Close Reading Read Aloud

Fiction Text Title: *Have You Filled a Bucket Today?*
Author: Carol McCloud  Grade Level: Second Grade
Subjects: Language Arts  Suggested Use: Start of school year

Book Description:
Through simple prose and vivid illustrations, this heartwarming book encourages positive behavior as children see how rewarding it is to express daily kindness, appreciation, and love. Bucket filling and dipping are effective metaphors for understanding the effects of our actions and words on the well being of others and ourselves.

Learning Objectives:
The goal of this series of lessons is to give students the opportunity to explore a complex, fun, and character building text by the author Carol McCloud. The students will, through teacher oral reading and scaffold discussion of text-dependent questions, recognize that content information is gleaned from careful reading and rereading of texts, vocabulary is learned from context, illustrations can be a key to author focus, and writing supports deeper understanding of what is read.

Rationale: *Have You Filled a Bucket Today?* was chosen as a piece of informational text to be read aloud. Its use will allow students to practice literary grade level standards with teacher guidance and support in 2nd grade and will further facilitate discussions to encourage kindness and promote positive behavior.

Reading Informational Task: The students will listen to the teacher read the text aloud in its entirety at least one time. Students will then, with teacher guidance, revisit chunks of the text to practice continually attempting to clarify the meaning of what they read and making inferences about the text. The teacher will ask questions and solicit student’s ideas and thoughts to guide them through purposeful interaction with the text. The questions will focus on Key Ideas (2.RI.1), Craft and Structure (2.RI.4 and 2.RI.6), Integration of Knowledge and Ideas (2.RI.8).

Speaking and Listening Task: Through the use of text-dependent questions and then engaging in whole class discussion based on answers supported by the text, the students will engage in collaborative conversations that will deepen their understanding of key ideas (2.SL.1) that were presented in the text.

Language: Vocabulary Task: Most of the meanings of the words in this text can be discovered from careful reading of the text or using the context of the surrounding text and illustrations. Teachers will read and discuss selected words from the story and model how to figure out a word based on surrounding text and other strategies (2.L.4).

Language: Conventions Task: A careful examination of the text will reinforce developing language as the teacher and students explore the use of apostrophes to form contractions and possessives (2.L.2.c) throughout the entire text.

Writing Task: Students will write an opinion piece responding to the text, expressing times when he or she demonstrated “bucket filler” character traits or actions, as chosen by the student and will relate the character trait to the student’s own experiences. (W.2.1)
Marion County Unit of Study Link: This Close Reading is recommended to be used during Unit 1: Me on the Inside, but is suitable for use any time of the school year.

Second Grade Standards Addressed:
- 2. RI.1 – Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- 2. RI.4 – Determine the meaning of words and phrases in a text relevant to grade 2 topic or subject areas.
- 2. RI.6 – Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- 2. SL.1 – Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- 2.W.1 – Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
- 2. W.8 – Recall information from experiences or gather information from provided sources to answer a question. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- 2. L.2 – Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- 2. L.2.c – Use an apostrophe to form contractions and frequently possessives.
- 2. L.5 – Demonstrate understanding of word relationships and nuances in word meanings.
- 2. L.5.b – Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- SS.2.C.2.4- Identify ways citizens can make a positive contribution in their community.

Vocabulary List:
Vocabulary in the story is critical to the students’ understanding of the text although the amount of focus on each word should vary. Tier 2 words are more abstract, likely to be encountered in a variety of situations and could have different meanings depending on the context. These words deserve more attention in the context and in daily vocabulary instruction and use. Tier 3 words in the text are more concrete and can quickly be told or pointed out with respect to the illustrations so the student can make meaning of the context and text. They do not need extensive focus. The student-friendly definitions for the words below were found at www.wordsmyth.net.

Tier 2 words:
- dip – (v) to take out with a spoon Ex. He dipped some ice cream out of the carton. / (n) a sauce for dipping food Ex. She served chips and onion dip at the start of her party. / (v) to slope downward or sink Ex. The road dips beyond that tree. The sun dipped below the horizon. / (v) to put into a liquid briefly Ex. He dipped his toes into the water.
- bully – (n) a person who frightens or terrorizes others Ex. A bully in my school always steals my lunch money./ (v) to frighten or hurt Ex. That girl bullies all the other girls in her class.
- neighbors- (n) a person who lives close to someone else Ex. New neighbors just moved into the house across the street./ (n) a fellow human Ex. Treat your neighbors with respect./ (v) to border on; live near to Ex. His property neighbors a public park.
- purpose- (n) a reason or plan that guides an action; design or goal Ex. The purpose of wearing boots is to keep your feet warm and dry. / (n) determination or will Ex. He practices violin with a
great sense of purpose. / (n) the reason for which something exists. Ex. My father says the purpose of cats is to clear the world of mice.

- decide – (v) make a choice to do something; to make up one’s mind Ex. He decided not to run away from home. / (v) to settle or choose Ex. In a boxing match, judges decide the winner. / (v) to bring to an end Ex. The game was decided by a shot in the final second.

Not in the book, but used in lesson:
- character – (n) all things that make a person, place or thing different from others / a person in a story, play, or movie / strong moral qualities.
- metaphor- (n) a phrase that describes something by comparing it to some other thing. Examples in the text: The “bucket” in the story is a metaphor for one’s emotional health and well being. “Bucket filling” is a metaphor for being kind or considerate. “Bucket dipping” is a metaphor for being rude or inconsiderate.

Tier 3 words:
- ignore- (v) to refuse to recognize or fail to take notice of; pay no attention to. Ex. She ignored me at the dance.
- invisible – (adj) not capable of being seen; not visible. Ex. The house was invisible from the road.

Reminders:
- It is important that the text remains the expert, not the teacher. All answers to questions must be supported with specific text sections or selections. Students must be asked to support their claims by giving specific text sections to justify their answers.
- Collaborative discussion and processing is an important piece of this lesson. Ask students to share with partners their thoughts and ideas, and then ask them to share out their answer. When possible, the teacher should ask a question, allow partners to discuss an answer that they can support with the text, then allow them to answer. Subsequent partners should be allowed to share additional justified answers before the teacher moves to the next question.
- The goal is for deep understanding of text and not rushing through the text. Lessons should be completed over the course of SEVERAL days or even multiple weeks. Reading a book to a class once is not sufficient to really enjoy the text and to understand the deeper meanings of the text.
- When possible, allow students to see the text during the discussion. If each student cannot have his/her own copy, or even share with a partner, the teacher should display the pages so all the students have exposure to the text during discussions.
- Have the text available to students when it is not being discussed so that they can explore the text independently as their confidence with the text improves and their understanding deepens. You will find students returning for multiple reads of this text independently.
- Do not front-load the text prior to the first read, and do not front-load any assignments. It is important that students discover and develop answers on their own or through collaborative discussion with peers.
Lesson Sequence:

**Day 1:** Read the story aloud to students straight through with very little discussion. When the story is over, ask the students to turn and talk to their partners about how they liked or disliked the story. Ask students to support their statements with specific examples in the text. After a short time, have students that are willing share their discussion points. (Note: The teacher should not share his/her opinion about the story, as students need to use their own judgment.)

**Day 2 and beyond (varies):** Revisit specific sections of text for the various lesson points listed below. Student responses and behaviors should be noted so that the discussion activities do not last too long for their age and attention span. Make note which activities were completed each day, so that the other lesson discussions can be complete on subsequent days. (Note: Not all discussion lessons need to be completed. In addition, discussions do not need to follow a specific sequence.)

**Final Read:** Teacher will read the text a final time. After the reading, introduce and complete one of the cumulative writing activities listed below.

**Conclusion / Cumulative Writing Activity Options:**

Additional Resources related to this book can be found at: [www.bucketfiller101.com](http://www.bucketfiller101.com)

**Bucket Journal:** Have students respond in writing in the form of a quick daily journal entry responding to the text question on page 29, “Did I fill a bucket today?” You may want to give your students an opportunity to partner share, or share out with others.

**Create an Organizer:** Students can create a graphic organizer/thinking map to contrast bucket filler and bucket dipper actions. The student should list specific examples from the text to support his/her claims. You may want to have the student create a second organizer with student’s personal views of contrasting bucket dipper or filler actions.

**Expository Writing:** Prompt- In the story “Have You Filled a Bucket Today?” What message is the author trying to teach? How can you become what the author is encouraging? Give examples from the text to support your answer.

**Persuasive Writing:** Have students write a persuasive writing piece choosing one of the following prompts:

- How can you encourage a bully to become a *bucket filler*?
- Write a friendly letter to someone in your class encouraging them to fill buckets everyday.

*Special Note: Students are expected to cite examples from the text to support their writing.*
### Discussions of Text:

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<tr>
<th>Text under Discussion</th>
<th>Directions for Teachers/Guiding Questions For Students</th>
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<tr>
<td>All day long, everyone in the whole wide world walks around carrying an invisible bucket. You can’t see it, but it’s there.</td>
<td>How does the author convey that adults and children have their own bucket?</td>
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<td>You have a bucket. Each member of your family has a bucket. Your grandparents, friends, and neighbors all have a bucket. Everyone carries an invisible bucket.</td>
<td>On pages 4-5, what is the context clue for the word invisible? (vocab: visible, invisible)</td>
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<td>Your bucket has one purpose only. Its purpose is to hold your good thoughts and good feelings about yourself. You feel very happy and good when your bucket is full, and you feel very sad and lonely when your bucket is empty.</td>
<td>(page 4) How does the author use alliteration? (page 5) What contractions do you see? (can point out other contractions in text- (pgs. 10, 11, 12, 21, 26, 27, 28,30, 31)</td>
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<td>Other people feel the same way, too. They’re happy when their buckets are full and they’re sad when their buckets are empty. It’s great to have a full bucket and this is how it works... You need other people to fill your bucket and other people need you to fill theirs. So, how do you fill a bucket?</td>
<td>(page 6) How do the illustrated buckets help the reader understand that every member in a family has a bucket? How are the buckets unique?</td>
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<td>You fill a bucket when you show love to someone, when you say or do something kind, or even when you give someone a smile. That’s being a bucket filler. A bucket filler is a loving, caring person who says or does nice things that make others feel special. When you make someone feel special, you are filling a bucket.</td>
<td>(Page 9) What words are used to describe how you feel with a full bucket? (happy and good) What are other words that might describe how you feel? (synonyms) What words are used to describe how you feel with an empty bucket? (sad and lonely) What are other words that might describe how you feel? (synonyms)</td>
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<td>(pg 10) How does the text use illustrations to tell the reader that an empty bucket is less desirable? (fumes coming out vs. hearts/stars, positions of buckets on page, expressions)</td>
<td>(pg 13) What events cause others to feel special? (kind words, smile) What is a person called who performs those acts? (bucket filler) How can you fill a bucket without saying a word?</td>
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But, you can also dip into a bucket and take out some good feelings. You dip into a bucket when you make fun of someone, when you say or do mean things, or even when you ignore someone. That’s being a bucket dipper.

A bully is a bucket dipper. A bucket dipper says or does mean things that make others feel bad. Many people who dip have an empty bucket. They think they can fill their own bucket by dipping into someone else’s... but that will never work. You never fill your own bucket when you dip in to someone else’s. But guess what... when you fill someone’s bucket, you fill your own bucket too! You feel good when you help others feel good.

All day long, we are either filling up or dipping into each other’s buckets by what we say and what we do. Try to fill a bucket and see what happens. You love your mom and dad. Why not tell them you love them? You can even tell them why. Your caring words will fill their buckets right up.

Watch for smiles to light up their faces. You will feel like smiling too. A smile is a good clue that you have filled a bucket. If you practice, you’ll become a great bucket filler. Just remember that everyone carries an invisible bucket, and think of what you can say or do to fill it.

Here are some ideas for you. You could smile and say “Hi!” to the bus driver. He has a bucket too. You could invite the new kid at school to play with you.

You could write a thank-you note to your teacher. You could tell your grandpa that you like to spend time with him. There are many ways to fill a bucket.

(pg 16) What events cause others to feel bad? (hurtful words, bully) What is a person called who performs those acts? (bucket dipper)

(pg 16) How do the illustrations support the line, “You never fill your own bucket when you dip into someone else’s.”? How can you encourage a bully to become a bucket filler?

(pg 17) What happens when you fill someone’s bucket?

(pg 18) What is the author purpose for writing the line, “Try to fill a bucket...”? (To persuade...)

(pg 19) What will fill your parents’ buckets?

(pg 20) What is the expression, “Watch for smiles to light up their faces” telling the reader?

(pg 21) How does the author suggest you become an expert at bucket filling?

In the illustrations, how do you know who the owner of the bucket is?

Why is grandpa’s bucket smiling?
Bucket filling is fun and easy to do. It doesn’t matter how young or old you are. It doesn’t cost any money. It doesn’t take much time. And remember, when you fill someone else’s bucket, you fill your own bucket too.

When you’re a bucket filler, you make your home, your school, and your neighborhood better places to be. Bucket filling makes everyone feel good.

So, why not decide to be a bucket filler today and every day? Just start each day by saying to yourself, “I’m going to do something to fill someone’s bucket today.” And, at the end of each day, ask yourself, “Did I fill a bucket today?”

“Yes I did!” That’s the life of a bucket filler... And that’s YOU!

How can being a bucket filler make your school or community a better place?

(pg 28 and 29) How does the text identify the time of day?

Additional Text Discussion Questions:
What message is the illustrator sending by changing the characters on every page?

What is the “bucket” a metaphor for? (mental and emotional self)

How do you feel when your bucket is empty?

What affects the level of your bucket?

What is the author’s purpose in writing this story?

What is the moral or lesson of the story?