



Does rain ever fall up?

Book band: Purple

This book explores rain, including the water cycle and what would happen if there was too much rain or too little rain.

Skills focus

- 1a Draw on knowledge of vocabulary to understand texts
- 1b Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
- 1d Make inferences from texts
- Monitoring understanding

Guided reading session

You will need

- Multiple copies of Collins Big Cat *Does rain ever fall up?*

Tune in

Show children the front cover of the book and ask them to read the title.

Ask the following questions:

- What sort of sentence is this? (*a question*)
- Do you think rain ever falls up?

Ask them to look at the back cover.

Read the back cover blurb and discuss the three questions.

Reread the final sentence.

Ask: Do you think this is a story book or a non-fiction book?

Encourage children to justify their response with reasons.

Ask: What do you know about non-fiction books?

Ask children to find the contents page at the front of the book.

Ask: What do you think this page is for?

Establish that the contents page shows what is in the book.

Ask children to turn to page 2.

Read pages 2 to 5 aloud to children.

Ask: What is water vapour? (*a gas created by the sun's heat on water*)

Read pages 6 and 7 aloud.

Ask the following questions:

- What makes a cloud? (*the water vapour when it cools down high in the sky and turns into water droplets*)

- How do you think the children on these pages are feeling?

Heads together

Ask children to read pages 8 and 9.

Ask them to prepare an explanation of why rain falls from the sky and why it isn't salty.

As they read, move around the group, supporting children who find the tasks challenging.

Wrap up

Take feedback from the activity, using children's explanations as an opportunity to check their understanding of what they have read.

Draw attention to the sentences at the top of pages 8 and 9.

Ask: What do you notice about these sentences?

Establish that they are in bold and are questions.

Explain that they are headings and they give information about the paragraph underneath.

Draw attention to the label on the photo on page 8.

Ask what they notice about it.

Establish that the words are in bold which means they are in the glossary.

Explain that a glossary gives the meanings of words.

Challenge children to use the contents page to find the glossary and look up the entry for 'rain gauge'.

Draw attention to the index. Explain that it helps find certain information in the book.

Ask children to find the entry for 'seas'. Explain that information about seas is given on pages 9, 12 and 14.

Give them time to look up 'seas' on these pages.

Vocabulary boost session

You will need

- Multiple copies of Collins Big Cat *Does rain ever fall up*
- Flipchart or whiteboard

Vocabulary table

Focus word	Child-friendly explanation	Example sentence	Tell me...
sucked	If something is sucked up, it is pulled up.	I sucked juice through a straw.	Tell me about something that you can suck.
soaks	If a liquid soaks into something, it runs into it.	I knocked a glass over and the water soaked into my reading book.	Tell me about something that water could soak into.
stored	If something is stored, it is kept somewhere.	My mum stored our presents in the cupboard in her room.	Tell me about a place that you could store something.

Tune in

Ask children to remind you what this book is about.

Ask them to turn to pages 10 and 11.

Challenge children to find the headings on pages 10 and 11.

Read pages 10 and 11 and explain how the diagram of the water cycle links to the text.

Read pages 12 and 13. Explain the meaning of the focus words as you read them, using the information in the Vocabulary table above to help you.

- Ask** the following questions:
- Where does most rain fall? (*on the oceans and seas*)
 - What happens to rain when it falls on land? (*Some is sucked up by roots of plants, some soaks into the ground, and some runs into rivers and streams.*)

On the flipchart or whiteboard, write up the focus words and the example sentences.

Ask children to read them with you.

Heads together

Use the ‘Tell me’ prompts in the Vocabulary table to explore the focus words further.

As children respond, ask them further questions to deepen their understanding of the focus words.

Wrap up

Challenge children to tell you what each of the focus words have in common. (*They all start with ‘s’; they are all verbs.*)

Ask children to choose one of the focus words as their word of the week. Challenge them to use it as often as they can – both at home and at school.

Follow-up independent sessions

You will need

- Multiple copies of Collins Big Cat *Does rain ever fall up?*
- Multiple copies of Resource sheet: Non-fiction features

Children can read pages 14 and 15.

They can then re-present the information as a labelled diagram or picture.

Children can read pages 16 and 17.

They can then write down their thoughts on what life would be like if the whole world was a desert.

Children can read pages 18 to 20.

They can then record what they know about non-fiction features on Resource sheet: Non-fiction features.



Name: _____

Non-fiction features

Why we use it			
How it is organised			
What it is			
Feature	Contents	Glossary	Index