



Topic of Study - Rain

 <p><u>Introduction</u></p>	<p>Rain is a part of children’s natural environment that they can experience first-hand. Rain can be seen as it splashes on the window or the sidewalk. Rain can be heard as it hits the roof of the house or the car. Our bodies can feel the “wet” of rain. We can taste rain on our tongues. We can smell a freshness in the air after a spring rain. Children learn about rain through all of their senses.</p>
 <p><u>Big Ideas</u></p>	<p>Here are three big ideas about rain that you can help children explore:</p> <ul style="list-style-type: none"> ➤ Rain can be experienced through the senses (sight, touch, sound, taste, smell) ➤ Rain causes us to dress in different clothing ➤ Rain changes things
 <p><u>Materials to Collect and Make</u></p>	<ul style="list-style-type: none"> • Pictures of rainy scenes (laminare or cover with clear adhesive to preserve) • Chart sheet, marker board or chalk board and markers and chalk • Felt or magnetic board • Felt or magnetic figures of duck and clothing (See Attachment for Baby Duck patterns) • Children’s books about rain: <i>In the Rain with Baby Duck</i> by Amy Hest, illustrated by Jill Barton <i>Rain</i> by Robert Kalan, illustrated by Donald Crews <i>Rabbits & Raindrops</i> by Jim Arnosky • Illustrated song charts: “Baby Duck’s Mad Song” and “Baby Duck’s Sad Song” • Illustrated recipe chart: “Making Mud Pudding” (Refer to Curriculum Tips and Techniques, page 2 for information on how to make charts) • Hula hoops, yarn or construction paper for creating puddles • Children’s raincoat or slicker, rain boots and rain bonnet • Washable markers in red, orange, yellow, green, blue and purple • Tissue paper squares (1 inch) in red, orange, yellow, green, blue and purple • Washable or school glue • Paper for drawing on and gluing to • Small spray bottle • Small plastic slotted spoon, small plastic colander, plastic measuring cup and bowl, small plastic tub • Small cups (1 per child), teaspoons for stirring, clear measuring cup, tablespoon (measuring) • Empty water bottle (8 or 12 oz) • Dirt



Resources

- Check with your local library for the availability of children’s books.
- Children’s books can be purchased online, from school supply catalogs or local book stores.
- Contact the Division of Child Care and Early Childhood Education for the following materials or locate at www.arkansas.gov/childcare/storymonth.html:
 - ✓ A Story a Month (Nursery Rhymes)
- Contact the Division of Child Care and Early Childhood Education for the following or locate at the Arkansas Child Care Resource Center Catalog for information on how to order the Video: (www.arkansas.gov/childcare/rescent.htm)
 - ✓ Video: Read It Again – Experience the Joy of Reading Aloud with Children
- *Beginnings: 2004-2005 – It’s Fun to Learn through Play* which was previously mailed to child care programs in Arkansas.



Introducing and Concluding the Topic

Introduction: Finding out What Children Know about Rain

Benchmarks: 3.5 Understands that print conveys a message 5.8 Participate in group discussion

To introduce the topic of study, “Rain,” you need to find out what children already know about the topic. This allows you to build on your children’s experiences. It also helps create an interest in the topic. Here’s how to begin:

- Gather the children in a group. Say, “For the next few days we’re going to be learning about rain.”
- Write on chart paper, chalk board or marker board the word “Rain.”
- Invite children to tell you things they already know about rain. You may have to ask questions to stimulate their thinking; questions such as “How does rain sound?” “How does rain feel?” “How do you feel when it rains?”
- Make a list of all of the things children know about rain.
- Review the list with them and say, “You already know a lot of things about rain and we’ll find out even more.”
- Keep the list until you have completed the topic of study.

Conclusion: Finding out What Children Have Learned about Rain

- Gather the children in a group at the conclusion of the study about rain.
- Write on chart paper, chalk board or marker board “Things We Learned about Rain.”
- Invite children to tell you some things they have learned about rain. You may have to ask prompt questions such as “How can we tell if it’s raining?” “What are some things you might wear if you go out in the rain?”
- Make a list of all the things children learned about rain.
- Read the first list you made with the children. Then say, “Here are some new things you found out about rain” and read today’s list with the children.



Reading
Books with
Children

Benchmark: 3.1 Shows enjoyment of books and stories and discussion of them

Book #1: *In the Rain with Baby Duck* by Amy Hest, illustrated by Jill Barton

First Reading of *In the Rain with Baby Duck*

- Prepare to read the book, *In the Rain with Baby Duck*.
- Show the cover, give title, author and illustrator (Explain that author is the person who writes the book and the illustrator is the person who draws the pictures)
- Ask children to look at cover and predict what story is about.
- Read the story so all children can see the pictures in the book.
- Follow up with questions such as: “*How did Baby Duck feel about walking in the rain with his parents?*” (mad, grumpy)
“*What did Grampa find in the attic that made Baby Duck feel better?*” (red umbrella and boots)
“*How did Baby Duck feel when he had on his boots and carried his umbrella and he and Grampa went outside?*” (happy, excited)
“*How do you feel when it rains?*” Allow each child who wants a turn a brief time to discuss their feelings about rain.”

Additional Benchmark: 5.6 Uses words to communicate ideas and feelings.

Second Reading of *In the Rain with Baby Duck*

- Show cover, give title, author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the second reading with questions such as:
“*What did the rain sound like?*” (Pit-pat. Pit-a-pat. Pit-a-pit-a-pat)
Invite the children to say the rain sounds with you and clap out the syllables as they say the words.
Pit-pat (clap twice) Pit-a-pat (clap three times). Pit-a-pit-a-pat. (Clap five times)
Repeat this clapping activity several times.
- Ask questions such as, “*What do you think the rain felt like on Baby Duck?*” (wet)
“*Do you think Baby Duck could see the rain? Do you think he tasted the rain?*”

Third Reading of *In the Rain with Baby Duck*

- Show cover and invite children to recall the name of the story. Give author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the third reading by involving children in saying and clapping the rain sounds as in Second Reading.
- Ask children if they have ever seen and played in a puddle after a rain and allow a brief time for them to discuss their experiences.
- Invite children to stand up and move like Baby Duck and Grampa: waddle, shimmy and hop.

Additional Benchmark: 4.9 Freely participates in gross motor activities

Book #2: *Rain* by Robert Kalan, illustrated by Donald Crews

First Reading of *Rain*

- Prepare to read the book, *Rain*.
- Show the cover, give the title, author and illustrator. (Explain that author is the person who writes the book and the illustrator is the person who draws the pictures)
- Ask children to look at cover and predict what story is about.
- Read story so all children can see the pictures in the book.

- Review the book by showing the pages and involving children in naming the colors of all of the objects in the book: yellow sun, white clouds, gray clouds, gray sky, red car, orange flowers, brown fence, purple flowers, white house, green trees
- Show the last page and invite children to help you identify the colors in the rainbow as you point to them (red, orange, yellow, green, blue and purple).
- Ask children if they have ever seen a rainbow and allow them to share their experiences.

Additional Benchmarks: 3.10 Classifies objects by physical features such as shape or color
2.13 Recognizes and responds to beauty in the environment

Second Reading of *Rain*

- Show cover and invite children to recall the title of the story. Give author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by showing one page at a time and inviting children to help you “read” the story.
- Say the first word, pause and allow children to complete the phrase: for example, show the first page and say “*Blue*”, pause and children will say “*sky.*” Turn the page and say “*Yellow*”, pause and children will say “*sun.*” Continue with the longer phrases such as “*Rain on the*”, pause and children will say “*green grass.*”
- Thank the children for helping you “read” the book. When children participate in these types of experiences, they begin to see themselves as readers.

Additional Benchmarks: 3.5 Understands that print conveys a message
3.10 Classifies objects by physical features such as shape or color

Book #3: *Rabbits & Raindrops* by Jim Arnosky, author and illustrator

First Reading of *Rabbits & Raindrops*

- Prepare to read the book, *Rabbits & Rainbows*
- Open the book so that children can see both the front and back covers at the same time.
- Ask children to look at the cover and discuss what they see. (Mother rabbit and babies – Raindrops falling) Ask them to predict what the story is about.
- Show the title page that shows the baby rabbits curled up in their nest.
- Read the story so all children can see the pictures in the book.
- Follow up by turning the pages and inviting children to identify the other animals they see. (butterflies, birds, humming birds, grasshoppers, spiders, bees, mouse, turtle)
- Ask the children if they remember why Mother rabbit didn’t want her babies to get wet. (Fur is not waterproof. Baby rabbits can become soaked, and catch cold.)

Additional Benchmarks: 5.3 Expands vocabulary
5.4 Recognizes and identifies by name most common objects and pictures

Second Reading of *Rabbits & Raindrops*

- Show the cover, give title, author and illustrator.
- Show the cover of the book and ask children to help you count the baby rabbits (five). Use your finger to point to each rabbit as children count them. Always start counting from left to right. This helps children begin to understand that we read from left to right.
- Read the story so that all children can see the pictures in the book.

	<ul style="list-style-type: none"> Follow up by inviting the children to help you count the rabbits on each page to make sure all five are there. Use your finger to help the children see and count the rabbits. <p>Additional Benchmark: 3:13 Demonstrates one-to-one correspondence</p>
 <p><u>Additional Books</u></p>	<p><i>In the Rain</i> by Ann Rockwell, illustrated by Ann and Harlow Rockwell</p> <p><i>Listen to the Rain</i> by Bill Martin, Jr. and John Archambault, illustrated by James Endicott</p> <p><i>Peter Spier's Rain</i> by Peter Spier.</p> <p><i>Noah's Ark</i> by Peter Spier.</p> <p><i>Umbrella</i> by Taro Yashima.</p>
 <p><u>Language Materials and Activities</u></p>	<p>Benchmark: 5.1 Demonstrates phonological awareness (hearing and recognizing the sounds of language)</p> <p>5.5 Participates in songs, finger plays, rhyming activities, and games</p> <p>Illustrated Song Charts: “Baby Duck’s Mad Song” and “Baby Duck’s Happy Song”</p> <ul style="list-style-type: none"> Make 2 song charts on poster board and laminate for durability. Print the words from the book, <i>In the Rain with Baby Duck</i>, as written below. Illustrate each chart, the first one with a duck and rain, and the second one with a duck, boots and umbrella <p style="text-align: center;">Baby Duck’s Mad Song</p> <p style="text-align: center;">“I do not like the rain one bit Splashing down my neck. Baby feathers soaking wet, I do not like this mean old day.”</p> <p style="text-align: center;">Baby Duck’s Happy Song</p> <p style="text-align: center;">“I really like the rain a lot Splashing my umbrella. Big red boots on baby feet, I really love this rainy day.”</p> <ul style="list-style-type: none"> Say or sing the songs with the children, while showing the appropriate chart. Read or sing with expression. Ask children which song they like best. Post the charts on the wall at child’s eye level. Observe to see if the children look at the charts and say or sing the words.

Itsy Bitsy Spider
(Suit actions to words)

The itsy, bitsy spider, went up the water spout
Down came the rain and washed the spider out.
Out came the sun and dried up all the rain.
Then the itsy, bitsy spider went up the spout again.

Rain, Rain Go Away!

Rain, rain go away
Come again another day.
Little Johnny wants to play.
Rain, rain go away!

Teacher Note: Replace “Johnny” with children’s names. This might be a good activity to use when moving (transitioning) children from one activity to another. For example, if children are in group time, use this activity to send children, one or two at a time, to get coats for outside, or to go to a learning center of their choice. Say “Marsha and Cameron want to play.”

Pitter Pat

(Sing to tune of Mulberry Bush)
(From *Beginnings 2004-2005 – It’s Fun to Learn through Play*)

Pitter Pat, Pitter Pat, Pitter Pat, Pitter Pat.
(Use fingers to pretend rain is falling)
Pitter Pat, Pitter Pat, Pitter Pat, Pitter Pat.
Pitter Pat, Pitter Pat, Pitter Pat, Pitter Pat.
Down comes the rain!

Wheels on the Bus
(when it’s raining)

The wheels on the bus go splash, splash, splash.
(bounce hand up and down like splashing water)
Splash, splash, splash! Splash, splash, splash!
The wheels on the bus go splash, splash, splash
All through the town.

The rain on the bus goes plunk, plunk, plunk
Plunk, plunk, plunk! Plunk, plunk, plunk!
The rain on the bus goes plunk, plunk, plunk
All through the town.

The wipers on the bus go swish, swish, swish,
(make wiper motions with hands)
Swish, swish, swish! Swish, swish, swish!
The wipers on the bus go swish, swish, swish
All through the town.

The lady on the bus says “Please slow down,
Please slow down! Please slow down!”
The lady on the bus says “Please slow down
All through the town.”

The driver on the bus says "You're all wet,
(pretend to shake water off your clothes)
You're all wet! You're all wet."
The driver on the bus says "You're all wet,
All through the town."

Raindrops are Falling

(Sing to tune of Skip to My Lou)

(From *Beginnings 2004-2005 – It's Fun to Learn through Play*)

Raindrops are falling, won't you try to catch one?
Raindrops are falling, won't you try to catch one?
Raindrops are falling, won't you try to catch one?
Catch one if you can.

Teacher Note: *Repeat the song while sticking out your tongue (if you can)*

Six Little Ducks

Six little ducks that I once knew. (Hold up 6 fingers)

Fat ones, skinny ones, fair ones too.

(Hands apart, then close together)

But the one little duck with the feather on his back,
(hand behind back)

He led the others with a quack, quack, quack.

(hands together, then move fingers apart like a duck's bill)

Down to the river they would go

Wibble, wobble, wibble wooble, to and fro.

(wibble, wobble like ducks)

But the one little duck with the feather on his back
(hands behind back)

He led the others with a quack, quack, quack.

(hands together, then move fingers apart like duck's bill)

The Rain Will Make the Streets Wet

(Chant or sing – clap hands and pat knees in time to the chant)

The rain will make the streets wet,
the streets wet, the streets wet.

The rain will make the streets wet
All day long.

The rain will make the cars wet,
the cars wet, the cars wet.

The rain will make the cars wet
All day long.

The rain will make the flowers grow,
the flowers grow, the flowers grow

The rain will make the flowers grow
All day long.

The rain will make the puddles grow,
 the puddles grow, the puddles grow
 The rain will make the puddles grow
 All day long.

Teacher Note: *Make up additional verses and invite children to add verses. The idea is to help children see how the rain changes things.*

Falling Raindrops

Raindrops, raindrops!	(Move fingers to imitate falling rain.)
Falling all around.	
Pitter-patter on the rooftops,	(Tap softly on floor)
Pitter-patter on the ground.	(Repeat)
Here is my umbrella.	(Pretend to open umbrella)
It will keep me dry.	
When I go walking in the rain,	
I hold it way up high.	(Hold high in air)

Rain

Rain on green grass,	(Flutter fingers up and down)
And rain on the tree,	(Raise both hands to form tree)
Rain on the roof top,	(With hands above head, palms down, fingertips touching, make roof.)
But not on me.	(Point to self)



**Science /
Discovery
and Math**

Benchmarks: 3.22 Makes comparisons
 3.23 Shows awareness of cause-effect relationships
 5.9 Uses language to problem solve

Activity: Will this catch rain drops? (Small Group Activity)

- Collect items such as a plastic slotted spoon, small plastic colander, plastic measuring cup and small plastic bowl. Have a small plastic pitcher of water to represent rain, a small plastic tub and a towel or paper towels.
- Allow the children to examine the spoon, colander, cup and bowl and discuss what they are and how they are used.
- Say, "Suppose it is raining outside and you want to catch some raindrops. Which of these items would you use to catch the raindrops?"
- Invite the children to predict which items they think will catch raindrops and which they think will not catch raindrops.
- Say, "Let's find out if you're right."
- Let children take turns pouring a small amount of water into each container to determine which will catch raindrops. Place the containers over the tub so that water does not spill on the table.
- Ask children if their predictions were correct.
- Ask children to explain why some of the items would catch raindrops and why some would not. (some have holes in them)

Benchmarks: 3.20 Uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing)
3.22 Makes comparisons (scientific process: comparing)
3.15 Demonstrates an understanding of number (how many) and number (3 is a numeral) relationship

Activity: Is it loud? Is it soft? (Small Group Activity)

- Collect a basket of small items, some of which will make a sound when dropped (button, washer, small block), and some of which will not (cotton ball, feather, piece of fabric). Provide a cookie sheet.
- Draw a line down the center of a sheet of paper. At the top, label one column **Loud** and the other column **Soft**. Show the chart to the children and say, “*This says loud and this says soft.*”
- Allow children time to examine the items. Ask them to predict which will make a loud noise and which will make a soft noise when dropped.
- Invite children, one at a time, to drop an item from the basket onto the cookie sheet to determine whether it makes a sound when dropped.
- Ask children to place the item in the correct column. Were their predictions correct?
- Count the items in each column and discuss which has more, which has less, or do both columns have the same.

Loud	Soft

- Write a summary story:

Is it loud? Is it soft?

Three things were loud. They were the button, the washer and the block. Three things were soft. They were the cotton ball, the feather and the piece of fabric.

Activity: Who likes rain? (Large or Small Group Activity)

- Create a graph by drawing a line down the center of a chart sheet, a marker or a chalk board.
- Write “I Like Rain” at the top of one column and “I Don’t Like Rain” at the top of the other column.
- Read the title of each column to the children.
- Invite each child to decide if he/she likes or does not like rain.
- Write each child’s name in the column of his/her choice.
- Count with the children the number of names in each column and write that numeral below that column.
- Involve the children in discussing which column has more, which has less, or do both have the same number of names.

I Like Rain	I Don't Like Rain
Sam Maddie Consuelo LaShunda	Ashley Andrew
4	2

- Write a summary story:

Four children like rain and two children don't like rain.

Activity: What happens when it rains on my painting? (Individual Activity)

- Suggest that children use tempera paint or washable markers to create a picture (no color sheets)
- Hang the pictures on the fence or on the art easel to dry.
- Ask children what they think would happen to their pictures if it rained on them.
- Show children a small spray bottle filled with water and invite them, one at a time, to spray or spritz their picture with water to see what happens.
- Before children spray their picture, let them know ahead of time that their picture will change. Allow children a choice to spray or not to spray their pictures.
- Listen to their comments about what happens as the water causes the paint to run down the paper.

Teacher Note: *Bring in the papers that have been sprayed and blot them dry with a paper towel. Let the pictures dry thoroughly. The effect is beautiful.*

Additional Benchmark: 3.23 Shows awareness of cause-effect relationships



**Food/
Nutrition
Experience**

Benchmarks: 4.3 Tries new foods before deciding whether he/she likes them
3.15 Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship
3.23 Shows awareness of cause-effect relationships
4.6 Coordinates eye-hand movements to complete task

Activity: Making Mud (Chocolate) Pudding (Individual activity)

- Gather the following: one small cup per child, one teaspoon per child for stirring, clear measuring cup, tablespoon (measuring), milk and instant chocolate pudding
- Make an illustrated recipe chart that lists steps for making mud (chocolate) pudding

Making Mud Pudding

- Step 1. Measure 1/3 cup of milk and pour into a small cup
- Step 2. Measure 2 tablespoons of instant chocolate pudding and stir it into the milk
- Step 3. Stir 2 minutes, or until pudding thickens
- Step 4. Eat the pudding

Teacher Note: Allow the children to do as much of this food experience as possible. For example, show them the clear measuring cup and the 1/3 line on the cup. Allow them to pour the milk to the 1/3 line. Guide them as they measure two tablespoons of instant chocolate pudding. Consider setting a timer for two minutes. Ask children to decide if

their pudding is ready to eat when the timer goes off.

Teacher Note: Teachers and children should always wash hands before participating in food experience.

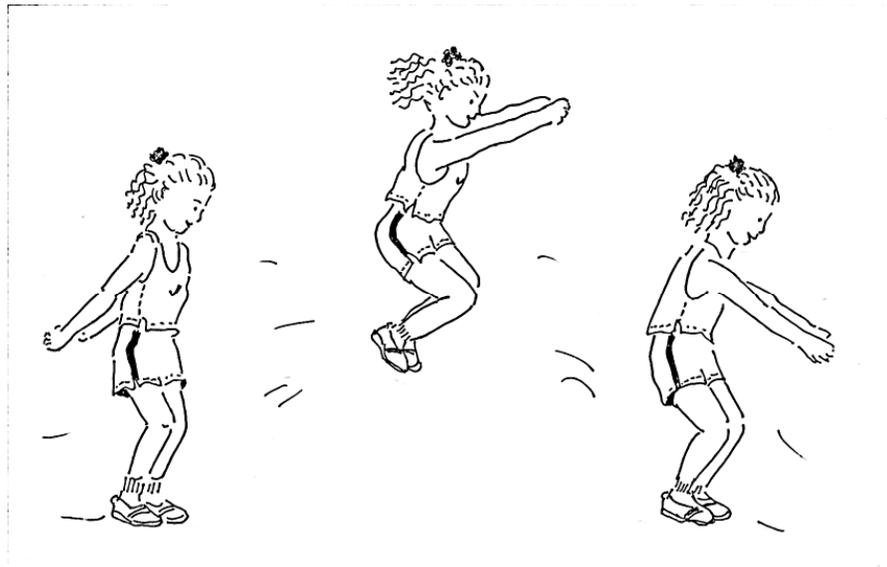


Movement/
Physical
Education

Benchmark: 4.11 Runs, jumps, hops and skips

Activity: I Can Jump

- Gather children in a group with space to move. This activity can be done outdoors if there is not sufficient indoor space.
- Ask children to stand and hold hands to form a circle.
- Next ask children to drop hands and take three steps back so each child has self space (room to move without touching others).
- Explain to children that they are going to practice jumping. They will jump off two feet and land on two feet.
- Stand in the middle of the circle and demonstrate jumping.



Step 1 – Take off

- Bend knees and crouch body, ready to jump.
- Swing arms forward and upward to take off from the ground.

Step 2 – Flight

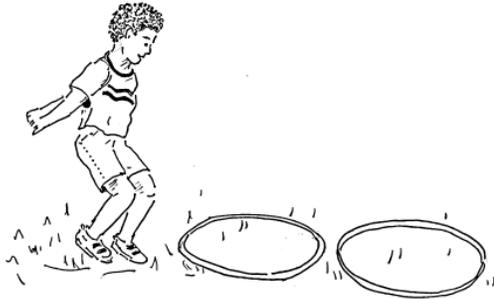
- Extend arms into the air as feet leave the floor.

Step 3 – Landing

- Land on both feet. Land with feet apart and body over feet.

Activity: Jumping Into Puddles

- Tell the children to pretend that it has rained and there are lots of puddles for them to jump into.
- Allow children to practice jumping into puddles which can either be made from circles of yarn or can be hula hoops.



- Place a row of six hoops flat on the floor in a straight line. To begin, leave approximately six inches between hoops.
- Challenge children to jump into puddles. Explain that hoops are puddles and they are to jump from one puddle to the next.
- Stress taking off from two feet and landing on two feet. Demonstrate if necessary.
- Allow all children a turn. Give extra attention to children who are having difficulty jumping.
- Allow children additional opportunities to continue to practice jumping.
- Vary the difficulty by extending the space between the hoops from six inches to twelve inches.

Teacher Note: *You can cut out puddles from construction paper and have children jump from one to the other. If using construction paper puddles, tape them securely to the floor to prevent slipping.*



Learning Centers

Benchmark: 2.10 Explores and manipulates art media

Art

Provide the following materials that children can use independently:

- Washable markers – include the colors we see in a rainbow: red, orange, yellow, green, blue and purple.
- Tissue paper squares – include the colors that we see in a rainbow: red, orange, yellow, green, blue and purple
- Paper on which children can use markers and glue tissue paper squares
- Washable or school glue

Library/Book Corner

- Add books about rain
- Add pictures of rainy scenes (lamine or cover pictures with self stick adhesive)
- Add felt or magnetic board and story figures: ducks (at least 6), rain boots, raincoat, umbrella (see patterns)
- Post two song charts, Little Duck’s Mad Song and Little Duck’s Happy Song, on wall at child’s eye level

Home Living/Dramatic Play

- Add rain coat/slicker, rain bonnet, rubber boots

Teacher Note: For safety reasons, do not add umbrellas.

Water table or tub

- Add plastic slotted spoon, small plastic colander, plastic measuring cup, plastic bowl and small plastic pitcher
-

Science/Discovery

Activity: Weather Duck

- Make a weather duck and clothing, using attached patterns. (Refer to Curriculum Tips and Techniques, page 2 for instruction on how to make the figures)
- Enlarge the figures if you have a way to do so. Larger figures are easier for children to handle.
- Invite children to visit the center and dress the duck for different kinds of weather.
- Join children as they play in the center and ask them questions such as, "It's raining outside. What should Weather Duck wear?" "Weather Duck is packing to go to the beach. What clothes should he take with him?"

Benchmark: 3.20 Uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing)

Activity: Making Mud

- Provide a clear, empty water bottle (8 or 12 oz) with label removed
 - Fill the bottle 1/3 full with dirt
 - Add water so bottle is 2/3 full
 - Seal lid tightly by using super glue, for example, so children cannot open it
 - Place the bottle on the Science/Discovery table.
 - Invite children to shake the bottle and discover what happens (mud is formed)
 - Let the bottle sit on the table and encourage children to observe what happens (dirt settles at the bottom of the bottle and separates from the water)
-

Quiet Corner

- Create a quiet corner in your classroom; a place where children can go to be alone and to get away from the stresses of group living.
- Place soft items in the quiet corner. Carpet on the floor, soft pillows, and soft and cuddly stuffed animals or dolls are examples.
- Discuss with children when they might want to go to the quiet corner. When they are angry and need to get away from the source of their anger? When they are sad and need to be alone? When the room gets too noisy and they need a quiet spot?
- Explain to children that the quiet corner is for one child at a time.

Teacher Note: Make sure this area can be supervised by the adults in the classroom at all times.



Transition Activities

Jack Be Nimble

- Include this activity as a way to move children from circle time to learning center time, for example.
- Place a block that children can safely jump over in the center of the circle.
- Ask one child at a time to jump over the block while you and the children chant the following, substituting the child's name for "Jack."
*Jacob be nimble,
Jacob be quick.
Jacob jump over the candlestick.*

Let Your Hands Go Clap, Clap, Clap

- Use this activity to prepare children for story time

Let your hands go clap, clap, clap (clap hands 3 times)
Let your fingers go snap, snap, snap
(snap fingers 3 times)
Let your lips go very round (make lips round)
But do not make a sound.



Family Activities

Send home a note to parents stating that, for the next few days, the children will be learning about rain. Suggest some ways families can be involved in the topic of study:

- Collect and bring to the center pictures of rainy scenes from sources such as magazines and calendars or even family pictures.
- Take their children for a walk after a rain and talk with them about the changes they see as a result of the rain; wet ground, leaves and sidewalks and puddles of water are examples.
- Include the titles and authors of some of the children's books about rain. Suggest that they look for these books in the local library, check them out and read them with their child.