

Rain Music

GOALS

Comprehension

Making predictions: Help students to use the title of the book and cover illustration to make predictions about the story. After reading, check on predictions made at the beginning. What is rain music?

Vocabulary

High-frequency Words: a, and, as, go, I, in, it, make, my, on, open, out, put, the, to, too, up, with

Content Words: beat, boom, boots, coat, crash, door, drum, fall, feet, floor, ground, listen, pat, pit, puddles, rain, roof, slowly, splash, splish, splosh, starts, tap, tip, towards, umbrella, window

Phonemic Awareness

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

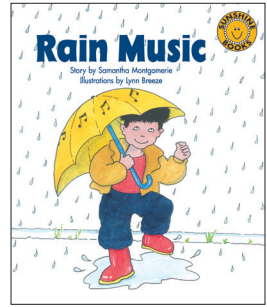
Phonics

Letters and Sounds: long a

Words to Blend and Segment: rain, pay, say, pain, bay

Fluency

Model fluent reading of a section of the text (emphasising the sound words and attending to punctuation) for students to repeat. (onomatopoeia)



A boy listens to the rain and the music it makes.

Before Reading

- Read the title. Discuss what *Rain Music* might mean. Ask: Does rain make music? What sound does rain make?
- Read the title and the names of the author and illustrator.
- Help students to use the title and cover illustration to make predictions about the story.
- Together look at the cover picture. Discuss what is happening in the picture.
- Look at the title page illustration. Ask: What is happening here? Can you see the music notes in amongst the rain drops? What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what the boy is doing on each page. On page 15, have students predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together. Ask: On page 3 what is the boy looking at? Find the word *rain* on page 2. Look for the letter r. Listen to the words and then read them together. Notice the sound words *tip-tip-taps*.
- Follow this pattern for each page up to page 14, discussing the illustration and reading the words together to work out the text. Take time to study words that are difficult and then reread the sentence or phrase in which they appear. Point out the repetition of the sound words on every second page and how it helps to read.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending.
- Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why?

After Reading

Invite students to discuss the story. Prompt if needed.

- Discuss the ending and predictions made earlier. What does the author mean by *rain music*?
- Discuss the meaning of sound words (onomatopoeia) *tip-tip-tap*; *pit-pit-pat*; *boom-boom-crash*; *splish-splash-splashes*. Relate the sound words to the illustrations. Role play with the students to demonstrate how the boy moves to imitate the rain sounds.
- Reread the story together. Feel the rhythm as you read the repeated sound words.
- Ask students to retell the story using the pictures on each page as a guide. Where did the boy hear the rain music first, next and so on?

Phonemic Awareness

- Recognise and produce words that have the same vowel sound: /ay/ Explain that the long a vowel sound sounds like the name of the letter. Say the word *rain* slowly, stretching the sounds. Listen for the /a/ sound and students repeat. Do the same with *pain*, *say*, *bay*, *pay*.
- Play a game where students indicate when they hear a word with the long a vowel sound as you read a list out to them, e.g. *say*, *day*, *too*, *make*, *pay*, *with*, *rain*, *my*.

Phonics

- The long /a/ can be written in different ways, e.g. *ay*, *ai*, *a-e*. Write the words *rain*, *pain*, *say*, *bay*, *pay* on the board to practise blending and segmenting the sounds together as a group, e.g. /r/ /ai/ /n/ *rain*. Think of other words with the long /a/ vowel sound, e.g. *lane*, *tame*, *cake*, *make*, *day*.
- Students draw a picture of two words with a long /a/ sound and label them.

Word Study

- Talk about the words *as*, *too*, *open*, *make*, *out*, *with*, *put*, *my*. Read them together. Ask students to locate the words in the text. Print multiple sets of the flash cards from the inside front cover and use them to play a game of memory (matching the words).
- On a piece of paper, have students draw a picture from the story. They find the words in the story and write them and then read their sentence to a partner, e.g. *The rain makes a beat. Listen as it splish-splash-splashes in the puddles.*

Fluency

- Model fluent reading of a section of the text, emphasising the sound words and attending to punctuation, for students to repeat. They practise their fluency by reading to a partner.

Writing

- Students make illustrations of shaped words to indicate the sound words of the rain, e.g. the *boom-boom-crash* word may have big sharp letters to show the loud noise.
- Students write a new sentence about rain music using the pattern from the story. Brainstorm other sound words that describe rain. They draw a picture first, then write the sentence, e.g. *The rain starts to fall. Listen as it pitter-patters on the car.*

Home/School Link

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