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Lit. Block
6 February 2007

Rain Drop Splash

Background Info.

The name of the book is Rain Drop Splash by Alvin Tresselt. It was illustrated by Leonard Weisgard and published by Lothrop, Lee, and Shepard Co. - New York, 1946. The grade level and questioning for this book would be 1st or 2nd grade. It could be read in Kindergarten but the questions would have to be changed.

This is a concept book rather than an actual story book. It has been raining all day and there's nothing to do. Where does all the rain go? The book traces the journey of rain starting out on a mountain side and finally ending up in the sea/ocean. Children learn the progression of rainfall from puddle to pond to brook to lake to river to the sea/ocean.

Bloom's Questions

1.) Knowledge:

Think about how the rain made its journey to the sea and write the different bodies of water in the book.

* This gives the students a chance to use their memorization skills to see how much of the story they can recall. It's also a good way to use different method of writing, which would be listing. The different bodies of water mentioned in the book were a lake, puddle, pond, brook, river, and sea.

2.) Comprehension:

Put into your own words how rain forms into a puddle and ends up in the sea/ocean.

* Students can show the teacher if they understood the story or not. They also get to show off their summarizing skills. Most importantly, it's their understanding of what the story meant to them. As it continued to rain all day a puddle formed. The puddle grew larger and larger because of the rain that it formed a pond. Then the pond spilled over into a brook, which then turned into a lake. The lake grew and spilled over into a river and the water finally reached the sea. It's a great way to show how water travels and ends up in the sea.

3.) Application:

Think about the animals and people in the story. What are they doing due to the rain/water and relate that to how you spend your rainy days.

* The students are relating material from the book with their lives. Students also get to show me what they already know about the bodies water and what can/can't be done in them.

4.) Analysis:

Choose a body of water and write about how it was formed and what animal life is in/near that body of water, if any.

* The students are focusing on a specific body of water to write about. With what they choose, they will write how it's formed and the animals/life near or in that body of water.

5.) Synthesis:

Revise part of the story by putting up a damn before the water spills over into another body of water. The damn can be put up anywhere along the journey but before it reaches the sea. Write about how the story would change and how other bodies of water would be affected.

* The students get to use their imagination and writing skills to revise the story. This will create a new ending and ideas. For example, the students can put up a damn where the river meets the sea. Maybe the ocean level will lower and the sea creatures will adapt and live on land. They can add anything to change the story.

6.) Evaluation:

Estimate how long you think it takes water from a brook to reach the sea/ocean.

* This question is based on the child's personal opinion or interpretation of the book. Because the story doesn't say, there's no right or wrong answer. Because the day never ends in the book, some students might say 1 day. Others might say a week or month because it takes a lot of water to flood a river or pond. It also depends on how close the next body of water is and the water has to travel to reach that nearby body of water. Many answers fit this question. Just like I did, the students would give a reason why they think their answer is correct.