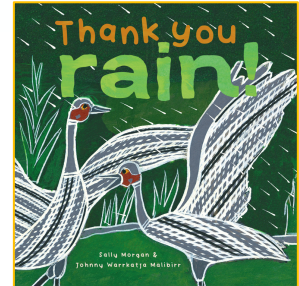


LEARNING TIME

Thank you rain!

By Sally Morgan and Johnny Warrkatja Malibirr

Published by Magabala



A joyful read and full of the plants and animals that welcome rain: raindrops in the treetops; birds singing in the rain; raindrops wetting the dry earth and filling creek beds; birds, frogs and kangaroos all enjoying the rain and finishing with Johnny dancing with happiness!

Themes: Australian animals, nature, Aboriginal

Rare and interesting words/concepts: creek bed, wetting

Sound words: splash splosh, plink plonk, pitter patter

Key Message for Parents | The Best Learning Happens in Nurturing Relationships

- Brains are a work in progress, all positive experiences build healthy brains
- Share stories that talk about feelings and how to show them in a positive way
- Be patient, children learn at their own pace and need lots of practice.

Australian Early Years Learning Framework | Learning Outcome 4: Children are confident and involved learners

Educators can support children's learning through

- Providing a safe, predictable, and welcoming environment where the child is supported
- Modelling positive, patient, empathetic interactions
- Listening carefully to children's ideas and discussing with them how these ideas might be developed
- Providing opportunities for movement, self-discovery, and exploration
- Allowing time for children to use language to describe their own experiences
- Building on the knowledge, languages and understandings that children bring to their early childhood setting
- Encouraging new experiences within the child's own level of comfort, acknowledging fears and concerns, and offering emotional support with positive language and encouragement.

Welcome and Acknowledgment of Country

'I begin today by acknowledging the Traditional Custodians of the land on which we <gather/meet> today and pay my respects to their Elders past and present. I extend that respect to Aboriginal and Torres Strait Islander peoples here today.'

Welcome everyone, introduce yourself, remind adults to turn their mobile phones off and that there will be time for adults to chat after the story and songs. Ask them to join in with the songs.

Welcome Song (or your preferred song)

Have the words available as a handout or written on a board or butcher's paper for the adults to read and join in.

Good Morning

*Good morning to you
Good morning to you
Good morning everybody
and welcome to you!*



You may like to introduce the book at this stage or use a song to help prepare your group and introduce the upcoming story and activities.

Finger play

Pitter patter

*Pitter patter, pitter patter,
Listen to the rain!
Pitter patter, pitter patter,
On the window pane.
Dropping, dropping, dropping, dropping,
Dropping on the ground.
Dripping, dripping, dripping, dripping,
Listen to the sound!*



Before Reading

- Think about the setting, is it suitable for the group. Check lighting, seating, ensuring comfort for all participants.
- Set up any props you might want for the sessions, like a hand puppet or items from the book.
- Explain the format of the session, including the book you are reading, songs and activities. You may want to use a visual board to support diverse language and learning needs.
- Ask the children to sit where they can see the pictures, as you will need them to watch closely!
- Invite adult caregivers to be involved, staying close and guiding conversation and attention.

During Reading

- Introduce the name of the book, author, and illustrator.
- Mention that there are special words called *Onomatopoeia*, ask them to listen out for them.
- Be intrigued and model engagement with the text, through looking interested in what they discover and check the children are following along.
- Allow time to linger on pages of interest.
- Use illustrations to inspire movement breaks such as: pretend to stomp in puddles

After Reading

- Reflect on story.
- Ponderings....
- *Do the animals like rain?*
- *What animals came to the watering hole for a drink?*
- *Can you tell me some animals you saw in the book?*
- *Is the rain heavy/light? How do we know?*
- *What are some good things about rain?*
- Provide sufficient time for children to express their experiences and thoughts. Communication skills include turn taking, eye contact, voice and expression, respectful responses, timing, explaining, and listening. These all need time to be practiced as a part of the literacy journey.

Learn more about the creators

Johnny Warrkatja Malibirr

<https://www.magabala.com/collections/johnny-warrkatja-malibirr>

Sally Morgan

<https://www.magabala.com/collections/sally-morgan>

Extension Ideas



Read

- Visit the Raising Literacy Australia website and find more book recommendations under Featured Stories. You can search by theme – Feelings.
- Further book recommendations at the end of this document.
- Borrow books about feelings from the library. Many books are also freely available via Library subscriptions such as Libby and StoryBox Library for read aloud – making books accessible from home or when you are out and about. Ask your local library.

Sing

- Singing slows down language, enabling sounds to be heard more easily. Phonemic awareness knowledge (sounds) is a foundation to literacy competency.
- Spotify and YouTube have a huge variety of songs. We have a Spotify Playlist 'Raising Literacy Australia' – Featured Stories.
- Adapt your own songs from well-known tunes and your own made up words.

Talk

- Talk about the sounds of rain in other languages, ask your audience for examples

German pronounced *plitsch-platsch*

Turkish pronounced *sakır şakır*

Arabic الجلجل pronounced *al-jaljal*

Mandarin 噼里啪啦 pronounced *pīlipāla*

Tamil (சல சல) pronounced *sala sabdam*

Japanese ぱらぱら, pronounced *para para*.

Play

- Make a cosy nook for families to snuggle and share books together.
- Create a small world scene based around a pond or watering hole with animals coming for a drink. What animals were in the story?
- Take a watering can out into the garden and watch the droplets fall, giving the plants a drink.
- Make a rain collector (gauge) and study how much rain falls (see Activity Time).



Splashing in the puddles

Splashing in the puddles, *(jump around the room)*

Splashing in the puddles, *(jump around the room)*

Splashing in the puddles, *(jump around the room)*

But don't let Mummy see! *(Finger to lips like a secret)*

*

Walking through the raindrops, *(tap point finger on legs)*

Walking through the raindrops, *(tap point finger on legs)*

Walking through the raindrops, *(tap point finger on legs)*

Let's hope we don't get wet! *(Wag pointer finger)*

*

Stamping in the gutters, *(stamp on the spot)*

Stamping in the gutters, *(stamp on the spot)*

Stamping in the gutters, *(stamp on the spot)*

But don't let Mummy see! *(Finger to lips like a secret)*

STEM Focus. Science, Technology, Engineering and Mathematics.**Cloud in a Jar****You will need**

- A large jar
- Shaving cream (a foaming version)
- Gel food colouring or washable watercolours
- Pipettes or droppers

What to do

1. In a small cup, mix the food colouring with some water.
2. Fill the large jar with water until it is about 3/4 full.
3. Place the jar and the cups of coloured water on the table. Place a pipette in each cup of coloured water.
4. Right before the kids are ready to do the experiment, spray a bunch of shaving cream in the jar until it is just a small bit above the top of the jar.
5. Ask the children to pick up some coloured water with a pipette and squirt it on top of the shaving cream cloud. Repeat this step one or two more times but pay close attention to what is happening below the cloud!
6. The coloured water will begin to seep down through the shaving cream and into the water below. Just like rain!

**How it works**

The shaving cream represents the clouds and the water represents the air. The coloured water represents rain. As the coloured water saturates the “cloud”, it gets heavy and eventually is so heavy that it can no longer hold the water. It “rains” down into the jar – through the “air”, just like real rain.

Science: Measuring, predicting, trialling

Maths: Measurements

Engineering: Make your own measuring devices

Technology: Document with photos, create a video

Language: measure, predict, experiment, saturate, heavy

Goodbye

Conclude the session with some suggestions of books that parents might want to share with their children. Raising Literacy Australia suggests the following books to support learning in this area. If your library has copies, make them available for families to borrow or include them in your story time session.

Libraries can purchase bulk copies of our books at discounted rates. Visit Little Book Press at <https://littlebookpress.com.au/collections/books-for-toddlers>

For more stories to share, we recommend the following titles:

- **Splosh for the Billabong** by *Ros Moriarty*, illustrated by *Balarinji*
- **Babies at the Billabong** by *Maura Finn*, illustrated by *Cate James*
- **Bush Magic** by *Kylie Howarth*

An Activity Time for this book is available to download for FREE from our website. This is a great resource to share with families, you are welcome to print and distribute as necessary.

Goodbye Song

Depending on the size of your group, you may wish to insert each child's name in the place of 'you' as it develops a more personal relationship between yourself, the child and the family.

Sung to the tune of (*Here We Go Round the Mulberry Bush*) or your choice.

Goodbye

This is the way we say goodbye (wave) say goodbye, say goodbye

This is the way we say goodbye to all our library friends (OR: to our friend.....)!

