



# JAMES AND THE RAIN

by  
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James is ready for fun in the rain; he's dressed in his bright, yellow slicker and is looking for fun. He goes from an ever increasing sequence of animals to see if they know any "rainy day games", first 1 cow, then 2 ducks, 3 frogs. This is a great book to use with ordinal numbers, sequencing and predicting. It's also good to use with a weather unit.

To transition to these activities, talk with your children about types of weather. Tell them they will be doing some activities about rain and other types of weather. Try to introduce this book during a time of the year when you have a variety of weather types. For the third activity, you will need to do it during a rainy period.

**MATERIALS:** Activity #1: "Weather Instrument" sheet, pencils, the actual weather instruments if possible or use the websites

Activity #2: "Week of Weather Temperatures" sheet, pencils, crayons, outdoor thermometer.

Activity #3: pint clear deli container, [Rain Gauge strip \(see attached sheet\)](#), unifix cubes, crayons, pencils, clear tape (used to tape [Rain Gauge strip](#) to side of rain gauge and protect from the rain)

**ACTIVITIES:** Activity #1: Talk with your students about the various types of weather instruments and the functions of these instruments; have them complete the worksheet "Weather Instruments".

Activity #2: Place an outdoor thermometer in a fixed place. Tell your students that they are going to log the types of weather during one week. Each day, at the same time, have your students complete the corresponding day's entries on the weather temperatures' sheet. The following Monday, have them answer the questions at the bottom of the sheet using the data they recorded. A similar activity is often done in math class. Our math program is Chicago math and the temperature is recorded daily in many classes.

Activity #3: This activity could be done to measure either snow or rain. Place the rain gauge outside in an open place. If it is particularly windy, please put a rock in the bottom, [BUT remember to take the rock out BEFORE each measurement](#). Each day have your students measure the amount of rainfall/snow fall which has accumulated with their unifix cubes, and color the

corresponding amount on their strips. Have them arrange each day's strip side by side to make a graph. Have them write each day's date underneath the matching strip. When the graph is complete, ask them the following questions. They should be able to answer them from looking at the graph:

1. On what day did it rain the most?
2. On what day/days didn't it rain?
3. On what day/days would you expect to see the most puddles?

Source: Activities #1 & #2: Adapted from Integrated Theme Units, Scholastic Inc., c1992; Activity #3 - Pat McKean

Art connection: Make a rain painting per attached directions.

**TEACHER NOTES:** Any of the activities could be started in this way: Put a drop of water in each student's hand. Then discuss how important water is to each of us. After a few minutes, ask the students to observe the drop. Many will cry, "It's gone!"

#### **STANDARDS:**

**BSL:** 1.1, 1.2, 1.3, 1.4, 1.8, 1.9, 2.2, 3.1, 4.1, 4.5, 9.2, 12.2, 12.4

**NCTM:** 4d, 10a, 10b, 10c, 10d, 11a, 11b, 11c

**SCS:** A1, A2

Kushkin, Karla. James and the Rain. [\* Kus] Illus. by Reg Cartwright. NY: Simon & Schuster, c1995. ISBN#0671888080 James puts on his yellow slicker and goes out into the rain to play rainy day games with an ever-increasing number of different animals.

Martin, Bill, Jr., and John Archambault. Listen to the Rain. [\* Mar] Illus. by James Endicott. NY Henry Holt and Company, c1988. ISBN#0805006826 Describes the changing sounds of the rain, the slow soft sprinkle, the drip-drop tinkle, the sounding, pounding, roaring rain, and the fresh, wet silent after-time of rain. Very onomatopoeic.

Polacco, Patricia. Thundercake. [\* Pol] NY Philomel, c1990. ISBN#039922316 A grandmother distracts her grandchildren during a storm by making a cake.

#### **WEBSITES:**

<http://www.miamisci.org/hurricane/weathertools.html> This site will show your students how to make weather instruments that measure conditions that cause changes in the weather. Make the following weather tools for your own weather station. They will help you measure [wind](#), [air pressure](#), [moisture](#), and [temperature](#).

This website is called "Weather Wiz Kids". This "page" gives information about all weather instruments:

<http://www.weatherwizkids.com/wxinstruments.htm>. There is a great deal of

information about all kinds of weather. The site is kid-friendly with great pictures.

**ART CONNECTION:** [Make a Rain Painting](#)

You can take advantage of the next rainy day by showing the children how to make rain paintings. You will need these materials: white construction paper, paintbrushes, tempera paints, rain!

Have students paint different colored designs on their papers. Let the paint dry. Then have the children put their paintings outside for a moment or two. (The amount of time will depend upon how hard it is raining.) **Caution** students to hold the paintings flat so the paint doesn't run. Inside, place the paintings on a flat surface and let them dry. Ask the children to observe the different patterns created by the rain.

Day of Week	Temperature °C/°F	Picture of Weather
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Record the temperature on each day of the school week. Draw a picture of the kind of weather you observe: sunny, cloudy, rainy, snowy, windy. Suggest that your students use the following symbols: sun, cloud, umbrella, pair of mittens, and kite, respectively. Use the data chart to answer these questions:

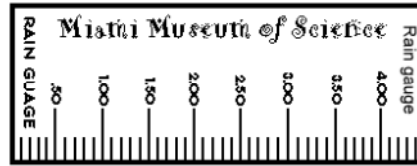
1. What was the highest temperature? \_\_\_\_\_
2. Did it rain this week? \_\_\_\_\_
3. How many days was it sunny? \_\_\_\_\_
4. How would you describe the week's weather? \_\_\_\_\_

\_\_\_\_\_

# WEATHER INSTRUMENTS

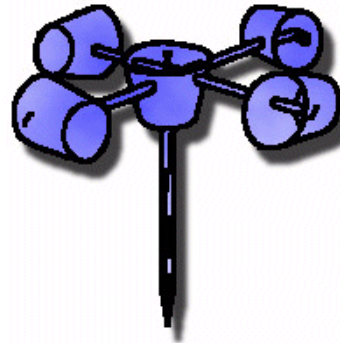
Match the instrument with its description by drawing lines.

A THERMOMETER measures the air temperature.

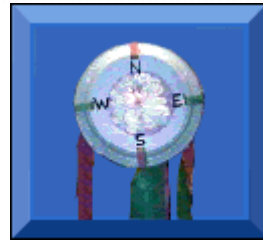


Rain Gauge Ruler

A RAIN GAUGE measures the amount of rain that has fallen over a specific time period.



A BAROMETER measures air pressure.



An ANEMOMETER measures wind speed. The cups catch the wind, turning a dial attached to the instrument. The dial shows the wind speed.



A WIND SOCK is usually orange but it can be green; it may have seen at an airport and it can be used to help pilots measure wind direction.



# RAIN GAUGE STRIP LABEL

The image shows a template for a rain gauge strip label. It consists of five identical horizontal rows. Each row is bounded by vertical dashed lines on the left and right. Inside each row, there are ten empty rectangular boxes arranged in a single line. A horizontal dashed line runs above and below each row. A pair of scissors icon is located on the left side of the second row, indicating where to cut.

Cut out one label on the dotted line. Attach to side of deli container with a piece of clear mailing tape.