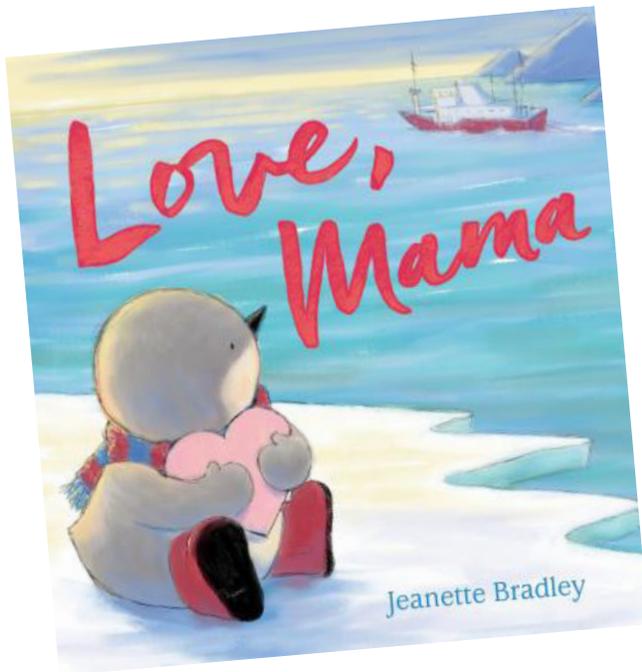


A Common Core State Standards Aligned Discussion & Activity  
Guide for Grades K–2



# Love, Mama

ISBN: 9781626729490

Written and Illustrated by Jeanette Bradley

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mackids.com

*When Mama leaves her young penguin Kipling, he knows she'll return home soon-yet he still can't help but miss her. After all, Pillow Mama won't read, Picture Mama won't laugh, and Snow Mama is too cold to cuddle.*

*But then Kipling receives a special delivery from Mama, including a note that reads:*

*My love for you stretches across the wide ocean,  
through day and night,  
from earth to sky  
and back again.*

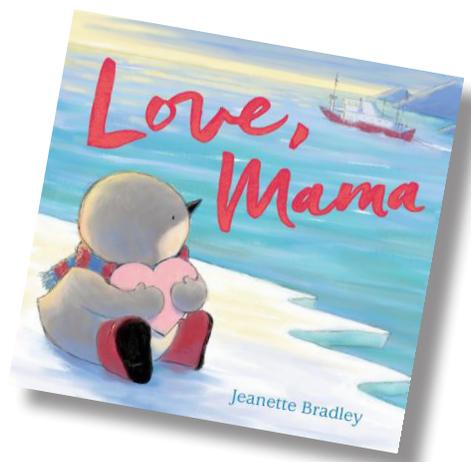
*And Kipling knows that no matter where Mama is, he is loved. Soon, Mama comes home, and Kipling ends the day where he belongs-right in her arms.*

Guide created by Debbie Gonzales, MFA  
debbiegonzales.com



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## Pre-Reading Discussion Questions

### Consider the front cover:

- Observe the young penguin featured in the illustration. Identify the object he is holding in his arms. Describe the expression on his face. Predict his thoughts. Tell what he is thinking about and why.
- Notice the ship depicted in the upper right of the illustration. Is the ship sailing toward or away from the penguin? How do you know?
- Describe the setting. Guess what the temperature might be. List the clues used to make the prediction.
- After closely considering the illustration of the cover, predict what this story is going to be about.

### Consider the title page:

- Describe the action depicted in this illustration. What is happening? Where are the penguins going?
- Explain why the older penguin is pulling a suitcase behind them.
- Make a connection between the penguins. Predict their relationship with one another.
- Tell how the penguins feel about each other. Identify the clues that suggest that your prediction is correct.
- The title of the book is *Love, Mama*. Consider how the illustration on the front cover relates to the title.

## About the Author/Illustrator-Jeanette Bradley



Jeanette Bradley studied painting at Indiana University and Children's Book Illustration at the Rhode Island School of Design. Along the way she also acquired a degree in urban planning. *Love, Mama* is Jeanette's debut picture book.

Jeanette's exuberant illustrations have won multiple awards, including the R. Michelson Gallery Emerging Artist Award. She once spent a summer as the artist-in-residence for a traveling art museum on a train. She currently lives in Rhode Island.

- Ms. Bradley both wrote the words and drew the illustrations for this story. Discuss how the ability to do both helps to tell a story well.
- Page through *Love, Mama* once to observe how the illustrations suggest a story line. Identify the artistic techniques Ms. Bradley used to create an emotional connection between the characters, and then, ultimately, with the reader.
- Access Ms. Bradley's website at [jeanettebradley.com](http://jeanettebradley.com) to observe [other illustrations](#) she's created. Study them carefully, taking note of color schemes, use of shapes, and the ways objects are aligned in the scene. Interpret the stories her illustrations suggest.



## Post-Reading Discussion Questions

**When they reached the ocean, Kipling waved goodbye to Mama.  
She called, "I'll be back home soon!"**

- Explain what the word "goodbye" means.
- In this illustration, Mama is standing on an iceberg, floating away from Kipling. Explain why she is holding a suitcase in her hand.
- It appears that Mama will board the ship featured at the top center of the illustration. Predict why Mama is taking a trip on the ship. Explain why Kipling is not going with her.

---

**Kipling lined up his wishing rocks and made a wish for Mama on each one.  
He waited and waited, but not even one Wish Mama came home.**

- Explain why Kipling seems sad. Identify his problem.
- Follow the sequence of Kipling's search for Mama. Determine why he seeks to find her while reading, or being funny, snuggling up to a snowman, or organizing wishing rocks. Tell why these activities remind Kipling of Mama. Discuss why the activities are different because Mama is gone.

---

**Then the doorbell rang.  
It wasn't Mama.  
It was just a sad, soggy box.**

- Imagine Kipling's hopeful excitement when he heard the doorbell ring. Describe how he must've felt then.
- Compare Kipling's disappointment when he discovered Mama wasn't there to the soggy box. Consider how the box reflects Kipling's sadness.
- Tell what happened when Kipling opened the box. Describe the items packed in the box. Identify how each item represents Kipling's connection with Mama.
- Explain why, of all of his favorite things in the box, the paper heart meant the most to Kipling.

---

**. . . from my heart to yours.  
Love, Mama.**

- Consider the distance and length of time the box Mama sent to Kipling traveled.
- Discuss the variety of animals involved in shipping the box. Observe their expressions. Tell how they feel about shipping the special box to Kipling.
- Even though Mama and Kipling are miles away, their love for each other remains strong. Explain why this is so.



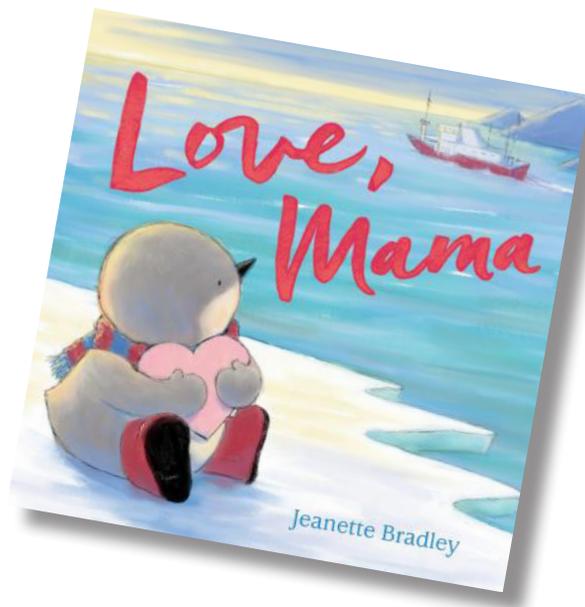
***Then Kipling found his own box and made his own heart for Mama.***

- Consider how Kipling felt while creating his box for Mama.
- Identify the thoughtful items he placed inside. Explain why the wish rocks are special to Kipling and his mother.
- Observe the illustration in which Kipling is helping to sled his box to the mail center. Notice the animals waiting there. Predict how the waiting animals felt about shipping Kipling's box to Mama.
- Predict how Mama may feel when she finally receives the box.

---

***Mama!  
She was home at last.***

- Consider the illustration featuring Kipling and Mama hugging. Describe how they are feeling at this moment.
- Like Kipling's gift box, Mama had traveled earth to sky, through day and night, across the wide ocean to return to Kipling. Explain how the long travel helps to make their bond of love seem stronger.
- Identify what the best part of "goodbye" might be.
- Are there any limits to Mama's love for Kipling? Explain your answer.



## Letter Writing

*My love for you stretches across the wide ocean,  
through day and night,  
from earth to sky, and back again,  
from my heart to yours.  
Love, Mama.*

### Understanding the Postal Service:

The animals in *Love, Mama* are all based on real animals that migrate around the Southern Ocean. But, they don't live in houses or carry the mail in real life. Who actually carries the mail to Antarctica? Access [this link](#) to watch a YouTube video featuring a post office field trip presented by KidVision (WPBT2 South Florida PBS). After watching the video, answer the following questions:

- How does mail get from place to place where you live?
  - Who carries the mail?
  - What kind of transportation is involved?
- 

### Track a Package to the Author!

#### Materials needed for this activity:

- The internet
- A large United States map
- Removable painter's tape
- A package of notes for author/illustrator Jeanette Bradley
- Small fee to pay for postal service package tracking service

#### Procedure:

- Email Ms. Bradley o request a physical address to send your class letters to [jeanette \[at\] jeanettebradley \[dot\] com](mailto:jeanette@jeanettebradley.com).
  - Take the letters to the post office. Request [a tracking number](#) to be labeled on the class package.
  - Use the USPS website to track the package as it travels from your classroom to Ms. Bradley. Label the stops the package makes on the large United States map. Make note of the time of day or night noted in the USPS tracking information.
  - Ms. Bradley will contact your classroom via email when she receives your package.
  - Ms. Bradley will write your class a letter, and send you a new tracking number so you can track her letter back to you!
- 

### Pretend Play:

Set up a letter writing station in the classroom with paper, envelopes, and pretend stamps. Create mailboxes out of empty tissue boxes for children to "mail" letters to one another.



# One Heart to Another

**Instructions:** Write a real letter to someone you care about in the heart shape below. Decorate your letter with illustrations. Place your letter in an addressed envelope. Stamp it and send it!

Dear \_\_\_\_\_,

\_\_\_\_\_

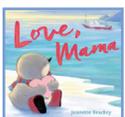
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Love,

\_\_\_\_\_



## Animals of Antarctica

***Kipling shook the box.  
It rustled and thunked  
and smelled like the sea.***

### Ecosystem Bingo:

#### Materials needed for this activity:

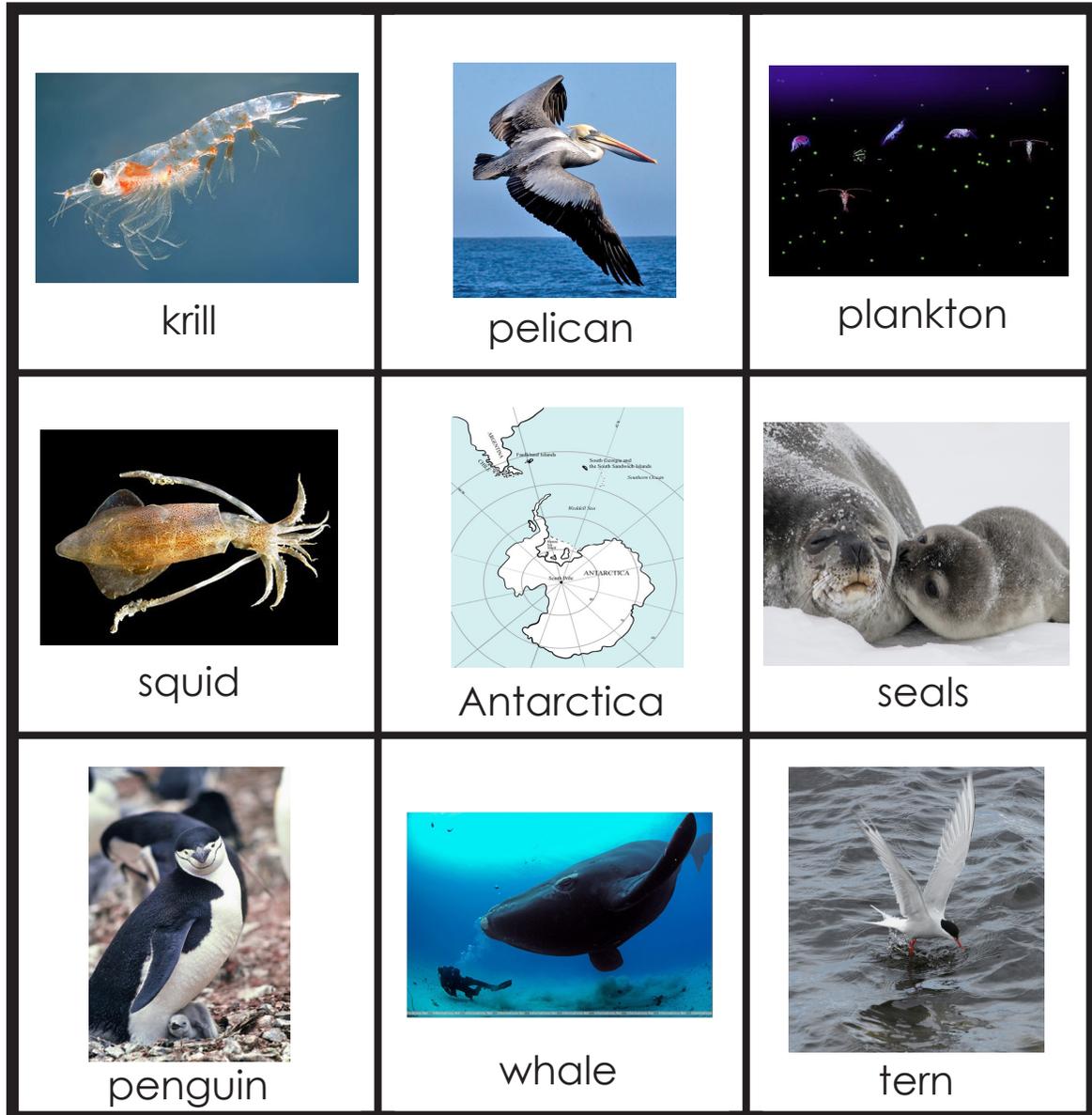
- Cardstock
- Scissors
- Ecosystem Bingo Game Board (Guide, pg. 9)
- Ecosystem Bingo Definition Cards (Guide, pg. 10)
- Small items such as pennies, beans, buttons, or small stones to serve as place markers. Be certain to provide at least nine markers per player.

#### Procedure:

- Print one set of **Ecosystem Bingo Definition Cards**.
- Print two to four **Ecosystem Bingo Game Boards**.
- Use scissors to trim around the borders of each **Ecosystem Bingo Definition Card** and around the outer border of the **Ecosystem Bingo Game Boards**.
- To play the game, shuffle **Ecosystem Bingo Definition Cards**. Stack them, face down, at the center of the playing table.
- Distribute **Ecosystem Bingo Game Board** to players.
- Instruct players to take turns drawing the top Ecosystem Bingo Definition Card from the top of the stack and then placing a marker on the matching image on their game board.
- Players lose a turn if the space for the card they draw has already been covered by a marker.
- Repeat this process until the all of the images on one player's board are covered. The first player to achieve this is the winner!



## Ecosystem Bingo Game Board



**Photo Credits:**

Wikipedia - krill, plankton, squid

Richard Crook - pelican

U.S. Geological Survey - seals

Mike Pennington - tern

US National Oceanic and Atmospheric Administration - penguin

Antarctica map - Jeanette Bradley



## Ecosystem Bingo Definition Cards

### Antarctica

The story is set in Antarctica on an island similar to the Sandwich Islands or South Georgia Island, which are rugged mountain islands in the stormy, icy Weddell Sea. Not many people live on these islands, they are mainly research outposts used only in the summer.

### penguin

In the summer, chinstrap penguins live in Antarctica, Argentina, Chile, and on islands in the Southern Ocean. In winter, they migrate north of the pack ice to fish in the open ocean. They eat krill, shrimp, fish, and squid. Chinstrap penguins do actually collect rocks, and even steal them from other penguins! They use their rocks to build nests for their eggs.

### tern

The tiny Arctic tern flies all the way from the Arctic to the Antarctic—and back again—every year. Over its lifetime, a tern will fly 1.8 million miles! Terns mainly eat small fish, krill, squid, and crabs. When they are on land at their breeding grounds in the Arctic, they will eat insects and berries.

### seals

Weddell seals are the southernmost seals in the world. They live on and near the ice that surrounds Antarctica and the southern islands. Weddell seals eat fish, krill, squid, and shellfish. They will blow bubbles into to cracks in the ice to scare fish out of hiding so they can catch them.

### whale

Southern right whales migrate south near Antarctica in the summer to eat and north in the winter to warmer waters to have their calves. Even though they can grow to be longer than a school bus, these whales only eat tiny sea creatures, like the shrimplike krill.

### pelican

Peruvian pelicans migrate north and south along the Pacific coast of South America. Like other pelicans, they eat fish that they catch by diving down to the surface of the water. Peruvian pelicans usually stick close to land.

### krill

Krill are small crustaceans and are found in all the world's oceans. Krill are near the bottom of the food chain because they feed on phytoplankton and zooplankton. Krill makes up the largest part of many animals' diet.

### squid

Squid have eight arms arranged in pairs and two, usually longer, tentacles. Squid are strong swimmers and certain species can "fly" for short distances out of the water.

### plankton

Plankton are the diverse collection of organisms that live in large bodies of water and are unable to swim against a current. They provide a crucial source of food to many large aquatic organisms, such as fish and whales.



## The Food Web

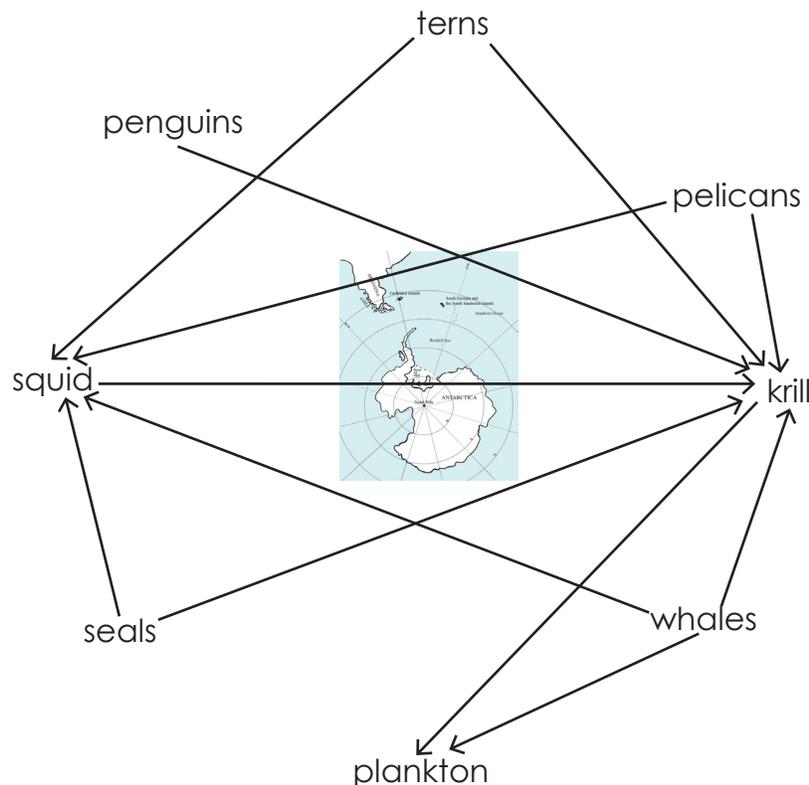
### Materials needed for this activity:

- Yarn
- Scissors
- Ecosystem Bingo Definition Cards (Guide, pg. 10)
- The Food Web Reference Chart (Guide, pg. 11)

### Procedure:

- Each student draws an **Ecosystem Bingo Definition Card**.
- Students stand in a circle facing each other.
- Explain that the food web being observed in this game exists in Antarctica. Have the child holding the **Ecosystem Bingo Definition Card** labeled "Antarctica" to stand in the center of the circle.
- Start with plankton—who eats the child holding the plankton card? Have the child holding the plankton card hold one end of the yarn and give the other end to krill.
- Lots of animals eat krill, so you will need multiple pieces of string.
- Continue to add strings between children until you reach the top of the food web.
- Instruct students to discuss observations. Were there any surprises?

### The Food Web Reference Chart



## Rock Sorting

***Kipling lined up his wishing rocks and made a wish for Mama on each one.***

### Materials:

- A copy of *Love, Mama*
- An assortment of rocks
- Rock Sorting Cards (Guide, pg. 12–13)
- Cardstock
- Scissors
- Paper
- Colored markers

### Procedure:

- Print **Rock Sorting Cards** on cardstock. Use scissors to trim around the borders of the **Rock Sorting Cards**.
- Instruct students to organize their assortment of rocks according to the instructions listed on a selected **Rock Sorting Card**.
- Once completed, encourage students to illustrate their work and share their drawing.

**Special Note:** *Kipling's wishing rocks are rocks that have a natural ring around or through each one. The author's family likes to hunt for wishing rocks in nature.*

## Rock Sorting Cards

Turn to the page depicting Kipling lining up rocks.

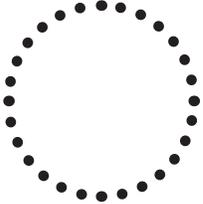
Count the rocks in the illustration. How many wishing rocks did Kipling line up?

Illustrate the shape Kipling created with his wishing rocks.

Create a square shape with your rocks.




Create a circle shape with your rocks.



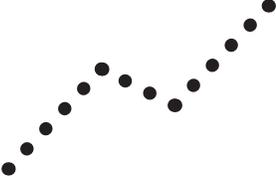
Create a triangle shape with your rocks.



Create a line with your rocks.



Create a zig-zag shape with your rocks.



Explore your line of rocks.



- How long is your line of rocks?
- How can you measure it?
- Can you use rocks to measure other things?
- How many rocks tall is your hand? Your foot?



## Academic Standards Alignment

### Common Core State Standards

		Discussion Questions	Letter Writing	Animals of the Antarctic	Rock Sorting
<b>English Language Arts Standards » Anchor Standards for Reading</b>					
CCSS.ELA-Literacy.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	●			
CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	●			
CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	●			
CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.	●	●	●	●
<b>English Language Arts Standards » Anchor Standards for Writing</b>					
CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.		●		
CCSS.ELA-Literacy.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.		●		
<b>English Language Arts Standards » Speaking &amp; Listening</b>					
CCSS.ELA-Literacy.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.	●	●	●	●
CCSS.ELA-Literacy.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.	●			
CCSS.ELA-Literacy.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	●	●	●	●
CCSS.ELA-Literacy.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	●		●	●
CCSS.ELA-Literacy.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.				●
CCSS.ELA-Literacy.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	●	●	●	●
CCSS.ELA-Literacy.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.	●	●	●	●
CCSS.ELA-Literacy.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	●			
CCSS.ELA-Literacy.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	●		●	●
CCSS.ELA-Literacy.SL.1.6	Produce complete sentences when appropriate to task and situation.	●	●	●	●
CCSS.ELA-Literacy.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.	●	●	●	●
CCSS.ELA-Literacy.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	●			
CCSS.ELA-Literacy.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	●	●	●	●



## Common Core State Standards-Mathematics

		Discussion Questions	Letter Writing	Animals of the Antarctic	Rock Sorting
<b>Standards for Mathematical Practice</b>					
CCSS.Math.Content.K.CC.A.1	Count to 100 by ones and by tens.				●
CCSS.Math.Content.K.CC.B.4	Understand the relationship between numbers and quantities; connect counting to cardinality.				●
CCSS.Math.Content.K.G.A.2	Correctly name shapes regardless of their orientations or overall size.				●
CCSS.Math.Content.K.G.B.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.				●
CCSS.Math.Content.1.G.A.1	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.				●

## Next Generation Science Standards

<b>K-ESS3-1 Earth and Human Activity</b>					
K-ESS3-1	Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.			●	
<b>Science and Engineering Practices</b>					
Developing and Using Models	Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, storyboard) that represent concrete events or design solutions.			●	
Developing and Using Models	Use a model to represent relationships in the natural world.			●	
<b>Disciplinary Core Ideas</b>					
ESS3.A: Natural Resources	Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do.			●	
<b>Crosscutting Concepts</b>					
Systems and System Models	Systems in the natural and designed world have parts that work together.			●	

