

## VOLUME 3

PERSEVERANCE • COOPERATION • CONSIDERATION • UNIQUENESS

# Harry and His Bucket Full of Dinosaurs™

**Facilitator Activity Guide**  
**By William Visher**



# Contents

## EPISODES 1 - 4

Story Summary

Comprehension Activity

Comprehension Activity Key

Word Study/Vocabulary Activity

Classroom Activities

Creative Thinking/Writing/Discussion Activity

**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)**



**PERSEVERANCE • COOPERATION  
CONSIDERATION • UNIQUENESS**

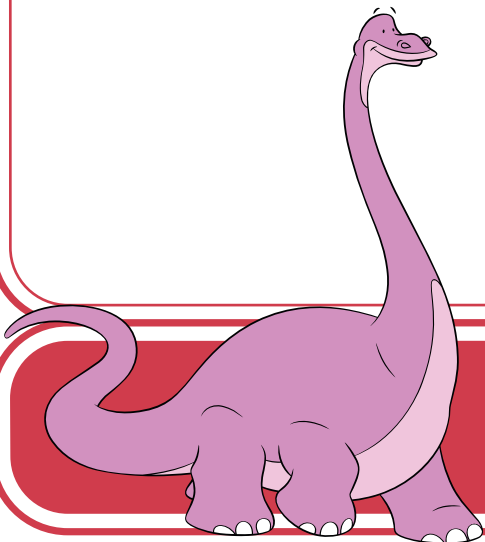
Volume 3  
**EPISODES 1-4**

## Story Summary

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

### What Does The Key Open?

After giving Mom a necklace with a key-shaped pendant on it, Harry and his Dino pals are dying to know what the key opens and they head to Dino World on their new quest to find the matching lock. Princess Pamela's castle seems to be the perfect place to start, but the royal pets Max and Muffin have other ideas and decide to take the opportunity to make a getaway – taking the key with them! Princess Pam's naughty pets lead Harry and the gang on a wild goose chase around Dino World. But as luck would have it, Max and Muffin aren't so bad after all as they lead Harry and the Dinos to the ideal spot to try out their key: a valley full of doors! It's just a case of finding the right one and seeing where it leads. Harry and the Dinos show perseverance not only in finding Max and Muffin but also in matching the key with the right lock.



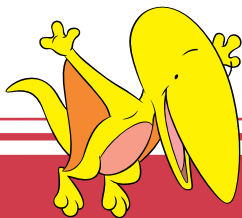
**PERSEVERANCE**  
“WHAT DOES THE KEY OPEN?”

Volume 3  
**EPISODE 1**

## Basic Comprehension (Understanding the Story)

Answer each question.

1. **WHO** is Pamela?
2. **WHAT** is a quest?
3. **WHERE** were all the doors in Dino World?
4. **WHEN** does the key glow?
5. **WHY** did the pets get out?



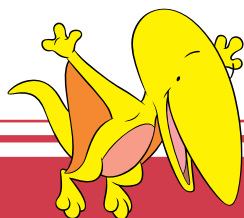
**PERSEVERANCE**  
“WHAT DOES THE KEY OPEN?”

Volume 3  
**EPISODE 1**

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

Answer each question.

1. **WHO** is Pamela?  
The princess
2. **WHAT** is a quest?  
A search
3. **WHERE** were all the doors in Dino World?  
In the canyon
4. **WHEN** does the key glow?  
When people are close to their “special door” or quest
5. **WHY** did the pets get out?  
The gate was left open



**PERSEVERANCE**  
“WHAT DOES THE KEY OPEN?”

Volume 3  
**EPISODE 1**

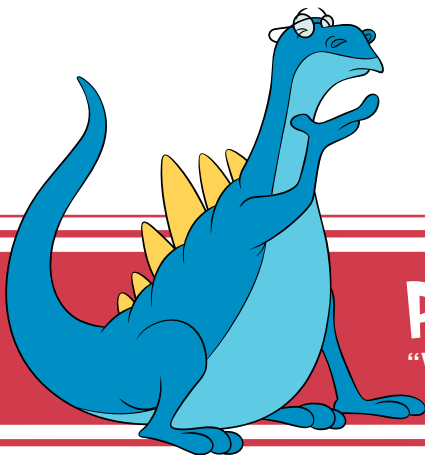
## Word Study/Vocabulary Activity

**Perseverance:** the act or power of persevering.

**Persevere:** to keep trying to do something in spite of difficulties; steady persistence in a course of action, a purpose, a state, etc., especially in spite of difficulties, obstacles, or discouragement.

**Synonyms:**

1. doggedness, steadfastness.



**PERSEVERANCE**  
“WHAT DOES THE KEY OPEN?”

## Harry Perseverance

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

HARRY

KEY

MAX

MUFFIN

PAMELA

PATSY

PRINCESS

PTERENCE

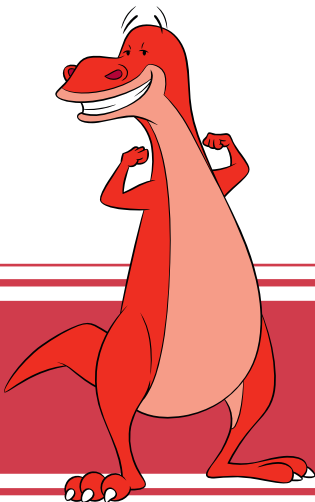
QUEST

SID

STEGGY

TAURY

TRIKE

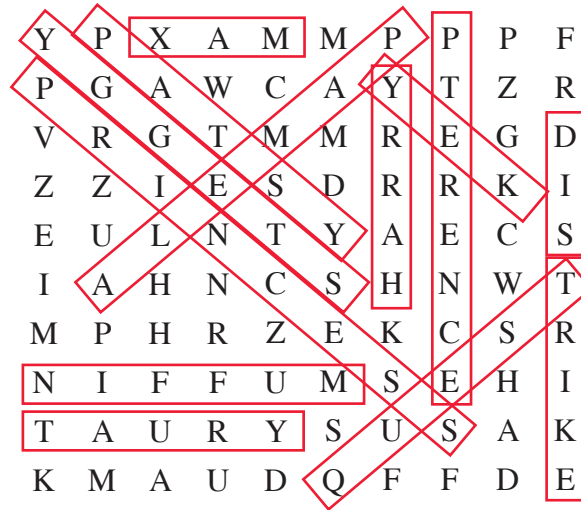


**PERSEVERANCE**  
"WHAT DOES THE KEY OPEN?"

Volume 3  
**EPISODE 1**

## KEY

### Harry Perseverance



HARRY

KEY

MAX

MUFFIN

PAMELA

PATSY

PRINCESS

PTERENCE

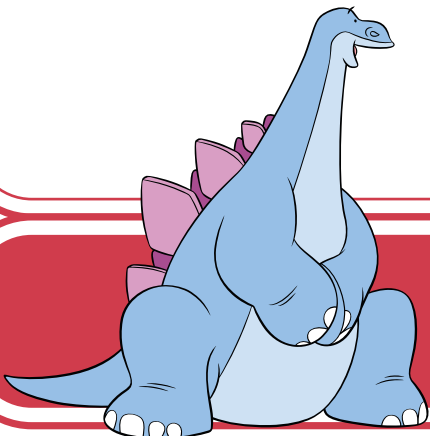
QUEST

SID

STEGGY

TAURY

TRIKE



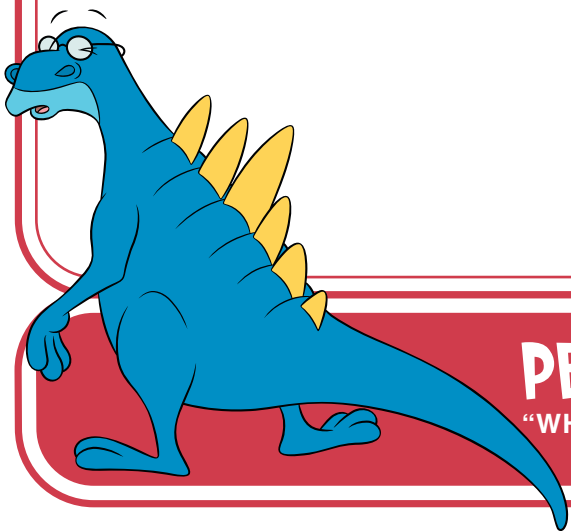
**PERSEVERANCE**  
“WHAT DOES THE KEY OPEN?”

Volume 3  
**EPISODE 1**



## Classroom Activities

1. “Our greatest weakness lies in giving up. The most certain way to succeed is always to try just one more time.” -- Thomas A. Edison.  
This is a quote from Thomas Edison about perseverance. Read it and discuss with the class.
2. Have students break up into small groups and brainstorm ways to persevere in their schoolwork and studies.
3. Give students a task to complete. Provide an assortment of beads, twine, craft material, etc. and other material to create a necklace as an art project.



**PERSEVERANCE**  
“WHAT DOES THE KEY OPEN?”

# Creative Thinking/Writing/Discussion Activity

- **What does the student KNOW?**

1. Who were the pets in the story? (Max and Muffin) What kind of pets were they? (Dog and cat)
2. Who lived in the castle? (the princess)

- **What does the student COMPREHEND?**

1. What kind of dance did the princess like? (ballet) How do you know? (the way she was dressed)
2. Where did they find the special key? (on the arrow sign, pointing to the doors)
3. What is perseverance?

- **What can the student APPLY?**

1. Tell about a time you persevered or looked for something for a long time.
2. Why do we need locks?

- **How does the student ANALYZE?**

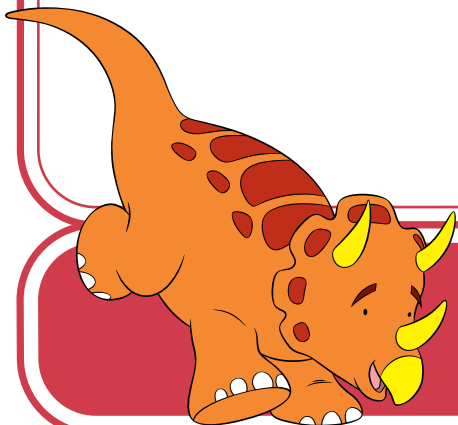
1. Describe a castle. Compare castles with other places where people live.
2. Name some things that a princess might do during the day.

- **How does the student SYNTHESIZE?**

1. What would you do if you lived in a castle?
2. Draw a picture of your castle.

- **How does the student EVALUATE?**

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



**PERSEVERANCE**  
“WHAT DOES THE KEY OPEN?”

Volume 3  
**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.).

### Zoom

Planning the best vacation ever is a little tricky when there are so many tastes to please, so Harry goes to Dino World to see if he can find inspiration there. With Nancy as their tour guide, Harry and his Dinosaurs manage to bathe on the beach, climb mountains and walk in the woods. The best time of all however, is had when the gang stumbles across a Happy House of fun. Realizing that cooperation and seeing everyone happy makes for the perfect vacation, Harry rushes home to tell Mom, Nana and Sam.



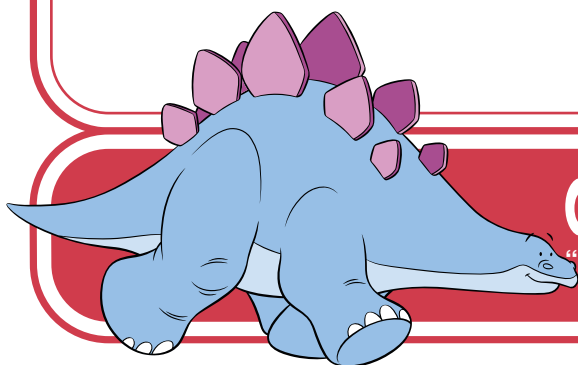
**COOPERATION**  
"ZOOM"

Volume 3  
**EPISODE 2**

## Basic Comprehension (Understanding the Story)

Answer each question.

1. **WHO** wanted to go to the mountains for vacation?
2. **WHAT** was Harry pretending to be at the beginning of the story?
3. **WHERE** is the first place they go in Dino World?
4. **WHEN** did the mountain of ice cream melt?
5. **WHY** did they stop going down the drain?



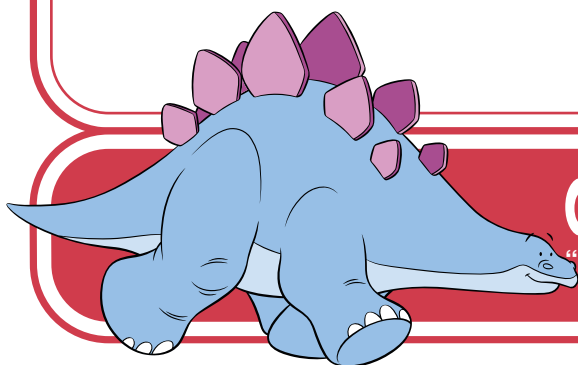
**COOPERATION**  
"ZOOM"

Volume 3  
**EPISODE 2**

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

Answer each question.

1. **WHO** wanted to go to the mountains for vacation?  
Sam
2. **WHAT** was Harry pretending to be at the beginning of the story?  
A pilot
3. **WHERE** is the first place they go in Dino World?  
The beach
4. **WHEN** did the mountain of ice cream melt?  
When Nancy knocked the picture of the sun into the mountain of ice cream
5. **WHY** did they stop going down the drain?  
Harry stopped it with an umbrella



**COOPERATION**  
"ZOOM"

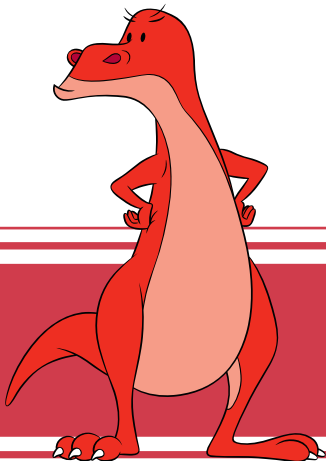
Volume 3  
**EPISODE 2**

## Word Study/Vocabulary Activity

**Cooperation:** the act or process of cooperating.

**Cooperate:** to act or work together so as to get something done.

**Cooperative:** willing to work with others, working together.



**COOPERATION**  
"ZOOM"

Volume 3  
**EPISODE 2**

# Harry: Cooperation

Unscramble each of the clue words.

GYGTES

16	17	9	6	8	

RTEECPEN

	7	15	12	11			

TAYPS

	10			

DIS

	4	

TUYRA

			2	

KTRIE

	13	3		

AANN

		5	

MMO

	1	

MAS

	14	

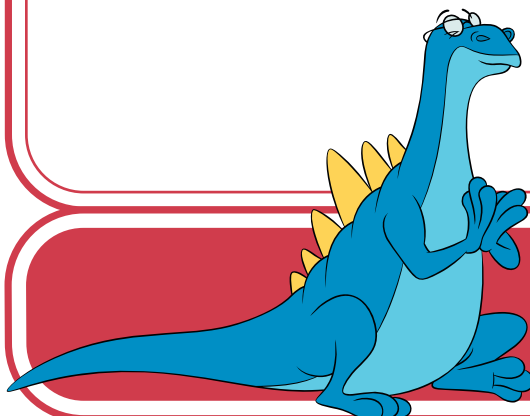
Copy the letters in the numbered cells to other cells with the same number.

<b>W</b>						
1	2	3	4	5	6	

						<b>H</b>		
7	1	8	9	10		11	12	

13	14

<b>B</b>			
15	16	17	



**COOPERATION**  
"ZOOM"

Volume 3  
**EPISODE 2**

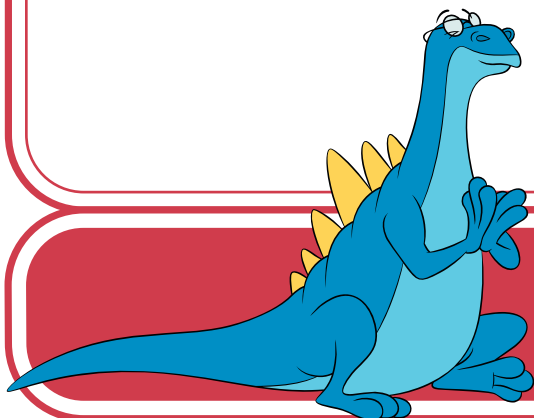
# Harry: Cooperation KEY

Unscramble each of the clue words.

GYGTES	S	T	E	G	G	Y		
	16	17	9	6	8			
RTEECPEN	P	T	E	R	E	N	C	E
		7	15	12	11			
TAYPS	P	A	T	S	Y			
			10					
DIS	S	I	D					
		4						
TUYRA	T	A	U	R	Y			
				2				
KTRIE	T	R	I	K	E			
			13	3				
AANN	N	A	N	A				
			5					
MMO	M	O	M					
		1						
MAS	S	A	M					
		14						

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

W	O	R	K	I	N	G	T	O	G	E	T	H	E	R	I	S	B	E	S	T
1	2	3	4	5	6	7	1	8	9	10	11	12	13	14	15	16	17			

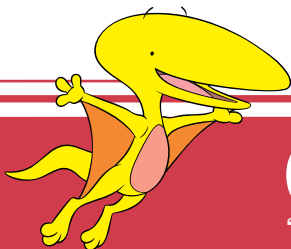


**COOPERATION**  
"ZOOM"



## Classroom Activities

1. Things can go better and faster when you cooperate. Choose a project like cleaning up the classroom or playground and assign each student a job to do.
2. Pair students up and have wheelbarrow races. Explain that each member will have to cooperate to make the pair successful.
3. Discuss cooperation and what it means to cooperate. Have students plan the next birthday or holiday party.



**COOPERATION**  
"ZOOM"

Volume 3  
**EPISODE 2**

# Creative Thinking/Writing/Discussion Activity

- **What does the student KNOW?**

1. Who wore a rubber ducky? (Nancy the Nanosaurus)
2. Where did Nana want to go for vacation? (surfing)

- **What does the student COMPREHEND?**

1. Why didn't Harry want to eat the "ice cream"? (It was sand)
2. What was the treasure at the bottom of the ocean? (a plug or stopper)

- **What can the student APPLY?**

1. Why was it cold on the top of the mountain in the story? (It was made of ice cream)
2. Is it cold on the top of all mountains? Why?

- **How does the student ANALYZE?**

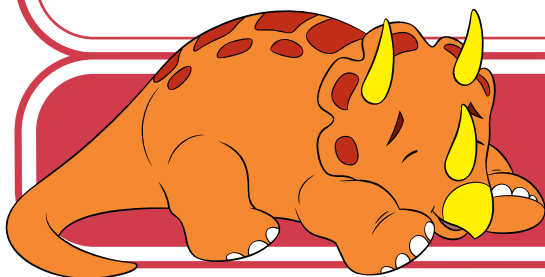
1. Draw and label a picture of a funhouse.
2. What would you include in your funhouse?

- **How does the student SYNTHESIZE?**

1. How would you decide where to go on vacation?
2. What would you do or say if everyone in your family wanted to go to a different place for vacation?

- **How does the student EVALUATE?**

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



**COOPERATION**  
"ZOOM"

Volume 3  
**EPISODE 2**

## Story Summary

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

### **Superheroes Don't Dance**

Harry and his friend Charley play a game of superheroes together. Afterwards when Charley invites Harry to a dance party, he declines, saying, "Superheroes are way too busy fighting crime and saving the planet to dance." The Dinos lead Harry on an adventure in Dino World that will prove to him that superheroes and dancing can be great fun! He also learns that sometimes you have to consider the feelings of your friends when choosing activities.



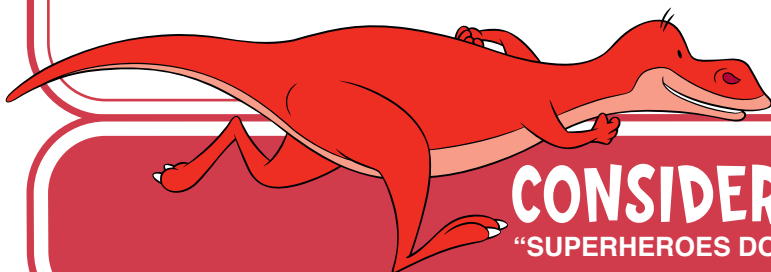
**CONSIDERATION**  
"SUPERHEROES DON'T DANCE"

Volume 3  
**EPISODE 3**

## Basic Comprehension (Understanding the Story)

Answer each question.

1. **WHO** wants Harry to go to a dance?
2. **WHAT** did the Dinos sneak into the bucket to go to Dino World?
3. **WHERE** do Harry and the Dinosaurs go to find the Mighty Zark?
4. **WHEN** does Harry decide to go to the dance?
5. **WHY** can't the Dinos go to the party?

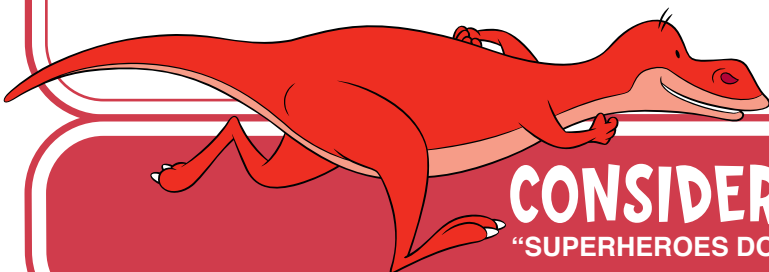


**CONSIDERATION**  
"SUPERHEROES DON'T DANCE"

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

Answer each question.

1. **WHO** wants Harry to go to a dance?  
Charley
2. **WHAT** did the Dinos sneak into the bucket to go to Dino World?  
A radio
3. **WHERE** do Harry and the Dinosaurs go to find the Mighty Zark?  
Echo Canyon
4. **WHEN** does Harry decide to go to the dance?  
At the end of the story when he makes up his own style
5. **WHY** can't the Dinos go to the party?  
Because Harry has to go with them



**CONSIDERATION**  
"SUPERHEROES DON'T DANCE"

## Word Study/Vocabulary Activity

**Consideration:** thoughtfulness for other people.

**Considerate:** thoughtful of the rights and feelings of others.

1. take into consideration, to take into account; consider

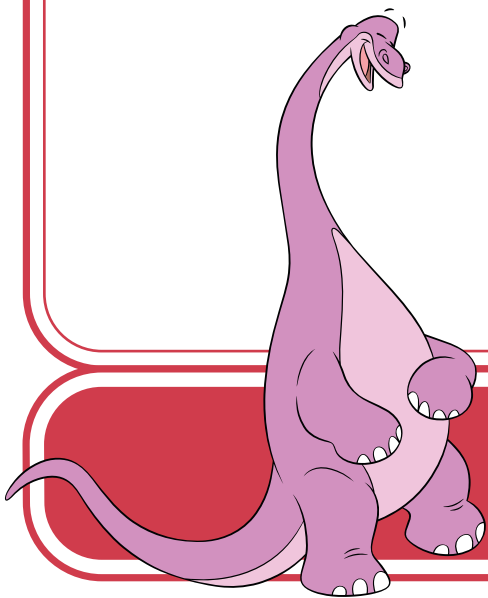
**Synonyms:**

1. reflection, contemplation, rumination, attention.

2. kindness, kindliness, concern. weight, significance, moment.

Consideration is one of few words that have four vowels in it. Use this word to see how many words you can generate.

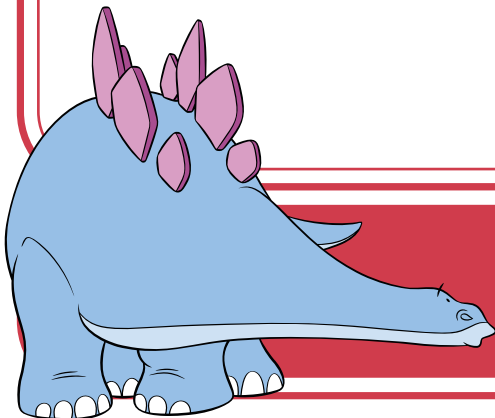
Use the two-letter words to generate word families: -at, -et, -it, -ot, etc.



**CONSIDERATION**  
"SUPERHEROES DON'T DANCE"

## Classroom Activities

1. Provide several different types of music and have a dance party. If there are students that take dance have them demonstrate/teach that style and then have other students emulate.
2. Talk about what it means to be considerate versus being inconsiderate. To be considerate means to be thoughtful of the needs and feelings of other people. Have students make cards of appreciation for the people in school like the secretary, lunch staff, and bus drivers who typically are left out or forgotten.
3. Have students list ways they can be considerate at home like cleaning up after themselves, not bothering older siblings that have to study, obeying mom or dad, helping with younger siblings, etc. Have them report later in the week or the next day how they showed consideration.



**CONSIDERATION**  
"SUPERHEROES DON'T DANCE"

# Creative Thinking/Writing/Discussion Activity

- **What does the student KNOW?**

1. Who wanted to go to a party? (Charley)
2. What kind of party did Harry's friend want to go to? (dance party)

- **What does the student COMPREHEND?**

1. Why didn't Harry want to go to the party? (Superheroes don't dance)
2. Name the kinds of dancing that the Dinos did. (electric bugaloo, ballet, dinorap/breakdancing)
3. What does it mean to be considerate of someone else?

- **What can the student APPLY?**

1. Have learners demonstrate one of the dances in the story.
2. What is your favorite type of dance?
3. Whom can you show consideration to?

- **How does the student ANALYZE?**

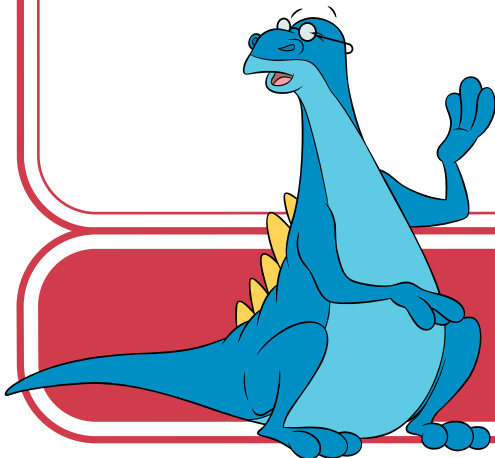
1. How are dances alike and different?
2. Do people dance in all countries/cultures?

- **How does the student SYNTHESIZE?**

1. Can you make up a new kind of dance?
2. What would you do or say if a friend wanted you to try a new game or activity?

- **How does the student EVALUATE?**

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



**CONSIDERATION**  
"SUPERHEROES DON'T DANCE"

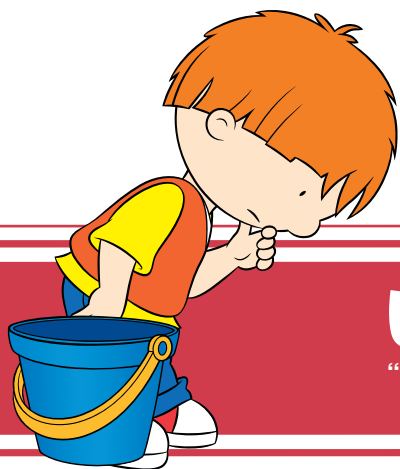


## Story Summary

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

### **Hurray for Pizza!**

Why don't they make peanut butter and banana pizzas? It's a question Harry has been pondering and the Dinos think they know somewhere you can have any pizza topping you like – Dino World, of course! They arrive at Harry's Pizza Parlor and start making tailor-made pizzas for the inhabitants of Dino World, topped with everything from pink icing and cherries to swamp mud and flies. With Harry at the helm, Trike taking orders and all the Dinos helping to make perfect pizzas, what could possibly go wrong? Harry learns that people don't like the same things – they are unique in who they are and what they like.



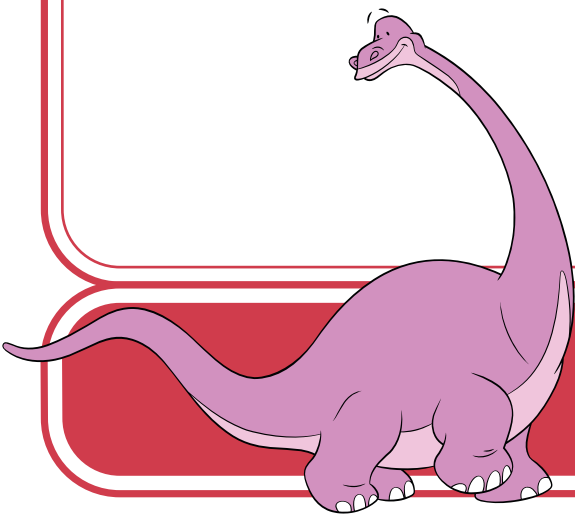
**UNIQUENESS**  
“HURRAY FOR PIZZA!”

Volume 3  
**EPISODE 4**

## Basic Comprehension (Understanding the Story)

Answer each question.

1. **WHO** brought the pizza to the house?
2. **WHAT** did Trike eat by mistake?
3. **WHERE** is smoke coming from in Dino World?
4. **WHEN** does Harry jump into the bucket to Dino World?
5. **WHY** does Nancy know how to make pizza?



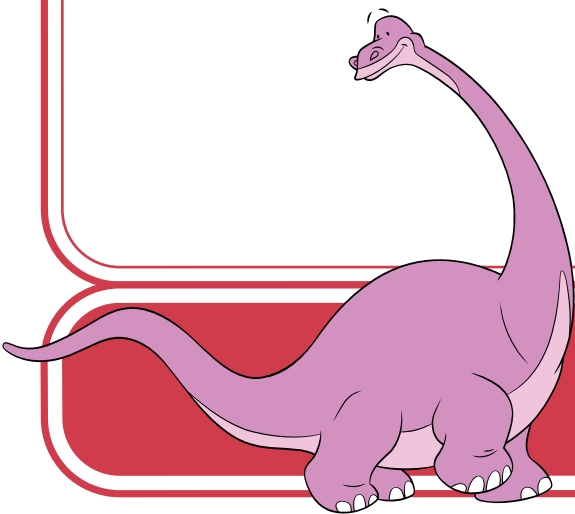
**UNIQUENESS**  
“HURRAY FOR PIZZA!”

Volume 3  
**EPISODE 4**

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

Answer each question.

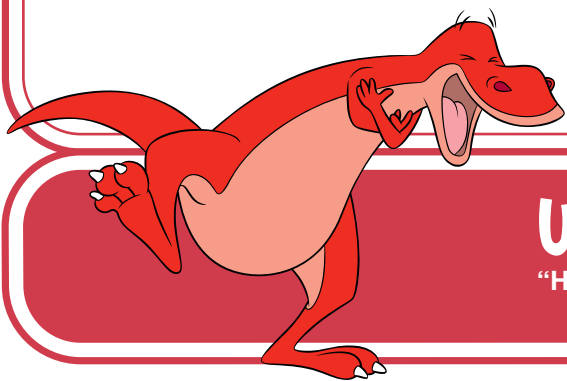
1. **WHO** brought the pizza to the house?  
A delivery person
2. **WHAT** did Trike eat by mistake?  
Pizza box
3. **WHERE** is smoke coming from in Dino World?  
Moo Mountain
4. **WHEN** does Harry jump into the bucket to Dino World?  
Harry always goes last
5. **WHY** does Nancy know how to make pizza?  
She watches Nana and sometimes Nana lets her make them



**UNIQUENESS**  
“HURRAY FOR PIZZA!”

## Word Study/Vocabulary Activity

**Uniqueness:** one of a kind, unusual, not like everyone else



**UNIQUENESS**  
“HURRAY FOR PIZZA!”

## Harry Pizza Search

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

CHEESE

DINOSAUR

DOUGH

DRAGON

KITCHEN

PARLOR

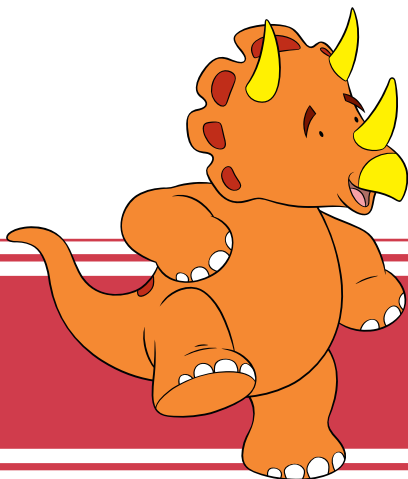
PEPPERONI

PIZZA

PRINCESS

TOMATO

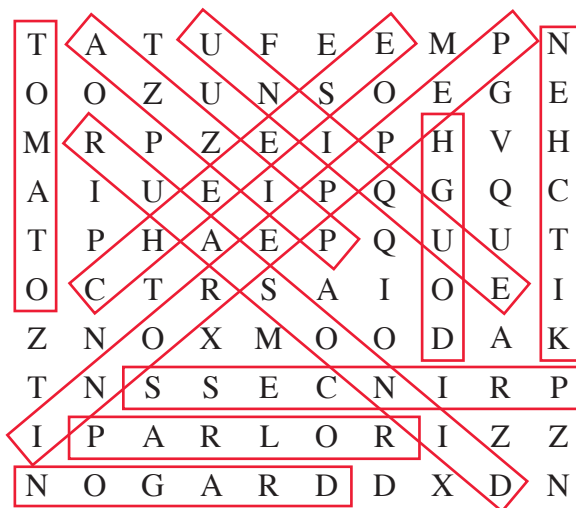
UNIQUE



**UNIQUENESS**  
"HURRAY FOR PIZZA!"

Volume 3  
**EPISODE 4**

## Harry Pizza Search **KEY**



CHEESE

DINOSAUR

DOUGH

DRAGON

KITCHEN

PARLOR

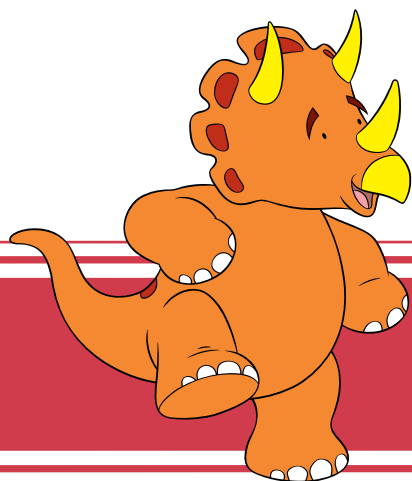
PEPPERONI

PIZZA

PRINCESS

TOMATO

UNIQUE

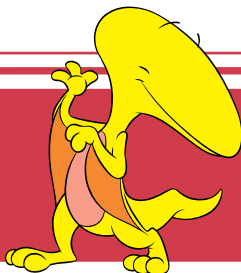


**UNIQUENESS**  
"HURRAY FOR PIZZA!"

Volume 3  
**EPISODE 4**

## Classroom Activities

1. Beforehand, go to any local restaurant that has pizza and pick up a menu for each student. Look at and talk about all the choices that people can get on their pizza. Have students talk about their favorite kind of pizza and note individual uniqueness. If possible, have a pizza party.
2. Have students draw a picture of their favorite kind of pizza, or see who can come up with the most unusual kind of topping for a pizza.
3. Make a life size drawing of each student by tracing him or her on a large piece of butcher paper. Have each student draw their clothes, face, hair, etc. and display them around the room and talk about individual differences.



**UNIQUENESS**  
“HURRAY FOR PIZZA!”

Volume 3  
**EPISODE 4**

# Creative Thinking/Writing/Discussion Activity

- **What does the student KNOW?**

1. Who answers the phones and takes orders? (Trike)
2. Who calls in to order pizza? (princess, frog, dragon)

- **What does the student COMPREHEND?**

1. What can you get on Harry's pizzas? (anything you want)
2. What did the princess order on her pizza? (pink icing, cherries, sprinkles) Clem the frog? (swamp mud, flies) Scorch the dragon? (hot chiles, etc.)

- **What can the student APPLY?**

1. What is your favorite kind of pizza?
2. Where can you get a pizza with anything on it?

- **How does the student ANALYZE?**

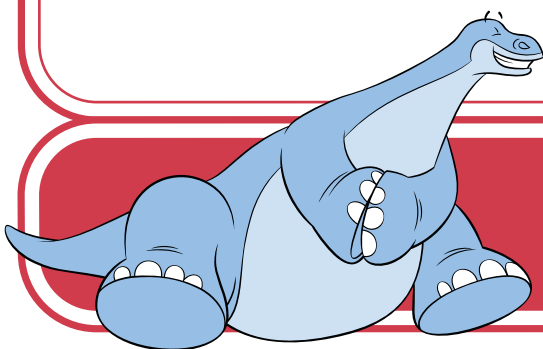
1. How is Harry's life like yours?
2. How is Harry's life different from yours?

- **How does the student SYNTHESIZE?**

1. Can you be friends with somebody who doesn't agree with or like everything that you like?

- **How does the student EVALUATE?**

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



**UNIQUENESS**  
"HURRAY FOR PIZZA!"

Volume 3  
**EPISODE 4**