Barbra Skawski’s Emergency TTOC Plan

Instructions:

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| Please read “Have you Filled a Bucket Today?” by Carol McCloud  All subject activities will be focused on this story.  Summary: The story focuses on how people can fill others “imaginary buckets” and their own through kindness and positivity. | A book cover of a person and a child watering a bucket  Description automatically generated |

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| Language Arts | Journal Entry: Students will write about 4 experiences (sharing their feelings with each experience):   * A time when they have emptied someone else’s bucket * A time when someone else emptied their bucket * A time when someone else filled their bucket * And a time where they filled someone else’s bucket.   This activity can be done by folding a piece of paper into four sections.  Story Creation: Students will write about a character that has an “empty bucket,” write about why their bucket is empty and how they would go about filling that person’s bucket.  Brainstorming Cloud: Students will write in the middle of the paper “Filling my Bucket,” and will branch from that bubble ideas on what types of things fill their bucket. This helps a student get to know themselves.  Word Bank: Create a word bank. Students will choose a color and write a word that would make a good bucket filler. Make a class collage that can be posted on the classroom wall. Students can reflect on this collage throughout the year.   * When students brainstorm words, widen their vocabulary by given them different synonyms for their chosen words.   Modifications:  Lower Grade: Students can draw pictures to describe their experiences or use a template that has sentence starters.  Higher Grade: Students can write about a random act of kindness (Demonstrates that we do not need recognition for an act of kindness). |
| Math | Fact Families: On the white board draw several items in a bucket and students will create fact families for that number.   * Have a variety of buckets with different sums.   Algebraic Equations: using pictures, create equations that students need to solve.   * Full Bucket + Full Bucket = 20 * Empty bucket - Sad face = 15 * Etc.   The Bucket Thief: In small groups give students several manipulatives in a “bucket.”   * Taking turns, each person will take a handful of manipulatives away and the other students in the group will have to figure out how many are missing and write a math equation for it. * Once the students have done a few, change the amount on manipulatives in their “bucket”   Modifications:  Lower Grade: Students can answer math equations using one missing variable. For example: Bucket - 5 = 7  Higher Grade: In groups, students must make their own math equation using their bodies and present it to the class. The class must guess what their math equation is. For example, if 3 students are grouped together, and there is an empty spot, then another group of 2 students, there equation might be 3 - ? = 2 |
| Science | How Much can a Bucket Hold (Capacity):   * Use different sizes of containers, fill them with water, and see if the students can estimate how much water is in the bucket. Then using a measuring cup measure it out.   Defying Gravity: This activity should be done outside and with a bucket that has a good handle.   * Put water in a bucket and turn it upside down to show students it will pour out. * Put water in the bucket and swing it around in circles fast enough for the water to stay in the bucket. Students can make predictions why this happens. * (If you are okay with getting a little damp) Repeat this activity but at a slower rate. The water will fall out. Have students make another prediction why this happened.   Friendships: For this activity you will need 2 containers with cold water, sugar, pepper, and soap.   * Each container has water with pepper sprinkled on top. * Ask: When we treat others unkindly what happens? * Choose a student to put a drop of soap into one container. All the pepper will go to the edge. * Ask: What happens when we treat our friends with kindness? * Ask one student to add a small amount of sugar to the 2nd container. All the pepper will follow the sugar to the bottom.   Modifications:  Lower Grade: Pour the same amount of water from one container into a different container. Get students to make predictions if the water amount changed or stayed the same, and why they made that prediction.  Higher Grade: Have different amounts of water and ask students what method would be the best to measure that amount of water and why. Is it better to measure the specific amount with measuring spoons, measuring cups, a litre container, etc.? |
| Social Studies | Water Awareness:  Have a class discussion and brainstorming session on the white board about:   * Where does our water come from (before it comes out of the tap)? * How does it get to my tap? * What is a watershed?   Water Conservation:   * Discuss how water is used every day at home and school, and how it is a limited resource. * Have students write about how people tend to be wasteful with water and what their own plan is to help conserve water. Provide with a few examples first and/or discuss as a class first. Demonstrates how students can be an active community member.   Where is my Watershed:  <https://cranbrook.ca/residents/water-conservation/water-quality/raw-water-source/#:~:text=Gold%20Creek%20and%20Joseph%20Creek,storage%20facility%20for%20the%20City>.   * Ask students where they think Cranbrook’s water comes from. * Using the link above students can have a visual map of where the town’s water comes from. * Get students to write about how they think they could obtain water if we had no running water in our homes or schools? * Have a class discussion to share ideas for students to hear different ideas and perspective.   Modifications:  Lower Grade: Brainstorm as a class how water is wasted. Then come up with solutions for each problem of water wasted. Use a visual chart for students to compare.  Higher Grade: Have students research how water gets from their local watershed to their tap. They can work in pairs. |
| Art | Making Personalized Buckets: Students will design, decorate, and color their own imaginary buckets. (If time permits, students can anonymously write on 3 strips of paper something that would fill a classmate’s bucket, then put it in their bucket, as the class does a gallery walk. Make sure all students will receive 3 strips of paper in their bucket).  Making a Classroom Bucket: Outline a large bucket where all students can cut and paste their contributions onto the bucket. (If time permits, have a classroom discussion on how everyone can contribute to fill the classroom bucket as a community).  Story Creation Through a Picture: Students will draw a detailed picture of an act of kindness, that demonstrates making someone else feel good or better than they did.  Modifications:  Lower Grade: Strips can be fill in the blank or decrease number of strips  Higher Grade: Students can write about their story creation in more detail |
| Physical Education | Filling your Bucket:   * Divide class into 2 groups and have 1 group on each side of the gym. * Have 3 hoola hoops on each side with an equal amount of bean bags. * The objective of the game is to take one bean bag at a time/per student from their side and put it in the other team’s bucket. When the time is up, count the bean bags to see which side was able to fill up the buckets the most.   Sending Positive Thoughts:   * Make groups of 3 (can be done with 2 if numbers are unequal). Each group will need 2 hoola hoops. * One person will be the good thought, and the other two will have to portal the thought to the other side. * To start, one teammate will place a hoop in front of the good thought, the good thought can only travel by hoop. They will step into the hoop and then the other team will place the additional hoop in front. Repeat this process until the good thought makes it to the other side. * The groups will start at the same side of the gym and race to the other side.   Collecting my Spilled Bucket:   * This is a game of tag. * Pick two taggers/collectors to tag the other students and put them back into the bucket. * The center circle can represent the bucket. * Once the bucket has been refilled, the collectors can choose two different collectors.   Modifications:  Lower Grade: Place hoola hoops closer together so students don’t have to travel as far for Filling your Bucket game.  Higher Grade: Spread out the hoops of bean bags so students must travel further. For the sending positive thoughts, see if students can beat a timer, or their current time. |