

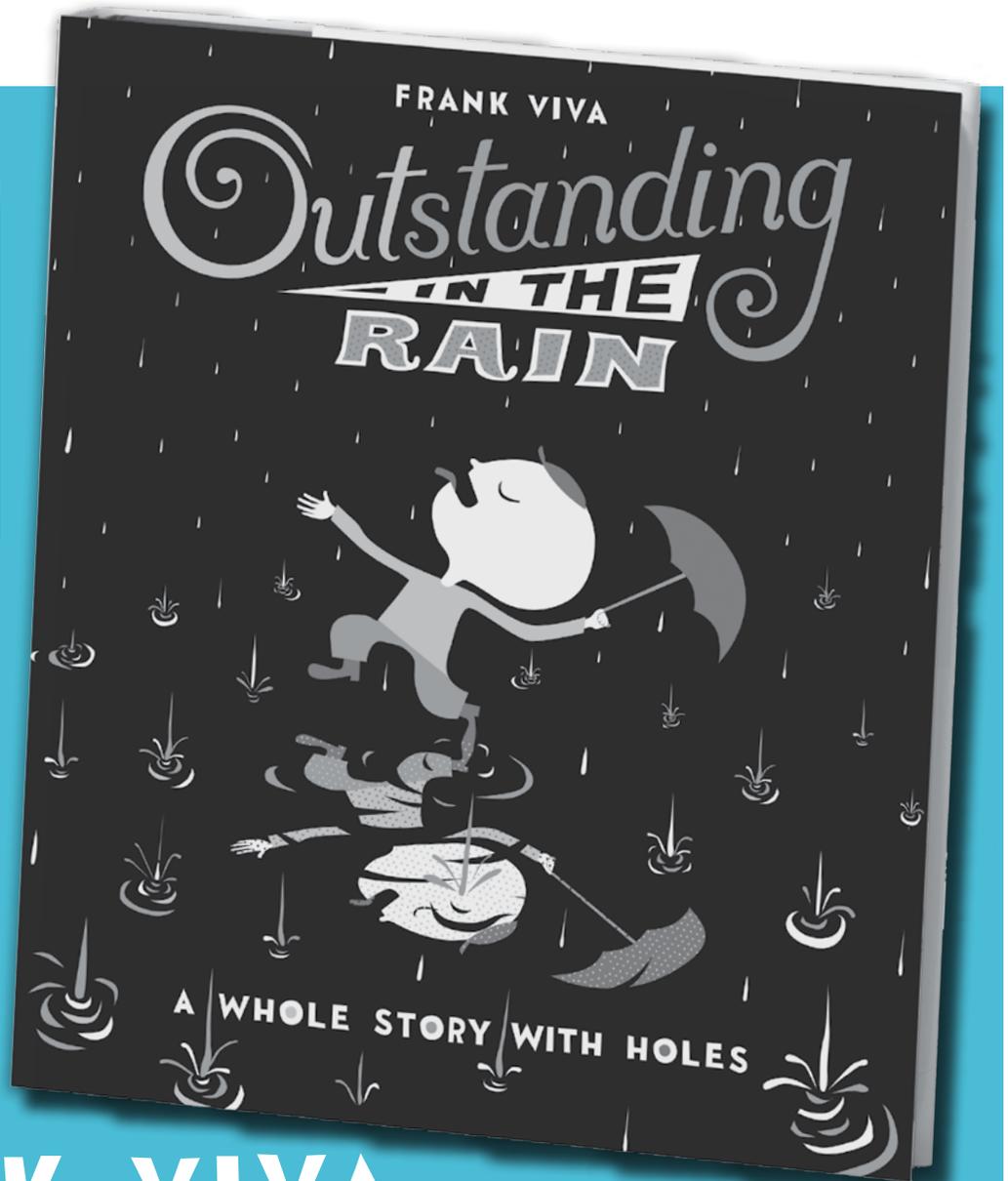
educator's guide

# Outstanding IN THE RAIN

## Curriculum connections

- ❖ Word Play & Oronyms
- ❖ Visual Literacy

Ages 3–6



By **FRANK VIVA**

## ENGLISH/LANGUAGE ARTS

### Building Background

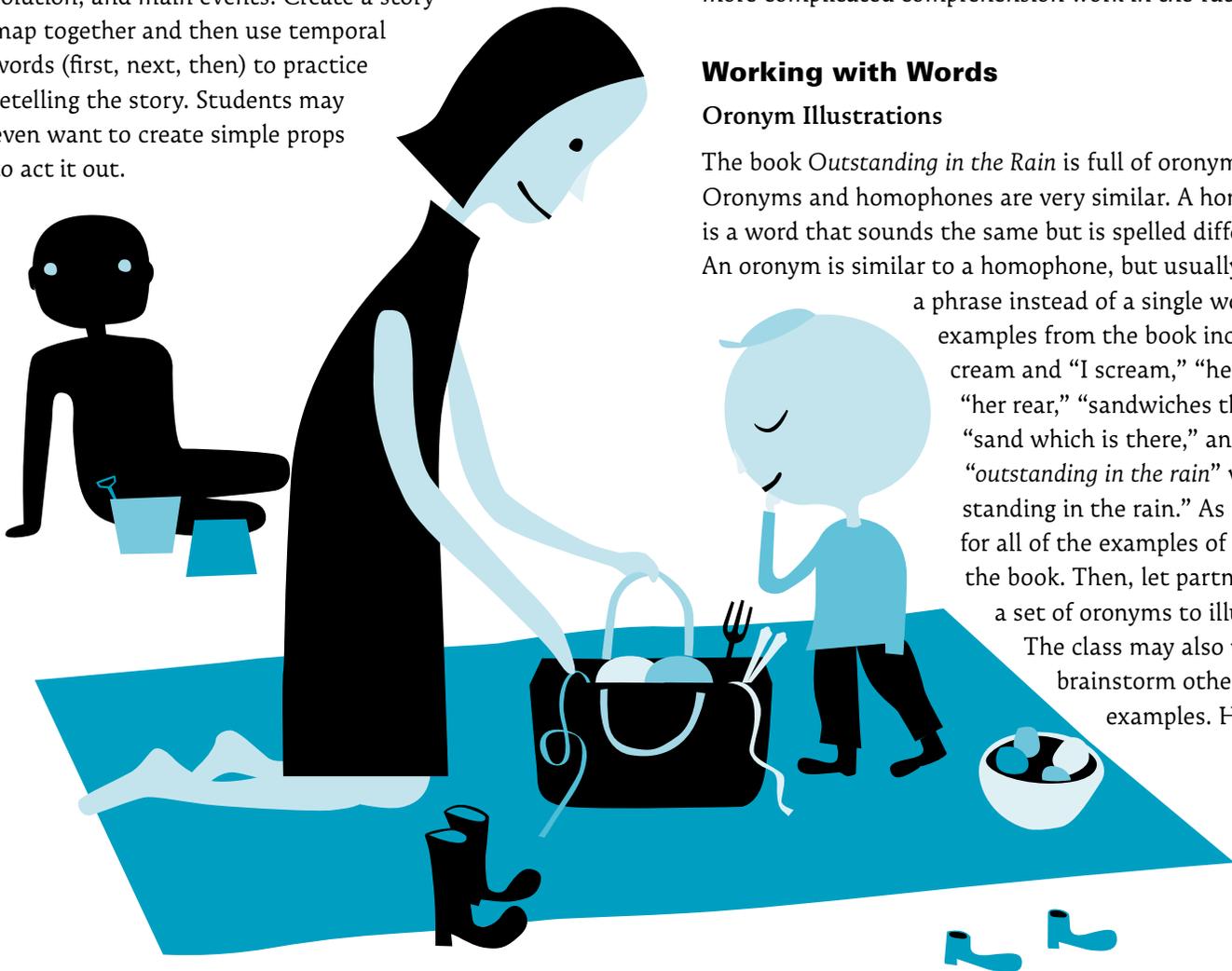
#### 5 Senses Sentences

*Outstanding in the Rain* has a unique setting. Begin by asking students to use their 5 senses to describe any experiences they might have had at an amusement park. What did they see, hear, smell, feel, and taste? On chart paper, record students' thoughts. Next, use the ideas to compose sentences about the sights, sounds, and smells of an amusement park. Students may want to illustrate the sentences as well.

### Comprehension Connection

#### Summarizing Retells

Although *Outstanding in the Rain* plays with language, there is also a story within its pages. Ask students to work together to identify the characters, setting, problem, solution, and main events. Create a story map together and then use temporal words (first, next, then) to practice retelling the story. Students may even want to create simple props to act it out.



### Inferring Foundation

Great readers use what they know combined with what they read or see to draw conclusions or make inferences. Students can build a foundation for more complex inferences by using the illustrations in *Outstanding in the Rain* to build comprehension. Turn to the page which asks, “Ribbon and fork handles-what can it mean?” Ask students to think about why someone might have ribbons and forks with them in their beach bag. Have students think of as many ideas as they can. Why would someone bring forks? Why would someone bring ribbons? Then, turn the page to see the answer. Were they right? Try another inference. Ask students to tell how old the boy might be. Begin by asking them what they know about birthdays and the number of candles on a cake. Then, ask them to think about what that might tell them about the age of the boy. What do they notice in the picture? Ask them to infer the age of the boy based on what they know and what they see. Their conclusion is their inference. These are simple exercises that help build the foundation for much more complicated comprehension work in the future.

### Working with Words

#### Oronym Illustrations

The book *Outstanding in the Rain* is full of oronyms. Oronyms and homophones are very similar. A homophone is a word that sounds the same but is spelled differently. An oronym is similar to a homophone, but usually refers to a phrase instead of a single word. Some examples from the book include “ice cream and “I scream,” “her ear” and “her rear,” “sandwiches there” and “sand which is there,” and, of course, “*outstanding in the rain*” with “out standing in the rain.” As a class, look for all of the examples of oronyms in the book. Then, let partners choose a set of oronyms to illustrate.

The class may also want to brainstorm other oronym examples. Hang up the

pictures and invite other classes to take a “gallery walk.” Ask them to guess which pictures go with each oronym.

## Phonics Carnival Games

Many carnival games are quite simple to create and use as teaching tools. After reading *Outstanding in the Rain*, review “ea” words, rhyming words, and sight words. Then, create several carnival game centers to help students practice their skills:

### Rhyming Ring Toss

Fill 6-8 two-liter bottles about halfway with sand or gravel. Secure the tops with masking tape. Next, create rings for the ring toss by cutting a length of nylon rope and gluing the ends together. Wrap the rings in duct tape to give them more weight. Make several rings and carefully write the words *rest*, *fall*, and *way* on the rings. Create a deck of index cards with words that will rhyme with either *rest*, *fall*, or *way*. Some suggestions include: bay, day, hay, lay, may, pay, ray, say, best, jest, nest, pest, vest, zest, ball, call, hall, mall, tall, and wall. Using a rubber band, secure one of these words to each of the bottles. Challenge students to toss the ring over the bottle with the corresponding rhyming word. Students can play as partners or in groups of three. One or two students toss the rings and another student changes the cards as needed, running the game booth. Students can take turns being the player and running the game. Small prizes may even be given for getting the ring over the correct matching word.

### EA Basket Toss

This game helps students develop their understanding of the rhymes (word families) with “ea” in them (eam, eak, eal, ead, eap). They will make new words by adding beginning consonants or consonant clusters. First, decide which rhymes students will use to make new words. Then, gather several baskets or bowls and label them with the rhymes. Next, gather beanbags (or something else to toss) and label these with consonants or consonant clusters. If beanbags are not readily available, small stuffed toys work too. To play the game, students choose a labeled beanbag and make the sound of the consonant or cluster. Then, they toss the beanbag into the basket and blend their sound with the rhymes to see if they can make a new word. The player will then record the word they made and decide if it is a real word or a made-

up word. One student runs the game and two or three students are the players. After all students have had a chance to play, the group will look at the words they created and decide together how many are real words and how many are made-up words.

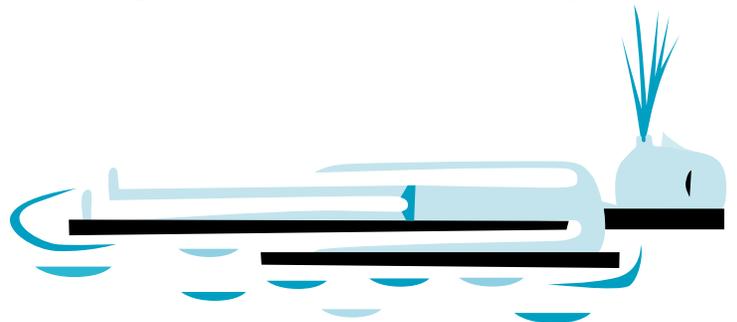
### Sight Word Duck Pond

Students will beg to practice their sight words with this simple game. Write sight words (or math facts or anything else students need to practice) on index cards. Divide the cards into several different piles and assign each pile a number. Write these same numbers on the bottoms of 10 rubber ducks (or as many as you have) using a permanent marker. Fill a shallow basin with water and place the ducks in the water. One student runs the booth and several students can be customers. Students take turns choosing a duck from the pond. The student running the booth will choose a card from the corresponding pile and hold it up for the player to read. If they get it right, then they “win.” Students take turns running the booth and playing the game. The duck pond game is very simple to differentiate by changing the cards. It is even possible to designate one number for “challenge words” or even math puzzles.

## Writing for Information

### Biggest, Best, Highest, Fastest

*Outstanding in the Rain* features a variety of amusement park rides. Reading this book may make students curious about other amusement parks. Some feature rides that are difficult to even imagine. As a class, generate a list of questions about amusement park rides. Some examples include: Where is the tallest roller coaster? Where is the fastest roller coaster? Which amusement park is the oldest? Which country has the most amusement parks? Develop a list of questions and then choose a few to research. Students can work in groups and use online resources or library databases. Then, they can use words and pictures to share the information they learned.



## Opinion Writing

### The Best Amusement Park Ride

People all over the world enjoy amusement parks. Give students the opportunity to share their thoughts about their favorite amusement park ride with this opinion writing exercise. Ask students to think of their favorite amusement park ride and several reasons that support that opinion. If they have never been to an amusement park, then a brief web-tour of famous amusement parks may be helpful. Students can learn about amusement park rides and then choose one to write about. Remind students to give their opinion, but to also support that opinion with details that explain why it is their favorite ride.

## Narrative Writing

### Postcard from Above

Ask students to imagine they are on top of the Ferris wheel, riding one of the sky rides, or sailing in the hot air balloon. Using the illustrations in the book as a guide, ask students to write a postcard to someone telling about what they see and feel while on the ride. Before writing, it may be helpful to activate background knowledge by discussing experiences students have had looking down from a higher elevation. Modeling how to write a postcard may also be necessary. For some students, this may also be an opportunity to introduce how to write an address. Using 5"x7" index cards works well for this activity. Students write on one side and draw an illustration on the other.

## SCIENCE

### Simple Machine Model Amusement Park

Simple machines are all around us. Even very young students can learn about some basic simple machines, and once they do they will start noticing them everywhere. Begin by building background. Close reading informational text and reading aloud about different types of simple machines will help students develop a rich understanding. Focus on the wheel, inclined plane, screw, wedge, pulley, and lever. Next, talk about how simple machines combined together make complex machines. Look through the pages of *Outstanding in the Rain* to find examples within the illustrations of how simple machines are combined to make amusement park rides. The class can work together to identify the types of machines used in each ride. They will find the wheel and axle and inclined plane are important for the roller coaster and the Ferris wheel also uses the wheel and axle. As an extension, partner with older elementary, middle, or high school students to create a class amusement park inspired by *Outstanding in the Rain*. Challenge the cross-grade level teams to use their knowledge of simple machines to create their own model amusement park.

## SOCIAL STUDIES

### The Real Coney Island: Comparing and Contrasting

Begin by telling students that you have a guess that the author/illustrator, Frank Viva, was inspired by a real place for the setting of *Outstanding in the Rain*. Tell students you need their help to look for clues to see if your guess might be right. Show them historical photos of Coney Island and ask them to look for similarities and differences between the illustrations and the photos you provide. A good resource for historical photos is [coneyislandhistory.org](http://coneyislandhistory.org). You will also want to be sure to include a historical photo showing Gregory and Paul's with the hamburger-holding man on top. Ask students to look for evidence that will help support the idea that the setting is Coney Island. These are the similarities. The differences they find should also be recorded because this could be proof that Frank Viva was not inspired by Coney Island. Once all the evidence is collected, ask students to either prove or disprove your guess while supporting their thinking.



## ART

### Books with Holes

Books with holes have been around for many years. It is a story-telling technique that is used in board books, picture books, and even some novels for adults. Making a book with holes requires thinking backwards. Students can try the technique by starting with a card. The easiest method is to use a die-cut machine to cut uniform shapes from pieces of construction paper. The paper can then be folded in half to make a card. If a die-cut machine is not available, then carefully tracing and cutting a circle from construction paper will work. Centering the hole or cut-out area in the right position is the key to this project. An adult will need to prepare this for students. Fold the construction paper in half and distribute this to students. Then, using the illustrations in *Outstanding in the Rain* as a guide (or other books with holes for inspiration), ask students to design a card that has a picture on the front and a picture inside that uses the hole or cut-out area. After students are finished with their projects, give them time to share their creations with their classmates. They should explain how the picture on the inside helps create the picture on the cover. Students should be prepared to listen and ask questions of one another.

### Author/Illustrator Study

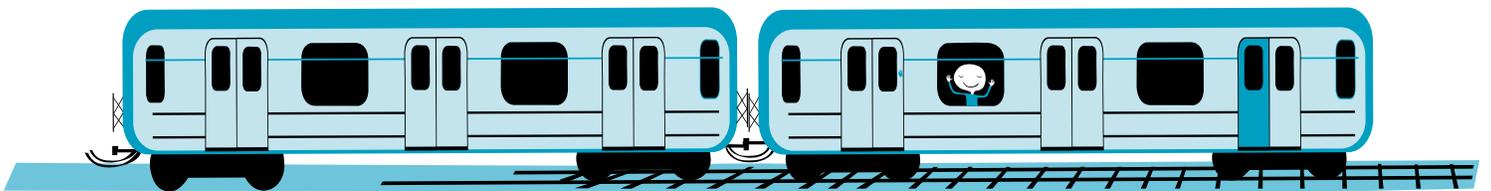
Some authors and illustrators have a very distinct style. Give students the opportunity to explore the work of Frank Viva with this illustrator study activity. Begin by providing copies of *Outstanding in the Rain*, *Along a Long Road*, and *A Long Way Away*. If available, students might also enjoy seeing the September 2013 cover of *The New Yorker*. These are all examples of Frank Viva's work. Place chart paper in different sections of the room and put a copy of the book or other Frank Viva work near the chart paper. (You will need one piece of chart paper for each book.) Divide students into small groups. Have each group start with a different piece. Ask them to look through the book and record on chart paper things they notice about the style of the book. Giving some general categories can be helpful if students need that

assistance. They might look at the colors used, the way the book is made, the way the people are drawn, or the way animals are illustrated. After a few minutes, ask groups to rotate and have students record their thoughts about the next book. Keep rotating until each group has a chance to explore each book and record their thoughts. Bring all of the charts to the front of the room and look for any similarities among what is recorded. Create a new chart with a column for each book and one column for all. As a class, decide which observations belong in which categories. After initial thoughts are recorded, choose two books at a time and compare them side-by-side. Then, repeat the process with the other book. The chart should begin to take shape to show which aspects of the artist's style are common to all of the pieces. Create a statement as a class that describes Mr. Viva's style and support this claim with evidence from the chart.

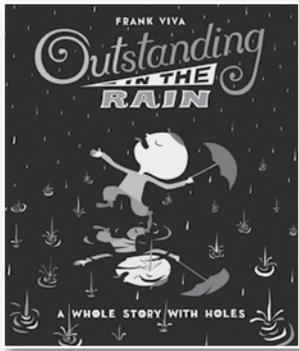
## CHARACTER EDUCATION

### Be Like A Nice Man with a Smile

In *Outstanding in the Rain*, the little boy in the story drops his ice cream, but at the end a "nice man with a smile" gives the boy a new ice cream cone. This simple act of kindness made the boy's day. Talk as a class about how something that was not very difficult (the man had plenty of ice cream) helped brighten the boy's day. Then, develop a list of simple acts of kindness they can do to make someone smile. They might think about clearing the table without being asked, making their parents a thank you card, or spending a few extra minutes exercising the family pet. Write down all of the ideas and ask students to choose one for each day of the week. Students should make a commitment to complete one of the acts of kindness each day and share how the other person responded. Remind students to be sure to smile just like the nice man in the book! Record the acts of kindness completed by the class and also how others reacted. Do they think these small acts made a difference? Why or why not?



## about the book



### OUTSTANDING IN THE RAIN

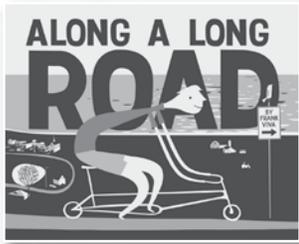
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*Step right up! Step right up! Take a trip to Coney Island and discover the grandest amusement of all—die-cuts that work like magic, transforming words and pictures in the most astonishing ways!*

From the creator of *New York Times* Best-Illustrated Book *Along a Long Road* and *A Long Way Away*, picture book master Frank Viva does it again, this time with astounding die-cuts that transform both words and pictures in delightful ways, while telling the story of a young boy spending his birthday at Coney Island, in search of his heart's desire. Through his innovation of design and content, he continues to expand our expectations of what a picture book can accomplish.

- ★ “This is not your ordinary picture book. . . . All is neatly concluded with end pages that head back home, where the night rain will fall on the night train because of the originality of the concept, the unusual palette and the excitement of the reading experience.” —*Booklist*

## also by FRANK VIVA



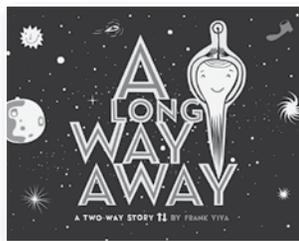
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Also available in downloadable eBook format

- ★ “Cleverly designed and perfectly executed, this dynamic two-way story across space, land and sea offers multidimensional adventure and possibilities.” —*Kirkus Reviews*

- ★ “Intelligently conceived and handsomely executed, it’s a potential classic.” —*Publishers Weekly*

- ★ “This ingenious book invites many repeat readings.” —*School Library Journal*



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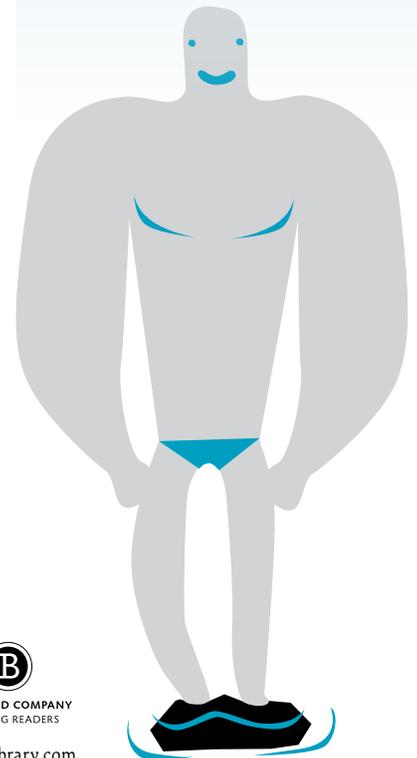
Also available in downloadable eBook format

- ★ “This outstanding visual treat about the open road will inspire readers, whether on three wheels or two, to pedal faster and farther.” —*School Library Journal*

## about the author



Frank Viva is an award-winning illustrator and designer living and working in Toronto. His beautiful books include *Along a Long Road* and *A Long Way Away*. His art has appeared in many wonderful places, including the cover of *The New Yorker*. He is outstanding in his field, especially on the farm. Visit him online at [vivaandco.com](http://vivaandco.com)



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