

Meet Me at the Fair

Buster visits Lauren and Nathan on a farm and meets their pig, Francine.

EPISODE 101
Knox, Indiana

TOPICS/THEMES
Farm life
Chores, responsibilities

FUNCTIONAL LANGUAGE
Making friends
Hello. Hi. Howdy. Good morning.
Do you want to...?
Meet me at the fair.
Bye! Take care! Have fun!

CONTENT LANGUAGE
Farm animals: cow, pig, chicken, horse, goat
Action verbs: walk, trot, turn, kick

RECOMMENDED BOOKS
Buster on the Farm by Marc Brown;
The Cow That Said Oink by Bernard Most

Introduce
K-W-L Chart: Farms. Display and discuss a farm picture. Fill in the Know and Want to Know columns (see activity tips, page 5). Fill in the final column after watching the video and reading related books.
Music: "Old MacDonald." Teach the traditional song, using pictures of a cow, pig, chicken, horse, and goat. Discuss animal sounds in students' home languages.

View and View Again
Life on a Farm. Have students compare the chores and responsibilities of kids on the farm with their own. Create a T-chart or Venn diagram. (See activity tips, page 7.)
Act It Out. Pause after the tractor driving and horse show scenes. Give students directions: *Walk to the door. Turn around. Trot to your desk, etc.*
Say It Again! (See activity tips, page 7.) Use the sentences: *Do you want to see my pig? Do you want to see our horses? Do you want to go for a ride?*

Extend and Make Connections
Classroom County Fair. Make a list of events at the fair. Have students set up events using toy animals, props, and signs or create a class mural with labels. Encourage action verbs and greetings as kids visit each other's sites.
Class Pop-Up Book. Have each student create a page about a farm animal. (See template, page 34.) You may want to use "Old MacDonald" lyrics.
Graph: Favorite Farm Animal. Have kids record their choice on the graph, then discuss the reasons for their choice. (See activity tips, page 9.)



A Sense of Direction

Farah, a young Muslim girl, invites Buster to visit her home and school.

EPISODE 102
Chicago, Illinois

TOPICS/THEMES
City life
Cultural traditions

FUNCTIONAL LANGUAGE
Making introductions
I'd like you to meet my dad.
How are you doing?
Fine, thanks. This is my dad.
Nice to meet you.
Nice to meet you, too.

CONTENT LANGUAGE
Directions: close, far, over there
Turn left, right. Go straight across.

RECOMMENDED BOOKS
Buster on the Town by Marc Brown;
Sitti's Secret by Naomi Shihab Nye

Introduce
City Life. Play the beginning of the video, showing Chicago scenes. Ask: *What did you see? How is it the same or different from where we live?*
Chant a Song. Post and chant the verse below. Clap the beat. Add gestures.
*I need a friend with a sense of direction.
I don't know which way to go at the intersection.
Turn left? Turn right? Go straight across?
I need a map. I'm totally lost!*

View and View Again
Compare Cultures. (See activity tips, page 7.) Pause the video and ask: *What do you know about Farah's family? The languages she speaks? Her clothes? Her school? Her religion? The things she likes to do?*

Nice to Meet You. Write the five "Making introductions" lines (see left column) on strips of paper. Give a strip to each student. Watch the scene in front of the bakery. Have students repeat the line, then role play the scene.
City Sights and Sounds. Create a T-chart. (See "What Do You Hear?" on page 7.) Later, have students write and illustrate a postcard (page 32) based on the chart.

Extend and Make Connections
In Their Shoes. Have two students play Buster and Farah and introduce each other to the class. Their classmates will ask them questions.
Schools: Same and Different. Help the class create a Venn diagram comparing their school with Farah's. (See activity tips, page 7.)

