

Raindrops Roll

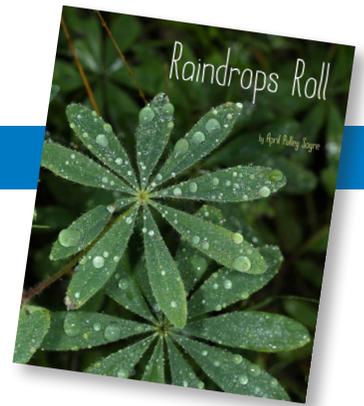
A RIF GUIDE FOR EDUCATORS

Themes: Weather, Water Cycle, Nature

Book Brief: What can raindrops do? Follow along as the author takes readers on a journey through the wet, wonderful world of rain using fun poetry and beautiful photographs.

Author and Photographer:
April Pulley Sayre

Content Connections:
Science



TIME TO READ!



BEFORE WE READ, LET'S LOOK AT...

The Cover: Why do you think the author chose the title *Raindrops Roll*? What do you see in the cover picture? In her blog, the author notes that there is a small fly on the cover. Can you find it?

The Pictures: Why do you think the author chose to take photographs rather than draw illustrations for this book? Flip briefly through the pages. Then visit her blog for an in-depth explanation of each picture: <http://www.aprilsayre.com/2014/08/26/raindrops-roll-miss-rumphius-secrets-science/>.

Prior Knowledge: If students aren't familiar with the water cycle, introduce the basic concept and walk briefly through the steps. Ask students to keep this in mind as they read. For older students, ask for volunteers to help review the steps of the water cycle. What are some different kinds of precipitation?

Vocabulary: pod, magnify, reveal (*A Splash of Science* in the back of the text offers tier 3 academic vocabulary which may also be introduced.)

Purpose for Reading: As we read, pay attention to the verbs the author uses to describe what the rain is doing. Be prepared to come up with your own verb to describe the action of rain.



WHILE WE READ

MONITORING COMPREHENSION

- ◆ What are common indicators that it might rain?
- ◆ Why do plants need the rain?
- ◆ Can plants get too much rain? What happens?

- ◆ What purpose does rain serve for animals in their natural habitats?
- ◆ How is rain like a magnifying glass?
- ◆ Where do the raindrops go after the sun comes out?

LET'S THINK ABOUT

Our Purpose: The author used verbs to describe the actions of the raindrops. Which verb do you feel captured the raindrops' actions best? Can you think of other verbs that would describe the action of a raindrop? Think about other forms of precipitation. What verbs would you use to describe the actions of snow? Sleet?

Extending Our Thinking: Do you think the author took the pictures first and then wrote the text around them, or do you think she wrote the text first and then took pictures to match the text? Discuss your answer with a partner and explain your reasoning. Which way do you think would be easier and why? Can you think of at least three ways pollution is affecting the water cycle? Share your answers with the class. How is water pollution harming plants, animals, and people? How can we help?

NOTE TO EDUCATORS

- ◆ Extension Activities for Educators also available.



Reading Is
Fundamental