

Up the River

Buster and Bo paddle up the Missouri River...just like Lewis and Clark!

EPISODE 107
Bismarck, North Dakota

TOPICS/THEMES
U.S. history: Lewis and Clark Families

FUNCTIONAL LANGUAGE
Asking for/Giving directions
Which way should we go? Head east. Are you lost? Can we follow you?
Expressing appreciation
Thank you. Thanks so much.

CONTENT LANGUAGE
Directions: north, south, east, west
History: fort, canoe, guide, explore, explorer, map, compass, route

RECOMMENDED BOOKS
A Picture Book of Sacagawea by David A. Adler; *Three Days on a River in a Red Canoe* by Vera B. Williams

Introduce

Map Game. Display a large U.S. map. Lead students on a zigzag route from their home state to North Dakota. Students will take turns asking, *Which way do we go?* Answer: *Head north two states. Go west one state, etc.* One student will move a game marker accordingly on the large map. At their desks, students can follow the directions by moving a button or penny on their Buster Maps.
Sing Along. Post and teach the words of the song "Row, Row, Row Your Boat."

View and View Again

Family Fun. Discuss the family activities the Stensleys, Buster and his mom, and Buster and his dad do. List them on an expanded T-chart (see activity tips, page 7). Add a fourth column to the chart and have students add activities their own families enjoy doing.
Thanks! How many different ways do students know for thanking someone in English? (*Thank you. Thanks a lot.*) How do they say "thank you" in their home languages? Have students pretend that they are Buster and write a thank-you note to the Stensleys.

Extend and Make Connections

On the Trail. On a large U.S. map, have students trace Lewis and Clark's route up the Missouri, from Saint Louis to North Dakota, using directional terms and identifying states along the way. Kids can make their own maps of the journey, drawing things that Lewis and Clark might have seen and done along the way.



Rodeo Cowgirl

Swing up in the saddle, Buster. It's rodeo time!

EPISODE 108
Houston, Texas

TOPICS/THEMES
Sports/Recreation: horseback riding
Friendship

FUNCTIONAL LANGUAGE
Discussing likes and interests
I want to be a cowboy.
I like to feed the horses.
Inviting and responding
Do you want to go with us?
Why don't you join us?
Thank you! That would be great!

CONTENT LANGUAGE
Horses and rodeos: cowboy, cowgirl, saddle, reins, stirrups

RECOMMENDED BOOKS
Little Old Big Beard and Big Young Little Beard by Remy Charlip; *Rodeo Ridin' Cowboy* by Andrea Pinkney

Introduce

Song Clues. Listen to the opening song (at pbskidsgo.org/buster). Ask: *What words do you hear?* Write them on the board. Have children draw pictures of what they think they will see in the episode.

Horse Poster. Draw a simple diagram of a horse. Help children label the parts of the horse. (See activity tips, page 5.)

View and View Again

Silent Pictures. Replay the rodeo scenes without sound. Ask children to name the things they see. Use this word list for writing poems or postcards later.

Say It Again! Replay the scene where Tayler asks Buster to join her family at the rodeo. Pause to let students repeat each line, copying expression and body language.

Taylor: *Do you want to go with us?*

Buster: *Are you kidding?*

Taylor: *No, I'm serious. You're more than welcome to go.*

Buster: *That would be so great!*

Extend and Make Connections

Postcards. Have children illustrate and write a postcard to Buster (page 32). It can be about horses and rodeos, what they want to be or like to do, or an invitation for Buster to visit their town!

Horse Sense. Have students discuss and mime mounting and riding a horse. Encourage kids to compare Lauren's horse competition, in episode #101: *Meet Me at the Fair*, with Taylor's barrel race.

