Rain Makes Music

Practice pauses, expression, and pace while reading aloud.

4.LF.6 "Read grade-level text orally with appropriate pauses, phrasing, stress, intonation, rate, and integration to support comprehension."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline two places to pause, circle one word to stress, and write F beside a sentence you would read quickly or S beside one you would read slowly.

The Rain Band

1. On Friday, our class carried homemade instruments to the schoolyard. I held two wooden spoons, and Mina carried an empty oatmeal box. We had practiced a marching song all week. Then the sky turned gray. A cold drop landed on my nose, followed by another. "Should we go inside?" Mina asked. Our teacher looked at the clouds but did not answer yet.

2. A gust of wind sent sheet music sliding across the grass. "Catch it!" I shouted. Everyone ran, but the rain came faster. Tap, tap, tap! Drops drummed on Mina's oatmeal box. She grinned and tapped the lid with one hand. I clicked my spoons to match her beat. Soon our class was making music without the sheets at all.

3. Our teacher called us beneath the covered walkway. The rain beat a steady rhythm on the roof while we played along. Mina raised her hand, and the whole band stopped. For one quiet moment, we listened to the rain alone. Then she whispered, "One, two, three," and our spoons and boxes joined in again. This time, the rain led the song.

2 ANSWER WITH EVIDENCE

Use the passage

1. Where would you pause in “Mina raised her hand, and the whole band stopped”? How does that pause help a listener?

2. How would you make your voice sound when Mina asks, “Should we go inside?” Why?

3. Which word would you stress in “Soon our class was making music without the sheets at all”? What does that word help the listener understand?

4. Would you read “Catch it!” or “For one quiet moment, we listened to the rain alone” more quickly? Explain using what is happening in the story.

3 YOUR TURN

Your own words

Write two new sentences about what happens next. Include one spoken line and one action, mark a pause with a slash, underline one word to stress, and label each sentence fast or slow.

ANSWER KEY # Rain Makes Music

GRADE 4 · 4.LF.6

PART 1 · READ AND MARK

Underline two places to pause, circle one word to stress, and write F beside a sentence you would read quickly or S beside one you would read slowly. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Where would you pause in "Mina raised her hand, and the whole band stopped"? How does that pause help a listener?	**Pause after "hand." The pause helps the listener hear that the band stopped after Mina raised her hand.**
2	How would you make your voice sound when Mina asks, "Should we go inside?" Why?	**Let the voice rise at the end to show that Mina is asking a question and does not know what will happen.**
3	Which word would you stress in "Soon our class was making music without the sheets at all"? What does that word help the listener understand?	**Stress "without" to show that the class can still make music even though the sheet music is gone.**
4	Would you read "Catch it!" or "For one quiet moment, we listened to the rain alone" more quickly? Explain using what is happening in the story.	**Read "Catch it!" more quickly because the class is rushing after the music. Read the quiet moment slowly because everyone has stopped to listen.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Fast: "Look!" / Mina cried as a bird hopped onto the walkway. Slow: The bird tilted its head, / and we let the last note fade.

Accept other pause and stress choices when students explain how those choices help a listener understand the story. In Part 3, check that the reading marks fit the events the student wrote.