

STUDY GUIDE

ELEMENTARY
KINDERGARTEN-2ND GRADE

Have You Filled A Bucket Today



Broward Center for the Performing Art

Study Guides are produced in partnership with Broward County Public Schools.

Plot Summary

This brand new, fun-filled musical from Virginia Repertory Theatre is based on the concepts in Carol McCloud's award-winning children's books, *Have You Filled a Bucket Today?* and *Growing Up with a Bucket Full of Happiness*. The books and play use the concept of a "bucket" to show students how to express kindness, appreciation and love to be "bucket-fillers."

The play focuses on the benefits of positive, thoughtful behavior. *Have you Filled a Bucket Today: The Musical* relays the joys of friendship and compassion for both the receiver and the giver. Help teach students to be bucket-fillers rather than bucket-dippers with this musical performance designed to promote healthy relationships, self-esteem, and bring character education to front-and-center stage at your school.

Theatre Etiquette

(Before the Show)

It is often helpful to remind students of appropriate audience etiquette by explaining and discussing **why** these rules of behavior are important.

Audience members should:

- *listen carefully to the ushers, your teachers – this gets everyone to their seats quickly and ensures a pleasant experience*
- *walk single-file and hold hand-rails as you use steps – this also keeps everyone safe*
- *listen carefully to the performers – they are working hard to entertain and inform you with lots of clues about the story*
- *refrain from talking – this allows everyone to enjoy the performance without being distracted*
- *laugh if something is funny, but not too loudly – you don't want to miss any dialogue*
- *pay attention to the lighting, scenery, costumes, and music – all of these elements help provide more details to tell the story in an interesting way*
- *applaud at the end – this shows the performers that you respect and appreciate their work*

Teacher Instructions (After the Show) – Choose from the activities listed on the following pages to extend student learning.

Language Arts Connection

Name: _____

In each box, draw and label a character from the play. Write a sentence with one detail about the character. (ELA.K.R.1.1; ELA,1.R.1.1)

Character	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Character	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Name: _____

In the box below, draw a picture showing your favorite part in the play. On the next page, explain why you liked it, who your favorite character was, and what you learned from the story. (ELA.K.C.1.3, ELA.1.C.1.3, ELA.K.C.5.1, ELA.1.C.5.1) (TH.K.C.2.1, TH.K.O.2.1; TH.1.C.1.2)

A large, empty rectangular box with a thin black border, intended for a student to draw a picture of their favorite part of a play.

Name: _____

My favorite part of the show was

It was my favorite because

My favorite character is

I learned

Writing About Bucket-Filling

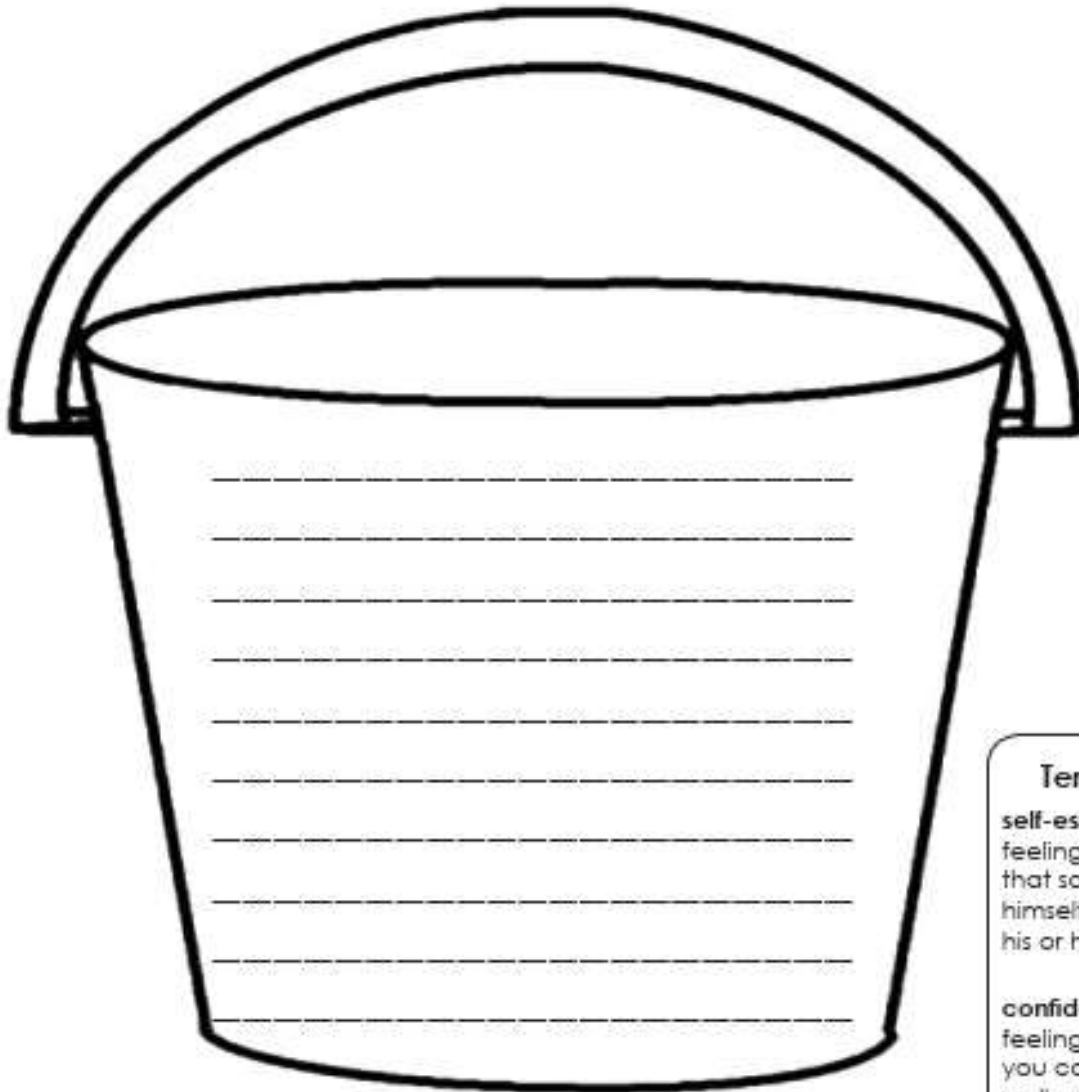
Choose one of the following:

Fiction

Write a story about a character who changes from being a bucket-dipper to a bucket-filler. Think about the traits this character would possess, and how those traits change throughout the story. Be sure your story has a beginning, a middle, and an end.

Nonfiction

Research a person who is famous for being kind or giving to others. This person can be from history or it can be someone alive today. Write a short summary of the person's life. Include the traits that make this person a bucket-filler.



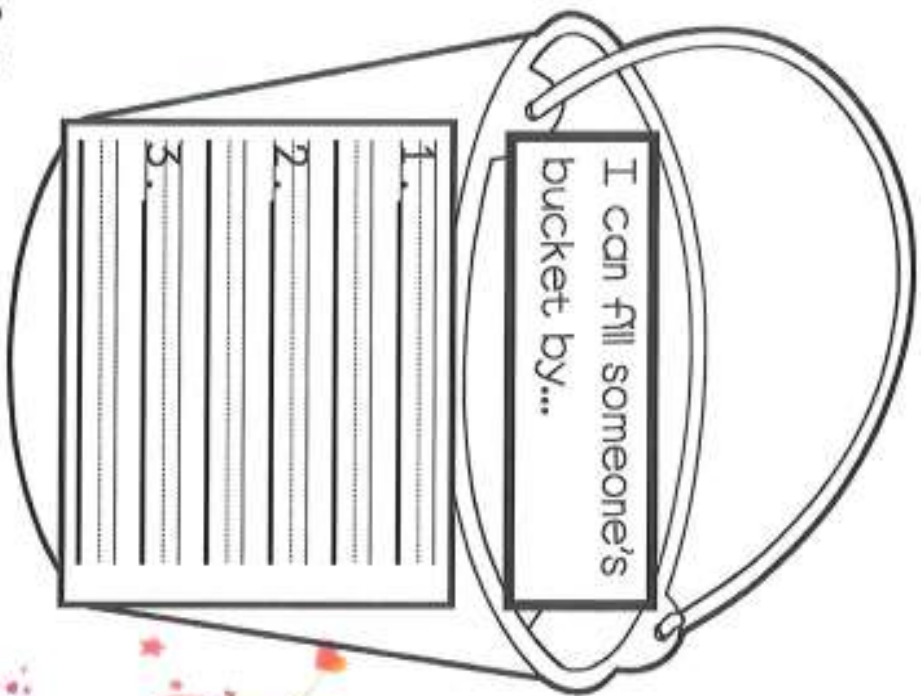
Terms to Know

self-esteem (noun): a feeling of satisfaction that someone has in himself or herself and his or her own abilities

confidence (noun): a feeling or belief that you can do something well or succeed at something

Name: _____

We read "Have you filled a bucket today?" by Carol McCloud, now let's brainstorm ideas on how to be a bucket filler & NOT a bucket dipper.



We are bucket fillers!



No dipping!

seuss4csshc.blogspot.com

Arts Integration

Characterization/Improvisation (TH.K.S.2.1, TH.1.C.1.1, TH.1.S.3.1)

Have students reenact scenes from the play (with or without words). First have the students discuss specific scenes – who were the characters, where did it take place, what happened?

Creation (TH.K.S.2.1, TH.1.C.1.1, TH.1.S.3.1)

When the children are bored because of the rain and they don't know what to do, the Cat in the Hat comes in and starts to cause mischief. The children then must decide how to handle this troublemaker. Have your students create and present a short scene based on a personal experience where they witnessed someone doing something wrong. Did they stop it? How? If they didn't, how could they have stopped it?

Creation (ELA.K.C.5.1; ELA.1.C.5.1) (TH.K.S.2.1, TH.1.C.1.1, TH.1.S.3.1) (VA.K.S.1.2, VA.1.S.1.1)

Using the template on the next page, have students create (and draw) a new fantastical friend for the Cat. Who else the Cat might have brought into the house after The Things if the mother hadn't come home?

Language Arts / Visual Arts Connection

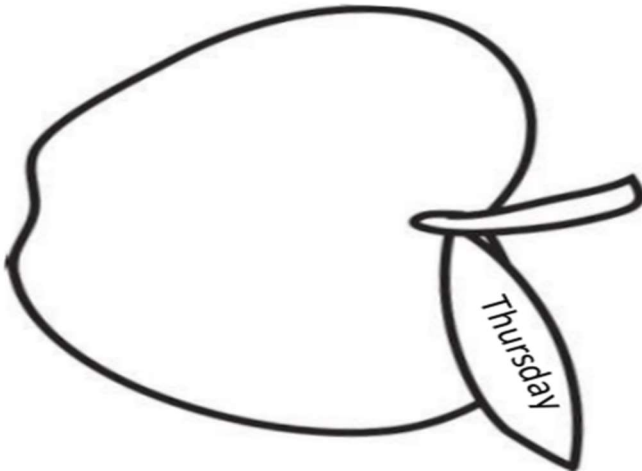
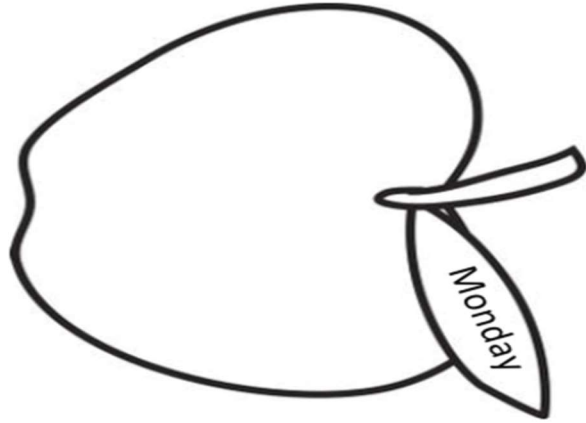
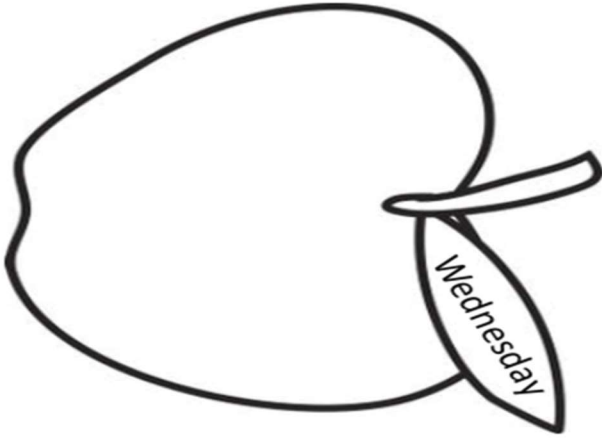
(ELA.K.C.5.1; ELA.1.C.5.1) (VA.K.S.1.2, VA.1.S.1.1)

Name: _____

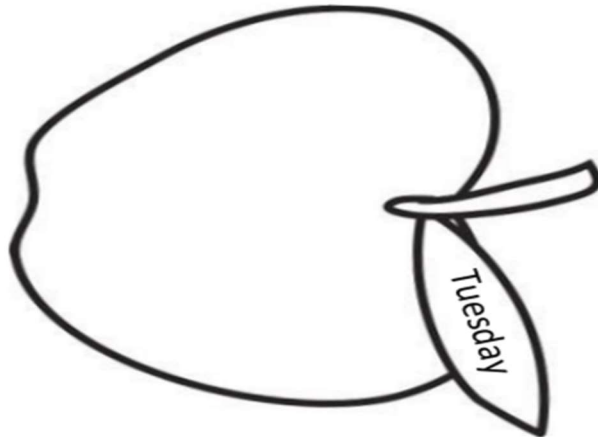
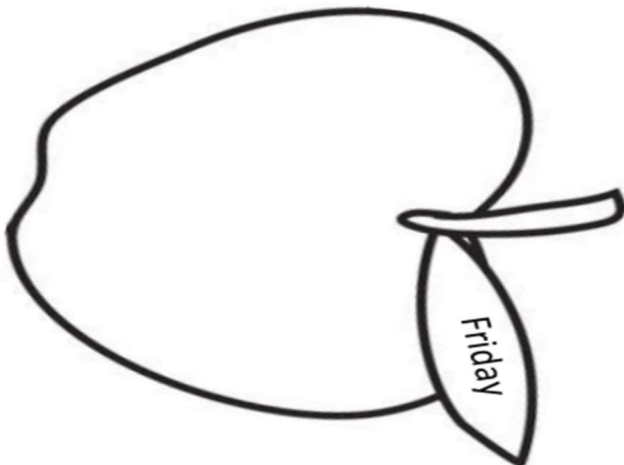
The Cat in the Hat introduces the kids to two of his friends – Thing One and Thing Two. They cause a lot of trouble! Use your imagination to create a new friend the Cat might have invited over if the mother hadn't come home.

My character's name is: <hr/>	My character looks like this:
My character has the following traits: 1. <hr/>	
2. <hr/>	
3. <hr/>	
My character likes to: <hr/> <hr/>	

SEL CONNECTION – FINDING GRATITUDE – FILLING OUR BUCKET



Let's fill our buckets with Joy!
Today I Am Thankful For:



Academic Vocabulary

- **Trait** – characteristic or quality that makes a person or animal different from others
- **Character** – a person, animal, being, creature, or thing in a story
- **Mischief** – bad behavior that is playful
- **Tricks** – an act of skill or magic; a joke or prank
- **Dish** – a container for holding food, such as a plate, cup, or bowl
- **Messy** – dirty and out of order; not neat

Arts Vocabulary

- **Adaptation** – alter a text to make it appropriate for the stage
- **Cast** – the group of actors who work together to perform the show
- **Characterization** – use body, voice, and movement to create a representation of a person or animal
- **Improvisation** – creating (a scene or role play) ‘on the spot’ without any planning ahead of time – making it up as you go

Standards Alignment: The activities in this study guide are aligned with the standards listed below. When teachers incorporate the arts, they increase student engagement, offer multiple points for students to access the curriculum, and provide alternative means for students to demonstrate what they know.

Benchmarks For Excellent Student Thinking (B.E.S.T.)	
Kindergarten	
Reading – Prose and Poetry	
ELA.K.R.1.1	Describe the main character(s), setting, and important events in a story
Communication – Narrative Writing	
ELA.K.C.1.3	Using a combination of drawing, dictating, and/or writing, express opinions about a topic or text with at least one supporting reason
Communication – Creating and Collaborating	
ELA.K.C.5.1	Use a multimedia element to enhance oral or written tasks.

Florida’s B.E.S.T. Standards	
Grade 1	
Reading – Prose and Poetry	
ELA.1.R.1.1	Identify and describe the main story elements in a story
Communication – Narrative Writing	
ELA.1.C.1.3	Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure
Communication – Creating and Collaborating	
ELA.1.C.5.1	Use a multimedia element to enhance oral or written tasks.

Florida Theatre Standards	
Kindergarten	
Critical Thinking and Reflection	
TH.K.C.2.1	Respond to a performance and share personal preferences about parts of the performance
Organizational Structure	
TH.K.O.2.1	Draw a picture of a favorite scene from a play
TH.K.O.3.1	Compare a story that is read to one that is acted out
Skills, Techniques, and Processes	
TH.K.S.2.1	Pretend to be a character from a given story

Florida Theatre Standards	
Grade 1	
Critical Thinking and Reflection	
TH.1.C.1.1	Create a story and act it out, using a picture of people, animals, or objects as the inspiration.
TH.1.C.1.2	Draw a picture from a favorite story and share with the class why the scene was important to the story.
Organizational Structure	
TH.1.O.2.1	Describe in words or by drawing a picture, the most exciting part in the story line of a play
Skills, Techniques, and Processes	
TH.1.S.3.1	Use simple acting techniques to portray a person, place, action, or thing.

Florida Visual Arts Standards	
Kindergarten	
Skills, Techniques, and Processes	
VA.K.S.1.2	Produce artwork influenced by personal decisions and ideas

Florida Visual Arts Standards	
Grade 1	
Skills, Techniques, and Processes	
VA.1.S.1.1	Experiment with art processes and media to express ideas.

Student Work Samples

Teachers:

Thank you for your continued support of the SEAS Program. Using the suggestions and/or activity pages included in this Study Guide, please collect student work samples, and upload them using the link below.

Please click on the link below to upload your student's work samples to their respective show folder:

<https://tinyurl.com/SEASworksamples22-22>

Should you have any questions, please contact Lauri Foster at:
lauri.foster@browardschools.com