

A City View

Buster observes shabbos and goes to a bat mitzvah party in Manhattan.



EPISODE 127

New York City, New York

TOPICS/THEMES

City life
Cultural traditions: Orthodox Jewish

FUNCTIONAL LANGUAGE

Discussing rituals and rules

We have to... We don't...
We're not allowed to...
You have to... Can you...?
Why do you do that? Because...

CONTENT LANGUAGE

City life: skyscraper, subway, taxi, traffic, apartment, elevator

RECOMMENDED BOOKS

Abuela by Arthur Dorros;
The Always Prayer Shawl by Sheldon Oberman

Introduce

Sharing Stories. Tell students about rituals and rules in your family. What do you do? What are you not allowed to do? Use simple language (see "Discussing rituals and rules" in the left column) and clarify with gestures and sketches. Then, kids can use similar language to talk about their own family rituals and rules.

Picture Word Chart. Write the "City life" words (see left column) on a chart. Discuss and have children illustrate the words. Distribute lyrics to the opening song and read them together. Have students circle words that name things they might see in the city. Add the words to the chart. Use the word list for writing poems and postcards later.

View and View Again

Compare Cultures. Have students compare the Jewish rituals Aryeh's family observes, such as *shabbos*, with their own family rituals. Create Venn diagrams (page 33).

Read the Captions. Replay the segment in Mattie's bedroom where she describes her study techniques to Buster. Turn on the captioning (see activity tips, page 6) so students can read the dialog as well as hear it.

Extend and Make Connections

Poems and Postcards. Have students draw and write postcards (page 32) or poems (see activity tips, page 9). Encourage them to write about New York City, Jewish traditions, or a personal connection related to this episode.

Same and Different. Have students recall episode #102: *A Sense of Direction*. Discuss similarities and differences between Farah's school in Chicago and Aryeh's school in New York.

Homes Sweet Homes

Athena welcomes Buster into both of her homes and cultures.

EPISODE 128

Miami, Florida

TOPICS/THEMES

Feelings
Cultural heritage
Food

FUNCTIONAL LANGUAGE

Expressing feelings

I feel so lost.
I really miss you.
I wish you were here.
I'm feeling sort of homesick.

CONTENT LANGUAGE

Food: coconut, mango, plantain, banana, eggplant, moussaka

Sequence: first, now, next, then, last but not least

RECOMMENDED BOOKS

How My Family Lives in America by Susan Kuklin; *I Love Saturdays y domingos* by Alma Flor Ada

Introduce

Sing the Song. Chant and sing the opening lyrics.

Home! That's the place I want to be

But I'm stuck here. / And that's far from there.

So woe woe woe is me!

Talk about feeling homesick. Have children make up verses substituting new words for the underlined phrases, telling where they want to be and what they miss.

View and View Again

Say It Again! Replay the scene showing how to make fried plantains. Have children repeat after Buster—and mime the actions—as he reviews the steps.

First, pick a pile of plump plantains! / Next, peel and slice! / Then fry them. / Smash them. / Re-fry them. / And last but not least—eat them!

What Do You See? Replay the scenes of Little Havana. Ask: *What do you see that gives you information about the people who live here?* Make a chart of children's responses. Ask: *Do we have ethnic neighborhoods where we live? What do they look like?*

Extend and Make Connections

Family Recipes. Have children bring in favorite recipes. Create a class cookbook.

In Their Shoes. Let two students pretend to be Buster and Athena. The class will ask them questions about what it's like to have parents who are divorced. For example, *What do you do when you miss your mom or dad?*

Family Languages. Create a chart of the languages spoken by class families. Have children teach each other how to say "hello" or count to three in their home languages.

