

BLUE RAIN, MOON RAIN: VOWEL SOUNDS, COLORS, TIMES OF DAY, AND CONVERSATIONAL INTERACTIONS

INTRODUCTION:

This lesson has multiple objectives. You may choose to focus solely on one objective or use this, as I did, as a comprehensive lesson covering vowel sounds, colors, time of day, and conversations describing images.

LEVELS:

Language Level: Early Intermediate

Age level: 5th grade - adult

OBJECTIVE:

Identify and practice using 10 vowel sounds.

Identify, practice pronunciation of, and describe 10 colors.

Define and describe at least 5 different times of day.

Describe images and scenes from poetry using existing vocabulary and 20 newly acquired words from the lesson.

MATERIALS:

- * Blue Rain, Moon Rain Poem- attached
- * Blue Rain, Moon Rain Chart- attached
- * 3 Picture Examples-attached
- * Pencils/ Pens
- * Colored Pencils
- * Drawing Paper

TIME:

Lesson takes approximately one 90 min. lesson or two 45 min. lessons. This lesson works best with students divided in groups of 4-5 (this ensures that every student has enough time to discuss and give answers).

STEP 1: REVIEW

Review vowel sounds with students (See Vowel Sounds Exercise attached at end of lesson).

STEP 2: GUIDED PRACTICE

Give each student a copy of the poem, “Blue Rain, Moon Rain” and Blue Rain, Moon Rain Chart. Instruct, “Listen to and read the following poem. In each stanza, or short section, you will hear a vowel sound repeated. When you think you know the vowel sound, write it down in the Sound Column.”

Select one student to read the first stanza of the poem.

“Blue rain,
moon rain
shooting through the trees.”

Allow a minute for all students to give an answer. Check answers.

Correct Response is: long /u/ sound.

STEP 3:

Next, ask students to describe what time of day it is. Select answers and ask students, “What words helped you know the time of day?”

Responses will vary and there is not necessarily one correct answer, but rather the student must be able to prove his or her answer.

Example: “I think it is night because the moon is mentioned.”

STEP 4:

Ask students what type of rain they picture in their minds. Each student must describe the color (e.g., dark blue sky, stormy night, peaceful night with light rain, etc.)

Reveal the different pictures the poem could be describing (see Blue Rain, Moon Rain Examples attached). Show the students that according to the poem each picture is accurate, but notice how all the pictures are different.

STEP 5: INDEPENDENT PRACTICE

Select another student to read the next stanza. Depending on ability, students may be ready to repeat the process of guessing vowel sound, proving time of day, and describing the scene. Some groups may need additional help on the next few stanzas. But all students should be able to independently complete assignment by last two stanzas.

STEP 6:

Ask students to choose one stanza to illustrate. Explain that they can sketch using colored pencils the scene taking place in the stanza any way that they see it. Allow ten minutes for a quick sketch. They will show their sketches to the class and explain it.

CONVERSATIONAL INTERACTIONS:

- 1) What is your favorite type of rain?
- 2) Describe the mood you feel when it rains.
- 3) Explain a personal experience with rain in your childhood/ elementary years?

BLUE RAIN, MOON RAIN
APRIL LESHER

Stanza #	Vowel Sound & Color	Time of Day	Description of Scene
1			
2			
3			
4			
5			

Stanza #	Vowel Sound	Time of Day	Description of Scene
6			
7			
8			
9			
10			

LESSON VOCABULARY WORDS











PRESENT PROGRESSIVE VERBS

English Word	Translation	Picture
shooting		
shaking		
plopping		
hiding		
skipping		
showing		
sleeping		
clapping		
thumping		
setting		

NOUNS

English Word	Translation	Picture
moon		
wave		
pond		
ice		
wind		
road		
dream		
lightning flash		
sun		
The West		

COLORS

English Word	Translation	Picture
blue		
gray		
bronze		
white		
tin		
gold		
green		
black		
plum		
red		

VOWEL SOUNDS EXERCISE

Vowel Sound	Example Words
long ā	<u>b</u> ake, <u>t</u> ape, <u>s</u> afe, <u>g</u> rape, <u>c</u> rate, <u>g</u> ate, <u>f</u> ake, <u>l</u> ate,
short ă	<u>c</u> at, <u>m</u> ap, <u>b</u> at, <u>c</u> ap, <u>f</u> ast, <u>g</u> lass, <u>t</u> rash, <u>r</u> at, <u>g</u> rab, <u>m</u> ad
long ē	<u>k</u> ee <u>p</u> , <u>b</u> ea <u>d</u> , <u>b</u> ea <u>m</u> , <u>s</u> tea <u>m</u> , <u>g</u> ree <u>d</u> , <u>t</u> ree, <u>m</u> ea <u>n</u> , <u>f</u> ree
short ě	<u>r</u> est, <u>n</u> et, <u>p</u> et, <u>h</u> ea <u>d</u> , <u>l</u> eft, <u>b</u> en <u>d</u> , <u>n</u> est, <u>m</u> ess
long ī	<u>b</u> i <u>k</u> e, <u>r</u> ide, <u>s</u> l <u>i</u> de, <u>f</u> igh <u>t</u> , <u>l</u> igh <u>t</u> , <u>l</u> ie, <u>m</u> in <u>d</u> , <u>l</u> ine,
short ĭ	<u>h</u> im, <u>g</u> ri <u>n</u> , <u>r</u> ib, <u>h</u> it, <u>s</u> it, <u>p</u> it, <u>p</u> in, <u>d</u> ip
long ō	<u>r</u> obe, <u>p</u> ole, <u>p</u> oke, <u>h</u> ose, <u>r</u> ose, <u>r</u> ow, <u>h</u> ope, <u>s</u> to <u>r</u> e,
short ǒ	<u>t</u> op, <u>h</u> op, <u>h</u> ot, <u>p</u> ot, <u>f</u> lop, <u>d</u> rop, <u>s</u> ob, <u>r</u> ob
long ū	<u>sh</u> oe*, <u>cl</u> ue, <u>t</u> ube, <u>fl</u> ute, <u>s</u> ui <u>t</u> , <u>m</u> ove*, <u>h</u> uge, <u>sm</u> ooth*, <u>gl</u> ue,
short ŭ	<u>c</u> up, <u>p</u> up, <u>st</u> uck, <u>b</u> un, <u>dr</u> um, <u>b</u> ump

Directions: Explain that students are to identify the vowel sound in the word. Say the word out loud. Ask students to repeat the word. Write the word on white board or SMART board. Ask students to read the word out loud. Repeat the word. Wait and ask students to identify vowel sound all together.

- 1) rope
- 5) cave

- 2) gum
- 6) mop

- 3) drip
- 7) shoe

- 4) fresh
- 8) time

BLUE RAIN, MOON RAIN EXAMPLE #1



(Image courtesy of ara133photography)

BLUE RAIN, MOON RAIN EXAMPLE #2



BLUE
RAIN,

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MOON RAIN EXAMPLE #3

