

# Bayou, by Me

*Life on the Louisiana bayou is full of adventure.*



**EPISODE 111**

Slidell, Louisiana

**TOPICS/THEMES**

Nature/Geography: the bayou  
Disagreements

**FUNCTIONAL LANGUAGE**

**Negotiating disagreements**

I don't think so. I think you're wrong.  
I guess we'll never know.  
That's so unfair.  
I think it's time to go.  
Sorry I was crabby last night.

**CONTENT LANGUAGE**

**Nature/Fishing:** bayou, swamp, boat, paddle, dock, stilts, life jacket, bait, hook, trap, crabs, alligator

**RECOMMENDED BOOKS**

*Bayou Lullaby* by Kathi Appelt;  
*Buster and the Great Swamp* by Marc Brown

**Introduce**

**Life in the Bayou.** Watch the opening scene, showing the Mississippi River Delta. Ask: *What did you see? How is it the same or different from where we live?*

**K-W-L Chart: Fishing and Boating.** Fill in the **Know** and **Want to Know** columns (see activity tips, page 5). After watching the video, write new information in the **Learned** column.

**View and View Again**

**Say It Again!** Watch the scene when Buster argues with Bo in the hotel about whether or not they saw a swamp monster. Half the class can repeat Bo's line while the other half repeats Buster's. Follow the same procedure for the scene at the end of the crab dinner when Buster wants to stay and go bullfrogging. You may want to turn on the closed captions, so children can read the words as well as hear them.

**Act It Out.** (See activity tips, page 7.) Watch the scene where Buster and Dylan are in the boat at night and Dylan is teaching Buster how to fish. Have the children act out the scene in pairs, taking turns as Buster and Dylan.

**Extend and Make Connections**

**T-Chart.** Compare and contrast what children in the bayou and the class do for fun and how children spend their free time. (See activity tips, see page 7.)

**Bayou Word Books.** Have children create illustrated mini-books of things related to the bayou. They can write or draw their own definitions, or look up the words in a dictionary.

# Star Search

*Buster discovers theater, red rice, and close-knit families in South Carolina.*

**EPISODE 112**

Charleston, South Carolina

**TOPICS/THEMES**

Performing arts  
Families

**FUNCTIONAL LANGUAGE**

**Describing people**

She's a good actor.  
He's good at sports.  
He's very stubborn.

**Using idioms**

Let's hang out here.  
Reality TV shows are hot.

**CONTENT LANGUAGE**

**TV / theater:** reality show, producer, cameraman, performance, monologue

**RECOMMENDED BOOKS**

*Bruh Rabbit and the Tar Baby Girl* by Virginia Hamilton; *A Net to Catch Time* by Sara Harrell Banks

**Introduce**

**Family Pictures.** Show a photo or draw a picture of your family. Introduce the members to your class and describe each one (see "Describing people" language, left column). Encourage students to draw and tell about their own families.

**Idioms.** Survey students: *Where do you like to hang out?* Graph their responses (see activity tips, page 9). Then, ask students to share their opinions of TV shows, fashions, etc., as you create a 2-column chart labeled "What's Hot? What's Not?"

**View and View Again**

**What Families Need.** Justin's aunt explains what it takes to run "Camp 22" and keep the family strong: organization, teamwork, helping each other, understanding, and prayer. Ask students to give examples of how these and/or other things keep their families strong.

**Compare Cultures.** Pause the video. Ask: *What do you know Justin's family, his culture, and the things he and his family like to do?* Have students create Venn diagrams (see activity tips, page 7) comparing their experiences to Justin's.

**Extend and Make Connections**

**Showtime!** Students can perform original monologues or recite poems. Assist with pronunciation and performance.

**Celebrity Interview.** Have students cut out or draw pictures of a celebrity and Buster, then draw a speech bubble for each. In Buster's speech bubble, students will write an interview question. In the celebrity's bubble, they will write a response.

**Survey.** Have students ask family members what they think it takes to keep a family strong and share the responses with the class.

