



# Among the Hmong

*What's it like to be part of a clan? Meet the Vangs of Vang Lane.*

## EPISODE 105

Madison, Wisconsin

## TOPICS/THEMES

Families  
Sports/Recreation: dance  
Animals: insects/spiders

## FUNCTIONAL LANGUAGE

### Exchanging greetings

Hi! Hello! Howdy! How are you?  
My name is Buster. What's yours?  
How've you been? Whatcha doing?  
Good to see you! Come on in!

## CONTENT LANGUAGE

**Family:** clan, mother, father, sister, brother, aunt, uncle, cousin  
**Parts of the body:** head, knees, feet, shoulders, legs, hands, chest

## RECOMMENDED BOOKS

*Buster and the Dance Contest* by Marc Brown; *Loving* by Ann Morris; *Nine-in-One, Grr! Grr!* by Blija Xiong

## Introduce

**Buster's Map.** Help students locate Madison, WI, and trace the route from their hometown. In this episode, we meet the Vangs, a Hmong family from Laos. Locate Laos on a world map or globe and trace a route to Wisconsin.

**Greeting Chant.** Display and chant the song verse below. Explain the expression, *Whatcha doing?* (*What are you doing?*) Add gestures to the chant. Later, sing along with the song.

*So long, friends and kin. And hello, Madison!*

*Whatcha doing? How've you been? / It's good to see you. Come on in!*

*It's great to feel at home in Madison.*

## View and View Again

**Act It Out.** Replay the scene of how to play "spectakra" (a variation of volleyball). Have students repeat each phrase as they act it out: *You can use your knee..., your feet..., your shoulders..., but you can't use your hands.* You may want to turn on the closed captions.

**Buster's Questions.** (See activity tips, page 7.) Listen for questions and answers as you replay the Insect Lab scene. *Oh, my gosh, what's that? Is it trying to eat you? Why isn't it biting you? Do they ever get to be 100 feet tall?*

## Extend and Make Connections

**Draw and Talk.** Have student draw and label a picture of their family members and introduce their "clan" to the class.

**Bug Museum.** Use pipe cleaners, egg cartons, etc. to make imaginary insects (6 legs) and spiders (8 legs). Have students write labels describing their bugs.

# Sleepy in Seattle

*Can Tai Chi, bubble tea, and flying fish keep Buster awake?*

## EPISODE 106

Seattle, Washington

## TOPICS/THEMES

Feelings  
Food  
Sports/Recreation: martial arts

## FUNCTIONAL LANGUAGE

### Expressing feelings

How are you feeling?  
I'm sleepy. I'm not sleepy.  
I feel relaxed.

### Discussing the future

You will ...

## CONTENT LANGUAGE

**Feelings:** sleepy, tired, half-asleep, tense, relaxed, focused, hungry

**Food:** spicy, too spicy, delicious

## RECOMMENDED BOOKS

*Fortune Cookie Fortunes* by Grace Lin; *Karate Boy* by Ann Morris

## Introduce

**How Are You Feeling?** Write the following sentences on slips of paper: *I'm tired. I'm half-asleep. I'm tense. I feel hungry. I feel relaxed. I feel focused.* Let students draw a slip and read it aloud. The class will repeat each sentence and act each one out.

## View and View Again

**Relax...** Join Buster and your students in doing the Tai Chi relaxation exercise near the end of the episode. Pause to clarify directions as needed. Have students repeat after Buster as he repeats the instructor's directions.

**Say It Again!** Write the following fortunes on the board. At the end of the fortune cookie factory tour, pause the video and have students repeat and discuss. Have students write and exchange fortunes of their own.

- You will soon vacation in a place of cool climate.*
- You will travel to many exotic places.*
- Your popularity will increase.*

## Extend and Make Connections

**Delicious!** Have students recall the foods at the Asian grocery and discuss which were sweet or spicy. Have students discuss sweet, spicy, and delicious foods from their home culture. Maybe they or you can bring some in to share!

**Market Place.** Create a food market in your classroom using created items and empty food containers you and students bring from home. Students can perform role plays, buying and selling foods from the market.

