

 **Oxford Level 3**

Rain

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Text type: non-chronological report

Topic: rain and water

Synopsis

When it rains heavily, a child complains to her mother. Her mother then explains all the different ways in which rain helps people, animals and plants.

There is a topic-linked fiction book to partner this title, which is called *Is That Rain?*

Group/Guided reading

Introducing the book

- ➡ *(Predicting)* Look together at the cover. Ask: *What is the child in the picture doing? What do you think the book will be about?*
- ➡ Say: *The girl looks as if she is having fun. What games do you like to play in the rain?*
- ➡ Read the blurb together and ask: *Can you think of some ways that rain helps us?*

Vocabulary check

- ➡ As they read, encourage the children to sound out and blend new words, for example *r-u-nn-i-ng*, *r-ai-n*.
- ➡ This book includes many decodable words, providing lots of opportunities for children to practise the skill of sounding out and blending new words. There are also some high frequency tricky words used in the book. These words are common but may not conform to the phonic teaching that children will have learned at this point. Support the children with reading these words, explaining that they are tricky but common and useful. If necessary, simply read the word for them:
we be
- ➡ There are a number of topic words used in this book. These include words that may be familiar but do not conform to the phonic teaching that children will have learned at this point, and subject-specific vocabulary that may be unfamiliar to children. You can look together at the inside front cover for a list and their definitions. Explain to the children that these words may be challenging but they are important for the topic. Read these words for the children if necessary, to help build familiarity before they read the book.

water plants clean drink



Reading the book

- ➔ Ask the children to read the book aloud and help where necessary. Praise and encourage them as they read. Where necessary, encourage the children to re-read sentences to focus on meaning.
- ➔ After reading p4, ask: *How do you think the girl feels about not being able to go in the garden? How do you feel when it rains?*
- ➔ After reading p8–9, ask: *What might happen to plants if it doesn't rain for a long time?*
- ➔ On p13, support the children to read 'fishing'. Check that the children know what this means.
- ➔ *(Predicting)* After reading p13, ask: *What else do we use rain for?* Encourage the children to give suggestions about what might come next in the book.
- ➔ *(Questioning)* At the end of p17, ask: *What would you like to ask the girl about rain?* Encourage the children to share their questions with the group and discuss possible answers.

Returning to the book

- ➔ *(Summarizing / Clarifying)* Look again at p10–11 and ask the children to explain, in their own words, how rain helps animals.
- ➔ *(Summarizing / Clarifying)* Ask the children to look at p18 with a partner and to describe what each picture shows. Encourage them to use each picture to explain why rain is good.
- ➔ Ask the children to think about all the things they do in a day and encourage them to explain some of the different ways that rain helps them every day.

Independent reading

- ➔ Introduce the book as in the Introducing the book section above.
- ➔ Encourage the children to read the book as independently as possible. Remember to give them lots of encouragement and praise.
- ➔ As they read, encourage the children to sound out and blend new words, for example *r-oo-t-s, s-oi-l*.
- ➔ Support the children with reading high frequency tricky words.
- ➔ This book also contains a number of topic words, which children may need more support with at this stage, but which enrich the book. You can look together at the inside front cover for a list and their definitions. If a word is too difficult, simply read the word for them.
- ➔ Remind the children to use the pictures to support them when reading the text.
- ➔ For suggestions of questions to ask the children after they have read the book to check comprehension, please refer to the Look Back, Explorers page in the book.

Speaking, listening and drama activities

- ➔ Ask the children to work in small groups and imagine they are going to play outside in the rain.
- ➔ Encourage the children to act out dressing themselves for the rain, putting on boots, raincoats and hats. Prompt them to describe their actions and to use facial expressions and body language, e.g. concentrating hard as they do up their buttons, squeezing and exhaling as they squeeze their boots on.
- ➔ Ask them to suggest what games they could play in the rain and act them out.

Writing activities

- ➔ Ask the children to look again at the pictures on p18.
- ➔ Ask them to choose one picture and write a sentence about the picture to explain why rain is good.
- ➔ Encourage the children to say their sentence aloud to their partner to check for sense before writing.

Cross-curricular activity

Understanding the world

- ➔ Encourage the children to use books and child-friendly sites on the Internet to find out about the water cycle. Encourage the children to draw a poster of something they find out.

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Rain

Curriculum links and assessment

Links to Oxford Reading Criterion Scale

- Without prompting, uses words and illustrations together to gain meaning from a text. (R/D) (ORCS Standard 1, 17)
- With support, can find information to help answer simple, literal questions. (ORCS Standard 1, 18)
- Can read words with some vowel digraphs e.g. /ai/ /ee/ /igh/ /oa/ /oo/. (READ) (ORCS Standard 1, 19)
- Can talk about main points or key events in a simple text. (R) (ORCS Standard 1, 20)

Letters and Sounds: Phase 3

Explore with Biff, Chip and Kipper titles are designed to support children with the transition from phonic readers to richer reading with highly decodable fiction and non-fiction. These titles tell a complete story or cover a non-fiction topic using natural language, with a high proportion of phonically decodable words and a selection of high frequency tricky words. Each book also has a limited number of non-decodable but achievable words to enrich the language and expand children's vocabularies and knowledge.

ENGLAND Statutory framework for the early years foundation stage

	Early Learning Goals	Book-related assessment pointers
ELG 03 Speaking	Children express themselves effectively, showing awareness of listeners' needs. (ELG03.1)	Check the children use actions and facial expressions when role-playing dressing for the rain and playing games in the rain.
ELG 01 Listening and attention	Children listen attentively in a range of situations. (ELG01.1)	Check the children listen carefully to their peers explaining how rain helps us.
ELG 02 Understanding	Children answer 'how' and 'why' questions about their experiences and in response to stories or events. (ELG02.2)	Check the children describe each picture on p18 and use each picture to help explain why rain is good.
ELG 09 Reading	Children use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. (ELG09.2)	Check the children use their phonic knowledge to decode new regular words.
ELG 10 Writing	Children write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. (ELG10.2)	Check the children rehearse and write a simple sentence about rain.

SCOTLAND Curriculum for Excellence: Literacy and English experiences and outcomes, Early Level

	Experiences and outcomes	Book-related assessment pointers
Listening and talking	Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. (LIT 0-09a)	Check the children use actions and facial expressions when role-playing dressing for the rain and playing games in the rain.
	To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. (LIT 0-07a / LIT 0-16a / ENG 0-17a)	Check the children think of a question they have about rain.
Reading	I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write. (ENG 0-12a / LIT 0-13a / LIT 0-21a)	Check the children use their phonic knowledge to decode new regular words.
	I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things (LIT 0-14a)	Check the children describe each picture on p18 and use each picture to help explain why rain is good.
Writing	I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read or write. (ENG 0-12a / LIT 0-13a / LIT 0-21a)	Check the children rehearse and write a simple sentence about rain.

WALES Curriculum for Wales: Foundation Phase Framework, Reception

	Framework objectives	Book-related assessment pointers
Oracy	contribute to role-play activities using relevant language (YR_OracSpea.7)	Check the children use actions and facial expressions when role-playing dressing for the rain and playing games in the rain.
	answer 'Who?', 'What?', 'Where?' and open-ended questions relating to own experiences, stories or events (YR_OracList.8)	Check the children describe each picture on p18 and use each picture to help explain why rain is good.
Reading	apply the following reading strategies with support: – phonic strategies to decode simple words (YR_ReadStrat.6i)	Check the children use their phonic knowledge to decode new regular words.
Writing	begin to sequence words, signs or symbols appropriately (YR_WritStru.1)	Check the children rehearse and write a simple sentence about rain.

NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Primary Level 1

	Levels of progression	Book-related assessment pointers
Talking and listening	use vocabulary from within their experience to describe thoughts and feelings (L1_com_talk.3)	Check the children use actions and facial expressions when role-playing dressing for the rain and playing games in the rain.
	ask and answer questions for specific information (L1_com_talk.2)	Check the children describe each picture on p18 and use each picture to help explain why rain is good. Check the children think of a question they have about rain.
Reading	understand that words are made up of sounds and syllables and that sounds are represented by letters (L1_com_read.2i)	Check the children use their phonic knowledge to decode new regular words.
Writing	express thoughts, feelings and ideas, from within their experience, using symbols, pictures, words, phrases and simple sentences (L1_com_writ.2)	Check the children rehearse and write a simple sentence about rain.

CAMBRIDGE INTERNATIONAL Primary English Curriculum Framework: Level 1

	Learning objectives	Book-related assessment pointers
Speaking and listening	Engage in imaginative play, enacting simple characters or situations. (1SL9)	Check the children use actions and facial expressions when role-playing dressing for the rain and playing games in the rain.
	Answer questions and explain further when asked. (1SL4)	Check the children describe each picture on p18 and use each picture to help explain why rain is good.
Reading	Use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words. (1R06)	Check the children use their phonic knowledge to decode new regular words.
Writing	Use knowledge of sounds to write simple regular words, and to attempt other words including when writing simple sentences, dictated by the teacher, from memory. (1W04)	Check the children rehearse and write a simple sentence about rain.