

Strand: Earth/Space Science

Theme: Climate

Purpose for Reading: To develop understandings of the water cycle and how floods and droughts are caused.

Comprehension Strategies: Predicting, determining importance, synthesizing.

Vocabulary

Dictionary Words: clouds, drought, flood, water cycle

Vocabulary Words: Atacama Desert, boy, Chile, Earth, India, leaves, months, Namib Desert, Namibia, raindrops, town, wet season, windowpane, year

High-Frequency Words: all, be, did, down, from, get, have, little, new, no, not, of, one, over, people, some, that, then, there, too, us, very, what, when, will, would

Before Reading

- Ask students what rain is. *How can you tell that it might rain? Do we need rain? Who else needs rain? What is rain useful for?*
- Read the cover and invite students to discuss the cover photo. *What special clothing is this person wearing? What are raincoats, hats, umbrellas, and boots made of? Why aren't they made of the same fabric as you are wearing now?*
- Read the title page together and invite students to discuss the photo. *What tells you these are rain clouds?*
- *What do you think this book will be about?* Record students' predictions on a chart.

Introduce the Picture Dictionary

- Ask students to turn to the picture dictionary.

Read and discuss the photos and labels. Ask students to describe what is happening in each photo. Have students infer how rain has caused the flood and drought to occur.

Take a Photo Walk

- Pages 4–5: Invite students to read the caption and describe what is happening. *What other things need rain to grow? What will happen to plants, animals, and people if they don't get water?*
- Pages 6–7: Read the heading and talk about what a water cycle might be. Ask students what is happening in the photo. Read the caption and discuss what a raindrop is.
- Pages 8–9: Ask students what they can see between the ocean and the clouds. Read the heading and the caption. Tell students that water on Earth evaporates. It changes to water vapour and rises up into the sky to make rain.
- Pages 10–11: Tell students to read the title of the diagram and look at the picture. Ask them what they think this means. Read the stages of the water cycle and discuss what happens.
- Pages 12–13: Read the heading and captions. Discuss what happens when there is too much rain.
- Pages 14–15: Have students read the heading and captions. Discuss what happens when there is not enough rain. *What happens to things that live on the land?* Ask students to describe the land in the photos.

Read the Book

- Ask students to turn to the cover and read the title independently.
- Turn to pages 2–3. Read the dictionary words and the sentences on page 3.
- Turn to pages 4–5. Ask students to read these pages independently. *Remember to use your eyes, and point only if you need help to check.*
- Remind students to use the diagram of the water cycle on page 11 to help them read the other page.
- Ask students to continue reading the book independently. Provide support as needed.

After Reading

Comprehension

- Revisit the prediction chart. *Were your predictions correct? Which of your predictions were in the book? Which were not?*
- Invite students to return to the book and share the information they think is most important. Prompt them with questions such as, *What would happen to life on Earth if there was no rain? What makes the water turn into gas and become water vapour? What happens to river banks when there is a flood?*

Vocabulary and Word Recognition

- Have students find the word *always* on page 6. Write the word on the board and ask students to find any parts of the word they know. Have them clap the syllables in the word as they say it. Have students think of sentences about rain that contain the word *always*. Write them on the board. Ask students to write the word *always*, and check it for accuracy. Have them write it five times, saying it as they write it.
- Have students find the *ay* rime in *always*. Have

them use the *ay* rime to build as many words as they can; for example, *bay, clay, day, lay, may, pay, play, ray, say, stay, stray, way*.

Oral Language

- Have students work in pairs, using the book. Have one student share information about droughts and the other share information about floods.

Writing

- Have students write three sentences about why living things need rain.

Creative extension Activities

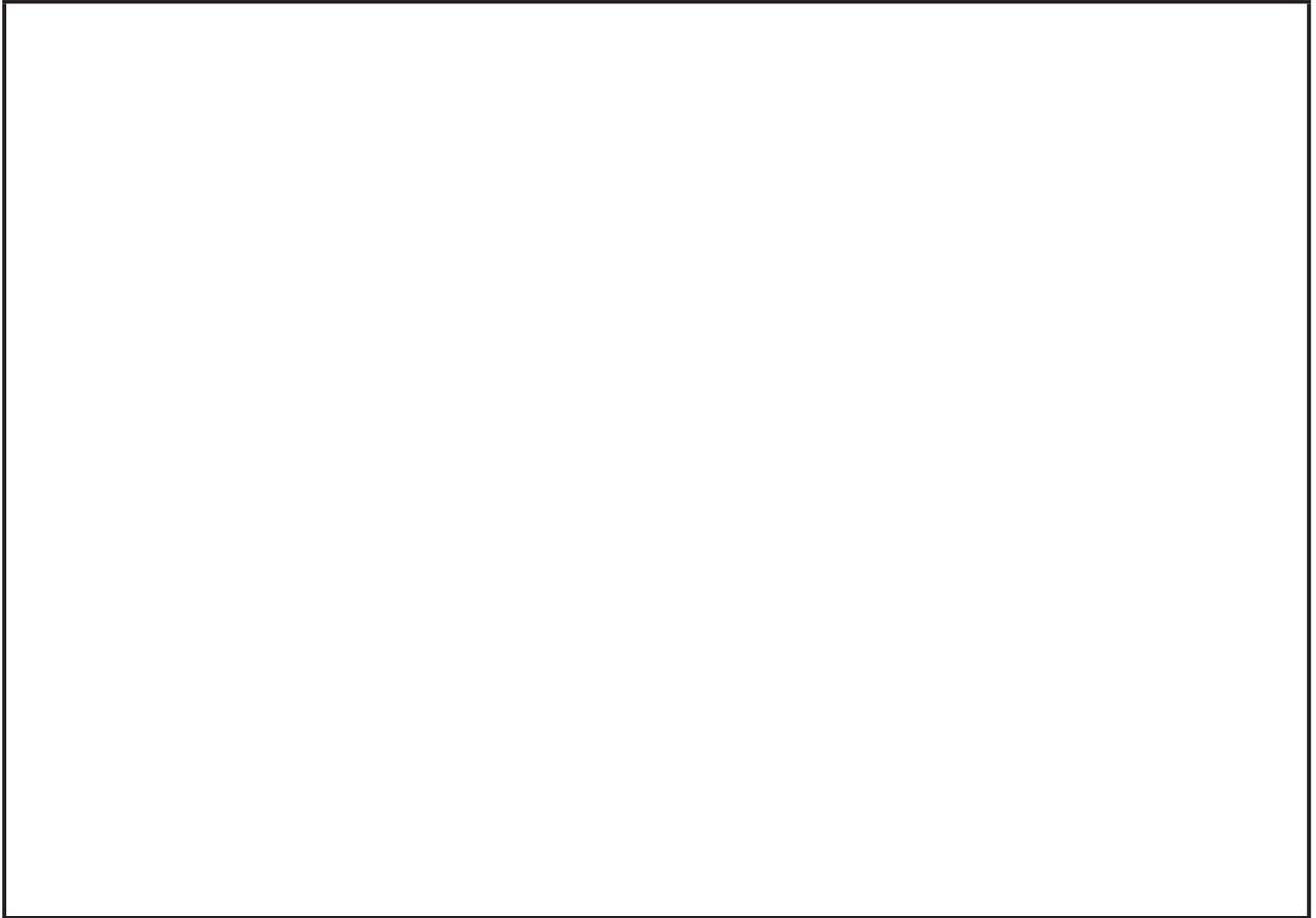
- Have students write an innovation on the rhyme,
*Rain, rain go away,
Come again another day.*

Independent Follow-Up Activities

- Reread the book to a partner to build fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

Name: _____

Draw and write about things you can do in the rain.



Name: _____

Fill in the missing words.

When it rains, things get _____.

Plants use the rain to grow new _____.

People and animals need fresh _____
to live and grow.

When there is too much rain, there can be
a _____.

When there is not enough rain, there can be
a _____.

Draw a tree in a flood and tree in a drought.

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