



Common Core State Standards Discussion Questions and Activity Guide

My Bibi Always Remembers
By Toni Buzzeo, illustrated by Mike Wohnoutka
2014
Grades K-2
Lexile: NA

DISCUSSION QUESTIONS

RL K.3 With prompting and support, identify characters, settings, and major events in a story.

RL 1.3 Describe characters, settings, and major events in a story, using key details.

RL 2.3 Describe how characters in a story respond to major events and challenges.

What is the setting of *My Bibi Always Remembers*? Could the book have taken place in another setting? Why or why not? If so, what would that be?

Who are the two main characters in this book? Which text in the book lets you know that these are the main characters? Are there other (secondary) characters? If so, who are they? What role do they play in the story?

Think about the major events in the story and list them. Under each major event, list the key details for that event.

(Grade 2) For each of the major events in the story, discuss how Tembo and Bibi (or another secondary character) respond, citing the text that reveals their response.

RL K.4 Ask and answer questions about unknown words in a text.

RL 1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RL 2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

(Kindergarten) Which words in the story don't you know? Can you figure out what these words mean by listening carefully to the sentences that surround them and looking closely at the illustrations? *plain, parched, jackalberry tree, acacia tree, vibrate, taunt, squawk, trumpet, squeal, wavering, broad, drift, huff, stubby, slick, snug, nestle.*

(Grade 1) Which words or phrases in *My Bibi Always Remembers* suggest feelings such as fear, happiness, playfulness, and love? Which words or phrases appeal to the senses of seeing, smelling, tasting, hearing, or touching?

(Grade 2) What lines are repeated in the story? How do these repeated lines convey meaning and reinforce the message of the 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 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.

For each double page spread, answer the following question: Which words of the text or moment in the story is this painting showing?

Does illustrator Mike Wohnoutka add details in the illustrations that are not in the text? Explain which ones.

What do you learn about the characters and the setting in the story from the illustrations alone?

(Grade 2) What do you understand about the African savanna, Tembo, Bibi, and other members of the elephant family, and the relationship between the characters as a result of studying the illustrations as well as reading the text?

ACTIVITIES

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 elephants. Help them to gather and list facts about elephants. Explain that authors and illustrators do a great deal of research before they write and illustrate animal fiction stories that portray animals in the wild realistically. Now, return to the text of *My Bibi Always Remembers* and note each of the facts that author Toni Buzzeo and illustrator Mike Wohnoutka included in their book.

L K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

L 1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

L 2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

(Kindergarten) Challenge students to create sentences using the following words from *My Bibi Always Remembers*: *plain, parched, jackalberry tree, acacia tree, vibrate, taunt, squawk, trumpet, squeal, wavering, broad, drift, huff, stubby, slick, snug, nestle*. To extend the activity further, ask them to use a word or phrase in a sentence that also expresses an opinion about some aspect of the text or illustrations.

(Grade 1) Challenge students to create sentences using a common conjunction such as “because” or “after” and two of the following words from *My Bibi Always Remembers*: *plain, parched, jackalberry tree, acacia tree, vibrate, taunt, squawk, trumpet, squeal, wavering, broad, drift, huff, stubby, slick, snug, nestle*.

(Grade 2) Challenge students to use at least two of the following adjectives and adverbs from *My Bibi Always Remembers* to describe a character, setting, or event in the story: *thirsty, little, wide, parched, dark, green, tall, brown, soft, long, gray, flapping, bossy, tiny, far, wavering, round, better, broad, finally, closer, high, low, last, always, sandy, long, tough, stubby, very, small, wider, deeper, cool, snug*.

Related Curriculum: Science: Animals

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