

Lost and Found

In Mexico, Buster discovers markets, masks, mime, and a new language.



EPISODE 123

Guanajuato, Mexico

TOPICS/THEMES

Second language learning
Cultural traditions

FUNCTIONAL LANGUAGE

Second language learning

Do you speak (Spanish)?
I speak/don't speak...
How do you say ... in (Spanish)?
What does ... mean?

CONTENT LANGUAGE

Market: market, flowers, eggs, confetti

Languages: English, Spanish, Italian

RECOMMENDED BOOKS

Eight Animals on the Town by Susan M. Elya; *My Diary from Here to There* by Amada Irma Perez

Introduce

Use Buster's Map. Ask: *Is Mexico part of the U.S.? What languages do you think are spoken in Mexico? Which states border Mexico? What languages do you think are spoken in those states?*

A New Language. The opening song in this episode is sung in Spanish. Distribute the lyrics, which are in both Spanish and English. Encourage Spanish-speaking children to read both versions, then ask: *What new English words did you learn through the translation? Discuss what it feels like to be surrounded by a language you don't understand. What helps you begin to learn the language? Share experiences.*

View and View Again

Compare Cultures. Compare the market in Guanajuato with local outdoor markets or supermarkets. Create a Venn diagram showing what is the same and what is different.

Act It Out! Replay the video segments showing Sigfrido in his mime roles. Working in small groups, have children make up short mime routines to perform for the class. The class will guess the story or message.

Extend and Make Connections

Postcards. Distribute copies of the postcard template (see page 32). Have students illustrate the front with a picture of something from the episode then write a message to Buster telling him why they chose this picture.

Cascarones. Make confetti-filled eggs with the children. You can find directions at pbskids.org/zoom/activities/do/cascarones.html

The Music Mystery

Buster Baxter, private eye, uncovers the secrets of New Orleans.

EPISODE 124

New Orleans, Louisiana

TOPICS/THEMES

Story writing
Music and dance
Cultural traditions

FUNCTIONAL LANGUAGE

Asking about/explaining meaning

What does that mean?
It means...
When I want them to (walk), I...

CONTENT LANGUAGE

Sequence words: first, second, then, next, finally, suddenly

Mysteries: detective, private eye, signal, code, mystery, disguise, investigate

RECOMMENDED BOOKS

Can You Dance, Darila? by Virginia Kroll;
The Jazz of Our Street by Fatima Shaik

Introduce

Use Buster's Map. Play a guessing game to find New Orleans. Children will ask "yes/no" questions: *Is it south of us? Is it by the Atlantic Ocean?*

It's a Mystery. Ask: *Has anyone heard, read, or seen a mystery or detective story? Who were the characters? Where did the story take place? What happened that was mysterious or scary? What usually happens at the end of a mystery story?*

View and View Again

Compare Cultures. Pause the video to discuss the "second line" parade, Congo Square, the drum and dance performance, the gospel choir rehearsal, and the stilt dancers. Create a T-chart (see activity tips, page 7) to compare children's activities in New Orleans with children's activities in your area.

Act It Out. Discuss Colin's explanation of how drums in Africa were used to send signals. Have children make up simple drum codes for messages like *Fire! Emergency! All is well.* Take turns tapping out messages and saying what they mean.

Extend and Make Connections

Set the Scene. As a class, create a setting for a mystery story. Make a chart describing what you can see, hear, and smell.

Class Book. Make an illustrated version of Fern's story. Write the "Content Language" (see left column) on a chart for students to use as a word bank.

Poetry. (See activity tips, page 9.) Have children create poems using key words from the episode: *drums, dance, stilts, parade.*

