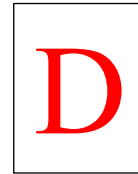


## Drizzly Day

by Sara Holbrook

Droopy.  
Drippy.  
Drizzly.  
Dark.  
No sunny skies.  
No butterflies.  
No dashing to the park.  
The clouds are gray.  
No outdoor play.  
No thunderstorm.  
No hurricane.  
Today the forecast  
is plain  
rain.



## Monday

- 1. Reading fluency:** Read, re-reread, listen to the author read. Text highlights D sounds within and at the start of the word. Note that D has two pronunciations, dee (said), or it can sound like a T (baked) (not in this text). Read the piece aloud. Re-read just the D words to practice pronunciation. **Fun Fact:** The letter D also comes to us from the Greeks who depicted the fourth letter of the alphabet as a triangle.
- 2. Content comprehension:** Ask: What is this text about? It is about a rainy, drizzly day. Ask how a drizzle is different from a full-blown thunderstorm. What mood does a gray drippy day seem to suggest? Have students turn and talk and share.

## Tuesday

- 3. Vocabulary words:** *Droopy, drippy, drizzly, dashing, forecast.* Use research tools if necessary and come to a consensus about the word meanings. Discuss the use of the words in context and practice reading again.
  - *Droopy* (adj.) sagging downward. This is a fun word to act out! Everybody droop. Ask: What other kinds of things droop? (flowers, heads, wet hair).
  - *Drizzly* (adj.) sloppy, marked by falling liquid drops. Contrast with driving rain or pounding rain. Have students turn and talk, using the root word in context. Drizzle can be a noun or a verb.
  - *Dashing* (v.) to run or travel to a place quickly. Where do kids like to dash? Ask them to offer ideas using the word in context.
  - *Forecast* (n.) a prediction of future events, in this case weather. Perhaps link this to an inquiry about future weather forecasts.

4. **Share Sheet:** Distribute Share Sheets. Then read them aloud and review the discussion ideas.
- Discussion ideas:**
1. Trade stories about a rainy day. What happened? What did not happen because it was raining?
  2. Say the words CLOUDS DRIP 3 times and try reading the poem again. How do you feel about a rainy day? Show how you're feeling with your voice.

## Wednesday

5. **Social-emotional learning lesson:** Journal entry about 4-5 minutes. Students may choose from below:
- What do you like about rainy days? Explain.
  - What do you not like about rainy days?
  - Draw a picture of what happens when it rains. Add a caption.
  - After writing, ask students to read their writing aloud. Some options:
    - everyone reads aloud at the same time (a seat symphony)
    - read one line of their writing aloud
    - read what they have written to a partner

## Thursday

6. **Literary terms and writing conventions:**  
Reread *Drizzly Day* and find the adjectives in the poem. Make sure students understand that an adjective always describes.
7. **Quick Write:** Share the mentor text sample and discuss briefly.
- Project GO sheet and co-construct a short text (1 or 2 sentences) that contains at least 3 adjectives.
  - Pass out GO sheets and ask students, working a partner or independently, to write one or two sentences that use **adjectives** to describe something real or imaginary.
  - **Reminder: Adjectives** are words that describe something. Some types of adjectives include:
    - Colors
    - Sizes
    - Details such as plain, fancy, and droopy.

**Sample:**

**Version 1:**  
My umbrella is **blue**. The handle is **wooden** and **sturdy**. When I open it **wide**, I have to be **careful**. The wind can be **strong** too, and it might blow the umbrella away.

or 2  
Ask  
with

## Friday

8. **Audio Challenge:** Ask students to choose from options on the slide.
- Record yourself reading the text *Drizzly Day* on your own or with a partner. How do you feel about a rainy day? Show that feeling in your voice.
  - Record yourself reading your journal entry.
  - Record your quick write alone or with a partner.
  - Rehearse and share!