

Come On, Rain!

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Major Topics:

Organisms – Animals/Humans, Plants, Basic Needs, Behaviors

Weather – Environment Changes, Rain, Drought, Water Cycle



National Science Education Content Standards (1996)

Life Science

- The Characteristics of Organisms
- Organisms and Their Environments

Earth and Space Science

- Changes in the Earth and Sky

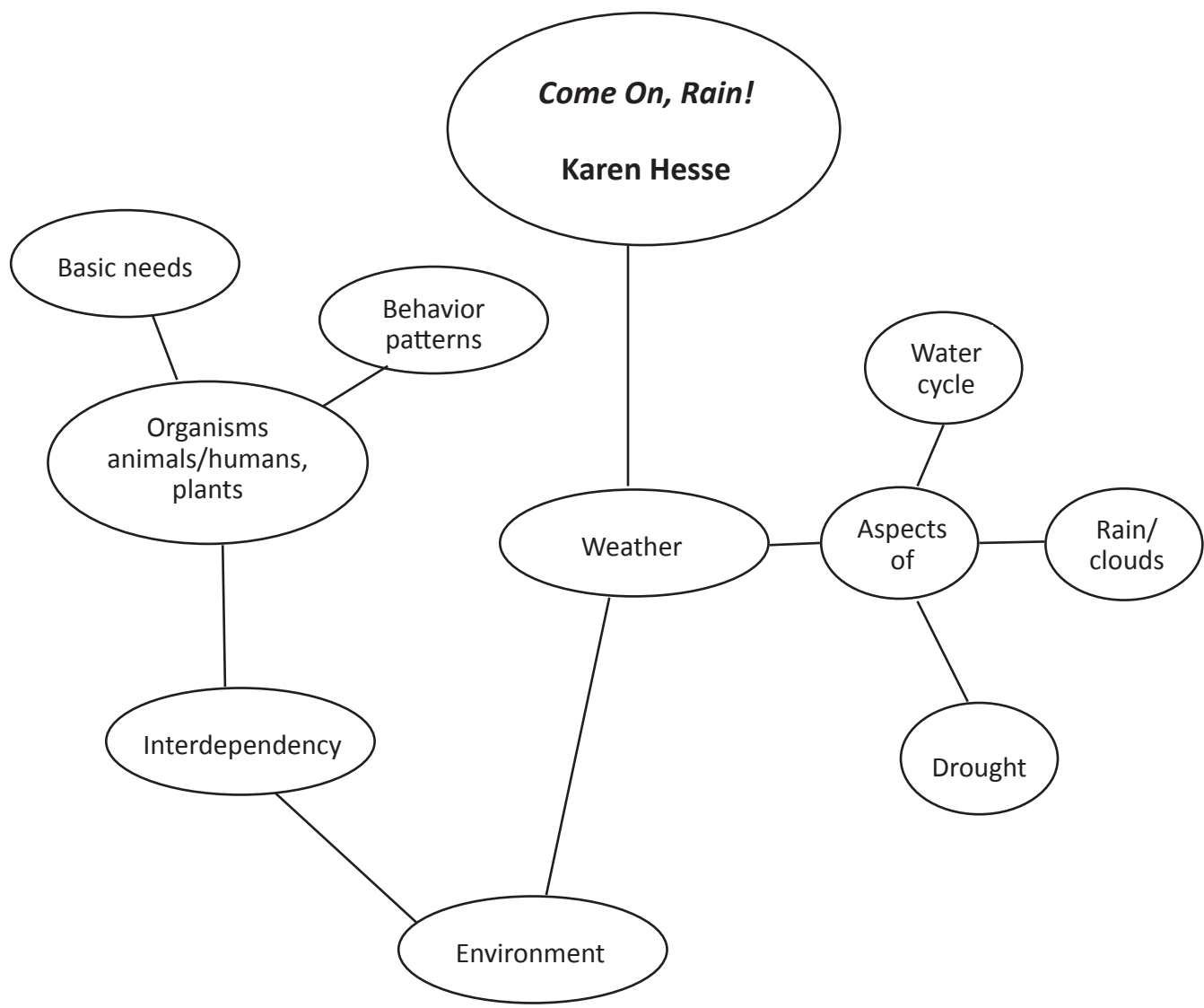
Science in Personal and Social Perspectives

- Changes in the Environment

Summary:

In the midst of a summer drought, Tess, a young girl living in an urban area, sees her mother's frustration as they experience the heat and lack of rain. Tess observes how the tar is hot, the plants are drooping, and the children are kept inside the house to keep cool and not burn in the hot sun. When Tess notices gray clouds in the distance, she pleads to the sky, "Come on, Rain!" Tess and her friends are excited in anticipation of the rain. When it finally rains, her friends and their mothers rejoice and dance in the rain, as everything begins to spring back to life.

Science Concept Map



Thinking Questions Based on Bloom's Taxonomy: *Come On, Rain!*

- 1. Knowledge:**

What was the main problem in the story? What was affected by the drought or lack of rain? When the rain came, what changed?
- 2. Comprehension:**

Retell the events of the story. Why did Tess, her mother, and the other characters want it to rain? Describe the things Tess and her mother did to adapt to the drought. How did Tess know that the rain was coming? Why did Tess want to put on her bathing suit? How did the rain affect the environment?
- 3. Application:**

If it had not rained, what would have happened to Tess's mother's plants? The people? The environment? How would you solve the problem of not having enough rain? Think about your own home/neighborhood and predict what would happen to the plants if there was too much or too little rain. What else could have been done to support the plants growing? How do you adapt to weather and climate change in your city/town?
- 4. Analysis:**

Describe the relationship between the clouds and the rain. Categorize the effects of the drought and rain on the community into social behaviors and environmental/physical effects. Compare and contrast the environment before and after it rained. Consider the effects on plants, animals, the physical environment, and people. When the rain finally came, how did the characters react?
- 5. Synthesis:**

Explain why the rain was important to the community, plants, and animals in the story. Discuss why you think that Tess's mother was so sad and frustrated during the drought and so happy when the rain finally came. Does everything on Earth, including humans, need rain to survive? What are other basic needs for living things on Earth?
- 6. Evaluation:**

Do you think it's important to save water during a drought? Why or why not? Tess's mother did not hand-water her plants during the drought. Was this a good idea to wait for rain instead? Explain your thinking. Did the community deal with the lack of rain well? Explain.



Follow-Up Activities

Come On, Rain!

- Experiment with ways to better foster plant growth during a simulated drought. Help students generalize their thoughts in order to demonstrate their understanding of the basic needs for plant growth.
- Have students research and discover plants that live in conditions that are different from those of their own environment. Request that students concentrate on plants that may live in extreme conditions. For example, have students study plants that would thrive in areas of drought like the desert or under the conditions where Tess lived.
- As a class, develop a sensory poem describing how people, animals, and the environment react and feel when there is not enough rain (drought) and when rain comes.
- Recreate the story and change the setting to match the students' environment. Consider the plants and animals in their local area as well as their own reactions. Have students use descriptive language in their writing and create visual images to add to the story as well. Publish their version of *Come On, Rain!* in electronic or written format.
- Investigate water conservation efforts in the students' communities and/or cities. Have students develop a water conservation plan for their classroom, school, or homes.
- Study the water cycle, its importance to the Earth, and its weather patterns. Analyze how intense weather events, such as a flood, blizzard, or wind storm affect the environment.
- Read literature from other cultures or time periods about the importance of rain. Based on the stories, what roles did/does rain play in other cultures? Develop their own stories.
- Research other specific interests, curiosities, and general information about the basic needs of organisms, environment changes, weather, and the water cycle. Provide and encourage the use of multiple sources of information. Have students share their learning in a variety of ways.