



EK BOOKS TEACHER NOTES & RESOURCES

Title: Get Ready, Mama!

Author: Sharon Giltrow

Illustrator: Arielle Li

Publisher: EK Books

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Audience age: 4-8 years

Key Curriculum Areas: English, Mathematics, Science – STEAM,
Health and Physical Education, The Arts, Humanities and Social Sciences



SYNOPSIS:

Even the most reluctant risers will find the fun in the morning routine with this lively role-reversal story about a mama who just doesn't want to get ready!

Getting Mama ready for the day can be a challenge... you'd better watch out that she doesn't sneak back into bed, try to distract you with cuddles, get breakfast all over her top, or... wait, is Mama watching TV?! Learn how to get Mama up and ready despite her mischievous delaying tactics with this essential guide to dealing with morning mayhem!

With gorgeous illustrations and playful writing, *Get Ready, Mama!* is the perfect way to introduce some fun into the morning routine. Little ones will delight in the cheeky role-reversal that sees a young girl doing everything she can to get her reluctant mother out of the house, while parents and carers will gain a strategy for motivating reluctant risers.

Getting ready in the morning is a mission for many families with young children, but this inventive, tongue-in-cheek story provides a fun way of speeding things along. Full of heart and humour, *Get Ready, Mama!* is for anyone who has heard enough of "5 more minutes".

THEMES:

Routines - getting ready. Family Dynamics - mother/child relationship. Links to own family. Time - sequencing events. Time - duration. Feelings and emotions. Empathy.

SELLING POINTS:

- Cleverly uses role-reversal to turn the morning routine into an amusing bonding experience for children and parents/carers.
- Motivates children to leap out of bed and get ready faster by finding the fun in getting ready in the morning!
- Features a single mother character, representing a common but underrepresented family dynamic.
- Will help to strengthen the bonds between parents/carers and children.
- Teaches children about empathy – how it feels to be in someone else's shoes. Taking the role and responsibility of an adult.
- Humorous and full of heart
- Comprehensive teaching strategies



WRITING STYLE:

Get Ready, Mama! is a second person point of view story. It is a humorous 'how to' role-reversal book, which guides the reader step by step in how to get their mama ready for the day. It is written using a chronological ARC that shows the passing of time from when mama wakes up to when mama finally gets to...? I had a lot of fun writing *Get Ready, Mama!* and I hope children and adults have a lot of fun reading it together.

ILLUSTRATION STYLE:

Illustrating *Get Ready, Mama!* was fun and inspiring. I selected the colour palette using soft and airy colours to invoke bright early mornings. I also enjoyed illustrating the interactions between mama and the little girl, and capturing their expressions.

AUTHOR MOTIVATION:

Get Ready, Mama! is a complimentary story to my debut picture book *Bedtime, Daddy!* It shows the other end of a parent and child's day – the morning and in particular the struggle of getting ready. The characters and their story are based on my own family and experiences. My children were my inspiration for the child character, especially my teenage daughter who I have to wake up every morning, so she can get ready for the day. Many of the people reading the story will be able to relate to the child's struggle to get her mama ready. *Get Ready, Mama!* is a celebration of family life. I wanted to create a fun, second person point of view, how to book about getting a grown up ready. A story that can be shared any time of the day. A story where children can relate to the main character and put themselves and their parents into the story.

AUTHOR/ILLUSTRATOR BACKGROUND:

Sharon Giltrow has worked with children for all of her career, formerly as a teacher of children who are hearing impaired and Deaf-Blind, and now as an Early Childhood Educator and Teacher Education Support working with Young Children with Developmental Language Disorder.

Arielle Li has been passionate about creating art from a young age, and has been pursuing illustration as a career since 2019. She enjoys long walks at the beach, chasing her cats around the house and practising Taekwondo.



INTERVIEW:

AUTHOR

What is the inspiration for this story?

Families. As a parent I have experienced the frustration of getting children ready in the morning. As a teacher I see other parents' frustration, and I appreciate that sometimes it is a struggle to get children to school ready and on time. Just the other day a child in my class came to school without shoes. We all had a laugh together and the parent dropped the shoes off later. Not a big problem. The child was at school and happy which is the most important thing. Through writing *Get Ready, Mama!* I wanted to put some fun into a family's morning routine. Seeing a mama getting ready instead of the child does this for both children and parents.

What was the most rewarding part of this project?

Seeing *Get Ready, Mama!* come alive through Arielle's gorgeous illustrations. Sharing the early version of the text and illustrations with my students at school, especially since they all love my first book *Bedtime, Daddy!*

What was the most challenging part of this project?

First challenge choosing between the adorable human characters and the equally adorable guinea pig characters that Arielle first sketched for the story. Then as the storyboard progressed being 100% happy that my words matched Arielle's gorgeous illustrations. Finally making sure the story flows when it is being read aloud.

ILLUSTRATOR

What media do you use to create your illustrations? Briefly describe your process.

I start by sketching out the characters, designing what they would look like. For this part I use pencil and colour pencils. After that, I then sketched out the thumbnail storyboards digitally using an app on the iPad called "Procreate". When I'm happy with the sketches, I make them bigger, and then use them as a base to digitally paint the final spreads on top of.

What was the most rewarding part of this project?

This was the first time I've worked on a children's picture book, and it was really rewarding being part of *Get Ready, Mama!* I loved the creative freedom I get working with Anouska and Mark, and I also really appreciate all the amazing ideas and input from both of them and Sharon as well.

What was the most challenging part of this project?

The most challenging part for me was getting the file dimensions right, and making sure the story flowed as the pages flipped. I was really lucky to be working with really amazing people, who guided me through the process and taught me a lot about the specifics in publishing.



TEACHER ACTIVITIES/NOTES:

N.B. These questions and activities can be adapted to suit the experience and ability of students.

DISCUSSION:

Before Reading

- Look at the cover of 'Get Ready, Mama!' What do you see? How do you think the Mum is feeling?
- How do you think the girl is feeling? Why might they feel this way?
- Have you ever felt like staying in bed and not getting ready for the day? What happened? Who helped you?
- How might this story be different to the 'usual' situation? What kind of story do you think this might be? True? Funny? Serious? How do you know?
- What would you do to encourage your Mum or Dad to get out of bed and ready for the day?
- Fill a school bag with some objects from the story. Students pull out an item/clue and discuss how it relates to the story. For example...
 - A feather
 - Some clothes
 - An empty cereal box
 - Sparkly dance shoes
 - A toy dog
 - Get Your Mama Ready pack – toothbrush and toothpaste, hairbrush, make up
 - A coffee cup

During Reading

- Why do you think Mama needs 'five more minutes' in bed?
- How can you describe the language used by the author? Does it sound like a guide or set of instructions?
- How do you think the girl is feeling as she helps Mama get ready?
- Do you think Mama is acting how Mums usually act?
- Are your mornings also rushed and busy like theirs?
- Do you think they will make it to their workplaces on time?

After Reading

- What was the story about? What is the main idea?
- What did you like / dislike about the story?
- How did it make you feel? Would you like to try a role reversal with one of your parents? How would you act differently in this situation? Does it make you more understanding of the other person's feelings?
- Talk about what empathy is.
- How did the girl help her Mama get ready for work?
- What are some of the jobs that need to be done as a part of the morning routine?
- What happened when some things didn't quite go to plan? For example, Mama's favourite breakfast was empty, or when Mama had a last-minute toilet stop. Do you think the girl handled these situations well?
- Do you think the girl showed patience with her Mama? What is the opposite of 'patient', or another feeling that she might have felt when Mama got distracted? Does this happen in your family?
- What was in the 'Get Your Mama Ready' pack? Do you think this could be a useful thing to have ready every morning? What else might be helpful tools for being organised in the morning? A timetable? A job chart? Packing bags / getting clothes ready the night before? What else can you think of?



TEACHER NOTES: Get Ready, Mama!

- Why is it important to be on time? How does it make you and others feel if / when you are late? What does being late mean? What could be some consequences of being late? Have you ever been late? What are some of the excuses or reasons that you have been late? What excuses did the characters use in the story?
- What do you like about the illustrations? How did they show the individual behaviours and feelings of the characters? What do the illustrations tell you about their relationship? How did they show the events of the 'morning rush'?

ACTIVITIES:

ENGLISH

Synonyms

(ACELA1434) (ACELA1437) (ACELA1464) (ACELA1470)

'Get ready, Mama!'. What does it mean to be 'ready'?

- Make a list of synonyms (words with similar meanings) for 'ready'. For example, *prepared, organised, set, equipped, put together*, and so on.
- Students write different sentences with each of these words about a job or task they do to be 'ready' in the morning. Illustrate.

Verbs

(ACELA1451) (ACELA1452) (ACELA1454) (ACELA1467) (ACELA1468) (ACELA1470)

- Identify, list and match the actions (verbs) that the girl and her Mama showed to get ready for the day.
For example, '...**roll** over and **open** her eyes' = '...**pull** the covers over her head.'
'...**tickle** her feet' = 'she **slides** out of bed.'
'**Watch** as she **puts** her clothes on the wrong way.' = '...**help** her get dressed.'
'**Stop** to **watch** T.V.' = '**Turn** it off.'
'**Sigh**, **hand** your Mama her bag' = '...**bustle** her out the door.'

Vocabulary - Idioms

(ACELA1786) (ACELA1437) (ACELA1454) (ACELA1469) (ACELA1470) (ACELY1650) (ACELY1660) (ACELY1670) (ACELY1651)

The phrase '**Rise and shine**' is an idiom, meaning, '*Get out of bed and be lively and energetic!*' Discuss what an idiom is and how this one is used in the book, '*Get Ready, Mama!*' What does the phrase remind you of? What other meanings could it be referring to?

Students write their interpretation of the idiom, '**Rise and shine**', and illustrate. See **BLM 1**.

Comprehension

(ACELT1575) (ACELT1783) (ACELT1578) (ACELY1646) (ACELY1648) (ACELY1650) (ACELA1787) (ACELT1587) (ACELT1582) (ACELT1591) (ACELY1660) (ACELY1670)

- Through writing and discussion, answer comprehension questions relating to the story, such as:
 - *Knowledge*: Who was in the story? What was the main challenge? Where does most of the story take place? When does the story take place?
 - *Comprehension*: Retell the story in your own words. What are the differences between the girl and her Mama? What are the similarities? What are some tasks that were required to get ready for the day?

- *Application:* How is this situation different to the 'normal' routine? Why is it important to be on time? What does it mean to be organised? Why did the girl keep checking her watch? How did Mama resist getting ready? Why would she do this?
- *Analysis:* What are the items in the Get Your Mama Ready pack? Draw a picture of the Get Your Mama Ready pack and label the items. What would you put in your families get ready pack?
- Draw a diagram or sequence of the morning routine. How does this story compare with your family's morning routine?
- *Synthesis:* Predict how the girl, and Mama, might prepare themselves for the morning routine in the future. What ideas can you think of for being organised enough to avoid the 'morning rush'? How would you design your own timetable or routine chart?
- *Evaluation:* Do you agree that Mama needed help from her daughter? Why or why not? Do you think it is ridiculous that a child should have grown up responsibilities? What tells us that Mama still has adult responsibilities? What is the most important thing the story is teaching us? What do you think about the way the girl reacted to Mama's slow or distracted behaviours? How do you think the story helps us think about another person's point of view showing empathy towards others? Would it matter if the routine was done in an illogical order?

Comprehension – Morning Routine Match & Sequence / Make a Routine Chart

(ACELA1447) (ACELA1463) (ACELT1575) (ACELT1578) (ACELT1584) (ACELT1591) (ACELY1648) (ACELY1650) (ACELY1658) (ACELY1660) (ACELY1670) (ACELT1833)

- Use the worksheet **BLM 2** to match the routine action with the correct image. Can students place them in the same order as the text, 'Get Ready, Mama!'
 1. Wake up
 2. Get dressed
 3. Eat breakfast
 4. Pack your bag
 5. Put your shoes on

What other tasks can be included? (Go to the toilet, brush hair, brush teeth, get in the car...)
- Extension: Students can create and write their own routines and make matching cards to stick on their chart. This can become their own 'Morning Routine Chart' that they can use every morning to 'get ready'. Suggestion: Laminate the chart and cards, and use blue tac or Velcro to attach once the 'responsibility' is completed.

Creative Writing: Innovation on Text

(ACELA1435) (ACELA1451) (ACELT1783) (ACELT1831) (ACELT1582) (ACELT1832) (ACELT1833)

- Ask students to brainstorm ideas for their own morning routine. Students write a sentence beginning with '**When you see your mama (or Mum or Dad) ...**' What would they do first thing in the morning? How would you respond? What would you do to help them? Illustrate.
- Children could be extended by turning the morning routine task into something fun and imaginative. For example, 'When you see your mama reach for the cereal for breakfast, hand her a big bowl of chocolate ice cream instead.'

Narrative Writing

(ACELT1580) (ACELY1651) (ACELY1652) (ACELT1832) (ACELY1661) (ACELY1672) (ACELY1648) (ACELY1658) (ACELY1674)

- Expanding on the imaginative sentence from the above 'innovation on text' task, students can write a narrative story. What other fun and absurd morning rituals will take place in your story?



TEACHER NOTES: Get Ready, Mama!

Who are the characters? What do they do? What kinds of problems happen as a result of the 'mayhem' morning routine? How will they be resolved? What style of language will you use? Will it be in first, second or third person? Set it out with a beginning, middle and end.

Procedural Text

(ACELA1430) (ACELA1447) (ACELA1463) (ACELA1437) (ACELA1454) (ACELA1470) (ACELY1648) (ACELY1658) (ACELY1668) (ACELY1651) (ACELY1661) (ACELY1671)

- Students can write a procedural text with instructions and explanations on 'How to Get Your Mama Ready for Work'. Alternatively, the procedure could be about another morning routine, such as 'How to make eggs on toast for breakfast', or 'How to brush your teeth', or 'Five important things you need to pack in your school bag', and so on.
- Tips for writing procedural texts:* Keep your events in order. Instructions should be short and to the point. List other items needed for the task. Use instructional language. Subheadings and diagrams or photos can be included.

Thinking Tools / Graphic Organisers

(ACELA1429) (ACELT1575) (ACELT1783) (ACELT1583) (ACELT1589) (ACELY1650) (ACELY1660) (ACELY1670)

- X-Chart:** Students can imagine themselves, or the girl or Mama, helping, or having to be helped, to get ready for the day. Complete the graphic organiser with the headings: Looks Like, Sounds Like, Feels Like, Tastes Like. See **BLM 3**.
- Venn Diagram:** Complete a Venn Diagram to compare the similarities and differences between the girl and her Mama. Think about their appearances, personality traits, interests, behaviours, etc. Alternatively, the title of the Venn Diagram could be: Morning Routine vs Night Routine. See **BLM 4**.
- Mind Map / Concept Web:** As the central idea of 'morning routine', flesh out tasks that it could be broken down into. These could include: eat breakfast, brush teeth, get dressed, pack your bag, etc. Each task could be broken down further into specific actions, instructions or items needed to complete it. See **BLM 5**.

MATHEMATICS

Time Management Skills

(ACMMG007) (ACMMG021)

- Perform tasks and time how long each takes to complete. Students can use these skills to time their daily routines to better understand how to manage their time. Do these tasks take a short-time or a long-time?
Examples of short-time tasks could include: brushing your teeth, packing your bag and long-time tasks could include: sleeping, getting dressed, eating your breakfast, driving to school, the school day.
- How long does it take to do other things for example, one star jump, walk around the table 5 times, bounce a ball 20 times, write your name 12 times, and so on? Have a partner help time the tasks and record.
- Extension: Ask students to work out how long it would take to complete a number of tasks. And, can they manage them all within a given timeframe? For example, 'How long would it take to complete 6 tasks?', or, 'You have 10 minutes to complete x, y, z...'



Telling the Time

(ACMMG007) (ACMMG020) (ACMMG021) (ACMMG039)

- Using the above tasks, introduce a clock to manage and tell the time. Make your own clock. Say, 'You need to have completed these tasks and be ready by 8 o'clock. How much time do you have left? What distractions or problems might arise? Can you manage to complete all of these tasks?' Test out students' time management skills with the actions.
- Additionally, write and solve number stories using the task examples and a clock. For example, 'If the time is 9 o'clock now, and six tasks take one hour to complete, what time will it be when you're finished?', or, 'If three tasks take 10 minutes each, starting at 11.30, what time will they be finished?'
- Make reference to the time throughout the day for example it is now 10 o'clock it is time for morning tea or it is ½ past 2, it is 30 minutes until home time.

SCIENCE / STEAM

The Science of Morning and Night

Science links: (ACSSU004) (ACSSU019) (ACSHE013) (ACSHE021) (ACSHE034) (ACSIS014) (ACSIS037) (ACSIS026) (ACSIS038) (ACSIS233) (ACSIS012) (ACSIS213) (ACSIS042)

Design and Technology links: (ACTDEK002) (ACTDEK004) (ACTDEP006) (ACTDEP007)

Arts links: (ACAVAM107) (ACAVAM108)

- Science: Day and night occurs because the Earth spins on its axis and faces either towards the Sun or away from it. It takes 24 hours for the Earth to rotate all the way around, making one day and one night.
- Task: Using a paper plate, cardstock and split pins, crayons and scissors, create a model that shows how the Earth spins around the Sun, and how the Moon spins around the Earth. Use the templates in the link below, or draw and cut out an Earth and a Moon from cardstock. The paper plate is the Sun. Punch a hole at the end of two lengths of paper, and fasten together with the split pins. Instructions can be found at:
<http://easypreschoolcraft.blogspot.com/2011/11/sun-earth-moon-model-craft.html?m=1>
- Students evaluate and discuss how the Earth rotates around the Sun to create day and night, then write down their understandings.

HEALTH AND PHYSICAL EDUCATION

Fun Routine / Healthy Mind and Body Ideas:

(ACPPS003) (ACPPS004) (ACPPS005) (ACPPS006) (ACPPS017) (ACPPS018) (ACPPS020) (ACPPS021) (ACPMP008) (ACPMP012) (ACPMP025) (ACPMP028)

- Create and use a morning / night routine chart
- Make a healthy / your favourite breakfast
- Set a bed time and a wake-up time for every day
- Brush your teeth twice per day
- Choose your clothes the night before
- Pack your bag the night before
- Give your Mum and Dad a cuddle
- Take your pet for a walk
- Dress in your favourite outfit and shoes
- Role play being in charge of your parent/s



TEACHER NOTES: Get Ready, Mama!

- Explore role play scenarios with feelings including patience / impatience, frustration, tiredness, sadness / longing, obstinance, joy, etc.
- Lie in bed for 'five minutes more'!

THE ARTS

Morning Painting

(ACAVAM106) (ACAVAM107) (ACAVAM108)

- Students can choose their favourite part of the morning to paint. The scene could include a sunrise, a favourite breakfast, their bedroom, and so on. Use a preferred choice of media, including pencils, watercolours, pastels or collage.

Comic Sequences

(ACAVAM106) (ACAVAM107) (ACAVAM108)

- Draw and create a comic strip with the morning routine in sequence, from waking up through to leaving the house. Plan your storyboard with each event in the sequence. Create your comic illustrations using pencil or fine liner pen and markers.

Colouring in

- Use colouring activity sheets

Act out the story

(ACADRM027) (ACADRM028) (ACADRM029)

- In small groups, use props such as teddy bears, dolls house and dolls furniture, home corner set up and the GET READY MAMA script to act out the story.
- Make pop stick puppets of the characters for students to use in retells.

HUMANITIES AND SOCIAL SCIENCES

(ACHASSK028) (ACHASSK011) (ACHASSK012) (ACHASSK014)

Family

- Talk about families and draw a picture of who lives in your house.

Mother's Day

- Talk about Mother's Day and why we celebrate it and how it is celebrated on different days and in different ways around the world.
- Discuss the different languages that the children speak and the different ways to say 'mama' in other languages and cultures. Emphasise that no matter how you say 'mama' the meaning is the same. Talk about how some countries say 'mama' the same way. Discuss why they think this might be e.g., geographically close to each other.



TEACHER NOTES: Get Ready, Mama!

Get Ready, Mama! – Script (abridged)

ROLES

Narrator

Mama

Child

Narrator: When you see your mama roll over and open her eyes, announce:

Child: 'Get Ready, Mama!'

Narrator: She will ask, '

Mama: 'Five more minutes please?'

Narrator: And... she pulls the covers over her head. You say:
Say,

Child: 'Rise and shine.'

Narrator: Then, tickle her feet until she slides out of bed.
Give your mama her favourite clothes.
She will hug them to her chest, and lay back down.
Tell your mama:

Child: 'Quick, we're going to be late.'

Narrator: She will start crying, and reach for a cuddle.
Your mama is irresistible, and you're never too late for cuddles.
You say:

Child: 'It's still time to get ready.'

Narrator: Watch as she puts her clothes on the wrong way.
Try not to laugh, and help her put them on the right way.
Then say:

Child: 'Breakfast time.'

Narrator: Race your mama down the stairs.
Search for her favourite cereal.
Empty!
She will start to pout.
Quick, look in the fridge.
Give your mama...
Whatever you can find.
Look at your mama, look at your watch.
Tell her:

Child: 'Time to go.'

Narrator: Grab your mama's bag, and start packing.
Say:

Child: 'Go get your shoes.'

Narrator: Your mama will...
Stop to watch the T.V. Turn it off.
Go to the potty.
You patiently wait...
Some things can't be rushed.
Then, change your mama's top because it has breakfast all over it.
And...as you are about to leave, your mama will come in wearing her sparkly dance shoes.



TEACHER NOTES: Get Ready, Mama!

Look at her, look at your watch.
Sigh!
Hand your mama her bag, and bustle her out the door.
Turn around!
Scamper back into the house.
Shoo the puppy out the back door.
Lock the door!
Scurry to the car.
Remember... You can't drive.
Swap seats.
Look at your mama,

Child: 'Oh dear!'

Narrator: Hand her, 'The Get Your Mama Ready Pack.'
Watch as she cleans her teeth, brushes her hair, puts on her make-up.
Then shout:

Child: 'DRIVE!!'

Narrator: Sccrrreech...into the carpark.
Oh no!
You're, late!
Excuses you could use...

Child: 'The puppy ate Mama's shoes.'
'Mama, had to stop for a double skinny mama-cino.'
'Mama is late, because she's not on time.'

Narrator: Kiss your mama goodbye.
Unwrap her arms from around your legs.
Give her, one last hug.
Say,

Child: 'I'll see you later. Pinkie-promise.'

Narrator: Give your mama, a gentle nudge.
She will look at you with cutie eyes.
Slowly, turn around, and... Run!

NAME _____

DATE _____

MY MAMA

A picture of Mama and Me

My Mum is _____ years old.

Mum’s favourite food is _____.

My Mum is funny because she _____
_____.

My Mum is the best because _____
_____.

My favourite thing to do with my Mum is _____
_____.

What I love most about my Mum is _____
_____.

Love _____ Age _____

MOTHER'S DAY ACTIVITY

INSTRUCTIONS:

- Cut out the heart
- Draw a picture of you and your mama in the white square or glue on a photo of you and your mama
- Make a hole at the top of the heart
- Add string and hang



MUM YOU'RE MY HEART

Rise and Shine means ...



NAME _____






DATE _____

Morning Routine Match

NAME _____

DATE _____

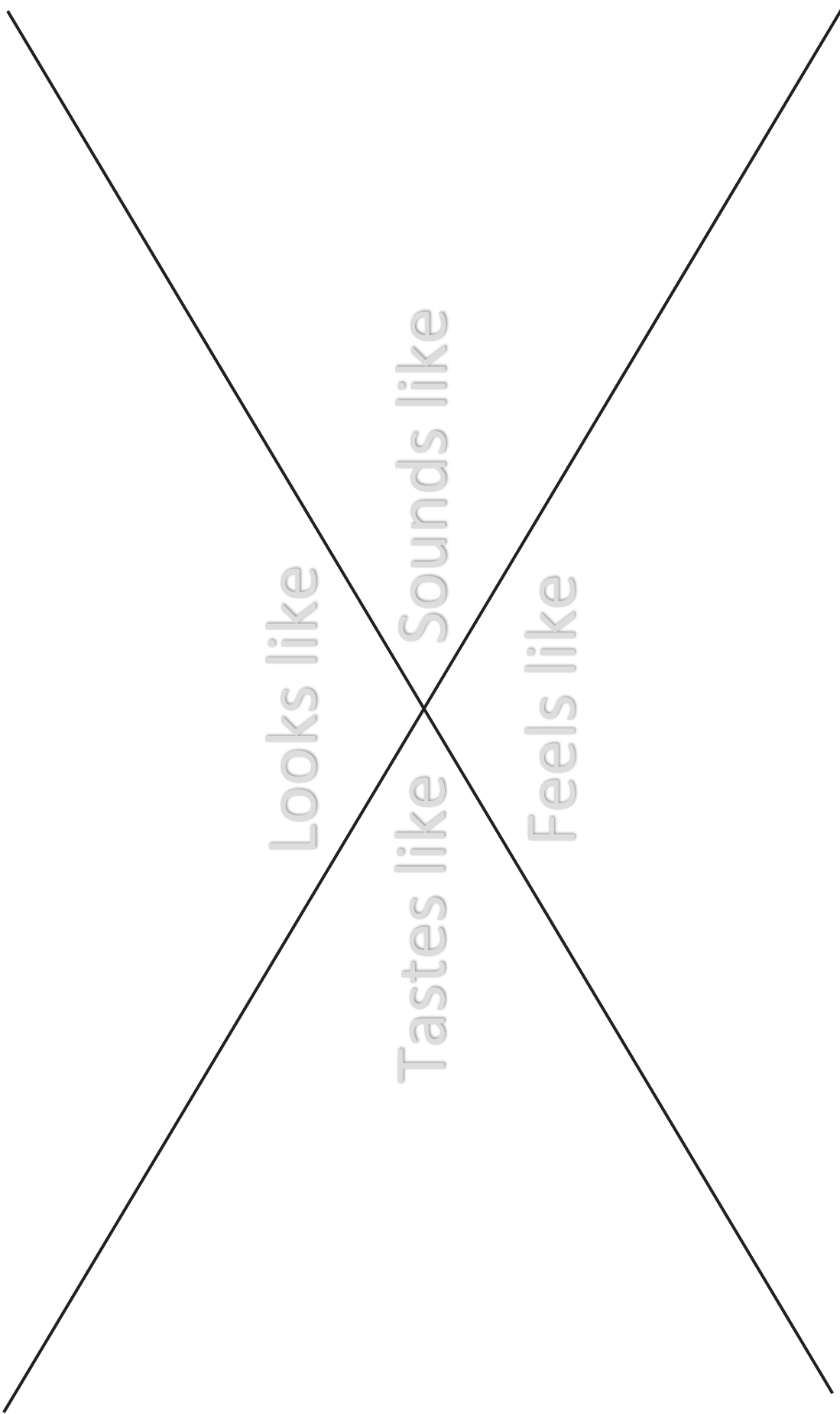
CUT AND PASTE THE WORDS TO MATCH THE PICTURE, IN THE CORRECT ORDER OF EVENTS.

				
Wake up.	Put your shoes on.	Pack your bag.	Eat breakfast.	Get dressed.

X-Chart: The Morning Routine

NAME _____

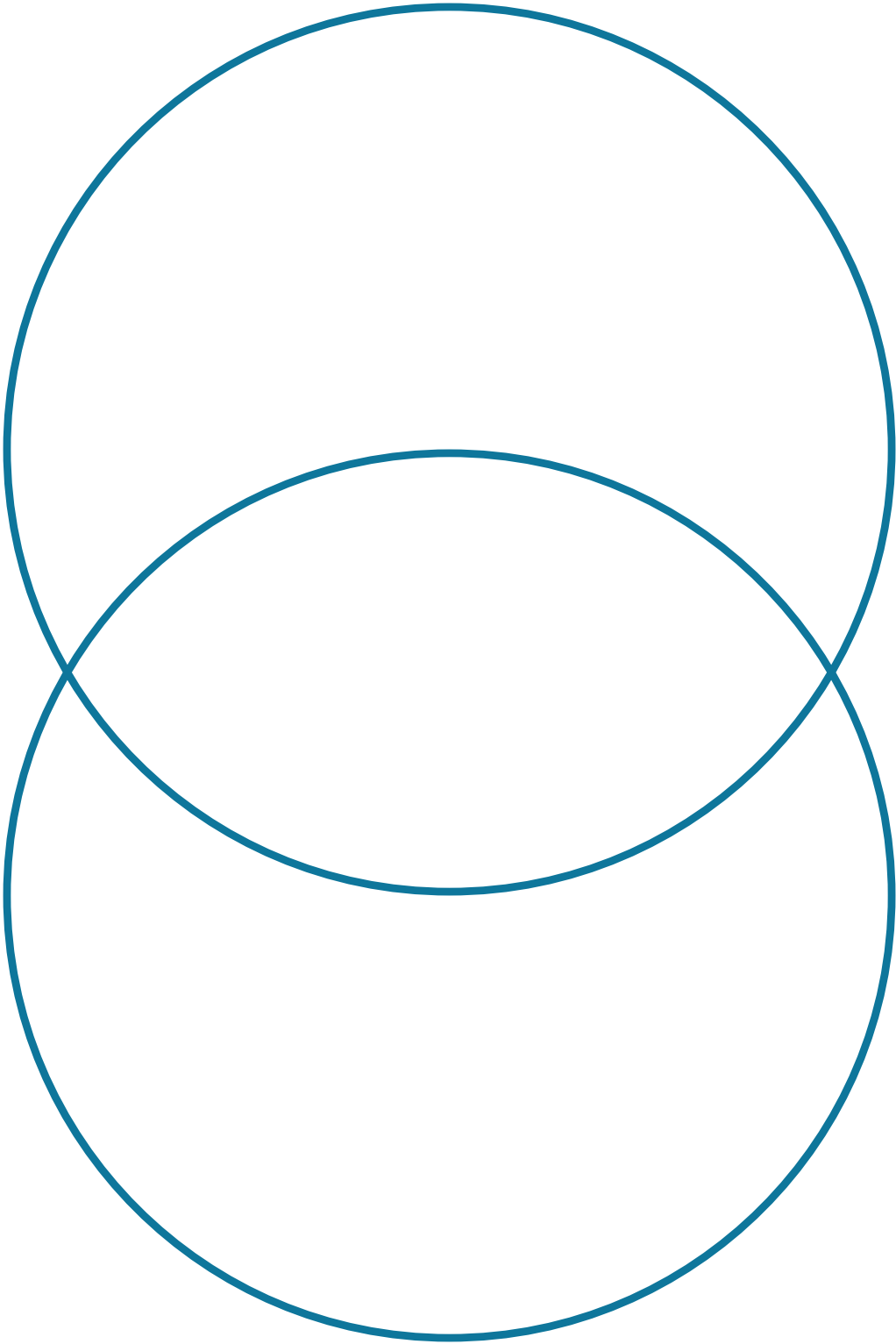
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Venn Diagram

NAME _____

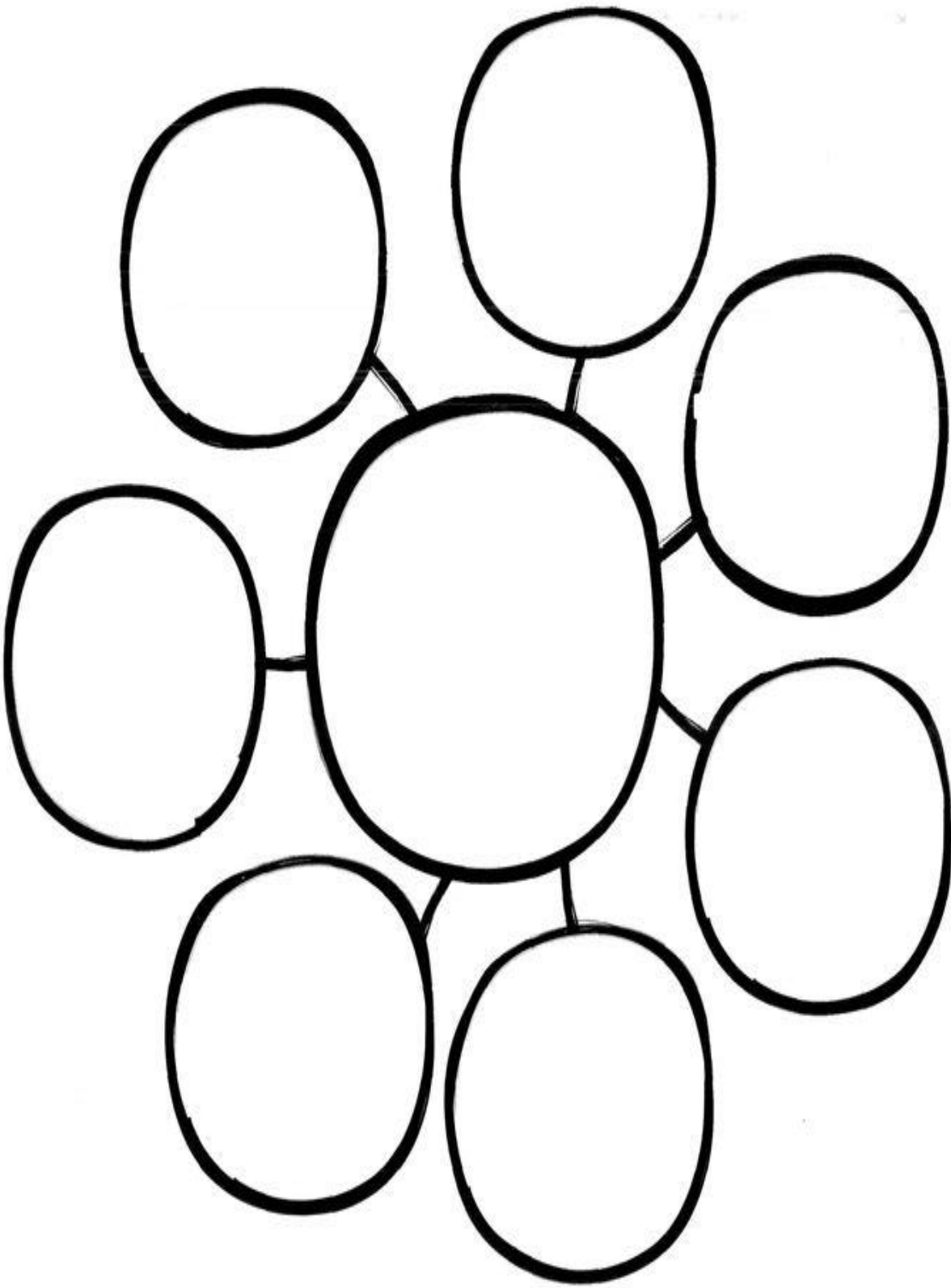
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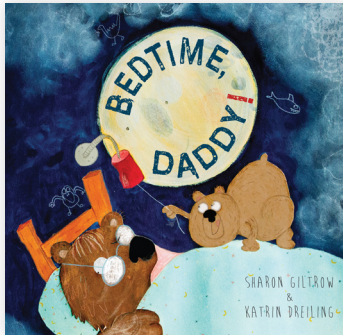
Venn Diagram

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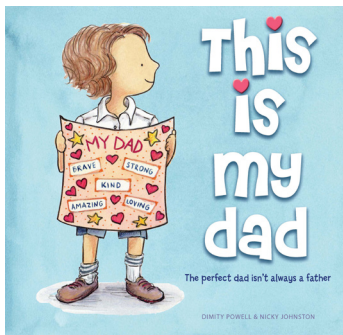


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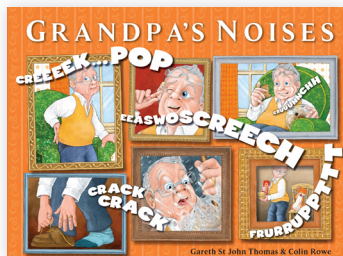
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