

Here's What You'll Get in the Come On, Rain! Super Pack

4 Comprehension Strategy Lesson Plans and Practice Pages

Making Predictions Lesson Plan

Making Predictions
Come On, Rain!
By: Karen Hesse
Grade Level: 3 / Guided Reading Level: F

1
Get Ready To Read
✓ Learn about the book
✓ Get your brain ready to read
✓ Understand the meaning of important words found in the book

Summary
Come On, Rain! is the story of a boiling hot summer day and the excitement a girl named Tess has while waiting for the rain to come. Early one morning, Tess climbs onto the roof of her apartment building, and through the steamy haze of the sun, she sees dark rain clouds rolling in. Soon, Tess is off to gather all of her friends who quickly put on their bathing suits and wait to have some fun in the cool summer rain.

Link to What You Know
• What do you do on hot days?
• What happens to plants when it doesn't rain?
• What does the word "anticipation" mean to you?

Important Words to Know and Understand
Murmur—A low whisper that can be difficult to hear and understand

2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ Know what to do when you read

Why Readers Make Predictions While Reading
When readers make predictions they think about what they already know and what they think will logically happen in a text. Sometimes an author will give you clues about the characters, settings, or events in the book. In order to make predictions you have to pay attention to the clues and think about the story. Readers often make predictions before they start reading, during the story, and after they have finished reading. Here are some examples of the thinking readers do when making predictions.

Before Reading Predictions: What the book will be about, who the main character might be, what big events will happen

During Reading Predictions: What a character will do next, how a problem might be solved, what important event will happen

After Reading Predictions: Which predictions were correct, which predictions were incorrect, why predictions were incorrect

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Guided Reading Level

Activate Prior Knowledge

Making Predictions Lesson Plan

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3
Make Predictions While Reading
✓ Look for clues that tell you what a character might do next
✓ Look for clues that tell you about big events that might happen

Time to Read
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 2—Name 3 things that you think this book might be about. Explain why your predictions make sense. (I think _____ because _____)

Page 12—Why do you think the girls want to wear their bathing suits? What do you predict they are going to do? Why does your prediction make sense?

Pages 21 and 22—Look at the pictures on this page. What do you think the girls' mothers will do next? Why do you think so?

Page 26—Now that everyone has ended off in the rain, what do you predict will happen next? Why do you think so?

4
Notice the Work You Did While Reading
✓ Think
✓ Reflect
✓ Write

Time to Reflect
Think—What types of predictions did you make while reading **Come On, Rain!** Did you make predictions about characters, events, problems, or solutions? How did you decide whether or not your predictions made sense?

Talk—Tell your reading partner about the best predictions you made while reading this book? Explain why your prediction was so helpful to you as a reader. Remember to ask your partner to share their thoughts about the book too.

Reflect—Think about the reasons why some of the predictions you made while reading **Come On, Rain!** were correct and why some were incorrect. What was easy about making predictions? What was difficult? How does making predictions help you to be a better reader?

Write—Give your Strategy Slip into your reader's notebook. Write about the work you did while reading **Come On, Rain!** (Remember to include examples from the book!)

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Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Retelling and Summarizing
Come On, Rain!
By: Karen Hesse
Grade Level: 3 / Guided Reading Level: F

1
Get Ready To Read
✓ Learn about the book
✓ Get your brain ready to read
✓ Understand the meaning of important words found in the book

3
Retell and Summarize While Reading
✓ Read about the story
✓ Retell the story to your partner
✓ Summarize the story to your partner

2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ Know what to do when you read

4
Notice the Work You Did While Reading
✓ Think
✓ Reflect
✓ Write

Identifying the Author's Purpose
Come On, Rain!
By: Karen Hesse
Grade Level: 3 / Guided Reading Level: F

1
Get Ready To Read
✓ Learn about the book
✓ Get your brain ready to read
✓ Understand the meaning of important words found in the book

3
Identify the Author's Purpose While Reading
✓ Read about the story
✓ Identify the author's purpose
✓ Summarize the story to your partner

2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ Know what to do when you read

4
Notice the Work You Did While Reading
✓ Think
✓ Reflect
✓ Write

Retelling and Summarizing

Author's Purpose

Visualizing
Come On, Rain!
By: Karen Hesse
Grade Level: 3 / Guided Reading Level: F

1
Get Ready To Read
✓ Learn about the book
✓ Get your brain ready to read
✓ Understand the meaning of important words found in the book

3
Visualize While Reading
✓ Read about the story
✓ Visualize the story to your partner
✓ Summarize the story to your partner

2
Learn About Comprehension Strategies
✓ Think about the text you read
✓ Know what to do when you read

4
Notice the Work You Did While Reading
✓ Think
✓ Reflect
✓ Write

Visualizing

Answer Key for Retelling and Summarizing with Come On, Rain!

Your Turn to Practice Retelling and Summarizing with Come On, Rain!

Page 4: What do you know about the book so far? What characters have you met? What details do you know about the setting?

Page 10: What problem is Tess trying to solve by making her mama read loud?

Page 18: What big event has happened in the story? How has it changed the characters in the book?

Page 26: How do you feel after reading the last words in the book? Why do you think the author chose these words?

Why do you think Karen Hesse wrote this book?
To Persuade To Inform To Entertain

Answer Key for Making Predictions with Come On, Rain!

Your Turn to Practice Making Predictions with Come On, Rain!

Page 2: Name 3 things that you think this book might be about. Explain why your predictions make sense. (I think _____ because _____)

Page 12: Why do you think the girls want to wear their bathing suits? What do you predict they are going to do? Why does your prediction make sense?

Page 21 and 22: Look at the pictures on this page. What do you think the girls' mothers will do next? Why do you think so?

Page 26: Now that everyone has ended off in the rain, what do you predict will happen next? Why do you think so?

Answer Key for Identifying the Author's Purpose with Come On, Rain!

Your Turn to Practice Identifying the Author's Purpose with Come On, Rain!

Page 4: Notice the words the author chose to describe the day. How do the words make you feel? Do you like the way the author wrote? Why or why not?

Page 10: Why do you think the author took the time to tell us about Tess and her mama drinking loud tea? What do you learn about their relationship on this page?

Pages 18 to 19: How do you feel when you read the words and look at the pictures on these pages? What do you think the author and the Illustrator wanted you to think about on these pages?

Page 26: How do you feel after reading the last words in the book? Why do you think the author chose these words?

Why do you think Karen Hesse wrote this book?
To Persuade To Inform To Entertain

Answer Key for Visualizing with Come On, Rain!

Your Turn to Practice Visualizing with Come On, Rain!

Page 4: Notice the way the author describes Tess' neighborhood. What do you see in your mind? Point to the words that help you picture the neighborhood in your mind.

Page 7: Notice the words the author uses to describe Jackie-Joyce. Point to the words that help you visualize Jackie-Joyce.

Page 14: Notice the words that the author uses to describe the action on this page. Which words help you visualize what the girls do in the summer rain?

Pages 24 to 26: Notice the words the author uses to describe the action and the setting on these pages. Which words help you visualize?

Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

4 Comprehension Strategy Graphic Organizers

Retelling and Summarizing

Title: _____

What is this book about?

Is it fiction or non fiction?

Draw a picture or write a sentence for each box below:

| | | |
|------------|------|------|
| First | Next | Then |
| After that | Then | Last |

What is the most important thing you read in this book?

Directions:
1. Answer each of the questions.
2. Color and cut on the dotted lines.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Retelling and Summarizing

Making Predictions

Title: _____

| Predictions of the Beginning | Predictions while Reading | Check Predictions of the End |
|------------------------------|-----------------------------|------------------------------|
| With your predictions below | With your predictions below | Finished and ready to happen |
| | | Correct Incorrect |
| | | Correct Incorrect |
| | | Correct Incorrect |

Directions:
1. Answer each of the questions.
2. Color and cut on the dotted lines.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Making Predictions

Identifying the Author's Purpose

Title: _____

Who is the author of your book?

What was the author's purpose for writing this book? How do you know?

☐ To Persuade ☐ To Inform ☐ To Entertain

I know because...

What do you think author wanted you to think about while reading this book?

Draw a picture of the most important thing the author made you think about while reading.

Directions:
1. Answer each of the questions.
2. Color and cut on the dotted lines.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Author's Purpose

Visualizing

Title: _____

What page did you use to practice visualizing?

Draw a picture of your mental image in the space below:

Write down some of the words that the author used to help you make this picture in your mind.

Show your picture to someone. Make sure that you drew all of the words that helped you visualize.

Directions:
1. Answer each of the questions.
2. Color and cut on the dotted lines.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Visualizing

Vocabulary Connections Resources

Vocabulary Connections

Come on, Rain!
By: Karen Hesse
Grade Level: 3 / Guided Reading Level: P

Important Words to Know and Understand in "Come on, Rain!"

Alleyway
A narrow walkway in-between buildings

Listless
When someone does not have any energy

Murmur
A low-whisper that can be difficult to hear and understand

Pant
To breathe very quickly in short gasps

Parched
To become extremely dry or to become very, very thirsty

Phonograph
An old-fashioned record player

Uneasy
To feel awkward or unsafe

Vocabulary Word List | ©BookPages.com

Important Words to Know and Understand in Come On, Rain! Word List

Vocabulary Connections

Come on, Rain!
By: Karen Hesse
Grade Level: 3 / Guided Reading Level: P

Alleyway **Listless** **Murmur**

Pant **Parched** **Phonograph**

Picture Vocabulary Sorting Cards | ©BookPages.com

Word and Picture Sorting Cards

Vocabulary Connections

Come on, Rain!
By: Karen Hesse
Grade Level: 3 / Guided Reading Level: P

Alleyway **Listless** **Murmur**

Pant **Parched** **Phonograph**

Definition Vocabulary Sorting Cards | ©BookPages.com

Word and Definition Sorting Cards

Vocabulary Connections

Come on, Rain!
By: Karen Hesse
Grade Level: 3 / Guided Reading Level: P

Alleyway is a/an
noun verb
adverb adjective
Definition of **Alleyway**:

Listless is a/an
noun verb
adverb adjective
Definition of **Listless**:

Murmur is a/an
noun verb
adverb adjective
Definition of **Murmur**:

Alleyway looks like this:

Listless looks like this:

Murmur looks like this:

Alleyway reminds me of:

Listless reminds me of:

Murmur reminds me of:

I saw this word in:

I saw this word in:

I saw this word in:

Interactive Vocabulary Notebook Cards | ©BookPages.com

Interactive Vocabulary Notebook Cards

Vocabulary Connections

Come on, Rain!
By: Karen Hesse
Grade Level: 3 / Guided Reading Level: P

Alleyway

Listless

Murmur

Pant

Parched

Phonograph

Uneasy

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | ©BookPages.com

Word Games
with Words from Come On, Rain!

Read the word below each raindrop. Then use the code to color the raindrops.

Nouns = Brown Adverbs = Yellow Adjectives = Pink Verbs = Orange

Alleyway **Listless** **Murmur** **Pant** **Parched** **Phonograph** **Uneasy**

Use each clue to decide where each vocabulary word goes in the crossword puzzle below.

Across

3. A word that means to feel tired

4. To be very thirsty

5. To breathe with short quick breaths

6. To feel troubled or uncomfortable

Down

1. To speak in soft voice

2. The narrow space between buildings

4. An old-fashioned record player

Name: _____

Word Bank

ALLEYWAY
LISTLESS
MURMUR
PANT
PARCHED
PHONOGRAPH
UNEASY

Answer Key | ©BookPages.com

Word Games and Answer Key

Vocabulary Connections

Come on, Rain!
By: Karen Hesse
Grade Level: 3 / Guided Reading Level: P

Alleyway **Listless** **Murmur** **Pant** **Parched** **Phonograph** **Uneasy**

Name: _____

Directions:

1. Write a word from your reading that is new to you in the first column.

2. Read the sentence before and after the sentence where the word appears. Write what you think the word means in the second column.

3. Explain why you think your definition makes sense based on the context clues in the text.

4. Write the dictionary definition.

5. Place a check mark in the last column if the dictionary definition matches what you thought the word meant.

Word **What I Think the Word Means** **Context Clues** **Real Definition** **✓**

Connect to Your Life
When or where have you seen it, heard it, felt it, smelled it, or tasted it?

Independent Word Exploration | ©BookPages.com

Vocabulary Word Extension Activities

Personalized Vocabulary Bookmark

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Sunny Side Up Extension Activity

Directions:

- Choose a word from the word bank below.
- Write the word on the line in the middle of the sun.
- Add another word to it to make a new compound word and write it on the line provided. (Hint: The root word can be used at the beginning or end of the new word.)

Word Bank

| | | | |
|--------|------|-------|------|
| ground | ball | house | snow |
| grand | man | fire | sea |

Word Work Extension Activity | @BookPagez.com

Optional Activity to Extend Engagement

Word Work

Come On, Rain!
By: Karen Hesse
Grade Level: 3 / Guided Reading Level: F

Instructional Focus:
Compound Words

Background:
Compound words are two individual words put together to make a new word.

Examples:

| |
|-----------|
| mailbox |
| bluebird |
| hilltop |
| bathroom |
| handshake |

Materials and Preparation:

- A Copy of *Come On, Rain!*
- Interactive whiteboard
- MATCHBOX MIXUP
- Optional - Sun
- Optional - Sun
- Optional - Sun

Step 1: Introduce the Focus of Word Work

Introduce Compound Words

- Compound words are two individual words, when put together, make a new word with a new meaning. The two words make the new word easy to define. There are three possible ways to spell compound words.
- Closed:** Two words joined together to create a new meaning (freight, softball, readhead, keyboard, makeup, notebook).
- Hyphenated:** Words joined together by a hyphen (daughter-in-law, over-the-counter, six-year-old).
- Open:** Words are open but when read together, a new meaning is formed (post office, real estate, full moon).
- Recap Note:** For the purpose of this lesson, we will focus on closed compound words.

Step 2: Connect Word Work to Reading

Extend Engagement

- Students subsequently begin to note that there are compound word families that use the same base word such as way (driveaway, expressway, midway, wayward).
- To extend this knowledge, you may use the included *Sunny Side Up* template. Make enough copies for each student or pairs of students.
- Read directions.
- A word bank is provided, however, a blank word bank page is included. If you would like to write your own selection of root words.
- Have students write new compound words on the lines provided. Example shown.
- If they are having trouble coming up with words, have them use a dictionary.

Compound Words in the Text

- Explain to students, "We will be reading the book, *Come On, Rain!*, by Karen Hesse."
- While reading the text, students should be aware of any compound words they see or hear.
- Since there are so few examples in this text, have students give a "thumbs-up" if they notice one.
- Notice which students are able to correctly identify the compound words.
- After reading the selection, write the following six compound words on the interactive whiteboard or chart paper.
- Ask for student volunteers to come up and draw a line between the two words that make up the compound word.
- Have students define each root word, then define the new compound word.
- Continue this process until all six words have been reviewed.

Examples of Compound Words Found in the Text:

| | |
|------------|--------------|
| alleyway | barrellegged |
| roofraps | everyone |
| everywhere | everything |

Word Work Lesson Plan | @BookPagez.com

Step by Step Lesson Plan

List of words in the book that match the instructional focus

Word Work

Come On, Rain!
By: Karen Hesse
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Step 3: Guided Word Work Practice

Interactive Exploration

Check to see if your students understand the concept of compound words being either similar or dissimilar to the two words that are being put together.

- Instruct students to draw (or cut out pictures from magazines) for the first two columns.
- Write the new compound word as shown in the example.
- Write the definition for the new word formed. If they are having trouble with the new word, they may use a dictionary. The definition should be short and concise, exhibiting understanding.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of MATCHBOX MIXUP Practice Page.
- Read the directions with the class.
- Tell the students to complete the practice page.
- Monitor students while they work.

Step 5: Reconnect and Reflect on Word Work

Group Discussion

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

Step 6: Extend Word Work (optional)

Extension Activity

- Ask students to be on the lookout for compound words in their own reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the added sticky notes with the class later in the day or before moving on to the next word work lesson).
- Alternatively, students can keep track of the words using the Word Detective worksheet.

Word Work Lesson Plan | @BookPagez.com

Interactive Activity

DRAW-A-WORD
Compound Word Practice

Directions: Draw a picture of each of the given words. Write the new compound word. Write a definition of the new compound word.

| Word | Compound Word | Definition |
|-------|---------------|---------------------------------------|
| book | worm | bookworm Someone who loves to read |
| snow | man | |
| hand | shake | |
| head | ache | |
| neck | tie | |
| wheel | chair | |

Guided Word Work Practice | @BookPagez.com

Independent Practice Page

Extension Activity

Word Detective: Compound Words
Extension Activity

Directions:

Be a word detective!

Be on the lookout for compound words while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

| Word | Book Title | Page | Sentence |
|------|------------|------|----------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Name: _____ Word Work Extension Activity | @BookPagez.com

MATCHBOX MIXUP
Word Work Practice Page

Directions:

Make compound words by matching the words in each column. Draw a line to connect the words.

Hint: Each word on the right can either come before or after the word on the left, and each word is used only once.

| | |
|-----------|-------|
| 1. Ground | Bee |
| 2. Star | Mall |
| 3. Stick | Sonic |
| 4. Man | Cut |
| 5. Hair | Box |
| 6. Sand | Slide |
| 7. Pop | Fish |
| 8. Super | Play |
| 9. Sun | Shine |
| 10. Honey | Yard |
| 11. Motor | Boat |
| 12. Land | Fall |
| 13. Water | Body |
| 14. House | Car |
| 15. Some | Corn |

Name: _____ Independent Word Work Practice | @BookPagez.com

Assessments

| Running Record | | | | | |
|--|---|---|-------------|----------------------------|----|
| Title: Come on, Rain! | | Guided Reading Text Level: P | | Word Count: 100 | |
| Name: _____ | | | Date: _____ | | |
| Accuracy Rate: (# of words correct/100 words) _____ | | | | | |
| Error Rate: (# of incorrect words/100 words) _____ | | | | | |
| Self-Correction Rate: (# of words self-corrected/100 words) _____ | | | | | |
| Time: (in seconds) _____ | | Words Per Minute: (100/seconds read x 60) _____ | | | |
| Easy 95 %- 100% Accuracy | | Instructional 90 %- 94% Accuracy | | Hard 50 %- 69% Accuracy | |
| E = Errors SC = Self-Correction M = Meaning S = Structure/Syntax V = Visual | | | | COUNT | |
| Page | | E | SC | M | SV |
| 2 | Mamma lifts a listless vine and sighs. "Three weeks and not a drop." She says, sagging over her parched plants. . | | | | |
| 3 | The sound of a heavy truck rumbles past. Uneasy, Mamma looks over to me. "Is that thunder, Tessie?" she asks. Mamma hates thunder, I climb up the steps for a better look. "It's just a truck, Mamma," I say. I'm sizzling like a hot potato. I ask Mamma, "May I put on my bathing suit?" "Absolutely not!" Mamma says, frowning under her straw hat. "You'll burn all day out in this sun." Up and down the block, cats pant. "... | | | | |
| Analysis and Comments: | | | | | |
| Tested By: _____ | | | | ©BookPagez.com | |

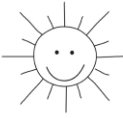
Running Record Assessment

| Come On, Rain! CCSS Assessment | | Name: _____ |
|---|--|-------------|
| | | Score: / 9 |
| Directions: Use what you know about Come On, Rain! to answer each of the following questions. | | |
| 1. Why are all the characters dancing and playing in the rain when it comes? <input type="radio"/> A They were bored. <input type="radio"/> B It was a good way to get clean. <input type="radio"/> C They hope it will make the rain stop. <input type="radio"/> D It was hot and had not rained for 3 weeks. | | |
| 2. Which of these is NOT a detail the author uses to show how refreshing the rain is? <input type="radio"/> A glistening in our rain skin <input type="radio"/> B heat waves off tar patches <input type="radio"/> C reeling in the moist green air <input type="radio"/> D purely soothed, fresh as dew | | |
| 3. How did the main character convince her mother to let her go to the park? <input type="radio"/> A She has Jackie-Joyce come over in the car. <input type="radio"/> B She told her she would not be so hot. <input type="radio"/> C She told her Mamma she was going to the park. <input type="radio"/> D She turned the sprinklers on. | | |
| 4. What does it mean when the girl says Jackie-Joyce is her friend? <input type="radio"/> A Her legs are green. <input type="radio"/> B Her legs are covered. <input type="radio"/> C She has long thin legs. <input type="radio"/> D She has short legs. | | |
| 5. What caused the girl to have hope that it would rain? (RL.3.5) <input checked="" type="radio"/> A She saw gray clouds far off in the distance. <input type="radio"/> B The news said there was a chance of rain. <input type="radio"/> C She heard thunder. <input type="radio"/> D She put on her bathing suit. | | |
| 6. How do you know that the girl is telling the story in first person? (RL.3.6) <input type="radio"/> A Her mamma is telling the story. <input type="radio"/> B The author was the first person to tell this story. <input type="radio"/> C The story is told by a narrator that is not in the story. <input checked="" type="radio"/> D She uses words like I, my, and we. | | |
| 7. How do the illustrations show the mood before the rain? (RL.3.7) <input type="radio"/> A They show how everyone is enjoying the heat. <input checked="" type="radio"/> B They show how everything is hot and dry, and the mood does not seem happy. <input type="radio"/> C They show how everyone is busy trying to get work done before the rain. <input type="radio"/> D They show how everyone is upset that rain might ruin their plans. | | |
| 8. How is the neighborhood before the rain different than after the rain? (RL.3.9) <input type="radio"/> A Everyone is happier before the rain. <input checked="" type="radio"/> B After the rain, everything is refreshed and happier. <input type="radio"/> C Before the rain it is fine, but the rain floods the house. <input type="radio"/> D When it starts raining, everyone goes inside. | | |
| 9. This story is realistic fiction. What is the main message you can get from reading it? (RL.3.10) <input type="radio"/> A Rain helps things grow. <input type="radio"/> B Playing in the rain is dangerous. <input checked="" type="radio"/> C Sometimes kids and adults just need to "let loose" and have some fun! <input type="radio"/> D If you play in the rain, put on your bathing suit first. | | |
| CCSS Assessment 3rd Grade Reading Standards for Literature BookPagez.com | | |

Common Core Assessment:
One question for each Reading
Informational OR Reading Literature
standard (1-9)

Answer Key

Extension Activity

| | |
|--|--|
| Name: _____ Date: _____ | |
| Directions: In the book, Come on Rain! , Tess and her mother keep cool in the summer heat by playing in the rain. Think about how you keep cool in the summer. Write about your experience using specific details and complete sentences. | |
| How do you like to keep cool in the summer heat? _____ _____ _____ |  |
| Who often keeps you cool with you? _____ _____ _____ | |
| Tess' mom likes sweet tea. What kind of cold drink do you like best? _____ _____ _____ | |
| How do you feel right before you cool off? _____ _____ _____ | |
| How do you feel while you cool off? _____ _____ _____ | |
| Extension Activity ©BookPages.com | |

Bonus Extension Activity

Complete Common Core Alignment

| Common Core State Standards Correlation |
|--|
| Come On, Rain! Lesson Plans, Resources, and Activities |
| The lesson plans, resources, and activities for use with "Come On, Rain!" correlate with the following English Language Arts Common Core State Standards for third grade. |
| Retelling and Summarizing Lesson Plan and Resources |
| Reading: Literature RL.3.1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. RL.3.2 – Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. RL.3.3 – Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how these actions contribute to the sequence of events. RL.3.6 – By the end of the year, read and comprehend literature, including stories and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. Reading: Foundational Skills RF.3.3 – Know and apply grade-level phonics and word analysis skills in decoding words. RF.3.4 – Read with sufficient accuracy and fluency to support comprehension. Writing W.3.8 – Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. Speaking & Listening SL.3.4 – Explain their own ideas and understanding in the light of the discussion. SL.3.2 – Determine the main idea and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.3.3 – Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. Language L.3.4 – Acquire and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after dinner that night we went looking for them). |
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| Common Core State Standards Correlation |
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| Come On, Rain! Lesson Plans, Resources, and Activities |
| The lesson plans, resources, and activities for use with "Come On, Rain!" correlate with the following English Language Arts Common Core State Standards for third grade. |
| Making Predictions Lesson Plan and Resources |
| Reading: Literature RL.3.1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. RL.3.2 – Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. RL.3.3 – Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how these actions contribute to the sequence of events. RL.3.6 – By the end of the year, read and comprehend literature, including stories and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. Reading: Foundational Skills RF.3.3 – Know and apply grade-level phonics and word analysis skills in decoding words. RF.3.4 – Read with sufficient accuracy and fluency to support comprehension. Writing W.3.8 – Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. Speaking & Listening SL.3.4 – Explain their own ideas and understanding in the light of the discussion. SL.3.2 – Determine the main idea and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.3.3 – Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. Language L.3.4 – Acquire and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after dinner that night we went looking for them). |
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| Common Core State Standards Correlation |
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| Come On, Rain! Lesson Plans, Resources, and Activities |
| The lesson plans, resources, and activities for use with "Come On, Rain!" correlate with the following English Language Arts Common Core State Standards for third grade. |
| Identifying the Author's Purpose Lesson Plan and Resources |
| Reading: Literature RL.3.2 – Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. RL.3.3 – Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how these actions contribute to the sequence of events. RL.3.6 – By the end of the year, read and comprehend literature, including stories and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. Reading: Foundational Skills RF.3.3 – Know and apply grade-level phonics and word analysis skills in decoding words. RF.3.4 – Read with sufficient accuracy and fluency to support comprehension. Writing W.3.8 – Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. Speaking & Listening SL.3.4 – Explain their own ideas and understanding in the light of the discussion. SL.3.2 – Determine the main idea and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.3.3 – Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. Language L.3.4 – Acquire and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after dinner that night we went looking for them). |
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| Common Core State Standards Correlation |
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| Come On, Rain! Lesson Plans, Resources, and Activities |
| The lesson plans, resources, and activities for use with "Come On, Rain!" correlate with the following English Language Arts Common Core State Standards for third grade. |
| Word Work Lesson Plan and Resources |
| Reading: Literature RL.3.4 – Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. RL.3.7 – Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). RL.3.6 – By the end of the year, read and comprehend literature, including stories and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. Reading: Foundational Skills RF.3.3 – Know and apply grade-level phonics and word analysis skills in decoding words. RF.3.4 – Read with sufficient accuracy and fluency to support comprehension. Writing W.3.8 – Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. Speaking & Listening SL.3.4 – Explain their own ideas and understanding in the light of the discussion. SL.3.2 – Determine the main idea and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.3.3 – Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. Language L.3.4 – Acquire and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after dinner that night we went looking for them). |
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Comprehension Strategy Lesson Plan and Resource Common Core Alignment

| Common Core State Standards Correlation |
|---|
| Come On, Rain! Lesson Plans, Resources, and Activities |
| The lesson plans, resources, and activities for use with "Come On, Rain!" correlate with the following English Language Arts Common Core State Standards for third grade. |
| Vocabulary Connections Lesson Plan and Resources |
| Language L.3.4a – Use a sentence-level context as a clue to the meaning of a word or phrase. L.3.4b – Identify well-learned connections between words and their use (e.g., identify people who are family or helpful). L.3.4 – Acquire and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., after dinner that night we went looking for them). |
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| Common Core State Standards Correlation |
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| Come On, Rain! Lesson Plans, Resources, and Activities |
| The lesson plans, resources, and activities for use with "Come On, Rain!" correlate with the following English Language Arts Common Core State Standards for third grade. |
| Word Work Lesson Plan and Resources |
| Reading: Foundational Skills RF.3.3 – Know and apply grade-level phonics and word analysis skills in decoding words. RF.3.4 – Read with sufficient accuracy and fluency to support comprehension. |
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Vocabulary Connections
Common Core Alignment

Word Work
Common Core Alignment

Student Facing Resources in Spanish for Come On, Rain! Super Pack

4 Comprehension Strategy Practice Pages

Retelling and Summarizing Practice Page

Tu turno para practicar: Volver a contar y resumir con Come On, Rain! (¡Vamos, lluvia!)

Página 4:
¿Qué sabes sobre el libro hasta ahora? ¿Qué personajes has conocido? ¿Qué detalles sabes sobre el escenario?


Página 10:
¿Qué problemas está tratando de resolver Tess haciendo té helado a su madre?

Página 18:
¿Qué gran evento ha sucedido en la historia? ¿Cómo ha cambiado a los personajes en el libro?

Página 26:
Describe las acciones de las madres en esta página. ¿Qué te dice esta página sobre las madres?

Página 30:
Observe el escenario en esta página. ¿Cómo es diferente de los otros escenarios en este libro? ¿Cómo es lo mismo?

Nombre: _____



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Page by Page Guided Questions

Sample answers
written in Spanish

Answer Key

Volver a contar y resumir con Come On, Rain! (¡Vamos, lluvia!)

Página 4:
¿Qué sabes sobre el libro hasta ahora? ¿Qué personajes has conocido? ¿Qué detalles sabes sobre el escenario?
Hemos conocido a una chica llamada Tessie y su madre. El escenario es en el verano. Hace calor.


Página 10:
¿Qué problemas está tratando de resolver Tess haciendo té helado a su madre?
Tess está tratando de tranquilizar a su madre y ponerla de mejor humor para que le permita ponerse su bañador.

Página 18:
¿Qué gran evento ha sucedido en la historia? ¿Cómo ha cambiado a los personajes en el libro?
Empezó a llover. Ahora los personajes están felices y se sienten refrescados.

Página 26:
Describe las acciones de las madres en esta página. ¿Qué te dice esta página sobre las madres?
Las respuestas varían. Podrían incluir: Las madres están saltando de su ropa sudada y bajo la lluvia fría. Esta página muestra que las madres también quieren ser frescos y divertirse.

Página 30:
Observe el escenario en esta página. ¿Cómo es diferente de los otros escenarios en este libro? ¿Cómo es lo mismo?
Las respuestas varían. Podrían incluir: Este escenario se ve más frío que los otros escenarios en el libro. Los otros escenarios se ven calientes.

Answer Key | ©BookPages.com



Hacer predicciones con Come On, Rain! (¡Vamos, lluvia!)

Página 2:
Nombre tres predicciones.
Las respuestas varían.


Página 12:
¿Por qué crees que van a hacer un baño?
Las respuestas varían.

Páginas 21 y 22:
Mira las imágenes. ¿Qué crees que van a hacer?
Las respuestas varían.

Página 26:
Ahora que te sucedió esto, ¿qué crees que va a suceder?
Las respuestas varían.

Página 26:
Ahora que todos se han refrescado bajo la lluvia, ¿qué es lo que predice que sucederá después? ¿Por qué piensas eso?

Nombre: _____



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Making Predictions

Identifica el propósito del autor con Come On, Rain! (¡Vamos, lluvia!)

Página 4:
Observa las palabras que el autor eligió para describir el día. ¿Cómo te hacen sentir las palabras? ¿Te gusta la forma en que el autor escribe? ¿Por qué o por qué no?


Página 10:
¿Por qué crees que la autora se tomó el tiempo de contarnos sobre Tess y su madre bebiendo té helado? ¿Qué aprendes sobre su relación en esta página?

Página 18:
¿Cómo te sientes cuando lees las palabras y ves las imágenes en estas páginas? ¿En qué crees que el autor y el ilustrador querían que pensaras en estas páginas?

Páginas 16 a 18:
¿Cómo te sientes después de leer las últimas palabras en el libro? ¿Por qué piensas el autor eligió estas palabras?

Página 28:
¿Por qué crees que Karen Hesse escribió este libro?
Persuadir informar entretener

Nombre: _____



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Identifying the
Author's Purpose

Visualizar con Come On, Rain! (¡Vamos, lluvia!)


Página 4:
Observa la forma en que el autor describe el barrio de Tess. ¿Qué ves en tu mente? Señala las palabras que lo ayudan a imaginar el vecindario en su mente.

Página 7:
Observa las palabras que el autor usa para describir a Jackie-Joyce. Señala las palabras que lo ayudan a visualizar a Jackie-Joyce.

Página 16:
Observa las palabras que el autor usa para describir la acción en esta página. ¿Qué palabras te ayudan a visualizar lo que hacen las chicas en la lluvia de verano?

Páginas 24 y 25:
Observa las palabras que el autor usa para describir la acción y el escenario de estas páginas. ¿Qué palabras te ayudan a visualizar?

Nombre: _____



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Visualizing

Writing About Reading with Optional CCSS Alignment

“I Can” Statement written in Spanish

→

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

→

Common Core Free Option

→

4 Comprehension Strategy Graphic Organizers

Retelling and Summarizing

Hacer predicciones
Título: _____

¿De qué se trata el libro?

¿Es ficción o no ficción?

Has un dibujo o escribe una oración completa en cada caja:

| | | |
|-----------------|----------|----------|
| Primero | Después | Entonces |
| Después de esto | Entonces | Al final |

¿Cuál es la cosa más importante sobre lo que leste en el libro?

Instrucciones:
1. Contesta todas las preguntas.
2. Copia cuidadosamente en las líneas de puntos.
3. Pega o engancha tu hoja en el cuaderno del lector.

Making Predictions

Hacer predicciones
Título: _____

| Predicciones al principio | Predicciones mientras lees | Verifica las predicciones |
|------------------------------|------------------------------|------------------------------|
| ¿Qué piensas que va a pasar? | ¿Qué piensas que va a pasar? | ¿Qué piensas que va a pasar? |
| ¿Qué piensas que va a pasar? | ¿Qué piensas que va a pasar? | ¿Qué piensas que va a pasar? |
| ¿Qué piensas que va a pasar? | ¿Qué piensas que va a pasar? | ¿Qué piensas que va a pasar? |

Instrucciones:
1. Contesta todas las preguntas.
2. Copia cuidadosamente en las líneas de puntos.
3. Pega o engancha tu hoja en el cuaderno del lector.

Author's Purpose

Identificar el propósito del autor
Título: _____

¿Quién es el autor de tu libro?

¿Cuál fue el propósito del autor al escribir este libro? ¿Cómo lo sabes?

☐ Para persuadir
☐ Para informar
☐ Para entretener

¿Qué piensas que el autor quería que pensarás mientras lees este libro?

Dibuja la cosa más importante en que el autor te hizo pensar mientras lees este libro.

Instrucciones:
1. Contesta todas las preguntas.
2. Copia cuidadosamente en las líneas de puntos.
3. Pega o engancha tu hoja en el cuaderno del lector.

Visualizing

Visualizar
Título: _____

¿Qué página usaste para practicar a visualizar?

Has un dibujo de tu imagen mental en el espacio abajo:

Escribe algunas de las palabras que la autora usó que te ayudaron a hacer esta imagen en tu mente.

Comparte tu dibujo con alguien. Asígnate de haber dibujado todas las palabras que te ayudaron a visualizar.

Instrucciones:
1. Contesta todas las preguntas.
2. Copia cuidadosamente en las líneas de puntos.
3. Pega o engancha tu hoja en el cuaderno del lector.

Retelling and Summarizing

Making Predictions

Author's Purpose

Visualizing

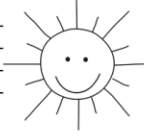
Extension Activity

Nombre: _____ La fecha: _____

Instrucciones:

En el libro, **Come on Rain!**, Tess y su madre se mantienen frescas en el calor del verano jugando bajo la lluvia. Piensa en cómo te mantienes fresco en el verano. Escribe sobre tu experiencia usando detalles específicos y oraciones completas.

¿Cómo te gusta mantenerte fresco en el calor del verano?



¿Quién a menudo se mantiene fresco contigo?

A la mamá de Tess le gusta el té dulce. ¿Qué tipo de bebida fría te gusta más?

¿Cómo te sientes antes de refrescarte?

¿Cómo te sientes mientras te refrescas?
