



START: READ 1 Guide for Repeated Interactive Read-Alouds

Complex Storybook	<i>Rain School</i> by James Rumford
Goals for Read 1	Push In and Connect Key Events
	Push-In Story Problem and Target Vocabulary

Read 1: STATE

STATE: Show cover illustration and identify title and author. The title of the book is *Rain School* and the author, or the person who wrote the story, is James Rumford.

STATE: Purpose of Read 1. Look at these children on the front cover. They are running to school, but when they arrive on their first day they don't see a school building. I wonder why there is no school building. Let's read and find out.

Read 1: TEACH

TEACH: Push-in story problem that's connected to the **story purpose** by using the **think-aloud strategy** (I wonder, I noticed, I was thinking....). This is where you can turn back to previous pages to connect events and infer the story problem. Oh, now I know the problem. Remember back at the beginning of the story (turn page back) when...

TEACH: Push-in and connect key events that relate to the story problem.

Page #	Events	Page #	Previous Event/Explanation
2	I'm thinking the road is very dry because it must not have rained in a long time. In this country there are times where it doesn't rain and times where it rains a lot. Look at all these children who are excited to go to school!		
3	I notice that Thomas is eager about school for the first time. He has so many questions for his brothers and sisters. He can't wait to get there and find out the answers to his questions.		

5	I bet the younger children who have never been to school before are very surprised. They didn't know they would have to help build their school.		
7	I notice they make mud bricks by mixing dirt and water together and letting it dry in the sun. If these bricks stay dry, they are strong, but if they get wet, they will disintegrate , or melt away.		
11	These children are really cooperating , or working together, to make their school. They are very eager , or excited to learn. I'm thinking they want to hurry up and get the school built so that they can learn inside.		
21	I noticed that the children have so much fun with their teacher at school. All that hard work to build the school was worth it because they learned so much. Now it is time for a break from school.	15,18, 19	Look how much fun they are having together as they learn.
23	I'm thinking it was time for a break from school because they knew the rains were about to come. When it rains, the mud bricks get wet and disintegrate , or melt away, so the school disappears. This must happen every year. The children will need to build the school again next year, but they won't mind because they have so much fun learning once it's built. The rain might wash away their building, but it can't take away everything they learned.	6, 10	Remember when they showed up to school at the beginning of the year. There wasn't a school. They cooperated , or worked together, to build the school. They know how to build the school, so they can do it again next year.

TEACH: Push-in target vocabulary using PAT.

Page #	Point	Act	Tell
2			country of Chad - place in Africa that is far away; you have to go on a plane to get there.
5-6			arrives - gets there lesson - something you learn
7	mud bricks		

10	mud walls, mud desks		
11	Roof		gathers- gets together Saplings- young trees
13	stools	Big strokes	moment - time
15			strokes - lines
17	notebook		
19		cheers	excellent - very good
22		Race Fat with knowledge- big motion; hand outward from head	“fly by” - go very fast knowledge - how much you have learned rumpled - old looking, not new hard-working - they didn’t give up, they tried their best
24		tear, slump	soaked - so wet
25			disappears - goes away knowledge - how much you have learned

Target Tier 2 vocabulary related to story:

Cooperate- work together
 Disappears- goes away
 Hardworking – work hard to do your best
 Knowledge- how much you have learned
 Eager- really ready for something to happen
 Grateful- thankful
 Disintegrate- fall apart; crumble

Read 1: ASK

ASK: Why wasn't there a school building when the children arrived to school on the first day?

Possible Answers:

- The rain had washed away the school. It disintegrated (fell apart and was destroyed) after getting rained on.
- The teacher needed the children's help to rebuild the school. She couldn't do it independently. They all needed to cooperate, or work together, to build it. They have to build a new school every year because it always gets washed away by the rain.

Read 1: RESPOND

RESPOND:

- Restate what child said in a more complex sentence.
- Use correct syntax.
- Model rich vocabulary.
- Build on children's statements by adding more information.

Read 1: TIE

TIE:

- **Summarize main idea:** Learning is very important, and we have to work hard and cooperate so that we can learn.
- **Transition to next activity and push-in how it relates to the story.** Example: Make mud in the science area or cooperate to build a structure in the block area.



Rollins Center for Language & Literacy

START: READ 2 Guide for Repeated Interactive Read-Alouds

Complex Storybook	<i>Rain School</i> by James Rumford
Goals for Read 2	Push In and Connect Characters' Feelings with Key Events
	Push-In Story Problem and Target Vocabulary

Read 2: STATE

STATE: Show cover illustration and identify title and author. The title of the book is _____ and the author, or the person who wrote the story, is _____.

STATE: Story Problem.

STATE: Purpose of Read 2. Remember how hard the students worked to build the school in the story. I wonder how the students felt when their school washed away. Let's read and find out.

Read 2: TEACH

TEACH: Push-in characters' thoughts and feelings (as they connect to key events) that relate to the story problem.

Page #	Events	Characters' Thoughts and Feelings
3	Thomas is asking a lot of questions to his big brothers and sisters.	Thomas must be thinking: "I'm so excited about going to school for the first time! I wonder what it is going to be like! I can't wait to learn." He is eager , or can't wait, to get there.
4	Thomas and his family arrive at school to find no school building.	Thomas must be surprised. He is probably thinking, "How are we going to learn if we don't have a school?" Look at all of the faces of the children. Some of them look pretty concerned, or worried, but the teacher's face doesn't look concerned. She knows they can fix the problem! The older kids who have been to school know they always build a school on the first day.

10	Thomas and the other children are cooperating to gather materials and build their school.	I bet the children are thinking, "It sure is hard work to build this school. I hope we learn a lot in this school when we finish."
13	The children now have a school and are ready to learn.	I'm thinking the children are eager, or can't wait, to begin learning. They worked so hard to cooperate , or work together, to build a new school. Now the time has finally come to begin school. They must be so excited.
19	The teacher is encouraging her students by saying "Excellent Job!" and "Perfect, my learning friends."	I'm noticing the teacher is so proud of all her students' learning. She keeps encouraging them, or saying kind things. Their faces look so excited, or happy, to be learning.
21	It is the end of the school year, and the children and teacher are saying goodbye to one another.	I'm thinking that the children must feel grateful , or thankful that they got to learn so many things. They had to work hard to build the school together, but it was worth it because they learned so much. The teacher is thinking that these children are so hard-working . They worked together to build the school and they worked hard to learn, and now it is time to for a break.
24	The rains come and wash the school away.	I'm thinking even though the children worked so hard to build the school and now it is washing away, they probably aren't too disappointed because they know that they can cooperate, or work together, next year to build a new school to learn in. It's something they do every year. Even though it's hard work, they want to build the school again because learning is so important to them. They know that their knowledge , what they learn, is more important than what they build.

TEACH: Push-in target vocabulary using PAT.

Page #	Point	Act	Tell
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5-6			arrives- gets there lesson-something you learn
7	mud bricks		
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24		tear, slump	soaked-so wet
25			disappears- goes away Knowledge- how much you have learned
Target Tier 2 vocabulary related to story: cooperate, hardworking, knowledge, eager, grateful, disintegrate			

Read 2: ASK

ASK: How do you think the children must have felt when the school got washed away?

Possible Answers: They might have felt disappointed that all their hard work got washed away, but mostly they were grateful for the time they had together learning in the school and knew they could build it again next year. The knowledge they got was more important than the building they made.

Read 2: RESPOND

RESPOND:

- **Restate what child said in a more complex sentence.**
- **Use correct syntax.**
- **Model rich vocabulary.**
- **Build on children's statements by adding more information.**

Read 2: TIE

TIE:

- **Summarize main idea:** Learning is very important, and we have to work hard and cooperate so that we can learn.
- **Transition to next activity and push-in how it relates to the story.** Example: Make mud in the science area or cooperate to build a structure in the block area.



Rollins Center for Language & Literacy

START: READ 3 Guide for Repeated Interactive Read-Alouds

Complex Storybook	<i>Rain School</i> by James Rumford
Goals for Read 3	Pull Out and Connect Characters' Feelings and Key Events
	Pull Out Story Problem and Target Vocabulary

Read 3: STATE

STATE: Show cover illustration and have the children recall the title and author. Remember, the title of the book is Rain School and the author, or the person who wrote the story, is James Rumford.

STATE: Pull-out story problem. Children state the problem.

STATE: Purpose of Read 3 Now that you know this story so well, I would like for you to help tell the story. Every year the children work together with their teacher to build a new school, but at the end of every year, big rains come and wash the school away. They just keep building a new school every year. I wonder why they do that even though it's a lot of work. Let's read and find out.

Read 3: TEACH

TEACH: Pull-out key events and characters' thoughts and feelings.

Page #	Possible Descriptions of Events	Possible Descriptions of Characters' Thoughts and Feelings
5	The children arrive at school on the first day and there is no school building. The teacher tells them they will build the school.	Thomas is probably surprised not to see a school. The children who haven't been to school before are concerned , or worried, about where they will learn. The teacher and the older children are not concerned because they build a new school every year.
10	The children are cooperating to gather materials and build their school.	The children are probably thinking "This sure is a lot of work! I hope we get to learn a lot once we get finished."
13	The children are waiting in their new school for the learning to begin.	The children are eager to begin to learn in their new school. They had to cooperate , or work together, to build their new school and they are glad to finally be finished with all that hard work.
19	The children are having a lot of fun learning with their teacher.	The children are so grateful to be learning. It took a lot of work to build their school, but it has been worth it because they are learning so much from their teacher.

23	The rain has come and the school is disappearing .	The children are probably thinking, “We put a lot of work into building our school and now it’s getting washed away. That’s okay because we can cooperate and build a new school next year. What we learned is more important than what we built.”
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TEACH: Pull-out target vocabulary.

- **Provide opportunities for children to use target vocabulary.**

Read 3: ASK

ASK: The final why question leads to the main idea. Why did the children keep rebuilding the school every year even though they knew it would wash away?

Possible Answers:

- They were so eager, or excited to learn, that they didn’t mind the hard work to build a school.

Read 3: RESPOND

RESPOND:

- **Restate what child said in a more complex sentence.**
- **Use correct syntax.**
- **Model rich vocabulary.**
- **Build on child’s statements by adding more information.**

Read 3: TIE

TIE:

- **Summarize main idea:** Learning is very important, and we have to work hard and cooperate so that we can learn.
- **Transition to next activity and push-in how it relates to the story.** Example: Make mud in the science area or cooperate to build a structure in the block area.