

RAINY DAY EMAIL

By - Liz Allen

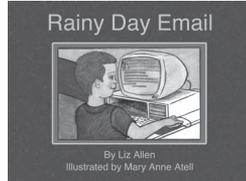
Illustrated by - Mary Anne Atell

Genre - Recount - Letters

Set 14 - 227 Words

Building Anticipation – Setting the Context

Gather the students around a computer to show them an email. Arrange for the principal or another teacher to send an email that can be opened and read with the students. Tell the students that the email comes into the inbox, which is also called the mailbox, even if it isn't really a mailbox like the ones we have at home.



With the students, create an email to send to someone else. If your students are already familiar with email, have one of them show how to send an email. Talk about what makes email different from regular mail. Ask them to guess how email got its name. Talk about why they think regular mail is sometimes called *snail mail*?

Introduction

Tell the children: *This is a story about a boring rainy day, so Harry sends email messages back and forth to his Auntie Susan.* Ask them to predict: *What do you think Harry might say to his Auntie Susan?*

State the reading purpose: *Read the story to yourself to see what Harry and his Aunt talk about in their emails.*

Discussion – Book Talk

Ask: *What does Auntie Susan want to do when she comes to visit Harry? What kind of question is it? Can you put your hand on the information in the story?* Invite students to think of other *right there* questions from this story.

Ask: *Why do you think Harry was trying to stand on his head?*

Ask and discuss: *Which do you think is better, email or regular mail? Explain why.*

Responding Creatively – Independent Practice

Children can:

- list all the things they might see at the circus.
- write a recount on the reproducible master and draw a picture about what they might do on a rainy day.

Help students send email messages to another class. Read the return messages together.

Read Aloud Connections

Let's Play by Camilla Gryski, Kids Can Press, 1995.

Olivia Saves the Circus by Ian Falconer, Atheneum, 2001.

The Fantastic Rainy Day Book by Angela Wilkes, DK Publishers, 2001.

Learning about Language – Focused Teaching

High Frequency Words	know, watched, found	Find these words on the word wall or in books.
Word Families and Letter Clusters	<i>ai</i> family - rainy, mail, again, mailbox	Find other words with the long <i>a</i> sound that do not have <i>ai</i> - today, play, day.
Structural Features of Words	Compound words - headstand, cartwheel, mailbox	Word hunt for compound words on the word wall and in books. Make a picture dictionary of compound words from the story.
Text Features	Use of a thought bubble to show what a character is thinking	Think of something you like to do. Draw yourself saying it in a thought bubble.

