

Material Preparation

MATERIALS

- CD player
- ECHOS CD
- authentic rainstick or homemade rainstick (see *Rainstick* instructions iCard C4)
- spray bottle
- water

For each child:

- washable marker
- sheet of white drawing paper
- *Ask Me About Rain* sticker

PREPARE IN ADVANCE

- If you are not using an authentic rainstick for this lesson, follow *Rainstick* instructions on iCard C4 to create a rainstick
- Set up the CD player and test *Tracks #3, #4, and #5* on ECHOS CD.
- Fill spray bottle with water and set the nozzle to mist. Test to be sure water comes out like mist.



SET UP THE LESSON AREA

- Gather the CD player, rainstick and spray bottle.
- Set aside drawing paper and markers.



OBJECTIVE

Children will explore the various sounds of rain.

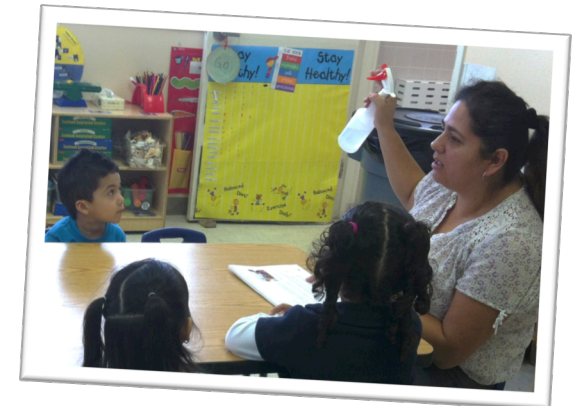
EXCITE

1. Gather the children in the ECHOS lesson area. Reveal the spray bottle from behind your back. **I have a spray bottle again today. I want to show you a different way to use it to make a different type of rain.** Spray the bottle just above the children's heads to create a mist-like rain. Provide wait time for their reactions.
2. **What came out of the bottle? Yes, water. The water felt just like a light rain. Sometimes when it rains, the rain feels just like that. This kind of rain is called *mist*. It is a *quiet* rain.**



INTRODUCE

1. **Did the water from the spray bottle look like a little rain or a lot of rain?** Listen to the children's responses. **Yes, it was a little rain. Rain is really water, falling in drops. We call them *raindrops*. Sometimes raindrops are tiny. They seem to float in the air. Then, they fall slowly, just like the water from the spray bottle.**
2. **How did the water from the spray bottle sound? Was it quiet or *loud*?** **Yes, it was quiet. Even though something is quiet and not very loud you can still hear it. Let's try it again.** Spray the bottle away from the group of children.
3. **Let's whisper the words mist-mist-mist. Whisper like me. Whisper mist-mist-mist. Listen carefully now.** Spray the spray bottle again. **Was it quiet or loud? Yes, it was quiet. Here is what quiet rain really sounds like. Listen carefully.** Play Track #3, *Quiet Rain* on the ECHOS CD.



4. **I have a musical instrument that makes the sound of rain, too. It is called a *rainstick*.** Show the children the rainstick. **Listen carefully as I turn it over. Let's count 1, 2, 3.** Turn the rainstick over from end to end, and then back again. **Did you hear the sound of rain? Would you like to hear it again?** Turn the rainstick over once and then back again. **Does the rainstick sound quiet or loud?** Listen to the children's responses.
5. **Have you ever listened to the rain when it rains a lot? When it rains a lot sometimes the rain can be loud. Here is what loud rain really sounds like. Listen carefully.** Play Track #4, *Loud Rain* on the ECHOS CD.
6. **I wonder how we can make the sound of loud rain with our hands? Let's tap our knees with our hands. We'll call the sound *pitter-patter*. Tap along with me, like this.** Tap your hands on your knees loudly or quickly to make the sound of loud rain. Repeat: ***pitter-patter, pitter-patter*** loudly while tapping.
7. **I wonder how we can make the sound of quiet rain with our hands? Let's tap our knees with our hands quietly and slowly. Tap along with me, like this.** Tap your hands on your knees quietly or slowly to make the sound of quiet rain. Repeat: ***pitter-patter, pitter-patter*** quietly in a whisper.
8. **Let's try it again. Listen carefully as my tapping changes to the sound of loud or quiet rain. Follow along with me and tap.** Begin the hand movements for quiet rain. Whisper: **It's raining quietly now.** Whisper: ***pitter-patter, pitter-patter***. The children should follow your movements. Keep the movements going for at least a count of ten.
9. Begin the hand movements for loud rain. In a louder voice say: **It's raining loudly now!** Say loudly: ***pitter-patter, pitter-patter***. Switch between loud and quiet hand movements. **Now the rain has stopped.** Pause and direct the children to stop their hand movements. **You made great rain sounds!**



EXPLORE

1. **Today we are going to draw while listening to the sounds of rain.**
Bring the children to a table.
2. Give one piece of paper and one marker to each child. **I am going to give you paper and a marker and ask you to draw to the sounds of rain. Wait until you hear the sounds to begin.**
3. Play Track #5, *Rain Sounds* on the ECHOS CD. **Listen as I turn on the sounds. Ready, set, go! You may begin drawing. What do you hear? Is it loud rain or quiet rain? Is it raining a lot or a little?** Listen to the children's responses.
4. Let the children draw to *Rain Sounds* for an extended period of time.

NOTE: Track #5 alternates between loud and quiet rain sounds.

5. When each child has filled a piece of paper with markings, collect the drawings. Hold up one drawing. **Does this drawing look like a lot of rain or a little rain? Maybe it looks like both. Where in the drawing does it look like a lot rain? Where in the drawing does it look like a little rain?** Listen to the children's responses. Repeat the process with two or three more drawings. Encourage individual children to talk about their drawings and how they made marks to the sounds of rain.
6. **You were great rain explorers today! We learned how rain is not always the same. Some rain is loud and some rain is quiet. Sometimes it rains a lot and sometimes it rains a little.**




INTERACT

Interact to accommodate children's individual needs and strengths. Use these suggested strategies as needed:

- Children may need some help calming down after the spray bottle is sprayed.
- Provide further descriptions of the terms *quiet* and *loud*. Sometimes things that are quiet and not loud can still have a slight sound. For example, demonstrate how a whisper is quiet but can still be heard by whispering a few words. Then, demonstrate a loud sound by banging two wooden blocks together.

OUTCOMES

1. Regroup the children in the ECHOS lesson area. **What did we discover today?**
Listen to the children's responses. If needed, use suggested prompts to elicit key concepts and vocabulary. Encourage responses from everyone.
 - **What did you see happen when I sprayed water from the spray bottle?**
 - **What is a raindrop made of?**
 - **How did you draw to the sounds of rain? Did you draw fast or slow?**
2. Give each child an *Ask Me About Rain* sticker. 

Remind the children to tell their family something they have learned about rain.
3. After you have completed *Lesson #3: Is All Rain the Same?* with all the children in your classroom, add the ECHOS material suggested below to your science area to encourage exploration.

VOCABULARY

- loud
- mist
- quiet
- raindrop(s)
- rainstick



rainstick

