

# VOLUME 5

COURTESY • SELF-ACCEPTANCE • PATIENCE • SELF-DISCIPLINE

# Harry and His Bucket Full of Dinosaurs™

Facilitator Activity Guide  
By William Visher



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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)**



**COURTESY • SELF-ACCEPTANCE  
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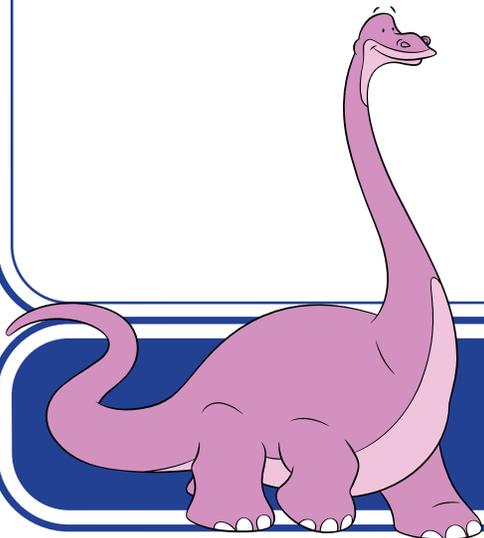
Volume 5  
**EPISODES 1-4**

## Story Summary

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

### Jungle Harry

Harry is 'Jungle Harry,' King of the Jungle and friend to all the jungle animals (otherwise known as the Dinos). The only problem is that they're not really in the jungle – they're in the hallway and disturbing Sam, who is trying to finish her homework. So in order to show courtesy to Sam, they head to Dino World where they meet some real jungle animals who invite them to their Great Big Jungle Bash. The party preparations are going well until Leslie the LOUD lion arrives and scares away all the other animals. Luckily for Leslie, Harry and the Dinos stick around and try to find a way for all the animals to enjoy the Jungle Bash together! Harry, the Dinos, Leslie, and all the jungle animals learn how to play and live courteously together.



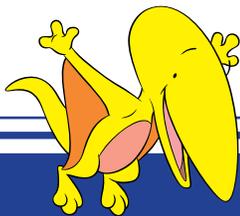
**COURTESY**  
"JUNGLE HARRY"

Volume 5  
**EPISODE 1**

## Basic Comprehension (Understanding the Story)

Answer each question.

1. **WHO** is Leslie?
2. **WHAT** are some animals in the jungle?
3. **WHAT** was the lion saying in his roar?
4. **WHAT** animal repeats what you say?
5. **WHY** couldn't they play in the house?



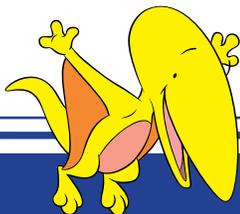
**COURTESY**  
"JUNGLE HARRY"

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

Answer each question.

1. **WHO** is Leslie?  
A lion
2. **WHAT** are some animals in the jungle?  
Monkeys, giraffes, lions, parrots, snake
3. **WHAT** was the lion saying in his roar?  
Hello
4. **WHAT** animal repeats what you say?  
A parrot
5. **WHY** couldn't they play in the house?  
Sam had to do homework



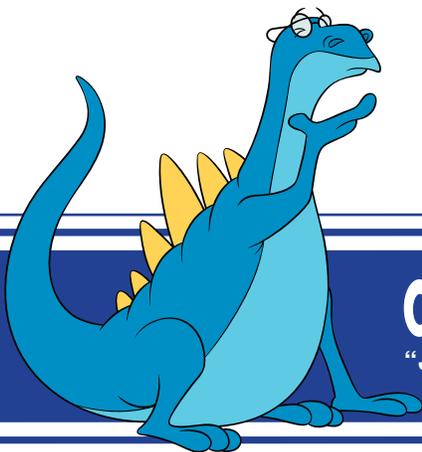
**COURTESY**  
"JUNGLE HARRY"

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## Word Study/Vocabulary Activity

**Courtesy:** the quality or state of being courteous, a courteous act or expression, something that is a favor and not a right.

**Courteous:** showing respect and consideration for others, polite.



**COURTESY**  
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## 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>courtesy</b>
<b>Steggy</b>	<b>Sid</b>	<b>parrot</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.



**COURTESY**  
"JUNGLE HARRY"

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## Classroom Activities

1. Brainstorm what courtesy means. List several actions you might see or things you might hear from someone who is acting courteously. Have students act out or do charades-type activity to demonstrate courtesy.
2. Before the video, ask students to bring in a favorite stuffed animal. Students will share about their toy while the rest of the class learns to listen courteously, without talking or interrupting.
3. Have students play the game “Mother May I” or “Father May I.”

Rules for play:

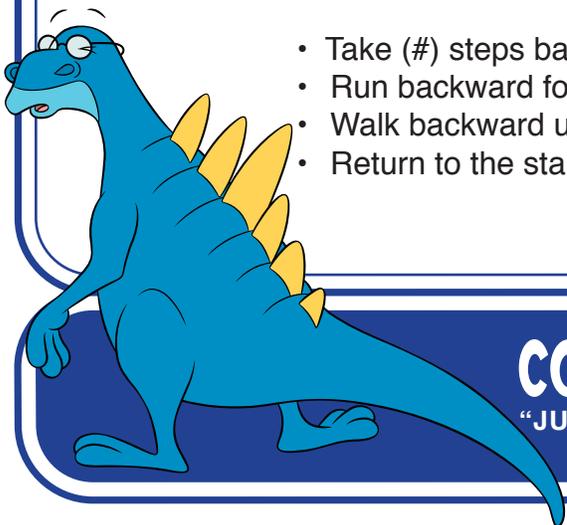
One player plays the “mother” or “father.” The other players are the “children.” To begin the game, the mother or father stands at one end of a room, while all the children line up at the other end. The children take turns asking “Mother/Father, may I \_\_\_\_?” and makes a movement suggestion. For example, one might ask, “Mother/Father, may I take five steps forward?” The mother/father either replies “Yes, you may” or “No, you may not do that, but you may \_\_\_\_\_ instead” and inserts his/her own suggestion. The players usually move closer to the mother/father but are sometimes led farther away. Even if the mother/father makes an unfavorable suggestion, the child must still perform it. The first of the children to reach the location of the mother/father wins the game. That child then becomes the mother/father himself, the original mother/father becomes a child, and a new round begins.

Some suggestions that fill in the “Mother, may I \_\_\_\_?” blank include:

- Take (#) steps forward
- Take (#) GIANT steps forward (usually a small number, due to large step size)
- Take (#) BABY steps forward (usually a large number, due to tiny step size)
- Take (#) umbrella steps forward
- Hop forward like a frog, (#) times

If the “children” are reaching the “mother” or “father” too quickly, the “mother”/“father” may reject the child’s suggestion by replacing it with “No, you may not do that, but you may \_\_\_\_ instead.”

- Take (#) steps backward
- Run backward for (#) seconds
- Walk backward until I (mother/father) say “stop”
- Return to the starting line (in rare cases!)

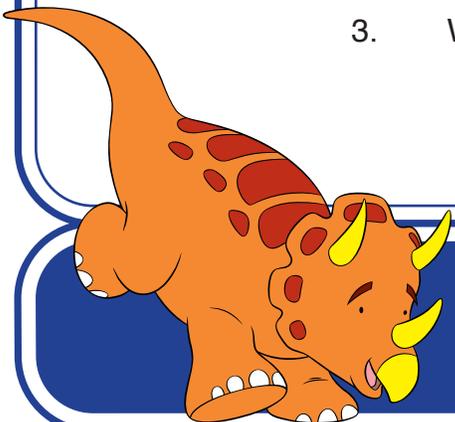


**COURTESY**  
“JUNGLE HARRY”

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**EPISODE 1**

## Creative Thinking/Writing/Discussion Activity

- **What does the student KNOW?**
  1. Who was actually doing all the repeating when they thought Pterence was? (the parrot)
  2. Where did they first go to test how quiet Leslie should be? (the library)
  
- **What does the student COMPREHEND?**
  1. Why couldn't Harry play jungle in the house? (Sam was trying to do homework)
  2. How was Leslie the lion able to stay with the others at the party? (they put on earmuffs)
  
- **What can the student APPLY?**
  1. When is a time that you need to be courteous? Name a specific time, event, or place.
  2. Describe a time when someone was courteous to you.
  
- **How does the student ANALYZE?**
  1. Name some ways the animals are alike. (pick any two and compare/contrast)
  2. Name some ways the animals are different.
  
- **How does the student SYNTHESIZE?**
  1. What are some ways you would have tried to get the lion to be quieter?
  2. What other jungle animals could be added to the story?
  
- **How does the student EVALUATE?**
  1. How did Harry and the Dinos show courtesy?
  2. Who else showed courtesy in the story?
  3. Why is it important to be courteous?



## Story Summary

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

### It's An Elephant-Ostrich

What do you get when you cross a zebra and a rhinoceros? A zebraceros of course! Harry is having great fun mixing up his toy safari animals and inventing new creatures when Mom asks him to tidy up in time for lunch. However, Harry trips on his way to the toy box and the animals land in the Dinos' bucket. Harry and the Dinos follow them into Dino World and discover that the toy animals have now become full-size animals and they are still mixed up! After some consideration, the hybrid animals decide they quite like their new identities and when Harry wants to head home for lunch, he has some trouble persuading the animals to come with him and return to their regular safari-selves! The animals learn to accept themselves in their new state and Harry and the Dinos learn a valuable lesson about self-acceptance.



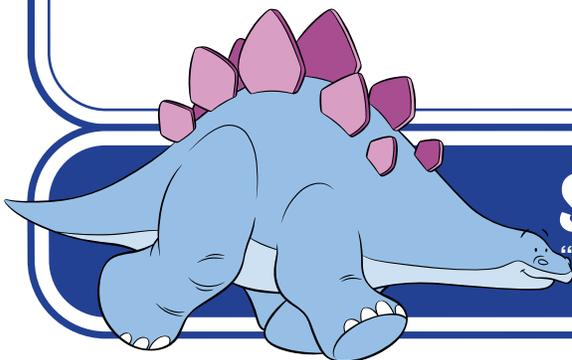
**SELF-ACCEPTANCE**  
"IT'S AN ELEPHANT-OSTRICH"

Volume 5  
**EPISODE 2**

## Basic Comprehension (Understanding the Story)

Answer each statement as true or false.

1. Harry lives in a bucket with his Dinosaurs.
2. Harry only likes dinosaurs.
3. Harry's sister is named Sam.
4. The animals were not happy about being mixed up at first.
5. Self-acceptance is liking who you are and accepting yourself no matter what others think about you.



**SELF-ACCEPTANCE**

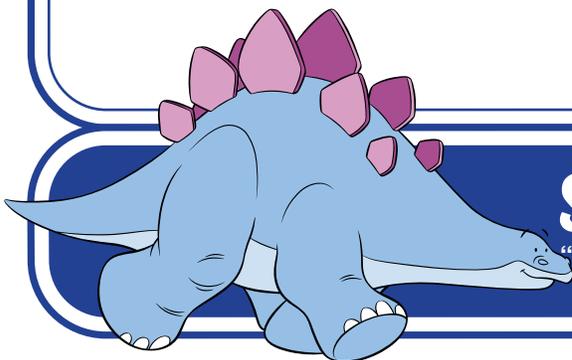
“IT’S AN ELEPHANT-OSTRICH”

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**EPISODE 2**

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

Answer each statement as true or false.

1. Harry lives in a bucket with his Dinosaurs. (false)
2. Harry only likes dinosaurs. (false)
3. Harry's sister is named Sam. (true)
4. The animals were not happy about being mixed up at first. (true)
5. Self-acceptance is liking who you are and accepting yourself no matter what others think about you. (true)



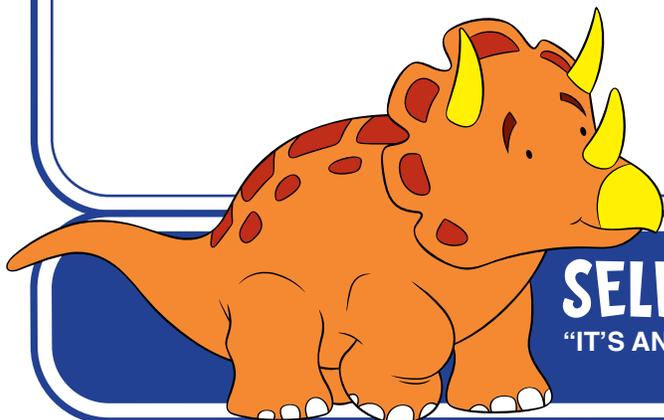
# SELF-ACCEPTANCE

"IT'S AN ELEPHANT-OSTRICH"

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## Word Study/Vocabulary Activity

**Self-acceptance:** accepting oneself, viewing yourself as worthy of being accepted



**SELF-ACCEPTANCE**  
"IT'S AN ELEPHANT-OSTRICH"

Volume 5  
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## Harry–Family and Friends

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

CHARLEY

HARRY

MOM

NANA

NANCY

PATSY

PTERENCE

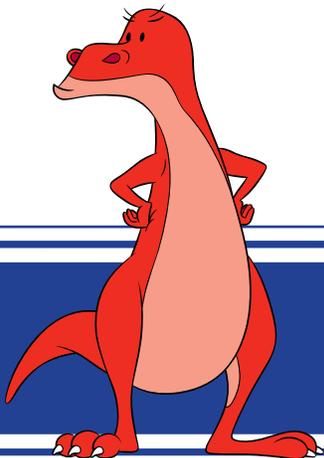
SAM

SID

STEGGY

TAURY

TRIKE



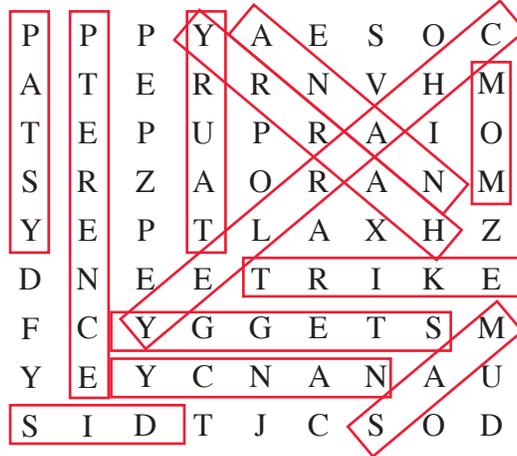
# SELF-ACCEPTANCE

“IT’S AN ELEPHANT-OSTRICH”

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# KEY

## Harry-Family and Friends



CHARLEY

HARRY

MOM

NANA

NANCY

PATSY

PTERENCE

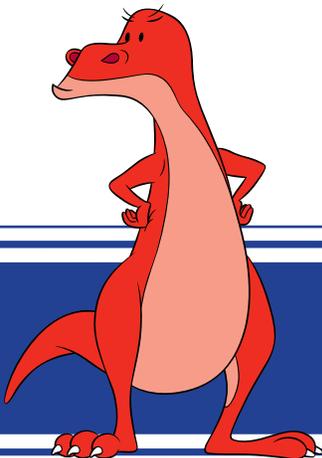
SAM

SID

STEGGY

TAURY

TRIKE



# SELF-ACCEPTANCE

“IT’S AN ELEPHANT-OSTRICH”

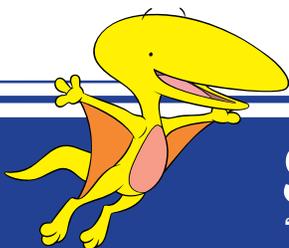
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## Classroom Activities

1. Bring in or use Mr. Potato Head. Have students create different faces and talk about the differences that we all have in the way we look. Each student could create a different face or students could be divided into groups and each group could create a face. Talk about self-acceptance.
2. Have students create a list of the things that they like about themselves.
3. Have students make up a new animal or animal combination. Draw a picture of the new animal and describe it to the class.

### Extension/other:

- Serve animal crackers as a snack



**SELF-ACCEPTANCE**  
"IT'S AN ELEPHANT-OSTRICH"

Volume 5  
**EPISODE 2**

## Creative Thinking/Writing/Discussion Activity

- **What does the student KNOW?**
  1. What letter is on Harry's bedroom door? (H)
  2. What animals get mixed together? (rhino and elephant, zebra and ostrich, zebra and elephant, elephant and ostrich, etc.)
- **What does the student COMPREHEND?**
  1. What does it mean to "walk in someone else's shoes?"
  2. What does Mom think of Harry's mixed up animals? (she likes them, thinks they're cute)
- **What can the student APPLY?**
  1. How would it be to live like someone different than you?
  2. Read City Mouse/Country Mouse and compare relative tastes and needs.
- **How does the student ANALYZE?**
  1. What are some parts of all animals?
  2. How are animals different?
- **How does the student SYNTHESIZE?**
  1. What are some other animals that can be combined?
  2. Draw a picture of an animal hybrid.
- **How does the student EVALUATE?**
  1. Why is it important to accept yourself the way you are?
  2. How did the animals feel at the end about their new features?
  3. What is self-acceptance?



**SELF-ACCEPTANCE**  
"IT'S AN ELEPHANT-OSTRICH"

## Story Summary

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

### **I Love Strawberries!**

Harry really wants to eat the strawberries growing in the garden but Mom warns him that they will not be ripe for another week. He needs to be patient! Imagining that someone may beat him to eating them, Harry dreams up a character called the 'Great Strawberry Nibbler.' When Harry and his Dino gang go to taste the strawberries in Dino World, they find that a greedy creature has been eating all the strawberries. It is the work of the 'Great Strawberry Nibbler.' After many failed efforts, they finally manage to trap the culprit and banish him from Dino World. Harry then has a change of heart and decides to bring back the Nibbler to share the last strawberry with him, realizing that sharing is much more fun than greediness. By not rushing to eat the strawberries, Harry learns a valuable lesson in patience and caring for others.



**PATIENCE**

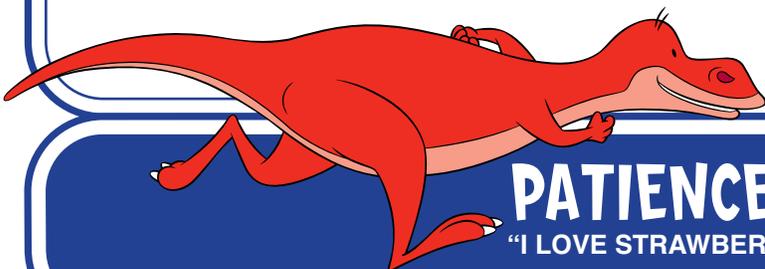
“I LOVE STRAWBERRIES!”

Volume 5  
**EPISODE 3**

## Basic Comprehension (Understanding the Story)

Answer each question.

1. **WHO** is working in the garden?
2. **WHAT** does Harry want to eat?
3. **HOW** do Harry and his Dinos get to Dino World?
4. **WHY** do they decide to share the last strawberry with the Nibbler?
5. **WHY** couldn't Harry eat the strawberries in Mom's garden?



**PATIENCE**

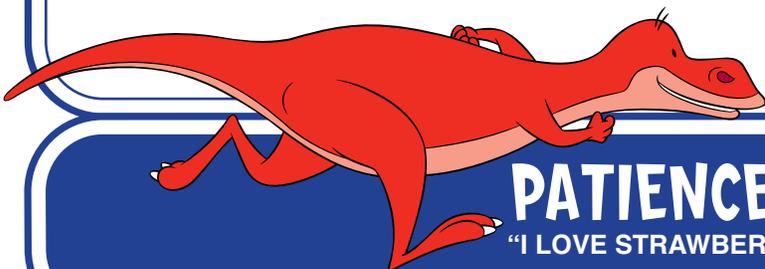
"I LOVE STRAWBERRIES!"

Volume 5  
**EPISODE 3**

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

Answer each question.

1. **WHO** is working in the garden?  
Mom
2. **WHAT** does Harry want to eat?  
Strawberries
3. **HOW** do Harry and his Dinos get to Dino World?  
They jump into his blue bucket
4. **WHY** do they decide to share the last strawberry with the Nibbler?  
They realize that that is all he can eat and they have other choices
5. **WHY** couldn't Harry eat the strawberries in Mom's garden?  
They needed to ripen



**PATIENCE**

"I LOVE STRAWBERRIES!"

## Word Study/Vocabulary Activity

**Patience:** the ability to be patient or the fact of being patient

**Patient:** putting up with pain or trouble without complaint, showing or involving calm self-control: waiting without complaining.

**Use words and vocabulary from the story to play hangman or a similar word and letter recognition game.**

Patience

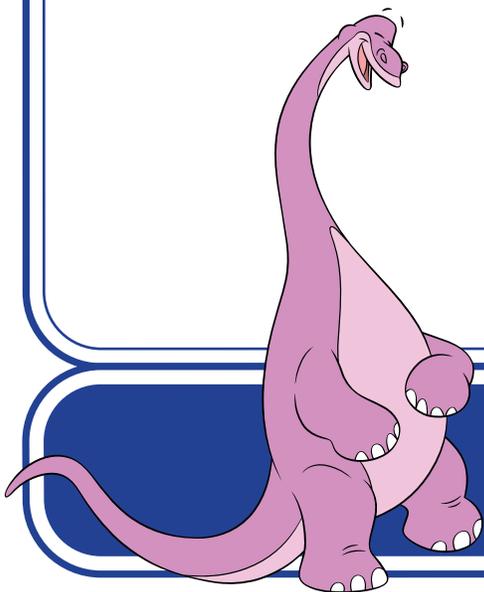
Harry

Pterence

Taury

Trike

Steggy



**PATIENCE**

“I LOVE STRAWBERRIES!”

## Classroom Activities

1. This would be a good time for a fruit-tasting exercise. Bring in several types of fruit for the students to taste. Ask them what their favorite fruit is and tell them that they will have a chance to taste each one, but they will have to be patient and wait for their turn. Be sure to bring strawberries!
2. Have students play a favorite team game like kickball or baseball where waiting is required. Explain that at times when you are playing a game you might have to wait a little while for your turn. Talk about what patience looks like and feels like.
3. Play Red Light Green Light.

In this game, one person plays the “traffic signal” and the rest try to touch him or her.

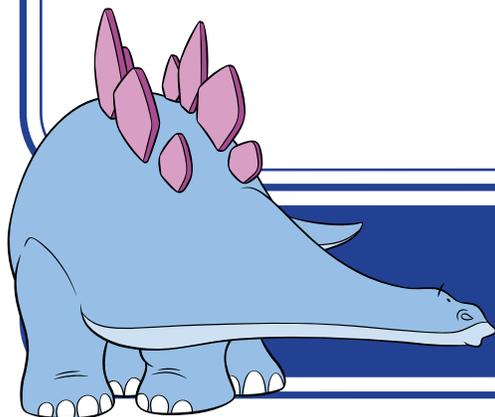
At the start, all the children form a line about 15 feet away from the child acting as the “traffic signal.” The “traffic signal” faces away from the line of kids and says “green light.” At this point the kids are allowed to move towards the child acting as the traffic signal.

At any point, the traffic signal may say “red light!” and turn around. If any of the kids are caught moving after this has occurred, they are out.

Play resumes when the stop light turns back around and says “green light.”

The child acting as the traffic signal wins if all the kids are out before anyone is able to touch him or her.

Otherwise, the first player to touch the traffic signal wins the game and earns the right to be traffic signal for the next game.



# PATIENCE

“I LOVE STRAWBERRIES!”

# Creative Thinking/Writing/Discussion Activity

- **What does the student KNOW?**

1. Who eats all the strawberries? (the Nibbler)
2. Why can't they eat the strawberries in the garden yet? (they are not ripe)

- **What does the student COMPREHEND?**

1. Why did Harry feel bad about the Nibbler after all? (all he can eat are strawberries and they can eat other things)
2. How long is a week?
3. What is patience?

- **What can the student APPLY?**

1. What are other fruits you can eat?
2. Why should you eat fruit?

- **How does the student ANALYZE?**

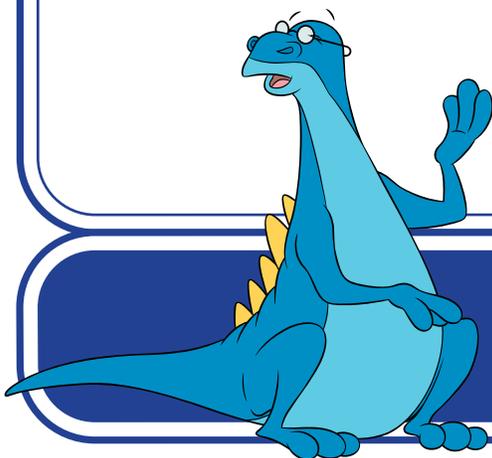
1. Describe your favorite fruit.
2. Draw or write about your favorite fruit. How does it feel, taste, look, etc.? Use descriptive words and language.

- **How does the student SYNTHESIZE?**

1. What are some ways you would have tried to catch the Nibbler?
2. What would happen if you mixed the flavor of two different types of fruit?

- **How does the student EVALUATE?**

1. How does Harry show patience?
2. Why is it important to be patient?



**PATIENCE**

“I LOVE STRAWBERRIES!”

## Story Summary

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

### Jump

Shooting hoops in his driveway with pal Charley, Harry gets a taste of the high life and when the rain puts a stop to his game, he hops into the bucket to Dino World to seek a place where he can jump around all day long.

When he arrives in Dino World he decides that he would like to be able to jump higher, so Harry and the Dinosaurs board the rocket ship to jet them to the planet Boing. On their visit, the gang enjoys some high times indeed, as they become friends with a native Boingian and learn that bouncing is pretty much the local pastime. It takes self-discipline to become good at a sport or other activity and Harry doesn't want anything to stop him from practicing his jumps!



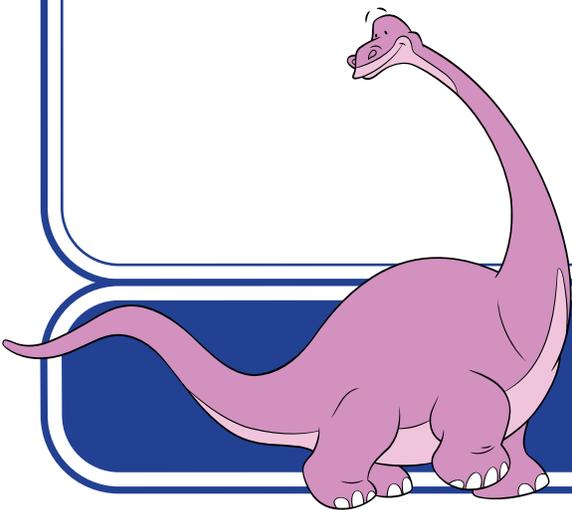
**SELF-DISCIPLINE**  
"JUMP"

Volume 5  
**EPISODE 4**

## Basic Comprehension (Understanding the Story)

Answer each question.

1. **WHO** is playing basketball?
2. **WHAT** makes them stop playing?
3. **WHICH** Dinosaur likes to read the most?
4. **WHY** does Harry want to learn how to jump?
5. **WHAT** animal does Harry's mom compare him to?



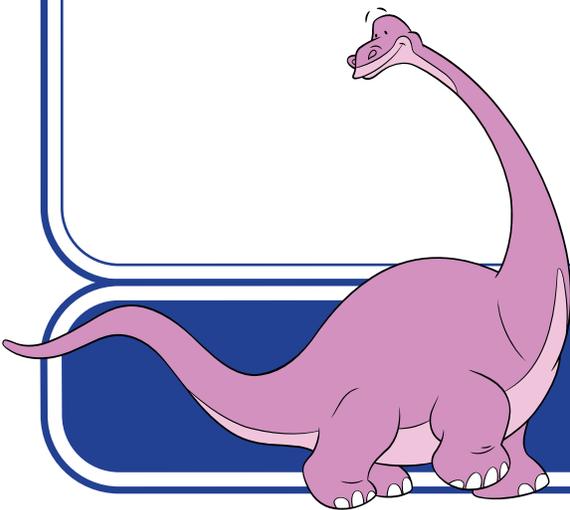
**SELF-DISCIPLINE**  
"JUMP"

Volume 5  
**EPISODE 4**

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

Answer each question.

1. **WHO** is playing basketball?  
Harry and Charley
2. **WHAT** makes them stop playing?  
Thunder
3. **WHICH** Dinosaur likes to read the most?  
Sid
4. **WHY** does Harry want to learn how to jump?  
So he can make baskets
5. **WHAT** animal does Harry's mom compare him to?  
Kangaroos



**SELF-DISCIPLINE**  
"JUMP"

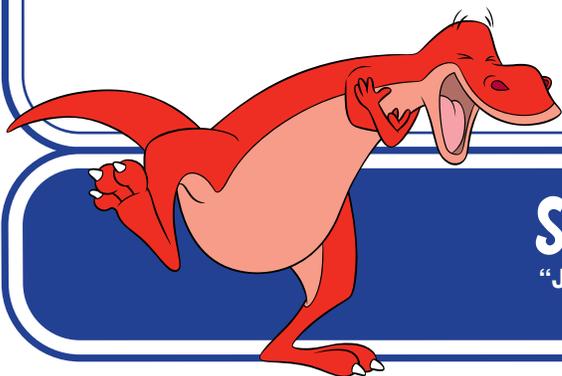
Volume 5  
**EPISODE 4**

## Word Study/Vocabulary Activity

**Self-discipline:** ability to control oneself, self-control, obedience

Harry and the Dinos go to planet Boing. Use this opportunity to explore and teach about onomatopoeia or “sound words.” Here is a partial list you can use:

Arf  
Bark  
Clatter  
Ding a ling  
Eek  
Fizz  
Giggle  
Hiss  
Jingle  
Knock  
Meow  
Neigh  
Oink  
Purr  
Quack  
Rip  
Swish  
Tweet  
Varoom  
Whish  
Yikes  
Zoom



**SELF-DISCIPLINE**  
“JUMP”

Volume 5  
**EPISODE 4**

## Classroom Activities

1. Parents and teachers often have to tell children how to behave. Discuss what it means to have self-discipline. Brainstorm some things that students have to have self-discipline to do.
2. Have a contest to see how far students can jump. Draw a line or mark on the floor. See who can jump the farthest. Also, have a basket-shooting contest to see who can make three baskets in a row, or the most baskets, etc.
3. Write about a time when you showed self-discipline. When is a time you learned how to do something new or difficult?

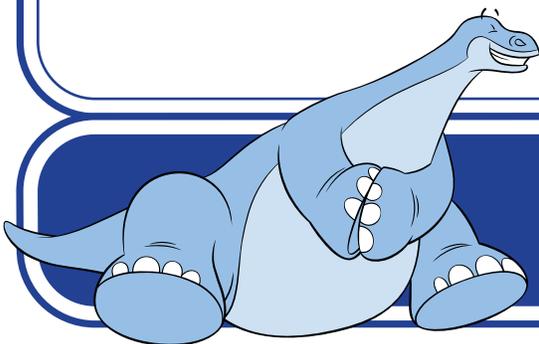


**SELF-DISCIPLINE**  
"JUMP"

Volume 5  
**EPISODE 4**

## Creative Thinking/Writing/Discussion Activity

- **What does the student KNOW?**
  1. What is the name of the planet they land on? (Boing)
  2. Whose basketball net are Harry and Charley playing with? (Sam's)
  
- **What does the student COMPREHEND?**
  1. Why do they think people are on the planet? (they see a ball)
  2. What happens to the alien? How did it happen? (he got stuck or hooked on a star when he bounced)
  3. What is self-discipline?
  
- **What can the student APPLY?**
  1. What can they do to rescue the alien?
  2. How can you get better at something -- like jumping?
  3. Tell about a game you learned how to play.
  
- **How does the student ANALYZE?**
  1. What else do you need to know to play basketball except how to jump?
  2. How do you get better at a sport or game?
  
- **How does the student SYNTHESIZE?**
  1. Will Harry ever be able to get a shot into the basket?
  2. Why do games need rules?
  
- **How does the student EVALUATE?**
  1. How did Harry show self-discipline?
  2. Why is it important to have self-discipline?



**SELF-DISCIPLINE**  
"JUMP"

Volume 5  
**EPISODE 4**