

VOLUME 2
COURAGE • HEROISM • DETERMINATION • ENTHUSIASM

Harry and His Bucket Full of Dinosaurs™

Facilitator Activity Guide
By William Visher



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EPISODES 1 - 4

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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



**COURAGE • HEROISM
DETERMINATION • ENTHUSIASM**

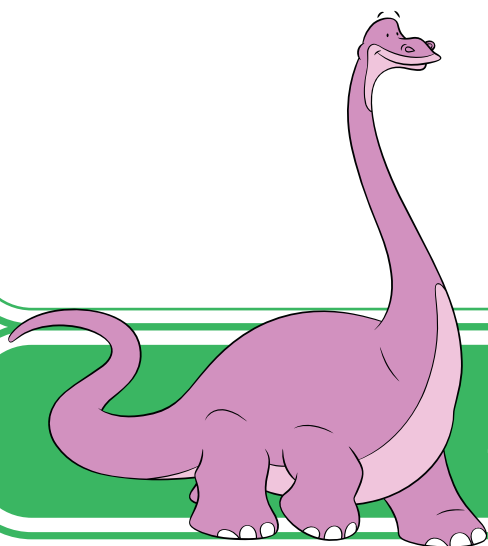
Volume 2
EPISODES 1-4

Story Summary

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

Harry the Explorer

Keen to discover the undiscovered, 'Harry the Explorer' and his Dinosaurs go to Dino World to see what new territory they can conquer. Their adventure begins to challenge their creativity and their courage as they arrive at the edge of Dino World and discover a completely white space where they can create a new world!



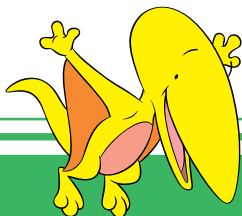
COURAGE
"HARRY THE EXPLORER"

Volume 2
EPISODE 1

Basic Comprehension (Understanding the Story)

Answer each question.

1. **WHO** was working in the closet at the beginning of the story?
2. **WHERE** was Mom working?
3. **WHAT** do they call the place that they discover?
4. **WHEN** do they find a ladder?
5. **WHY** do they spin Pterence?



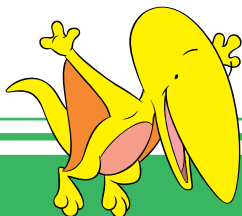
COURAGE
"HARRY THE EXPLORER"

Volume 2
EPISODE 1

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

Answer each question.

1. **WHO** was working in the closet at the beginning of the story?
Nana
2. **WHERE** was Mom working?
The attic
3. **WHAT** do they call the place that they discover?
Harryland
4. **WHEN** do they find a ladder?
When they get to the edge of Dino World
5. **WHY** do they spin Pterence?
To figure out which direction to go in



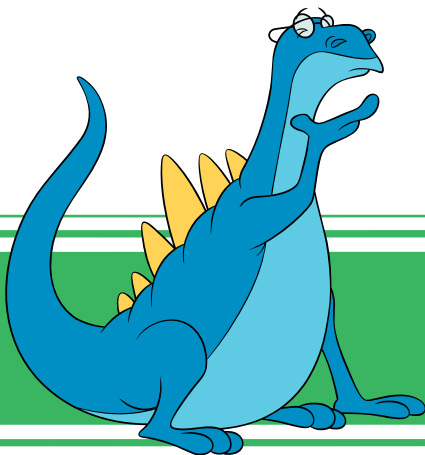
COURAGE
"HARRY THE EXPLORER"

Volume 2
EPISODE 1

Word Study/Vocabulary Activity

Courage: the strength of mind that makes one able to meet danger and difficulties with firmness

Courageous: having or showing courage, brave



COURAGE
“HARRY THE EXPLORER”

Harry the Explorer

Unscramble each of the clue words.

REEROXLP

	14	15		17	18	12	

UECARGO

				8		

NUGLEJ

				16	

CEHSAR

				1	

NEATEUDRV

		11				4	

RSVOEDIC

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HIPS

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DIS

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TAYPS

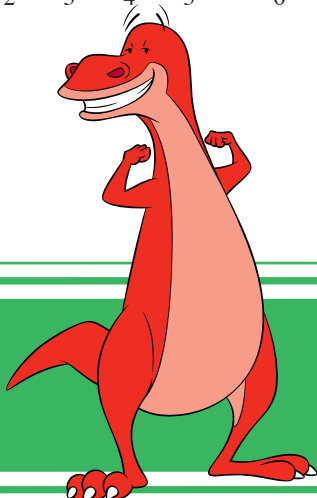
	2			

TARYU

	10		3	

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1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20



COURAGE
"HARRY THE EXPLORER"

Volume 2
EPISODE 1

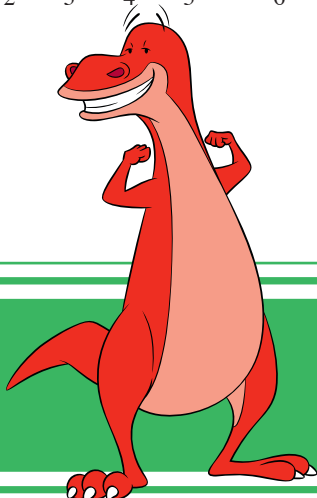
Harry the Explorer KEY

Unscramble each of the clue words.

REEROXLP	E	X	P	L	O	R	E	R	14	15	17	18	12
UECARGO	C	O	U	R	A	G	E		8				
NUGLEJ	J	U	N	G	L	E			16				
CEHSAR	S	E	A	R	C	H			1				
NEATEUDRV	A	D	V	E	N	T	U	R	E	11		4	
RSVOEDIC	D	I	S	C	O	V	E	R		6		20	
HALRARDNY	H	A	R	R	Y	L	A	N	D		5		
HIPS	S	H	I	P						7			
TYGGES	S	T	E	G	G	Y				13			
ETPERCEN	P	T	E	R	E	N	C	E		19	9		
DIS	S	I	D										
TAYPS	P	A	T	S	Y					2			
TARYU	T	A	U	R	Y					10	3		

Copy the letters in the numbered cells to other cells with the same number.

H	A	R	R	Y	I	S	A	B	R	A	V	E	E	X	P	L	O	R	E	R
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	

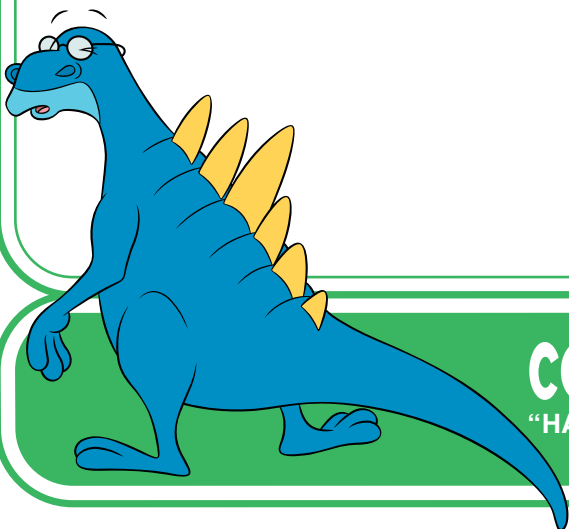


COURAGE

"HARRY THE EXPLORER"

Classroom Activities

1. Discuss with students about what it means to be an explorer. Read a biography about a famous explorer (i.e. Columbus). Talk about the dangers and trials that had to be faced when exploring new lands.
2. Ask students where and when they would have to demonstrate courage. (attending a new school, moving, illness, divorce, family issues, etc.)
3. In the story, Steggy sang a brave song to overcome his fear. What would you do to show you had courage? Ask students if they have a favorite “brave song” they could sing when they need to be brave.



COURAGE
“HARRY THE EXPLORER”

Creative Thinking/Writing/Discussion Activity

- **What does the student KNOW?**

1. What is an explorer?
2. What was everyone in the house doing? (cleaning)

- **What does the student COMPREHEND?**

1. What did explorers of the past explore? (they sailed out to sea)
2. How did Harry and the Dinos get their ship? (they ordered it from a catalog)

- **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 be brave?

- **How does the student ANALYZE?**

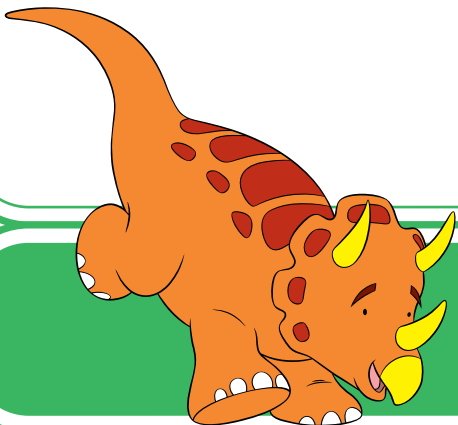
1. Compare this story to another story or movie about Dinosaurs.
2. How many parts of a boat (or ship) can you name?

- **How does the student SYNTHESIZE?**

1. Imagine you are in Harryland. Describe or draw your favorite animal.
2. Where would you go on vacation if you could go anywhere you wanted to?

- **How does the student EVALUATE?**

1. Why is it important to have courage?
2. How does Harry show courage?



COURAGE
"HARRY THE EXPLORER"

Volume 2
EPISODE 1

Story Summary

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

Splash

When Harry's bath toy Ducky falls into his magical bucket, Harry and his Dino friends waste no time before heroically jumping in to find her. Spying Ducky floating in the distant horizon, they immediately board the Dino-mobile, which magically transforms in to a Super Dino Rescue Boat. They speed off on an action packed sea bound adventure to rescue their drifting friend. Harry and his Dinos show true heroism as they face a variety of obstacles on their rescue voyage!



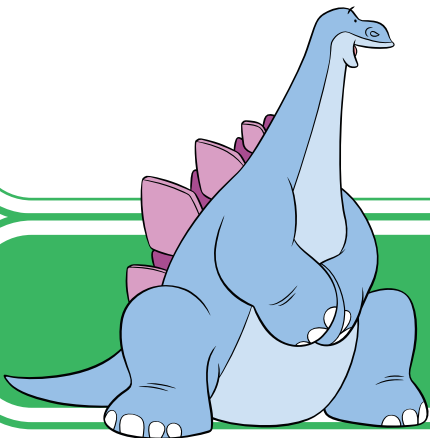
HEROISM
"SPLASH"

Volume 2
EPISODE 2

Basic Comprehension (Understanding the Story)

Answer each question.

1. **WHO** is the main character of the story? How do you know?
2. **HOW** did they get out of the whale?
3. **WHERE** did they think Ducky went?
4. **WHEN** did the boat turn into a submarine?
5. **WHY** were they inside a whale?



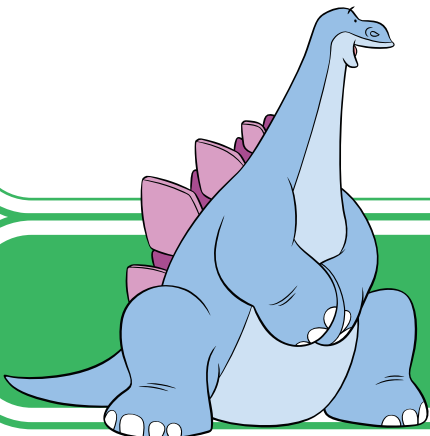
HEROISM
“SPLASH”

Volume 2
EPISODE 2

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

Answer each question.

1. **WHO** is the main character of the story? How do you know?
Harry
2. **HOW** did they get out of the whale?
By tickling
3. **WHERE** did they think Ducky went?
The ocean
4. **WHEN** did the boat turn into a submarine?
After Ducky dragged them underwater
5. **WHY** were they inside a whale?
It was snoring and pulled them inside



HEROISM
“SPLASH”

Volume 2
EPISODE 2

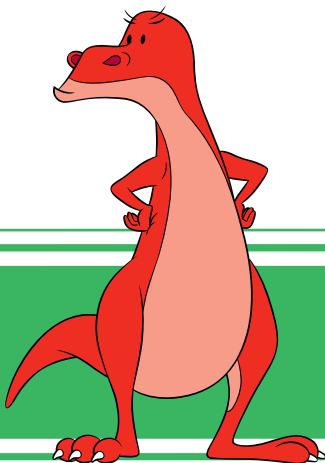
Word Study/Vocabulary Activity

Heroic: courageous, daring

Hero: a person admired for great deeds or fine qualities, one who shows great courage, the chief male character in a story, poem, or play.

Heroism: great courage, the qualities of a hero

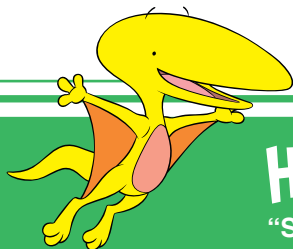
Using the word “splash” from the title, do a rhyming lesson on words that end with –ash (cash, dash, mash, etc.) or a consonant blend lesson on words that begin with spl- (split, splendid, splint, etc).



HEROISM
“SPLASH”

Classroom Activities

1. Have someone who is a hero in the community like a firefighter or police officer come in to talk to the class about their work. Have them describe their preparation and how they do their job. Students can prepare a question beforehand or just ask questions at the end of the session.
2. Talk about superheroes like Superman®, Batman®, etc. that the students see on television. Ask what qualities those heroes have in common with “regular” heroes. Students can then do creative play and dress as their favorite hero.
3. Draw a picture of a hero. Why is this person your hero?



HEROISM
“SPLASH”

Creative Thinking/Writing/Discussion Activity

- **What does the student KNOW?**
 1. Who got lost in Dino World? (Ducky)
 2. Who rescues people for a living?
- **What does the student COMPREHEND?**
 1. What is the giant bar of soap doing? (blocking their way)
 2. What is an anchor used for? (to stop boats from moving around)
- **What can the student APPLY?**
 1. Tell about someone who is a hero to you.
 2. What is an example of someone or something being rescued?
- **How does the student ANALYZE?**
 1. How is being in a whale like being in a cave?
 2. Describe what it would feel like to be in a cave.
- **How does the student SYNTHESIZE?**
 1. What are some ways you would have tried to get around the big bar of soap?
 2. Who uses a boat to rescue people?
- **How does the student EVALUATE?**
 1. Why was Harry a hero in this story?
 2. Why is it important to show heroism?



HEROISM
"SPLASH"

Story Summary

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

Yeehaw!

Harry and the Dinos are playing cowboys in the sandbox when Nana calls Harry in for his bath. When Harry discovers that his rubber ducky is missing, there's no other choice but to go to Dino World and see if he can find it there. In true Western style, and with determination, Sheriff Harry and his Deputy Dinos are on a mission to rescue his toy and all other missing duckies from the clutches of the elusive Ducky Rustler – AKA 'The Tickler Kid.' After Harry and the Dinos finally locate and set their kidnapped friends free, all they need to do is confront The Tickler Kid and reveal his true identity before it's time to head home for that bath.



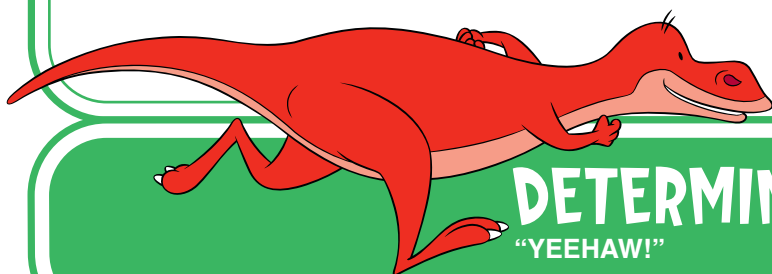
DETERMINATION
"YEEHAW!"

Volume 2
EPISODE 3

Basic Comprehension (Understanding the Story)

Answer each question.

1. **WHO** is Thunderbird?
2. **WHAT** is Harry looking for at the beginning of the story?
3. **WHERE** do Harry and the Dinosaurs go to find Ducky?
4. **WHEN** does Harry leave Dino World?
5. **WHY** does Harry go to the train station?

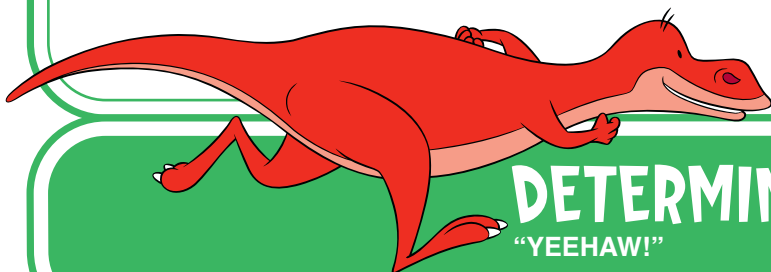


DETERMINATION
“YEEHAW!”

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

Answer each question.

1. **WHO** is Thunderbird?
The totem pole
2. **WHAT** is Harry looking for at the beginning of the story?
Ducky
3. **WHERE** do Harry and the Dinosaurs go to find Ducky?
Dino World
4. **WHEN** does Harry leave Dino World?
When he hears Nana calling
5. **WHY** does Harry go to the train station?
To meet The Tickler Kid



DETERMINATION
“YEEHAW!”

Word Study/Vocabulary Activity

Determination: firm or fixed intention

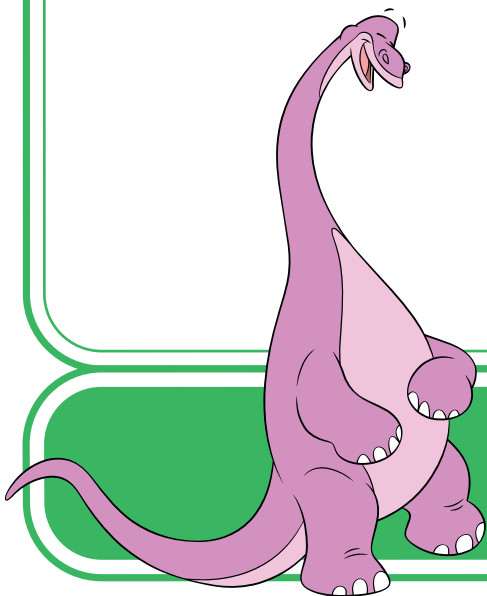
Determined: free from doubt, not weak or uncertain, firm

Using the word “determination,” make a list of all the words you can. Begin with two-letter words, then three-letter, and so on until you make the longest word possible for your students and eventually do the whole word.

Two-letter: it, in, on, an, no, me, to, am, (etc.)

Three-letter: not, ton, man, tan, (etc.)

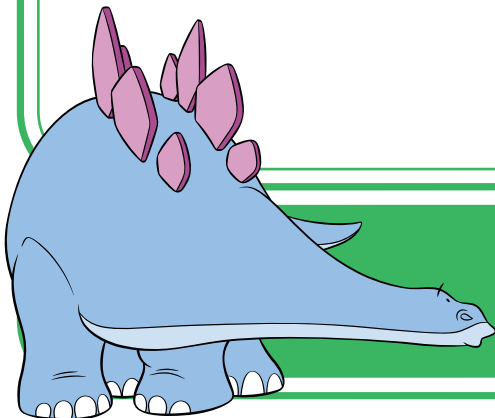
This activity can go on for several days and you can add to it if time runs out. Make a class chart.



DETERMINATION
“YEEHAW!”

Classroom Activities

1. Have students make their own “wanted poster” for a favorite toy that they have lost or maybe one they don’t have and would like to own.
2. Divide class in half either by gender or by having them stand in a line and count off by 2’s. Play a few games of tug-of-war and award some type of prize to the winning team. Talk about the determination it takes to win.
3. Read Aesop’s Fable “The Tortoise and the Hare” and talk about the determination of the tortoise to win.



DETERMINATION
“YEEHAW!”

Creative Thinking/Writing/Discussion Activity

- **What does the student KNOW?**

1. Whom did they see first in Harrytown? (Squirt the Hippo)
2. Who took all the ducks? (Tickler Kid)

- **What does the student COMPREHEND?**

1. Why did Nana come outside to get Harry? (for his bath)
2. What was Harry doing outside at the beginning of the story? (playing cowboys with his dinos)

- **What can the student APPLY?**

1. Why did Harry need his duck?
2. Name something you had to look for for a long time and you didn't give up until you found it.

- **How does the student ANALYZE?**

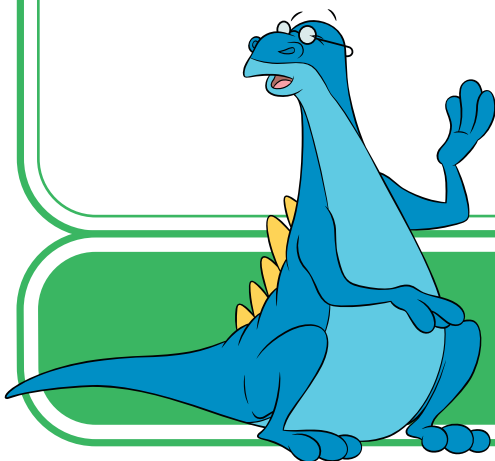
1. What kind of animal is a duck? Classify it according to its characteristics.
2. What do you call a group of ducks? What about groups of other animals?

- **How does the student SYNTHESIZE?**

1. Create another way to rescue Ducky.
2. Describe how The Tickler Kid got Ducky.

- **How does the student EVALUATE?**

1. How did Harry show determination in this story?
2. Why is it important to show determination?



DETERMINATION
"YEEHAW!"

Story Summary

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

I Want To Go Faster

Driving along in the car with his family, Harry wishes they could go faster. Mom explains that their car is for getting places safely rather than racing. So Harry decides to go off into Dino World to see if his racing dreams can be realized there. Harry and the Dinos have great fun and show boundless enthusiasm while building their own hotrod racecars, and then putting them to the test. Even though Dino World is a world of possibility, they learn that not everywhere is ideal for driving really fast, but before the race is out they come across some excellent, high speed racing ground. The heat is really on as Steggy suddenly gains some extra power and comes up from the back to steal the victory.



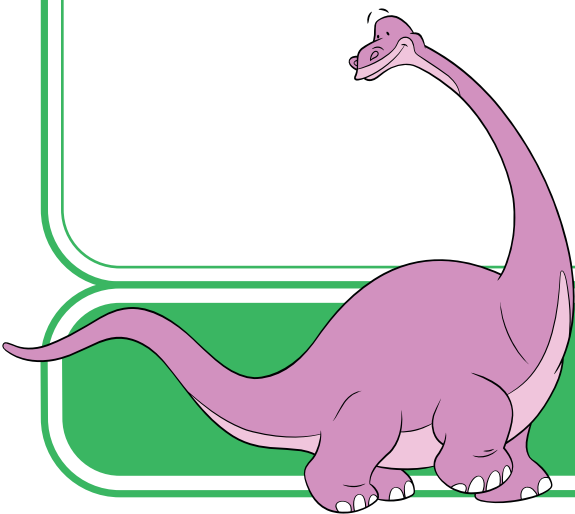
ENTHUSIASM
"I WANT TO GO FASTER"

Volume 2
EPISODE 4

Basic Comprehension (Understanding the Story)

Answer each question.

1. **WHO** is driving the car at the beginning of the story?
2. **WHAT** does Harry want to do?
3. **WHERE** do Harry and the Dinosaurs go to build their hotrods?
4. **WHEN** do the cars fall out of the sky?
5. **WHY** does Harry go to Dino World?

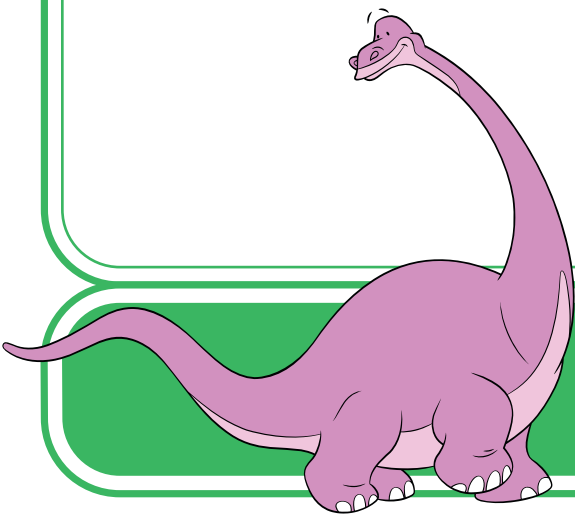


ENTHUSIASM
"I WANT TO GO FASTER"

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

Answer each question.

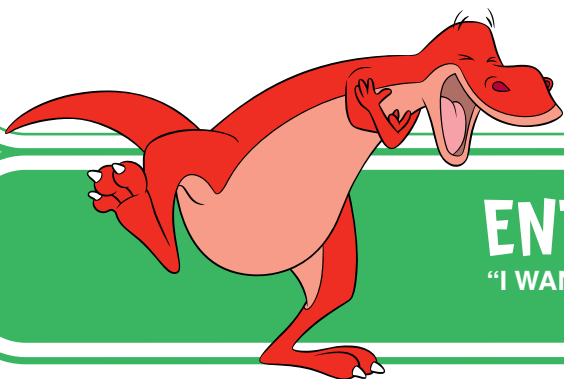
1. **WHO** is driving the car at the beginning of the story?
Mom
2. **WHAT** does Harry want to do?
He wants to go faster
3. **WHERE** do Harry and the Dinosaurs go to build their hotrods?
Dino World
4. **WHEN** do the cars fall out of the sky?
When the light turns green
5. **WHY** does Harry go to Dino World?
To drive his own Dino Mobile and go faster



ENTHUSIASM
"I WANT TO GO FASTER"

Word Study/Vocabulary Activity

Enthusiasm: strong feeling in favor of something, eagerness.

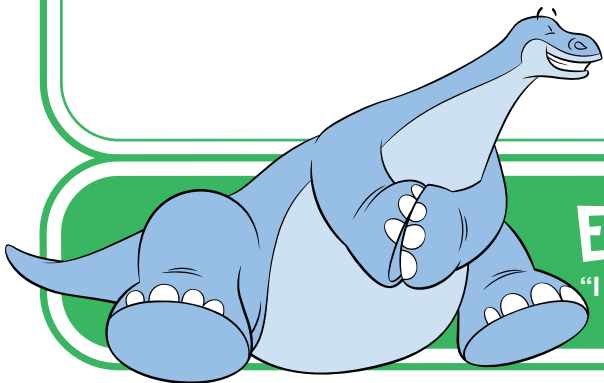


ENTHUSIASM
"I WANT TO GO FASTER"

Harry and Dinosaurs

Unscramble the tiles to reveal a message.

R ! R Y F A AND STE S D HAR TO
INO S W HI ANT GO



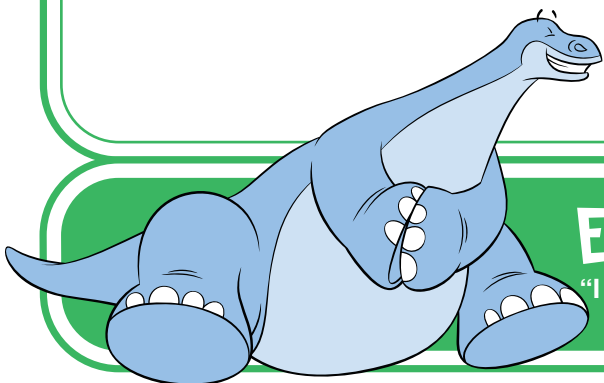
ENTHUSIASM
"I WANT TO GO FASTER"

Harry and Dinosaurs **KEY**

Unscramble the tiles to reveal a message.

R !	R Y	F A	AND	STE	S D	HAR	TO
INO	S W	HI	ANT	GO			

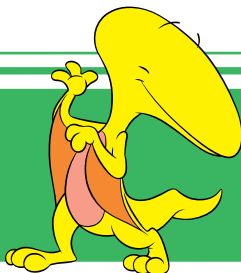
H	A	R	R	Y	A	N	D	H	I	S	D	I	N	O	S	W	A	N	T
T	O	G	O	F	A	S	T	E	R	!									



ENTHUSIASM
"I WANT TO GO FASTER"

Classroom Activities

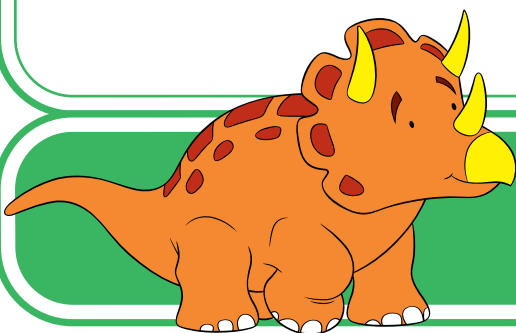
1. Have students divide into two groups and do relay races outside. Talk about enthusiasm, winning, and going faster.
2. Commercials and advertisements are good places to see examples of enthusiasm. Give students newspapers and magazines and have them clip pictures of people showing enthusiasm. Make a class collage or individual pictures.
3. Ask students what they get enthusiastic about and why. Make a class list.



ENTHUSIASM
“I WANT TO GO FASTER”

Creative Thinking/Writing/Discussion Activity

- **What does the student KNOW?**
 1. Who had the slowest car? (Steggy)
 2. Who won the race? (Steggy)
- **What does the student COMPREHEND?**
 1. Where were they racing to? (Wicked Fast Canyon)
 2. What does Nana say a car is for? (driving safe)
 3. How did Steggy win the race? (butterfly helped)
- **What can the student APPLY?**
 1. Tell about a time you were enthusiastic.
 2. What is an example of someone being enthusiastic?
- **How does the student ANALYZE?**
 1. Name some parts of a real car.
 2. Who do you think had the best hotrod? Why?
- **How does the student SYNTHESIZE?**
 1. How would you design your own racecar?
 2. Draw a picture of your car.
- **How does the student EVALUATE?**
 1. How did Harry show enthusiasm in this story?
 2. Why is it important to show enthusiasm?



ENTHUSIASM
"I WANT TO GO FASTER"