



Coming Together

Gospel choirs, community service, and a day at summer camp... Seattle rocks!

EPISODE 137

Seattle, Washington

TOPICS/THEMES

Community service
Music
Summer camp

FUNCTIONAL LANGUAGE

Giving advice

You really should... What about?
You might want to think about...
I recommend...

CONTENT LANGUAGE

Volunteering: benefit concert, seniors, homeless, gospel choir
Camp: canoe, kayak, archery, tide pools, rocket, rock climbing

RECOMMENDED BOOKS

Hello Muddah, Hello Faddah by Allan Sherman; *Uncle Willie and the Soup Kitchen* by DyAnne DiSalvo-Ryan

Introduce

Sounds and Rocks. Write the word *sound* and ask students to define it (something you hear). Explain that another meaning of *sound* is a *bay* (draw a picture to clarify). Have students find Seattle on Buster's Map: on the Pacific coast, in the northwest, on *Puget Sound*. Write *Seattle rocks* on the board. Help students define the two meanings of the word *rocks*. Invite students to sing along with the opening song, *Seattle Rocks!*

View and View Again

Helping Out. Have students listen for the many different ways people in this episode help out in the community. Pause periodically to ask: *How do (Mora and Carlos) help out? How does (Bo, the gospel choir, and Buster) help out?* List the answers on a chart.

Say It Again. Write and practice the following sentences: *You might want to think about the chicken and fries. What about catfish and hush puppies? I recommend a double deluxe cheeseburger.* Replay the scene in the restaurant. Have students copy the characters' inflection and gestures as they repeat the lines.

Sing Along. Join in with the gospel choir's songs and moves! Together, write the words on the board.

Extend and Make Connections

Summer Camp. Have students recall the camp activities (see left column), then have them make up their own schedules for an ideal day at camp.

Puppet Play. Buster's friends are going to give Buster advice on how he can help out. Have students make stick puppets (see Character Cards, page 35) and have them use the "Giving advice" sentence starters in their skits.

Treasure Island

Buster is on a mission to capture the sights, sounds, and smells of Puerto Rico.

EPISODE 138

San Juan, Puerto Rico

TOPICS/THEMES

Memories
Nature

FUNCTIONAL LANGUAGE

Remembering places

Do you remember...
...the sunlight on the waves?
...the sound of the fountain?
...the fresh smell of the forest?
In my mind I see....
Does this look familiar?

CONTENT LANGUAGE

Nature: bay, sea, beach, wind, waves, sunlight, forest

RECOMMENDED BOOKS

Abuelita's Paradise by Carmen Santiago Nodar; *Grandma's Records* by Eric Velazquez

Introduce

Build Background. Ask: *What do you know about Puerto Rico?* Write students' words on a web chart. Prompt more ideas:

What do you think the weather is like in Puerto Rico? What language do most people speak? Add new information to the chart after watching the episode.

Song Verse. Post the words and listen to the song on the Web site. Ask students to think of places that they love, where their souls "will always be."

Puerto Rico! In my mind I see
Your streets and trees, your sunlit sea
You are where my soul will always be.

View and View Again

All Five Senses. Pause the video to ask, *What does Buster see? hear? smell? feel? taste?* Write responses on a Five Senses chart.

Make Predictions. Pause the video to let students guess the significance of the objects in the box. Verify or correct the guesses as you continue watching.

Extend and Make Connections

I Remember... Have students create a Five Senses chart describing sights, sounds, scents, feelings, and tastes they associate with a place they love, then use the chart to write a list poem. Model the process by creating a list, then a group poem about your school.

Time Capsule. Make a class time capsule, gathering momentos of things students treasure about the school year.

