



EK BOOKS TEACHER NOTES & RESOURCES

Bedtime, Daddy!

Sharon Giltrow

Katrin Dreiling

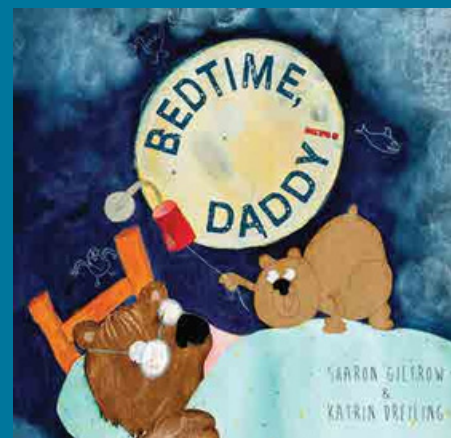
EK Books

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3-8 years

English, Mathematics, Science, HASS, Physical
Education, The Arts



SYNOPSIS:

Putting Daddy to bed can be hard work. Especially when he starts crying! This story will show you how to wrestle your daddy into his pyjamas and read just one more bedtime story. "I'm thirrrrrrrrrssssty," says Daddy. "I need to poop ... I'm hungry ... But I'll miss you," he says, while he looks at you with cutie eyes. You'll have to battle the bedtime excuses and use go-away monster spray until Daddy finally goes to sleep. This is the perfect role-reversal bedtime story to help put any fussy child to bed in a fun and positive way. Full of heart and humour, *Bedtime, Daddy!* is for anyone who wants to try and put a grown-up to bed.

THEMES:

Bedtime and routines

- Children's bedtime routine.

Time

- Night-time
- Passing of time – sequencing of familiar events
- Telling the time

Family

- Link to own family, discuss family members and different names for family members (mum/mama/mummy/; dad/papa/daddy/)
- Father and child relationships

Feelings

- Different feelings, sad, happy, worried, scared, tired, cheeky,



TEACHER NOTES: Bedtime, Daddy!

SELLING POINTS:

- Children can relate to bedtime
- Importance of bedtime stories
- Both children and adults will enjoy the story together
- Humorous
- A perfect book to read at bedtime
- A great way to make bedtime fun
- Comprehensive teaching activities

WRITING STYLE:

The story BEDTIMEDADDY is a second person point of view story. It is written as a humorous 'how to...' role-reversal book, which shows the reader step by step how to put a grown up to bed. It follows a chronological ARC from announcing bedtime to falling asleep. But who actually falls asleep?

ILLUSTRATION STYLE:

With my illustrations I would like to convey my love for literature and creativity to children. In order to achieve this, I create quirky characters and try to incorporate as many drawing and craft techniques that children are familiar with as possible in my work. While maintaining an aesthetic standard for the parents, too. I hope that children feel directly spoken to and touched when they see my illustrations and that it will inspire them to get creative themselves.

AUTHOR MOTIVATION:

This story is a celebration of bedtime. I wanted to create a fun, second person point of view, how to book about putting a grown up to bed. A story that can be shared at bedtime and throughout the day. A story where children can relate to the main character and put themselves and their parents into the story. Everyone be they a parent, a grandparent, an aunty, an uncle or a babysitter have put a child to bed (or can remember being put to bed when they were a child).

AUTHOR & ILLUSTRATOR BACKGROUND:

Sharon Giltrow, Author

Sharon Giltrow grew up in South Australia, the youngest of eight children, surrounded by pet sheep and fields of barley. She now lives in Perth, WA with her husband, two children and a tiny dog. When not writing, Sharon works with children with Developmental Language Disorder. Sharon was awarded the Paper Bird Fellowship in 2019. Bedtime Daddy, is her debut picture book.



TEACHER NOTES: The Chalk Rainbow

Katrin Dreiling, Illustrator

Katrin is a German-born language teacher but moved to Australia with her husband and three children and became an illustrator. She creates quirky illustrations that feature different media. Katrin was awarded the Harper Collins Illustrators Showcase Award 2019 at the biannual SCBWI conference in Sydney. She is represented by Essie White at Storm Literary Agency. Katrin also teaches art to children twice a week and conducts illustration workshops for both adults and children. In her free time, she loves to spend time with her family, writing quirky stories and walking her Golden Retriever 'Loki'.

INTERVIEW:

AUTHOR

What is the inspiration for this story?

Many, many years of my husband and I putting our children to bed and all the excuses that they used. As well as all the wonderful bedtime stories we shared together. The characters and their story are based on my own family and experiences. My children were my inspiration for the child bear character and their dad for the daddy bear. Likewise, many of the people reading the story will be able to relate to the story.

What was the most rewarding part of this project?

Seeing my words coming alive through Katrin's gorgeous illustrations and sharing the writing process with my family and seeing their enthusiasm for the story. As well as reading the PDF version of the story to my Year 1 class and seeing their reaction when they realised, I was the author of BEDTIME DADDY. Then talking about the story and making links to their own bedtime experiences. They then went on to write their own stories as they all wanted to be authors.

What was the most challenging part of this project?

Revising the story until I was 100% happy with the words. Then getting a publishing contract and then waiting almost two years to hold BEDTIME DADDY in my hands.

ILLUSTRATOR

What was the most rewarding part of this project?

Most of the paper material used has been recycled – I painted and sprayed large Kraft paper spreads leftovers with brown paints for Daddy Bear's fur and used other paper scraps that I have been collecting for years for both the paper collages and backgrounds. It just makes me very happy to not waste any of my art supplies and create something new from it.

What was the most challenging part of this project?

Paper Collages can be tricky because you need a steady hand to cut the shapes and arrange them in the end – this doesn't work too well with my coffee addiction.

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

I mostly work in mixed media using both various media and techniques. For this book I had lots of fun with paper collages, gouaches and ink.



TEACHER NOTES: Bedtime, Daddy!

This package contains suggested activities based on the story BEDTIME DADDY. The activities are linked to the Western Australian Curriculum but are relevant to other states and countries. Please use as a guide and apply your own activities whilst working with the story. I would love to hear ways that you have used BEDTIME DADDY, twitter me @sharon_giltrow. Special thanks to the English, Maths, Science and HASS curriculum teams as well as the Speech Pathologists at the West Coast Language Development Centre where I have used some of these activities in my own classroom whilst teaching 4,5,6 and 7-year-old children – Sharon Giltrow

ENGLISH

Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582)

Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575)

Share feelings and thoughts about the events and characters in texts (ACELT1783)

RESPONDING TO LITERATURE - BOOK SHARING

Pre-story Discussion

THEMES

Brainstorm the main themes in the story and discuss

Bedtime and routines

- Discuss the children's bedtime routine
- Talk about what their bedroom looks like

Time

- Discuss what time of day the story is set
- Talk about night and day
- Talk about what the children do during morning, noon, afternoon and at night
- Talk about what time they usually go to bed

Family

- Link to own family, discuss family members and different names for family members (mum/mama/mummy; dad/papa/daddy; grandma/granny/nana/nan/nonna, etc)
- Discuss who lives in their house and who puts them to bed

Feelings

- Talk about different feelings, sad, happy, worried, scared, tired, cheeky
- How do we know when people are feeling, sad, happy, worried, scared, tired, or being cheeky?
- Show the different feelings with your body and facial expressions
- Talk about a time when the children have felt, sad, happy, worried, scared, tired, or cheeky



TEACHER NOTES: Bedtime, Daddy!

PICTURE WALK

Discuss the front cover of the book:

- What do you think the book is about?
- Where do you think the story will happen?
- Who do you think will be in the story?

Discuss the pictures on each page without reading the words. Generate discussion about the book by asking questions during picture walk. Some suggestions:

- Who do you think is going to bed?
- What's happening here? (this question will be used frequently)
- How do you think the daddy bear is feeling?
- What do you think the daddy bear, child bear will do next? / What might happen next?

STORY BAG

Fill a bag with some objects from the story. Students pull out an item and discuss how it might be related to the story. E.g.:

- A clock
- A toothbrush
- Dolls house furniture (chair, bed)
- A storybook
- A bear

Read The Story Aloud

Stop occasionally to...

Predict:

I think...
I wonder what will happen next?
I wonder what will happen next?

Make connections:

I remember when ...
This reminds me of...

Highlight the initiating event:

Highlight characters feelings:

I wonder why the child bear said 'Bedtime Daddy!'
I think Daddy bear is feeling sad because he didn't want to go to bed.
I wonder how Daddy bear is feeling?
*I think X is a *character trait* because... (e.g. I think Daddy bear is cheeky because at the end he winked when he carried the child bear to bed.)*

Highlight story actions:

I wonder why X did Y?
I think X might... because...

Post-story Activities

COMPREHENSION QUESTIONS

- Ask literal and inferential comprehension questions to support the student's understanding of the story.

Question Examples

(L = Literal / I = Inferential)

L / I	QUESTION	EXPECTED RESPONSE
L	Who is the story about?	Daddy Bear and Child Bear
L	What time did Daddy Bear go to bed?	Seven o'clock, night time
L	Where does the story happen?	At Daddy and Child Bear's house
I	How do we know Daddy Bear is tired?	Because he rubbed his eyes and yawned
I	What was the problem that kicked the story off?	Daddy Bear yawned
L	What happened when Child Bear saw Daddy Bear yawn?	He said 'Bedtime, Daddy!'
I	Why did Daddy Bear start to cry?	Because he didn't want to go to bed
L	What did Daddy Bear put on his head?	His pyjamas
I	Do you think sharks sneeze under water? Why?	Answers will vary
I	Why did Child Bear skip a few pages in the story?	To speed up the story so Daddy Bear could go to bed.
L	What excuses did Daddy Bear use to not go to sleep?	Thirsty, toilet, hungry, I'll miss you
L	What did Child Bear use to scare away the monsters?	Go away monster spray
I	How do you think Child Bear felt after he finally got Daddy Bear to bed?	Tired, exhausted, dozy, relieved
I	Why did Daddy Bear wink at the end of the story?	Because Child Bear fell asleep and he put him/her to bed.



TEACHER NOTES: Bedtime, Daddy!

Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts (ACELT1584)

Identify some features of texts including events and characters and retell events from a text (ACELT1578)

PICTOGRAPH/STORY MAP

- Create a story map/pictograph/ story mountain with the students showing the sequence of the story.
- Children use story map/pictograph/story mountains to re-tell the story.

CHARACTER PROFILE

- Create character profiles for Daddy Bear and Child Bear

Innovate on familiar texts by using similar characters, repetitive patterns or vocabulary (ACELT1832)

PARALLEL STORY

- Read other 'How to...' books (see resources)
- Children create own story by taking plot points and changing them
e.g. Instead of putting daddy to bed they could put mummy to bed
Instead of putting an adult to bed they could get an adult ready for work.
- Children create their own humorous how to story
e.g. How to take a grandma shopping
How to take grandpa to the beach
How to take a cat for a walk

Understand how to spell one and two syllable words with common letter patterns (ACELA1778)

WORDSEARCH

- Make your own wordsearch activity sheet using words from the story
<https://www.superteacherworksheets.com/generator-word-search.html>

WORD SCRAMBLE

- Make your own word scramble using words from the story
<https://www.superteacherworksheets.com/generator-word-scramble.html>

MATHEMATICS

MEASUREMENT - TIME

Tell time to the hour and to the half-hour (ACMMG020)

Clock making

- Draw a circle on the board and tell children that you want to draw a clock face. Ask them what a clock would need?
- Reinforce that clock faces have the numbers 1 to 12 on them
- Give individual children one number at a time for them to adhere to the clock. Check with the rest of the class if they have stuck the number in the correct spot on the clock face.
- Children make their own clock and decorate. Make your own clocks can be purchased from Red Dot stores or paper plates. Or you could make a paper plate clock. Make a bear clock instead of a cat.
- Choose a child to call out a time, o'clock or half past for the rest of the class to make on the clock.
- Make a time on one of the children's clocks; get the class to copy you. Ask what time they have made?
- Use the clocks throughout the day to show and tell the time. Make links to digital time.



Compare and order duration of events using everyday language of time (ACMMG007)

Ordering events

- Use sequencing activity sheet to put daddy bear to bed

GEOMETRY

Recognise and classify familiar two-dimensional shapes and three-dimensional objects using obvious features (ACMMG022)

- Shape hunt through the book – brainstorm all the shapes in the story. Then go on a shape hunt around the classroom/playground.
- Using triangles, rectangles, squares (either cut out shapes or draw) make a shape picture to create the image on the back cover of the book.





TEACHER NOTES: Bedtime, Daddy!

LOCATION AND TRANSFORMATION

Describe position and movement (ACMMG010)

Mazes

- Use the Can you put Daddy Bear to bed maze activity sheets (easy, medium or hard level)

SCIENCE

EARTH AND SPACE SCIENCES

Observable changes occur in the sky and landscape (ACSSU019)

The moon

- Use the moon image from the resource section to brainstorm about the moon

Night

- Talk about night-time, relate it to the story BEDTIME DADDY
- Ask the children to pretend to go to sleep because it is night-time
- Talk about what they do at night-time
- In the home corner, put teddy bears to bed because it is night-time
- Read other books about bedtime and night-time

HUMANITIES AND SOCIAL SCIENCES

HISTORY

Differences in family sizes, structures and roles today (e.g. work outside the home, domestic chores, child care), and how these have changed or remained the same over time (ACHASSK028)

The different structures of families and family groups today (e.g. nuclear, only child, large, single parent, extended, blended, adoptive parent, grandparent) and what they have in common (ACHASSK011)

Family

- Use the draw who lives in your house activity sheet

PHYSICAL EDUCATION

MOVING OUR BODY

Fundamental movement skills in simple games with or without equipment (ACPMP009)

Animal Walks

- Walk like a bear and other animals

<https://lemonlimeadventures.com/animal-walks-sensory-diet/>

<https://pathways.org/help-your-childs-gross-motor-skills-with-these-animal-walks/>

THE ARTS

DRAMA

Use of dramatic action to sequence events to communicate an idea or message (ACADRM027)
Exploration and experimentation of three (3) elements of drama: voice (loud, soft, varying loud and soft), movement (big, small, use of facial expressions) to create drama (ACADRM028)
Performance skills (performing towards the audience, raising chin for good eye lines) when sharing drama with peers (ACADRM029)
Performance skills (facing the audience) when sharing drama with peers (ACADRM029)

- Act out the story in small groups. Use props such as teddy bears, dolls house and dolls furniture, home corner set up. See BEDTIME DADDY script.
- Make pop stick puppets of the characters for students to use in retells.

ART

Exploration of different materials, media and/or technologies, when creating artwork (ACAVAM107)
Development of artistic skills through experimentation with: shape (geometric shapes), colour (mixing primary colours to create secondary colours, line (broken, jagged, dashed), space (background, foreground), texture (changes in texture; transfer of texture) to create artwork (ACAVAM107)
Exploration of techniques and art processes, such as mixed media, colour mixing or drawing (ACAVAM107)
Exploration of tactile techniques, such as block printing, clay work or collage (ACAVAM107)

Colouring in sheets

- Use colouring activity sheets

Back cover collage

- Use mixed media, gouaches, watercolour, oil crayons, pencils, paint to create the night sky – background.
- Use paper and black outline texta to create houses, or why not create them like Katrin the illustrator did and use recycled materials like inside of envelopes, advertisement flyers, newspapers, old artwork to create the houses – the foreground.

Daddy bear and child bear collage

- Choose a room in the house, office, bedroom, bathroom, and use mixed media, gouaches, watercolour, oil crayons, pencils, paint to create the room - background.
- Use paper and black outline texta to create Daddy Bear and Child Bear, or why not create like Katrin the illustrator did and use recycled materials like inside of envelopes, advertisement flyers, newspapers, old artwork to create the bears – foreground.

Make recycled paper

- <https://www.happinessishomemade.net/papermaking-with-preschoolers-tutorial/>

Craft activities

- Make Bears
- Then retell the steps involved in its creation - procedural retell
- Feelings about item created – 'I like my bear because...'/ 'I felt happy about my bear because...'
- Day and night crafts
- Then retell the steps involved in its creation - procedural retell
- Feelings about item created – 'I like my bear because...'/ 'I felt happy about my bear because...'





RESOURCES

HOW TO BOOKS

How to Babysit a Grandpa by Jean Reagan

How to Raise a Mom by Jean Reagan

How to Put Your Parents to Bed by Mylisa Larsen

How to Code a Sandcastle by Josh Funk

How to Trick the Tooth Fairy by Erin Danielle Russell

How to Babysit a Grandma by Jean Reagan

How to Wash A Woolly Mammoth by Michelle Robinson

Caring for your Lion by Tammi Sauer

How to Read a Story by Kate Messner & Mark Siegel

How to Make Friends with a Ghost by Rebecca Green

Ragweed's Farm Dog Handbook by Anne Vittur Kennedy

(list compiled by Cindy Williams Schrauben Author)



Photo credit: Serina McClellan



TEACHER NOTES: Bedtime, Daddy!

BEDTIME DADDY – SCRIPT

Roles: Narrator, Daddy Bear, Child Bear

Narrator: When you see your daddy rub his eyes and stifle a yawn.
Announce,

Child Bear: “Bedtime daddy!”

Narrator: Your daddy will start crying immediately.
Give him a cuddle until he stops.
Tell your daddy,

Child Bear: “It’s still bedtime.”

Narrator: Watch as he moves as slow as a sloth to his bedroom.
Give your daddy his favourite dinosaur pyjamas.
He will think it’s funny to wear them on his head.
Try not to laugh, and wrestle him into his pyjamas.
Then say,

Child Bear: “Time to brush your teeth.”

Narrator: Put a tiny amount of toothpaste on the brush.
Watch as he tries to spit into the sink but misses.
Tell your daddy

Child Bear: “Potty time.”

Narrator: Now race him and belly flop onto the bed.
Choose a book and snuggle up with your daddy.
He will interrupt the story with questions like;

Daddy Bear: “Why don’t ducks have arms?” “Do sharks sneeze?”

Narrator: Your daddy will ask

Daddy Bear: “One more story plleeeasse?”

Narrator: Read one more story but skip a few words or even a few pages.
Get caught.
Start again from the beginning, but that’s okay because you really love stories.

Narrator: Say

Child Bear: “Goodnight”

Narrator: And give your daddy a kiss.
Get out before the excuses start.



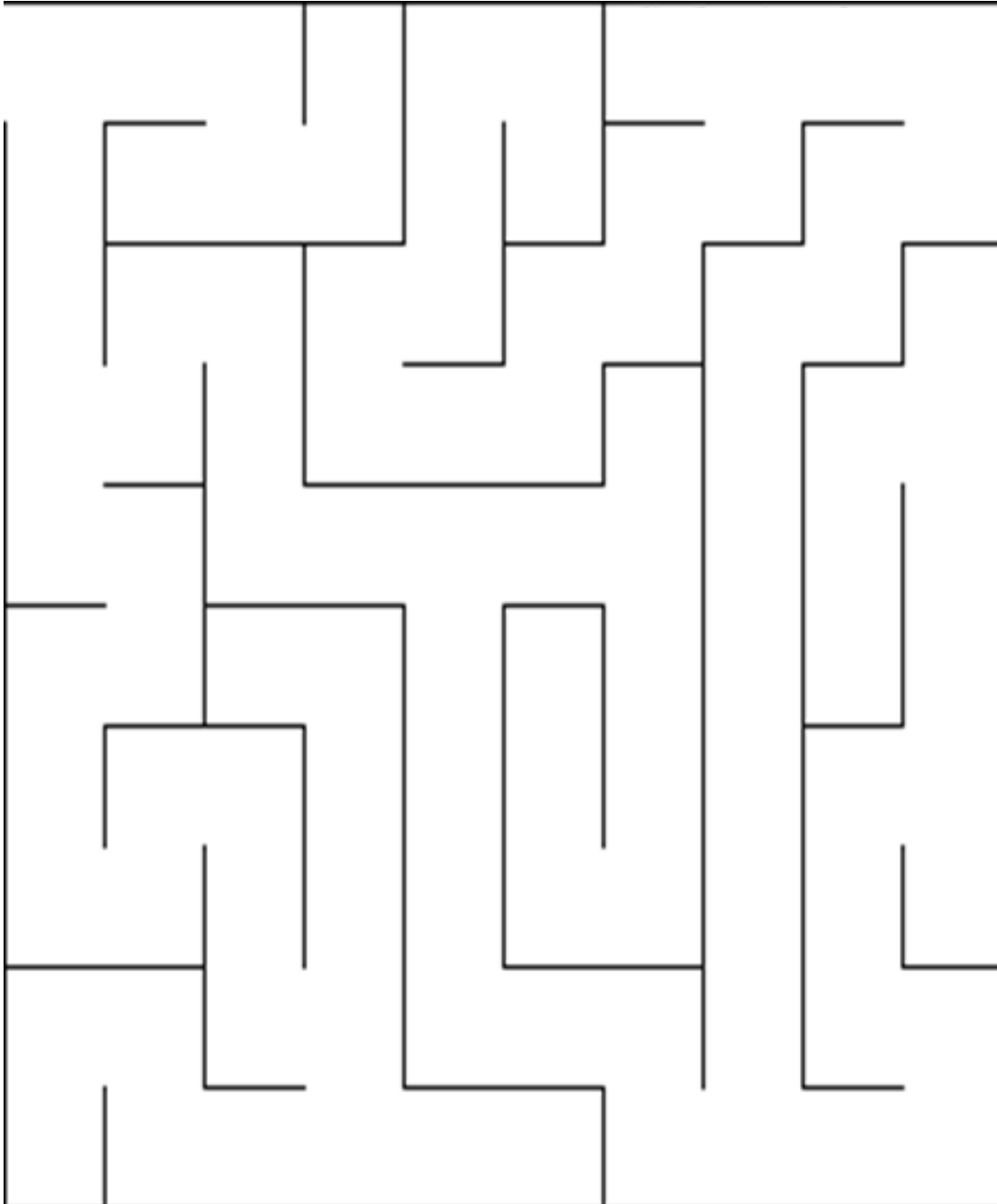
Child Bear: zzzzzzzzzzzzzzzzz.

CUT OUT THE PICTURES TO PUT DADDY BEAR TO BED!



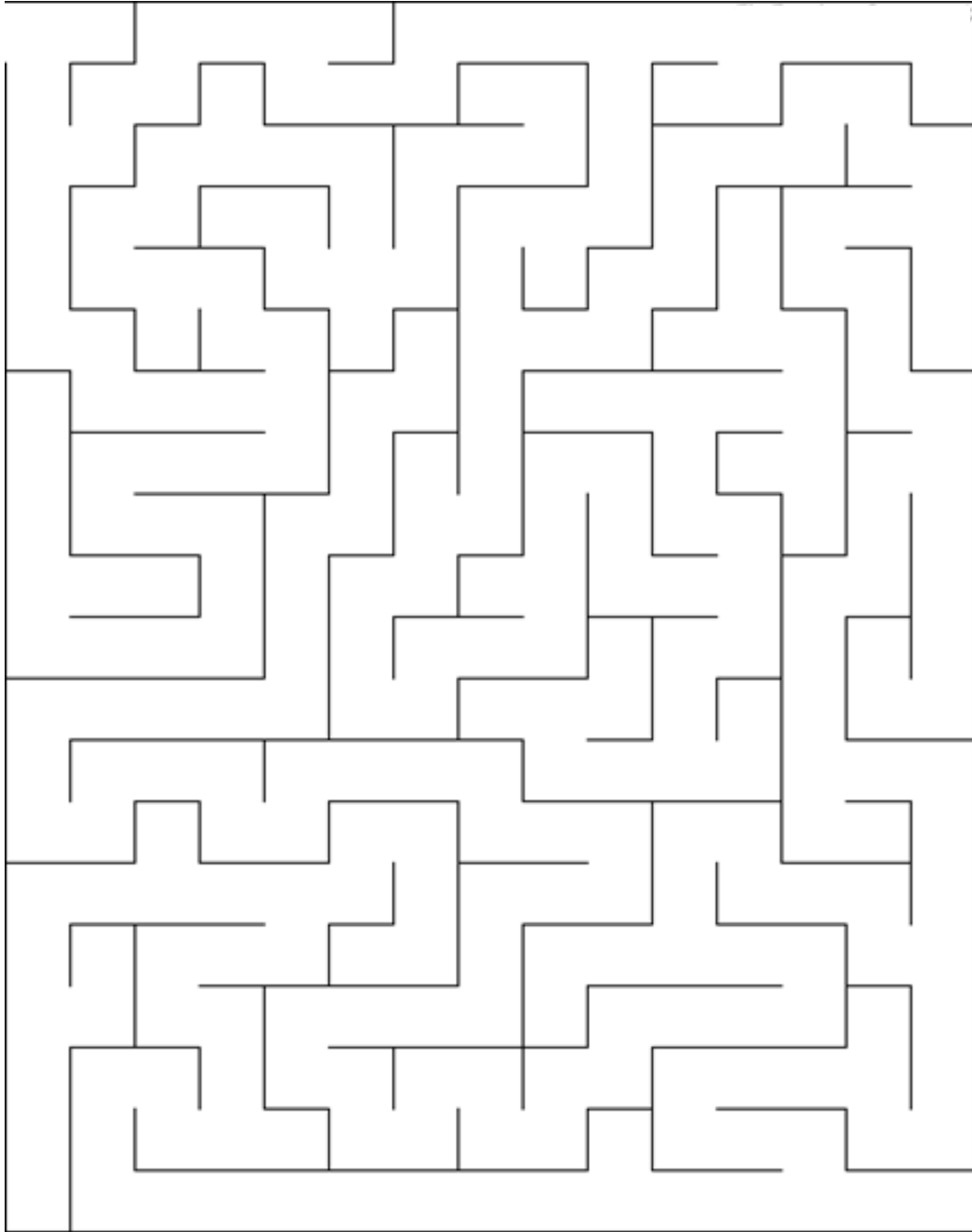


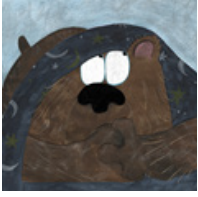
CAN YOU PUT DADDY BEAR TO BED?



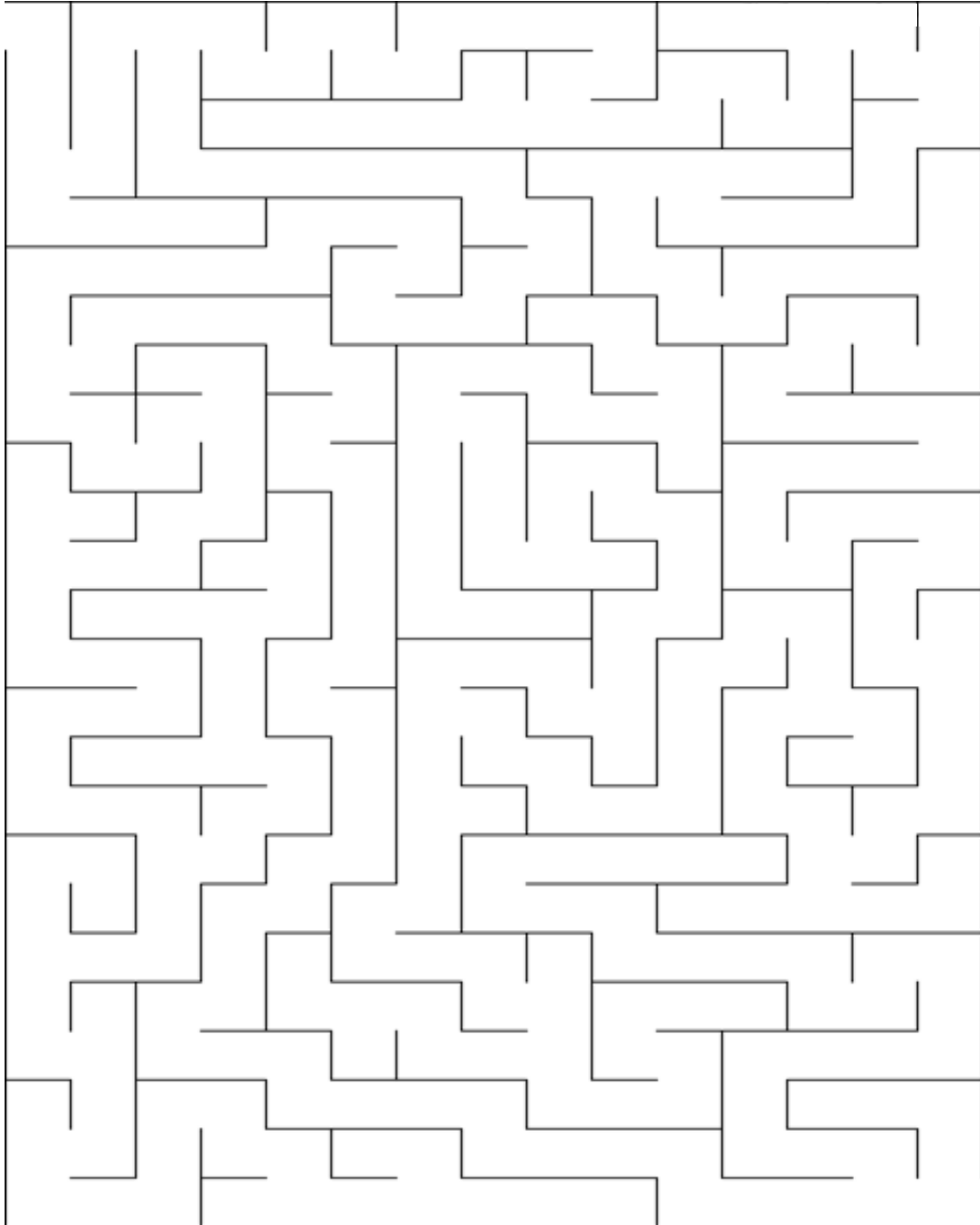


CAN YOU PUT DADDY BEAR TO BED?





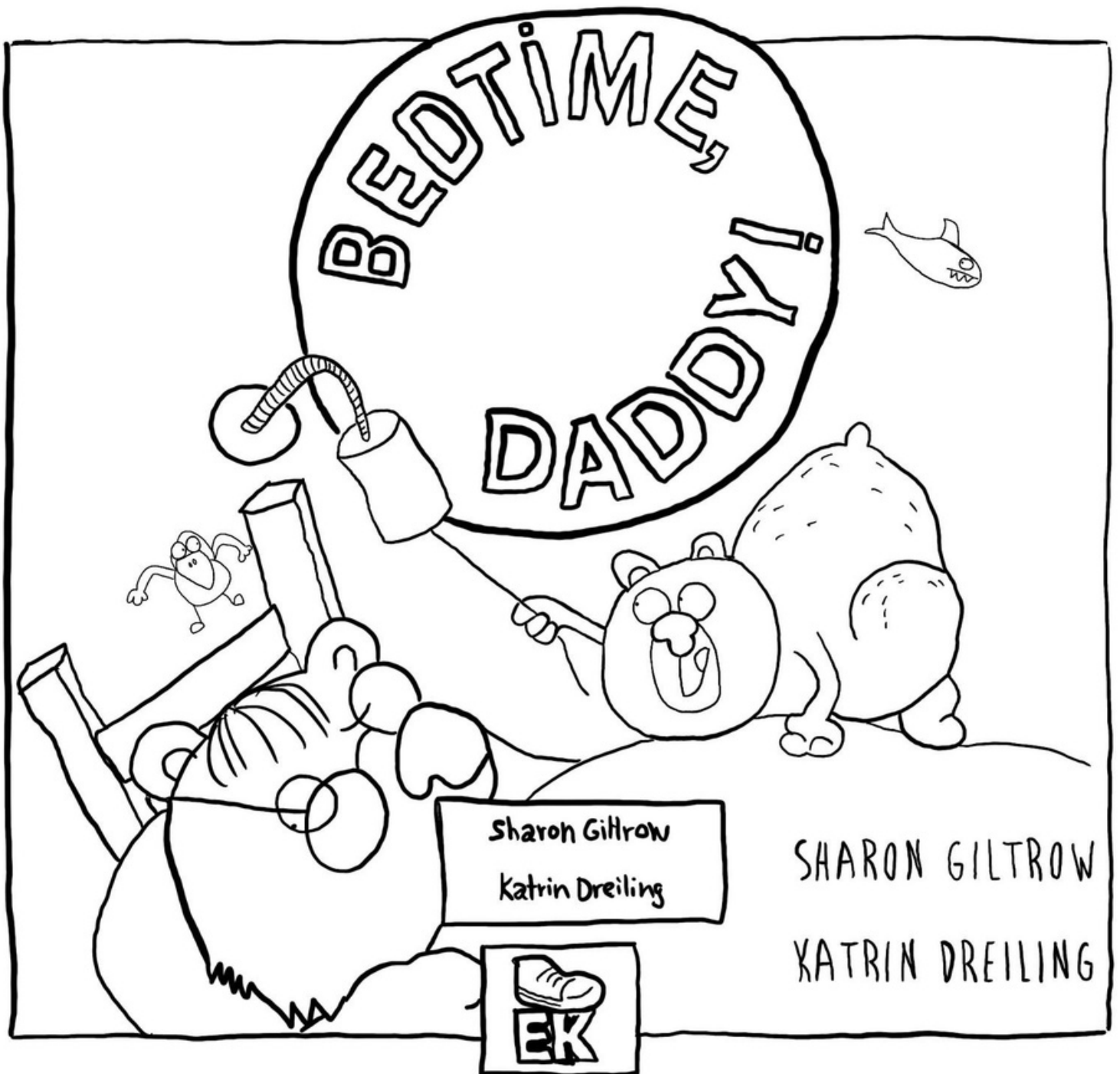
CAN YOU PUT DADDY BEAR TO BED?



DRAW WHO LIVES IN YOUR HOUSE



COLOUR THE COVER



ACTIVITIES: Bedtime, Daddy!

COLOUR IN THE PICTURE AND DRAW CHILD BEAR'S BEDROOM IN THE BACKGROUND





MY DAD

A picture of Dad and Me

My Dad is _____ years old.

Dad's favourite food is _____

My Dad is funny because he

My Dad is the best because

My favourite thing to do with my Dad is

What I love most about my Dad is

Love _____ Age _____

MAKE A DADDY BEAR CLOCK

You will need:

- Daddy bear clock activity sheets
- Brown paint
- A paintbrush
- Paper plate
- Pencils or crayons
- Scissors
- Glue stick
- Numbers
- Cardboard
- Split pin (can be purchased from newsagents)



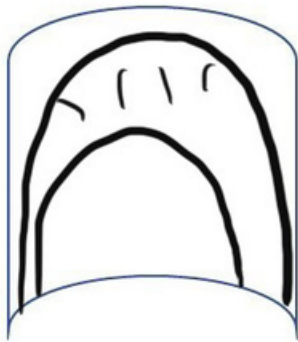
Instructions

1. Print out the making a daddy bear clock activity sheets from BEDTIME, DADDY! teaching notes.
2. Paint or colour a paper plate brown. If painting leave it to dry before next step.
3. Colour Daddy Bear's face and ears.
4. Cut out face and ears.
5. Glue face onto the centre of the paper plate.
6. Glue ears onto the top of the paper plate.
7. Cut out the numbers 1-12.
8. Glue number 12 at the top of the plate, number 3 on the right hand side, number 6 at the bottom of the plate and number 9 on the left hand side. Space out the remaining numbers in the correct order.
9. Cut out a long hand arrow (minute) and a short hand arrow (hour) out of cardboard.
10. Turn the paper plate over and mark the center of the plate with a pencil.
11. Use the sharp point of the scissors to pierce a small hole in the center of the paper plate.
12. Turn the plate over.
13. Pierce small holes onto the square end of your clock hands and insert the split pin.
14. Insert the split pin with the hands (long hand underneath) into the middle hole on top of the paper plate and pull the split pin apart. Make sure that the split pin is loose enough to allow free movement of the clock hands.
15. Now show me 7 o'clock, Daddy Bear's Bedtime.

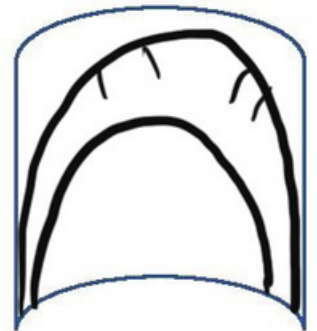


Daddy Bear Face – Clock template

face



Ear 1



Ear 2

1	2	3	4	5	6
7	8	9	10	11	12

