



Springtime Fun

Group Activity: ELA – Facts About Rain Comprehension Activity

Objective:

This activity utilizes listening and attention skills as students complete a reading comprehension activity.

Materials:

- Sequence strip (provided)
 - “Facts About Rain” book (provided)
 - Image-based worksheet (provided)
 - Written worksheet (provided)
 - Pencils (1 per student responding by writing)
 - Markers or bingo daubers (1 per student responding by making a dot)
 - Scissors
 - Ring for binding purposes
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Preparation:

1. Print, laminate, and cut out:
 - a. Sequence strip
 - b. “Facts About Rain” book
 2. Note that the “Facts About Rain” book is included in the Circle section of this unit, along with brief comprehension questions. If you have not assembled the book as part of circle time, do so by hole-punching the top left corner of the provided book pages. Attach the pages using a ring.
 3. Decide which level worksheet is most appropriate for your group of students. Choose to print one color worksheet for the group to use together, or, to save ink, print the worksheet in grayscale for each student to use individually.
 4. Have students sit at the table by group: students working on the image-based worksheet should sit together, and students working on the written worksheet should sit together. Assign a staff member to lead each worksheet group. If each group will be sharing one color worksheet, place it in the middle of the group, visible to all students. Have students take turns answering the questions.
 5. Have the sequence strip on hand, and refer to it throughout the activity to guide the students.
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Instructions:

1. Introduce the activity to the class. Tell students that today they are going to read a story about rain. They will learn some fun new facts as they read. After reading the story, they will get a chance to show what they learned by answering some questions on a worksheet.
2. Read the story. Stop periodically to make comments or to point out interesting facts.
3. Pass out the appropriate worksheet and pencil or marker/bingo dauber to each student.
4. Have each staff member prompt their worksheet group to answer the questions.

Considerations:

- If completing this activity at home with your student, you do not have to laminate the materials.
 - Depending on your student's learning level, follow the suggestions for differentiation section below for more specific suggestions.
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Suggestions for Differentiation:

Level 1:

- Provide the cue "do this," and model the action.
- For students with fine motor needs, have the student answer the questions using a marker or bingo dauber to place a dot on the correct picture.
- Cover up the incorrect picture(s) to help the student locate the correct answer.
- Model asking for help if needed, and encourage the student to imitate using their mode of communication.

Level 2:

- Explain the activity using one-step directions, and teach the student to reference the sequence strip when needed.
- For students with fine motor needs, have the student answer the questions using a marker or bingo dauber to place a dot on the correct picture.
- To assist the student in answering the comprehension questions, have them use the skill of receptive labeling to identify the correct answer. Give the cue "circle the X [picture description]."
- After the student circles the correct answer, ask the question again, and encourage an expressive language response. The student may respond using their mode of communication.
- Encourage the student to ask for help using a phrase and their mode of communication.

Level 3:

- Explain the activity using multi-step directions.
- If the student is not able to write the answers, have them expressively say the answer using their mode of communication, have a staff member write the answer in dots, and encourage the student to trace.
- Teach the student to refer to the story to find the answer.
- Have the student read the story to the class.
- Encourage the student to ask for help using a complete sentence and their mode of communication.

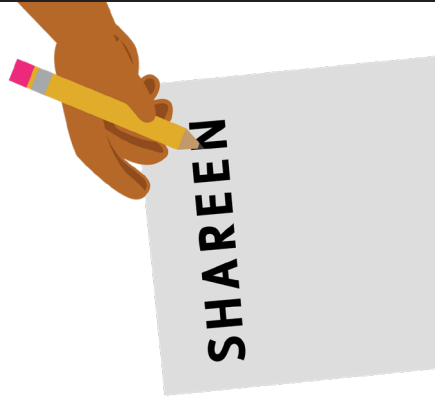
Sequence strip



Listen to the story



Write your name



Answer the questions



Hand in the worksheet



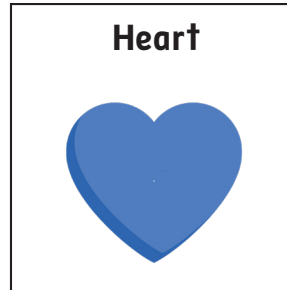
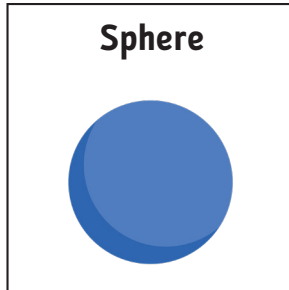
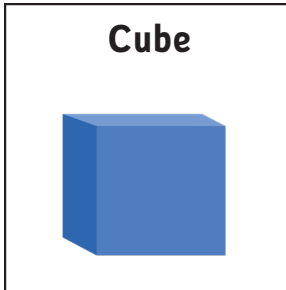
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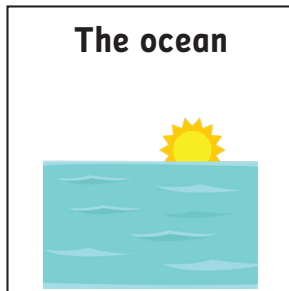
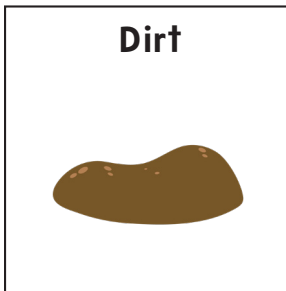
Image-Based Worksheet: Facts About Rain Questions

Name: _____

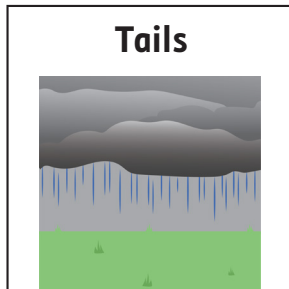
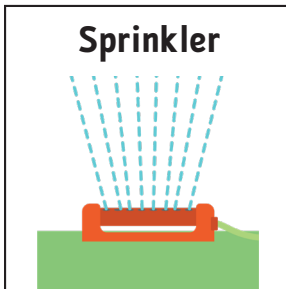
1. Circle the shape of water when it first forms.



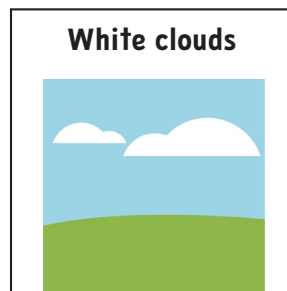
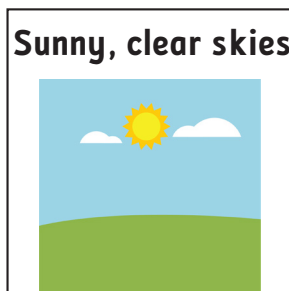
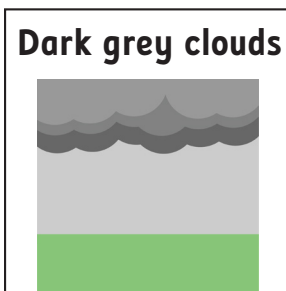
2. What does rain smell like?



3. Which picture shows rain that doesn't reach the ground?



4. Circle the sky that will produce the most rain.



Written Worksheet: Facts About Rain Questions

Name: _____

1. What shape does a raindrop take when it begins to fall?

Circle the answer.

Star Jelly bean

2. How fast do most raindrops fall?

3. What causes the smell of rain to occur?

4. What does rain look like when it doesn't reach the ground?

Circle the answer.

Big rain puddles Tails of falling rain