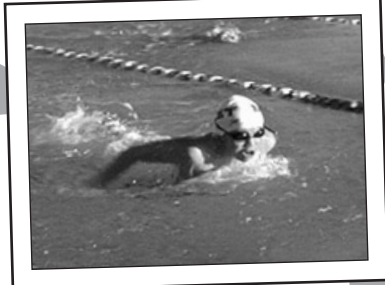


# Swimming in the Desert

*What would you rather be? A swimmer? An astronaut? A filmmaker?*



**EPISODE 119**

Phoenix, Arizona

**TOPICS/THEMES**

Sports/Fitness: swimming  
Careers

**FUNCTIONAL LANGUAGE**

**Discussing goals**

What do you want to be?

I'm going to be a...

I'll be a...

I have no idea what I want to be.

**CONTENT LANGUAGE**

**Sports:** swim, stretch, exercise, weights, practice, pool, fitness, square dancing

**RECOMMENDED BOOKS**

*America's Champion Swimmer: Gertrude Ederle* by David Adler;  
*Which Would You Rather Be?* by William Steig

**Introduce**

**Buster's Questions.** Brainstorm and create a chart of jobs. Include jobs you can do indoors and outdoors, alone or with other people. Practice the "Discussing goals" language (see left column). Have children draw and show pictures of themselves in a career. The class will ask questions to find out which career each student has chosen and why.

**View and View Again**

**Act It Out.** Replay the scenes of swimmers exercising. Act out the motions.

**Say It Again!** Write on the board:

*I'm going to be a filmmaker.*

*I'll be an astronaut filmmaker.*

*I'm going to be an astronaut filmmaker square dance caller.*

Practice saying these sentences with expression and gestures, then replay the episode, pausing for students to repeat each sentence. (See activity tips, page 7).

**Extend and Make Connections**

**Family History.** Deni and Natalie were both adopted. Discuss the concept of adoption with the class. Find Chile and Brazil (the countries where Deni and Natalie were born) on a world map. Ask: *Does anyone in your family live in a different place from where he or she was born?* Mark the places on the map.

**Poetry.** Students can write poems about favorite sports or birthplaces. (See tips, page 9.)

**Survey Says.** (See activity tips, page 9.) Children will ask friends and family, *What do you like to do for exercise?* Discuss the survey results in class. Compile a chart or graph.

# We Are Family

*In this Mormon family, everyone pitches in and helps out.*

**EPISODE 120**

Salt Lake City, Utah

**TOPICS/THEMES**

Chores/Responsibilities  
Families

**FUNCTIONAL LANGUAGE**

**Discussing responsibility**

We have to...

Do you have to...? So do I.

**Table manners**

Please pass the...

May I please be excused?

This food is delicious!

**CONTENT LANGUAGE**

**Chores/Responsibilities:** do your homework, take out the garbage, fold the laundry, take care of the dog

**RECOMMENDED BOOKS**

*Buster Hunts for Dinosaurs* by Marc Brown; *My Very Own Room* by Irma Perez

**Introduce**

**Use Buster's Map.** Write *Salt Lake City* on the board. Ask children what they think they would find there. Draw four dotted lines and have children guess the name of the state ("Hang Man"). Have children locate Utah on the map.

**Chores Chart.** Ask children, *What chores do kids in your family do?* Write the answers on a chart. Practice the questions: *What do you have to do? Do you have to...? Have each child question a partner and report on the partner's answer: David has to make his bed.*

**All about Dinosaurs.** Create a K-W-L chart with the students (see activity tips, page 5). After watching the episode, add new information to the third column.

**View and View Again**

**Sing Along.** Distribute copies of the song lyrics and sing along with the opening and closing songs.

**Say It Again!** Watch the scene where Buster eats dinner with the Hirshi family. Pause to repeat the polite table manners.

**Extend and Make Connections**

**Thank-You Notes.** Have students pretend to be Buster and write thank-you notes to the Hirshis.

**Family Night.** Have students plan a family night for their family. What activities would they do? What food would they make and share? Invite students to share their plans.

