



## Common Core State Standards Discussion Questions and Activity Guide

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*Stay Close to Mama*  
By Toni Buzzeo, illustrated by Mike Wohnoutka  
2012  
Grades K-2  
Lexile: 530 AD

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### DISCUSSION QUESTIONS

**RL K.5** Recognize common types of texts, e.g. storybooks, poems).

**RL 1.5** Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

**RL 2.5** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

(Kindergarten) What kind of text is *Stay Close to Mama*? Is it a fiction story, an informational book, or a poem? Explain your answer. Now look closely at the text on the pages of the book. Is it written like a poem?

(First Grade) Share an informational book about giraffes and then ask: What are the major differences between this informational book and *Stay Close to Mama*? (If time allows, employ a Venn diagram to record student responses.

(Second Grade) Discuss the beginning of the story, where Twiga is distracted by the sweet smell on the air, and the end of the story where Twiga is back at Mama's side but is distracted again. What kind of structure does this story have? How do the beginning and the end work together in the story?

**RL K.6** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story

**RL 1.6** Identify who is telling the story at various points in a text.

**RL 2.6** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

(Kindergarten) Name the author and the illustrator of *Stay Close to Mama*. What job does each of them do?

(First Grade) Although *Stay Close to Mama* is told in third person, whose point of view do we experience the story from, Mama's or Twiga's? Cite portions of the text that show this.

(Second Grade) Begin by reading passages that represent what Mama is thinking/saying in her voice and then passages which represent what Twiga might be thinking in his voice. Ask: How would the story change if it were written entirely in Twiga's point of view or entirely in Mama's point of view.

**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 1.7** Use illustrations and details in a story to describe its characters, setting, or events.

**RL 2.7** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

After reading *Stay Close to Mama* aloud once, return to a second reading of the story in which you discuss exactly which text is being illustrated on each spread. Ask: How do the illustrations help you to understand the characters, setting, and plot?

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### ACTIVITIES

**RL K.9** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

**RL 1.9** Compare and contrast the adventures and experiences of characters in stories.

**RL 2.9** Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

(Kindergarten and Grade 1) After reading *Stay Close to Mama* aloud and discussing its characters, setting, and plot, compare and contrast Twiga's adventures and experiences with another of Toni Buzzeo's stories set on the African savanna, such as *Just Like My Papa* (2013) or *My Bibi Always Remembers* (2014).

(Grade Two) After reading *Stay Close to Mama* aloud, compare and contrast this published version of the story with the original story that Toni Buzzeo heard when she made her first visit to Kenya, Africa. You can read this version if you visit Toni Buzzeo's website at [www.tonibuzzeo.com](http://www.tonibuzzeo.com). Visit the *Stay Close to Mama* page and scroll down to *Interested in More?* Click on the link to MOMMA DRAMA where you can read the true story.

**W K.7** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

**W 1.7** Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

**W 2.7** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

Provide students with access to (or read to them) several informational books as well as online articles featuring lions. Help them to gather and list facts about giraffes. Now challenge them, as a whole class or in small groups, to imagine and write down one more adventure/misadventure that Twiga could get into involving another savanna animal or some other aspect of the savanna setting.

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**Related Curriculum: Science: Animals**

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