen Hesse

**Be Prepared:** This is the second of three repeated readings of *Come On, Rain!* Today's session focuses on children's comprehension of information presented in the book. The session also helps children understand more novel words.

**BEGIN:** [*Display book cover.*]

This is the book we read on Day 1. The title of our book is *Come On, Rain!* Let's talk about what we remember about the book.

- ASK:**
- What is our book about? (A girl named Tessie and her friends waiting for it to rain; and the rain finally comes)
  - Who were the main characters in our book? (Tessie, her friends, and their mothers)
  - What happened first? (Tessie is very hot from the weather and wants it to rain)
  - What happened next? (Tessie looks in the sky and sees rain clouds coming closer)

**EXPLAIN:** We are going to read our book again. We will stop to talk about what some of the words mean. We know that reading a book is a good way to learn new words. On Day 1 we talked about some words in our book. The words are written on our chart. Remember, the title of our chart is Words We Understand.

[*Point to chart and to each of the novel words defined on Day 1.*]

**ASK:** What do we remember about the words we talked about on Day 1?

[*Help children recall the meaning of each novel word defined on Day 1.*]

**ACT:** [*Point to where to begin to read on the first text page of the book.*]

We are going to begin reading here. This is the first word inside our book.

[*Pause during reading to briefly define words identified for today's session using the following approach:*

- *Read the sentence with the novel word. Identify the novel word.*
- *Repeat the sentence in which the word is used.*
- *Then define the novel word and connect the definition to the book.*



*Examples: "We just heard the word 'burst.' Did everyone hear it? 'Then a deeper gray descends and the air cools and the clouds burst. The clouds opened suddenly and let the rain fall.'"*

*Below are the novel words and their definitions for this session:*

- **Endless** (page 4): Lasting or taking a very long time
- **Listless** (page 5): Without energy or spirit
- **Drooping** (page 7): To sink, bend, or hang down
- **Burst** (page 20): To pop open suddenly
- **Racket** (page 24): A loud, unpleasant noise]

**EXPLAIN:** We learned five new words while reading our book today. I am going to write each word on our chart. Let's talk about what we understand, or know, about each word. When we understand something, we know what it means or how it works.

*[Promote understanding of each word by engaging children in one or more of the following ways as you write novel words on the chart:*

- *Ask children to describe a picture related to the word. Example: "We are learning what listless is. Tessie's mom was working with her plants and the plants had no energy. What do we see in this picture (page 5) that tells us the plants had no energy?" (the plants are bent over, the plants look dry)*
- *Define a word without naming it and ask children to identify the word. Example: "What do we say when someone is making a loud, unpleasant noise?" (we say that a person is making a racket)*
- *Encourage children to think about a novel word in another context. Example: "In our book, the clouds burst and the rain fell. What are other things that you can think of that can burst? A water balloon? A firework?"]*

**ASK:** Our book was about Tessie and how she waited for it to rain. It has not rained in a long time, and Tessie was waiting and waiting. The rain finally came and Tessie, her friends, and their mothers danced in the rain. Are there other times when you waited for something and were happy when it finally happened?

*[Facilitate a discussion of book connections to children's experiences. Examples:*

- *"Our book today was about Tessie waiting for something. She was waiting for the rain. Have you ever had to wait for something? What did it feel like to wait?"*
- *"At the end of our book today, we read about Tessie and her friends dancing in the rain? Have you ever played out in the rain? Without an umbrella?"*
- *"Today we learned that a racket is a loud, unpleasant noise. Have you ever heard a racket? Have you ever made a racket?"]*

**RECAP:** We learned more words today when we read *Come On, Rain!* Let's look at our chart to remember the words we are learning to understand.

[Say and point to each word on the chart. Invite children to say one thing they know about the word.]



### Scaffolding Tips

**Extra support** ■ Display and describe an object or picture related to a novel word. Example: If you have plants in your room that need water (they are drooping) you may show the plant to children and explain that the plant might need some water. ■ Help children understand the word “listless” by demonstrating what a listless person looks like. Invite children to copy your actions.

**Enrichment** ■ Promote children’s comprehension of the story by inviting them to describe one or more of the following pictures: page 13, Tessie’s mom is very hot from working with her plants; page 17, the clouds are really dark and it looks like it is going to rain; page 7, Tessie is outside and looking into the sky, trying to see if rain is coming. She is waiting for the rain. Ask children, “What part of our story about Tessie and the rain is shown in this picture?”



### Center Activity

Provide paper and drawing tools for children to draw an object or book character(s) related to one of the novel words you review on the Words We Understand chart. Encourage children to create pictures of rain or rain showers, flowers or plants living in very hot places (sizzling), or plants that look like they need water (listless or drooping).



### Family Child Care

Invite school-age children to play the *It’s Raining, It’s Pouring* game from Self-Regulation Week 18, 21, or 44, Day 1. Encourage them to lead the younger children in the game while making the sounds of the wind, raindrops, rain, and rainstorm.





## 3-5 YEARS

## Large Group



## Skill and Goal

## Oral language

Children will interpret information presented in a book read aloud and will increase the number of novel words they understand.



## Key Concepts

**New:** Whisper  
Trickles  
Murmurs  
Cheer

**Review:** Endless  
Listless  
Parched  
Drooping  
Sizzling  
Burst  
Racket  
Soaking



## Materials Needed

*Come On, Rain!* by Karen Hesse  
Words We Understand chart from Days 1 and 3  
Marker

# Come On, Rain!

by Karen Hesse

**Be Prepared:** This is the third of three repeated readings of *Come On, Rain!* Today's session focuses on children's interpretation (explanations, reasoning) of information presented in the book. The session also will help children understand more novel words.

**BEGIN:** [*Display book cover.*]

We have read our book two times this week. Each time we read the book, we learn something new. The title of our book is *Come On, Rain!* Let's talk about what we remember about the book.

- ASK:**
- What is our book about? (A girl named Tessie and her friends waiting for it to rain, and the rain finally comes)
  - Who were the main characters in our book? (Tessie, her friends, and their mothers)
  - What happened first? (Tessie is very hot from the weather and wants it to rain)
  - What happened next? (Tessie looks in the sky and sees rain clouds coming closer)

**EXPLAIN:** We are going to read our book again. We will stop during our reading to talk about what some of the words mean. Our chart reminds us of the words we are learning to understand.

[*Point to chart.*]

**ACT:** The author of our book is Karen Hesse. The illustrator of our book is Jon Muth.

[*Point to each name as you identify the author and the illustrator.*

*Point to where to begin to read on the first text page of the book.*]

We are going to begin reading here. This is the first word inside our book.

[*Read the book from the beginning. Pause on pages that include a word defined in the prior two readings of the book. Ask or remind children what the word means.*

*Pause to briefly define the four words identified for today's session using the following approach:*



- Read the sentence with the novel word. Identify the novel word.
- Repeat the sentence in which the word is used.
- Then define the novel word and connect the definition to the book.

*Example: "I just read the word whisper. Did everyone hear it? 'Come on, rain! I whisper.' The word 'whisper' means to speak very softly or quietly. Tessie was talking quietly to the sky; asking for it to rain."*

*Below are the novel words and their definitions for this session:*

- **Whisper** (page 7): To speak very softly or quietly
- **Trickles** (page 13): A slow, thin flow of water
- **Murmurs** (page 13): A way of speaking that is quiet and soft
- **Cheer** (page 15): Praise or encouragement]

**EXPLAIN:** We learned four new words while reading our book today. I am going to write each word on our chart. Let's talk about what we understand, or know, about each word.

*[Promote understanding of each word by engaging children in one or more of the following ways as you write novel words on the chart:*

- Define a word without naming it and ask children to identify the word. Example: "Tessie spoke very quietly to the sky. What's another word for speaking very quietly?" (whisper)
- Encourage children to think about a novel word in another context. Examples: "Tessie's mom murmured, 'It's about time.' She spoke the words in a quiet way. What are some other times or places where we might speak in a quiet way?" or "It was so hot out that Tessie's mother was sweating. The sweat ran slowly down her skin. A slow, thin flow of water is sometimes called a trickle. What are some other places where we could see a slow, thin flow of water?"]

**ASK:** Different types of things happened in our book. Let's talk about why some things may have happened.

*[Facilitate a discussion of children's interpretations of events and/or characters in the book, especially events or characters related to one or more words defined this week. Display pertinent pictures in the book to help children focus on questions you ask. Sometimes it is helpful to introduce topics by first describing (or asking) what happened, and then asking "why" questions about what happened. Examples:*

- "On the cover of our book is an illustration of Tessie holding an umbrella and putting out her hand. She seems to have a sad face. How does this picture tell us Tessie wants it to rain?"
- "Just before the rain started, Tessie asked her mamma if she could put on her bathing suit. Her mamma asked if it was thundering outside. She also asked if it



*was lightning outside. Why did Tessie's mamma ask these questions?"*

- *"At the end of our story, the mamas join their children in dancing in the rain. Here is the picture of everyone dancing. What do you think the children and their mamas were thinking or feeling while they danced in the rain?"*

**RECAP:** We learned more about our book today by talking about why some things happened in our book. We also learned more words today when we read *Come On, Rain!* Let's look at our chart to remember all of the words we are learning to understand. Each of these words helps us understand the information in our book.

*[Say and point to each word on the chart. Invite children to recall how the word was used in the book. Provide a brief description of the word's use in the book if children cannot recall.]*



### Scaffolding Tips

**Extra support** ■ Consider inviting several children to demonstrate a murmur and a whisper.

Example: Encourage a group of children to talk about one of their toys in a quiet voice. Then invite children to talk about the same toy in a very quiet voice. What do we notice about the difference between the two? ■ If children find it difficult to respond to an interpretation question, reread or describe the situation directly related to your question. Example: Reread or tell about what Tessie does to get ready for the rain. Point out to the children how Tessie watches the sky (page 6), talks to her friends (page 10), and how she cheers for the rain (page 15). Encourage children to think about other things Tessie does as she waits for the rain.

**Enrichment** ■ Ask children if they have had to wait a long time for something. What did they do to get ready?



### Center Activity

Provide paper and chalk for children to draw with. Once finished, provide a spray bottle of water so children can make it rain on their picture. Encourage children to describe what their picture looked like before and after the "rain."



### Family Child Care

Encourage school-age children to "read" *Come On, Rain!* to younger children in your setting by retelling the story using the book's pictures as a guide.