

Selections: Rain

by Helen Kidd

Activities author: Adrian Tennant

Level: Flyers+

Target age: Grade 6, primary (11+)

Time needed: Indicated for each activity

Type of English: American

Note: These activities can be done one after the other, or can be done separately, depending on how much time you want to spend during the lesson and on the focus of your lesson. Some activities need to be done in sequence, i.e. you need to do Activity 3 before you do Activity 4.

Activity 1 (10 minutes)

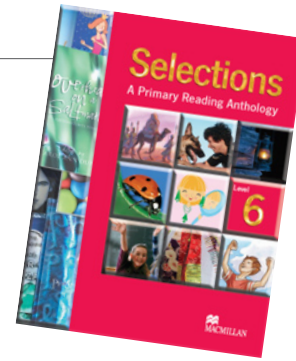
1. On the board write the word *weather* and ask children to call out other words the word *weather* makes them think of.
2. Hand out the worksheet and show the children the mind map in Activity 1. Ask them to work on their own and write down words they think of when they hear the word *rain*. Allow them to use a dictionary if they need one.
3. Monitor and help where necessary.
4. Put the children in pairs and ask them to compare their words with each other. Does their partner have any words they don't?
5. Ask them to explain why they chose the words. For example, *I chose 'umbrella', because I need one when it rains.*
6. Finally, ask a few students to read out their words and explain why they wrote them.

Activity 2 (15 minutes)

1. Put the children in pairs and point out the questions in Activity 2.
2. Ask the children to work together and discuss the questions.
3. If you want, you could ask each pair to choose two or three of the questions to discuss.
4. Monitor and help where necessary.
5. Ask a few students to report back on their discussion.

Activity 3 (10 minutes)

1. Divide the class into groups of three and ask the



children to decide who is student A, B and C in each group.

2. Cut up the Transcript into three sections, as shown. Hand out the sections (student A gets section A, student B section B and student C section C).
3. Ask the children to read their parts of the poem.
4. Next, ask them to read their part of the poem again and complete the gaps using the words in the box.
5. Monitor and help where necessary, but don't tell them the answers.
6. Don't check the answers yet. Explain that you will play a recording of the poem and they can check the answers then.

Activity 4 (10-15 minutes)

1. Ask the students to turn over their part of the poem.
2. Play the recording once and encourage the children to just listen.
3. Ask the children to look at their part of the poem and check their answers.
4. Now tell them to work in their groups of three and put the poem in the correct order.
5. Play the recording again.
6. Have the students check once more before checking the answers as a class.
7. Then, ask the students to read the poem out loud to themselves.
8. Finally, ask for a volunteer to read the poem out loud to the whole class.

Key:

1. *sky*; 2. *skin*; 3. *dry*; 4. *stare*; 5. *scared*; 6. *eyes*;
7. *shines*; 8. *green*; 9. *wild*; 10. *crazy*

Activity 5 (10-15 minutes)

1. On the board write the word *crashing*.
2. Explain that the word is an onomatopoeic word, i.e. the word sounds like the sound that the thing

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being described makes (if you need to demonstrate, use the word *hum*).

3. Ask the children what things can *crash* and elicit things such as breaking glass, waves on rocks, etc.
4. Put children in pairs and hand out the worksheet.
5. Ask the children to work together and think of something that each word could describe. Alternatively you could ask them to draw a picture for each sound / word (this would be good for students who enjoy art and are visual learners).
6. Monitor and help where necessary.
7. Put the children into groups (put two pairs together to make each group) and ask them to compare their ideas.
8. Then, ask a few children to read out their ideas.
9. Finally, ask if the children know any more words that describe sounds or movements.

Note: This is quite a challenging activity. Although it relies on the students using their experiences it also relies on them understanding the meaning of the words. Help the students by providing them with dictionaries so they can check the meaning of each word.

Activity 6 (15-30 minutes)

1. Put the children into small groups and ask them to read through the poem again.
2. Tell them that you want them to work in their groups and make sound effects to go with the different verses.
3. The children might want to spend time preparing for this, i.e. making a rain tube – get a short cardboard tube, tape one end up and then put two cups of rice in the tube. Then tape the other end. You can now make the sound of rain by slowly tipping the tube and letting the rice fall from one end to the other. You can make the sound of thunder by holding a very large sheet of cardboard in two hands and then shaking it in front of you.
4. Give the groups time to come up with their sound effects before asking a few groups to read out the poem, making the appropriate sound effects.

Activity 7 (15-20 minutes)

1. Tell the children they are going to write their own 'concrete' poems.
2. Hand out the worksheet and ask the children to

choose one of the shapes and the corresponding topic.

3. Then, ask the children to write down all the words they imagine when they think of their chosen topic. Encourage them to think of words that describe sounds or movement as well.
4. Monitor and help where necessary.
5. Next, ask the children to write their own poem by filling in the shape (it can be as short as two verses of four lines each, or as long as they want).
6. Set a time limit of ten minutes to write the poems, or set the task for homework.
7. Once they have written the poems they could illustrate them further by drawing pictures.
8. Finally, display the finished pictures on the walls around the classroom.

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Rain

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Swirling rain,
Whirling rain,
I'm twirling round and round again.
I smile at the sky.

Dropping rain,
Plopping rain,
I'm hopping down a muddy lane.
I'm soaked to the skin.

Splashing rain,
Crashing rain,
Lashing on my window pane.
I'm cozy and dry.

Gushing rain,
Whooshing rain,
Rushing down the roof and drain.
I stand and stare.

Silent rain,
Violent rain,
Playing tricks on my poor brain.
I'm feeling quite scared!

Frightening
Lightning!
Electrifying, brightening!
I hide my eyes!

Shimmering rain,
Glimmering rain,
Like diamonds on a silver chain,
See how it shines!

Gentle rain,
Essential rain,
Brings life to tired leaves again,
So lush and green.

Mild rain, wild rain,
Lazy, hazy, crazy rain,
Pouring, never boring rain,
There's no way I'm ignoring rain.

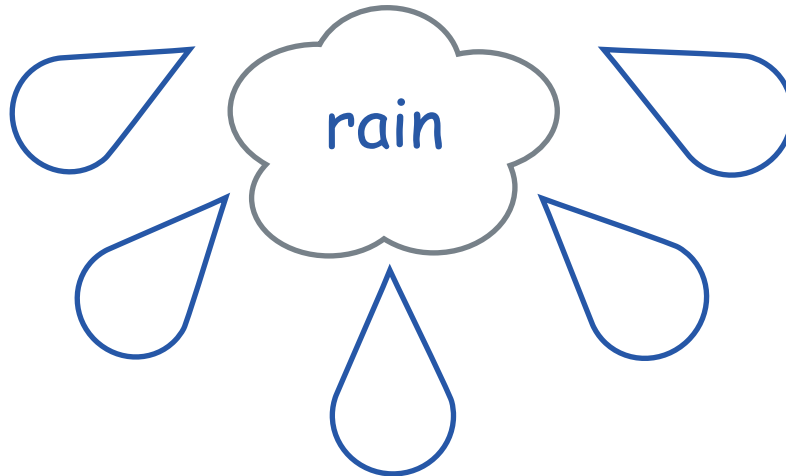
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Before listening / reading

Activity 1

Write five words you think of when you hear the word *rain*.



Work with a partner and compare your words. Explain why you chose your words.

Activity 2

Talk about these questions with a partner.

1. When did it last rain where you live?
2. Does it rain a lot?
3. Do you like the rain? Why? Why not?
4. What's your favorite weather? Why?
5. What do you do when it rains?
6. How do you feel when it rains?
7. Do you get frightened if there is a big storm?

Before listening / reading

Activity 3

Read your part of the poem. Complete it with the words in the box.

Student A

dry skin sky

Swirling rain,
Whirling rain,
I'm twirling round and
round again.
I smile at the _____.

Dropping rain,
Plopping rain,
I'm hopping down a
muddy lane.
I'm soaked to the _____.

Splashing rain,
Crashing rain,
Lashing on my
window pane.
I'm cozy and _____.

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YOUNG LEARNERS WORKSHEET

Student B

eyes scared stare

Gushing rain,
Whooshing rain,
Rushing down the roof
and drain.
I stand and _____.

Silent rain,
Violent rain,
Playing tricks on my
poor brain.
I'm feeling quite _____!

Frightening
Lightning!
Electrifying,
brightening!
I hide my _____!

Student C

crazy green shines wild

Shimmering rain,
Glimmering rain,
Like diamonds on a
silver chain,
See how it _____!

Gentle rain,
Essential rain,
Brings life to tired
leaves again,
So lush and _____.

Mild rain, _____ rain,
Lazy, hazy, _____ rain,
Pouring, never boring
rain,
There's no way I'm
ignoring rain.

Activity 4

Listen to the poem and check your answers. Then put the poem into the correct order.

After you listen or read

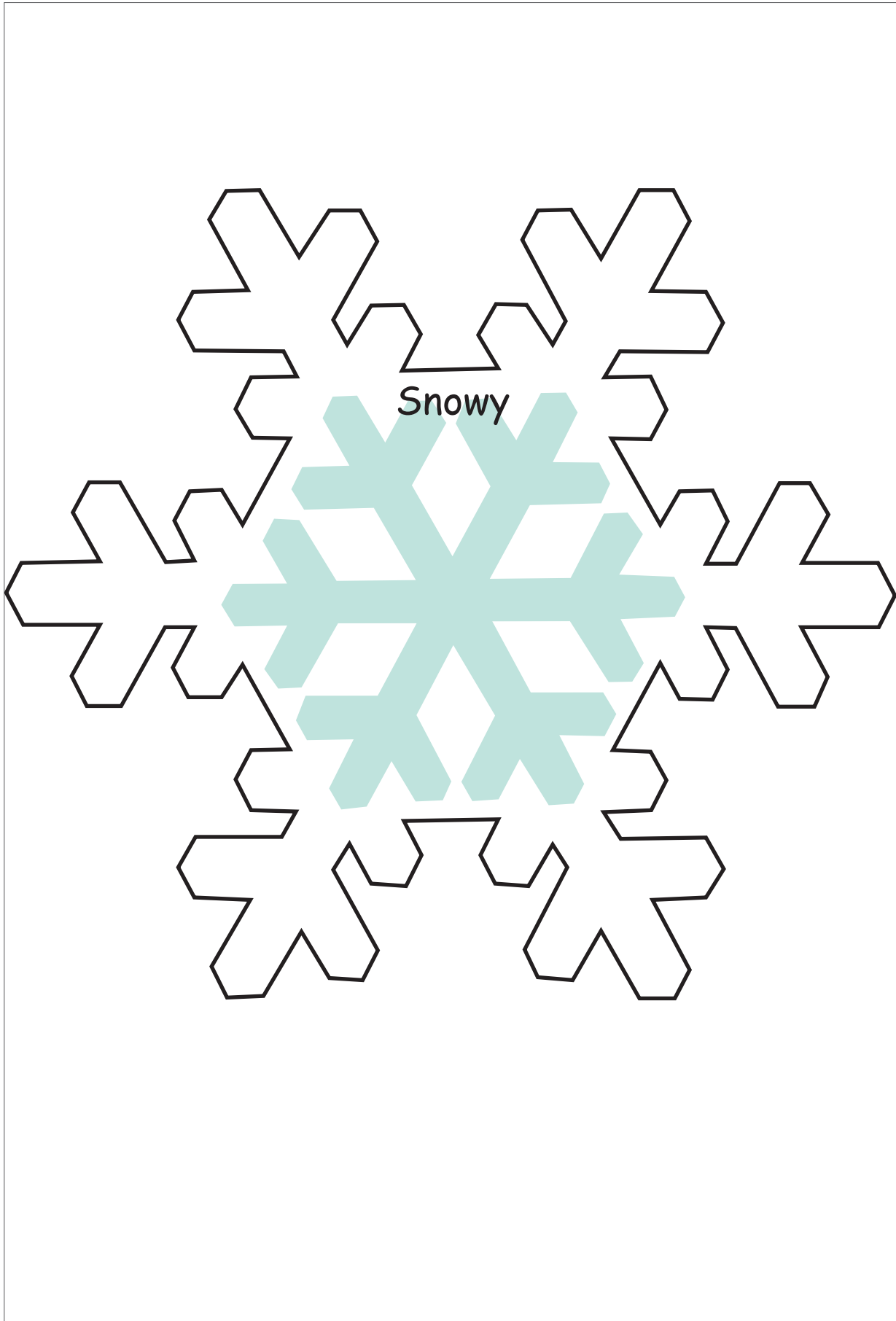
Activity 5: Onomatopoeic words

Many of the words in the poem describe a sound (they are onomatopoeic words) or they describe an action or movement. For example, *crashing* sounds like waves breaking over rocks or breaking glass.

Look at these words. Can you think of something that each word could describe? Write or draw pictures.

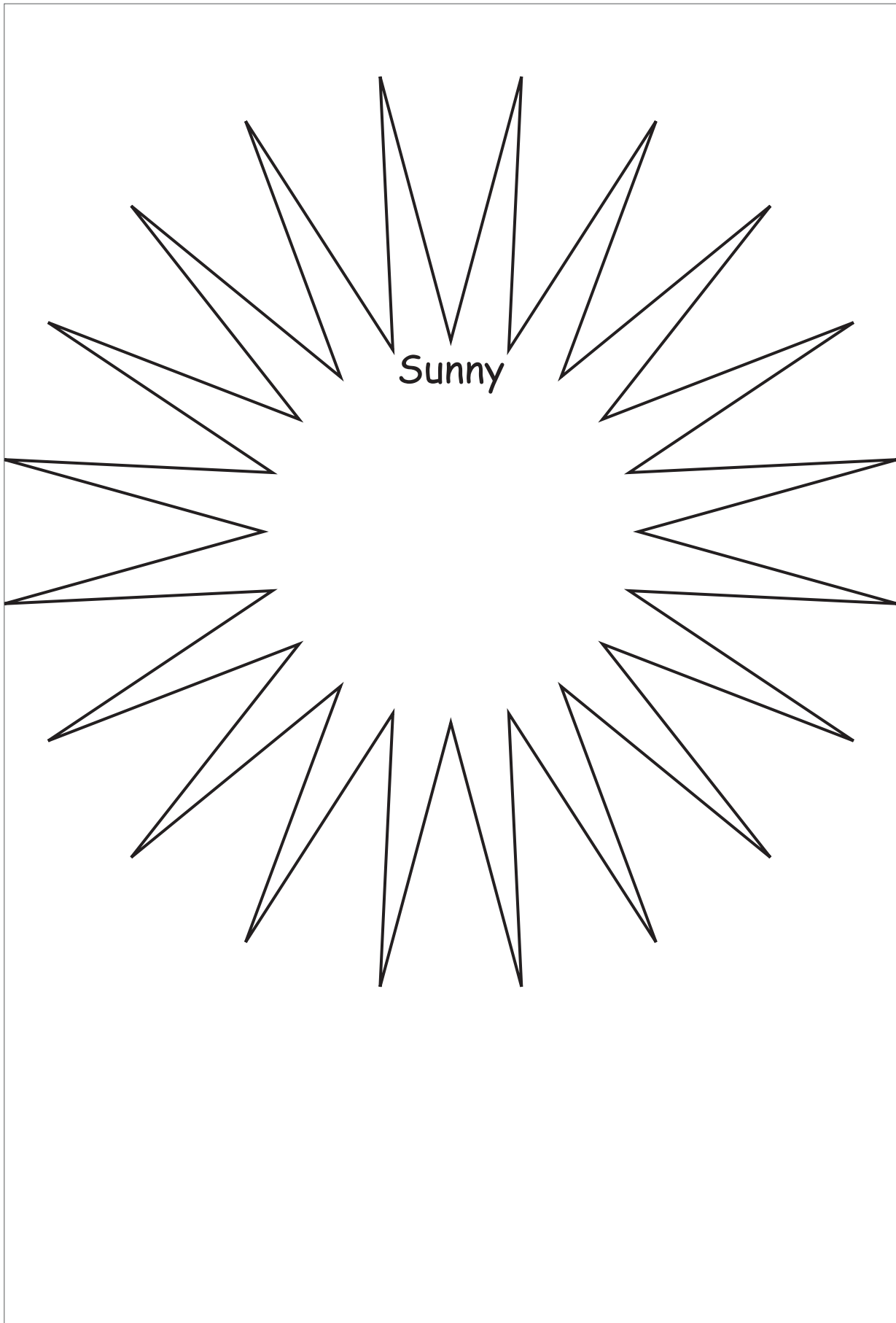
- a) swirling _____
- b) whirling _____
- c) dropping _____
- d) plopping _____
- e) splashing _____
- f) gushing _____
- g) rushing _____
- h) shimmering _____
- i) glimmering _____

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