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| About this Resource:  *This text set centers around the topic of a high-quality read aloud anchor text, in order to build students’ knowledge and vocabulary. Anchor texts are a part of Student Achievement Partners’ Read Aloud Project and full lesson plans are hyperlinked. Each Related Text is a suggested lightweight resource that connects to the topic of the read aloud and builds student knowledge and vocabulary. Also included are high-interest, topically related Optional Supporting Resources and Writing/Culminating Tasks in varied genres. Suggested resources are free or almost free (requiring a teacher license or sign on) and can be used as read aloud texts or for small group or independent reading depending on their complexity. All are intended to be optional resources for the classroom and teachers are encouraged to modify, adapt, or supplement these text sets with related resources. Text Sets are intended to support approximately two weeks of instruction. For additional suggestions for use, read this blog post:* [*https://achievethecore.org/aligned/reading-to-learn/*](https://achievethecore.org/aligned/reading-to-learn/)*.* |

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| **Key Content (Synopsis of two weeks)** | |
| Read Aloud:  Come On, Rain!  <http://achievethecore.org/page/3075/come-on-rain> | **Synopsis of Text:**  Tess, a young girl, eagerly awaits a coming rainstorm to bring relief from the oppressive summer heat. Clouds roll in and it begins to pour. Tess, her friends, and their mothers join together in a rain dance to celebrate the shower that renews both body and spirit. |
| Related Text 1:  Clouds and Rain  <https://www.readworks.org/article/Clouds-and-Rain/f27be682-129d-437a-ac10-d9855b4ccfe9#!articleTab:content/> | **Synopsis, highlighting related learning:**  This series of texts includes information on rain, rainbows, clouds, fog, floods, and the water cycle. This text sets helps students learn some basic information about rain, the natural phenomenon described in *Come On, Rain!*  *Teacher note: The texts that most directly tie into the content of Come On, Rain! are “Clouds and Rain”, “Learn about Clouds" and “What is the Water Cycle?”* |
| Related Text 2:  Rain—Where Does It Come From?  <http://easyscienceforkids.com/all-about-rain/> | **Synopsis, highlighting related learning:**  This webpage gives students a basic overview of how rain forms and the water cycle. It also includes a diagram of the water cycle. This helps students learn the scientific concepts behind the rainstorm in *Come On, Rain!* |
| Related Text 3:  After many years, the drought in California is over at last  <https://newsela.com/articles/california-drought-over/id/29175/> | **Synopsis, highlighting related learning:**  This recent news article explains how the governor and other leaders of California encouraged people to save water during a drought and continue to encourage people to save water now that the drought is over. In *Come On, Rain!* Tess eagerly awaits the rain and she describes the drought-like conditions before it rains. |

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| **Optional Supporting Resources** | |
| Rain storm- Using the body to make sounds  <https://www.youtube.com/watch?v=VOU5gAFV9v8> | **Description/rationale for inclusion:**  In this video, a group of students use human percussion to mimic the sounds of a rainstorm. Consider doing this kinetic activity in your class. *Come on, Rain* is rich in sensory details and this will help students “hear” a rainstorm. |
| Make it Rain!  <https://www.greenkidcrafts.com/make-it-rain/> | **Description/rationale for inclusion:**  This is a simple science experiment where students can see evaporation, condensation, and precipitation in action. Please note that the clouds and rain will most likely form on the sides of the jar and not in the middle of the jar. You may also try adding some hairspray to the jar as suggested by the Gift of Curiosity at: <http://www.giftofcuriosity.com/weather-science-how-to-make-a-cloud-in-a-jar/> |
| **Writing/Culminating Tasks** | |
| Text Type 1: Informational | **Description of task:**  Tess sees “clouds rolling in, gray clouds, bunched and bulging under a purple sky” and she predicts that it will rain. She was right. Use what you’ve learned from *Come On, Rain!*  and the other texts to write a paragraph to explain how gray clouds are linked to rain. |
| Text Type 2: Opinion/Informational | **Description of task:**  You’re playing at the park. You look up and see this sky: <http://www.wallcoo.net/nature/blue_sky_white_clound/images/%5Bwallcoo_com%5D_blue_sky_white_clound_002594.jpg>  Do you think it will rain today? Why or why not?  Be sure to state your opinion, provide reasons using what you have learned about in this set and, using linking words and include a conclusion. |
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