

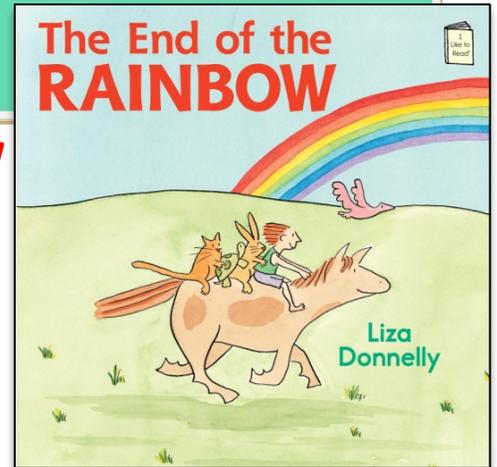
LESSON PLAN

THE END OF THE RAINBOW

An I Like to Read® Book, Level E

written and illustrated by Liza Donnelly

Take an adventure to find out what is at the end of a rainbow. You may be surprised!



HC: 9780823432912 / PB: 9780823433964
Ages 4–8 • E-book available

Guided Reading Level: E

Grade Level Equivalent: Grade 1

Interest Level: Pre-K–3

Instructional Standards

Reading Literature: RL.K.1,2,3,4,5,6,7,10/RL.1.1,2,3,4,5,7

Reading Foundation Skills: RF.K.1,2a,2c,2e,3,3a,3c,3d,4/RF.1.1,1a,2,2b,2d,3,3b,4

Writing: W.K-1.3,6,8

Speaking and Listening: SL.K-1.1,2,4,5,6

Language: L.K.1,1b,1d,2,2a,2c,2d,4,5,5d,6/L.1.1,2,2a,2e,4,5,5d,6



Learning Objectives: Read emergent text with purpose and understanding, retell familiar stories including key details, identify characters, settings, and major events in a story, read and understand contractions, and predict outcomes.

BEFORE READING

1. Read the title and discuss the cover illustration.
2. What do the title and cover illustration tell us about the book?
3. Discuss the text type. Will this book be fiction or nonfiction (real or make-believe)?
4. Write “rainbow” on the board. Ask students to find the two words in the word “rainbow.”
5. Brainstorm the characteristics of a rainbow with the class. Include that a rainbow needs rain and sunlight.
6. Have students share personal examples of times they have seen rainbows.
7. Read the name of the author/illustrator. Discuss each role.
8. Have students predict what the book is going to be about.
9. What do you think is at the end of the rainbow? Chart responses.
10. **Do not take a picture walk!** It may ruin the ending . . .
11. Write the vocabulary words on the board: **rainbow, found, rain, love, rabbit, bird, turtle, horse, it’s, let’s, can’t, that’s, didn’t, friends.**
12. Read the new vocabulary words. Have a student come up and circle all of the animals.
13. Read the book to find out what is at the end of the rainbow.

Word work:

1. Invite students to identify the contractions (two words shortened using an apostrophe). Use the words in a sentence and ask students to figure out the missing word.
2. Create a contraction chart using “is,” “us,” and “not.”
 - it + is = it’s
 - let + us = let’s
 - can + not = can’t
 - that + is = that’s
 - did + not = didn’t



DURING READING

1. Read the story aloud.
2. Ask students to follow along as you read and predict what will be at the end of the rainbow.
3. Point out the quotation marks. Tell children this means someone is talking in the story and each sentence begins with a capital letter and ends with a period, question mark, or exclamation point.
4. Discuss the function of the exclamation point and question mark.
5. Ask the students how the illustrations and words help us understand what the story is about.
6. Have the students find the repeated words and phrases.
7. Read the story with the group. Have the students read “We are going to the end of the rainbow. Do you want to come?”
8. Have the students read the book independently.
9. How does the story begin?
10. Who are the characters in the story?
11. Where and when does the story take place (setting)?
12. Why does the girl want to follow the rainbow?
13. What do the girl and her cat think are at the end of the rainbow?
14. Who joins the girl and her cat on this adventure?
15. How do the illustrations help you understand what is happening and what the characters are thinking?
16. Why does the author use exclamation points in the story?
17. What did you think when you saw that the rainbow was gone?
18. What does the ending tell you about the girl in the story?

AFTER READING

1. What did you think was at the end of the rainbow? Draw a picture.
2. Retell the story in your own words.
3. What is the theme of the story (friendship)?
4. Why is *The End of the Rainbow* a good title for the book?
5. Think of another title and draw a cover illustration.
6. Why do you think the rainbow was gone?
7. How did the characters feel when they realized that the rainbow was gone?
8. Would you rather make new friends or find something at the end of a rainbow?
9. What did you learn about friendship from the story?
10. What do you think happens next?
11. Go back to the story to answer the questions. Draw a picture and write the word.
 - What did the girl think was at the end of the rainbow?
 - What did the cat think was at the end of the rainbow?
 - What did the rabbit think was at the end of the rainbow?
 - What did the bird think was at the end of the rainbow?
 - What did Horse think was at the end of the rainbow?
 - What did Turtle think was at the end of the rainbow?
12. Use a period, question mark, or exclamation point at the end of each sentence.
 - Where is the end of the rainbow__
 - What do you think we will see__
 - Let’s go see what is at the end of the rainbow__
 - I can’t wait to get to the rainbow__
 - We love our new friends__



Contraction Practice: Find the two words that make up the contractions below.

- let's = _____ + _____
- can't = _____ + _____
- that's = _____ + _____
- didn't = _____ + _____
- it's = _____ + _____

Science:

1. All rainbows have the same colors in the same order. You can remember the order by this name:
ROY G. BIV.
2. Go back to the book and find out what color each letter represents in the rainbow (red, orange, yellow, green, blue, indigo, violet). "I" will be tricky.
3. Research: Explain the science behind why the rainbow is gone at the end of the story.

Guide written by Marla Conn, reading/literacy specialist and educational consultant

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