


This book uses print to show characters’ thoughts and actions, as well as environmental print (e.g., the print of everyday life, such as signs). These print features lend themselves to helping children draw connections between oral and written language as well as print they might see in the environment. This book also links to the social and behavioral ideas of kindness and sharing.

CORE SKILL OBJECTIVES	INTENTIONAL TEACHING PRACTICES	
<div style="background-color: #3CB371; color: white; padding: 5px; display: inline-block; font-weight: bold;">COMMUNICATE</div>  <p style="color: #3CB371; font-weight: bold;">Print Knowledge</p>	<p>Children will:</p> <ul style="list-style-type: none"> ◆ Recognize Pictures and Symbols/Signs/Words 	<p>Teachers will:</p> <ul style="list-style-type: none"> ◆ Label Specific Print Features

GET READY

MATERIALS

Rain!
 Author: Linda Ashman
 Illustrator: Christian Robinson

DON'T HAVE THIS BOOK?

Here are some other books we recommend to support this Subskill:

- ◆ *Stop! Bot!* written and illustrated by James Yang
- ◆ *Growing Vegetable Soup* written and illustrated by Lois Elhert

TEACHING TIP

When you focus on teaching children specific print features – like the idea of a word, a capital letter, or a speech bubble – you not only build their print awareness, but you also build vocabulary around print concepts. This gives young children the tools that they need to make their own, specific observations about print.

INTERACT

1. INTRODUCE

- ◆ “This book is called *Rain!* There are some words in this book that look different than others! The way the words look and where they are tell us information about the story. Let’s see if we can find some of these different-looking words.”

2. READ THE BOOK

- ◆ Pause 3-5 times during reading to point out the different features of print by pointing to and commenting on the words.

Label Specific Print Features		
<p>Read: “RAIN!” (<i>cover of the book</i>)</p> <p>Comment: “This word, ‘RAIN!’ (<i>point</i>) is colorful! The letter ‘R’ is blue (<i>point</i>). The letter ‘A’ is red (<i>point</i>). The letter ‘l’ is yellow (<i>point</i>). The letter ‘N’ is green (<i>point</i>). And this is purple (<i>point to ‘!’</i>). This ‘!’ (<i>point</i>) is an exclamation mark. This means you say the word using an excited voice like this, ‘RAIN!’ (<i>say excitedly</i>).”</p>	<p>Read: “Coffee, black.”</p> <p>Comment: “These words (<i>point to menu board</i>) are bigger and not like the words the people are saying (<i>point</i>). This is a menu. These words tell us the different drinks you can order at the restaurant, ‘COFFEE TEA ICED TEA HOT LATTE CHAI TEA’ (<i>point to each word as you read it</i>).”</p>	<p>Read: “Welcome back, sir.’ ‘Ribbit!”</p> <p>Comment: “This word, ‘Ribbit!’ (<i>point</i>) is bigger than the words that the grown-up is saying (<i>point to grown-up and words</i>). The word ‘Ribbit!’ (<i>point</i>) is also darker than the other words (<i>point</i>). That’s why I read them louder and in an excited voice! These numbers here, ‘1-1-9-2’ (<i>point to each number as you say it</i>), tell us the address of the building where the man lives.”</p>

3. REVIEW

- ◆ “Some of the words in this story looked different. Some were colorful (*point to ‘RAIN!’ on the cover of the book*) or bigger or darker. They told us about some of the things in the story.”

4. KEEP IT GOING

- ◆ Throughout the day, draw attention to specific print features that arise in your learning environment. For example, during a transition, “This sign says, ‘STOP’ in big letters. It’s bright red so we know it’s important. The word ‘stop’ tells us to stop walking here. We need to turn around and go a different way.”

ADAPT

More Support:

- ◆ Pause 3-5 times during reading to point out the different features of print by pointing to and using short, simple comments to describe their function. For example, “This word, ‘RAIN!’ (*point*) is colorful. This exclamation mark means you say the word in an excited voice like this, ‘RAIN!’”

More Challenge:

- ◆ Pause 3-5 times during reading and ask children what they think the different features of print mean. Reinforce their responses and provide more detail. For example, “These words (*point to menu board*) are bigger and not like the words the people are saying (*point*). Why do you think they’re different? Yes, this is a menu...”

EXTEND THE CORE SKILLS

Read it again! Here are some more ways to re-read this book with a focus on other Core Skills with their **Intentional Teaching Practices**:



CORE SKILL FOCUS: REGULATE

Recognize and Describe Emotions

This book follows two characters who feel different emotions about the rain and the scenarios during the day. While reading, **Label Emotions** of the characters. For example, “The man is angry that it’s raining. I can tell because he’s frowning. The boy seems excited and happy that it’s raining.”

CORE SKILL FOCUS: THINK

Reasoning

While reading, consider the different feelings of the characters and why they might be feeling that way. Model by **Narrating Reasoning**, but also provide time for children to share by **Prompting Children’s Explanations**. For example, “The man doesn’t like the rain. He is frustrated that he needs to wear his hat, galoshes, and overcoat. Why do you think the boy likes the rain?”

