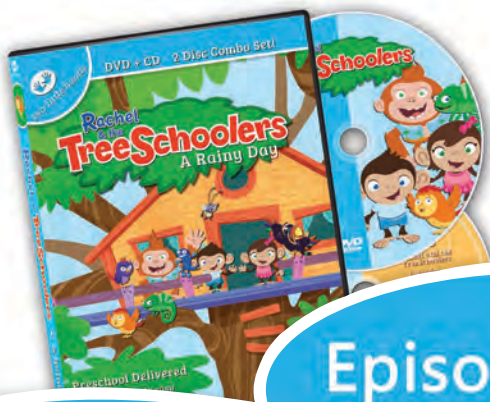




# Activity Guide

Developed by Linda Sellers, Ph.D.



Episode 1

# A Rainy Day

## About Episode 1: A Rainy Day

Rain interrupts the TreeSchooler's plans to play outside. The lightning and thunder scare Abacus Finch. Help Rachel and the TreeSchoolers show Abacus that understanding something can make it less scary. This episode teaches the following skills, concepts and values:

- weather concepts
- problem solving
- word rhyming
- sign language
- classification
- storytelling
- persistence
- kindness
- courage



### Key questions:

- What is a cloud?
- Why does it rain?
- What is lightning?
- What is thunder?
- How can I help someone who is afraid feel better?
- How can I show kindness to others?

Available at [www.treeschoolers.com](http://www.treeschoolers.com)

## What's in this Guide

In this guide, you'll find four fun and easy activities you can do at home to help support your child's learning – and create some wonderful memories, too!

**Activity 1: Take a Weather Nature Walk**

**Activity 2: Sign and Sing: *Lightning and Thunder***

**Activity 3: Make your Own TreeSchoolers Play**

**Activity 4: Make your Own *My Rainy Day Book***

In addition, you'll find these fun printables at the end of this guide:

**Printable 1: Rainy Day Song Lyrics**

**Printable 2: Rainy Day Sign Cards**

**Printable 3: TreeSchooler Character Cards**

**Printable 4: My Rainy Day Book**

**Printable 5: Rainy Day Certificate**

## Activity 1: Take a Weather Nature Walk



### Purpose

Sometimes the best learning is spontaneous. In this activity, your child will explore and gain answers to questions about the weather through personal experience while being outside. Parent interaction builds vocabulary and can give children the confidence they need to express themselves.

### Objective

While walking outside, observe different kinds of weather and talk about how sunny, rainy, or cloudy weather can make you feel.

### Materials

Access to an open area, when it is safe to be outdoors.

### Steps

1. Take your child to an open place, such as a park, a nature conservatory, or your own backyard. Talk with your child about the weather that day. Discuss if it is rainy, sunny, or cloudy and what it looks and feels like. Use descriptions about the weather, like how it feels hot or cold.
2. Point out things that you see happening, such as the wind bending a plant in a particular direction or worms that may appear in the crack of a sidewalk.
3. Ask questions such as: What are the people doing? What are the animals doing? What do the plants look like?
4. Then help your child describe what he sees, focusing specifically on the weather and the kinds of things happening in the area. Provide new words if necessary. (It will help build his vocabulary!)



## Activity 1: Take a Weather Nature Walk



### Follow-Up Activities

1. **Drawing:** After walking around outside, have your child draw the things that he saw. Focus on weather related items, such as what the clouds look like or where the birds are on a sunny or rainy day.
2. **Chalk Talk:** Give your child colored chalk. If the weather is good, he can draw what the weather is like on a sidewalk. Discuss what he has drawn and how the weather feels.
3. **Chalk Drawing:** Provide dark colored (dark blue or black) construction paper and white or colored chalk for drawing the sun, clouds or trees.
4. **In Depth Weather Discussion:** Children are naturally curious. For a deeper understanding about the weather, go outside with the children on days with various kinds of weather, not just sunny days. Talk about the drops of rain coming down on the car or how bright the sky is when it is sunny. Point out what you see happening, what it sounds like, or how it feels.
5. **Comparisons:** Ask how rainy days are different from sunny days.
6. **Clothing for Weather:** Discuss what kind of clothing is needed for rainy or sunny days. Get the clothing items out and ask your child to describe them by asking questions such as: How does this coat feel? Is it soft and warm? How do these boots feel when we pick them up?
7. **Dress Up for the Weather:** Have your child “dress up” for different kinds of weather, such as a raincoat for a rainy day or sandals for a sunny day.



## Activity 2: Sign and Sing: *Lightning and Thunder*



### Purpose

Children learn best when their bodies are physically engaged in learning. In this activity, your child will use signs and hand movements for the sounds and concepts related to lightning and thunder.

### Objective

Use signs and gestures while singing *Lightning and Thunder* to learn and remember the sounds and concepts related to lightning and thunder.

### Materials

The song lyrics for *Lightning and Thunder* and the Sign Cards included in the *Printables* section of this document

### Steps

1. Sing or say the lyrics aloud. When you get to these words, make the following movements:

**Boom** – sign THUNDER

**Crash** – clap your hands together

**Crack** – sign LIGHTNING

**Snap** – snap your fingers together

2. Now sing the song together two or three times, depending on your child's interest level. Encourage your child to make the movements along with you.





## Activity 2: Sign and Sing: *Lightning and Thunder*



### Follow-Up Activities

1. **Be a Poet**

Your child can dictate her own rhymes to you (similar to the children in *Rainy Day*). Use some of the shorter words, such as sky & dry or cloud & loud. Write the poems in your child's My Rainy Day Book (see Activity 4). Share with a friend or family members.

2. **Find New Rhymes**

Have the children find other words that rhyme with the words used in the video, such as cloud/loud or wonder/thunder or fun/sun. You may need to provide some direction on this by providing a couple of examples.

3. **Be Like Bongo**

Get creative. Your child can play different percussion instruments while singing the song or poem. This can be used in place of the signs. Or your child can sing her own made up song or poem while playing an instrument. Even using a stick to tap on a block would work as an instrument.



### Activity 3: Make Your Own TreeSchoolers Play



#### Purpose

Children build curiosity, creativity, and critical thinking skills when given a chance to enter the world of make believe. In this activity, your child will use the print out of the TreeSchoolers character cards as props to retell a part of the video or make up a story or a rhyme. Putting on a play makes learning fun and engaging.

#### Objective

Your child will build communication and creative thinking skills while retelling a part of the video or making up her own story. If she wants to, she can put on a make believe “play.”

#### Materials

- Printed TreeSchoolers Character Cards  
*included in the Printables section of this document*
- Light-weight material, such as a blanket or a sheet for a “curtain”
- A table or chair to act as a “stage”

#### Steps

1. Talk to your child about the *Rainy Day* video. Ask questions like: What part did you like best? What did the character say or do that was funny? What happened next? Clarify ideas by restating what your child said in complete sentences.
2. Give your child the printed TreeSchooler Character Cards.
3. Encourage your child to use the cards to act out parts of the video. Children this age will probably tell very simple, short stories, so it’s perfectly fine for the story to be only one or two sentences.
4. Set up the stage by draping the material over the table or chair. Have your child place the characters behind the curtain. You may want to rehearse the story. Gather props as needed.
5. Invite an audience to see the play, which can include grandparents, siblings, friends, or plush toys.
6. Put on the play! Lift up the “curtain” so your child can tell the story! Help your child remember the story line as needed.



### Activity 3: Make Your Own TreeSchoolers Play



#### Follow-Up Activities

1. **Share the Story**

Video tape your child’s story and watch the video together. Talk about it together. Share the video with family members and friends!

2. **Create a New Story**

If your child seems to have enjoyed this activity, come up with a different story, perhaps with a different character or about a different part of the video. Use the character cards as props. Use the same “stage” you made before, or create a new one.





## Activity 4: Make Your Own *My Rainy Day* Book



### Purpose

This activity is designed to assist your child in vocabulary building, an important early literacy skill. You and your child will discuss the signs and pictures in the booklet. This is often referred to as pre-reading or a picture walk. Children need to think about what they are going to be reading about before they start reading, which builds critical thinking skills.

### Objective

Reading this booklet is an interactive way to promote communication through sign language. By signing each picture as you read the booklet together, your child will more fully understand the weather words used in *Rainy Day* and gain early literacy skills.

### Materials

- My Rainy Day Book pages (included in this document)
- Art supplies as needed (crayons, colored pencils, magazines, glue, scissors)

### Steps

1. Print the pages. Staple the left edge together to make a book – or put the pages in a binder.
2. Over time, have your child complete each of the pages.
3. Read the finished book together before bedtime. Talk about each page as you go. Use the suggested questions printed at the bottom of each page or let your child “read” the book to you!
4. Go to the library and check out books about the weather – see the next page for suggestions.
5. Add new pages to the book as your child’s knowledge grows.



## Activity 4: Make Your Own My Rainy Day Book



### Book Suggestions



*The Cloud Book* by Tomie dePaola



*Little Cloud* by Eric Carle



*It Looked Like Spilt Milk* by Charles G. Shaw



*The Wind Blew* by Pat Hutchins

### Book Activities

1. Read the book, *It Looked Like Spilt Milk* by Charles G. Shaw to your child. On a partly sunny or cloudy day, take a large blanket outside and lie down on it. Ask your child what the clouds look like. When you're back inside, put a dab of white tempura paint on one side of a piece of light blue construction paper and then fold it in half. Open the paper to see your "cloud." Take turns describing what shapes you see in it!
2. Read *The Cloud Book* by Tomie dePaola. Give your child cotton puffs, glue, and blue construction paper. Your child can shape the cotton balls to make the type of cloud he likes best. Help your child glue the cotton cloud to the paper. If there's room, write the name of the type of cloud type next to your child's cotton cloud.



# Rachel & the TreeSchoolers

## Rachel and the TreeSchoolers Theme Song

Rachel and the TreeSchoolers

Rachel and the TreeSchoolers

I'm Penny

I'm Simon

I'm Abacus Finch

Rachel and the TreeSchoolers

Chroma Chameleon

Yo, I'm Isaac Newt

Rachel and the TreeSchoolers

Abigail Nightingale

The firefly, Hue

Rachel and the TreeSchoolers

Bongo (ha ha ha ha)

And me Tomas, you'll love me

Rachel and the TreeSchoolers

We love Preschool

We love TreeSchool

Rachel and the TreeSchoolers

Yeah! (ha ha ha)



# Rachel & the TreeSchoolers

## I Wonder

I wonder  
Do you wonder?  
It all begins with wonder  
With a question on your mind  
You will find the world is wonderful

I wonder  
Do you wonder?  
The world is full of wonder  
Every day is a surprise  
You and I will find the wonderful

I wonder how the weather changes  
I wonder how the rain comes from a cloud  
I wonder about the lighting  
And why it is so frightening  
I wonder what makes thunder so loud

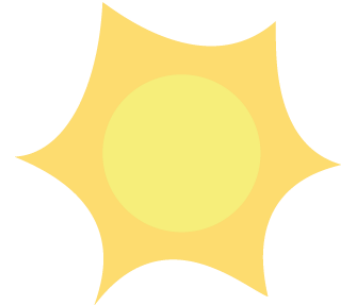
I wonder  
Do you wonder?  
It all begins with wonder  
With a question on your mind  
You will find the world is wonderful  
With a question on your mind  
You will find the world is wonderful



# Rachel & the TreeSchoolers

## The Weather Song

Whether or not you like it  
Weather has a say in how you're going to dress  
And where you're going to play today  
Whether or not you like it  
Weather will decide where you'd like to live  
And how you play outside



### *What is weather?*

The temperature is how hot or cold it feels outside  
Weather's all about the things up in the sky  
Like clouds and wind ooo let's stay in  
And things that fall like rain or snow and sleet and hail and oh no

Whether or not you like it  
Weather has a say in how you're going to dress  
And where you're going to play today  
Whether or not you like it  
Weather will decide where you'd like to live  
And how you play outside

### *What does weather have to do with getting dressed?*

The weather guides decisions you make everyday  
Like what you're going to wear and where you're going to play  
A swimming day, oops, not today  
I need my coat and gloves and socks and boots and scarf and hat  
Oops, not like that!

Whether or not you like it  
Weather has a say in how you're going to dress  
And where you're going to play today  
Whether or not you like it  
Weather will decide where you'd like to live  
And how you play outside  
Where you'd like to live  
And how you play outside



# Rachel & the TreeSchoolers

## What Makes a Cloud?

Tiny, tiny, tiny bits of ice  
Floating, floating, floating all around  
When they come to together they all hold on tight  
Hold each other tightly and they make a cloud



Tiny, tiny, tiny bits of ice  
Floating, floating, floating all around  
When they come to together they all hold on tight  
Hold each other tightly and they make a cloud

It rains when too much water's in a cloud  
The water gets too heavy and falls down

It rains when too much water's in a cloud  
The water gets too heavy and falls down

Tiny, tiny, tiny bits of ice  
Floating, floating all around  
When they come together they all hold on tight  
Hold each other tightly and they make a cloud

# Rachel & the Tree Schoolers

## Lightning and Thunder

Electricity gathers in a cloud  
When frozen rain and bits of ice are bumping all around  
Electricity leaping toward the ground  
Lightning is the flash of light  
Thunder is its sound

*What is thunder?*

Thunder is the sound that lightning makes  
Lightning leaves the cloud headed for the ground  
Pushing air around making booming sounds

Thunder is the sound that lightning makes  
Lightning leaves the cloud headed for the ground  
Pushing air around making booming sounds

**Boom, crash, crack, snap**

**Boom, crash, crack, snap**

Thunder is the sound

**Boom, crash, crack, snap**

**Boom, crash, crack, snap**

Thunder is the sound

Electricity leaping toward the ground  
Lightning is the flash of light  
Thunder is its sound



# Rachel & the Tree Schoolers

## Itsy Bitsy Spider / Never Give Up

The Itsy Bitsy Spider climbed up the water spout  
Down came the rain and washed the spider out  
Out came the sun and dried up all the rain  
And the Itsy Bitsy Spider climbed up the spout again

Never give up (*sing four times*)

The Itsy Bitsy Spider climbed up the water spout  
Down came the rain and washed the spider out  
Out came the sun and dried up all the rain  
And the Itsy Bitsy Spider climbed up the spout again

Never give up (*sing eight times*)

The Itsy Bitsy Spider climbed up the water spout  
Down came the rain and washed the spider out  
Out came the sun and dried up all the rain  
And the Itsy Bitsy Spider climbed up the spout again

Never give up (*repeat until the end of the song*)



# Rachel & the TreeSchoolers

## Rhyming Time

*Take it from the birds  
Listen to the words  
Take the time to notice words  
That rhyme, rhyme, rhyme  
(clapping) Thank you, thank you,  
thank you so much*

It's time to rhyme  
It's rhyming time  
Words that end the same  
Oh that's my favorite game  
Oh I'm so glad you came

It's time to rhyme  
It's rhyming time  
Rhymes are all around you  
Rhyming words surround you  
I'm so glad I found you

*Oh, I have one  
I also have one, ladies first*

We have fun in the sun  
Fun, sun, fun, sun  
We have fun in the sun  
It's a rhyme, it's a rhyme,  
it's a rhyme

*OK, we'll do mine*

The thundercloud is so loud  
Cloud, loud, cloud, loud  
The thundercloud is so loud  
It's a rhyme, it's a rhyme,  
it's a rhyme

It's time to rhyme  
It's rhyming time  
Rhymes are all around you  
Rhyming words surround you  
I'm so glad I found you

Fun in the sun  
The thundercloud is so loud  
The sky isn't dry  
Making boom in my room  
It's a rhyme, it's a rhyme,  
it's a rhyme



# Rachel & the TreeSchoolers

## Share It

Yes you've wondered,  
you kept on asking  
You kept on asking 'til you understood  
And now that you know the answer  
There's just one more thing  
you have to do

Go share it with a friend  
Share it with a friend  
Share it with a friend  
Yes anyone will do

Go share it with a friend  
Share it with a friend  
When you share it with a friend  
It becomes a part of you

You can share it with your hamster  
Your sister or a dog  
You can share it with your monkey  
Your brother or a frog

Go share it with a friend  
Share it with a friend  
Share it with a friend  
Yes anyone will do

Go share it with a friend  
Share it with a friend  
When you share it with a friend  
It becomes a part of you



You can share it with a grown up  
A baby or a shoe  
You can share it with a neighbor  
A bird or bee or newt

Go share it with a friend  
Share it with a friend  
Share it with a friend  
Yes anyone will do

Go share it with a friend  
Share it with a friend  
When you share it with a friend  
It becomes a part of you





**weather**

Touch your thumbs to pinky fingers to make Ws with both hands. Twist them back and forth!

Rachel and the TreeSchoolers "A Rainy Day" | [www.treeschoolers.com](http://www.treeschoolers.com)



**rain**

Hold your hands up and then bring them down in short, straight lines to show the rain falling.

Rachel and the TreeSchoolers "A Rainy Day" | [www.treeschoolers.com](http://www.treeschoolers.com)



**cloud**

Make a C with each hand and trace the shape of a puffy cloud in the sky.

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**sun**

First, draw an imaginary sun in the sky. Then open your fingers to show the sun's warm rays.

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**rain**

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**weather**

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**sun**

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**cloud**

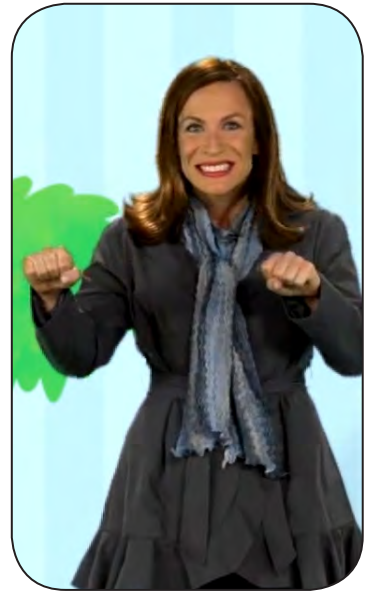
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### lightning

Use your finger to draw a lightning bolt in the sky.

Rachel and the TreeSchoolers "A Rainy Day" | [www.treeschoolers.com](http://www.treeschoolers.com)



### thunder

Touch your ear like you hear the thunder. Then shake your fist to show the booming sound.

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### kind/nice

Slide one hand smoothly across your other hand.

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Learn more signs with Rachel!

Visit [www.signingtime.com](http://www.signingtime.com)

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## Why Sign Language?

Rachel has a daughter, Leah, who is deaf. So signing is a part of her everyday life. It's also why she and her sister Emilie created the award-winning Signing Time, Baby Signing Time and Potty Time programs. It was natural to include signing in TreeSchoolers because when children's hands are moving, their minds are learning!

### Signing allows infants to communicate before they can talk.

Research shows that infants and toddlers who sign:

- are less frustrated
- learn to talk sooner
- have larger vocabularies than non-signers
- scored higher on IQ tests at age 8



### Signing is a powerful learning tool.

Once a child begins to talk, signing continues to offer important educational benefits. When signs and words are used together, auditory learners hear the word, visual learners see the sign and kinesthetic learners can use their hands to make the sign. In other words, signing creates the perfect storm that can trigger a surge in language learning and cognitive development. Research shows that preschool and elementary children who use signs and finger spelling:

- expand their vocabularies more quickly
- develop more positive attitudes toward reading
- learn letters, numbers, and sight words more easily

### Signing helps children with special needs.

Children who have autism, Down syndrome, speech challenges, or language delays often use signs as a primary means of communication or to simply clarify their speech. Signing opens the door to meaningful social interactions with parents, teachers, and peers.

- **For classes and workshops** in your area, visit [www.signingtime.com/find-a-class](http://www.signingtime.com/find-a-class)
- **For a summary of signing research**, visit [ww.signingtime.com/research](http://ww.signingtime.com/research)
- **For our award-winning products**, visit [www.signingtime.com](http://www.signingtime.com)





Rachel  
& the  
**TreeSchoolers**



**Thomas**

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**Chroma  
Chameleon**

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**Bongo**

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**Isaac Newt**

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**Simon**

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**Abigail  
Nightingale**

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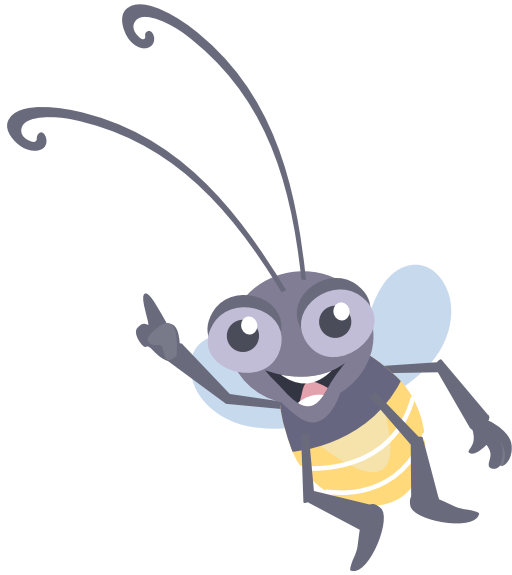
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**Firefly Hue**

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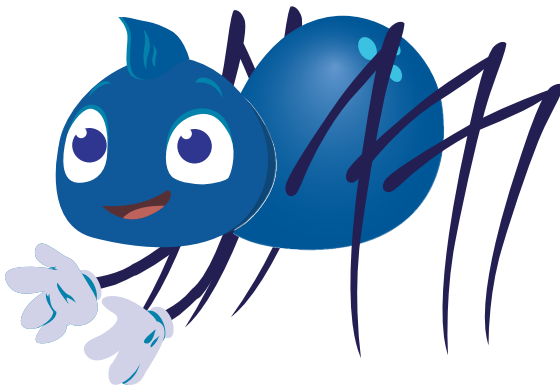
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**Itsy Bitsy**

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**ME!**

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# My Rainy Day Book

**This Book Belongs To:**

---



## **What do you like to do on a rainy day?**

Draw a picture of what you like to do indoors or outdoors on a rainy day.







## **What do you see outside your window?**

Draw a picture of what you see outside a window today.





## Give Tomas some color!

Color in his beak and feathers.





## Share what you know: Being Kind

Being kind to someone makes them feel good.

**Today I will be kind to**

---

**by**

---

---

---





## Share what you know!

Point to these pictures and tell someone what you know.



**Sun**



**Rain**



**Lightning**



**Thunder**



**Clouds**



**Weather**



## Getting Ready for a Rainy Day

Put a circle around all the things you might use in rainy weather.  
Put an X over items that don't have anything to do with weather!





## Keep Trying!

The Itsy Bitsy Spider didn't give up. Draw a picture about a time when you kept trying and didn't give up.



## Who is your favorite TreeSchooler?

Circle the character you like best. Write the name of the character on the line!



**Abacus**



**Simon**



**Penny**



**Tomas**



**Bongo**



**Isaac**



**Abigail**



**Chroma**



**Hue**

---

**\_\_\_\_\_**  
**is my favorite TreeSchooler!**



**Itsy Bitsy**



# Rachel & the Tree Schoolers

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has learned about weather, clouds, thunder, lightning, rhyming,  
and kindness with Rachel and the Treeschoolers and is now  
ready to share it with a friend!

---

---

*wonder \* ask \* understand \* share*

