

Buster's Buffalo Round-Up

Visit the Crazy Horse monument—where they carve with dynamite!



EPISODE 109
Rapid City, South Dakota

TOPICS/THEMES
Values: perseverance
Cultural traditions
U.S. history

FUNCTIONAL LANGUAGE
Clarifying words and meaning
What does...mean? It means....
What's a...? It's someone who...
How do you say...in Lakota?

CONTENT LANGUAGE
Values: perseverance, patience
Idioms: Don't give up. Don't give in.
Stick it out.

RECOMMENDED BOOKS
Buster Hits the Trail by Marc Brown;
Crazy Horse's Vision by Joseph Bruchac

Introduce

Buster's Map. Help children locate South Dakota. Introduce the word *Lakota*, the name of the native people who have lived in that part of the country for hundreds of years.

Perseverance. Write *perseverance* on the board. Practice saying the word, clapping the syllables. Read this dialog together.
Buster: *What does perseverance mean?*
Mora: *It means to keep on trying—to never give up, even when things get hard.*

Tell students about an incident in your life that required perseverance. Have students share their own stories. Respond in chorus: *That took perseverance!*

View and View Again

Sing Along. Distribute song lyrics (go to Web site). Draw attention to the idioms.
Say It Again! Have students raise their hands each time they hear the word *perseverance*. Pause to repeat and discuss the line. (See activity tips, page 7)

Lakota Words. Write Lakota words in the left column of a chart: *leelawashte* (cool); *tatonka* (buffalo). When they learn the meaning, have students fill in the English translation. Have students teach each other how to say *Cool!* in other languages.

Extend and Make Connections

Crazy Horse. As a class, learn more about Crazy Horse. Create a short illustrated report.
Tatonka. Make buffalo with clay or carve them from soap. Use a green piece of cloth as the open plains and reenact a round-up with toy horses and trucks.

Moose on the Loose

Buster gets some expert help as he tracks the elusive moose.

EPISODE 110
Jackson Hole, Wyoming

TOPICS/THEMES
Animals/Nature
Outdoor recreation

FUNCTIONAL LANGUAGE
Describing animals
a shiny black raven
a chirping chickadee
the bird with the reddish wings
the elusive moose
Moose eat only plants.

CONTENT LANGUAGE
Animals: moose, birds, fish, slug, toad, wings, antlers, hoof, hair, tracks, scat
Nature: trees, river, brook, rock, ice, bushes, willows, berries

RECOMMENDED BOOKS
Animal Tracks by Arthur Dorros;
Moose by Jenny Markert



Introduce

Predicting. Listen to the opening song (at pbskidsgo.org/buster). Write down words your students recognize and encourage them to ask about unfamiliar words. Based on these clues, what do they think the episode will be about?

K-W-L Chart. Show a picture of a moose and ask students what they know about moose. What would they like to learn? (For example: *Where do moose live? How big are they? What do they eat?*) Write the information and questions in a K-W-L chart (see activity tips, page 5). Ask students to find the answers to their questions as they watch the video.

View and View Again

The Elusive Moose. Replay the segment where the children track and find evidence of the moose. Chart each piece of evidence and discuss how the clues lead to the moose.
What Do You Hear? Replay the episode, pausing each time students hear nature sounds. Chart and discuss each sound.

Extend and Make Connections

Nature Journals. Have children observe classroom pets in fish tanks and cages, or go outside and observe ants, squirrels, and birds. (Bring binoculars and magnifying lenses, if possible!) Have students draw and write observations in a journal.

Listen and Draw. Have students draw a nature scene following your instructions, for example: *In the center of the paper, draw a tree. Draw a bird on a branch. On the left of the tree, draw a bush with berries.* Have partners compare pictures, describing similarities and differences.