

Focus Question:

Who needs rain, and why is rain important?

Book Summary

Text Type: Fiction/Fantasy

Have you ever been stuck inside because it was raining? That's what happens to a boy named Andy in *Who Needs Rain?* He is then visited by a cloud in his dreams and learns why rain is important. Colorful illustrations and engaging text support emergent readers. This story can be used to teach students how to determine an author's purpose for writing as well as to recognize and use interrogative sentences.



Lesson Essentials

Instructional Focus

- ☐ Connect to prior knowledge to understand text
- ☐ Determine author's purpose
- ☐ Describe information provided by illustrations
- ☐ Discriminate initial consonant *cl*-blend
- ☐ Identify initial consonant *cl*-blend
- ☐ Recognize and use interrogative sentences
- ☐ Identify and use the high-frequency word *said*

Materials

- ☐ Book: *Who Needs Rain?* (copy for each student)
- ☐ Author's purpose, initial consonant *cl*-blend, interrogative sentences worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com. (*) words appear in the lesson but not the book.

- **High-frequency words:** *said, to, who*
- **Words to Know**
Story critical: *crops (n.), dams (n.), firefighters (n.), goods (n.), power (n.), wondered (v.)*
- **Academic vocabulary:** *author (n.)*, purpose (n.)**

Guiding the Reading

Before Reading

Build Background

- Write the word *rain* on the board and read it aloud with students. Ask students what they do and do not like about the rain. Invite volunteers to share specific examples.
- Write *Who needs rain?* on the board and read it aloud. Have students work with a partner to come up with answers to the question and have them illustrate one of the reasons. Invite volunteers to share their drawings with the class.

Introduce the Book

- Give students their copy of *Who Needs Rain?* Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy:

Connect to prior knowledge

Explain to students that engaged readers make connections between what they already know and what they learn as they read. Point out that when they think about what they already know, it helps them better understand and enjoy what they read. Have students look at both the cover and the title page of the story and discuss with a partner any connections to prior knowledge they made. Invite volunteers to share their connections with the rest of the class.

Introduce the Comprehension Skill:

Author's purpose

- Explain to students that an author usually has a reason or purpose for writing a book. The purpose could be to entertain, to inform, or to persuade the reader. Explain that to *entertain* means to amuse someone, to *inform* means to give someone information about something, and to *persuade* means to convince someone to think or do something in a certain way.

Guiding the Reading (cont.)

- Review with students a book the class has previously read. Have students work with a partner to figure out the author's purpose. Discuss students' answers and come to a class consensus. Have students work with a partner to predict the author's purpose for *Who Needs Rain?*

Vocabulary

Have students turn to the "Words to Know" box on the copyright page. Point out that these words can be found in the story and that understanding the meaning of each word will help them better understand what they read. Read the words aloud to students and, as a group, discuss the meaning of each word. On the basis of the definitions discussed, have students work in groups to illustrate each vocabulary word on a poster. Have students share their posters with the class.

Set the Purpose

- Have students read to find out more about who needs rain. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *Why couldn't Andy play outside?* (level 1) page 3
- *How does Andy feel about rain at the beginning of the story? How do you know?* (level 3) pages 3 and 4
- *Why do farmers need rain?* (level 1) page 6
- *How is the way that fish need rain different from the way other animals need rain?* (level 2) pages 7 and 8
- *How does Andy feel about rain when he wakes up in the morning? Why?* (level 3) multiple pages

Text Features: Illustrations

Explain that illustrations, or pictures, help readers understand what is going on in a story. Pictures are especially useful to help draw out the prior knowledge of the reader. Have students look at the picture on page 8 with a partner. Ask students to discuss the answers to the following questions with their partner: *How does the picture help you better understand the importance of rain to animals? Have you seen animals drinking out of rain puddles?* Have students look at the picture on page 11 and ask the following questions: *How does the picture show you*

that rain helps ships move? Did you need the picture to help you understand the text? Why or why not? Invite volunteers to share their answers with the class.

Skill Review

- Model for students how you connect to prior knowledge as you read. Have students share with a partner the connections they made between their prior knowledge and what they read. Have students draw a picture of one of their connections to the story. Explain that their drawing should show what they already knew about the topic, not just what they learned from the story. Invite students to share their drawing and connections with the class. Discuss as a class the importance of connecting to prior knowledge. Ask students if it helped them better understand and remember what was happening in the story.
- Have students work with a partner to discuss the details of the book and their effect on the reader. Have them share their opinion on the author's purpose for writing the book.
- Model evaluating details to determine the author's purpose.
Think-aloud: *The book provides lots of information about how important rain is and includes many specific examples of who needs rain. The cloud in the book is teaching the boy, so I think that the author's purpose is to inform. I will continue to read the rest of the book to see if the author had a different main purpose or multiple purposes for writing this book.*
- Model how to complete the **author's purpose worksheet**. Have students underline details in the book. Then have them compare their details with a partner and determine the author's purpose for the book.

After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Skill Review

Graphic Organizer: Author's purpose

Review the author's purpose worksheet that students completed. Have students share their work in small groups. Ask volunteers to share the details they chose with the rest of the class. Write the words *inform* and *entertain* on the board. Discuss with students that *inform* is the main reason, but that it was also entertaining how the cloud teaches the boy in his dreams and then he wakes up understanding the importance of rain.

Guiding the Reading (cont.)

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary, but should include examples of who needs rain and why. Sample: *Many people, plants, and animals need rain. Plants need rain to grow, animals need rain so they can drink, and so on.*)

Comprehension Checks

- **Book quiz**
- **Retelling rubric**

Book Extension Activities

Build Skills

Phonological Awareness:

Initial consonant *cl*-blend

- Say the word *cloud* aloud to students, emphasizing the initial /cl/ sound. Have students say the word aloud and then say the /cl/ sound.
- Have students practice saying the /cl/ sound to a partner and then create an oral list of words that begin with the /cl/ sound. Invite volunteers to share a word with the rest of the class, and have other students give the thumbs-up signal if they agree that the word begins with the *cl*-blend.
- **Check for understanding:** Say the following words one at a time, and have students clap when they hear a word that begins with the *cl*-blend: *clean, car, close, clip, rack, and cluck*.

Phonics: Initial consonant *cl*-blend

- Write the word *cloud* on the board and read it aloud with students.
- Have students say the /cl/ sound aloud. Then, run your finger under the letters as students say the whole word aloud. Ask students to identify which letters represent the /cl/ sound in the word *cloud*.
- Say the word *cloud*, emphasizing the initial sound, and have students practice writing the word on a separate sheet of paper.
- Have students identify and circle all the words that begin with the /cl/ sound in the book.
- **Check for understanding:** Write the following words on the board, leaving off the initial consonant blend: *clack, click, club, and clover*. Read each word, one at a time, aloud with students. Invite a volunteer to come to the board and add the initial consonant blend to the first word. Repeat with the remaining words.

- **Independent practice:** Introduce, explain, and have students complete the **initial-consonant-cl-blend worksheet**. If time allows, discuss their answers.

Grammar and Mechanics:

Interrogative sentences

- Write the following sentence on the board: *Who needs rain?* Read the sentence aloud with students.
- Explain that all sentences have a signal at the end to let readers know when to stop reading. Invite a volunteer to come to the board and circle the signal at the end of the sentence.
- Explain that the signal is called a *question mark*. Have students say *question mark* aloud. Point out that a question mark is like a stop sign because it tells the readers to stop reading for a brief moment.
- Reread the sentence aloud with students. Point out that the sentence asks a question and that the reader can answer. Explain that this type of sentence is called an *interrogative sentence*. Have a volunteer come to the board and point to the question mark.
- Have volunteers ask a question about the rain in the book. Write the questions on the board leaving off the question marks. Read the question and have students tell what they noticed about your voice as you read it. Invite volunteers to come to the board and add question marks to the end of each sentence. Reread the questions and ask students to notice how your voice rises at the end of each one.
- **Check for understanding:** Have students locate and underline all the interrogative sentences in the book.
- **Independent practice:** Introduce, explain, and have students complete the **interrogative sentences worksheet**. If time allows, discuss their answers.

Word Work: High-frequency word *said*

- Write the word *said* on the board and read it aloud with students. Explain to students that they will often see this word in books they read, and they should memorize it so they can recognize it right away.
- Read page 6 with students and ask them to point to the word *said*. Discuss the meaning of the word *said*. Explain that the word *said* is used to explain who spoke.
- Ask students to write the word *said* on their desk with their finger as you spell it aloud. Then, have students practice spelling the word aloud with a partner.
- **Check for understanding:** Have students locate and circle every occurrence of the word *said* in the story. Then have students work with a partner to use the word *said* in three oral sentences. Invite volunteers to share a sentence with the rest of the class, and have other students clap once if they used the word *said* correctly.

Connections

- See the back of the book for cross-curricular extension ideas.