



# Rock and Roll

*Rock climbing in Colorado? You can do it, Buster!*

**EPISODE 115**  
Boulder, Colorado

**TOPICS/THEMES**  
Sports/Recreation: rock climbing  
Feelings

**FUNCTIONAL LANGUAGE**  
**Offering encouragement**  
Come on! You can do it!  
Don't give up. You're doing great.  
Keep going. Good job!

**Discussing ability**  
I can film your concert.  
I can't move. I don't know how to...

**CONTENT LANGUAGE**  
**Nature:** mountain, rocks, boulders, cliffs, canyon, river, path, scenery

**RECOMMENDED BOOKS**  
*Buster Climbs the Walls* by Marc Brown; *Courage* by Bernard Waber

**Introduce**  
**The Rockies.** Point out the Rocky Mountains on a large U.S. map. Ask: *What states do the Rockies go through? Are there mountains near you? What do mountains look like?*

**Sharing Stories.** Tell students about a time you worked hard to achieve something difficult or scary. What helped you do it? How did you feel? Model language students can also use as they share their own stories of hard work and success.

**Song Lyrics.** Discuss and chant this verse, adding gestures.  
*It's a long way to the top now. / The mountain is really high.  
You can do it, don't give up now. / You can do it if you try!*

**View and View Again**  
**Climb On!** As students watch the video, have them look for all the things that children climb on. Then, make a web chart of the different things students noted. Divide the objects into natural and artificially-made items.

**Say It Again!** Write the "Offering encouragement" phrases (see left column) on slips of paper. Give a slip to each student. Watch the scene of Buster climbing the canyon wall. Stop and repeat each phrase, imitating the intonation in the video. Replay and have students cheer Buster on, using the scripted words.

**Extend and Make Connections**  
**Pop-Up Book.** Have students draw a large rock on the "pop-up" section of the page, then draw or paste a picture of Buster climbing the rock. They can write words of encouragement, a description, or a story below it.

# Winter Gold

*Welcome to the world of speed skaters, ski jumpers, and the luge.*

**EPISODE 116**  
Park City, Utah

**TOPICS/THEMES**  
Winter sports

**FUNCTIONAL LANGUAGE**  
**Discussing likes, dislikes**  
I like... I don't like...  
My favorite (sport) is...  
What part do you like the most?  
I absolutely hate (falling).

**Persuading others**  
I think you would really like...  
That's the perfect sport for you.  
I just know you'd love it.

**CONTENT LANGUAGE**  
**Action verbs:** skiing, skating, jumping, swooping, gliding, spinning

**RECOMMENDED BOOKS**  
*Imagine Me on a Sit-Ski!* by George Moran; *It's Snowing! It's Snowing!* by Jack Prelutsky



**Introduce**  
**Build Background.** Ask: *What sports are popular where we live? How do sports change with the seasons?*

**Use Buster's Map.** Give directions to Park City, UT using the map coordinates. Ask: *What states are near Utah? Has anyone visited Utah, or another state nearby? What state do we live in? How would you drive to Utah?*

**View and View Again**  
**Predict and Persuade.** Pause the video when Buster hesitates at the top of the ski jump. Ask: *How do you think he feels? What do you think Buster should do? What would you say to convince him?*

**Kid Chat.** Have partners take turns asking and answering the following questions:  
1) *Which sport do you like best? Why?* 2) *Which sport do you dislike the most? Why?*  
3) *What sport do you think is the hardest? Why?* 4) *What new sport would you like to try?*

**Extend and Make Connections**  
**Puppet Play.** Attach the pictures of Buster and Muffy (see page 35) to pencils. Let students reenact the conversations between the friends.

**Park City Brochure.** Have children illustrate different winter sports and add captions or speech bubbles. Join the pages to make a class book.

**Guess the Action.** Write "Action verbs" (see left column) on index cards and review with the class. Turn cards face down and have children take turns choosing a card and acting out the verb for classmates to guess.