

# MOMMY, BABY, AND ME

by Linda Elovitz Marshall; illustrated by Ged Adamson

## Common Core Teaching Guide



### ABOUT THE BOOK

*A long time ago, it was  
just Mommy and me.*

*We were very good friends.*

*We did everything together.*

*It was very nice.*

*But then . . . things changed.*

This poor dog's world gets turned upside-down when his owner brings home a baby. How will he adjust to this two-legged, furless creature who is hogging all the attention?

### INTRODUCTION

Dear Teacher,

In a charming turnaround sibling rivalry story, author Linda Elovitz Marshall introduces you and your students to a nervous little Corgi dog whose human mom is pregnant—and ultimately brings home a baby to live. Told in first person narration from the Corgi's point of view, the story unfolds with humor and subtle pathos. The poor little creature is so unprepared for the life changes that unfold! Illustrator Ged Adamson brings the situation and characters to life with humor and sympathy that will fully engage your students in the Corgi's plight. *Mommy, Baby, and Me* offers great opportunities to respond to

*Common Core Reading Literature, Reading Informational Text, Speaking and Listening, and Writing standards.*

In addition, if time allows, you'll find a suggestion to involve your students in a visual art project that will put their dog breed research to use in a delightful Dog Show display.



# Reading Literature and Writing Standards

## READING LITERATURE STANDARD 6

- 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 speaking in a different voice for each character when reading dialogue aloud.

## WRITING STANDARD 3

- 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 1.3** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- 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.

## HERE'S HOW I SEE IT

### KINDERGARTEN:

Enlist students to identify the name of the author and the illustrator of *Mommy, Baby, and Me*. Share the photograph of each on the dust jacket flap and read their brief biographies aloud. Discuss the ways in which **writing** the story are different from **illustrating** the story. Then pair students, assigning the role of author to one and illustrator to the other. Ask the author to scribe or dictate one or more sentences about something that happened in the classroom the previous day using words to describe his or her reaction to it. Ask the illustrator to then draw a picture of that event, being faithful to the words the author used. Then switch roles!

### GRADE ONE, GRADE TWO:

After reading and discussing *Mommy, Baby, and Me*, focus in on the narration and the point of view character. Ask:

- **WHO** is the “Me” of the title?
- **HOW** do you know?
- **HOW** does the illustration on the cover reinforce your understanding that the dog is the narrator of the story?
- **HOW** would the text of the story be different if Mommy were telling the story?
- **HOW** would the illustrations change if Mommy were the viewpoint character?
- **WHY** do you think author Linda Elovitz Marshall chose the dog as the viewpoint character?

Then invite students, individually, in small groups, or as a whole class to rewrite the story from Mommy’s point of view. Direct them to be faithful to the events of the story but to write them in the Mommy’s voice, incorporating her actions, thoughts, and feelings about each of the events. Ask them to ensure that the reader has the same satisfying feeling upon concluding their rewritten story as we have when finishing *Mommy, Baby, and Me*.

# Reading Literature Standards

## READING LITERATURE STANDARD 3

- 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.

## THE WHAT'S, THE WHERE'S, AND MOST OF ALL, THE WHO'S

### KINDERGARTEN, GRADE ONE, GRADE TWO:

Read and share *Mommy, Baby, and Me* aloud with your students. As you begin to discuss, remind students that the **setting** answers the question *Where does it happen?* The **events** (or plot) of the story answer the question *What happens?* And the **characters** answer the question *Who is it about?* Invite students to answer these three questions.

Encourage **GRADE ONE AND GRADE TWO** students to answer the questions using as many key details as they can point to.

Encourage **GRADE TWO** students to further explore characters, asking how each character, Mommy, Daddy, Baby, and Dog, responds to the events in the story.





# Reading Literature and Speaking and Listening Standards

## READING LITERATURE STANDARD 7

**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.

## SPEAKING AND LISTENING STANDARD 5

**SL K.5** Add drawings or other visual displays to descriptions as desired to provide additional detail.

**SL 1.5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

**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.

## THROUGH MY EYES

### KINDERGARTEN, GRADE ONE, GRADE TWO:

After you've read *Mommy, Baby, and Me*, take time to discuss the unique viewpoint character—the little Corgi dog. Direct the students to examine the illustrations closely as they think about viewpoint. Discuss each illustration to determine whether it might be painted differently if the viewpoint character for that scene were someone different. For the first half of the book, ask:

- *How would Ged Adamson have painted this scene if Mommy were telling the story?*
- *How would Ged Adamson have painted this scene if Daddy were telling the story?*

For the second half of the book, add an additional question to the ones above:

- *How would Ged Adamson have painted this scene if the Baby were telling the story?*

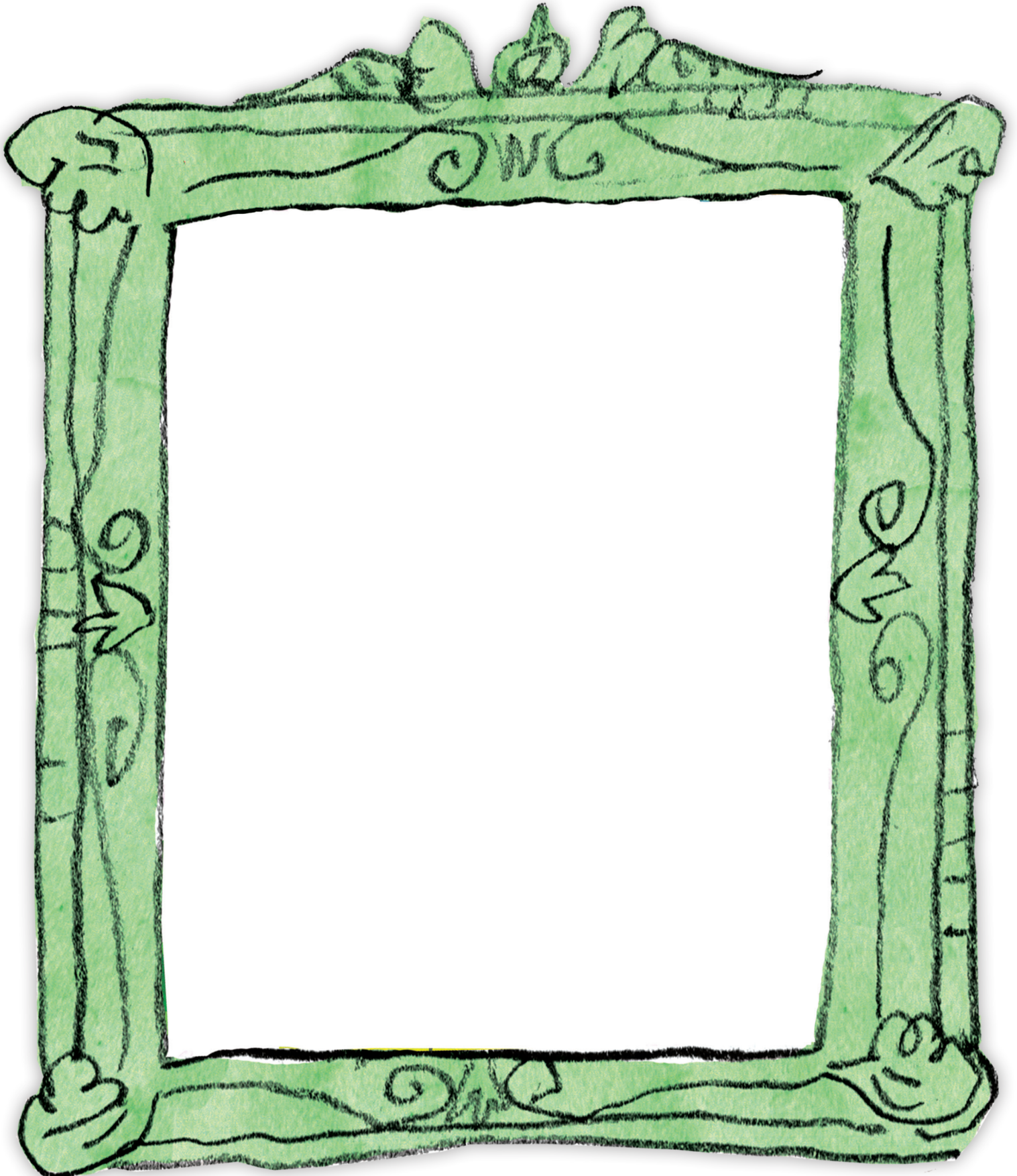
After this discussion, invite students to choose one of the illustrations they think might be portrayed most differently if the narrator were another character and redraw that illustration using the **Through My Eyes** graphic organizer to do so.



# THROUGH MY EYES:

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(NAME YOUR VIEWPOINT CHARACTER)



# Writing Standards

## WRITING STANDARD 1

- W K.1** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is . . .*).
- W 1.1** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- W 2.1** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.

## IN MY OPINION

### KINDERGARTEN, GRADE ONE, GRADE TWO:

If you have not done so previously, introduce students to persuasive or opinion writing. Read them a sentence about another book you have recently shared that your class particularly liked. For example, read: *My class really enjoyed Simpson's Sheep Just Want to Sleep! by Bruce Arant because of the funny illustrations and the little dog who solved Farmer Simpson's problem.* Explain that this is an example of a very simple opinion writing piece. Supply them with the **In My Opinion** graphic planner to organize their information before writing their own opinion piece about *Mommy, Baby, and Me*.

Allow **KINDERGARTEN** students to use a combination of drawing, dictating, and writing. Ensure that **GRADE ONE** students write their pieces independently, supply at least one reason for their stated opinions, and provide a sense of closure. Ask **GRADE TWO** students to supply multiple reasons to support their opinions, use linking words such as “because,” “and,” and “also,” to connect those opinions to logical reasons, and provide a concluding sentence or section.





IN MY OPINION  
PLANNING SHEET

Book Title: \_\_\_\_\_

Book Author: \_\_\_\_\_

CIRCLE ONE STATEMENT

I liked the book.

I had mixed feelings about the book.

I did not like the book.

WRITE UP TO THREE REASONS FOR YOUR OPINION:

I liked/did not like this book because \_\_\_\_\_

\_\_\_\_\_

I liked/did not like this book because \_\_\_\_\_

\_\_\_\_\_

I liked/did not like this book because \_\_\_\_\_

\_\_\_\_\_



COMPLETE ONE CONCLUDING SENTENCE:

I recommend this book to other students who like \_\_\_\_\_ books.

I recommend this book to other students if they like \_\_\_\_\_.

I recommend this book to other students only if they like \_\_\_\_\_.

I do not recommend this book to other students because I \_\_\_\_\_  
\_\_\_\_\_.





# Reading Informational Text and Writing Standards

## READING INFORMATIONAL TEXT STANDARD 2

**RI K.2** With prompting and support, identify the main topic and retell key details of a text.

**RI 1.2** Identify the main topic and retell key details of a text.

**RI 2.2** Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

## WRITING STANDARD 7

**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).

## WHICH BREED OF DOG WOULD YOU CHOOSE?

### KINDERGARTEN, GRADE ONE, GRADE TWO:

After reading and sharing *Mommy, Baby, and Me*, read illustrator Ged Adamson’s biography on the back flap of the book aloud. Point out to students that Ged made a conscious choice to make the dog in the story a Corgi, the same breed of dogs that the Queen of England has. Now ask: *If you had been the illustrator, what breed of dog would you have chosen for the narrator? Why?*

Then invite students to join you in researching domestic dog breeds using a variety of print and non-print sources, enlisting the help of your school librarian if possible. Some possibilities include:

### BOOKS

- *Good Dog: A Dog Breed Primer* by Dawn Devries Sokol (2017)
- Checkerboard Animal Library, *The Dogs* series (2011-present)
- Creative Publications, *Seedlings* dog series (2016)

### WEBSITES

- “List of Dog Breeds.” *Petwave*.  
<http://www.petwave.com/Dogs/Breeds.aspx?az=D>
- “Dog Breeds.” *American Kennel Club*.  
<http://www.akc.org/dog-breeds/>
- “All Dog Breed Profiles.” *Dogtime*.  
<http://dogtime.com/dog-breeds/profiles>

As students learn about different breeds in the various sources provided, ask them to identify the key details found in each source. Then invite them to record these facts about a breed of their choice on the **Which Breed of Dog Would You Choose?** graphic organizer either individually, in small groups, or as a whole class depending on the age and ability level of your group.

FACTS ABOUT \_\_\_\_\_ SIZE

FACTS ABOUT \_\_\_\_\_ PERSONALITY

WHICH DOG BREED WOULD YOU CHOOSE? \_\_\_\_\_

FACTS ABOUT \_\_\_\_\_ BEHAVIOR

FACTS ABOUT \_\_\_\_\_ WITH KIDS



## ART EXTENSION ACTIVITY

If you and your students have had an opportunity to complete the **Which Dog Breed Would You Choose?** activity, it's time to plan a Dog Show display! Introduce students to a dog show via a schooltube or youtube video online, so that they have a visual jumping off point for illustrating one member of their favorite dog breed walking, prancing, or performing other important skills. Ten excellent photographs of each breed are available on the *Dogtime* website at <http://dogtime.com/dog-breeds/profiles> if your students don't have a live example of the breed they've chosen living at their home.

When their portraits are complete, mount them on a bulletin board or chart paper decorated with prize ribbons. If time allows, ask your students to vote for their favorite breeds.

### ABOUT THE AUTHOR & ILLUSTRATOR



**Linda Elovitz Marshall** recalls how her first dog, a black-and-white mutt, reacted when she brought home her first baby—the pooch was not exactly a happy camper. Luckily though, dog and baby ended up being the best of friends. Linda lives with her husband on a farm in the Hudson River Valley. Learn more about Linda at [www.lindamarshall.com](http://www.lindamarshall.com).



**Ged Adamson** grew up in Liverpool, England. When he wasn't watching TV, he was drawing and doodling. Drawing dogs is something he does a lot. He drew the dog in this book as a corgi but Ged insists that it's not because the Queen of England has one, he just really likes corgis. Learn more about Ged at [gedadamson.com](http://gedadamson.com).



