

Riding the Wave

Buster braves the waves as he joins young surfers on Cocoa Beach.

EPISODE 129

Cocoa Beach, Florida

TOPICS/THEMES

Sports/Recreation: surfing
Nature/Geography: ocean

FUNCTIONAL LANGUAGE

Giving instructions

Paddle, paddle, paddle.
Feel the wave lift you.
Push up. Stand up.
Weight on the front foot.
You're surfing!

CONTENT LANGUAGE

Beach and surfing: beach, ocean, waves, sharks, jellyfish, surfing, surfer, surfboard, wet suit, fin, wax

RECOMMENDED BOOKS

Buster Catches a Wave by Marc Brown; *Rhinos Who Surf* by Julie Mammano

Introduce

Beach Poster. With students, draw an ocean/beach scene on the board or create a collaborative mural on a large piece of paper. Elicit from the children the names of the things pictured. Label the drawing using some "Beach" language (see left column).
Surfing Web Chart. Ask students to share ideas and experiences about surfing. How do you do it? What equipment do you need? Write their words on a web chart. After watching the episode, return to the chart and add new information.

View and View Again

Make a List. As they watch the surfboard factory scene, have students create a "how to make a surfboard" instruction list. Rewatch the surfing class segment and have students list the five dangers to watch out for when surfing.
Act It Out! (See activity tips, page 7.) "Carpet surf" with Buster during surfing class and again when he's riding the waves. Act out the first verse of the closing song, then keep surfing!

Extend and Make Connections

Sequencing. Write the "Functional Language" (see left column) on strips of paper. Give each child in a group a strip. Have children arrange the sentences in the correct sequence. Do a similar activity with the instructions children created for making a surfboard.
Puppet Play. Attach pictures of Buster, Arthur, D.W., Francine, Muffy, and Brain (see page 35) to pencils. Let students reenact the conversations between the friends.
Design a Surfboard. Give each student a surfboard-shaped card to decorate. Use stencils! On the back, students can write about surfing or about their designs.



Buster's Lucky Year

It's Chinese New Year! Buster joins the San Francisco celebration.

EPISODE 130

San Francisco, California

TOPICS/THEMES

Celebrations
Cultural traditions

FUNCTIONAL LANGUAGE

Discussing luck

I'm in luck! Good luck!
Better luck next time.
What a lucky break!
This is not my lucky day.
That means good luck.

CONTENT LANGUAGE

Celebrations: celebrate, parade, firecrackers, costumes, tangerines, bamboo, Happy New Year

RECOMMENDED BOOKS

Buster Changes His Luck by Marc Brown; *My Chinatown: One Year in Poems* by Kam Mak; *Sam and the Lucky Money* by Karen Chinn

Introduce

Buster's Map. Help students find San Francisco and recall Buster's other visits to CA.

Chant a Song. Distribute and chant the song lyrics together (at pbskidsgo.org/buster). Ask children to underline words they know. Help clarify any unfamiliar phrases.

Busteringo. Have each student paste nine Picture Cards on a Gameboard (pages 36–37). As they watch the show, have students place game markers on the things they see.

View and View Again

Predict. After his afternoon shopping with Hayley and Kary, Buster sits in his hotel room eating lucky tangerines and tells his father, *My luck has totally changed! From now on, it's all good.* Ask students, *What do you think will happen next?* Watch and pause again to verify or correct students' predictions.

Silent Pictures. (See activity tips, page 7.) Watch the New Year's parade with the sound turned off. Have students act as commentators and describe what they see.

Extend and Make Connections

Celebrations. Have students compare ways of celebrating New Year's. Make a T-chart (see activity tips, page 7).

Mini Books. Make books showing things that bring good and bad luck, or describing examples of good and bad luck in students' lives.

Poems. Have students write "poems of address" to doughnuts, firecrackers, dragons, bad luck, or anything else they wish. See the sample poem on page 9.

