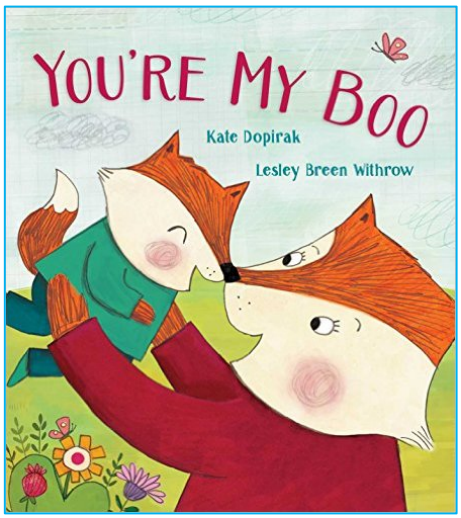


A teacher's guide

created by Marcie Colleen
based upon the picture book
written by Kate Dopirak,
illustrated by Lesley Breen Withrow

This classroom guide is designed for students in kindergarten through third grade. It is assumed that teachers will adapt each activity to fit the needs and abilities of their own students.

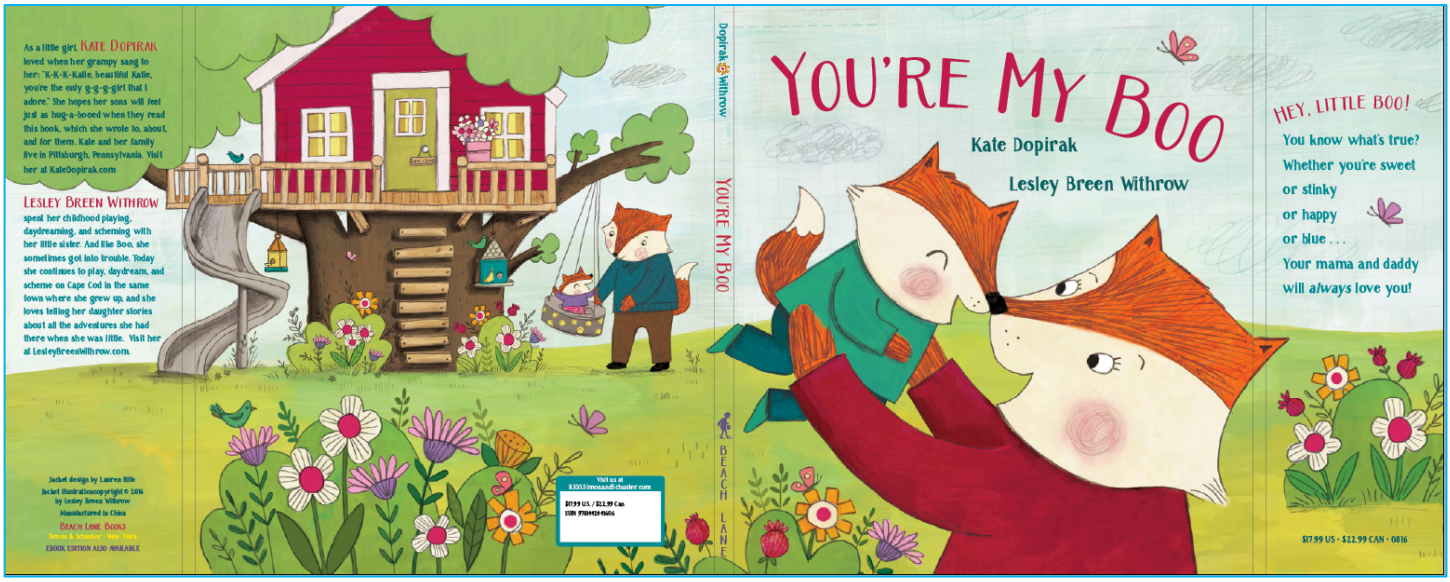
It offers activities to help teachers integrate *You're My Boo* across the curricula.

All activities were created in conjunction with the Common Core and other relevant content standards.

To learn more about Kate Dopirak, visit her at www.katedopirak.com. To learn more about Lesley Breen Withrow, visit www.lesleybreenwithrow.com.

Before You Read

Before reading *You're My Boo,* help students identify the basic parts of a picture book: front cover, back cover, title page, dedication page, spine, jacket, and jacket flap.



The Front Cover ~

- Describe what you see. Who are the characters? What are the characters doing?
- Can you predict what the story might be about based on the title and the cover illustration?
- Who is the author? What is her job?
- Who is the illustrator? What is her job?

The Title Page ~

- How is this illustration different from the front cover illustration?

- Stand up with a partner and pretend to be the characters in this illustration. How do you think they feel? How does this pose make you feel?

English Language Arts

The Adjective Box

You're My Boo is filled with words that Mom uses to describe her Little Boo and Boo. How many can you find?

Describing words are called adjectives. This is an activity to help learn more about adjectives.

Decorate an empty shoe box and cut a hole in one of the ends. *You can attach a sock (with the toes cut off) to the hole on the end to make it easy to guide little hands in and out of the box. Attach one end of the sock around the hole and the rest of the sock serves as a tube into the box.*

Place various items in the box (i.e. A Lego, pinecone, play-doh, feather, etc.) These should be very tactile items. The kids will not be able to see inside the box, but only feel around.

Although they might be able to identify the object, the game is to DESCRIBE the item using adjectives. (i.e. Hard, soft, squishy, bumpy, etc.)

Each child should have a chance to reach inside the box. See how many adjectives the class can come up with and create a list.

***You're My Boo* Rhyme-a-boo!**

You're My Boo is written in rhyme. Here are some activities to help introduce rhyming to your class.

Engine and Caboose

Introduce the concept of producing rhyming words with train engines and caboose pictures or objects. Explain that when you make rhyming words, the caboose will always stay the same but the engines will be different. Pick a sound for the caboose (e.g., "at") and place many different engines in front to make rhyming words (e.g., h-, m-, c-).

"I Spy"

Start the activity by sitting with the children in a large circle. Provide the children with a sentence containing two rhyming words, e.g. "I spy a chair and a bear." The first object name is something in the room and the second object name doesn't have to be visible in the room. Have the child on your right create her own "I Spy" sentence. You may want to place objects around the room that are easy to rhyme so you can point them out to the children if they need suggestions.

Fill in the Blank

Re-read *You're My Boo* aloud. When you get to the end of a rhyming sentence, pause and have the children raise their hands and give the correct rhyming word to complete the sentence.

For example:

"You're my peek-a-boo,

my sneak-a-boo,

my laughing-till-you-squeak-a-boo.

Go! Stop! Walk! Run!

You're my funny honey _____."

Offer opportunities for the children to make up silly sentences using other words that rhyme. Continue with the rest of the book until all the children have had opportunities to rhyme.

This can be done with other rhyming books, as well.

Rhyming Sounds Cube

For this activity, you'll need several cubes made from wood blocks or foam. Write a different consonant on each side of the cubes. On a piece of paper (or blackboard) write a two-letter combination beginning with a vowel and ending with a consonant, such as "it," "un" or "ed" six times. Have the student roll a cube to reveal a consonant. Have the student write the consonant from the cube in front of one of the two-letter combinations. For example, if the student rolls a "B," she can place it in front of "ed" to create "bed." Repeat the procedure until the student creates six rhyming words.

Names and Nicknames

Mama calls Little Boo and Boo many nicknames throughout *You're My Boo*. These nicknames are signs that Mama loves her Little Boo and Boo. List some of the names she calls them.

Think about your own name.

- Who gave you your name?
- Do you know why it was chosen to be your name?
- What do you especially like about your name?
- Do you have any nicknames that you like to be called?

What I like to be called	What I don't like to be called

Discuss names that make us feel good and names that make us feel bad.

Write the Scene

Choose one of the moments in *You're My Boo* and create the scene. For example, what happens when the big brother steals the penguin doll from the little sister? Why does he do it? How does he feel? How does she feel? What do they say? What do they do? What happens when Mom gets involved? Be sure to include a beginning, middle, and end.

Math

Word Problems

For younger students, the use of pictures or props can be helpful in figuring out word problems. Note to teachers: Use the word problems below as inspiration to write your own, based on the illustrations in You're My Boo *or any other book of study.*

The Tire Swing spread:

1) How many foxes are on the tire swing?

   On a piece of paper, draw 2 foxes on a tire swing.

Draw 2 more friends on the tire swing.

How many friends are on the tire swing now?

Write the equation: ___ + ___ = ____

What if three friends left the tire swing? How many friends would be left?

Write the equation: ___ - ___ = ____

The Bathtub spread:

2) How many foxes are in the tub?

   On a piece of paper, draw 2 foxes in the tub.

   How many foxes are next to the tub?

   Draw the foxes next to the tub.

   How many foxes are in the bathroom?

   Write the equation: ___ + ___ = ____

   What if one fox left the tub? How many foxes would be in the bathroom?

   Write the equation: ___ - ___ = ____

Race-a-boo Penguin Hopscotch

This hopscotch activity will help students improve motor skills, balance, and self-regulation behaviors. Additionally, this game will encourage them to learn about math concepts such as number recognition and counting, as well as elements of art including shape and line.

This game can be created for indoor spaces through simply taping out the boxes on the floor and/or traditionally by drawing them on the pavement outdoors.

Materials:

- Masking tape (for indoor version)
- Sidewalk chalk, markers, or dark crayons
- Beanbag (will represent Penguin)
- One die

Set Up:

Create the hopscotch boxes.

Students can help draw numbers in the squares. If they are not ready to write numbers alone, try lightly drawing the numbers first and then encourage them to trace over them.

How to Play:

1. Place the beanbag (Penguin) in one of the squares.
2. The first student pretends to be Boo and rolls the dice twice and adds the two numbers together to know how many boxes they must hop to. (ie. 2 + 4 = 6, hop six spaces).
3. The students hop their way through, counting as they go.
4. If they land on the box with the beanbag (Penguin), they win! If they overshoot or fall short they must start all over again.
5. Play continues until everyone finds the beanbag (Penguin) or everyone has been given a chance.

For an extra challenge, change the location of the beanbag each turn.

Social Studies

Exploring Sibling Relationships

Little Boo and Boo are siblings and need to learn to live in harmony together. Sibling relationships are interesting. At times our brothers and sisters are our best friends, but sometimes we just need our space and want to be left alone!

Here are some activities to help your students explore sibling relationships:

- Make a list of the pros and cons of having a sibling. Use *You're My Boo* for examples where necessary.
- Interview grown-ups who have siblings and discover the difference between the way they got along with their siblings when they were kids in comparison to as adults.
- Interview classmates and adults who do not have any siblings. Do they wish they had a sibling? Why or why not? What do they think they miss out on being an only child? What is great about being an only child?

My Boo

Your boo is someone you love no matter what.

Ask students to think of a boo in their life that they like spending time with. It can be a family member or a friend or someone they know of in the community. What are 5 things that they enjoy doing with their boo?

The Project:

- Have each student lay down on a large piece of paper while someone traces their body with a pencil.
- Once the student has the silhouette of their body, write the 5 things they chose inside the outline.
- Then decorate the silhouette to further depict the relationship between the student and their boo. Photos can be added to create a collage.
- Finished silhouettes can be displayed with the title "Our Boos are a Part of Us".

Our Day timeline

You're My Boo is a timeline of a typical day in Little Boo and Boo's family, starting with waking up and ending with bedtime and everything in between.

A timeline is a great way to teach sequencing, or how to put events in the order in which they happened.

As a class, create a timeline of a typical day in the classroom. Brainstorm the daily routine. What happens in the morning? What happens in the afternoon? What happens next?

If the teacher can take pictures throughout a typical day, have students sort them in chronological order.

Materials:

- Easel paper roll (or multiple pieces of paper taped together to form 10-12 foot length)
- Markers
- Scissors
- Tape
- Ruler
- Photos

1. Cut a long sheet of paper from a paper roll, or tape a bunch of pieces of paper together to form a long sheet (final paper should be 10-12 feet long).

2. Lay it out on a table horizontally and, using a ruler, draw a line through the middle, dividing it horizontally.

3. Above the line, write the key moments in the classroom's daily routine, left to right, leaving a few inches of space between each. *This is also a great way to introduce the concept of clock time. Consider marking the key moments with a clock face showing the appropriate time.*

4. Below the line, let the class illustrate each event—either with photos, or with drawings.

Alternate Activity: Students can create timelines of their individual days, including their time before and after school.

Science

Design a Rocket Ship

This challenge allows students to test out the Scientific Method for themselves as they problem-solve a way to create a rocket ship!

The Scientific Method is an eight step series that engineers, scientists, and inventors use to problem solve.

Step 1: Ask a Question

Step 2: Do Research

Step 3: Guess an Answer (also called a Hypothesis)

Step 4: Test Your Guess/Hypothesis

Step 5: Did it Work? Could it Be Better? Try Again

Step 6: Draw a Conclusion

Step 7: Write a Report of Your Results

Step 8: Retest

After introducing the eight steps to the class,

- Provide the students with several craft items (rulers, paper, cardboard tubing, empty boxes, tape, glue, etc.). Check the recycling for other materials.
- Provide each group with an egg. (Hardboiled eggs can be used for testing so that they will show cracks but won't make a mess.)
- Each group will create a rocket ship for "Egg the astronaut" that can protect him from a 5 foot fall. Does creating a rocket ship the whole egg will fit inside for ultimate protection make the most sense?
- Each group will document their use of the Scientific Method throughout the process by creating an eight-page Scientific Notebook.

Once all rocket ships have been prototyped, test them out one by one as a class. Did they work? Retest? If they didn't work, head back to the drawing board just like a real inventor does.

Offer awards to increase the competition:

- Strongest Rocket Ship
- Most Creative Rocket Ship
- Most Materials Rocket Ship
- Least Materials Rocket Ship

Ask Dr. Teeth-a-boo

Little Boo and Boo brush their teeth before bed because they want their teeth to be healthy. Strong, healthy teeth help you chew foods so you can grow. They help you speak clearly. If you don't take care of your teeth, cavities and unhealthy gums will make your mouth sore. Eating will be difficult. You won't feel like being a smile-a-boo.

Invite a local dentist or dental hygienist to your class or ask them to visit via Skype to teach about teeth and caring for teeth.

Have students draft questions about their teeth and submit them to the dentist/dental hygienist ahead of time.

During the visit with the dentist, students should practice taking notes and creating follow up questions.

After the visit, students should write a report and present what they learned.

You may also want to watch this YouTube video on how to properly care for your teeth.
https://www.youtube.com/watch?v=hDZXSMU2lAk

Make Your Own Toothpaste

There are so many different kinds of toothpaste. Some toothpastes are striped, some have interesting tastes, some contain fluoride, and some come in a pump, not a tube. In this activity, you'll make your own toothpaste, try it, and then work on improving the recipe.

Ingredients:

- Package of unflavored Tums antacid tablets
- Small box of baking soda
- Assorted liquid food flavors (for example, vanilla and orange)
- Plastic spoon
- Measuring spoons
- Two sandwich bags
- Clean dish towel
- Two clean, clear, plastic cups
- Rolling pin
- Access to water

To make:

Grind up some Tums to form a fine powder. Put two or three in the sandwich bag, and then seal it tightly. Break up the Tums by tapping on them through the bag.

When they're in pieces, put the towel over the bag and then move the rolling pin back and forth over it, crushing the Tums into a fine powder.

Keep adding, breaking, and crushing Tums like this until you've made about 1/2 teaspoon of powder.

Put the powder into a plastic cup, and add 1/4 teaspoon of baking soda.

Then mix in two or three drops of water to make a paste.

Be a Bedtime Scientist

Scientists are always experimenting. They do not expect to get something perfect the first time.

Now that you have made your own toothpaste, write down your observations. What does it taste like? What does it smell like? What is its texture like?

Study the original recipe and your observations to get ideas for improving the recipe. Think about using different amounts of substances, adding a flavor, and changing the color.

Make a new batch, test it, and write down your observations.

In a short paragraph, compare the original with your own improved brand. How are they similar and different?

Keep up this process until you have a recipe you like.