

The Wurmlers

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Study Guide-DVD 5 Understanding/Respecting Differences

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Episode 2

I'm Right So You Must Be Wrong

After the class visits the Bunt's farm, Bertrum and Raimundo are asked to draw a thank you card, but can't agree on what it should look like.

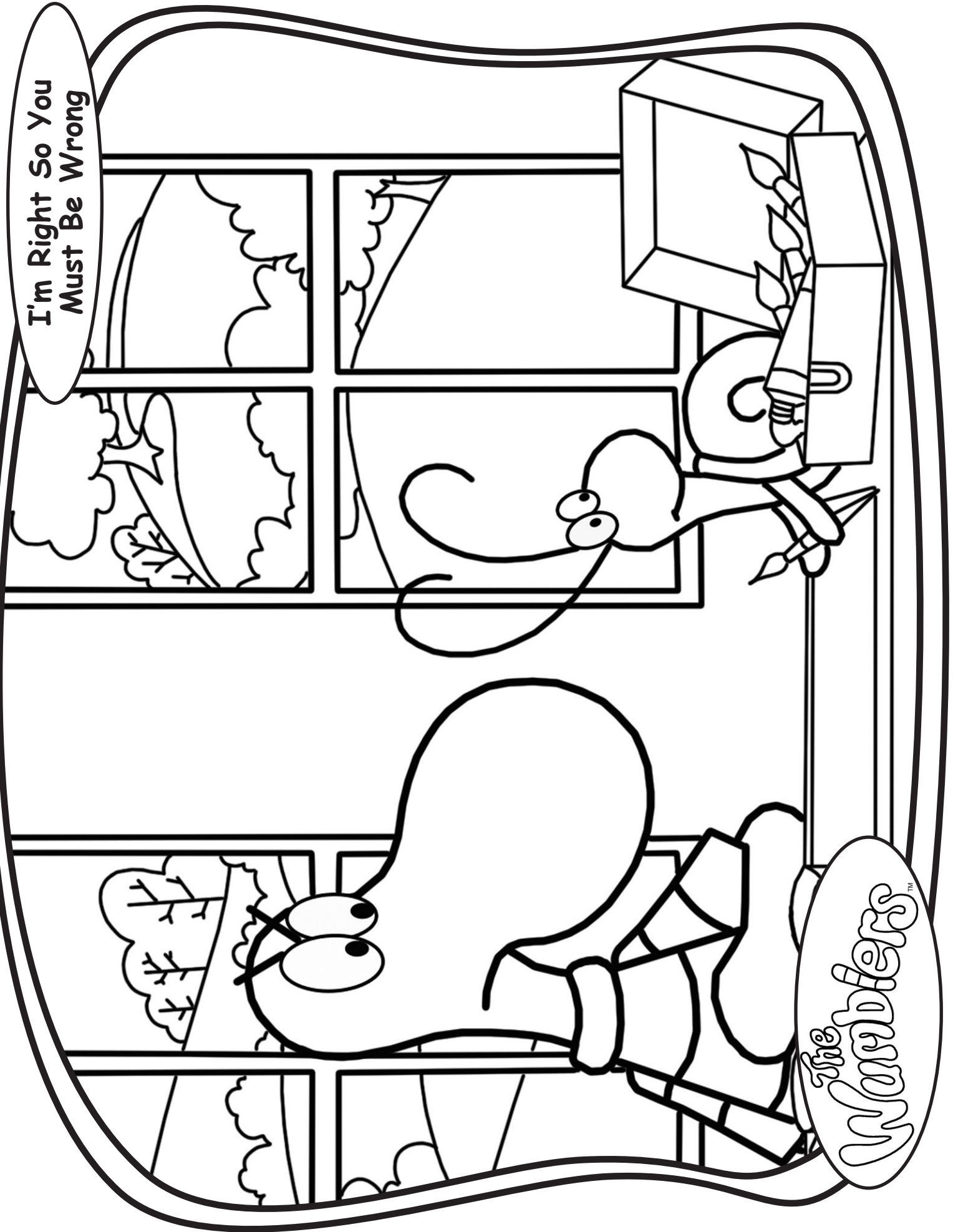
Questions and Comments

1. Where did the class go for their fieldtrip? *Mr. and Mrs Bunt's watermelon farm.*
2. Who volunteered to write a thank-you card to Mr. and Mrs. Bunt for allowing them to visit their watermelon patch? *Bertrum and Raimundo.* Who was the card to be from? *The entire class.*
3. What did Bertrum want to paint on the thank-you card? *A picture of a melon.* What did Raimundo want to paint on the thank-you card? *A picture of the class.*
4. What happened when Bertrum and Raimundo asked the class what they wanted on the thank-you card? *There was an argument.* What did Miss Henneberry remind Raimundo and Bertrum? *They are in charge, so it should be up to them to decide what to put on the card.*
5. Bertrum and Raimundo couldn't make a decision. What did Miss Henneberry decide? *They wouldn't do a thank-you card at all.* How do you think the others in the class felt when they found out there wouldn't be a card? Who did Bertrum and Raimundo blame for Miss Henneberry saying there wouldn't be a thank-you card? *They blamed each other.*
6. Bertrum made a visit to Mrs. Rutabaga's Store. Mrs. Rutabaga could tell that something was wrong what Bertrum. Mrs. Rutabaga asked Bertrum why he didn't just paint what Raimundo wanted to paint. What was Bertrum's answer? *He wanted to paint what HE wanted to paint.*
7. What did Bertrum do when Raimundo came into the store? *He walked away without speaking to Raimundo.* How do you think this made Raimundo feel? How do you think Bertrum was feeling?
8. Mrs. Rutabaga asked Bertrum and Raimundo to help her make cookies. What kind did Bertrum want to make? *Chocolate.* Which kind did Raimundo want to make? *Peanut butter.* What kind of cookies did Mrs. Rutabaga decide on? *Chocolate AND peanut butter.* How did the chocolate and peanut butter taste together? *They were "extra-delicious!"*
9. If you mix different ideas together, what can happen? *You can end up with something even better.*
10. In the end, whose idea did Bertrum and Raimundo decide to use for the thank-you card? *They used the ideas of everyone in the class.* How do you think the class liked the thank-you note? Why?

Activities

1. Choose a topic related to current curriculum and have students draw a picture. Prior to making the picture, have each student share with the class an idea that they want included in their picture. Choose partners to work together in making a picture, instructing them to include ideas of both in the picture. Afterwards, discuss how both ideas were used in the picture.
2. Think of school helpers (custodian, principal, cafeteria worker, secretary, etc.) that thank-you cards may be sent to. Discuss ways these people help and how they can be thanked. Assemble students in groups of 3 or 4, asking each person in the group to come up with one idea to be included in the picture on the front of the card. Provide students with colored construction paper to be folded in half. Allow time for students to combine their ideas to make a picture for the front of their thank-you card. Assist as needed with writing a thank-you message on the inside of the cards.
3. Have students think about a time when they used someone's idea other than their own. How did the other person's idea help? Give students time to share with the class.
4. Discuss the importance of how different things work together to make things better. (Ex. The different players of a sport perform different functions or the components of a clock help it keep time.)

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