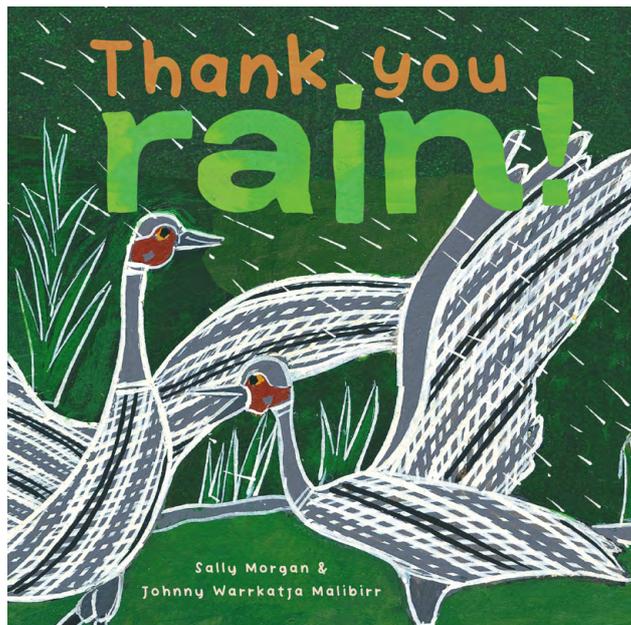


Magabala Books Teacher Notes

Prepared by Christina Wheeler

Thank you rain!

Written by Sally Morgan and Johnny Warrkatja Malibirr



OVERVIEW

Another simple, universal story from Sally Morgan and Johnny Warrkatja Malibirr, this time, a beautifully illustrated celebration of rain. *Thank you rain!* is a joyful read and is full of plants and animals that welcome rain: raindrops in treetops; birds singing in the rain; raindrops wetting dry earth and filling creek beds; birds, frogs and kangaroos all enjoying the rain and finishing with Johnny dancing with happiness!

Sally Morgan's beautiful words and Johnny Warrkatja Malibirr's striking artwork combine to give this distinctive children's picture book global appeal. Johnny infuses his illustrations with his fine-art aesthetic and traditional motifs to bring each page to vivid life.

ABOUT THE AUTHOR & ILLUSTRATOR

Sally Morgan is one of Australia's best-known artists and writers. She belongs to the Palyku people from the eastern Pilbara region of Western Australia. Her widely acclaimed first book, *My Place*, has sold over half a million copies and is one of Australia's most celebrated works. Sally loves writing stories for children and is excited to have such a talented artist as Johnny Warrkatja Malibirr bring her story to life. This is Sally's third book with Johnny Warrkatja Malibirr.

Johnny Warrkatja Malibirr is a Yolgnu man from the Ganabingu clan and is known for his paintings of Ganabingu song lines as well as his mother's Wägilak clan stories. Along with other members of his clan, Johnny keeps culture strong through painting, song, dance and ceremony. He travelled to Canberra in 2000 and performed at the official opening of Aboriginal Modern Worlds exhibition at the National Gallery of Australia. Johnny lives in the remote East Arnhem Land community of Gapuwiyak, where he is Chair of the Gapuwiyak Culture and Arts Aboriginal Corporation. In 2017, Johnny was the winner of Magabala's inaugural Kestin Indigenous Illustrator Award. This is his third book with Sally Morgan.

THEMES

- Gratitude
- Water; Weather
- Habitats and Ecosystems
- Aboriginal Culture – Art, Country, Place, Dance

AUDIENCE AND WRITING STYLE

Thank you rain! celebrates the new life and sense of renewal that comes with rain. Sally Morgan uses a simple, poetic text structure to describe the replenishment and joy that comes when it rains. Stunning illustrations invite readers to make meaningful connections with the text, especially to the theme of gratitude. Allowing for retelling and drama-related responses, this text is perfectly suited to pre-readers and early childhood audiences.



LINKS TO THE AUSTRALIAN CURRICULUM

This book and the classroom activities provided are primarily relevant to the following areas of the Australian Curriculum:

Learning area	Year level
English	F-2
The Arts	F-2
Science	F-1
Hass (Geography)	F-2

The appendix highlights relevant links to the Australian Curriculum.

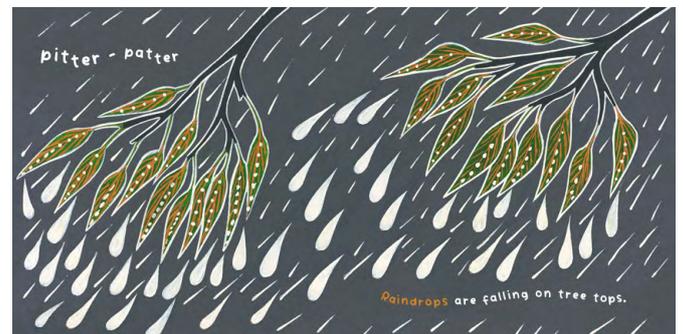
CLASSROOM IDEAS

- Using the cover of the book, discuss what *Thank you rain!* will be about. What types of illustrations and characters might you expect in this story? What other colours were you expecting to be on the cover? Why does the colour green dominate the cover?
- Using the endpapers and title page as a provocation, introduce the concept of *change*. As you read this book, reflect on what changes are brought about by rain.
- As you read *Thank you rain!*, take note of how nature is positively impacted by rain. How do the illustrations show this so well?
- Create an X-Chart headed with 'What do I see?', 'What do I hear?', 'What do I smell?' and 'What do I feel?'. Using the page opening below as well as your own experiences, brainstorm words and phrases showing what it is like **before** and **after** it rains. Use this brainstorm to write about rain.



- Investigate the observable changes in the sky when rain clouds form. What different types of clouds are there? Which clouds have rain in them? How do we know? Create a simple diagram to explain the water cycle.
- YouTube [What Are Clouds?](#)
- YouTube [The Water Cycle](#)

- After thinking carefully about the artwork on the page opening below, explain to a friend how the illustrations add meaning to the words.



- Why do the birds sing when it rains? What does this share about the joy that comes with rain? Who or what else may celebrate rain?
- How does rain help wildflowers to bloom? What else in *Thank you rain!* benefits from rain?
- Discuss the language features used in *Thank you rain!*, such as alliteration, onomatopoeia, and description. How do they help readers to connect with the message in the book?
- Create a word wall with new vocabulary from *Thank you rain!* Use these words to discuss the text. Below are some examples:
- Changing, pitter-patter, raindrops, splish-splish, wetting, wildflowers, blooming, muddy, puddles, plink-plonk, creekbeds, rainbow
- Imagine you are one of the animals in *Thank you rain!*. Write about your experiences of this day.
- Retell this story through a voice recording app or written piece. Use the concepts of *beginning*, *middle* and *end* to help.



CLASSROOM IDEAS CONT.

- Rewrite this story from the point of view of the vegetation lining the creekbeds. Use the page opening below as a guide.

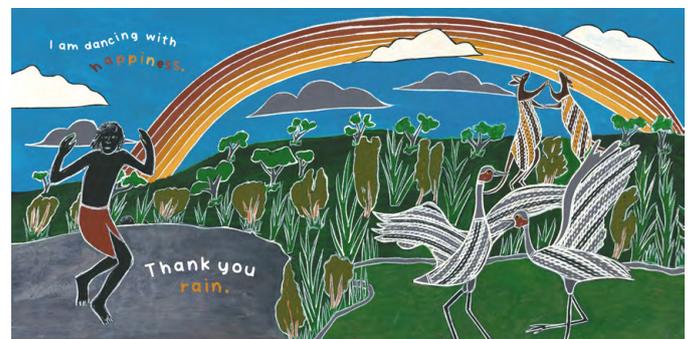


- Why is it important to show gratitude for things as simple as rain? What other parts of nature are you grateful for? Choose one of these and create your own way to thank that part of nature.
- What else is happening in the page opening below besides what the written text tells us? Why is it important to read the pictures as well as the words?



- Compare *Thank you rain!* with *Big Fella Rain* by Beryl Webber and Fern Martins. Alternatively, use this text in conjunction with *The River* and *Little Bird's Day*, also by Sally Morgan and Johnny Warrkatja Malibirr. How do they also celebrate nature and share the importance of Country?

- Which is your favourite page opening in *Thank you rain!*? Why is this your favourite? Share with a friend.
- Investigate how rainbows form by engaging in simple science experiments. Explain this process.
- YouTube [How is a Rainbow Formed?](#)
- Science Experiments You Can Do at Home – [How to Make Rainbows](#)
- In a reflection, share what you have learnt about rain by reading this text.
- In small groups, perform *Thank you rain* through a dramatic performance.
- What do you do when it rains? Share in a reflection.
- Examine the page opening below. How does the man express himself? What role does dance play in Aboriginal culture?



- Respond to the following big idea: *Rainbows are nature's way of saying thank you to rain.*
- Choose another observable change to the sky, such as a sunrise or sunset, on which to create your own illustrated story. Use images from the internet and books to help generate ideas.



APPENDIX – LINKS TO THE AUSTRALIAN CURRICULUM

Year	Curriculum Area
F	<p>English</p> <p>Language</p> <ul style="list-style-type: none"> Explore the different contribution of words and images to meaning in stories and informative texts (ACELA1786) <p>Literature</p> <ul style="list-style-type: none"> Identify some features of texts including events and characters and retell events from a text (ACELT1578) <p>Hass (Geography)</p> <ul style="list-style-type: none"> The places people live in and belong to, their familiar features and why they are important to people (ACHASSK015 - Scootle) The reasons why some places are special to people, and how they can be looked after (ACHASSK017 - Scootle) <p>Science</p> <p>Biological Sciences</p> <ul style="list-style-type: none"> Living things have basic needs, including food and water (ACSSU002 - Scootle) <p>Earth and Space Sciences</p> <ul style="list-style-type: none"> Daily and seasonal changes in our environment affect everyday life (ACSSU004 - Scootle)
1	<p>English</p> <p>Literature</p> <ul style="list-style-type: none"> Innovate on familiar texts by using similar characters, repetitive patterns or vocabulary (ACELT1832) Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELT1586) <p>Hass (Geography)</p> <ul style="list-style-type: none"> The natural, managed and constructed features of places, their location, how they change and how they can be cared for (ACHASSK031 - Scootle) <p>Science</p> <p>Biological Sciences</p> <ul style="list-style-type: none"> Living things live in different places where their needs are met (ACSSU211 - Scootle) <p>Earth and Space Sciences</p> <ul style="list-style-type: none"> Observable changes occur in the sky and landscape (ACSSU019 - Scootle)
2	<p>English</p> <p>Literature</p> <ul style="list-style-type: none"> Innovate on familiar texts by experimenting with character, setting or plot (ACELT1833) <p>Hass (Geography)</p> <ul style="list-style-type: none"> The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place (ACHASSK049 - Scootle)
F-2	<p>The Arts</p> <p>Visual Arts</p> <ul style="list-style-type: none"> Respond to visual artworks and consider where and why people make visual artworks, starting with visual artworks from Australia, including visual artworks of Aboriginal and Torres Strait Islander Peoples (ACAVAR109) Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists (ACAVAM106) <p>Drama</p> <ul style="list-style-type: none"> Use voice, facial expression, movement and space to imagine and establish role and situation (ACADRM028)

