

Spring Break

Buster celebrates spring near the Arctic Circle, in snowy Iqaluit, Canada.



EPISODE 131
Iqaluit, Canada

TOPICS/THEMES
Weather
Sports/Recreation

FUNCTIONAL LANGUAGE
Discussing sports and games
How do you play?
The object of the game is to...
The battle is on. We have a winner!

Comparing (superlatives)
the best, greatest, fastest, coolest,
quickest, longest, craziest

CONTENT LANGUAGE
Weather: snow, arctic, blizzard,
sunny, windy, freezing, frozen, ice

RECOMMENDED BOOKS
Nessa's Fish by Nancy Luenn;
Very Last First Time by Jan Andrews

Introduce

Buster's Map. Help children locate Iqaluit (in the northeast province of Nunavut, near the Arctic Circle) on a map of North America. Introduce the word *Inuit*, the name of the native people in the arctic regions of Canada and the U.S.

Survey Says. Have students conduct a weather survey (see activity tips, page 9). Ask, *What kind of weather do you like best? Cold? Hot? Warm? Sunny? Windy? Snowy?* Make a bar graph showing which type of weather is most popular.

View and View Again

Act It Out. (See activity tips, page 7.) Replay the igloo contest. Have students show how to cut blocks of snow, build igloo walls, and climb on top to test the igloo's strength. **Klatata Contest.** Replay the klatata game scene, then hold a class klatata contest. Who can keep the beat with their feet the longest?

Extend and Make Connections

The Most Amazing Pop-Up Book. Have students create an illustrated book describing things that are *the best, the coolest, the craziest, the most difficult, the longest, etc.*

Poetry. Make a class chart of words related to life in Iqaluit and have students write individual or group poems. (See activity tips, page 9).

Puppet Play. Have students make stick puppets of Buster and Arthur using the Character Cards on page 35, then work in pairs to re-enact the Musk Ox wrestling scene at the end of the episode. Use cues such as "The battle is on!" to get teams started.

Buster Gets on Board

Skateboarding kids from L.A. are the stars in Buster's latest action flick.



EPISODE 132
Los Angeles, California

TOPICS/THEMES
Friendship
Movie-making
Sports/Recreation: skateboarding

FUNCTIONAL LANGUAGE
Offering encouragement
You can do it!
There's nothing to fear.
I'll cheer for you.

All right! That was awesome.
Good job! I knew you could do it!

CONTENT LANGUAGE
Movie-making: director, film, lens,
footage, hero, setbacks, disaster,
"lights, camera, action"

RECOMMENDED BOOKS
Rhinos Who Skateboard by Julie
Mammano; *Skateboard Mom* by
Barbara Odanaka

Introduce

K-W-L Chart: Movie-making. (See activity tips, page 5.) Display pictures of movie stars and movie ads. Ask: *What do you need to make a movie?* Make a K-W-L chart.

Buster's Map. Help students identify Los Angeles, CA by giving clues: *I'm thinking of a state on the west coast.*

View and View Again

Silent Pictures. Turn off the sound and take a "picture walk" through the video segments showing kids skateboarding. Have students describe the people, things, and actions.

You Can Do It! Write the words of encouragement (see left column) on strips of paper and distribute to students. Have students take turns pretending they are learning to skateboard. Students can work in small groups, choosing a trick to perform for the class. They can announce: *I'm doing a caveman. Watch me do a gnarly! I'm going to carve the bowl.* As they watch each performance, classmates will offer words of encouragement.

Extend and Make Connections

Survey Says. Write the survey questions: *What have you learned that was really hard for you? Who helped you?* Have students question you so you can model a response. Then have students question a partner, record the response and share it with the class. Expand the survey by having students question other adults and children in the school, in their families or communities. Set aside time to share the findings.