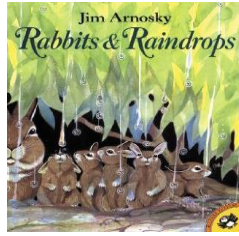




## Rabbits And Raindrops Read Aloud

### Standards:

ELA.SL.CC.PS.1 - 3; ELA.RL.KID.PS.1 - 3  
 ELA.RL.CS.PS.1 - 3; ELA.RL.IKI.PS.1 - 2  
 ELA.RL.LTC.PS.1



### Materials:

- *Rabbits And Raindrops*

### Vocabulary:

- **bees:** winged insects that make honey
- **butterfly:** a flying insect with large wings
- **clover:** a plant with three small leaflets and white or purple flowers
- **grasshopper:** an insect with strong legs for jumping
- **hedge:** a row of bushes
- **hummingbird:** a little bird that drinks from flowers
- **lawn:** a grassy area
- **nibble:** to chew taking tiny bites
- **raindrops:** drops of water that fall from the sky
- **soaked:** very wet
- **shelter:** a safe place
- **shower:** a short, gentle rain
- **waterproof:** keeps water out/ off

### Preparation:

Set up materials

### First Read:

Children will

- Listen to a story read aloud.
- Demonstrate increasing levels of sustained and focused engagement.
- Show a steady increase in the number of words in listening vocabulary.
- Develop understanding of main events.

Teacher(s) will:

- Read with expression.
- Select 5-10 vocabulary words and enhance them by: pointing to the picture, gesture, tone of voice or by inserting a short definition.

- Provide comprehension asides: comment during the story about the main character’s emotional state, explain an illustration or a change in scene, or indicate what various characters do or do not know.
- Model analytical thinking when appropriate – e.g. “I’m thinking...”

<p>“We have a new story to read today. The title of this book is <i>Rabbits and Raindrops</i>. One person is both the author, who wrote the words and the illustrator, who created the pictures - his name is Jim Arnosky.”</p> <p>“Here, on the cover of this book, are some baby rabbits and their mother. This story is about the first time that the baby rabbits come out of their nest to explore the outside world. Something happens while they are exploring that almost ruined their day. Let’s read and find out what happened.”</p> <p>“The <b>hedge</b> is this row of bushes. The <b>lawn</b> is the green grass.”</p> <p>“‘...for the first time’ her babies were just recently born, so they have not been out of the nest yet.”</p> <p>“‘..clover blossoms and leaves..’ They are taking tiny bites, <b>nibbling</b>, the clover plants.”</p> <p>“..<b>grasshoppers</b>, spiders &amp; bees.”</p> <p>“The rabbit’s fur won’t keep the water off- it isn’t <b>waterproof</b>.”</p> <p>“The hedge is a good <b>shelter</b> for the rabbits. It is a safe place that keeps them warm and dry.”</p> <p>“The rain wasn’t very hard. It was gentle, and quick- it was just a <b>shower</b>.”</p>	<p><i>Underline title while reading it.</i></p> <p><i>pgs. 1 &amp; 2 point</i></p> <p><i>pgs. 3 &amp; 4</i></p> <p><i>p. 9 Point to clover.</i></p> <p><i>p.10 Point.</i></p> <p><i>p. 13</i></p> <p><i>p. 16</i></p> <p><i>p. 24</i></p>
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**Discussion Question(s):**

- How did the mother rabbit take care of the baby rabbits?
- Why does the mother rabbit hop out of the nest before her babies?

## **Second Read**

Children will:

- Listen again to the story read aloud.
- Demonstrate increased level of sustained and focused engagement.
- Show a steady increase in the number of words in listening vocabulary.
- Develop understanding of main events.

Teacher(s) will:

- continue to define the vocabulary words from Story Reading 1 and include additional vocabulary that may need more verbal definitions.
- explain feelings or thoughts of secondary characters.
- deepen the comprehension of primary characters, story problem, etc.
- model analytical thinking.

“We have read this story once before. So we remember that the story’s title is...*Rabbits and Raindrops*. The author is Jim Arnosky, and he is also the illustrator, who created the pictures.”

“Remember this is a story about baby bunnies leaving their nest to explore for the very first time. Let’s read this story one more time.”

“Mother rabbit is hopping out first to make sure it is safe for her babies to follow her.”

“**Clovers** are plants with three small leaflets and white or purple flowers that rabbits like to eat or **nibble**.”

“**Grasshoppers** are insects that have strong legs for jumping.”

“If the baby rabbits get **soaked**, or very wet, they might get sick.”

“A **butterfly** flutters in...”

“It looks like a **hummingbird**, a little bird that drinks from flowers, is also sharing the rabbits’

*Pause before reading the title so that children can chime in. Underline the title while reading it.*

*p. 5 & 6*

*p. 9*

*p. 10*

*p. 13*

*p. 17 - Point to butterfly (to clarify illustration).*

*p. 20*

shelter.”

**Discussion Questions(s):**

- Why did the turtle (p. 24) probably not need to take shelter under the hedge?
- Why did the rabbits hop all together the second time they left the nest, right after the rain shower was over?

**Third Read:**

Children will:

- Reconstruct parts of the story
- practice saying and using story-related vocabulary words
- recall main events and characters in the story when prompted

Teacher(s) will:

- Jointly reconstruct the story with children.
- Expand, clarify or add more information to children’s responses.
- Address misunderstandings.
- Define words as necessary.
- Deepen comprehension asides.
- Model analytical thinking.

“We have read this book together twice so we remember the title is... *Rabbits & Raindrops*. Today we are going to talk about and retell the story together.”

“We remember....”

“We remember they nibbled...”

“All of a sudden...”

*Pause before reading the title for children to chime in.*

*p. 1 - Pause, use “we remember....” and point to rabbits to help begin conversations.*

*p. 3 - Read IF children do not contribute.*

*p. 5 - point at mother rabbit*

*pgs. 7 & 8 prompt and point at clovers & insects as needed.*

*p. 9 & 10*

*p. 13 & 14 Read if children do not contribute.*

“Out in the shower...”

“And when the shower ended they....”

*p. 15 Point to butterfly to prompt.*

*p. 19 Prompt/read as needed.*

*pgs. 23-26*

***Discussion Questions(s):***

- The rabbits and the turtle protected themselves from the rain in different ways, how do you protect yourself from the rain?

***Fourth Read:***

Children will:

- act out one or more scenes from the story
- explore character motivations and emotions
- recall main events from the story

With children, choose one scene to act out. Assign roles to children, or use a structure to ask for volunteers. As you read the corresponding pages from the story, children act out the scene and recite any dialogue.

***Discussion Questions(s):***

- At the end of the story it said the rabbits tasted the wet grass, and played rabbit tag in the sun. What are some things you like to do outside in the sun?

Suggested Transition Activity First Read	Literacy/Language Skills Supported
<p>Tell children that you will dismiss them by the beginning sound of some animals and words in Rabbits and Raindrops.</p> <p>“If your name begins with /r/, like rabbit, you may....”            “If your name begins with /b/, like butterfly, you may....”            “If your name begins with /c/, like clover you may...”            “If your name begins with /g/, like grasshopper...”</p>	<p><b>Direct</b>            -Beginning sounds            - vocabulary support</p> <p><b>Indirect</b>            -repeated exposure to well-formed sentences (“If your name begins....”)</p>

Suggested Transition Activity Second Read	Literacy/Language Skills Supported

Tell children you are going to dismiss them by calling the letter of their first name. Use vocabulary from Rabbits and Raindrops with beginning sounds.

“If your name begins with the letter R like rainbow, you may...”

“If your name begins with the letter L like lawn, you may...”

“If your name begins with the letter G like grass, you may...”

“If your name begins with the letter H like hedge, you may...”

**Direct**

-Letter ID

-vocabulary support

**Indirect**

-repeated exposure to well-formed sentences (“If your name begins....”)

**Suggested Transition Activity**

**Third Read**

Tell children that you are going to dismiss them by using the Rabbits and Raindrops story bok words that have the same number of parts as the children’s names. Provide an example “Lawn has one part, (clap it) like Lyn.”

“Hedge has one part. If your name has one part like hedge you may...”

“Blos-som has two parts. If your name has two parts you may...I-an, lan and A-lex, Alex you have two parts in your name... you may....”

“Grasshopper, grass-hop-per has three parts. If your name has three parts you may... “

Break children’s names into syllables to support them and deepen understanding.

**Literacy/Language Skills Supported**

**Direct**

-Syllable segmentation

-vocabulary support

<b>Suggested Transition Activity</b> <b>Fourth Read</b>	<b>Literacy/Language Skills Supported</b>
<p>Tell children you are going to dismiss them by saying the colors of the plants and animals pictured in the Rabbits and Raindrops illustrations.</p> <p>“If you are wearing pink like a clover blossom you may...”</p> <p>“If you are wearing green like a hummingbird’s back you may...”</p> <p>“If you are wearing yellow like a dandelion blossom, you may...”</p>	<p><b><u>Direct</u></b></p> <ul style="list-style-type: none"><li>-category labels</li><li>-vocabulary supports</li></ul> <p><b><u>Indirect</u></b></p> <ul style="list-style-type: none"><li>-repeated exposure to well-formed sentences (“If you are wearing...”)</li></ul>