Title/Author: *Come On, Rain* by Karen Hesse

Suggested Time to Spend: 8 Days (Recommendation: one session per day, approximately 30 minutes per day)

Common Core grade-level ELA/Literacy Standards: RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.7; W.2.2, W.2.8; SL.2.1, SL. 2.2; L.2.1, L.2.2, L.2.4, L.2.5

Lesson Objective:

Students will listen to a book read aloud and use literacy skills (reading, writing, speaking and listening) to answer questions and complete activities.

Teacher Instructions

**Before the Lesson**

1. Read the Big Ideas and Key Understandings and the Synopsis below. **Please do not read this to the students**. This is a description to help you prepare to teach the book and be clear about what you want your children to take away from the work.

Big Ideas/Key Understandings/Focusing Question

Weather has a great impact on the daily life of living things.

How do the characters react to having no rain in the beginning of the story? One key takeaway is that in the beginning of the story, Mamma is sagging and senseless in the heat. The characters are sweaty and overpowered by the heat.

How do they change once the rain comes? One key takeaway is that once the rain comes, the characters run, dance, splash, squeal and whoop. They smile, laugh and are happy. The rain has made them new.

Synopsis

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.

1. Go to the last page of the lesson and review “What Makes this Read-Aloud Complex.” This was created for you as part of the lesson and will give you guidance about what the lesson writers saw as the sources of complexity or key access points for this book. You will of course evaluate text complexity with your own students in mind, and make adjustments to the lesson pacing and even the suggested activities and questions.
2. Read the entire book, adding your own insights to the understandings identified. Also note the stopping points for the text-inspired questions and activities. *Hint: you may want to copy the questions, vocabulary words and activities over onto sticky notes so they can be stuck to the right pages for each day’s questions and vocabulary work.*

*Note to teachers of English Language Learners (ELLs): Read Aloud Project Lessons are designed for children who cannot read yet for themselves. They are highly interactive and have many scaffolds built into the brief daily lessons to support reading comprehension. Because of this, they are filled with scaffolds that are appropriate for English Language Learners who, by definition, are developing language and learning to read (English). This read aloud text includes complex features which offer many opportunities for learning, but at the same time includes supports and structures to make the text accessible to even the youngest students.*

*This lesson includes features that align to best practices for supporting English Language Learners. Some of the supports you may see built into this, and /or other Read Aloud Project lessons, assist non-native speakers in the following ways:*

* *These lessons include embedded vocabulary scaffolds that help students acquire new vocabulary in the context of reading. They feature multi-modal ways of learning new words, including prompts for where to use visual representations, the inclusion of student-friendly definitions, built-in opportunities to use newly acquired vocabulary through discussion or activities, and featured academic vocabulary for deeper study.*
* *These lessons also include embedded scaffolds to help students make meaning of the text itself. It calls out opportunities for paired or small group discussion, includes recommendations for ways in which visuals, videos, and/or graphic organizers could aid in understanding, provides a mix of questions (both factual and inferential) to guide students gradually toward deeper understanding, and offers recommendations for supplementary texts to build background knowledge supporting the content in the anchor text.*
* *These lessons feature embedded supports to aid students in developing their overall language and communication skills by featuring scaffolds such as sentence frames for discussion and written work (more guidance available* [here](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion)*) as well as writing opportunities (and the inclusion of graphic organizers to scaffold the writing process). These supports help students develop and use newly acquired vocabulary and text-based content knowledge.*

The Lesson – Questions, Activities, and Tasks

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| --- | --- |
| **Questions/Activities/Vocabulary/Tasks** | **Expected Outcome or Response (for each)** |
| **FIRST READING:**  Read aloud the entire book with minimal interruptions. Stop to provide word meanings or clarify only when you know the majority of your students will be confused. | The goal here is for students to enjoy the book, both writing and pictures, and to experience it as a whole. This will give them some context and sense of completion before they dive into examining the parts of the book more carefully. |
| **SECOND READING: Pages 1-4**  Create a chart with the title “How Weather Affects Living/Nonliving Things in Come On, Rain” which will be updated throughout the reread. As you read a phrase or sentence that belongs on the chart, discuss it with the students and add it to the chart.  Reread Page 1  Squinting means to look with the eyes partially closed. Can you show me how you squint?  Reread Page 2  Write the words “listless vines” on the board. Act out what listless means by slumping over. Have students look at the picture on page 2. Why did the illustrator draw the vines drooping?  Provide one example to students of a time you felt parched. Ask students to share some other examples. Why does the author use the word parched to describe the plants?  Add to chart from page 2: “listless vines”, “sagging over her parched plants”  Reread Page 3  A simile compares two things using like or as. Reread page 3 and ask students to raise their hand when they hear a simile.  Write the example of the simile on the chart.  Ask students to Think-Pair-Share another simile using the words “like” or “as” by having them complete this frame:  “I am sizzling (like/as)…”  Add to chart from page 3: “sizzling like a hot potato”, “burn all day”  Reread Page 4  Find/draw a picture of something cooking and sizzling. When you read the phrase “heat wavers off tar patches in the broiling alleyways.” Why does the author choose the word “broiling’ to describe the alleyway?  Alliteration is the repetition of the same sounds at the beginning of words. Provide students with several examples of alliteration.  What is the alliteration in this phrase: “bunched and bulging under a purple sky”?  Explain what bunched and bulging means. Have students use objects to show understanding.  “A creeper of hope circles round my bones. “Come on, rain!” I whisper.” What does this statement mean?  Add to chart from page 4: “heat wavers off tar patches in the broiling alleyway”, “drooping lupines”, “gray clouds bunched and bulging under a purple sky” | Students should look at teacher with their eyes partially closed.  Students infer that the vines are listless because they haven’t had rainwater in three weeks.  The plants are thirsty because they have not had any rainwater in three weeks.  Students should identify “I am sizzling like a hot potato.”  Explain that the author deliberately selected the word “broiling” to help the reader understand the hot temperature of the alleyway.  Students recognize that bunched and bulging both begin with the letter b.  Examples could include bunching up a piece of paper and bulging their muscles by flexing.  Students infer that because the gray clouds are rolling in Tess is hopeful that rain is about to fall.  Tess was hopeful it was going to rain. |
| **THIRD READING: Pages 5-7**  Reread Page 5  Add to chart from page 5: “crackling-dry path”  Reread Page 6  What is a phonograph? What clues did you use to help you determine the meaning?  Why does the author describe the room as a “dim, stuffy cave”?  Add to chart from page 6: “Miz Glick’s needle sticks on her phonograph”, “dim, stuffy cave of her room”  Reread Page 7  Reread the entire first paragraph several times. Ask students: How does garbage smell when it is very hot?  If students do not understand then show them a picture of tar.  Personification is when something that is not human is given human-like qualities. For example: The sun danced across the summer sky. The sun is doing something only humans can do “dance”. I am going to reread the first paragraph on page 7. Listen for the personification that the author uses. What is personified? Why does the author say “The smell of how tar and garbage bullies the air…”  Explain that the smell of tar and garbage combined on a hot day overwhelms the air. That is why the author uses the term “bullies.”  Have students illustrate a summer scene of “hot tar and garbage bullying the air.”  Add to chart from page 7: “hot tar and garbage bullies the air” | A phonograph is a record player. (Students can also make reference to the illustration on the page).  Students will infer that there is no air in the room because it has been so hot and dry.  Garbage can smell awful, nasty, stinky, bad and terrible. |
| **FOURTH READING: Pages 8-12**  Reread Page 8  How is the weather affecting Mamma? Use text evidence to support your claim.  Add to chart from page 8: “slick with sweat”, “senseless in the sizzling heat”, “hot rump of a melon”  Reread Page 10  How does the heat continue to affect Mamma? Use the text and illustration to support your answer.  Add to chart: “sweat trickles down her neck and wets the front of her dress and under her arms”, “Mama presses the ice chilled glass against her skin”  Page 12  What evidence in the story tells the reader that the weather is changing?  Add to chart from page 12: “a breeze blows the thin curtains into the kitchen, then sucks them back again against the screen”, “peeling out of my clothes and into my suit”  Act out page 12:   1. Inform students that they will be acting out the roles of Jackie-Joyce, Mamma and Tess on page 12. Create triads. 2. Encourage students to be creative in making props and showing actions and reactions with their bodies. 3. Each triad will perform for the rest of the class. | She is senseless in the sizzling heat.  Sweat trickles down Mamma’s neck, wets the front of her dress and under her arms. She presses the ice chilled glass against her skin. She turns to the window and sniffs.  “A breeze blows the thin curtains into the kitchen, then sucks them back again against the screen” (page 12). Students should also reference the picture on page 11. |
| **FIFTH READING: Pages 13-20**  Reread Page 13  Read the first four lines on page 13 to students. What is about to happen and how do you know? Also, draw students’ attention to the picture on pages 13-14.  Add to chart from page 13: “all the insects have gone still”, “trees sway under a swollen sky”, “the wind grows bold and bolder”  Reread Page 15  Read the phrase “making dust dance all around us.” Ask students to close their eyes and visualize what that would look like. Ask students to share their visualizations out loud using complete sentences. Also, reinforce the use of alliteration and personification.  Reread Page 17  Read page 17 several times to students. How is the weather different than it was before?  Add to chart from page 17: “a deeper gray descends and the air cools and the clouds burst”  Reread Pages 18-20  Reread pages 18-20 to students. Describe how the characters have changed now that the rain has fallen?  Add to chart from page 20: “squealing and whooping in the streaming rain” | Students will infer that it is about to rain because the insects are still, the trees sway under the swollen sky and the wind grows bold and bolder.  Dirt and dust are flying around. It is blowing everywhere.  A deeper gray descends and the air cools and the clouds burst.  They now turn in circles, they open their mouths wide and gulp down the rain, they chase each other and splash, squeal and whoop. |
| **SIXTH READING: Pages 21-27**  Reread Page 21  Read the phrase, “A smile spreads from porch to porch.” What does this mean?  Add to chart from page 21: “a smile spreads from porch to porch”  Add to chart from page 23: “our barelegged mamas dance down the steps and join us in the fresh, clean rain”  Reread Page 24  Go back and reread page 6 and then reread page 24 which both refer to the phonograph. (Teacher can also write the two pages on chart paper.) Explain what shimmies and sparkles means. How does the author’s description of the phonograph change from the beginning of the story to the end?  Why did the author write “and streaks like night lightning”?  Add to chart from page 24: “the music from Miz Glick’s phonograph shimmies and sparkles and streaks like night lightning”  Reread Page 25  Alliteration is the repetition of the same sounds at the beginning of words. Reread the page and ask the students if they can find the alliteration.  Add to chart from page 25: “we twirl and sway them, tromping through puddles, romping and reeling in the moisty green air”  Reread Pages 25-26  Reread both pages. How do the characters feel? How do you know?  Add to chart from page 26: “we swing our wet and wild haired mammas ‘til we’re all laughing”  Reread Page 27  What did the author mean by “the rain has made us new”?  Add to chart from page 27: “everywhere, everyone, everything is misty limbs, springing back to life”  Add to chart from page 28: “purely soothed” | This means that everyone on the porches are happy.  In the beginning the phonograph’s needle sticks and plays the same notes over and over. Once the rain comes the phonograph shimmies and sparkles.  Discuss with students.  “Romping and rolling”  The characters are happy. They feel great joy that the rain has finally come.  Everyone and everything has sprung back to life. Everything is fresh and new. |

FINAL DAY WITH THE BOOK - Culminating Task

* Give students the T-chart labeled: What was it like before the rain?/What was it like after the rain?

Ask students to complete the T-chart using evidence from the book to compare life before the rain and after the rain. Remind students to use the chart they have been working on in class to help them complete their task. Then, ask students to use their T-chart to write a paragraph explaining what it was like before and after the rain.

Sample Answer:

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| --- | --- |
| Before the Rain | After the Rain |
| * Vines were listless * Mama sagging over parched plants * Sizzling like a hot potato * Cat’s pant * Heat wavers off alleyway * Drooping lupines * Dim stuffy cave of room * Needle sticking on phonograph * Tar and garbage bullies the air * Sweat trickles down mama’s neck * Hot rump of a melon * Slick with sweat | * Air cools * Clouds burst * Squealing and whooping in streaming rain * Smiles spread porch to porch * Mama is dancing * Phonograph shimmies and sparkles * Twirl and sway, romping and reeling in moisty green air * The rain has made us new. * Misty limbs springing back to life * Purely soothed |

Before the rain came, the characters were overcome by the heat. Mama was sagging over her parched plants, sweating and senseless with heat. Tess was sizzling like a hot potato, while hot tar and garbage bullied the air. The vines were listless and the lupines lupines were drooping. Miz Glick’s room felt like a dry, stuff cave. The long awaited rain fell as the clouds burst and the air cooled. The characters celebrated by squealing and whooping in the streaming rain as smiles spread from porch to porch. They danced, twirled, swayed and romped in the moisty green air. Misty limbs sprang back to life. Even the phonograph came back to life, shimmying and sparkling. The rain made everyone feel new, and soothed.

Vocabulary

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| --- | --- |
| **These words merit less time and attention**  (They are concrete and easy to explain, or describe events/  processes/ideas/concepts/experiences that are familiar to your students ) | **These words merit more time and attention**  (They are abstract, have multiple meanings, and/or are a part  of a large family of words with related meanings. These words are likely to describe events, ideas, processes or experiences that most of your student will be unfamiliar with) |
| Page 1: **squinting** –to close your eyes a little  Page 3: **sizzling** – very hot  Page 4: **bunched** – a group  Page 4: **bulging** – a bump  Page 6: **phonograph** – a record player; the way people played  music in the past  Page 13: **swollen** – bigger than usual  Page 18: **rain skin** – skin wet from rain  Page 24: **shimmies** – to shake  Page 25: **tromping** – to crush something by walking heavily all  over it.  Page 26: **trinkets** – a small object (jewelry or ornament) | Page 2: **listless** – no energy  Page 2: **parched** –thirsty  Page 7: **sprout** – to begin to grow  Page 8: **senseless** – not making sense  Page 17: **descends** – go down  Page 18: **freckles** – a small, colored spot  Page 18: **glistening** – something that shines brightly or glows  Page 27: **limbs** – a body part |

Extension learning activities for this book and other useful resources

1. Information about the author, Karen Hesse:

<http://www.scholastic.com/teachers/contributor/karen-hesse>

<http://en.wikipedia.org/wiki/Karen_Hesse>

1. Have students select a phrase or sentence from the chart titled “How Weather Affects Living/NonlivingThings in Come On, Rain.” Students will create a detailed illustration of the phrase or sentence. Students should present their illustrations to the class which teachers can turn into a class book. Example: “trees sway under a swollen sky”
2. Provide students with icons representing the 5 senses either on popsicle sticks or index cards. Have a final reread of the story, directing students to hold up their icon when they hear a phrase or sentence that refers to one of the five senses. *Note: This is particularly supportive of English Language Learners.*
3. Vivid Verbs--Have students go on a “Scavenger Hunt” looking for vivid verbs that were used in the story “Come on Rain.” Have students use these verbs in their writing.
4. Provide students with a particularly good section of the story. Have them illustrate what they see in their minds and label the text details. Example: I stare out over rooftops, past chimneys into the way off distance. And that’s when I see it coming, clouds rolling in, gray clouds bunched and bulging under a purple sky.” *Note: This is particularly supportive of English Language Learners.*

Note to Teacher

This book does not have any page numbers. Please number the pages yourself. (“Come on rain!” I say, squinting into the endless heat.” is page 1).

**What Makes This Read-Aloud Complex?**

1. **Quantitative Measure**

Go to <http://www.lexile.com/> and enter the title of your read-aloud in the Quick Book Search in the upper right of home page. Most texts will have a Lexile measure in this database.

Most of the texts that we read aloud in K-2 should be in the 2-3 or 4-5 band, more complex than the students can read themselves.

2-3 band 420-820L

4-5 band 740-1010L

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1. **Qualitative Features**

Consider the four dimensions of text complexity below. For each dimension\*, note specific examples from the text that make it more or less complex.

The story’s theme builds as the story unfolds, as all of the characters are waiting for the rain to come.

The reader is drawn into how the characters react once the rain arrives. Tess, Jackie-Joyce and Rosemary “splash up the block.”

The Key Understanding is inferred through the author’s precise language before and after the rain.

The book is a mixture of stanzas and text. The placement of text on the page is strategically placed to support the illustrations.

“Miz Glick rushes out on her porch. Miz Grace and Miz Vera come next, and then comes Mamma. They ran from their kitchens and skid to a stop.”

This text is placed on a page with an illustration of the characters on their porches with the rain coming down.

Figurative language: “sizzling like a hot potato”, “Her long legs, like two brown string beans, sprout from her shorts.”

Alliteration: “bunched and bulging under a purple sky”, “shimmies and sparkles”, “romping and rolling”, “dust dance”

Personification: “dust dance”, “tar and garbage bullies the air”

Complex vocabulary: “phonographs”, “listless”

Students need to know the effects of a drought and the importance of rain in the summer.

Students need to how all living things depend upon the rain and are affected by the lack of rain.

Time period of story

**Structure**

**Meaning/Purpose**

**Knowledge Demands**

**Language**

\*For more information on the qualitative dimensions of text complexity, visit <http://www.achievethecore.org/content/upload/Companion_to_Qualitative_Scale_Features_Explained.pdf>

1. **Reader and Task Considerations**

What will challenge my students most in this text? What supports can I provide?

The challenging parts of the text will be the figurative language and the complex vocabulary. Additionally, the layout and quantity of the text would be a problem for young students.

Provided supports would be:

* + Picture support
  + Explanation of vocabulary
  + Connecting vocabulary to real life examples (parched-how do you feel when you are really thirsty?)
  + Acting out vocabulary (listless)
  + Chunking of the story after the first read
  + Note-taking charts

How will this text help my students build knowledge about the world?

Students will learn about how the weather impacts the daily life of living things.

1. **Grade level**

What grade does this book best belong in? 2nd grade

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