



BOOKS ARE FRIENDS FOR LIFE

RAIN REIGN

Rain Reign by Ann M. Martin



Feiwe! and Friends



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DISCUSSION QUESTIONS

(Students should be encouraged to cite evidence from the story during discussions.)

1. What are the three things Rose likes a lot?
2. Rose has a diagnosis of autism. How does this disorder affect the way she thinks and acts and her relationships with other people?
3. What is Rose's life like at home? What adult in her life provides her with love and acceptance?
4. Why is Rain so important to Rose? When Rain comes to school, how does it change the way Rose's classmates treat her?
5. How does Rain's disappearance during Hurricane Susan create an empty space in Rose's life? What is her plan to get Rain back?
6. At first Rose is happy when she finds Rain. What does she learn that makes her sad?
7. Why does Rose make the decision to search for Rain's real family even though it means she will lose her beloved dog?
8. Mrs. Leibler tells Rose she needs to see things from someone else's perspective. How does Rose show that she already knows how to do this?
9. How does Rose's relationship with her classmates change throughout the story? What causes this change?
10. Rose's father is often unkind to her. Why do you think he is like this?
11. How could her father's decision to leave her with Uncle Weldon show he wants to do the right thing for her?
12. How does Rose's life change when she goes to live with Uncle Weldon?
13. Why do you think the author chose to write this book from Rose's point of view?

CCSS: RL.4.1, RL.4.2, RL.4.3, RL.4.6, RL.5.1, RL.5.2, RL.5.3, RL.5.6, RL.6.1, RL.6.2, RL.6.3, RL.6.6, SL.4.1, SL.5.1, SL.6.1

WRITTEN RESPONSE

Explain to students that *Rain Reign* explores many themes, including: *It often takes courage to do the right thing. People sometimes reject those who are different from them. Love is necessary for a happy life. Perseverance helps one to overcome obstacles. It's important to look at things from others' perspectives.*

Ask students to determine what they feel is the central theme of the book and to write a summary of the text that shows how this theme is conveyed through plot details and in how characters interact and respond to challenges.

CCSS: RL.4.1, RL.4.2, RL.5.1, RL.5.2, RL.6.1, RL.6.2, W.4.1, W.4.9, W.5.1, W.5.9, W.6.1, W.6.9

CHARACTER ANALYSIS

As students listen to or read *Rain Reign*, encourage them to think about what we learn about Rose as the story unfolds. Explain that character traits are adjectives that are used to describe a character's qualities. Provide them with a few examples, like *confident*, *generous*, *clever*, and *humorous* and explain that traits are different from feelings. Tell students to write down words that describe Rose in their notebooks or on a character web. Next to each trait, they should jot down evidence that shows she possesses that trait.

After reading the story, tell students to use their notes or web to write a brief character description of Rose, using specific details from the story in their analysis.

As an extension of this activity, students can write a description of two characters from the book, comparing and contrasting them based on their traits and how they interact with one another.

CCSS: RL.4.3, RL.5.3, W.4.1, W.4.9, W.5.1, W.5.9

CLOSE READING

Sometimes it is necessary for students to read or reread parts of a story very carefully in order to fully comprehend its central ideas and important details. Even in a seemingly simple, matter-of-fact narrative like Rose's, there exists layers of meaning that the students (and Rose herself) may not be aware of.

Tell students that they are going to reread a section of the story with you in order to understand more about Rose's father. Use a document camera or smart board to project pages 28–30 from chapter 6 for the whole class to see. Read each paragraph closely with students, modeling how to underline or highlight sections of the text and take notes in the margins. Call students' attention to what each character says and how they say it, e.g., Uncle Weldon didn't look directly at Rose's father when he asked if he could drive Rose to school. Why did he feel he had to do that? What was he afraid of? What does that tell us about Rose's father? Use a protocol such as *turn and talk* or *think-pair-share* to ensure that all students participate in the discussion. At the end of the discussion, summarize with students what they have learned about Rose's father from this excerpt.

This activity can be repeated with other sections of the book that require close reading to fully understand the layers of meaning.

CCSS: RL.4.1, RL.4.3, RL.4.4, RL.5.1, RL.5.3, RL.5.4, RL.6.1, RL.6.3, RL.6.4, SL.4.1, SL.5.1, SL.6.1

HOMONYMS

Discuss with students how Rose delighted in finding homonyms and keeping a list of the ones she found. Create a class homonym chart and have students write homonyms from the book on the chart. Encourage them to circle the ones whose meanings they don't know and have them look up their definitions in a dictionary. They can add homonyms to the chart that they find in their own reading.

As an extended activity, students can create a class homonym book. Students choose their favorite homonyms, write them on a sheet of paper, and create illustrations that express the meaning of each word. Compile them into a class book and display in the classroom library.

CCSS: L.4.1, L.4.4