

The Low Riders

Cousins show Buster the ins and outs of East L.A. and lowrider bikes.



EPISODE 125
Los Angeles, California

TOPICS/THEMES
City life
Sports/Recreation: bikes

FUNCTIONAL LANGUAGE
Expressing opinions
My favorite one is...
I really like that color.
I like (the gold chain) better.
I've never seen anything like it.

CONTENT LANGUAGE
Bikes: low rider, handlebars, seat, pedals, tires, chain, reflector
Adjectives: gold, chrome, perfect, awesome, cool, special, custom

RECOMMENDED BOOKS
Angels Ride Bikes by Francisco X. Alarcón;
The Red Racer by Audrey Wood

Introduce

Buster's Map. Have students locate Los Angeles on the map. Explain that Los Angeles is a Spanish name meaning "the angels."

Bike Poster. With the class, draw a large picture of a bike and help students identify and label the parts using the vocabulary listed under "Bikes" (see left column). Encourage students to talk about their experiences with bikes and what type they like best.

View and View Again

Make Predictions. Pause after Buster meets Brian and Anthony, and Brian explains about his low rider bike. Ask students, *What makes Brian's bike really special? Why do you think it's called a "low rider"? What does Buster think about Brian's bike? What do you think is going to happen?*

Extend and Make Connections

Design Your Own Bike. Have students design their own amazing bikes. They can be realistic or fantastic, like Buster's idea of an outer space bike with a satellite dish and vending machines. Have students label the parts on their drawings and write a brief explanation telling why their custom bike is perfect for them.

Bike Display. Post students' bike pictures and talk about specific things you like in different pictures. Use some of the structures in "Expressing opinions" (see left column). Encourage classmates to express their opinions and talk about parts of different pictures that they particularly like.

Beats by the Bay

Three hip hopping kids show Buster the sights of San Francisco.

EPISODE 126
San Francisco, California

TOPICS/THEMES
Music and dance
Community
City life

FUNCTIONAL LANGUAGE
Discussing ability: can
These kids can really dance!
We can help you.
Anybody can do hip hop.

Discussing possibilities: could
We could teach you some moves
I could film from down here.

CONTENT LANGUAGE
Action verbs: walk, stop, twist, hop, dance, point, step, shake

RECOMMENDED BOOKS
I See the Rhythm by Tyomi Igus;
The Sound That Jazz Makes by Carole Boston Weatherford

Introduce

Silent Pictures. Show the opening shots of San Francisco. Join children in naming the features you see, including the Golden Gate Bridge, trolley cars, and steep city hills. Ask: *What are some of the special features of our town?*

Chant the Song. Print out the lyrics and listen to the song on the Web site. Ask children if they have seen hip hop dancing. Encourage kids to demonstrate some of the moves. Practice chanting the chorus with the class. Create gestures and movement to go with the words.

View and View Again

Act It Out. Pause after scenes that show Buster planning how to make a music video. Write the direction lines on chart paper. In small groups, have children role play the steps.
Together We Can Do It. A lot of people worked together to make the final music video. Have students make a list and recall what each person or group contributed.

Extend and Make Connections

Community Rap. Write a group rap song about a community you all belong to (your class, school, or town), and what you can do (or could do) together. You may want to pick up some of the lyrics from the episode song. Write the words on a song chart. Make up movements and gestures to go with the song. Perform your rap for another class and teach them the movements. Reluctant rappers can be instrumental musicians!

