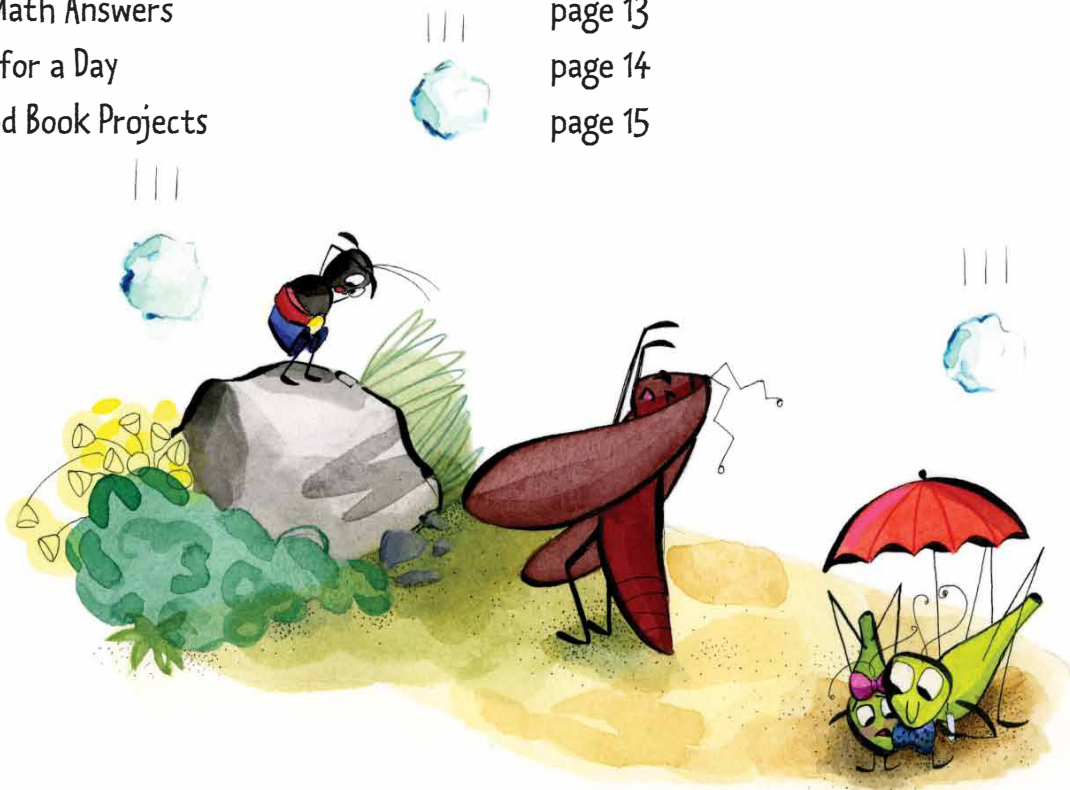


# MISS MINGO WEATHERS THE STORM Teacher's Guide

By Kate Narita

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## About the Book

It's a spring morning, and Miss Mingo and her class are ready to hike up High Hill to visit the weather station. Groundhog, the new student, predicts that the weather will be perfect. But as the animals climb, the temperature does too, and Panda seeks a shady spot while Hippo starts sweating red (it's normal, not blood!). And that's just the beginning! From hail and swirling winds to pouring rain and a sudden chill, everyone from Ant to Alligator is learning about some crazy atmospheric changes. Sprinkled with fascinating facts about weather and animal habits, this charming, one-of-a-kind class trip is sure to bring sunny smiles.

## About the Author/Illustrator

Once upon a time, Jamie Harper was a pastry chef, and before that she worked in an office, crunching numbers. Writing and illustrating children's books is by far the best job she's ever had (well, that is, after being a mom). She fell in love with picture books from reading so many to her children. Then she took some classes at MassArt and tried her hand at making one herself. She got her first job illustrating a poem for Click magazine in 2001. Two years later her first picture book was published. Now she's working on lots more.

She lives with her husband and three girls in a small town just outside of Boston, Massachusetts. Her kids give her lots of ideas for stories and the pictures that go with them. Every morning, before she starts working, she eats one giant malted milk ball (She tells herself it makes her more creative).

For more information about Ms. Harper, her other books including two more about the feisty flamingo teacher Miss Mingo, and extra activities, please visit [www.jamieharper.com](http://www.jamieharper.com).



## Before You Read Discussion Questions

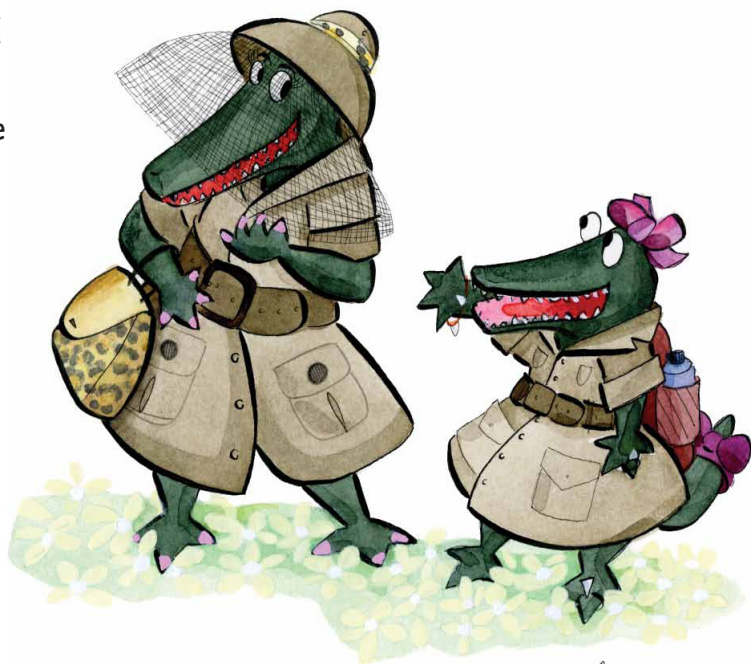
1. Read the students the title of the book and show them the front and back of the book jacket.
2. Do you think the setting of this book is inside or outside? Why?
3. Who are some of the characters in this book? How do you know?
4. What kind of weather will there be in the book? Why?

## While You Read Discussion Questions

1. What's the weather like in April?
2. When the class welcomes their new student, Groundhog, he predicts the weather will be perfect. Do you agree? Why or why not?
3. What's the weather like at the beginning of the hike? How do you know?
4. What's happening to the flowers? Why?
5. If the flower petals are folding up, what prediction can you make about the weather?
6. Has anyone here seen hail? Do you think cricket's umbrella will help him? Why or why not?
7. When Miss Flamingo is standing on one leg on the log, what's happening to Frog, Ant, Cockroach, Cricket and Spider? What does that tell you about the weather?
8. Do you think the temperature will be the same after it stops raining, or do you think it will be colder or hotter outside? Why?
9. What kind of precipitation did Miss Mingo's class experience during their hike? Is there any precipitation they have not yet experienced?

## After You Read Discussion Questions

1. Do you wish you were with Miss Mingo and her class on their hike? Why or why not?
2. Alligator thinks the weather on their hike was perfect. Do you think it was perfect why or why not?
3. How did the weather change from the beginning of their hike to the end of their hike?
4. How did the classmates work together to help one another?
5. What are some ways we help each other in this classroom?





# “WEATHERS” Scramble Activity

## Preparation

1. Copy a set of “weathers” letters for each student. You can cut them out ahead of time or to save prep time, have the students cut them out.
2. Copy a set of the “weathers” scramble word cards onto cardstock, if possible. Cut out the words so that they are ready to go in the pocket chart or on the board.

## Introduction

1. Give each student a set of “weathers” letters.
2. Ask them to cut them apart if you haven’t done so.

[**Teacher Hint:** After the students have formed each word with their letters, put the corresponding word card into the pocket chart.]

## Activity

1. Ask them to use two letters to make the word **at**.
2. Ask them to add a letter to the beginning of the word to make **sat**.
3. Ask them to take away the letter at the beginning of the word and add a new letter to the beginning of the word to make **hat**.
4. Ask them to take away the **h** and add another letter at the beginning of the word to make **rat**.
5. Ask them to add a letter to the end of the word to make **rate**.
6. Ask them to take away one letter to make the word **ate**.
7. Rearrange the three letters to make the word **eat**.
8. Add a letter to the beginning of the word to make **seat**.
9. Take away the **s** and add a letter to make the word **heat**.
10. Add a letter to the beginning of the word to make **wheat**.
11. Take away the **a** and the **w**. Then rearrange the three letters to make **the**.
12. Add two letters to the end of the word to make **there**.
13. Take away the **t**, and add one letter to make the word **where**.
14. Take away the **w**. What word do you have now? Here.
15. Take away the first **e**. Put an **a** where the **e** was. What word do you have now? **Hare**.
16. Keep the **h** at the beginning of the word and rearrange the last three letters to make the word **hear**.
17. Take away the **h**. What word do you have now? **Ear**.
18. Put a letter at the beginning of the word to make **wear**.
19. Put a letter at the end of the word to make **wears**.
20. Put the word the in between the a and the r. What’s the secret word? **Weathers**.



a

e

e

h

r

s

t

w

at

rat

sat

ate

hat



eat



rat



seat

wheat



where

heat

here

the



hare

there

hear



ear

wear

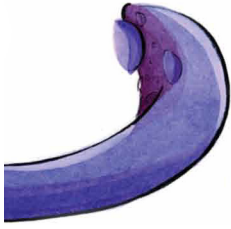
wears

weathers

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Time: \_\_\_\_\_



## “WEATHERS” Scramble A-to-Z Order

**Directions:** Read the ten words listed below, and write them in alphabetical order. You can use the alphabet underneath the words to help you alphabetize the words correctly.

rat

rate

here

hare

wear

weathers

eat

ate

the

there

a b c d e f g h i j k l m n o p q r s t u v w x y z

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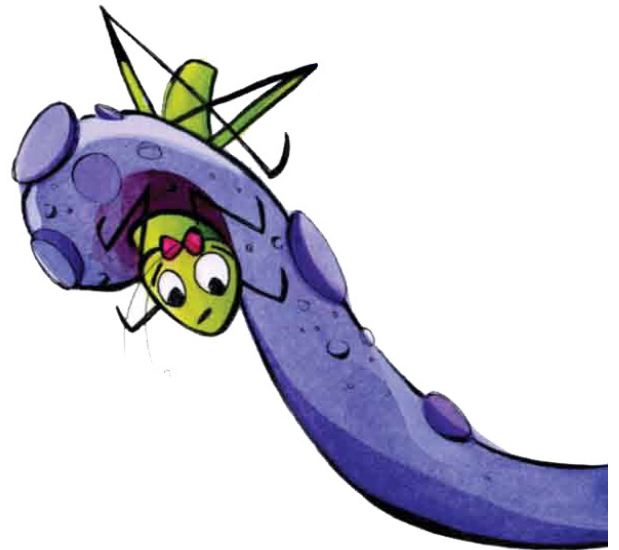
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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Time: \_\_\_\_\_

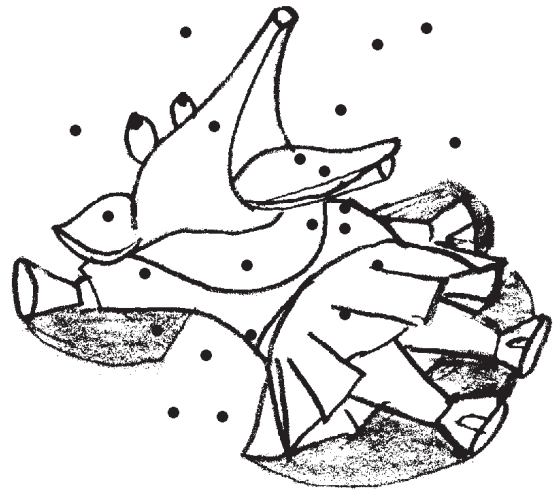
## MISS MINGO WEATHERS THE STORM Sequencing

**Directions:** First, read each of the sentences in the boxes below. Then, cut out each box and arrange them in order from first to last on a strip of construction paper. Next, glue the scenes down in order. Last, color in the pictures.

First, it was hot.



Last, it snowed. -



Next, it rained.



Then, it hailed. !!!



# Animal Feature Match (part a)

Directions: Cut out each of these six rectangles. Write your name on the back of each one.

Ant



Cricket



Flamingo



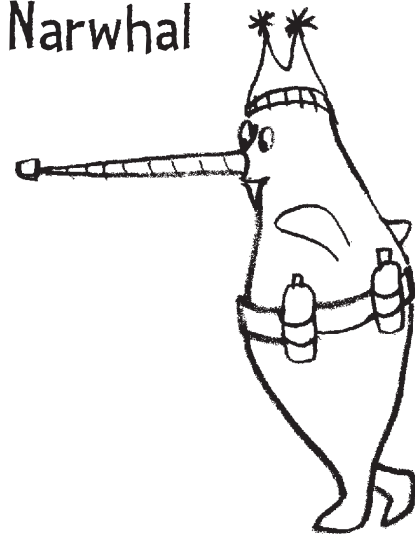
Hippo



Groundhog



Narwhal



## Animal Feature Match (part b)

**Directions:** Cut out each of these six rectangles. Write your name on the back of each one.

People say if this animal  
sees its shadow on  
February 2nd, we will  
have six more weeks  
of winter.

When it is dry and hot,  
“blood sweat” covers  
this animal’s skin.

This animal senses  
temperature changes  
with its long tooth.

This insect closes  
the entrance to its  
nest before it rains.

You can estimate the  
temperature by counting  
this insect’s chirps.

This bird stands on  
one leg to stay warm  
during cold weather.

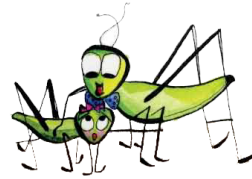
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Date: \_\_\_\_\_

Time: \_\_\_\_\_



## Cricket Math



**Directions:** As the temperature rises, a cricket's chirping speeds up. To estimate the temperature in degrees Fahrenheit, count the number of cricket chirps in 14 seconds, then add 40. Use this formula to help you solve the problems below.

**Example:** In 14 seconds, a cricket chirped 35 times. About how hot is it outside?

$35$  (the number of chirps) +  $40 = 75$  degrees Fahrenheit

1. In 14 seconds, a cricket chirped 45 times. About how hot is it outside?

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_ degrees Fahrenheit

2. In 14 seconds, a cricket chirped 57 times. About how hot is it outside?

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_ degrees Fahrenheit

3. In 14 seconds, a cricket chirped 24 times. About how hot is it outside?

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_ degrees Fahrenheit

4. In 14 seconds, a cricket chirped 38 times. About how hot is it outside?

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_ degrees Fahrenheit

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Time: \_\_\_\_\_

## Weather for a Day

**Directions:** Directions: Look at Miss Mingo's umbrella. Notice how each section of the umbrella shows a different time. Write the time underneath each clock and record the temperature underneath.



\_\_\_\_\_ : \_\_\_\_\_

\_\_\_\_\_ : \_\_\_\_\_

\_\_\_\_\_ : \_\_\_\_\_

\_\_\_\_\_ : \_\_\_\_\_

\_\_\_\_\_ °F

\_\_\_\_\_ °F

\_\_\_\_\_ °F

\_\_\_\_\_ °F

**Great Work!** Now that you've recorded all the times and temperatures, look at each temperature. Color the section with the hottest temperature **RED**. Color the section with the coolest temperature **BLUE**. Color the other two sections **YELLOW**.



## Suggested Book Projects



### Cloud Creativity

Have students paint an outline of a cloud shape. Have them glue various objects inside the cloud such as cotton balls, marshmallows, and beads to reinforce the idea that clouds are not solid masses; they are made up of tiny droplets of water.

### Miss Mingo Graph

Read all three of Ms. Harper's Miss Mingo titles. Have students vote on their favorite book and graph the results.

### Rainbow Redo

Have students paint a rainbow in rainbow order: red, orange, yellow, green, blue indigo, and violet with tempera paint. Later have them use watercolors to paint the second, fainter rainbow that sometimes appears next to a bright rainbow. Remember to have these colors go in reverse order: violet, indigo, blue, green, yellow, orange, and red.

### Sledding Scenes

Have the students study the whimsical facial expressions of the characters on the last page of the book. Ask them to pick a character and write the sledding scene from that character's point of view.

### Trees in the Breeze

Have the kids circle up on the rug and have them reenact the life of the trees in *MISS MINGO WEATHERS THE STORM*. Each student will start in a squatted position representing the seed. Then, have them rise slowly as the seed sprouts. Next, have them extend their arms for branches. After, have a storm come which will cause their arms to sway while their feet stay rooted. Last, the winds will calm down and each and every tree will be absolutely still.





