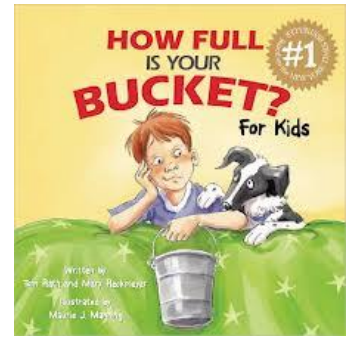


# How Full is Your Bucket? For Kids

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This is a story about a boy named Felix who is not so kind to his sister. His grandfather teaches him a lesson through an invisible bucket that empties when he is feeling sad and fills when he is feeling happy. He learns that filling others' buckets is the best way to fill his own.

## Possible strategies for instruction:

### *Comprehension:*

- **Check for understanding.**
  - After each page, stop and ask two important questions: Who is the story talking about at this time and what is happening?
- **Use prior knowledge to connect with text.**
  - In the beginning of the story, stop and ask if anyone has ever felt like Anna, Felix's sister (bucket empty)? Let children share examples. Has anyone ever made someone feel bad? Toward the end, ask children to share examples of a time when they felt happy (their bucket was full). Ask children to share examples of a time when they have done something nice for someone and how it made them feel about themselves.
- **Make a picture or mental image.**
  - This is a good book to have children make a mental picture. Read the words before showing the pictures to several pages, allowing children to visualize what is happening in the story. This is good practice since the "bucket" is figurative. To apply this "filling and dipping from buckets" way of thinking, children will have to imagine their own buckets and their peers'.

### *Accuracy:*

- **Use the pictures...Do the words and pictures match?**
  - The pictures in this story tell a lot about how Felix is feeling throughout the story. Have students use the pictures to tell how Felix and the other characters are feeling.
    - In the beginning, Felix and his sister are both feeling angry. Ask students to use their own face to match the feeling of Felix and Anna.
    - When Felix rides the bus to school his feelings get hurt by another student. Ask students to show with their faces how Felix is feeling.
    - When his teacher praises him for his story, Felix feels happy. Ask students to show this feeling with their faces.

- **Skip the word, then come back.**
  - Periodically, skip a word in a sentence and then go back and use context to figure out the word. Use beginning sounds to help. Some examples to try are: slumped (on the page where the teacher is praising him), nearly (on the playground), burst (when he returns home).

*Fluency:*

- **Adjust and apply different reading rates to match text.**
  - This book has a lot of dialogue. Felix shows a lot of emotion in his voice; excitement, frustration, wonder, disappointment. This would be great for students to change their voice according to the character and feeling of each part.
- **Use punctuation to enhance phrasing and prosody.**
  - Along with adjusting reading rates, the dialogue in this book is great to enhance fluency with punctuation. There are examples of many kinds of punctuation from exclamation marks, "Felix!" yelled his mom. "You should have used the stool to reach that!" Question marks, "Felix, you wrote a wonderful story. Would you please share it with the class?" Commas, "Like everyone else, Anna has an invisible bucket. When it's empty, she feels bad. But when it's full, she feels great."

*Expand Vocabulary:*

- **Ask someone to define the word for you.**
  - Give child sticky notes to place on pages where there is a word that they are uncertain of the meaning.
- **Tune in to interesting words and use new vocabulary in speaking and writing.**
  - Encourage child to use newly learned vocabulary words in his/her writing.
  - Invite children to use the phrases, "My bucket is empty. My bucket is full" during conflict management situations.

*This text can be used with nearly any strategy on the CAFE menu. The above strategies are a highlighted collection to use as a springboard for further instruction.*