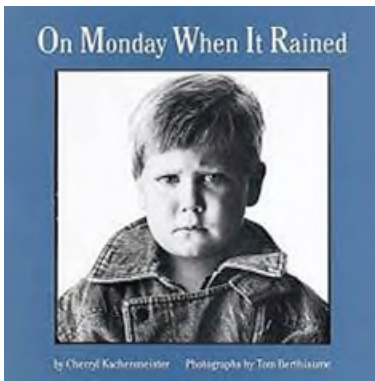


# Pre-K Story Time



## ***On Monday When It Rained***

By Cherryl Kachenmeister

*On Monday When It Rained* is a book that uses simple text and expressive pictures about a young boy and what happens to him every day for a week. The character in the book talks about how each event makes him feel. Whether he is proud or scared, lonely or excited, his face mirrors his emotion.

(Ages 3-8)

### Introducing this book to young children:

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**CLL5.4a**

Before reading *On Monday When It Rained* preview the story by taking a picture walk and discussing the details in the pictures especially of the boy's facial expressions through the week. Point out differences between the pictures on each page. Encourage children to make predictions about what made the boy feel that way and make real life connections to what they see in the book.



**CLL5.4d**

During the reading, pause after each of the day's events in the book and ask the children how they would feel if that happened to them.



**SED2.4a**

After reading the story, facilitate a discussion by asking children, "In the book, on Saturday, the boy said he was excited to go to the playground by the pond. What does the word excited mean? What would our faces look like when we are excited? When is a time you were excited?" Write the children's responses on chart paper and display the chart in the classroom to review later. You can also do this same activity using a different emotion at another time.

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**R**epeated readings of the same book provide opportunities for young children to develop a sense of competence and confidence with the text. Each time children have a book reread to them, they learn concepts of print, become more familiar with vocabulary, gain deeper understanding of the story, and make text to self-connections. Read *On Monday When It Rained* for several days in a row and use the ideas, activities, and teaching opportunities listed below to enhance children’s enjoyment and comprehension of the story.

## GELDS Activity Spotlight

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- Art** Let each child color a coffee filter with markers. Place the filter on newspaper or other paper. Use a spray bottle of clear water and ask each child “to rain” on their coffee filter . Watch how the colors blend together and form new colors. Allow the filters to dry. **CD-CR2.4b**
- Writing Center** Provide paper and markers for each child to draw how their face would look for varied emotions mentioned in the book such as excited, scared. After drawing their face, encourage the child to write the name of that emotion from the book on their paper. **CLL9.4c**
- Calm Down Area** In addition to stuffed animals, pillows and books, post emotion faces in the calm down area. A child proof mirror may also be added to the area for children to observe the emotions on their faces. **SED3.4b**
- Small Group** Sit in a circle or at a table. Pass a plastic cookie or paper circle around the circle as the teacher hums a soft song or lullaby. When the teacher stops humming, ask the child holding the “cookie” to name their favorite type of cookie. Repeat until all the children have had a turn. Discuss how the boy was embarrassed after he ate his cookies and drank his milk really fast. **SED2.4a**
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### Focus on Family

Encourage families to help their child make up names with emotions included for one or two of their child’s stuffed animals or toys such as Hank the Happy Hippo or Allie the Angry Alligator. After the names are decided, children can create funny ways for the stuffed animals/toys to move such as Hank the Happy Hippo jumps for joy while Allie the Angry Alligator stomps her feet and shakes her arms. Urge the child to move like the named stuffed animals/toys. Make sure to share the names of the new emotional friends with \ teachers and friends.

