

# ***Girls Like* Teacher Notes – Early Childhood**

Themes: Identity, confidence, friendships, diversity, wellbeing.



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## ABOUT THE BOOK

*Girls Like*, MidnightSun Publishing 2026, ISBN: 9781922858726

Vibrantly illustrated by Deb Hudson, award-winning Katrina Germein's gorgeous *Girls Like* is a joyous celebration of all the ways to be a girl. This colourful, rhyming picture book sings with energy and fun, perfect for Early Childhood.

### Katrina Germein



Katrina Germein is a best-selling children's author, published and translated internationally. Her popular titles include *Bev and Kev*, *Fabulous Frogs*, *One Little Duck*, and the *My Dad Thinks He's Funny* series. Katrina's work has been Highly Commended in the Prime Minister's Literary Awards and won a CBCA Honour, as well as CBCA short-listings and Notables. Katrina is a past winner of the Speech Pathology Book of the Year Award and the SCBWI Crystal Kite Award. Her books have been recorded five times for the children's television show, *Play School*. When she's not writing books or talking about them, Katrina enjoys reading, daydreaming, and drinking tea with friends; she also likes bushwalking and going to the beach. 2026 sees the release of Katrina's twenty-ninth picture book, *Girls Like*. <https://katrinagermein.com/>

### Deb Hudson



Deb Hudson is an illustrator and designer based in beautiful Melbourne, Australia. Creating for both children and the young at heart, her illustrations are whimsical and nature-inspired with a sweet, cheerful, and handmade feel. Her work has appeared in over 20 books, as well as stationery, home goods, and greeting cards.

Since her 2018 debut with *The Golden Thread*, Deb has worked on many beloved projects, including the *What Zola Did* series. Her clients include Penguin Books, Hachette, MidnightSun, Disney Plus, and La La Land Gifts. She was also the featured illustrator for the 2021 Victorian Premier's Reading Challenge. <https://debhudson.com/index.html>

## PRESCHOOL LEARNING EXPERIENCES

*Girls Like* supports the following EYLF V2.0 outcomes.

**OUTCOME 1:** children have a strong sense of identity

Children develop knowledgeable, confident self-identities and a positive sense of self-worth

Children learn to interact in relation to others with care, empathy and respect

**OUTCOME 2:** children are connected with and contribute to their world

Children respond to diversity with respect

**OUTCOME 3:** children have a strong sense of wellbeing

Children become strong in their social, emotional and mental wellbeing

**OUTCOME 4:** children are confident and involved learners

Children transfer and adapt what they have learned from one context to another

**OUTCOME 5:** children are effective communicators

Children interact verbally and non-verbally with others for a range of purposes

Children engage with a range of texts and gain meaning from these texts

Children express ideas and make meaning using a range of media

Children begin to understand how symbols and pattern systems work

### Discussion Questions

#### Before Reading

(This book can be read in one sitting or over several with a focus on different pages.)

What do you think this book might be about?

Can you see something on the cover that you enjoy?

Is there something on the cover you're not sure about?

What else do you think might be inside the book?

#### Identity

Can you find someone in the story like you? What makes them like you?

Do you see some things you like to do?

What things have you tried before?

Is there anything you'd like to try?

#### Well-being

Why do you think the characters in the story are happy?

Can you find things in the book that make you feel happy to do?

Can you see some things in the story you like to do by yourself?

Are there some things you like to do with a friend?

#### Confidence

What things in the story would you need courage for?

Is there anything in the story you would like help to try?

Is there something in the book that you could teach someone else? (What are your expert skills?)

Choose a favourite activity in the book. How do you feel when you're doing that activity?

### Playful Learning Provocations

Invite children to make a new page by drawing themselves doing something they like. Add a sentence with their name, *Malakai likes jumping in puddles*. Display their art or collate in book.

***Sweet food, Green food, Hot food, Queen food.*** Ask children about their favourite food! Consider this page and prepare an area for dramatic play or invite child to contribute ideas for the space. What kinds of foods, utensils, tools and dress ups would they like to include? Can they make some of the pretend food?

Extension: Visual data collection (maths) Ask children to vote on their favourite food.

***Chalk art, Mud art, Box art, Bud art.*** Use this page from the book to invite children to create art using either chalk, mud or boxes. Or, support children to create mandalas or other patterns using natural materials, as shown in the illustration. Photograph their nature art for future display and mathematical reflections.

***Beach swims, Pools swims, Dry swims, Cool swims.*** Using this page from the book as a guide set up some small-world play in a tub or tray. Use sand and rocks and either blue pebbles or shallow dish of water to represent the ocean and pool. Add figurine characters, a toy boat, little ball and beach umbrellas. Cut an old face washer into pieces to make towels.

***Kind friends, Loud friends, Tough friends, Proud friends*** Ask children what makes a kind friend? Invite children to spot friendships on other pages. What can they see that tells them the characters are friends? Create a list of *Ways to be a Friend* from their noticing.

***Quick beats, Slow beats, Soft beats, Show beats.*** Lead children in keeping the beat in some group percussion songs such as *Tapping on My Sticks*, *Kathy Reid-Naiman* (on Spotify). Create a music area for child to experiment with percussion instruments such as triangles, tambourines, small drums, bells and claves.

***Fruit trees, Tall trees, Shade trees, Small trees.*** Invite children to consider different trees and how they help people and animals. Look carefully at the illustrations and at local trees outside. Support children to draw their favourite kind of tree. Perhaps add collage elements for fruit and leaves using coloured paper.

***Two wheels, No wheels, Go wheels, Slow wheels.*** Invite children to bring their own wheels (scooter, bike etc) into your centre for a special Wheels Day!

### Phonemic Awareness

This may be an extension for some preschool children. Reading rhyming books to children supports language development, even before children can consistently identify rhyme.

Encourage children to notice the rhyming words and make predictions.

Consider the page, *Dog tricks, Mat tricks, Ball tricks, Hat tricks*. Encourage children to think of other words that rhyme with **mat/hat**. Make a list.

Also try **bug/hug** using the page, *Spell books, Bug books, Notebooks, Hug books*.

## FOUNDATION AND YEAR ONE LEARNING EXPERIENCES

*Girls Like* supports the following Australian Curriculum V9 English Content.

(The Discussion Questions and Playful Learning Provocations listed above for preschool are also highly relevant for junior primary settings.)

### Language

F [AC9EFLA02](#): explore different ways of using language to express preferences, likes and dislikes

Yr 1 [AC9E1LA02](#): explore language to provide reasons for likes, dislikes and preferences

Invite children to make a new page by drawing themselves doing something they like.  
Add a sentence with their name, *Malakai likes jumping in puddles*.  
Display their art or collate in book.

### Extensions

Ask children to include the word *because* to express why they enjoy something. Support children by asking them to about what nice things they see, hear, feel and smell when doing their preferred activity.

Ask children to make comparisons by choosing something they like in the book more than something else in the story. Support children with prompting questions. *Do you prefer drawing or baking? Why?*

Stretch children by asking when and where they participate in their preferred activity.

### Text Structure and Organisation

F [AC9EFLA03](#) understand that texts can take many forms

Yr 1 [AC9E1LA03](#) explore how texts are organised according to their purpose

Foundation and Year One Discussion Questions (Also see preschool)

### Before Reading

What sort of book is *Girls Like*?

Does the book remind you of anything you've read or seen before?

Where about would you find this book? Where would you find this book in the library?

What do the cover illustrations and title tell us about what's inside?

### During Reading

What clues do the endpapers give us about the story?

What can we read in the pictures that's not in the words?

How do you think the characters are feeling? How do you know?

### After Reading

How did you feel during the story? Why do you think you felt that way?

What is the role of the author and the illustrator?

Why did you think they made the book?

Who would you share this book with and why?

### Literature

F [AC9EFLE02](#) respond to stories and share feelings and thoughts about their events and characters

Yr 1 [AC9E1LE02](#) discuss literary texts and share responses by making connections with students' own experiences

In pairs, individually, choose something from the story that you like to do and mime the action to other children in the class. See if they can guess what you've chosen.

Alternative

Create mime cards for the children using words from the book such as *Train days*, *Dance feet*, *Horse fun* and *Dog tricks*. Children mime the action on their card.

Choose something from the book that you've never tried but would like to. Draw yourself doing that thing. Add text, *One day I would like to... do magic tricks*.

In a class circle, or with a partner, choose a character in the story that seems like you. Tell your audience why you think you are similar.

### Friendship

Turn to the page *Kind friends*, *Loud friends*, *Tough friends*, *Proud friends*.

Ask children what makes a kind friend? How can they be a kind friend? Can they think of a time when they've been a kind friend. Can they think of a time when someone has been a kind friend to them?

Create a Y chart showing what it looks like, sounds like, and feels like, to have a kind friend.

Invite children to carefully consider the illustrations throughout the book to spot friendships on other pages. What can they see that tells them the characters are friends?

Create a list of *Ways to be a Friend* (that considers more than kindness) from their noticings.

Children draw their favourite things to do with friends. Add the sentence, *When I'm with friends I like to*. Add the word 'because' to extend learners.

### Creating Texts

F [C9EFLY06](#) create and participate in shared editing of short written texts to record and report ideas and events

Yr 1 [AC9E1LY06](#) create and re-read to edit short written and/or multimodal texts to report on a topic, express an opinion or recount a real or imagined event

Ask children to select something from the story that they're good at. Invite them to share their expert skills by creating a short informative text using simple procedures. The intention

is for children to explain how to do something and organise their ideas in steps. This can be completed in a number of ways.

- Teachers list the steps and support children to sequence them.
- Write joint instructions as a class.
- Children dictate the procedure to an adult.
- Children create their own text with pictures and/or words.
- Children create a poster
- Children demonstrate their skill and explain the process orally.

#### Literature/Phonic and Word Knowledge

F [AC9EFLE04](#) explore and replicate the rhythms and sound patterns of literary texts such as poems, rhymes and songs

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F [AC9EFLY09](#) recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (phonological awareness)

F [AC9EFLY12](#) write consonant–vowel–consonant (CVC) words by representing sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words

Y1 [AC9E1LE04](#) listen to and discuss poems, chants, rhymes and songs, and imitate and invent sound patterns including alliteration and rhyme

Y1 [AC9E1LY09](#) segment words into separate phonemes (sounds) including consonant blends or clusters at the beginnings and ends of words (phonological awareness)

Yr 1 [AC9E1LY11](#) use short vowels, common long vowels, consonant blends and digraphs to write words, and blend these to read one- and two-syllable words

While reading the book, encourage children to notice the rhyming words and make predictions.

#### Rhyme/Phonological Awareness/CVC Words/Poetry

Consider the page, *Dog tricks, Mat tricks, Ball tricks, Hat tricks*. Encourage children to think of other words that rhyme with **mat/hat**. Make a list.

Also try **bug/hug** using the page, *Spell books, Bug books, Notebooks, Hug books*.

Brainstorm a list of words rhyming with ‘dog’, to complete this poetry verse

*Oh no...*

*Big mess*

*Dog mess*

\_\_\_\_\_ *mess*

\_\_\_\_\_ *mess (must rhyme with dog)*

Repeat activity substituting the word ‘cat’ for ‘dog’

Brainstorm a list of words rhyming with ‘cat’ to complete this poetry verse.

*Listen...*

*Loud noise*

*Cat noise*

\_\_\_\_\_ *noise*  
\_\_\_\_\_ *noise (must rhyme with cat)*

Repeat the activity substituting the word 'dog' for 'cat'.

Ask children to illustrate the poems.

### Digraphs

Read the page: *Park days, Rain days, Town days, Train days*. Provide children with time to look at the words and notice patterns.

Isolate the words 'rain' and 'train' and talk about the vowel digraph.

Invite children to create a list of other ai words.

Extension

Children use the rhyming words in a poem.

Read the page: *Sweet food, Green food, Hot food, Queen food*. Provide children with time to look at the words and notice patterns.

Isolate the words 'green' and 'queen' as rhyming words talk about the vowel digraph.

Notice this same sound in the word 'sweet' and discuss why it doesn't rhyme with the other two.

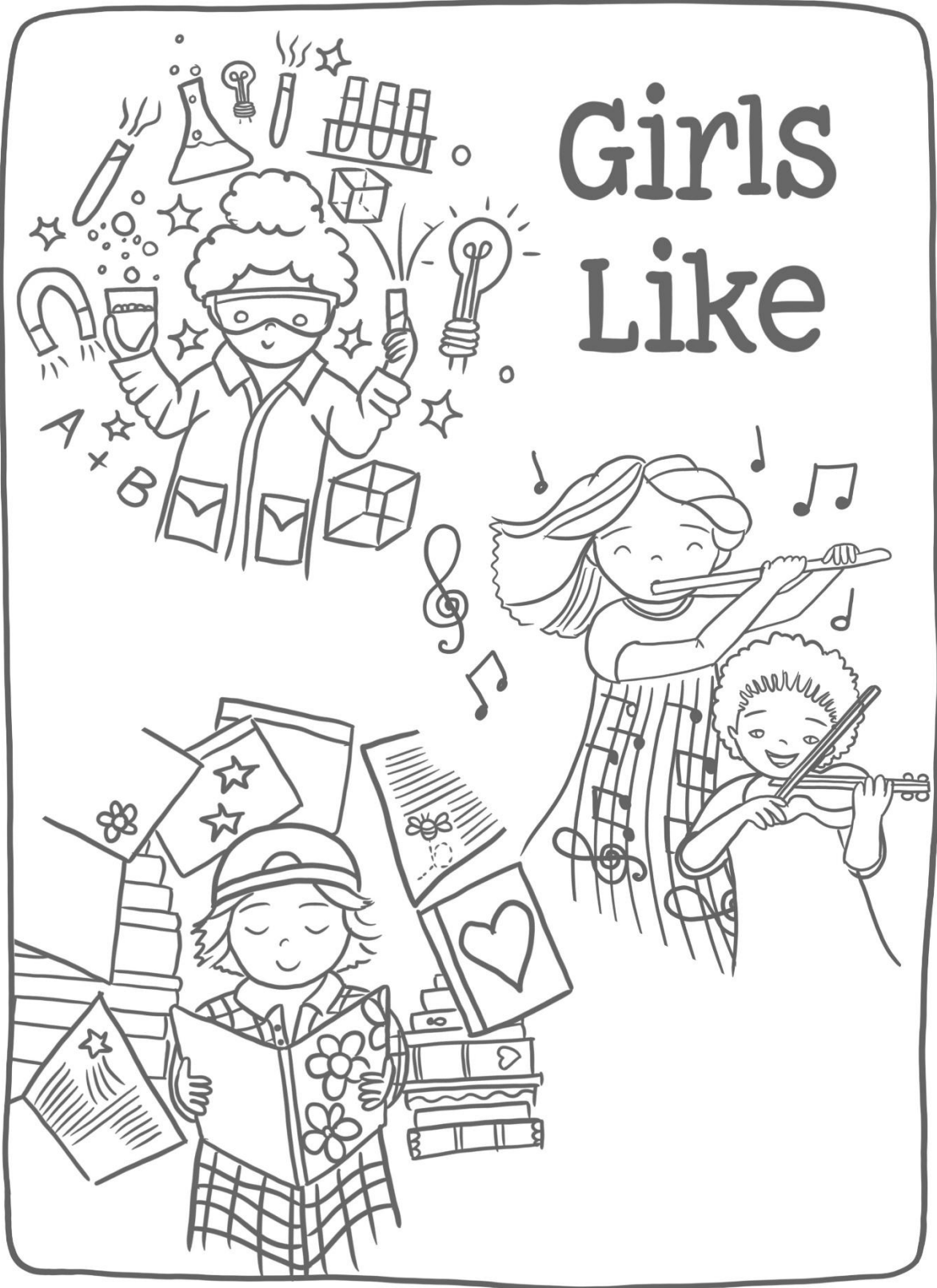
Invite children to help create a list of other ee words.

Create a word-sort from the list. Ask children to sort the words into rhyming groups.



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