

For students reading at
Literacy Level D/6, including:

- English-language learners
- Students reading below grade level
- K–1 emergent readers

Objectives at a Glance

COMPREHENSION

Students will:

- Identify cause and effect
- Stop, think, and write
- Utilize text and graphic features
- Summarize the information in the book
- Answer text-dependent questions

VOCABULARY

Students will:

- Recognize high-frequency words
- Develop Tier Two vocabulary
- Develop Tier Three vocabulary

GRAMMAR AND LANGUAGE DEVELOPMENT

Students will:

- Recognize the sentence structure
Look at the ____.
- Ask and answer questions

PHONEMIC AWARENESS

Students will:

- Listen for initial /w/

PHONICS

Students will:

- Use middle-letter cues to solve words
- Recognize words with initial “w”

FLUENCY

Students will:

- Read question marks

WRITING

Students will:

- Write to a picture prompt

Rainy Day

Theme: Weather

- A Week of Weather (B/2)
- Rainy Day (D/6)

Science Big Idea:

Readers learn about the appearance and effects of rainy weather.



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Before Reading

Related Resources

The following Benchmark Education resources support this lesson.

Other Early Explorers Books

- Ready for Fall (F/10)
- Summer to Fall (F/10)
- See You in Spring (H/14)
- Winter to Spring (H/14)

Fluency and Language Development

- *Rainy Day* Audio CD

Comprehension Resources

- *Rainy Day* question card
- Power Tool Flip Chart for Teachers
- Student Bookmark
- Identify Cause and Effect poster

Assessment

- *Early Explorers Overview & Assessment Handbook*
- *Grade K or 1 Comprehension Strategy Assessment Book*

Make Connections and Build Background

- **Use Realia** Show students an umbrella. **Say:** *We will read a book about a rainy day. I see people carrying umbrellas on a rainy day. What else might you see on a rainy day?* Invite students to Think/Pair/Share things they might see. As each partnership shares, invite the other students to raise their hand if they have seen something similar.
- **Use a Graphic Organizer** Write the words **Rainy Day** on the board and underline them. Read the words and ask students to help you list the things they might see on a rainy day. As students respond, write the words under the heading. Then read each word and ask students to echo-read.

Rainy Day
umbrella
raincoat
clouds
puddles

Introduce the Book

- Give each student a copy of the book. Remind students they will read about a rainy day. Preview the book, encouraging students to interact with the pictures and text on each page as you emphasize the elements from the page 3 chart that will best support their understanding of the book's language, concepts, and organization. (Items in bold print include sample "teacher talk.")
- **Pages 2–3 Words to Discuss** Ask students to point to each photograph as you say its matching label. Repeat the process, inviting students to echo-read. After students Think/Pair/Share what they know about each word, fill in any missing details. **Say:** *We will see these words in the book.*
- **Page 6 Spanish Cognate** Does **in** sound like a word you know in Spanish? (Allow time for students to respond.) The English word **in** sounds like the Spanish word **en**. **In** and **en** mean the same thing. What color are clouds **in** rainy weather? (Allow time for students to respond.) Write the word **in** on the board and ask students to locate it on page 6 in the book.

| Pages | Text and Graphic Features | Words to Discuss | English/Spanish Cognates | Sentence Structures |
|-------|----------------------------|------------------------------------|--------------------------|--------------------------|
| Cover | title, author, photo | | | |
| 1 | title, author, photo | | | |
| 2–3 | photos, labels | cloud, rainy, weather, wind | | |
| 4–5 | photo | weather, rainy | | |
| 6–7 | photo | clouds, gray | in/en | Look at the ____. |
| 8–9 | photo, illustration | | | |
| 10–11 | photo, illustration | storms, wind, blows | | |
| 12–13 | photo | flowers, water, grow | flower/flor | |
| 14–15 | photo | trees | | |
| 16 | photo | sky | | |

- **Page 6 Sentence Structure** Write *Look at the ____* on the board. Read the sentence structure aloud and ask students to repeat it several times. **Say:** *We use this sentence structure to tell about something.* Model using the sentence structure to tell about items in the classroom, such as *Look at the window* or *Look at the board*. Then assist students in forming their own sentences using the sentence structure. **Say:** *This sentence structure is in the book. Can you find the structure on page 6? Frame the sentence. Let's read the sentence together.*
- **Page 8 Graphic Feature** *Page 8 has an **illustration**. Illustrations are drawings that go with the information on the page. What does this illustration show? (rain)*

Rehearse Reading Strategies

- **Say:** *One word in this book is **big**. Say the word **big**. What letter do you expect to see in the middle?* Allow time for students to respond, assisting as needed. Then ask them to find the word **big** on page 10. **Say:** *Use middle-letter sounds to help you when you read.*
- Remind students to use other reading strategies they are learning as well, such as checking the pictures and returning to the beginning of the sentence if something doesn't sound right.

Set a Purpose for Reading

- Direct students' attention to the Rainy Day list. **Say:** *Now it's time to whisper-read the book. Read to find out what we can see on a rainy day.*

| Cue Source | Prompt | Example | Page |
|--------------|-------------------------------------|----------------------|------|
| Graphophonic | Look at the middle letter. | bring | 10 |
| Syntactic | Think about the sentence structure. | Look at the flowers. | 12 |
| Semantic | Check the picture. | trees | 14 |

During Reading

Observe and Prompt Reading Strategies

- After the supportive introduction, students should be able to read all or most of the book on their own. Observe students as they read. Take note of the graphophonic, syntactic, and semantic cues they use to make sense of the text and self-correct. Prompt individual students who have difficulty problem-solving independently, but be careful not to prompt English-language learners too quickly. They may need more time to process the text as they rely on their first language for comprehension.

After Reading

Use the Graphic Organizer to Summarize

- Ask students to think about their reading. **Say:** *Look at our list. Which things did we read about in the book?* Put a ✓ beside any matching responses. Then ask students to name other things they read about in the book. Add these words and put check marks beside them. Choral-read the checkmarked words. Then ask students to use the graphic organizer to tell a partner about the book.

Rainy Day
umbrella
raincoat
clouds ✓
puddles
storms ✓
wind ✓
water on flowers ✓
and trees ✓

Reading Strategy Mini-Lesson: Stop, Think, and Write

- **Reflect Ask:** *Did you understand what you read? What parts were hard to understand? How did you help yourself?*
- **Model Say:** *I want to understand what I read. I use a strategy called **stop, think, and write**. I stop to think about the reading. Then I write my thoughts. Look at page 6. Let's read together: Look at the clouds. The clouds are gray in rainy weather. I think about something when I read this. I can watch for rain when I see gray clouds. I will write this important detail. Model how to do so, and then explain that writing important details helps you remember what you read.*
- **Guide** Invite students to read page 10 with you. **Ask:** *What is one important detail about big storms? Do you have a question about the information? What would you like to learn more about? What part could you say in your own words?* Record students' responses, providing assistance if they need help composing their ideas. **Say:** *Writing my thoughts and questions helps me understand the text.*
- **Apply** Ask each student to turn to his or her favorite page, read the page to a partner, share a thought aloud, and write it down. Observe students as they stop, think, and write, providing assistance if needed. See the *Early Explorers Overview & Assessment Handbook* for an observation chart you can use to assess students' understanding of the monitor-reading strategy. Then **say:** *You can stop, think, and write any time you read. Remember to stop, think, and write to help you understand.*

Answer Text-Dependent Questions

- **Explain** Remind students they can answer questions about books they have read. **Say:** *We answer different kinds of questions in different ways. I will help you learn how to answer each kind.* Tell students today they will practice answering *Find It!* questions. **Say:** *The answer to a Find It! question is in the book. You can find the answer if you know what to look for. The answer is in one place. You can put your finger right on the answer.*
- **Model** Use the *Find It!* question on the question card. **Say:** *I will read the question. The rainy weather helps the flowers . . . The important words in the question show me what to look for in the book. What words do you think will help me?* (Allow student responses.) Yes, I'm looking for the words **rainy, helps, and flowers**. Model looking through the book. **Say:** *On page 12 I read: The rainy weather helps the flowers grow. This sentence has the words **rainy, helps, and flowers**. Put your finger on this sentence. This sentence answers the question. The answer makes sense. I have found the answer in the book.*
- **Guide** Ask students to answer the other questions on the question card. Use the Power Tool Flip Chart and Student Bookmark to provide additional modeling as needed. Remind students to ask themselves: *what is the question asking? How can I find the answer? Does my answer make sense? How do I know?*

Build Comprehension:
Identify Cause and Effect

- **Explain** Create an overhead transparency of the “Rainy Day” graphic organizer on page 12 or draw it on the board. **Say:** *Nonfiction books sometimes tell us about things that happen and why they happen. The reason something happens is the **cause**. What happens is the **effect**.*
- **Model Say:** *Let’s figure out the cause-and-effect relationships in Rainy Day. Ask students to turn to page 6. **Say:** We read that clouds are gray in rainy weather. Gray clouds are a **cause**. Write **gray clouds** in the first Cause box on the graphic organizer. The **effect** of the gray clouds is rainy weather. Write **rainy weather** in the first Effect box on the graphic organizer. Ask students to turn to page 8. **Say:** A big cloud comes. The big cloud is a **cause**. The **effect** of the big cloud is rainy weather. Write this cause-and-effect relationship in the next row.*
- **Guide Say:** *Let’s find another cause and effect. Look at page 10. What is this page about? (Allow time for students to respond, assisting if needed.) Yes, this page is about big storms. What do the big storms bring? (Again allow time for students to respond.) Yes, big storms bring rainy weather and wind. Big storms are the next **cause**. The **effect** of big storms is rainy weather and wind. Write the cause and effect in the third row on the graphic organizer.*

- **Apply** Ask students to work with a partner to find other causes and effects mentioned in the book. Remind them that a **cause** happens first and an **effect** happens as a result of the cause. After each partnership shares, agree on how to word the entries on the graphic organizer. Finally, read the completed graphic organizer aloud and invite students to echo-read.

Name: _____Date: _____

Rainy Day

| Cause | Effect |
|---------------|------------------------|
| gray clouds | rainy weather |
| big clouds | rainy weather |
| big storm | rainy weather and wind |
| rainy weather | flowers grow |
| rainy weather | trees grow |

AARST 501

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Home Connection

- Give students the take-home version of *Rainy Day* to read to family members. Encourage students to work with a friend or family member to make a list of indoor activities for a rainy day. Invite them to bring their lists to share with the group.

Reader Response

Invite students to respond to the book in a way that is meaningful to them. Model and use think-alouds as needed to scaffold students before they try the activities on their own.

- Tell something you learned about rainy weather.
- Use the photographs in the book to retell the information to a partner.
- Tell about another book you have seen about weather.
- Write what you thought was most important in the book.
- Tell one way flowers and trees are alike.
- Rate the book with a 1 (don't like), 2 (okay), or 3 (like a lot). Tell why you chose that rating.

Write to a Picture Prompt

- **Write a Personal Narrative** Tell students they will talk about a picture in the book. Then they will write about the picture. Ask them to turn to page 11. **Say:** *I can use this picture to tell about something that happened to me: I was working outside. A big storm came. The wind and rain hit my face. I ran into the house. Now I will write my idea.* Model writing your sentences on the board. Ask students to tell a partner about something they have experienced that goes with one of the pictures. Allow time for students to share their narratives, providing assistance as needed. Then **say:** *You used a picture to tell about an experience. Now write your idea. After you are finished, read your writing to a partner.*

Phonemic Awareness: Initial /w/

- Tell students you will read a question from *Rainy Day*. Ask them to listen for words that begin with the /w/ sound: *Will the weather be rainy today?* (page 16) Reread the question if needed so students can identify the words **will** and **weather**.
- **Say:** *I will name some things people might do on a rainy day. Some begin with the /w/ sound and some do not. Please listen carefully. Say **wonderful** if you hear a word that begins with /w/: **wait, walk, read, cook, wash, listen, watch, talk.***

Phonics: Initial “w”

- Write the letter “w” on the board. Then write the words **weather** (page 4), **wind** (page 10), **water** (page 12), and **Will** (page 16). Ask students to locate the words in the book and frame the letter “w” between their fingers.
- Ask students to brainstorm words that begin with /w/. List the words on the board. Read each word, inviting students to echo-read.
- **Say:** *I will give a clue about one of the words. You can guess which word it is. I will circle the letter “w” in the word. Then you will know you guessed correctly.* Model the process using one of the words on the list, such as *I wear a warm coat in the _____. (winter)* Then invite each student to make up a clue about one of the words and circle the letter that makes the /w/ sound.

Vocabulary

- **Tier Two Vocabulary** Pronounce the word **predict** and ask students to repeat it. **Say:** *We **predict** by using clues to make a good guess. Gray clouds are clues. Gray clouds help us **predict** we will have rain.* Discuss other ways people use clues to **predict**, such as looking at a book cover to guess what a book is about or feeling the weight of a cereal box to guess how much cereal is left inside. Then model example sentences, such as *My friend loves to play with my dog. I **predict** my friend will get a pet someday.* Invite students to share their own sentences, providing assistance as needed. **Ask:** *What word have we*

*been talking about? Yes—**predict**. Let’s try to use the word **predict** many times today. We can use the word at home and at school.*

- **Tier Three Vocabulary** Review the book with students and write the words **rainy, weather, gray, storm, cloud, wind, sky, water, flower,** and **tree** on index cards. Ask students to read the words with you. Then mix up the cards and place them facedown on the table. Choose two cards, read them, and model an oral sentence using both words. Finally, invite students to take turns doing the same. Continue the game until each student has had several turns with different word pairs. For additional practice, students may work as a group or in pairs to complete the vocabulary activity on page 11.

Grammar and Language Development

Ask and Answer Questions

- **Model** Explain that authors sometimes ask and answer questions when they write. Ask students to read the first sentence on page 4 with you: *What is the weather today?* **Say:** *I see a question mark at the end of the sentence. I know the author is asking a question. The author answers the question, too. What is the answer?* Allow time for students to respond. **Say:** *I can ask and answer questions, too. Listen to each question. Use your finger to make a question mark in the air. Then listen to the answer:* *What time does school start? (Pause) School starts at 8 o’clock.* *What book did we read? (Pause) We read Rainy Day.* *What will I eat for a snack? (Pause) I will eat an apple for a snack.*

- **Guide** Invite students to read page 16 with you. Ask the following questions, allowing time for students to respond to each one: *Does the author ask a question? How do you know? Does the author answer the question? How would you answer this question?*
- **Apply** Ask student partners to ask and answer questions about the weather. Then invite them to share one question and answer with the group.
- Ask students to turn to page 16. Choral-read the page with them, moving to a higher pitch at the end of the question.
- Invite students to take turns rereading *Rainy Day* with a partner. Remind them to move their voices to a higher pitch at the end of each question.

Fluency: Read Question Marks

- **Say:** *Sometimes authors ask questions. We recognize a question by the question mark at the end. Our voices sound different when we ask something. Our voices move to a higher pitch at the end of the question.*
- Ask students to turn to page 4. First, read the author's question in a flat voice. Hold your hand level while you read it. Discuss how this makes the question sound. Then read the question again, moving your hand upward at the end as you move your voice to a higher pitch. Ask students to echo-read and move their hands along with yours.

Name: _____

Date: _____

Vocabulary

Read each sentence. Look at the underlined word. Draw a picture for each word.

The sky has gray clouds.

The weather is rainy.

The wind blows the trees.

The rain helps the flowers.

Name: _____

Date: _____

Rainy Day

| Cause | Effect |
|-------|--------|
| | |
| | |
| | |
| | |
| | |