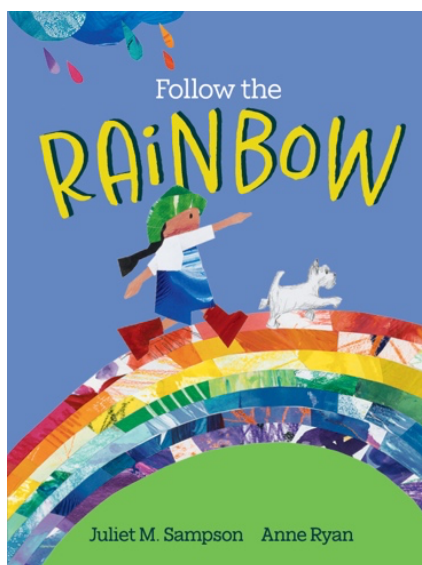


# FOLLOW THE RAINBOW

## Teacher's Notes



**Author: Juliet M. Sampson**

**Illustrator: Anne Ryan**

**Publisher: Ford Street Publishing**

**Age Guide: 4 +**

### **Synopsis:**

Ruby wonders what is at the end of the rainbow. Who will help her solve the mystery? Will it be Tavish, Scarecrow, Metal Man or Lion?

### **About the Author:**

Juliet M. Sampson is an international award-winning author for children and young adults. Her debut picture book GRACE'S MYSTERY SEED was shortlisted for the Speech Pathology Award 2019, 5 - 9 year old category and was a 'Finalist' in the International Book Awards. She worked as a primary teacher but now dedicates her days to full-time writing. Juliet loves being an Australian Reads Ambassador and enjoys inspiring others.

### **Also by Juliet M. Sampson:**

- CATO'S CAN CAN published by Ford Street Publishing
- GRACE'S MYSTERY SEED published by Ford Street Publishing
- OUTBACK WONDER published by Brolga Publishing
- DANCE DEMONS published by Brolga Publishing
- BON VOYAGE! published by Brolga Publishing
- BEHIND THE MASK published by Brolga Publishing

**Juliet's social media:****Website:** [www.julietmsampson.com.au](http://www.julietmsampson.com.au)**Facebook Author's Page:** Juliet M Sampson**Instagram:** @julietmsampsonauthor**Twitter:** JulietMSampson**Youtube:** Juliet M Sampson**Goodreads:** Juliet M. Sampson**Author's Inspiration:**

FOLLOW THE RAINBOW was inspired by my love of film and theatre. Throughout my childhood my Grandpa shared his passion for movies. He had a large selection and I would spend hours watching musicals, Disney classics and cartoons. These experiences were part of the spark that ignited the storyline.

Also, when thinking about writing FOLLOW THE RAINBOW, I wanted to consider creating a story with a sense of playfulness and wonder having the main character being curious about what is at the end of the rainbow.

And finally, the ultimate inspiration for FOLLOW THE RAINBOW was my Westie dog. I have a special bond with him. So, when writing FOLLOW THE RAINBOW, I wanted Ruby to have a companion on her journey.

Thanks, dear readers, for taking the time to find this story. I hope you enjoy discovering what is at the end of the rainbow.

**About the illustrator:**

Anne Ryan is an author, illustrator, artist, and art educator who lives in Melbourne. She is passionate about sharing storytelling, visual literacy and creativity with young children through art making and children's picture books. Anne wrote and illustrated her first picture book, *Unforeseen Circumstances*, in 2005.

**Other books illustrated by Anne:**

- SALIH published by Ford Street Publishing
- RAPPERBEE published by Ford Street Publishing
- MOONFISH published by Ford Street Publishing

**Anne's social media:**

**Website:** [www.anneryan.com.au](http://www.anneryan.com.au)

**Facebook page:** Anne Ryan author/ illustrator page

**Instagram:** anneyryan

**Illustrator's Inspiration:**

My inspiration for this book shines through in my dedication

*'...to the bright sparks that shine in the art room every day... thank you for colouring our world.'*

The illustrations in this book have been created from recycled papers that have been discarded during creative projects and art making that I have shared with young artists over many years.

I have always enjoyed the connections that young children express in their art making about their curiosity for rainbows and the inspiration they draw from the magical wonders of their natural environment.

Repurposing and up cycling art materials, rough drawings and unwanted papers from the development of creative work is an inspiring practise for many artists and a wonderful way to develop awareness of limited resources and sustainable art practises with our youngest artists. This book is a celebration of the joy and memories that children create through creativity, storytelling and curious adventures of our wonderful planet.

**Themes in FOLLOW THE RAINBOW:** Perseverance, Environment, Outdoors, Friendship, Self-discovery, Wonder, Learning by Doing and Relationships.

**Key points in FOLLOW THE RAINBOW:**

- Appeals to children's curiosity about what is at the end of a rainbow.
- Shows the concept of self-discovery and learning by doing.
- Sparks imagination and creativity.
- An engaging adventure story exploring climate, weather changes and the atmospheric conditions of colour and light that form a rainbow.
- A bright, playful story promoting the diversity of the natural world.
- Covers curriculum areas, including English, Science and The Arts.

## **NEXT SECTIONS:**

**1: GENERAL QUESTIONS FOR FOLLOW THE RAINBOW FOR EVERYONE TO USE.**

**2: GENERAL ACTIVITIES FOR TEACHERS TO USE WITH STUDENTS FOR FOLLOW THE RAINBOW.**

**3: CLASSROOM IDEAS:  
DISCUSSION QUESTIONS AND ACTIVITIES LINKED TO THE AUSTRALIAN CURRICULUM FOUNDATION, YEAR 1 AND YEAR 2.**

- **ENGLISH**
- **SCIENCE**
- **THE ARTS (Drama and Visual Arts)**

**1: GENERAL QUESTIONS FOR FOLLOW THE RAINBOW FOR EVERYONE TO USE:**

(Readers, book clubs, librarians, parents, grandparents, teachers anyone else who loves books.)

**Question 1:**

What's your favourite colour?

**Question 2:**

Why do you like that colour?

**Question 3:**

What's something red?

**Question 4:**

What's something yellow?

**Question 5:**

What's something green?

**Question 6:**

What's something blue?

**Question 7:**

Do you like rainbows?

**Question 8:**

Why do you like rainbows?

**Question 9:**

Where might you see a rainbow?

**Question 10:**

What do you think is at the end of a rainbow?

**Question 11:**

Who may you ask to help you find out what is at the end of the rainbow?

**Question 12:**

Who did Ruby ask?

(Scarecrow, Metal Man and Lion)

**Question 13:**

Who helped Ruby?

**Question 14:**

What did Ruby discover was at the end of the rainbow?

**Question 15:**

What would you like to be at the end of your rainbow?

**Question 16:**

What new ideas or facts have you learnt after reading the story?

**Question 17:**

Do you have a best friend?

**Question 18:**

Do you have a pet?

**Question 19:**

Would you like a pet?

**Question 20:**

What's your favourite animal?

**Question 21:**

What makes a rainbow?

(Sun and rain.)

## **2: GENERAL ACTIVITIES FOR TEACHERS TO USE WITH STUDENTS FOR FOLLOW THE RAINBOW**

**Note:** Adapt to the age group.

**Activity 1:** Chat about the different colours of the rainbow and items that are that colour.

Extension: make a list or chart. e.g. blue: water, sky

**Activity 2:**

Have different coloured paints e.g. yellow and red. Get the students to guess when mixing yellow and red what colour will be made? Orange.

**Activity 3:**

Use Smarties, M&Ms or coloured counters to group into colour groups.

Which colour has the biggest amount or the smallest amount.

**Activity 4:**

Talk about different weather conditions and temperature. Rain, clouds, sun, storms, hail, rainbows, wind, heat. Discuss how students feel in various weather situations. Why it is important to have rain and or sun?

**Activity 5:**

What is needed to make a rainbow?

Rain and sun.

**Activity 6:**

Draw, paint, or use coloured paper to make your own rainbow.

**Activity 7:**

Discuss people who can help you.

Parent, teacher, sister, brother, fireman, policeman, librarian, nurse.

How might they help you?

### **3: CLASSROOM IDEAS: DISCUSSION QUESTIONS AND ACTIVITIES LINKED TO THE AUSTRALIAN CURRICULUM**

#### **ENGLISH FOUNDATION YEAR Language**

##### **Text structure and organization**

Session 1: Read Follow the Rainbow to the children and identify capital letters and full stops. [ACELA1432](#)

##### **Phonics and word knowledge**

Session 2: On another reading of Follow the Rainbow recognise and identify all uppercase letters. [ACELA1440](#)

Session 3: Study the text for Follow the Rainbow. Get children to read and write some high frequency words and other familiar words. E.g. the, at, she, in.... [ACELA1871](#)

##### **Literature**

###### **Literature and context**

Session 1: Have a discussion with the children about where and when they have seen a rainbow. How did it make them feel? [ACELT1575](#)

###### **Responding to literature**

Session 2: How do you think Ruby felt when no one could give her an answer about what was at the end of the rainbow?

How do you think Ruby felt when she found out what was at the end of the rainbow? [ACELT1783](#)

###### **Creating literature**

Session 3: Get children to draw different parts of the story and then retell it to a friend or the class. [ACELT 1580](#)

Session 4: After reading Follow the Rainbow get different children to act out some of the story. [ACELT1831](#)

#### **ENGLISH YEAR 1 Language**

Session 1: After reading Follow the Rainbow get the children to identify all the questions in the text.

[ACELA1787](#)

##### **Text structure and organization**

Session 2: Look at and study the repetition in the text for Follow the Rainbow. e.g. 'What's at the end of the rainbow...'

[ACELA1448](#)

Session 3: Read Follow the Rainbow and then have a group discussion recognising types of punctuation, full stops, question marks, exclamation marks...

[ACELA1449](#)

### **Expressing and developing ideas**

Session 4: Read Follow the Rainbow, then identify simple sentences that show what is happening.

e.g. 'Come on Tavish, we'll have to ask someone else.'

[ACELA1451](#)

### **Phonics and word knowledge**

Session 5: After reading Follow the Rainbow to the class. Get the children to write down all the high-frequency words they could remember that were in text.

e.g. at, the, but...

[ACELA1821](#)

## **Literature**

### **Responding to literature**

Session 6: Ask children if they know any other story where a character was curious to find out about something. Then ask the children if they have ever felt like that.

[ACELT1582](#)

### **Examining literature**

Session 7: Have a discussion with the children about the plot, characters Ruby and Tavish, and the setting being the farm.

[ACELT1584](#)

### **Creating literature**

Session 8: Get the children to draw, rewrite and perform Follow the Rainbow.

[ACELT1586](#)

## **ENGLISH**

### **YEAR 2**

#### **Language**

##### **Language for interaction**

Session 1: Look at the text and find the words that express feelings.

e.g. She smiled, barked (Tavish), she cried.

[ACELA1461](#)

Session 2: Discuss how language is used in Follow the Rainbow to describe action and consequences.

E.g. Ruby asking Scarecrow, Metal Man and toy lion what is at the end of the rainbow and getting no response.

[ACELA1461](#)

### **Text structure and organization**

Session 3: As a class count all the commas used in the text for Follow the Rainbow. Talk about why they are used to separate items in lists.

[ACELA1465](#)

### **Expressing and developing ideas**

Session 4: Talk about how nouns represent people.

[ACELA1468](#)

### **Phonics and work knowledge**

Session 5: Have a discussion about why rainbow, rain-bow is a compound word. Make a list with the class of other compound words.

[ACELA1471](#)

## **Literature**

### **Responding to literature**

Session 6: Read Follow the Rainbow and then have a discussion about the feelings and behaviour of Tavish the dog. Then have another chat about Ruby and Tavish's relationship.

[ACELT1590](#)

## **Literacy**

### **Interacting with others**

Session 7: In pairs let students chat about what they would like to find at the end of the rainbow.

[ACELY1666](#)

### **Creating texts**

Session 8: Students write their own imaginative stories about rainbows.

[ACELY1671](#)

Session 9: Students read their rainbow stories focusing on spelling and punctuation.

[ACELY1672](#)

## **SCIENCE**

### **FOUNDATION YEAR**

#### **Science Understanding**

##### **Earth and space sciences**

Session 1: Read Follow the Rainbow and then as a class discuss different types of weather and the ways it might affect animals and people.

[ACSSU004](#)

#### **Science as a Human Endeavour**

##### **Nature and development of science**

Session 2: Have a class discussion about when the students have seen a rainbow, where was it? What was the weather like?

[ACSHE013](#)



## **Science Inquiry Skills**

### **Communicating**

Session 3: Get the students to draw a picture of a rainbow having the illustration showing the idea that rain and sunlight create a rainbow.

**AC SIS012**

## **SCIENCE**

### **YEAR 1**

## **Science Understanding**

### **Earth and space sciences**

Session 1: Have a class discussion about the changes in weather and when a rainbow may appear in the sky.

**AC SSU019**

## **SCIENCE**

### **YEAR 2**

## **Science as a Human Endeavour**

### **Nature and development of science**

Session 1: What changes in the environment when a rainbow is formed in the sky? Focus on the knowledge of science when discussing this question.

**AC SHE034**

## **Science Inquiry Skills**

Session 2: Rainbows are produced by a combination of sunlight and rain. What else needs sunlight and water in the environment? e.g. plants and flowers.

**AC SIS037**

## **THE ARTS**

### **FOUNDATION TO YEAR 2**

## **Drama**

Session 1: Read Follow the Rainbow to the children. Then let the students act out the story. Characters: Ruby, Tavish, Scarecrow, Metal Man, toy lion, Aunty Anne and Uncle Harry.

**AC ADRM027**

## **Visual Arts**

Session 2: Use different materials and technique to produce artwork of rainbows e.g. paint: acrylic/watercolour, coloured pencils, pastel, coloured paper to cut up and magazines.

**AC AVAM107**

Session 3:

Design a new cover for Follow the Rainbow and then the students share about the representation of choice.

**ACAVAM108**

**Another note from the author:**

Thanks for your interest in FOLLOW THE RAINBOW.  
Keep spreading sunshine and inspiration.

Best wishes,  
Juliet

