

# It's Raining, It's Pouring

## Summary

Students will explore what rain looks, feels, smells and sounds like. They will explore what kind of clothing would be most appropriate to wear on rainy days. They will also learn about traditions based on rain in other cultures.

## Time Frame

1 class periods of 45 minutes each

## Group Size

Large Groups

## Life Skills

Thinking & Reasoning

## Materials

weather calendar/graph; squares of paper to record weather data calibrated to fit the weather graph; sound effect CD of a rainstorm; an old tennis shoe; a sweater; several pair of old socks; an old boot; crayons; paper; watercolor paint; picture of a Navajo rain dance; picture of an Irish pot of gold at the end of the rainbow; picture of Nigerian storm Gods; picture of Chinese spirits for wind and rain (cats and dogs); an Australian rainstick

## Background for Teachers

Each day students should go outside and observe the weather for a few minutes. Students will record their findings on a small square of paper calibrated to fit the weather graph. Students will share and discuss the day's weather, the appearance of the sky, clouds, wind etc. A student will be selected to mount their illustration on the weather graph. The teacher can enhance class discussion by asking questions such as: How do the trees look today? The flowers? Do you see any changes in how the trees or flowers look? How are the animals reacting to today's weather? Did you see any birds, or insects outside? How are the children dressed on the playground today? Are they wearing a different kind of clothes than they wore yesterday? Are the clothes different from what they wore last month? How? Did you feel comfortable in what you wore to school today? A collection of weather graphs enable students to see the attributes of each season and the changes in plants, animals and people as the seasons change. Discuss frequently the different types of weather and characteristics of approaching storms. Depending on where the student has grown up, he may have had varied experiences with rain, thunder, and lightning. Student perceptions of appropriate dress for the weather, and emotions about a rain storm will vary. Allow time for sharing! This lesson plan need not be taught on a rainy day, but it is essential that students have had frequent opportunities to observe, describe, and discuss rain storms.

## Intended Learning Outcomes

Students will describe appropriate clothing to wear in the rain based upon their experiments to determine what would best protect them. Students will understand the influences of culture on traditions and folklore based upon rain and weather. Students will generate words and pictures describing how they feel about rainstorms, thunder and lightning.

## Instructional Procedures

Read aloud 'Henry and Mudge and the Wild Wind'. The book describes a boy's fears of rainstorms. Ask students if they can recall experiencing a rainstorm. Ask them what they were doing during the rain. How did they feel? Did they stay inside? If they went outside, did they change what they were wearing to go out into the rain? What do they like about rain? What don't they like about rain? Show the class the first 5 minutes of 'Storms' by Disney Educational Productions Video Leasing Library PI Volume 10. This selection shows a young boy and girl who are frightened by a rainstorm. Minutes later their grandfather returns and reminds them that Bambi felt frightened of a storm too. A short selection of Bambi is shown that depicts the drama of a storm and its emotional effect on Bambi. The grandfather then tells about what causes storms and the children feel excitement and curiosity where they had formerly felt fear. As a class, discuss the following questions: How can you tell a rainy day? What color is the sky? Do you like a rainy day? Why? What kind of clothes do you wear when it is rainy? How do you protect yourself from the rain? What can you do to keep from getting cold and sick? Which people work out of doors even when it rains? How do they keep warm and dry? (policemen, mailmen, truckers, etc.) What should you wear to play outside on a rainy day? Tell students that you would like them to explore the kind of clothing that would protect them best if they were walking in puddles during a rainstorm. Ask a few students to assist you by putting a pair of socks in each of the following items: an old sweater; tennis shoe; and a boot. Have students lower each item into a shallow tub of water and pull it out again. Ask students to predict which pair of socks will be the most dry. Discuss the results. Review the book 'Henry and Mudge and The Wild Wind'. Discuss the following questions. How did Henry feel? How did Mudge feel? Have you ever been afraid during a rainstorm? What was it about the storm that made you feel frightened? What is frightening about thunder? What is frightening about lightning? Tell the students that people have always felt a little frightened of the loud noises that thunder makes. People were especially frightened when they did not understand what caused the noise and the bright flashes of light. They made up stories to help them feel better the same way that Henry's dad made up a story to help Henry feel better. Tell the students about some of the traditions and folklore that have come about to explain rainstorms. 1. Navajos performed rain dances. They considered the rainbow to be a spirit. 2. The Irish told their children that if they could go to the end of the rainbow they would find a pot of gold. 3. In Nigeria they worshipped Storm Gods at special ceremonies. 4. The Chinese depicted the spirits for wind and rain as cats and dogs. The children may have heard the saying 'It is raining cats and dogs.' 5. In Australia they have a rainstick which is believed to help bring on a rainstorm if you shake it up and down. 6. In America children sing 'It's raining, it's pouring, The old man is snoring, He went to bed and he bumped his head, And he couldn't wake up in the morning.' Children will enjoy making 'thunder and lightning' in their class. Here are two simple experiments which students can individually explore after watching the teacher's demonstration. What makes lightning? (turn off the lights for best results) 1. Rub two balloons on clothing, hair or rug. 2. Hold the ends of the balloons until they almost touch each other. Students will observe a spark jump. Explain that if the balloons were clouds, the spark would be lightning. What Makes Thunder? 1. Blow up a paper bag. 2. Pop the paper bag by hitting it with your hand. Explain that when air rushes together it makes a loud noise. Lightning forces the air apart. When the air rushes back together again it makes a loud noise. Play a CD of a rain storm. Keep the volume low. Many children who are afraid of the loud noise of thunder will enjoy listening to a rainstorm CD as long as the volume is not overwhelming to them. As students listen to the storm, review some of the stories other cultures have made up about rain. Review the American song about 'the old man snoring'. Ask children to make up their own stories and draw them on paper as they listen to the rainstorm. After 5-10 minutes, stop the sound effects, and allow children to gather into small groups and share their stories with friends. If you have enough adult help in the classroom, adults could write the story for the children, and a class book could be created using the pictures and stories about rain. \*\*\* Children really enjoy drawing with crayons and then painting rain with watercolor paint over their pictures.

## Extensions

\*Song: (to the tune of Are You Sleeping?) There is thunder, There is thunder, Hear it roar, Hear it roar, Pitter, patter raindrops, Pitter, patter raindrops, I'm all wet, I'm all wet. \*Song: (Tune of Bingo) There was a day when we got wet and rainy was the weather, R-a-i-n-y-, r-a-i-n-y, r-a-i-n-y And rainy was the weather. \*Poem: Thunder crashes, Lightning flashes, Rain makes puddles So I can make splashes!

## Bibliography

Rylant, Cynthia Henry and Mudge (The Trumpet Club, 1993)

## Authors

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