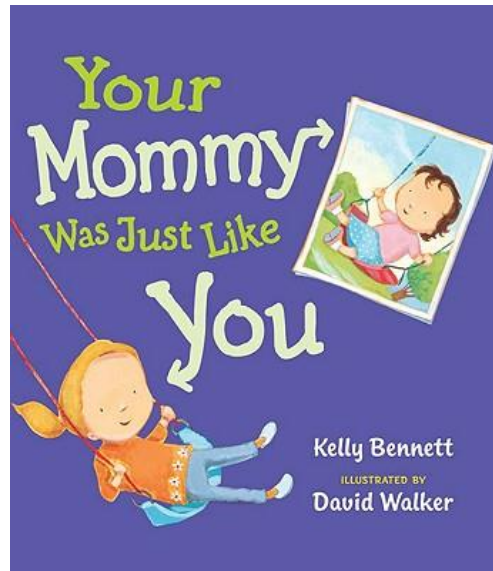


A Common Core State Standards Annotated  
Teacher's Activity Guide for



Written by Kelly Bennett

Illustrated by David Walker

Published by G. P. Putnam's Sons

Teacher's Guide created by Debbie Gonzales

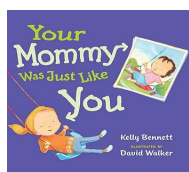


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Bennett, Kelly, and David Walker. *Your Mommy Was Just Like You*, New York: G. P. Putman’s Sons, 2011.

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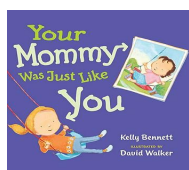


## Discussion Questions

1. *Your mommy was born bright-eyed and fuzzy-topped. Just like you.*
  - a. Who do you think is telling this story? Mommy, Grandma, or the little girl?
  - b. Who would know what Mommy was like when she was a baby?
  - c. Do you have a Grandma who knows what your Mommy was like?
  - d. Have you ever wondered what your Mommy was like when she was little?
  - e. Is it hard to imagine your Mommy ever being a little girl? Why is that?
  
2. *Your mommy had a special friend named Whiney Baby. Whiney had clumpy hair, and her face was smooshed. But that didn't matter to your mommy.*
  - a. Do you have a special toy similar to Whiney Baby? If so, what is its name?
  - b. Is your special toy soft and smooshie like Whiney Baby?
  - c. Do you sleep with your special toy? Take it with you everywhere you go?
  - d. Do you care if your special toy is a little tattered and worn?
  - e. Is your toy easier to love if it is smooshed? Why is this so?
  
3. *Most days your mommy was my sweet potato – doll face – poopsie. But some days she turned into THE TERROR!*
  - a. What is happening in these pictures? One picture features a sweet-faced girl holding a lovely handmade gift and in the next she is doing mean things to her friends.
  - b. Look at the picture with the children holding the rope. What do you see? Why is the girl pulling on the rope so hard?
  - c. Look at the picture of the children playing checkers. What has happened here? Why are the checkers spilling all about? How does the boy sitting on his knees feel?
  - d. Can the girl in these pictures be the same girl?
  - e. Can someone be both easy to get along with and grouchy?
  
4. *On those days she was sent to TIME-OUT. Just like you.*
  - a. Why do children get sent to 'time-out'?
  - b. What happens in 'time-out'?
  - c. Can 'time-out' ever be a good thing? How so?
  - d. Are there ways to avoid being put in 'time-out'? If so, what can be done?
  - e. Is it hard to imagine your mommy ever doing bad things and being sent to 'time-out'? Why?
  
5. *Sometimes she got hurt. I'd bandage her scrapes and give her extra lovies. After, she always wanted to play again. Just like you.*

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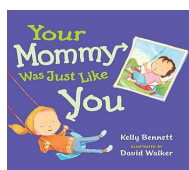
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- a. Look closely at the illustration featuring children playing soccer. What has happened in this picture? Why is the little girl sitting out? Why is she crying?
  - b. Who is caring for the little girl?
  - c. How did the little girl get hurt? Was it an accident?
  - d. After she feels better, what will the little girl do? Will she rejoin the game?
  - e. Did your mommy ever get hurt when playing with her friends? Who cared for your mommy when she was little and got hurt?
  - f. Have you ever felt like the little girl? Tell about a time that someone special helped you to feel good enough to go back out and play with your friends.
6. *Your mommy never wanted her hair brushed or her face washed.*
- a. Can you believe that a mommy would not want to have her hair brushed or her face washed? That's just plain silly, isn't it?
  - b. Do you like to have your hair brushed and your face washed?
  - c. Why is it important to do these things, even if you don't want to?
7. *And she insisted on choosing her own outfits.*
- a. Do you like to choose your own clothes to wear?
  - b. Is there someone who asks you to change your clothes sometimes?
  - c. Does they ask you to wear things that you'd rather not wear? If so, what sorts of things?
  - d. What sorts of things do you like to wear?
8. *But your mommy learned, and practiced, and kept getting smarter and smarter and smarter.*  
*Just like you.*
- a. Do you know how to tie your shoes? If so, did you have to practice a lot to learn how to do so?
  - b. Can you ride a bike? If so, was it hard to learn? How did you learn to ride?
  - c. What about learning how to read and write? It takes a lot of practice, doesn't it?
  - d. What other sorts of things are you learning how to do?
  - e. Does it seem odd to think that a grown-up would have to practice doing things like this, too? Who do you think helped her learn to do all of these things?
9. *Your mommy was never ready for lights out.*
- a. What about you? Are you ready for lights out?
  - b. Do you ask for a drink of water? Or one more story?
  - c. Is it funny to think of an adult doing the same thing? Why do you think they did this? Could there be a reason that they didn't want to go to sleep?

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## Mommy the Pretender

*At times your mommy was a frog, or a robot.  
Then she was a magic fairy, or a beautiful princess.  
Sometimes I mistook her for a famous inventor*

**Objective:** The following pages are designed for the child to engage in artistic role-play.

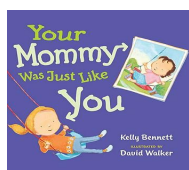
### Materials:

- Crayons or waterproof markers
- Activity sheet printouts found on pages 6 to 11
- Pencils

### Procedure:

- Inspired by the author's text, encourage the child to draw a picture of their mommy engaging in pretend play in the blank spaces provided on the activity sheet printouts .
- Encourage the child to include themselves playing with their mommies as children in the drawing.
- Encourage the child to write a story about their picture on the lines provided below their drawings.

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***At times your mommy was a frog,***

If you and your Grandma pretended to be a frog, how you would act? How would you move? How would you speak? What would you eat? What would you look like? Where would you play?

Can you draw a picture of your Grandma as a child pretending to be a frog? Want to play, too?

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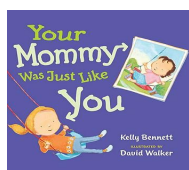
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### ***At times your mommy was ... a robot***

If you and your principal pretended to be robots, what would you be made from? How big would you be? What would you be made from? Wood? Metal? Would you have blinking lights? How would you move? Would you make special sounds? What would you do?

Can you draw a picture of your principal as a child pretending to be a robot? Want to play, too?

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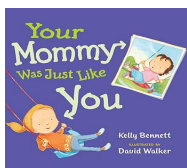
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***Then she was a magic fairy,***

Imagine yourself as a magic fairy. What kind of magic would you perform? Would you have a wand? Would you say special magic words? What would they be? Would be a helpful magic fairy? How would you help others? What sorts of magic tricks would you do?

Can you draw a picture of yourself and your teacher pretending to be magic fairies? What sort of magic would you perform?

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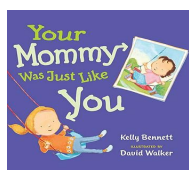
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***...or a beautiful princess.***

If you and your best friend were beautiful princesses, would you wear crowns? Would you sit on a throne? Would you marry the handsome prince? Where would you live? Would you be a nice princess? What sorts of things would you do as a princess? What would your castle look like?

Can you draw a picture of yourself pretending to be a princess? Who do you want to join in the fun with you?

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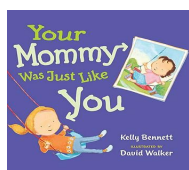
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***Sometimes I mistook her for a famous inventor.***

An inventor is a very smart person who imagines ways to help people. If you were an inventor what would you create? Would you work in a laboratory surrounded by scientific equipment? Would you wear a white lab coat? What important thing would you invent?

Can you draw a picture of your favorite grownup as a child pretending to be a scientist? Who would you like to join you? What sort of invention would you work on together?

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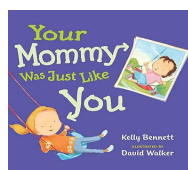
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**Do you like to play pretend?** What sorts of things do you like to imagine becoming?

Can you draw a picture of yourself playing pretend? Want to invite Mommy to play, too?

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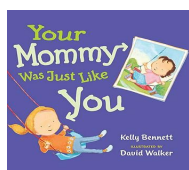
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## A Poem of Thanks

*Every night, before your mommy went to sleep,  
I gave her a cuddle and a kiss.  
And said a prayer of thanks that she was mine.*

**Objective:** To create a simple poem using labels or a word wall.

### Materials:

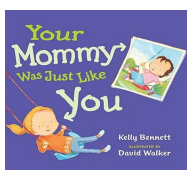
- Word labels provided on page 13
- A large wipe off board
- Pencil
- Scissors
- Crayons or markers
- Glue
- Poem grid provided on page 14

### Procedure:

- Begin discussing gratitude. What does it mean to be thankful for someone?
- Guide the discussion toward considering the child's mother, grandmother, father, grandfather, aunt, uncle...any significant person in their life. This person's name is written on the blank lines provided in the poem grid on page 13.
- Think of a variety of verbs and nouns that describe the chosen in a positive way.
- Write a list of these verbs and adjectives on the wipe off board.
- Transfer words onto word labels. Encourage the child to do this, if possible.
- Cut out word labels and glue them in the spaces provided in the poem grid.
- Encourage the child to decorate their poem page.
- Your poem will look something like this:

*Mommy  
Pretty Mommy  
Helpful, funny Mommy  
Hugging, kissing, smiling, Mommy  
I love Mommy*

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## Labels

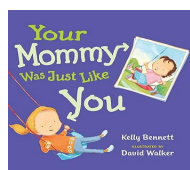
Nice

short

Silly


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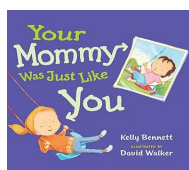
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\_\_\_\_\_

I love \_\_\_\_\_

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## Word Cube Games

**Objective:** To identify words and phrases found in the book's text.

### Materials:

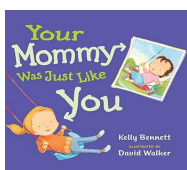
- Paper cube cutouts found on pages 16 and 17
- Scissors
- Glue or tape
- *Your Mommy Was Just Like You* picture book



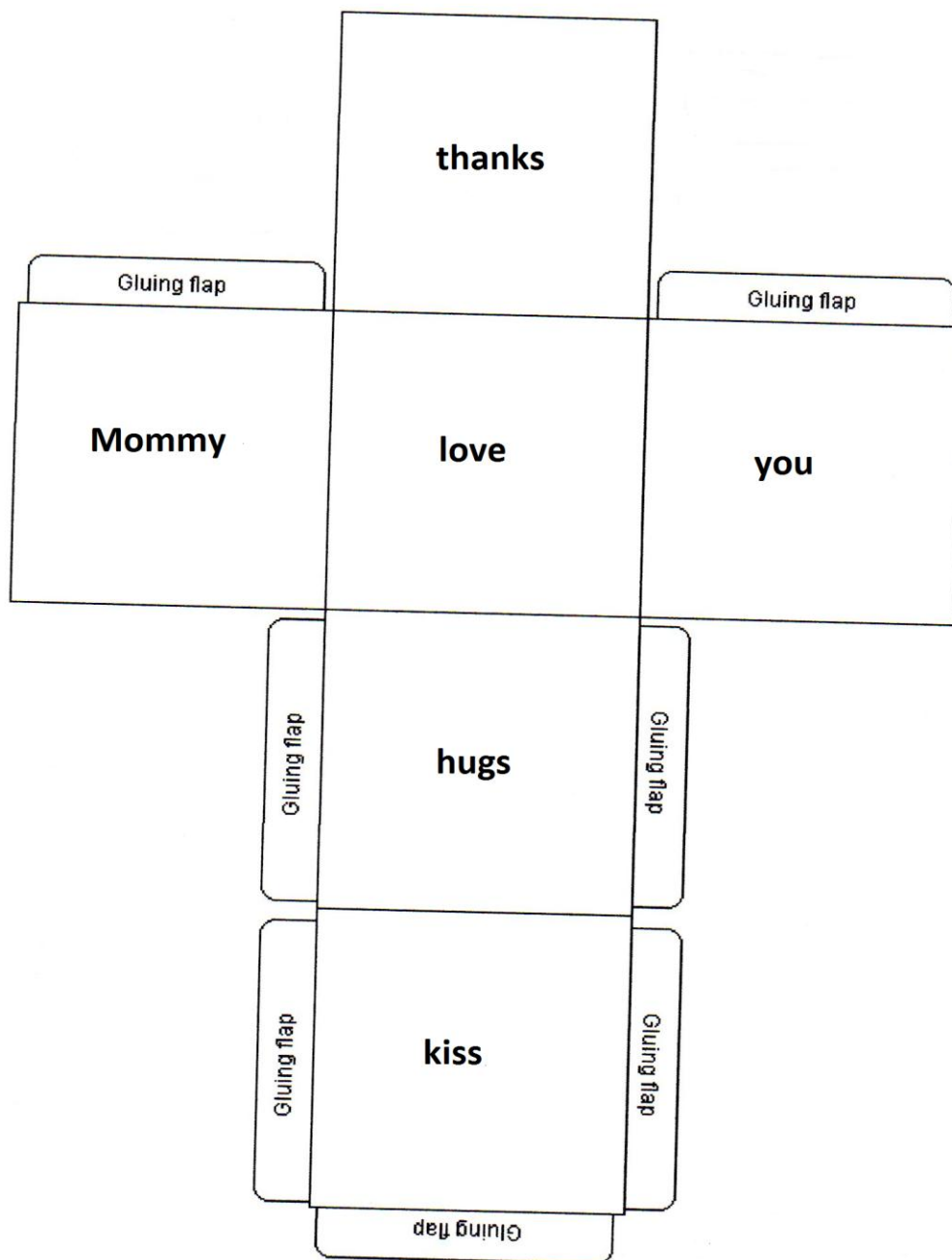
### Procedure:

- Print the desired page.
- Cut along the cube's edges.
- Fold along the inside lines and form a cube.
- Glue the flaps together.
- Choose the dice you'd like to play with.
- Roll the dice.
- Read the phrase or word on top of the dice.
- Look through *Your Mommy Was Just Like You* to find the specific word or phrase.
- Read the word or phrase aloud.
- Roll again.
- Have fun!

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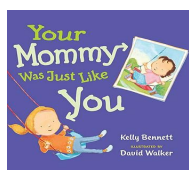


## Single Word Cube



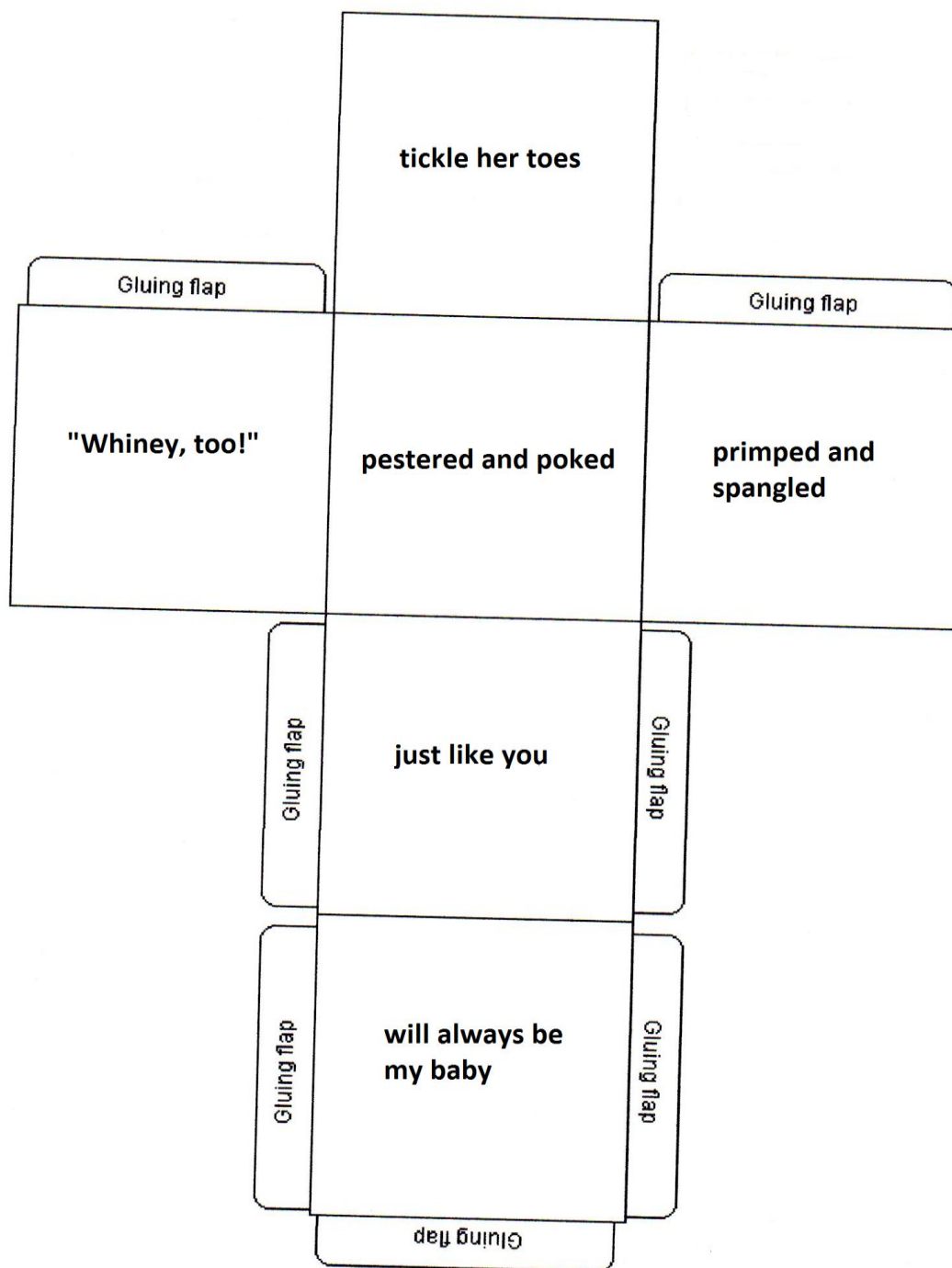
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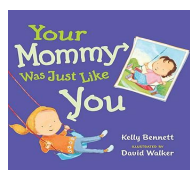




## Phrases Word Cube



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## Daisy Chains

*Your mommy collected lots of stuff, just like you.  
And she loved build things with it, like sculptures, daisy chains, doll houses...*

**Objective:** To enhance the reading experience through craft creation.



### Materials:

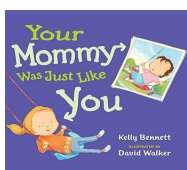
- Live flowers with sturdy yet pliable stems such as daisies or clover blossoms.
- Scissors

### Procedure:

- Gather a cluster of live flowers.
- Choose a blossom. Cut the stem to measure about 3 inches long.
- Using the tip of the scissors or a thumbnail, poke a hole through the stem.
- Insert the trimmed stem of another flower through the hole. Repeat the process with the newly inserted blossom.
- Continue process until chain's desired length has been created.



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## Folded Heart Art

*Most days your mommy was my sweet potato – doll face – poopsie.*

**Objective:** To enhance the reading experience through craft creation.

### Materials:

- Printed page 20
- Scissors
- Markers or crayons
- Tape



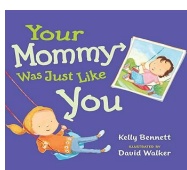
### Procedure:

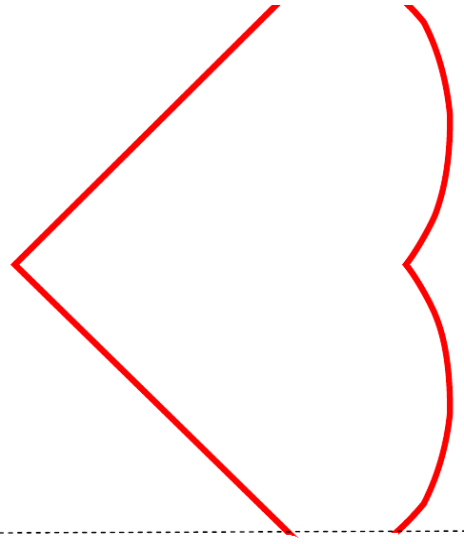
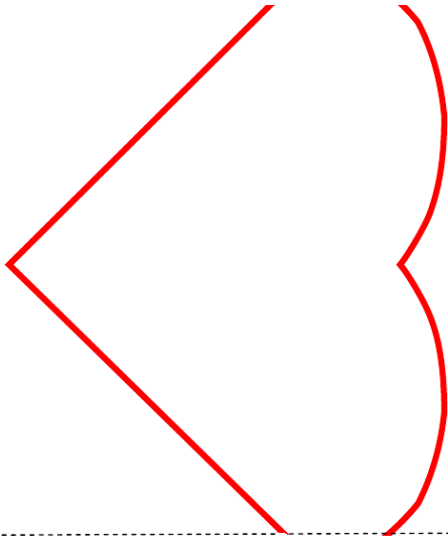
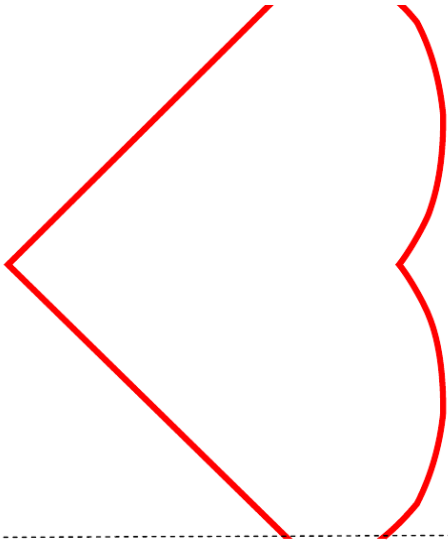
- Print page 20.
- Cut along blue lines.
- Fold along dotted lines with heart shape atop the fold.
- Cut along red lines.
- Unfold heart chain.
- Repeat process with the other folded cutting guides.
- Tape the three heart chains together.
- Decorate with markers or crayons.
- Give the chain as a gift to your mommy!



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A grid for handwriting practice consisting of three columns and three rows. The columns are defined by two vertical blue lines. The rows are defined by three horizontal dashed lines. The top row contains three red right-angled triangles with curly braces, as described in the previous blocks. The remaining two rows and all three columns are empty for practice.

## Make a Family Tree

Creating a Family Tree can be an incredible familial bonding experience. Invite all members the extended to the blended families to participate in the project.

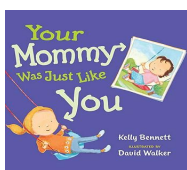
### Materials:

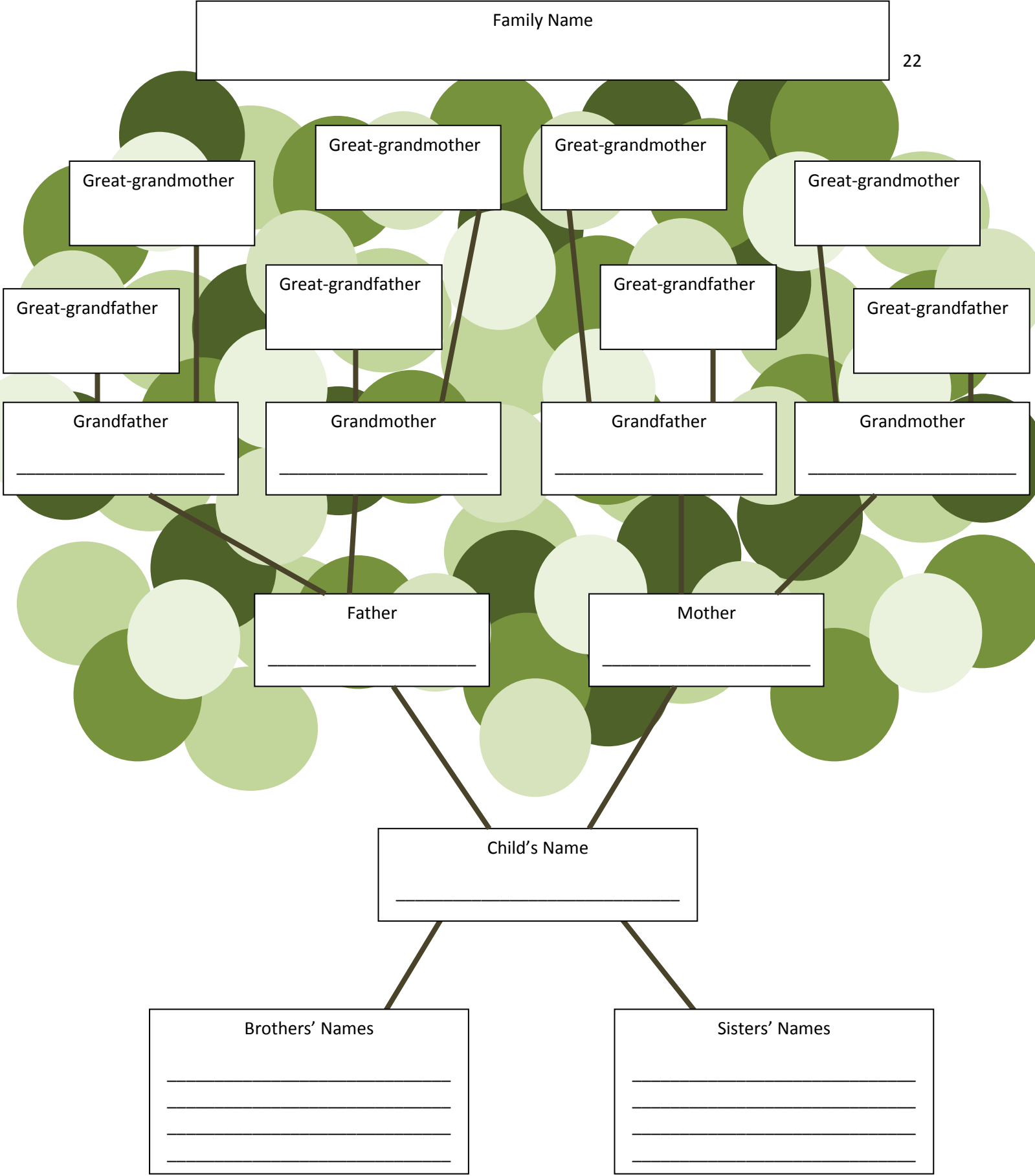
- Print page 22 (Note: Print more than one sheet to perform a blended family study.)
- Pencil
- Optional – old photographs of family members
- Optional - large piece of foam board

### Procedure:

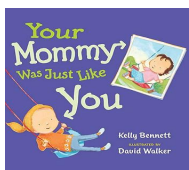
- Assist the child in filling out the spaces provided on the family tree.
- Discuss the similarities that the family members share – both physically and characteristically. In what ways is the child similar to the extended family members?
- Continually bring the conversation back the child and the unique place they share on the family tree.
- As a wonderful extension to this lesson, collect pictures of each family member and post them in a Family Tree-like manner on a large piece of foam board – creating the keepsake of a lifetime!

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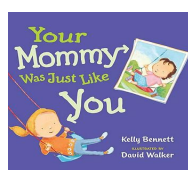
## Common Core State Standards Annotations

### English Language Arts: Reading - Literature

		Questions	Discussion	Mommy the Pretender	A Poem of Thanks	Word Cube Games	Family Tree
RL.K.1	With prompting and support, ask and answer questions about key details in a text.	✓		✓		✓	
RL.K.2	With prompting and support, retell familiar stories, including key details.	✓		✓			✓
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	✓		✓		✓	
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	✓		✓			
RL.K.10	Actively engage in group reading activities with purpose and understanding.	✓		✓	✓	✓	✓
RL.1.1	Ask and answer questions about key details in a text.	✓		✓			
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	✓		✓	✓	✓	
RL.1.3	Describe characters, settings, and major events in a story, using key details.	✓		✓		✓	
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	✓		✓			
RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	✓		✓	✓	✓	✓
RL.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	✓					
RL.2.3	Describe how characters in a story respond to major events and challenges.	✓		✓		✓	

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RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	✓	✓	✓	✓	✓
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## English Language Arts: Reading – Foundational Skills

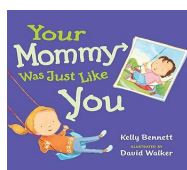
		Discussion Questions	Mommy the Pretender	A Poem of Thanks	Word Cube Games	Family Tree
RF.K.4	Read emergent-reader texts with purpose and understanding.	✓	✓	✓	✓	✓
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.	✓	✓	✓	✓	✓
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.	✓	✓	✓	✓	✓

## English Language Arts Standards: Speaking and Listening

		Discussion Questions	Mommy the Pretender	A Poem of Thanks	Word Cube Games	Family Tree
SL.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	✓	✓	✓	✓	✓
SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	✓	✓	✓	✓	

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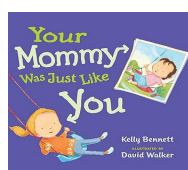




SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	✓	✓	✓	✓	✓
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	✓	✓	✓	✓	✓
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.		✓	✓		
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	✓	✓	✓		
SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	✓	✓	✓	✓	✓
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	✓				
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	✓	✓	✓	✓	
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	✓	✓		✓	✓
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.		✓	✓		✓
SL.1.6	Produce complete sentences when appropriate to task and situation.	✓				
SL.2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	✓	✓	✓	✓	✓
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	✓	✓		✓	
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	✓	✓		✓	
SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.			✓		

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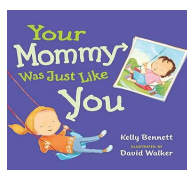
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification	✓	✓	✓	✓	✓
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## English Language Arts Standards: Writing

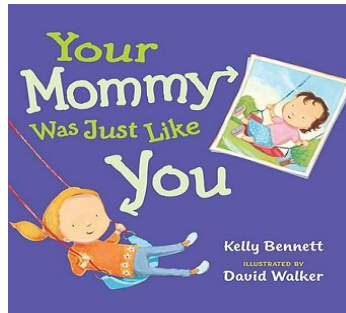
		Discussion Questions	Mommy the Pretender	A Poem of Thanks	Word Cube Games	Family Tree
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.		✓	✓		
W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.		✓	✓		
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed		✓	✓		
W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure		✓			

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