



Teaching with

Let it Rain

Exploring the Amazon Rainforest

978-1-63440-273-6 (HC) 978-1-63440-275-0 (SC)

Preview

- Read the title, including the subtitle.
- Have students use the title and cover illustration to predict the focus of the book. Ask them to support their predictions by stating clues (details) in the title and illustrations.

Prepare

- Discuss with students how to navigate the text. For example, suggest that they read the main text first on each page, then closely examine the picture and any special features (e.g., “It’s a Fact”). Remind them to think about how these special features illustrate the text, clarify ideas, or add new information.
- Have students browse the book, noticing any special features. Ask them to generate questions they have about the Amazon rain forests that might be answered in the text.
- Activate prior knowledge by having students turn to a partner and name two or three facts they know about rain forests.

Vocabulary

- **Academic Vocabulary** Preteach the following academic words using the Define-Example-Ask Routine: *odor, visible*.

Define: An *odor* is “a smell.”

Example: *An onion has a strong odor.*

Ask: *What odors do you like best?*

Define: *Visible* means “can be seen.”

Example: *The whole city is visible from the mountaintop.*

Ask: *What is visible from your classroom windows?*

- **Additional Words** Use a student-friendly definition, the illustrations, and context clues to highlight these words while reading: *species, whiff, buttress, squinted, creature, emerald, slithered, bulge, rodent, snout, habitat, gobble, feast, rejoined*.

Close Reading

Guide students through a reading of the book to increase overall comprehension and develop generalizable reading skills.

Text-Based Questions Ask the following questions while reading. Have students provide evidence in the text and illustrations to support their answers.

(page 5) *What clues help you determine the meaning of “whiff”?*

(page 8) *What do the authors want you to know about rain forests and why they’re called that?*

(page 9) *Why did the authors include the “It’s a Fact” feature? How does it relate to the text? How does it affect what you think about strangler figs?*

(page 13) *What do the authors want you to know about the importance of camouflage? What examples did the authors give so far?*

(page 15) *How does Diego feel about the rain forest? What clues support your answer?*

(page 21) *What is the most interesting or surprising fact you’ve learned about the rain forest so far?*

(page 23) *How does the rain forest canopy compare to the rain forest floor? Why do the authors include this information?*

(page 25) *Why did the authors use the word “whiff” again?*

(page 27) *Why do you think Diego winks when he hands the guide an apple?*

Reinforce Vocabulary

- **Content Vocabulary** After reading, review the following content words using the glossary on page 31: *camouflage, canopy, predator, prey, pollinate*. Have partners read each word and definition, then find the sentence in the book containing the word.
- **Build Vocabulary Strategies** Increase student’s general word awareness skills using the following words: *rain forest /treetops/wide-bottomed, careful*.

rain forest, treetops, wide-bottomed (compound words): Write the words. Point out that each is a compound word, consisting of two smaller words put together to make a new word. Explain the three types of compound words: open, closed, hyphenated. Emphasize that the meanings of most (not all) compound words can be figured out by looking at the meanings of the two smaller words. Model one example. Have students find other examples of compound words in the book and explain how they figured out each word’s meaning. Examples include *afternoon, tree-killing, freshwater, sunlight, toothpaste*.

careful (suffixes): Write the word and underline the suffix *-ful*. Explain that a suffix is a word part added to the end of a base word. It changes the word’s meaning. Readers use the meaning of the suffix to determine the whole word’s meaning. Point out that *-ful* means “full of.” So, *careful* means “full of care.” Repeat with *hopefully* on page 27.

Use the Tools Discuss why the authors included each of these nonfiction tools and how students can use them to better understand the text.

- **Table of Content** Review the Table of Contents on page 3. Explain that readers use this feature in informational text to quickly find the facts they need (or sections of text they want to read or reread). Point out that, unlike fiction, readers don't always read an entire nonfiction book (e.g., when doing research).
- **Boldfaced Words** Ask students to find and record the boldfaced words in the text. Ask: *Why did the authors put these words in special type?* Remind students to pay careful attention to words in special type while reading to aid in comprehension. These are key words the authors want the reader to know and remember.
- **Diagram Use** the diagram on pages 28-29 to model how to read this text feature. Point out the callouts/labels. Guide students to make the connection between the diagram details and the main text. Ask: *Why do authors include diagrams? How do they help the reader?*

Imagine This! Build comprehension using the interactive game. Share with students the directions below.

Players: 2

Materials: plastic cup, penny, place marker for each player

To Play:

- 1** Each player in turn shakes the penny in the cup, then spills it out. If the penny lands on heads, the player moves 1 space. If it lands on tails, the player moves 2 spaces.
- 2** The player then answers the question. If correct, the player stays on the space. If incorrect, the player skips a turn. Players landing on a penalty square only incur the penalty once, even if they land on the square again. Also, players can challenge their opponent's answer, then check the book to confirm.
- 3** Each player continues in turn. The first player to reach the WINNER space wins.

Extend

- **Rain Forest Map** Have students draw a large world map on construction paper, then record all the places rain forests can be found. Ask them to begin with the rain forests listed on page 30.
- **Virtual Field Trip** Take students on a virtual field trip to a rain forest or a rain forest recreation at a botanical garden. These include VirtualFieldtrips.org (<https://www.youtube.com/watch?v=JEsV5rqbVNQ>) and Michigan State University (<https://msu.edu/user/urquhart/rainforest/>).
- **Research It Research It** Have students use the books or web sites on page 32 to learn more about rain forest plants and animals. Suggest they create a rain forest diorama to illustrate their findings.



START

Which sense tells you about **odors**?

Can you see something that is **visible**? Explain.

Tell 2 facts about the rain forest.

Emerald tree boa!
Miss a turn.

What part of the rain forest gets the least sun?

Describe a caiman.

Count the capybaras.
Miss a turn.

Name 3 animals Diego saw in the river.



Poison frog!
Go ahead 1 space.



Is it safe to swim with piranhas? Explain.



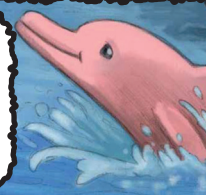
What sound does a howler monkey make?

Danger! Army ants!
Take an extra turn.

True or False?
An animal's **camouflage** protects it.

What do pink dolphins **prey** on?

Name 4 fruits found in the rain forest.



Climb to the canopy.
Take an extra turn.

Is the rain forest a quiet place? Why or why not?

What does a capybara sound like?

Caiman ahead!
Take an extra turn.

What word is the opposite of **prey**?

Watch a pink dolphin.
Go back 1 space.



What part of the rain forest gets most sun?

Name 2 rain forest animals that have **camouflage**.

Heavy rain!
Miss a turn.

Where do most rain forest animals live?

Where is the Amazon Rain Forest located?

WINNER

Imagine That!™