

THE RAINY DAY

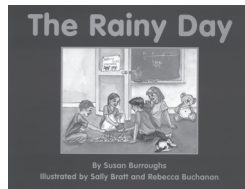
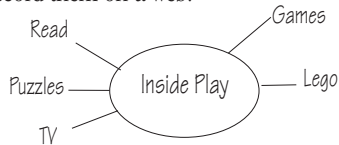
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Set 10 – 153 words

Building Anticipation – Setting the Context

Talk about what children like to do inside when they can't go outside. Let the children brainstorm their ideas and record them on a web.



Ask: *Did the children in the book have fun? What did they find to do? What was the most fun for them?*

Ensure that children support their responses by using the text. Encourage fluent, expressive reading. Refer back to the brainstorming chart. Ask: *Did we mention any of the things they did in the book? Did you learn something new that you can do inside? If so, what? Do you think your Mom or Dad would let you? What might you do before beginning? Why was it okay for the children in the story? How did the first page and the last page differ?*

Introduction

Introduce the book by reading the title and saying: *Josh and Sarah can't ride their bikes because it is a rainy day. Mom tells them they can play in the playroom and have Brad and Tracey come over.* Give each child a book.

Spend a few minutes looking for familiar words and then give the children time to complete their own book walk.

Ask children to read the text independently to find out if the children have fun playing inside. Find out what the children find to do.

Discussion – Book Talk

Praise a reading strategy children were observed using and then ask children to share a few strategies they used.

Responding Creatively – Independent Practice

Children can:

- use the Venn diagram on the reproducible master to compare inside and outside play activities. What activities can be both inside and outside? Which can only be inside?
- design and draw an ideal playroom with things that would be fun to play with. Label the play materials.
- make a list to show your four favorite play friends. Put the activity they enjoy doing most with that friend beside their name.

Read Aloud Connection

The Snowy Day by Ezra Jack Keats, Scholastic, Toronto, 1962.

Caillou and the Rain, adapted by Roger Harvey, Chouette-Cinar, 1997.

Learning About Language - Focused Teaching		
High Frequency Words	over, then, called, of, coming	Choose two of these words and practice writing them on an erasable board.
Letters and Letter Clusters	<i>li</i> - it, inside, is, in <i>pl</i> - playroom, play, played <i>bl</i> - blanket <i>Br</i> - Brad	Make a list of other words that begin with <i>bl</i> . Can you write a <i>bl</i> word that begins with a capital (e.g. <i>Blaine</i>)? Use movable letters to put together and take apart <i>it, is, in</i> . Use movable letters to make these words.
Onset and Rimes and Word Families	Brad, bad, sad, had, mad, pad eat, seat, meat, wheat, beat Kate, late, mate, plate	Can you make some new words? Record the words you make.
Word Endings	<i>ing</i> – coming, something <i>ed</i> - stopped	Brainstorm to create a list of words that end in <i>ed</i> and require the final consonant to be doubled, e.g. <i>jammed, labeled, slapped</i> .
Compound Words	outside, playroom, something, inside	Underline each little word found in the bigger word.
Text Features	it's, can't	Write a sentence using one of these contractions.
Poetry Links	Bold font - inside	Encourage children to use this feature in their own writing.
Contractions	<i>then</i> – <i>Meeting Bear</i> <i>of</i> – <i>Up and Down</i> <i>over</i> – <i>The Big Truck</i> <i>Three Silly Monkeys</i>	Feature these poems in shared reading to reinforce the high frequency words. The high frequency words shown are found both in the book and the poem.

Venn Diagram

Compare and discuss play activities that are inside, outside and both.

