

Rain, Rain Go Away

Grade Level: Pre-K -1

Content Areas: Music, Technology and Language Arts

Time Frame: 60 minutes

MATERIALS

Rain, Rain Go Away book

Cards with pictures of rhyming words

Umbrella coloring page

Crayons, colored pencils, or any coloring material of your choosing

White paper with two lines

Glue sticks

Blue ink pads

Pencils



PROCEDURES/ACTIVITIES

Preparation:

Start by reading [Rain, Rain Go Away](#). Ask students if they know any rhyming words.

Define and explain rhyming words. Give students a few examples to help them grasp the concept. Show that both words have the same sound at the end of the word, while the first letter changes.

Write the rhyming pair on a whiteboard, projector, or use an interactive whiteboard. Circle the similar endings, and underline the first letter of each word. Contrast this rhyming pair with a pair of words that end with the same letter, but don't rhyme. Write down the pair of non-rhyming words on the board. Circle the last letter of each word. Read the rhyming pair followed by the non-rhyming pair aloud to the class.

A fun extension could be to visit <http://pbskids.org/games/rhyming/>

Lesson Procedure:

1. Write the rhyme "Rain, rain, go away. Come again another day" for the students to see. Recite the rhyme aloud to the class.
2. Repeat rhyme again, asking children to join in with you this time.
3. Point to the words written on the chart paper or board as you say the rhyme.
4. Ask students to identify the pair of words that rhyme.
5. Pass out a rhyming picture card to each student.
6. Have students identify their picture.
7. Ask the rest of the class to identify the matching card.
8. Continue process until all of the cards have been matched.
9. Repeat this process with all the rhymes on the cards, pointing to each picture as you say the word.
10. Tell students that they are going to make a picture to go along with Rain, Rain, Go Away.
11. Give each student an umbrella to color, and the materials for coloring.
12. Ask students to color the umbrella.
13. Have students glue the umbrella onto a white piece of paper, copy the rhyme you have written, and make fingerprint raindrops around the umbrella.

OBJECTIVES

Students will:

- Students will be able to recite the rhyme Rain, Rain, Go Away and identify a rhyming pair of words.

VOCABULARY:

Key vocabulary

Before reading, focus on vocabulary

Rain - Drops of fresh water that fall as precipitation from clouds

Rhyme - Having the same sound at the end of two or more words such as pine / fine, nickel / pickle, and ability / fragility.

FREE SONG

[Click here](#) to download or stream the Rain, Rain, Go Away song.

Find other Cantata Learning songs and books at <http://www.cantatalearning.com>.

Technology Extension

Students can create rainy sounding music of their own using different sound effects and by recording with their rain stick. You could use the app [MusiQuest](#) to have them create their music and share with friends.

A meteorologist would be the perfect tie in for this book and a lesson/project about weather. You can find a local one through news websites and social media streams. Also, go to [Skype in the Classroom](#) and look for the connections that can be found there.

Music and Art Extension

Have students make a [recycled rain stick](#). Use their rain stick to sing along with Rain, Rain Go Away.

Language Extension

Have students phonetically spell out "Rain, rain, go away," and add "Little (student's name) wants to play." Have students who need more help dictate the rhyme while you write the words, allowing them to trace it afterwards. If the student is struggling to remember the rhyme, say the words with the student, or recite the rhyme leaving off "away" and "day" to encourage the memorization of the rhyming pair.

Standards:

CCSS.ELA-LITERACY.W.K.5

With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

CCSS.ELA-LITERACY.W.1.5

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

CCSS.ELA-LITERACY.L.K.5

With guidance and support from adults, explore word relationships and nuances in word meanings.

CCSS.ELA-LITERACY.L.1.5

With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

CCSS.ELA-LITERACY.SL. K.5

Add drawings or other visual displays to descriptions as desired to provide additional detail.

CCSS.ELA-LITERACY.SL.1.5

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

