

# VOLUME 1

POLITENESS • IMAGINATION • RESOURCEFULNESS • INITIATIVE

# Harry and His Bucket Full of Dinosaurs™

## Facilitator Activity Guide

By William Visher



 **RISINGSTAR**  
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**Note for teachers, parents, counselors, facilitators, and others who use the activities in this guide:**

- The extension activities in this guide are intended for early childhood learners. Students in this range exhibit a wide variety of aptitudes. Some activities may need to be led wholly by the teacher; others may have to be done in pairs or in small groups. Please take into account the individual and corporate abilities of your group.
- While we have chosen a primary character trait to highlight in each episode, there are secondary traits that run through each episode and in some instances there may be another trait that you want to emphasize in addition to or in lieu of our choice.
- In addition, please refer to the following website for coloring pages, connect the dot activities, matching exercises, find the differences worksheets, “complete the drawing” pictures, and other related activities that enhance creativity and development.

**[www.risingstareducation.com](http://www.risingstareducation.com)**



**POLITENESS • IMAGINATION  
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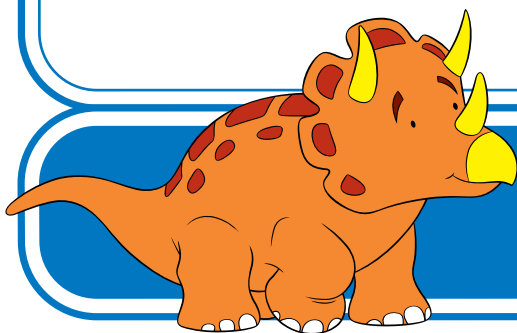
Volume 1  
**EPISODES 1-4**

## Story Summary

Teacher or facilitator asks students to retell the story making sure they bring out appropriate story grammar (characters, setting, plot, etc.).

### Once Upon a Time

Harry needs a green crayon to illustrate his story about a naughty Troll, but he finds Sam unwilling to share her art supplies with him. He goes to Dino World to see if he can track down the materials there, but instead stumbles across the same naughty Troll from his story. The Troll will not let him cross the stream without a magic password, just like in his project. After many unsuccessful guesses, Harry realizes that a simple “please” goes a long way. He also learns that Sam is willing to share her supplies with a more polite Harry.



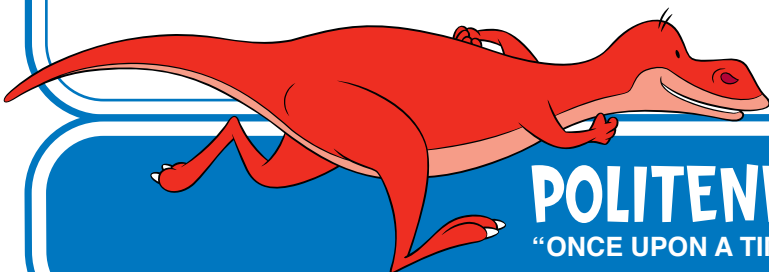
**POLITENESS**  
“ONCE UPON A TIME”

Volume 1  
**EPISODE 1**

## Basic Comprehension (Understanding the Story)

Answer each question by choosing a, b, or c.

1. **WHO is the main character of the story?**
  - a. Mom
  - b. Harry
  - c. The baby
2. **WHAT color crayon did Harry need?**
  - a. Yellow
  - b. Green
  - c. Purple
3. **WHERE did the Troll live?**
  - a. On the bridge
  - b. Under the bed
  - c. In Harry's house
4. **WHEN did Harry figure out the magic word?**
  - a. At the end of the story
  - b. When they first got to Dino World
  - c. While the Dinos were eating lunch
5. **WHY does Harry go to Dino World?**
  - a. To get more toys for his room
  - b. So he wouldn't have to go to see the new baby
  - c. To get the missing art supplies



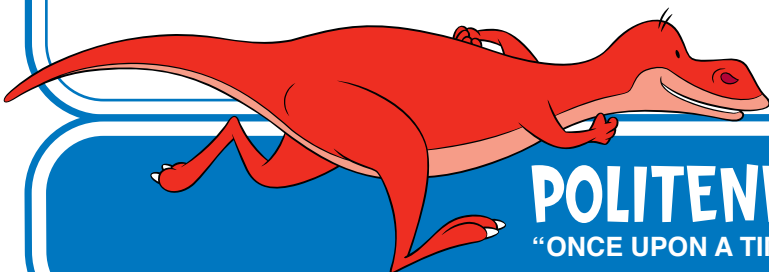
**POLITENESS**  
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## Basic Comprehension (Understanding the Story) **KEY**

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## Word Study/Vocabulary Activity

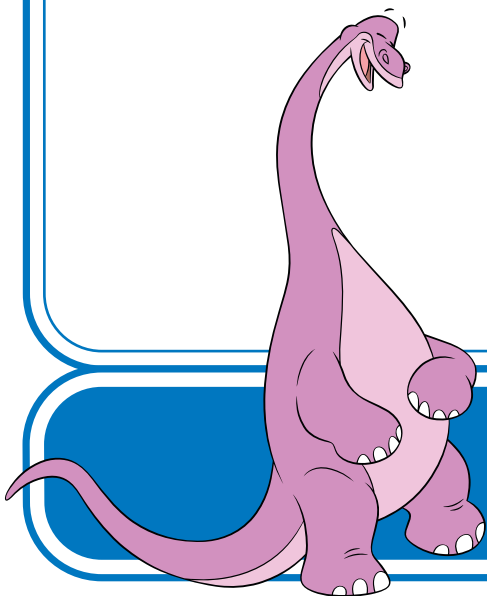
**Polite/politeness:** showing courtesy or good manners

1. showing good manners toward others, as in behavior, speech, etc.; courteous; civil: a polite reply.
2. refined or cultured: polite society.
3. of a refined or elegant kind: polite learning.

**Synonyms:**

1. well bred, gracious. See CIVIL.
2. urbane, polished, poised, courtly, cultivated.

**Antonyms:** rude.



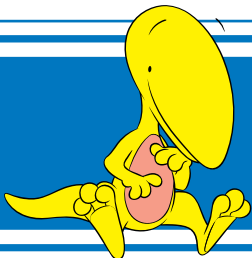
**POLITENESS**  
"ONCE UPON A TIME"

### **Bingo**

Using words from the story have children in pairs or groups identify words as the teacher calls them out. (See grid)

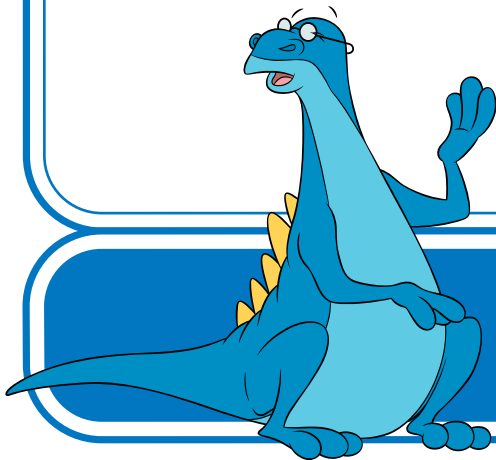
<b>Taury</b>	<b>Trike</b>	<b>Pterence</b>
<b>Harry</b>	<b>FREE BINGO SPACE!</b>	<b>Troll</b>
<b>Steggy</b>	<b>Sid</b>	<b>dinosaur</b>

Using any nine words/phrases from the story and a 3x3 grid, have students copy each word onto it in random order or go to [http://www.teach-nology.com/web\\_tools/materials/bingo/](http://www.teach-nology.com/web_tools/materials/bingo/) and create personalized grids.



## Classroom Activities

1. Have students use crayons and a piece of paper to illustrate a favorite story, fable, folk tale, or fairy tale. Possibly read the story of “The Three Billy Goats Gruff” and draw parallels between stories. Talk about characters in stories and their relative politeness. Talk about what it means to be polite.
2. Have a class etiquette lecture on lunchroom behavior and manners. Talk about how to enter, voice level, thanking the servers, etc. Demonstrate by bringing in snacks (complete with plastic utensils, napkins, cups, etc) to class and having a mock luncheon.
3. Make a “politeness poster.” Have students draw a Troll and then add an appropriate slogan on manners/politeness. Decorate classroom or school with posters.



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# Creative Thinking/Writing/Discussion Activity

- **What does the student KNOW?**

1. How many Dinosaurs does Harry have? Name them.  
(Six-Taury, Trike, Sid, Steggy, Pterence, Patsy)
2. What was the “magic word?” (Please)

- **What does the student COMPREHEND?**

1. How did they try to get across the bridge? (Various ways)
2. Why was Harry looking for a crayon?
3. What does it mean to show politeness?

- **What can the student APPLY?**

1. How would you try to get over the bridge?
2. Why do we need bridges? Have you ever gone over a bridge?

- **How does the student ANALYZE?**

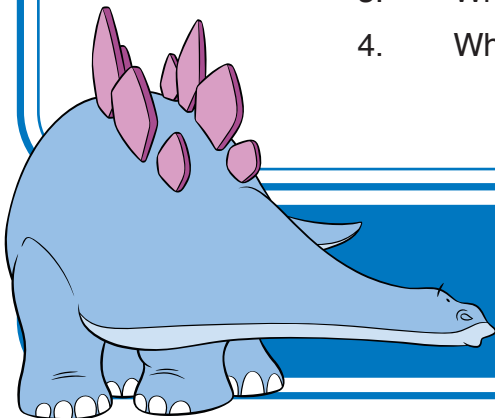
1. Why didn't the Troll let them cross the bridge?
2. How many ways did they try to cross the bridge?  
Which was the best?

- **How does the student SYNTHESIZE?**

1. What else could Harry use to finish his picture?
2. What was Harry going to do with his picture?
3. Draw a picture of someone showing good manners.

- **How does the student EVALUATE?**

1. Which is your favorite Dinosaur? Why?
2. How did Harry and the Dinos show politeness and good manners?
3. Why is it important to use good manners?
4. What are some other ways to show good manners?



**POLITENESS**  
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## Story Summary

Teacher or facilitator asks students to retell the story making sure they bring out appropriate story grammar (characters, setting, plot, etc.).

### **I Wish I Could Fly**

When Harry loses his helium balloon, he wishes that he had the ability to fly. Curious that this may actually be a possibility in Dino World, Harry and his Dinos use their imagination and go off to find out. However, flying doesn't turn out to be so simple in Dino World as everyone learns the hard way. Madcap balloon adventures get a little tricky, as poor Steggy nearly disappears off into the sky. Harry and Pterence heroically rescue their unfortunate friend, and Harry gets to experience what it's like to fly in the process.



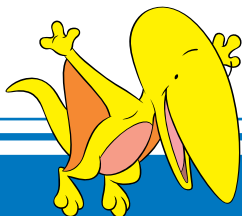
**IMAGINATION**  
"I WISH I COULD FLY"

Volume 1  
**EPISODE 2**

## Basic Comprehension (Understanding the Story)

Answer each question by choosing a, b, or c.

1. **WHO** was Harry talking to at the beginning of the story?
  - a. Mom
  - b. Nana
  - c. The baby
2. **WHAT** color is Harry's balloon?
  - a. Orange
  - b. Red
  - c. Pink
3. **WHERE** do Harry and the Dinosaurs go to find the balloon?
  - a. Dino World
  - b. Under the bed
  - c. The garden
4. **WHEN** does Harry's mom get him the pilot's hat?
  - a. When she went to Dino World
  - b. When she went to the store
  - c. When she was on the plane
5. **WHY** does Harry go to Dino World?
  - a. To find his Dino friends
  - b. To learn to fly
  - c. To find the balloon



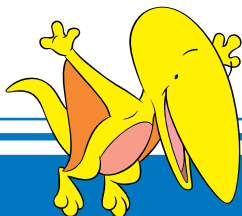
**IMAGINATION**  
"I WISH I COULD FLY"

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## Word Study/Vocabulary Activity

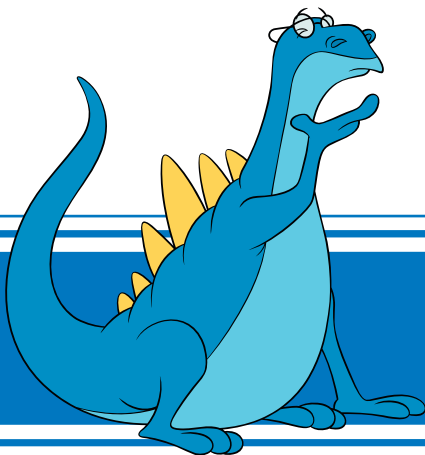
**Imagination:** creative ability, a creation of the mind, the act, process, or power of forming a mental picture of something not present and especially of something one has not known or experienced

**Imaginative:** having a lively imagination

1. The faculty of imagining, or of forming mental images or concepts of what is not actually present to the senses.
2. The action or process of forming such images or concepts.

**Related words for imagination:**

vision, imagery, imaging, mental imagery

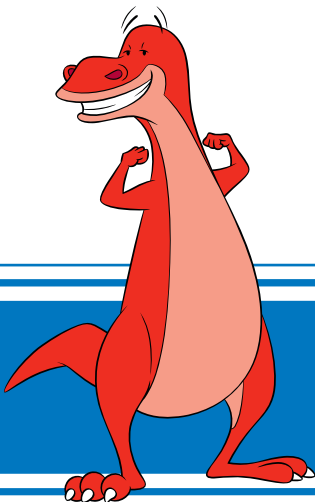


**IMAGINATION**  
“I WISH I COULD FLY”

## Harry–Imagination Station!

D V B S B V Y L T B I Y  
L R J T D O C T T M S Z  
P T E R E N C E A T C H  
B B W I U V U G A B H L  
T U D T L E I P X R J K  
D G C D A N S H I O T Y  
T A I K A H S T C E V R  
B S N T E U E T E O S R  
P T I A C T K A B G Q A  
N O E U N Z I U B D G H  
N K S J Y Z R R D V O Y  
M A N V E Z T Y V M N G

BUCKET  
HARRY  
IMAGINATION  
NANA  
PATSY  
PTERENCE  
SID  
STEGGY  
TAURY  
TRIKE

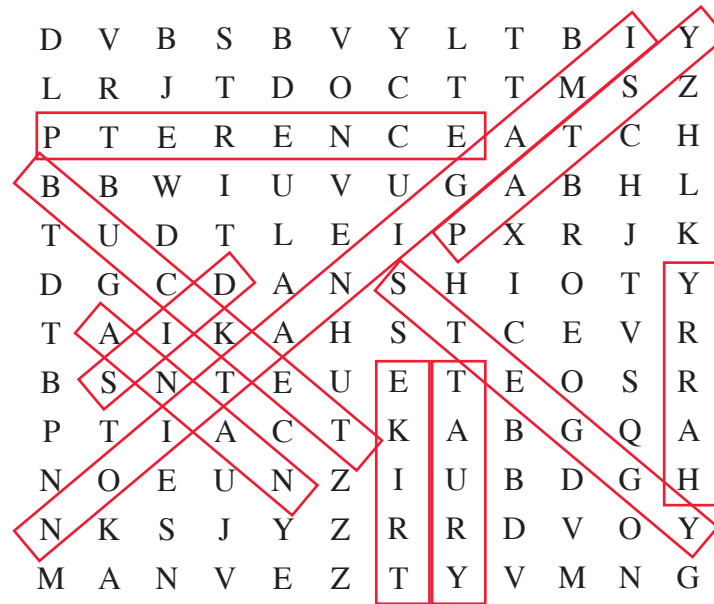


**IMAGINATION**  
"I WISH I COULD FLY"

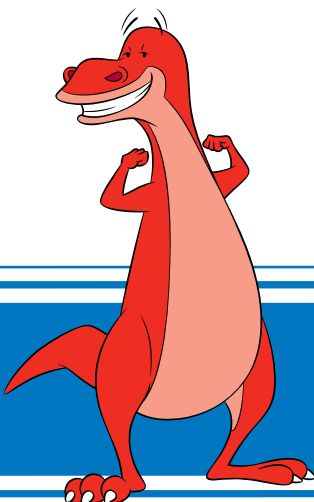
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## KEY

### Harry-Imagination Station!



BUCKET  
 HARRY  
 IMAGINATION  
 NANA  
 PATSY  
 PTERENCE  
 SID  
 STEGGY  
 TAURY  
 TRIKE

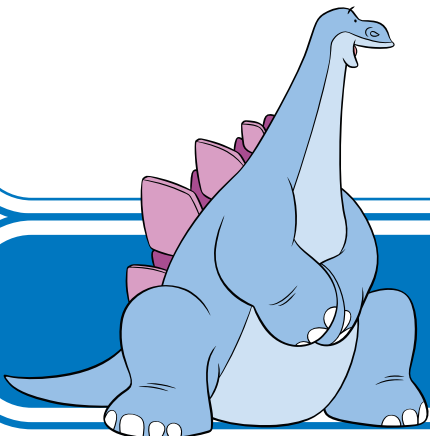


**IMAGINATION**  
 "I WISH I COULD FLY"

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## Classroom Activities

1. After viewing the video talk about what it means to have and use your imagination. Explain that inventors and scientists use their imaginations to come up with new things to make life easier. Read a biography about any famous inventor or scientist. Choose someone who is relevant to your current unit of study. Maybe use The Wright Brothers.
2. Ask students to imagine what it would be like to fly. Have them draw a picture of themselves flying. It can be in a balloon, in a plane or helicopter, or just free flying. Have them write about or talk about where they would like to fly.
3. Have students brainstorm and explain an invention they would like to see. Draw a picture of this invention.
4. If time permits, students can do papier-mâché balloons as a long term art project.



**IMAGINATION**  
"I WISH I COULD FLY"



# Creative Thinking/Writing/Discussion Activity

- **What does the student KNOW?**

1. Who does Harry fall onto whenever he tries to fly? (Steggy)
2. Who goes up in the balloon? (Steggy)

- **What does the student COMPREHEND?**

1. Why did Steggy need to sing a brave song?  
(He was up in the balloon and was a little afraid.)
2. Why didn't the other Dinos need to sing a brave song?  
(They were on the ground.)
3. What does it mean to use your imagination?

- **What can the student APPLY?**

1. What can you do when you need to be brave?
2. When is a time that you need to use your imagination?

- **How does the student ANALYZE?**

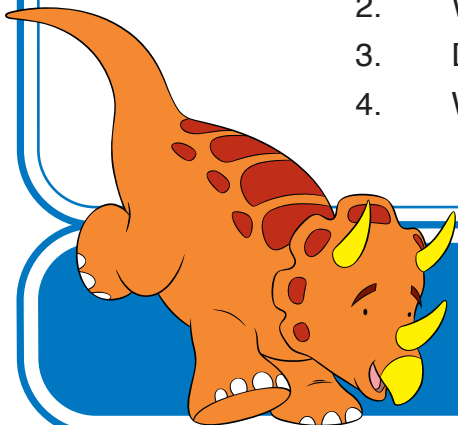
1. How are the Dinosaurs alike?  
[Note characteristics like color, size, diet, humor, etc]
2. How are the Dinosaurs different?

- **How does the student SYNTHESIZE?**

1. What are some ways you would have tried to get Steggy down?
2. Imagine you are in the balloon. How would you try to get down?

- **How does the student EVALUATE?**

1. Which Dinosaur do you think (or imagine) you are the most like?
2. Why is it important to use your imagination?
3. Do people that think of inventions use their imaginations?
4. What are some important inventions?



## Story Summary

Teacher or facilitator asks students to retell the story making sure they bring out appropriate story grammar (characters, setting, plot, etc.).

### **I See a Seashell**

While Harry plays on the beach, making sandcastles with his new bucket, he comes across a shell that would make the perfect castle decoration. Harry and the Dinosaurs are startled when the shell scuttles off towards a tide pool. As the gang investigates the tide pool, Harry decides that he would love to explore this magnificent world some more, and so he goes into his regular bucket to Dino World to do just that. Everyone has a fun adventure and they even come across a familiar creature, in need of a new home, before returning to Nana to explain why the new bucket is missing. Harry and the Dinos show resourcefulness when helping the crab find his new shell.



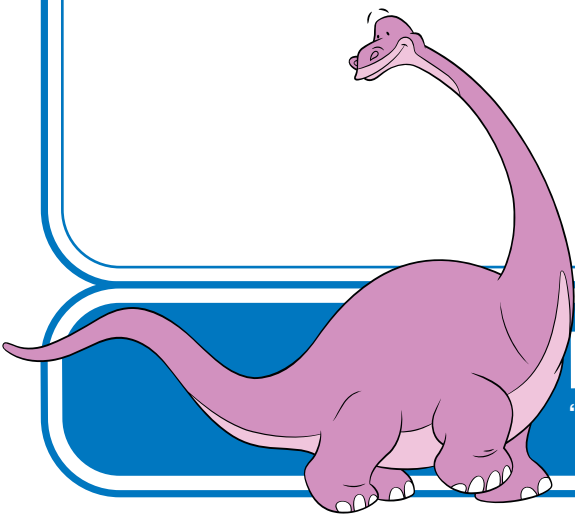
**RESOURCEFULNESS**  
"I SEE A SEASHELL"

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**EPISODE 3**

## Basic Comprehension (Understanding the Story)

Answer each question by choosing a, b, or c.

1. **WHO is at the beach with Harry?**
  - a. Mom and the Dinos
  - b. Nana and the Dinos
  - c. Just the Dinos
2. **WHAT happened to Harry's shell?**
  - a. One of the Dinos stepped on it
  - b. It ran away
  - c. He dropped it in the bucket
3. **WHERE is Harry at the beginning of the story?**
  - a. The beach
  - b. Under the bed
  - c. The garden
4. **WHEN do hermit crabs need a new shell?**
  - a. Every time they come out of the water
  - b. They never need a new shell
  - c. When they outgrow them
5. **WHY does Harry go to Dino World?**
  - a. To get some fish
  - b. To ride a seahorse
  - c. To explore a tide pool



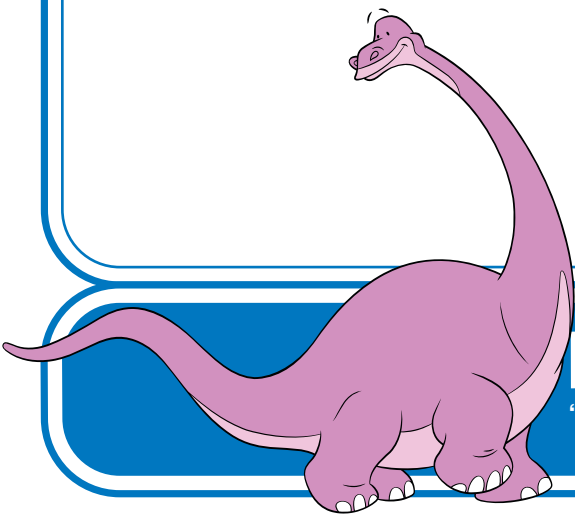
**RESOURCEFULNESS**  
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**RESOURCEFULNESS**  
"I SEE A SEASHELL"

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## Word Study/Vocabulary Activity

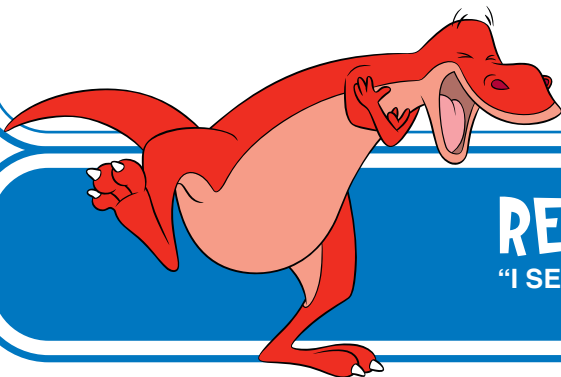
**Resourcefulness:** clever in dealing with problems

1. able to deal skillfully and promptly with new situations, difficulties, etc.

**Synonyms:**

talented, able, imaginative, adroit.

Using the word “seashell,” have students brainstorm a list of other compound words. Alternatively, come up with a list of words that rhyme with “sea” or “shell.”

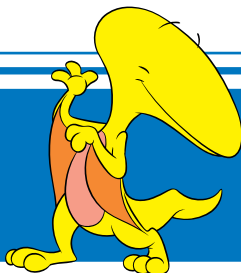


**RESOURCEFULNESS**  
“I SEE A SEASHELL”

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## Classroom Activities

1. Collect or otherwise obtain a variety of seashells. Have 2-3 shells per student. In the classroom or outside, hide the shells in the same way you would for an Easter egg hunt. Have the students find the shells. Afterwards, students can paint the shells.
2. The library is a good place to learn about resources and resourcefulness. Take students to the library and do a lesson and then a scavenger hunt on finding certain things or areas in the library. (fiction area, nonfiction area, videos, listening area, etc.)
3. Get a school map and have students go on an indoor field trip to find important, useful areas of the school.



**RESOURCEFULNESS**  
"I SEE A SEASHELL"

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**EPISODE 3**

# Creative Thinking/Writing/Discussion Activity

- **What does the student KNOW?**

1. Who is at the beach with Harry? (Nana and his Dinos)
2. What is inside Harry's shell? (A hermit crab)

- **What does the student COMPREHEND?**

1. Why did the hermit crab need to move?
2. What is a tide pool? Describe it.
3. What does it mean to be resourceful?

- **What can the student APPLY?**

1. When do people need to move?
2. Tell about a time that you, someone in your family, or a friend moved. How did you feel about it?
3. How can you be resourceful at home or at school?

- **How does the student ANALYZE?**

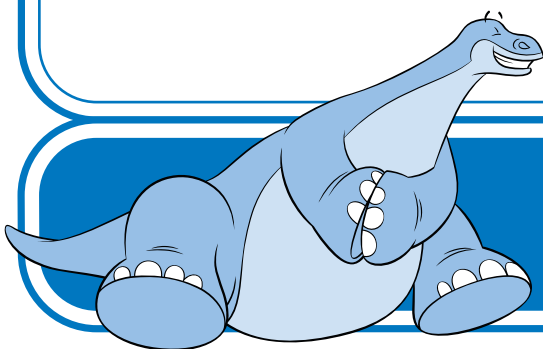
1. Compare the different types of shells they tried to get the crab to live in. Why were they not right?
2. How many different kinds of shells could they have tried?

- **How does the student SYNTHESIZE?**

1. What would have happened to the crab if Harry and his friends hadn't helped him get a new shell?
2. How could the hermit crab have been resourceful in getting a new shell himself?

- **How does the student EVALUATE?**

1. Who is your favorite Dinosaur? Why?
2. Why is it important to be resourceful?
3. How did Harry show resourcefulness?



**RESOURCEFULNESS**  
"I SEE A SEASHELL"

Volume 1  
**EPISODE 3**

## Story Summary

Teacher or facilitator asks students to retell the story making sure they bring out appropriate story grammar (characters, setting, plot, etc.).

### Do You Like My Tent?

Harry and the Dinos have set up camp in the living room and it reminds Mom of the time when she went camping with the Nature Guides. She shows them her collection of Guide badges and it inspires Harry and the Dinos to show initiative and go on a real camping trip to earn their own badges. The intrepid explorers head to Dino World where they embark on an adventure to find the Lost Falls and get some badges along the way. However, with pesky bugs and scary monsters to contend with, Harry and the Dinos learn that it's not always as easy as it might seem to earn a badge!



**INITIATIVE**  
“DO YOU LIKE MY TENT?”

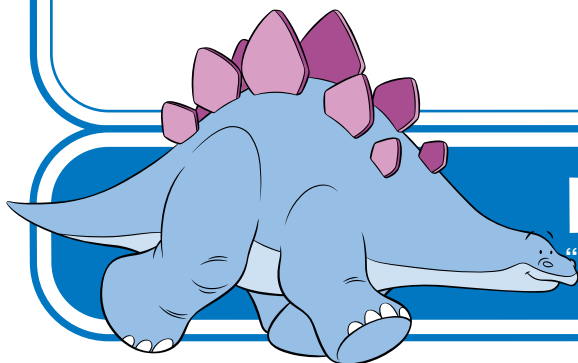
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**EPISODE 4**



## Basic Comprehension (Understanding the Story)

Answer each question by choosing a, b, or c.

1. **WHO is the main character of the story?**
  - a. Mom
  - b. Harry
  - c. The Dinos
2. **WHAT is Mom's favorite badge?**
  - a. Knot tying badge
  - b. Explorer badge
  - c. Camping badge
3. **WHERE do Harry and the Dinosaurs go to earn their badges?**
  - a. Dino World
  - b. Under the tent
  - c. The kitchen
4. **WHEN do they set up camp?**
  - a. After lunch
  - b. When they get in the bucket
  - c. When it starts to get dark
5. **WHY does Harry want an explorer badge?**
  - a. He lost his first one
  - b. It's the only one he doesn't have
  - c. Because Mom had one



# INITIATIVE

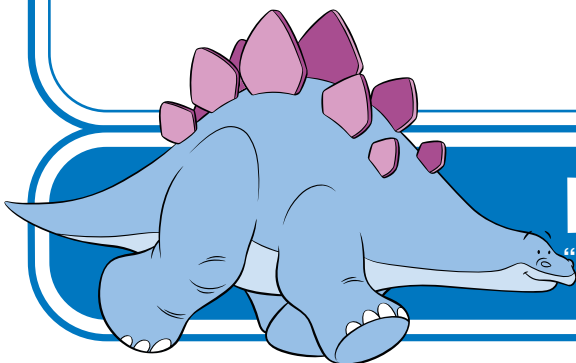
"DO YOU LIKE MY TENT?"

Volume 1  
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# INITIATIVE

"DO YOU LIKE MY TENT?"

## Word Study/Vocabulary Activity

**Initiative:** a first step or movement, energy shown in initiating action: enterprise

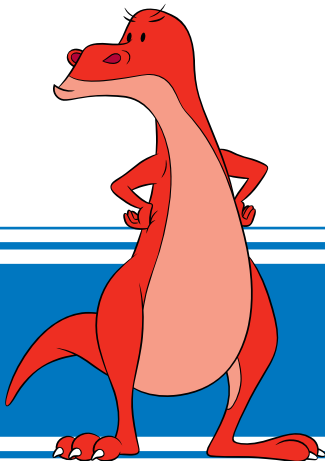
1. an introductory act or step; leading action: to take the initiative in making friends.
2. readiness and ability in initiating action; enterprise: to lack initiative.
3. one's personal, responsible decision: to act on one's own initiative.

**Synonyms:**

leadership, forcefulness, dynamism.

Harry tries to earn a **badge**. Using the vowels and the letters -dge, have students come up with words that end with -adge, -edge, -idge, -odge, and -udge. This can be used as a phonics or word attack skill lesson.

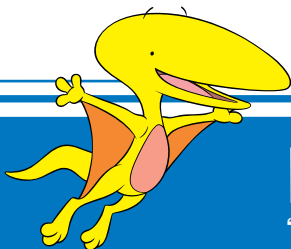
Badge, ledge, ridge, lodge, fudge, etc.



**INITIATIVE**  
"DO YOU LIKE MY TENT?"

## Classroom Activities

1. Talk about scouts and scouting programs where different badges are earned. Have students come up with a badge they would like to earn. They can then draw, color, and cut out their badges. A sash can also be made to place the badge onto.
2. Talk about initiative and have students brainstorm ways they could make the class and the school a better place. Ask students: How can we/you take the initiative to make the class/school a better place?
3. For a while, have an “I caught you showing initiative” board with cards that have student names and what they did to show initiative.



**INITIATIVE**  
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# Creative Thinking/Writing/Discussion Activity

- **What does the student KNOW?**

1. Who was the last Dino to get a badge?  
(Steggy-badge rescuer)
2. Name each Dino and the badge they earned.  
(Patsy-best creeper puller-outer, Taury-great apple picker, Sid-best light maker, Trike-eating.)

- **What does the student COMPREHEND?**

1. Why did they set up camp when they did?  
(It started getting dark)
2. What happened to Mom's sash when they went over the falls? (It landed on Steggy's neck)
3. What does earn mean?
4. What is initiative?

- **What can the student APPLY?**

1. Do you know anybody who is in the scouts?
2. Think of a time when you earned a badge or a trophy.  
How did it make you feel?

- **How does the student ANALYZE?**

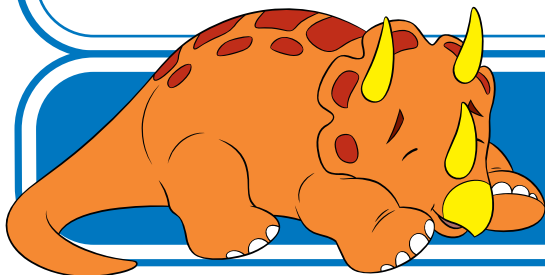
1. What are some other prizes and trophies that people earn?
2. How do people earn "badges" or other recognition in their jobs?

- **How does the student SYNTHESIZE?**

1. What can you earn at home or at school?
2. What badge would you want to earn at camp?

- **How does the student EVALUATE?**

1. Why is it important to show initiative?
2. How did Harry and the Dinos show initiative?



**INITIATIVE**

"DO YOU LIKE MY TENT?"