



PEACHTREE

# TEACHER'S GUIDE

Includes Common Core Standards Correlations

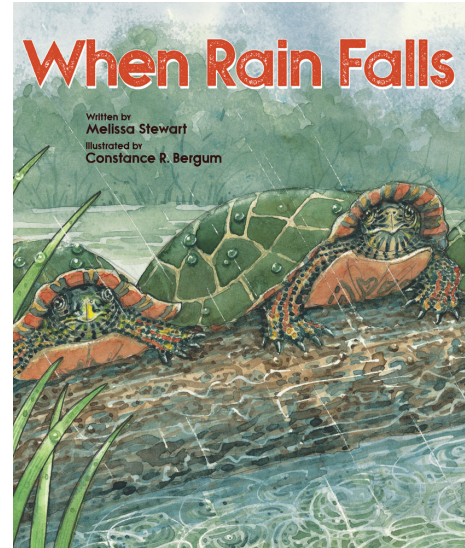
## When Rain Falls

Written by Melissa Stewart  
Illustrated by Constance R. Bergum

HC: 978-1-56145-438-9

PB: 978-1-68263-100-3

Ages 4–8 | Nonfiction  
AR • Lexile • F&P • GRL L; Gr 2



### ABOUT THE BOOK

We go inside when the rain comes down, but where do animals go? That depends on the kind of animal and where it lives. Bees hide in hives and ants stay safe in underground nests. Squirrels pull their long bushy tails over their heads like umbrellas. Caterpillars crawl under leaves. Using clear, simple language, *When Rain Falls* offers young readers a lyrical look at how animals living in forests, fields, wetlands, and deserts behave during a rainstorm.

### THEMES

- Habitats
- Weather
- Water cycle
- Animal groups (insects, mammals, reptiles, birds)
- Plant and animal diversity

### SKILLS REINFORCED

- Observation
- Description
- Compare and contrast
- Sorting and sequencing
- Size and scale

### BEFORE YOU READ

#### Grades K–1

- After looking at the cover of the book and reading the title, ask students what they think *When Rain Falls* will be about. Write their responses on chart paper. **CCSS ELA RIT #1 & 2**
- Provide a list of vocabulary words and discuss their meanings. **CCSS ELA RIT #4**
- Encourage students to list reasons why rain is important. **NGSS PE K-LS1-1**
- Discuss what humans do when it rains (go inside or take shelter; use umbrellas, raincoats and rain boots). Then ask students what they think wild animals do when it rains. Have them consider a large animal (deer), a medium-size animal (squirrel), and a small animal (ladybug). **NGSS PE 1-LS1-1**
- Assign each student one of the animals mentioned in the book.

#### Grades 2–3

- Ask students to predict the main idea of *When Rain Falls*. Write their responses on chart paper. **CCSS ELA RIT #2**
- Have students discuss the following questions in small groups. Before reading the book, compile the groups' answers on chart paper. **NGSS PE 2-LS4-1 & 3-LS4-3**

1. What is a habitat?
  2. What kinds of plants live in a field, a forest, a desert, and a wetland?
  3. What kinds of animals live in each environment?
  4. How does rain help plants and animals? How can it harm them?
- Provide a list of vocabulary words. Encourage students to buddy up and work together as they look the words up in a dictionary and write definitions. **CCSS ELA RIT #4**

## AS YOU READ

### Grades K–1

- Ask students to raise a hand when you mention the animal you assigned them. They should be ready to tell the class what that animal does when it rains. **CCSS ELA SL #2**
- Ask students to think about the main idea of the book. **CCSS ELA RIT #2**

### Grades 2–3

- Ask students to think about the main idea of the book. Do they hear details that can support that main idea? They may want to make notes on a piece of paper. **CCSS ELA RIT #2**
- Students should also think about the ideas you recorded on chart paper. Are there things they would like to change or add? They may want to make notes on a piece of paper. **NGSS PE 2-LS4-1 & 3-LS4-3**

## AFTER YOU READ

### Grades K–1

- Ask students to identify the main idea of *When Rain Falls*. Work with them to find details that support that idea. List them on chart paper. **CCSS ELA RIT #1 & 2**
- Have students draw a picture showing what their assigned animal does when rain falls. Ask them to explain their pictures to the rest of the class. **NGSS PE 1-LS1-1**

### Grades 2–3

- As a class or in groups, have students add new information to or cross out incorrect information from the ideas you compiled on chart paper before reading the book. **NGSS PE 2-LS4-1 & 3-LS4-3**
- Working in groups of three or four, students should compare the habitats described in the book. Ask them to consider the plants, animals, and water availability in each habitat. Then have students create Venn diagrams to highlight the similarities and differences among the four habitats. **NGSS PE 2-LS4-1**

## CLASSROOM ACTIVITIES

### SCIENCE

#### Grades K–1

- Ask your students to bring raingear to school and take the class outside while it is raining. Ask students to use their five senses to observe the rain. They should consider these questions:
  1. How large are the drops?
  2. What sounds do the drops make?
  3. How does rain feel?
  4. Does rain have a smell? (Rain can be polluted so children shouldn't taste it.)
  5. What happens to rain when it hits the pavement, the grass, or the school building? Discuss the questions when you go back inside.
- On a warm, sunny day after a rainstorm, have students use chalk to draw circles around shallow puddles on pavement. They should add a new line every 30 minutes. Have them describe what is happening to the puddle in their notebooks and try to explain why. **NGSS PE K-PS3-1**

#### Grades 2–3

- Take your class outside after a rainstorm. Have students find and observe puddles. They should describe the puddles in a notebook and hypothesize why they form where they do. **NGSS PE 2-ESS2-3**
- Students can observe how a cloud forms by placing three spoonfuls of soil and a little bit of grass at the bottom of a small, resealable plastic bag. Then they should add one spoonful of water to the soil. (Students must be careful not to get the sides of the bag wet.)  
Have students seal their bag and tape it to a sunny window. They should observe the bag after 5, 10, and 15 minutes. Have them draw pictures and make notes of what they see. Ask them what happens when they tap the sides of the bag. **NGSS PE 2-ESS2-3**
- Divide the class in half and have each team create a Book Fact Scavenger Hunt for the other team. Students should look through *When Rain Falls* and other books about rain or how rain affects animals living in a particular habitat. (See Related Reading at the end of this guide for suggestions.) Each team should choose a few interesting facts and turn them into questions. Here are some examples:
  - According to *When Rain Falls*, how do squirrels stay dry when rain falls?
  - According to *Down Comes the Rain* by Franklyn M. Branley (Scholastic, 2003), how do clouds form?

Type each team's questions, print them out, and cut them so each question is on a separate strip of paper. Place the questions in two bags or boxes, so the students on the opposite team can pick one question at a time and compete to see which team can answer the most questions. **CCSS ELA RIT #9, Writing #7 & 8, NGSS PE 2-LS4-1 & 3-LS4-3**

## MATH

### Grades K–1

- Using photos from books or the Internet, show students that the patterns of dots on a ladybug's wings are symmetrical. Give students a red, oval piece of paper and have them paint black dots on one half. (Make sure students leave plenty of space between the dots.)

While the paint is still wet, show students how to fold the oval in half and press the painted side against the blank side. Their ladybugs wings will end up with the same pattern on both sides. Have them write the doubles addition fact to accompany their dots.

- Using the information below, students should create a bar graph that compares animal sizes. **CCSS Math MD A.1, A.2, B.3**

|                  |                     |
|------------------|---------------------|
| Ant: 0.06 in.    | Hawk: 20 in.        |
| Butterfly: 3 in. | Ladybug: 0.25 in.   |
| Chickadee: 6 in. | Mouse: 3 in.        |
| Deer: 60 in.     | Rattlesnake: 36 in. |
| Duck: 26 in.     | Squirrel: 18 in.    |
| Fox: 40 in.      | Turtle: 10 in.      |

Help students identify each animal as a mammal, reptile, insect, or bird. Which group of animals tends to be the largest? Which tends to be the smallest? Does size affect what they do when it rains?

- Invite students to choose three animals from the list above and draw them to scale. They can also color the animals using the art in *When Rain Falls* as a guide. **CCSS Math MD A.2**

### Grades 2–3

- Create a rain gauge for your class. You will need a large, plastic peanut butter jar and the top half of a 2-liter soda bottle (turned upside down and placed inside the jar to act like a funnel). Use a ruler and permanent marker to mark  $\frac{1}{2}$ -inch divisions along the side of the jar.

Place the rain gauge in an open area outdoors. Each day, ask a pair of students to record any rainfall and empty the rain gauge if necessary. Each month, have the class calculate the total rainfall and

the average weekly rainfall. Then have students compare that to data from a local weather station.

**CCSS Math MD B.4, NBTA.2**

- The United States is losing more than 80,000 acres of wetland habitat annually. That's more than seven football fields every hour! Have students calculate the average number of acres of wetland habitat the United States loses every week and every month. **CCSS Math OA C.7**

## LANGUAGE ARTS

### Grades K–1

- Have students create as many words as possible with the letters in the title: *When Rain Falls*. Ask the children to sort the words by number of letters in each word or by word families, such as an, in, and all (suggestions below). They can also alphabetize the words. **CCSS ELA FS #2**

First round: an, ran, fan, fans

Second round: in, win, wins, fin, fins

Third round: all, wall, walls, hall, halls, fall, falls

- Ask students to create a picture story of what they do before, during, and after a rainstorm. **CCSS ELA Writing #1**
- Have students choose one of the animals in *When Rain Falls* and fill in the blanks in the following sentences and then take turns reading their statements to the class.
  - I live in a \_\_\_\_\_ (habitat).
  - I am (color) \_\_\_\_\_ and (color) \_\_\_\_\_.
  - When it is raining, I \_\_\_\_\_ (movement)
  - Who am I? \_\_\_\_\_

Can the class guess which animal the student has selected? **CCSS ELA FS #3**

### Grades 2–3

- Have students research one of the four habitats mentioned in *When Rains Falls*, including information about the diversity of plant and animal life and whether the habitat is increasing or decreasing in North America. Students should also find out if their assigned habitat exists in your state. Encourage them to include any fun facts they discover. Students can present the information they've gathered in writing, as a slide show, or as an infographic. **CCSS ELA RIT #9, Writing #6 and 7, SL #2, 3 & 5**
- Ask students to write a story about what a raindrop does before, during, and after a rainstorm. **CCSS ELA Writing #1**
- Ask students to read *Beneath the Sun* or *Under the Snow* by Melissa Stewart. Then have them make text-to-text connections between *When Rain Falls*

and one of the other books. After discussing ways the texts are similar, ask them to write a paragraph about their connections. Each paragraph should include two specific examples from the text. **CCSS ELA RIT #9, Writing #2**

### All Grades

- Read the Langston Hughes poem below and discuss it with your class. Then invite students to write their own poems about the rain. **CCSS ELA RL #4, Writing #8**

#### April Rain

Let the rain kiss you.

Let the rain beat upon your head with silver liquid drops.

Let the rain sing you a lullaby.

The rain makes still pools on the sidewalk.

The rain makes running pools in the gutter.

The rain plays a little sleep song on our roof at night.

And I love the rain.

—Langston Hughes

- Download a copy of the Readers Theater script written to accompany *When Rain Falls* from the author's website at [www.melissa-stewart.com](http://www.melissa-stewart.com) and lead the class in performing it. **CCSS ELA RIT #4, NES NA-T.K-4.2**
- Have students write letters to author Melissa Stewart, telling her what they liked best about *When Rain Falls*. Send the letters to Author Fan Mail, Peachtree Publishing Company Inc., 1700 Chattahoochee Ave., Atlanta, GA, 30318-2112. If you include an e-mail address, Melissa will send an e-mail to your class. **CCSS ELA Writing #1**
- Ask each student to choose one of the animals mentioned in *When Rain Falls* and pretend to be that animal. Ask them the following questions:
  - How do you feel when it rains? Is it fun? Scary? A pain in the neck?
  - How big is a raindrop compared to the size of your body?

After asking a few student volunteers to model how their animal would act if it is hit by a raindrop, guide students in writing a poem from the perspective of the animal they choose. **NES NA-T.K-4.2, CCSS ELA Writing #8**
- Divide the class into teams of three or four for a game of Rain Boggle. Choose one of the animals

discussed in *When Rain Falls* and give students three minutes to think of as many words as possible from the letters in the animal name.

One member of each team should record the answers. As each group reads its words, other teams cross off any repeats. The team with the most original words wins. Repeat the game with other animal names, so that each student has a chance to be the recorder. **CCSS ELA FS #3**

### ART

#### All Grades

- Have students make hats representing one of the animals in *When Rain Falls*. They can wear their hats while performing the Readers Theater script created to accompany the book.
- Ask students to create an imaginary animal that would have no trouble surviving during a rainstorm. They should think about its size, color, type of body covering, special body parts, and where it lives. **NGSS PE 1-LS1-1 & 3-LS4-3**
- Have students look carefully at the background art on each two-page spread of *When Rain Falls*. As a class, list the questions the book's illustrator, Constance Bergum, had to ask herself about each spread before beginning her paintings.
  - Possible questions: What plants grow in the habitat? What time of day is it? What time of year is it? What are the animals in each illustration doing?

Next, list various ways the illustrator might have done research to make the habitats as realistic as possible. Using this list of questions, have students research and create a mural that depicts a sunny/rainy/snowy natural habitat in your community. **CCSS ELA RIT #7**

### GEOGRAPHY

#### Grades 2–3

As a class, look at a map of your community. See how many of the habitats mentioned in *When Rain Falls* exist in your town. Discuss why some natural habitats do not occur in your town or your state.



### RELATED READING

Ashman, Linda. *Rain!* Boston: Houghton Mifflin Harcourt, 2013.

Branley, Franklyn M. *Down Comes the Rain.* New York: HarperCollins, 2017.

Lyon, George. *All the Water in the World.* New York: Simon & Schuster, 2011.

Miyares, Daniel. *Float.* New York: Simon & Schuster, 2015.

Salas, Laura Purdie. *Water Can Be...* Minneapolis: Millbrook, 2014.

Sayre, April Pulley. *Raindrops Roll.* New York: Simon & Schuster, 2015.

Shannon, David. *The Rain Came Down.* New York: Blue Sky Press, 2000.

### THE ACTIVITIES IN THIS GUIDE DIRECTLY ADDRESS THE FOLLOWING STANDARDS:

#### COMMON CORE FOR ENGLISH LANGUAGE ARTS STANDARDS

- Reading Informational Text #1 and 2: Identifying Key Ideas and Details
- Reading Informational Text #4: Craft and Structure
- Reading Informational Text #7 and 9: Integration of Knowledge and Ideas
- Reading Literature #4: Craft and Structure
- Writing #1 and 2: Text Types and Purposes
- Writing #6: Production and Distribution of Writing
- Writing #7 and 8: Research to Build and Present Knowledge
- Foundation Skills: Phonological Awareness #2
- Foundation Skills: Phonics and Word Recognition #3
- Speaking and Listening: Comprehension and Collaboration #2 and 3
- Speaking and Listening: Presentation of Knowledge and Ideas #5

#### COMMON CORE FOR MATH STANDARDS

- Operations & Algebraic Thinking C.7
- Measurements & Data A.1, A.2, B.3, B.4
- Numbers & Operations A.2

#### NEXT GENERATION SCIENCE STANDARDS PERFORMANCE EXPECTATIONS

- K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.
- K-PS3-1. Make observations to determine the effect of sunlight on Earth's surface.
- 1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.
- 2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.
- 2-ESS2-3. Obtain information to identify where water is found on Earth and that it can be solid or liquid.
- 3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

#### NATIONAL EDUCATION STANDARD FOR FINE ARTS: THEATER (K-4):

- NA-T.K-4.2. Acting by Assuming Roles & Interacting in Improvisation

#### REVIEWS

“A simple text and gentle watercolor illustrations, organized by habitat, reveal how in forests, fields, wetlands and deserts 22 different species respond... this should appeal to very young listeners curious about the natural world.”

—*Kirkus Reviews*

“...the book would be a good choice for rainy-day sharing or to introduce a weather unit...”

—*School Library Journal*

“Each visual is an excellent demonstration of animals in their surroundings...a wonderful way to share learning about nature with our younger scientists.”

—*Library Media Connection*

“...a beautiful book...This book will spark discussions...” —*Science Books & Films*

## AWARDS

- Helena, Montana, Education Foundation Fabulous First Pick
- Keystone to Reading Book Award (primary nominee)
- Kansas State Reading Circle Recommended Reading List (primary)
- *Science Books & Films* Best Books for Children

### Available from Melissa Stewart:

*Beneath the Sun*  
*Under the Snow*  
*When Rain Falls*

*Pipsqueaks, Slowpokes, and Stinkers:*  
*Celebrating Animal Underdogs*

### A Place for... series:

*A Place for Bats*  
*A Place for Birds*  
*A Place for Butterflies*  
*A Place for Fish*  
*A Place for Frogs*  
*A Place for Turtles*

## ABOUT THE AUTHOR

Melissa Stewart is the award-winning author of more than 180 books for children. She has a B.S. in biology from Union College in Schenectady, NY, and a M.A. in science journalism from New York University. Melissa speaks frequently at conferences for educators and serves on the Society of Children's Book Writers and Illustrators' board of advisors. She is available for school visits.

[www.melissa-stewart.com](http://www.melissa-stewart.com)

## ABOUT THE ILLUSTRATOR

Constance R. Bergum has illustrated a number of children's books, including *When Rain Falls*, *Under the Snow*, *Beneath the Sun* and *Daniel and His Walking Stick*. She holds an MFA in illustration from Marywood University and lives in Montana.

[www.higginsbond.com](http://www.higginsbond.com)

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