



# Buster and Beatrice

*In San Antonio, Buster discovers conjunto music and breakfast tacos.*

## EPISODE 103

San Antonio, Texas

## TOPICS/THEMES

Music  
Food

## FUNCTIONAL LANGUAGE

**Making friends**  
Do you want to...?  
Do you play...? Do you like...?  
Let's... How long have you...?

## CONTENT LANGUAGE

**Food:** taco, tortilla, corn, flour, dough, potato, cheese, bean, picnic, restaurant

**Music:** accordion, guitar, practice, stage, play (the accordion)

## RECOMMENDED BOOKS

*Buster Plays Along* by Marc Brown;  
*Music, Music for Everyone* by Vera B. Williams

## Introduce

**Buster's Map.** Help students locate San Antonio, Texas. (See activity tips, page 6.) Note how close Mexico is. Ask: *What language do most people speak in Mexico?*

*What languages do you think many people in San Antonio speak? What are some popular Mexican foods? Do you think those foods are popular in San Antonio, too?*

**Guessing Game.** Use pictures to introduce *accordion* and *guitar*. What other instruments do children know? Make a Picture Word Chart (see activity tips, page 5). Have a child pretend to play an instrument. Classmates will ask: *Do you play the (guitar)?*

## View and View Again

**Act It Out.** Replay the *Mi Tierra* restaurant scene. Act out the steps for making tortillas.

**Buster's Questions.** (See activity tips, page 7.) Replay the scene where Buster meets Christina. Use the questions: *What's your name? Who are you? What's your dog's name? Is he just a little puppy? Do you play the accordion, too? How long have you been playing?*

## Extend and Make Connections

**Let's Eat!** Have children make taco ingredients and labels from construction paper (tortillas, cheese, etc.) and pretend to be at a restaurant or on a picnic. For a treat, bring in real ingredients and make Breakfast Tacos! (The recipe is on [pbskidsgo.org/buster](http://pbskidsgo.org/buster))

**Let's Sing!** Sing the first verse of the San Antonio song. (Lyrics are on the Web site.) Make up a new verse using the name of your town.

**Making Friends.** What can you say when you meet someone new? Brainstorm ways to complete the question starters (see left column). Do role plays.

# The Giant Pumpkins

*Just how big can a pumpkin grow? Join Buster and find out!*

## EPISODE 104

Mt. Hood, Oregon

## TOPICS/THEMES

Farm life  
Measurement

## FUNCTIONAL LANGUAGE

**Describing/Comparing size**  
the biggest, the biggest in the world  
Is it bigger than...?  
That pumpkin is even bigger.

## CONTENT LANGUAGE

**Measurements:** 400 inches; 5,027 feet; 1,123 pounds

**Describing size:** giant, massive, huge, enormous, extra large, jumbo

**Crops:** pumpkins, corn, vegetables, seed, plant, stalk, fertilizer

## RECOMMENDED BOOKS

*Buster and the Giant Pumpkin* by Marc Brown; *The Pumpkin Book* by Gail Gibbons

## Introduce

**Comparing Size.** Have students line up a group of items in order of size and describe them: *big, bigger than..., the biggest*. Repeat with *small, smaller, smallest*.

**Enormous!** Distribute the song lyrics (available on [pbskidsgo.org/buster](http://pbskidsgo.org/buster)). Have student circle all the words that mean *very big*. As they watch the show, have them sing along with the song and listen for these and other words meaning *very big*. Later, look for more synonyms in a thesaurus.

## View and View Again

**How to Grow a Giant Pumpkin.** Buster gets advice from Scotty, Brett, and others. Have students write "how to" instructions, rephrasing the tips in their own words.

**Listen, Write, Say It Again.** As students watch the weigh-in scene, have them write down the weights of the pumpkins. Point out the different ways the numbers can be expressed: *one thousand one hundred five or eleven hundred five or eleven oh five*. Replay and pause at each number for students to repeat.

## Extend and Make Connections

**Is It Bigger Than...?** Play a variation of the game "20 Questions." Students ask questions about size to guess a mystery animal. *Is it bigger than a (cat)? Is it smaller than a (horse)?*

**How Big?** Have students measure large things around the school (the hall, the playground slide, etc.) and report their length.

**Pop-Up Book.** (See template, page 34.) Have students create a big book about things that are *big, bigger than..., and the biggest of all*. Make mini-books about small things.

