

# How Much Rain?

## GOALS

### Comprehension

Discuss strategies (steps) for making a rain gauge. What is needed and in what order?

### Vocabulary

**High-frequency Words:** any, ask, be, every, may, much, take, where

**Content Words:** chart, gauge, graph, measure, rain, rainfall, start, stick, stones, weather

### Phonemic Awareness

Recognise and produce words that have the same vowel sound: long /a/

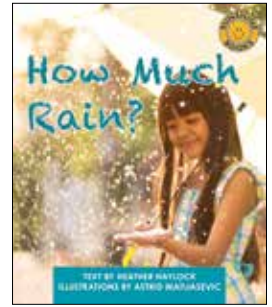
### Phonics

**Letters and Sounds:** long a

**Words to Blend and Segment:** away, late, make, rain, take

### Fluency

Practise reading the text with a partner (orally) – sharing information.



A rain gauge can tell how much rain has fallen in a place over days and weeks. You can make your own rain gauge.

## Before Reading

- Students look at the picture on the cover and tell what they think is happening.
- Read the title to them and then read it together. Ask: What do you see in the picture on the title page and on the back cover. Discuss why people might need to measure rain.
- Is this book fiction or nonfiction? How do you know? What is the difference? (Fiction is not true.) Make predictions about the text from the front and back covers and title page.
- Read the title and the table of contents to get an idea of what is going to be in the text.
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *chart, gauge, graph, measure, rainfall, start, stick, stones, weather* into the conversation.
- Before turning to page 16, ask students how they think the book might end. Notice the page numbers with the raindrops. Ask: Is this a clever idea? How does it add to the book?

## Reading the Text

- Read the cover and the title page together.
- On pages 2–3, ask: What are the different types of land? What is the difference between these two pages? Look for tricky words like *hardly*. Break the words into chunks or syllables, e.g. *hard/ly*. Discuss its meaning. Students read the text, pointing to words as they are read.
- On pages 4–5, discuss the pictures. Find the word *measure* in the text. Discuss why people would want to measure rain. Talk about what is used to measure rainfall. Find the words *rain gauge*. Read the words together.
- Follow this pattern for each page discussing the pictures and what the different idea is before reading each page. You will find out how to make a rain gauge and a chart.
- Students predict the ending before turning to page 16. They look at the Index and find the page where there is information about a chart. They ask a partner questions about the index, e.g. what page is rainfall on?

## **After Reading**

Invite students to discuss the information. Prompt if needed.

- Discuss the instructions (steps) for making a rain gauge. What is needed and in what order?
- Discuss the ending. How could you find out how much rain falls where you live? What do you think the author's purpose was for writing the book? What have they learnt from this book? Why do they think it is important to measure rainfall?

## **Phonemic Awareness**

- Recognise and produce words with the same vowel sound: long /a/ Students listen to words you read to identify the long /a/ sound, e.g. *away, late, make, rain, take*. They repeat after you, emphasising the sound. They think of more words with a long /a/. (*cake, came, mate, gauge*)

## **Phonics**

- Recognise words that have the same vowel sound: long a Write the words *away, late, make, rain, take* on the board to practise blending and segmenting the onsets and rimes. Together brainstorm more words to make a long /a/ web, e.g. *cake, came, mate, pain*.

## **Word Study**

- Talk about the words *any, ask, be, every, may, much, take, where*. Photocopy the flash cards from the inside front cover, read them together and ask students to locate them in the book. Discuss their meaning in context. Students play a spelling game with a partner.
- On a piece of paper, students draw a picture of one of the pages in the book. They write the matching sentence from the text.
- Discuss compound words in the text. Have students record these on a chart, e.g. *rainfall, inside, outside*. Together add others to the chart and discuss the meaning of the two words that are joined to make the compound word.
- Have students find all the words in the text that have the base word *measure*. Discuss their meaning, e.g. *measuring, measurement, tape measure*. What other things can be measured besides rain? (height, weight, ingredients for cooking)
- Students make a measurement web with examples of different things and ways of measuring them branching out from the web. They label and illustrate and share with the class.
- Students identify syllables in words and clap as they are spoken, e.g. *meas/ure*. Together identify and clap one-syllable words in the book, e.g. *rain, tape, trees*. Have students identify and clap two-syllable words, e.g. *bot/tle, weath/er, ad/ult*.

## **Fluency**

- Students practise reading the text with a partner (orally) and sharing information.

## **Writing**

- Have students summarise the steps together for making a rain gauge. They write this on a chart and illustrate the process. If possible they can make a rain gauge at school or at home and measure rain for a week and transfer the chart results to a graph.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.