Rain, Rain, Go Away!

Preschool | Reading, Writing | 55 minutes | Standards: Indiana

by Yvette Waterman | June 16, 2015

Keep rainy days at bay with this activity that makes the rhyme *Rain, Rain, Go Away* come to life. Students will illustrate a rainy day while learning about rhyming pairs.

**Learning Objectives**

Students will be able to recite the rhyme *Rain, Rain, Go Away* and identify a rhyming pair of words.

**Materials and Preparation**

- Cards with pictures of rhyming words (2 per rhyme)
- Umbrella coloring page (or stencil)
- Crayons, colored pencils, or any coloring material of your choosing
- White paper with two lines
- Glue sticks
- Blue ink pads
- Pencils

**Key Terms:**

- rhyming words

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Lesson

Introduction (10 minutes)

- Ask students if they know any rhyming words, and if they could name them.
- Explain that rhyming words have the same ending sound. Give students a few examples to help them grasp the concept. For example: coat and boat, can and man, etc.
- Show that both words have the same sound at the end of the word, while the first letter changes.
- Write the rhyming pair on a whiteboard, projector, or use an interactive whiteboard. Circle the similar endings, and underline the first letter of each word.
- Contrast this rhyming pair with a pair of words that end with the same letter, but don't rhyme. For example: cat, pot.
- Write down the pair of non-rhyming words on the board. Circle the last letter of each word.
- Read the rhyming pair followed by the non-rhyming pair aloud to the class.
- Ask your students if they can hear the difference.

Explicit Instruction/Teacher Modeling (10 minutes)

- Continue to model rhyming pairs, writing down pairs, circling endings, and underlining the first letter. Great examples of rhyming pairs include: ring and king, pear and bear, etc.
- Give another example of a pair of words that end with the same letter, but don't rhyme. This will allow your students the opportunity to hear the difference between ending in the same letter versus ending with the same sound. For example: dog and king versus ring and king.
- Repeat this process with another pair of words if necessary.
- Write the rhyme "Rain, rain, go away. Come again another day" on the whiteboard, or using a projector or interactive whiteboard. Recite the rhyme aloud to the class.
- Repeat rhyme again, asking children to join in with you this time.
- Point to the words written on the chart paper or board as you say the rhyme.
- Ask students to identify the pair of words that rhyme.

Guided Practice/Interactive Modeling (10 minutes)

- Pass out a rhyming picture card to each student.
- Ask one student to identify their picture.
- Ask the rest of the class to identify the matching card.
- Continue process until all of the cards have been matched.
- Repeat this process with all the rhymes on the cards, pointing to each picture as you say the word.

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Independent Working Time (15 minutes)

- Tell students that they are going to make a picture to go along with *Rain, Rain, Go Away*.
- Give each student an umbrella to color, and the materials for coloring.
- Ask students to color the umbrella.
- Have students glue the umbrella onto a white piece of paper, copy the rhyme you have written, and make fingerprint raindrops around the umbrella.

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**Extend**

**Differentiation**

**Enrichment**: Allow advanced students to cut out their own umbrellas to improve fine motor skills, phonetically spell out "Rain, rain, go away," or add the the third line "Little (student's name) wants to play." **Support**: Have students who need more help dictate the rhyme while you write the words, allowing them to trace it afterwards. If the student is struggling to remember the rhyme, say the words with the student, or recite the rhyme leaving off "away" and "day" to encourage the memorization of the rhyming pair.

**Technology Integration**

- Interactive white board could be used to display the rhyme or watch the video.

**Related Books and/or Media**

- **VIDEO**: *Rain, Rain, Go Away Nursery Rhyme With Lyrics* by ChuChu TV
Review

Assessment *(5 minutes)*

- Ask the student to recite the rhyme again, identifying the rhyming pair.
- Have the student identify another word that rhymes with *day* and *away*. Great answers include: play, say, hay, way, etc.
- Make written observation if the student is able to name a rhyming pair.

Review and Closing *(5 minutes)*

- Review the rhyme with the students.
- To help keep kids engaged in learning, you could sing the rhyme or play a video of the song.