

# Discovery Buckets

**Pillar: Positive Social Environments**  
**Division: I**  
**Grade Level: ECS and Grade 1**  
**Core Curriculum Connections: Language Arts**

## I. Rationale:

To be successful in the school environment, one of the most important skills that children need to develop is the ability to communicate their thoughts and feelings when interacting with others. Gaining acceptance by peers is not only correlated with positive attitudes toward school, but it is also a powerful predictor of social adjustment throughout life. For these reasons, it is vital to teach children about their emotions and guide them in learning how to appropriately express their thoughts and feelings with others. Because children learn best through play, students will explore five different "Discovery Buckets" to allow exploration and communication to occur. They will have the opportunity to communicate their ideas, thoughts, and feelings in a variety of forms including oral, artistic, and written.

## II. Activity Objectives:

1. Demonstrate a positive learning attitude.
2. Demonstrate responsible emotional and cognitive behaviors.
3. Communicate clearly in oral, artistic, written, and nonverbal form.

## III. Curriculum Outcomes: Language Arts (ECS and Grade 1)

Outcomes	Kindergarten	Grade 1
<b>General Outcome 1</b> Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences <b>1.1 Discover and Explore</b> <b>Express ideas and develop understanding</b>	<ul style="list-style-type: none"> <li>• share personal experiences prompted by oral, print and other media texts</li> </ul>	<ul style="list-style-type: none"> <li>• share personal experiences that are clearly related to oral, print and other media texts</li> </ul>
<b>Experiment with language and forms</b>	<ul style="list-style-type: none"> <li>• talk and represent to explore, express and share stories, ideas and experiences</li> </ul>	
<b>1.2 Clarify and Extend</b> <b>Consider others' ideas</b>	<ul style="list-style-type: none"> <li>• listen to experiences and feelings shared by others</li> </ul>	<ul style="list-style-type: none"> <li>• listen and respond appropriately to experiences and feelings shared by others</li> </ul>
<b>General Outcome 2</b> Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.	<ul style="list-style-type: none"> <li>• recall events and characters in familiar stories read aloud by others</li> <li>• read own first name, environmental print and symbols, words that have personal significance and some words in texts</li> </ul>	

<b>2.1 Use Strategies and Cues</b> Use comprehension strategies		
<b>2.2 Respond to Texts</b> Experience various texts	<ul style="list-style-type: none"> <li>• participate in shared listening, reading and viewing experiences, using oral, print and other media texts</li> <li>• listen and view attentively</li> </ul>	<ul style="list-style-type: none"> <li>• participate in shared listening, reading and viewing experiences, using oral, print and other media texts</li> <li>• illustrate and enact stories, rhymes and songs</li> <li>• remember and retell familiar stories and rhymes</li> </ul>
<b>Construct meaning from texts</b>	<ul style="list-style-type: none"> <li>• relate aspects of oral, print and other media texts to personal feelings and experiences</li> <li>• talk about and represent the actions of characters portrayed in oral, print and other media texts</li> <li>• talk about experiences similar or related to those in oral, print and other media texts</li> </ul>	<ul style="list-style-type: none"> <li>• relate aspects of stories and characters to personal feelings and experiences</li> <li>• tell, represent or write about experiences similar or related to those in oral, print and other media texts</li> </ul>
<b>2.3 Understand Forms, Elements and Techniques</b> Understand forms and genres	<ul style="list-style-type: none"> <li>• experience a variety of oral, print and other media texts</li> </ul>	
<b>Understand techniques and elements</b>	<ul style="list-style-type: none"> <li>• develop a sense of story through reading, listening and viewing experiences</li> </ul>	<ul style="list-style-type: none"> <li>• tell what characters do or what happens to them in a variety of oral, print and other media texts</li> </ul>
<b>2.4 Create Original Text</b> Structure texts		<ul style="list-style-type: none"> <li>• recall and retell or represent favourite stories</li> </ul>
<b>General Outcome 5</b> Students will listen, speak, read, write, view and represent to respect, support and collaborate with others. <b>5.1 Respect Others and Strengthen Community</b> Celebrate accomplishments and events	<ul style="list-style-type: none"> <li>• share ideas and experiences through conversation, puppet plays, dramatic scenes and songs to celebrate individual and class accomplishments</li> </ul>	<ul style="list-style-type: none"> <li>• share ideas and experiences through conversation, puppet plays, dramatic scenes and songs to celebrate individual and class accomplishments</li> </ul>
<b>5.2 Work within a Group</b> Cooperate with others	<ul style="list-style-type: none"> <li>• participate in class and group activities</li> </ul>	<ul style="list-style-type: none"> <li>• work in partnerships and groups</li> </ul>
<b>Work in groups</b>	<ul style="list-style-type: none"> <li>• listen to others' ideas</li> </ul>	<ul style="list-style-type: none"> <li>• take turns sharing ideas and information</li> </ul>

#### IV. Materials:

**Note:** copies of all handouts are included at the end of this lesson plan.

##### Bucket #1: Bad Day Discovery Bucket

- Bucket
- *A Bad, Bad, Day*
- [Feelings Puppet Faces \(attached\)](#)
- Pre-made puppet with facial expressions

##### Bucket #2: Flannel Board Discovery Bucket

- Bucket
- Flannel board
- Flannel board [characters](#) or [puppets](#) (attached)
- Books of [Three Billy Goats Gruff story](#)
- [Billy Goats Gruff Retelling](#) (attached)
- Cardstock pictures of the characters
- Popsicle sticks

### Bucket #3: Dramatic Discovery Bucket

- Bucket
- Versions of *The Three Little Pigs*
- [Visors of the characters](#) (attached)

### Bucket #4: Name Discovery Bucket

- Name puzzles of students
- Photos of students
- Name cards
- Memory game
- 5" tall poster board
- Fruit Loops
- Glue bottles
- Pencils
- Student list

### Bucket #5: Feelings Discovery Bucket

- Bucket
- [Feelings Cube](#) (attached)
- [Feelings Cards](#) (attached)
- Bingo markers

### Additional Resources:

#### ➤ Books

- *The Way I Feel—Sometimes*, by Beatrice Schenk DeRegniers (Clarion)
- *You Don't Need Words*, by Ruth Belov Gross (Scholastic)
- *C is for Curious: An ABC of Feelings*, by Woodleigh Hubbard (Chronicle Books)
- *Sometimes I Feel Like a Mouse*, by Jeanne Modesitt (Scholastic)
- *My Many Colored Days*, by Dr. Seuss (Knopf)
- *Let's Be Enemies*, by Janice Undry
- *What Makes Me Feel This Way?* By Eda LeShan
- *How are you Peeling? Foods with Moods*, by Saxton Freymann and Joost Elffers
- *Proud of Our Feelings*, by Lindsay Leghorn
- *Giggle Time: Establishing the Social Connection*, by Susan Aud Sonders
- *Happy and Sad, Grouchy and Glad*, by Constance Allen
- *A Bad, Bad Day*, by Kiersten Hall

#### ➤ Attachments: (end of lesson)

- Billy Goat Retelling
- Billy Goat Troll
- Billy Goat Puppets

- Character Visors
- Feelings Cube
- Feelings Cards
- Feelings Puppets

## V. Procedure:

### ➤ **Note:**

All of the stories and literature should to be presented to the students prior to these activities.

Use *Three Billy Goats Gruff*, *the Three Little Pigs*, *A Bad, Bad, Day*, and a variety of books about feelings with this activity. The unit teaches about expressing thoughts and feelings. Use Discovery Buckets to allow exploration and communication to occur. Explain that you will introduce five different Discovery Buckets.

### ➤ **Engaging Interest:**

Have your students sit down in a circle and then show them an ordinary apple. Without explaining why, show the kids that the apple is ordinary and then ask each student to take the apple and give it a good whack on the floor (not too hard). After the apple has been passed around the circle and each student has had the chance to bash it against the floor, have them return it you. Study the apple again, carefully examining the outside. Point out that the apple still looks normal on the outside. Now examine the inside of the apple by cutting it open and showing the kids all the bruising and brown spots that occurred as a result of the whacking. This is a great way to illustrate how even though we can't see how we hurt people, on the inside we all have feelings that can be hurt by bad words, etc.

Explain that we will explore five different Discovery Buckets. These buckets will give the students opportunities to practice expressing both their thoughts and feelings.

### ➤ **Instructional Procedures:**

#### **Bucket #1: Bad Day Discovery Bucket**

1. Prior knowledge: read *A Bad, Bad, Day* by Kiersten Hall to class.
2. Students will retell the story using puppets.
3. Students will interchange pre-made facial expressions for the main character throughout the retelling of the story.

#### **Bucket #2: Flannel Board Discovery Bucket**

1. Prior knowledge: *Three Billy Goats Gruff* story.
2. Students will re-enact the *Three Billy Goats Gruff* story using felt or stick characters.
3. Encourage students to use different voices for each character.

#### **Bucket #3: Dramatic Discovery Bucket**

1. Prior knowledge: *The Three Little Pigs* story.
2. A variety of different versions of *The Three Little Pigs* story.
3. Students will use the visors of the different characters to re-enact the story.
4. Encourage students to try at least two versions of the story.

#### **Bucket #4: Name Discovery Bucket**

1. Students will explore Name Puzzles.
2. Students will practice recognizing classmate names/pictures with a Memory game.
3. Students will create an enlarged Fruit Loop name of their own.

4. A variety of related books.

**Books:**

- My Mommy Doesn't Know My Name, by Suzanne Williams
- Chrysanthemum, by Kevin Henkes
- A Porcupine Named Fluffy, by Helen Lester
- Andy (That's My Name) by Tomie De Paola

**Bucket#5: Feelings Discovery Bucket**

- Feelings Cube—students take turns role-playing the feeling rolled on the cube.
- Feelings Memory game—students play Memory with photo cards and name cards (backing should be the same color).
- Feelings Bingo—children can play bingo using the feeling pictures in place of the traditional numbers. When you pull a card with a feeling picture out of a bag, ask the children to identify the feeling, make the expression on their faces and then place a marker on the appropriate face on their bingo card.

**Books:**

- *Feelings*, by Alik
- *Today I Feel Silly: And Other Moods That Make My Day*, by Jamie Lee Curtis
- *When Sophie Gets Angry, Really Angry*, by Molly Bang
- *Glad Monster, Sad Monster: A Book About Feelings*, by Ed Emberley and Anne Miranda

## VI. Extensions and Variations:

### Word Wall

Create a class word wall with the list of feeling words. If you took photos of students making faces that captured the emotion, you could display them next to the word.

### Class Book

With an empty picture frame take photos of students making the emotions discussed in class. Combine them to create a class emotions book.

### Check-in Board

Create a check-in board where students can place their name clips or photo next to a feeling picture. Follow up with children, talking with them about the emotion they chose and the circumstances related to their feelings. As the day progresses and feelings change, you can help children change the placement of their photo to match their new feelings.

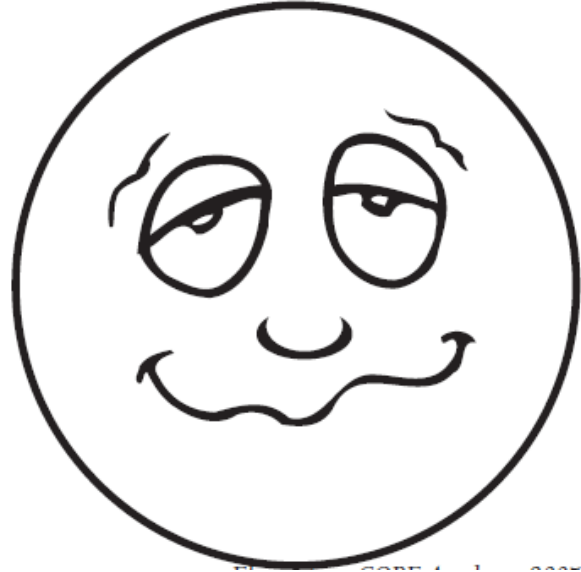
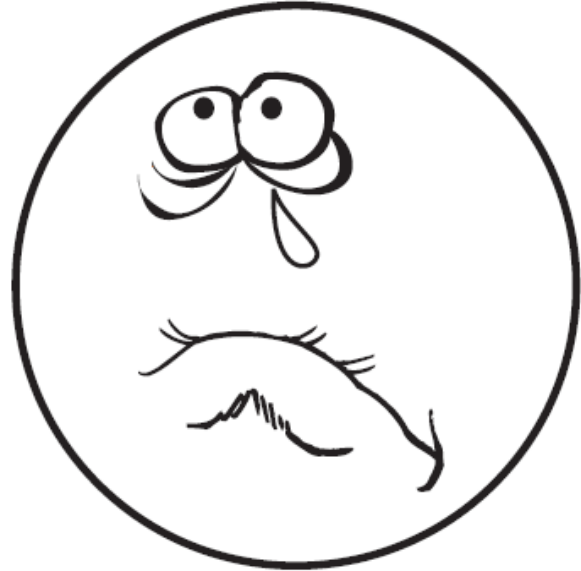
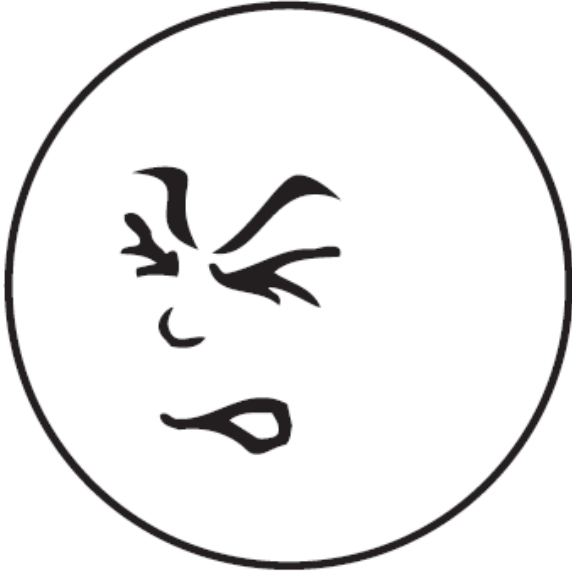
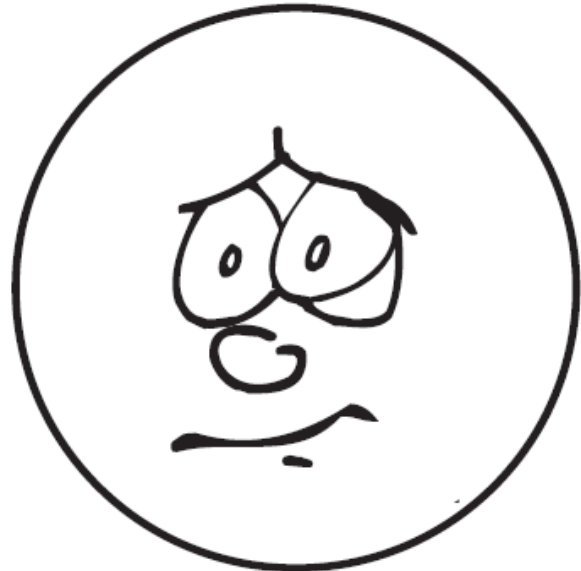
### Family Connections

- Encourage families to read books about emotions to their children.
- Send home a vocabulary list of feelings, and ask parents or guardians to use these words during conversations that allow family members to orally describe their emotions and thoughts.
- Encourage families to help draw out their children's feelings when they have a difficult time expressing their feelings in words.

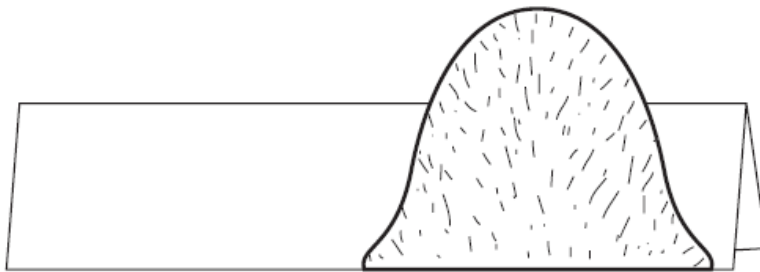
## VII. Assessment Ideas:

- Assess students' understanding of expressing feelings with the [Feelings Meter \(attached\)](#).
- Assess students' understanding of feelings by asking them to draw and explain specific emotions from a variety of scenarios.

# Feelings Puppet Faces

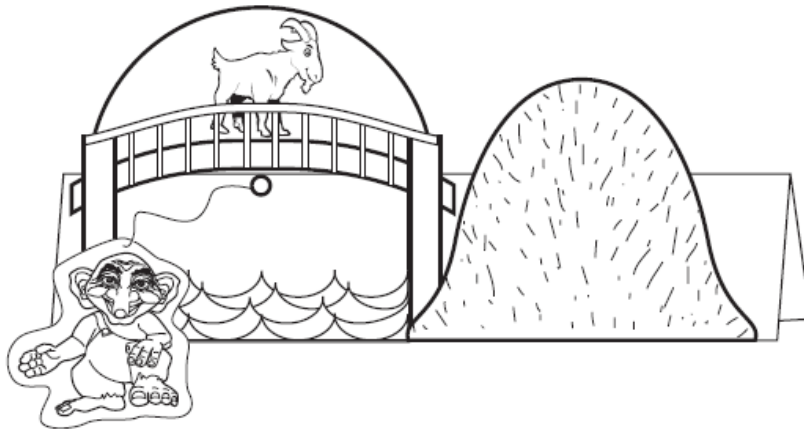


# Billy Goats Gruff Troll



Read several versions of the classic tale. Fold 18 1/2 x 11 paper lengthwise. Children make a big green hill to go on the right side of folded paper.

Attach goats wheel to folded paper with brad.



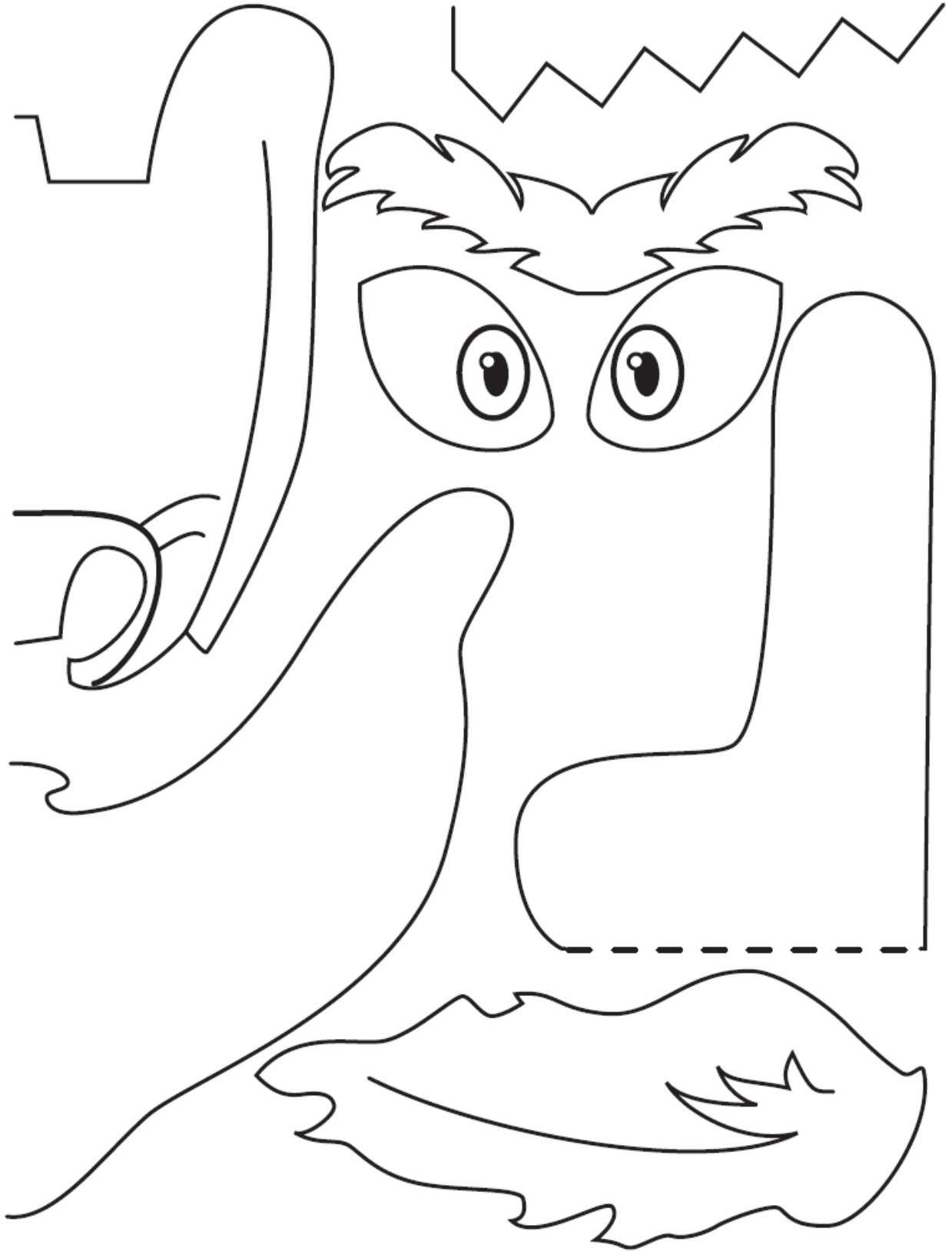
Then children draw with pens, or cut paper bridges for the goats to cross. Attach troll with a string. Children turns wheel and uses troll to retell the story.

# Billy Goats Gruff Retelling Wheel

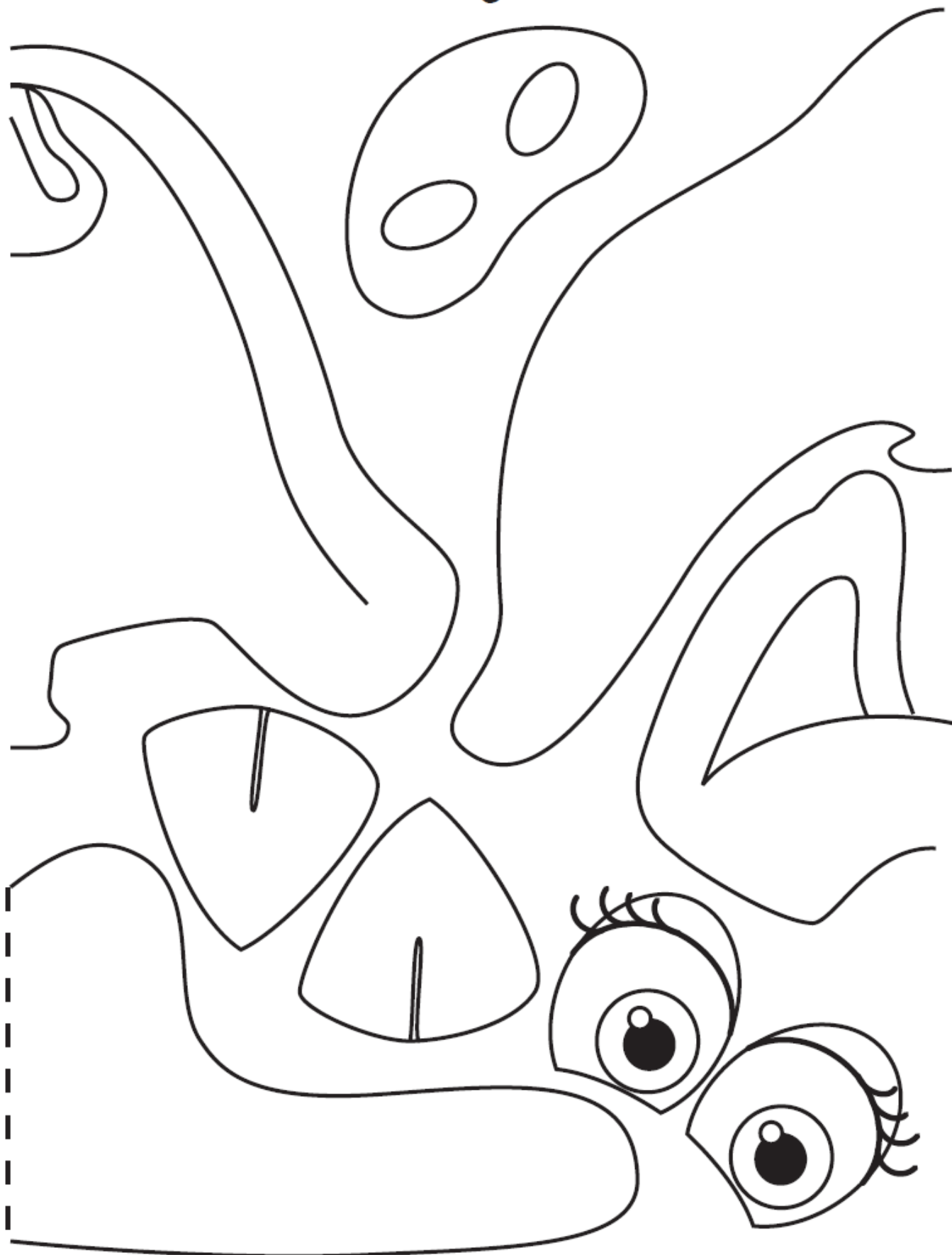




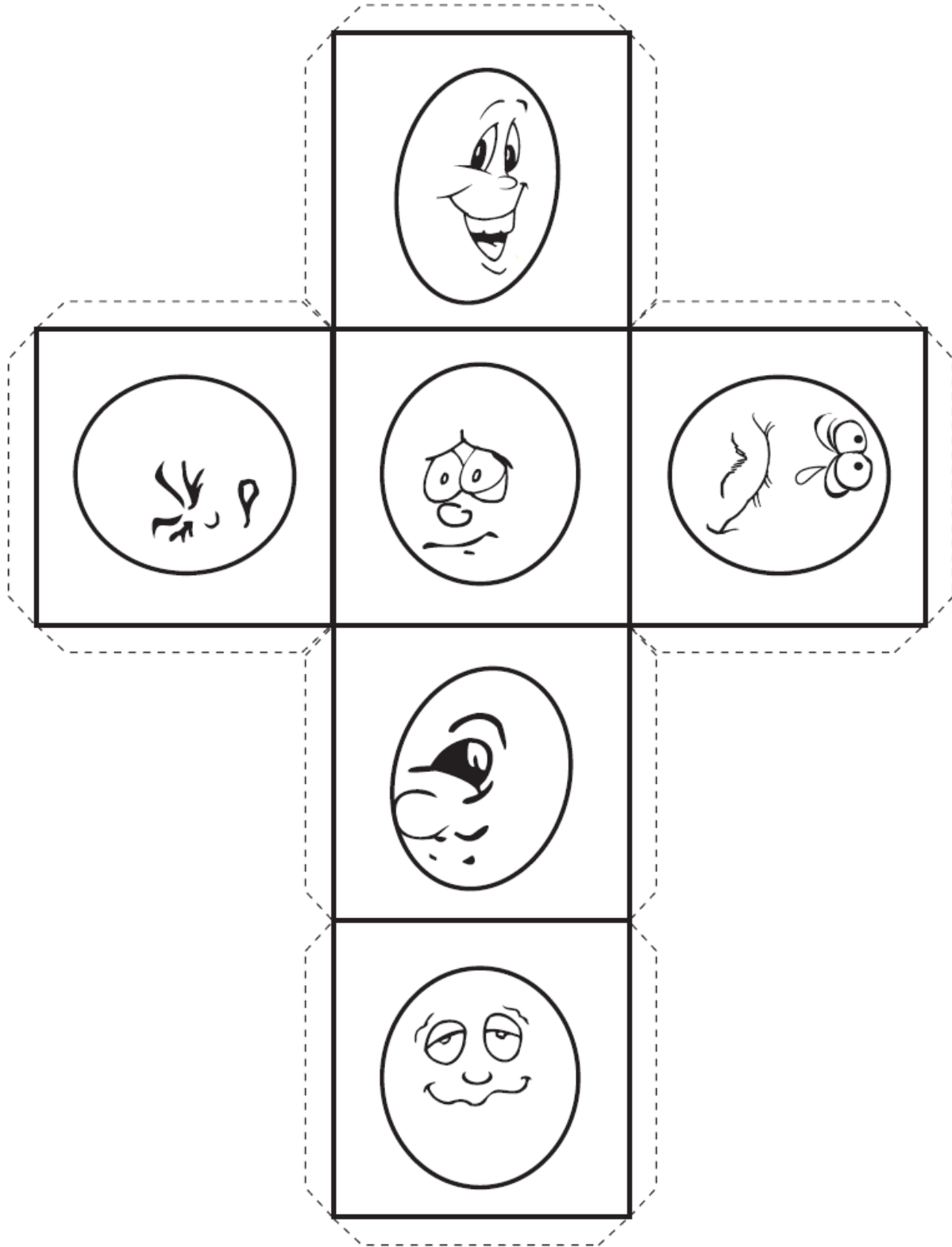
# Brown Wolf Visor



# Pink Pig Visor



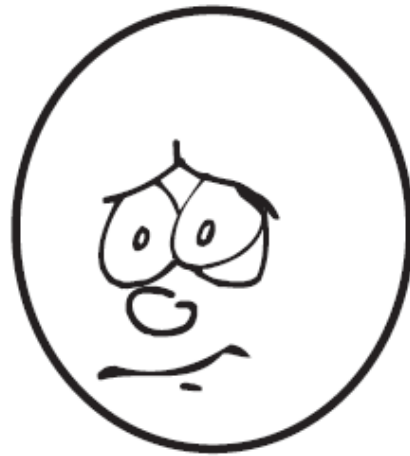
# Feelings Cube



# Feelings Cards



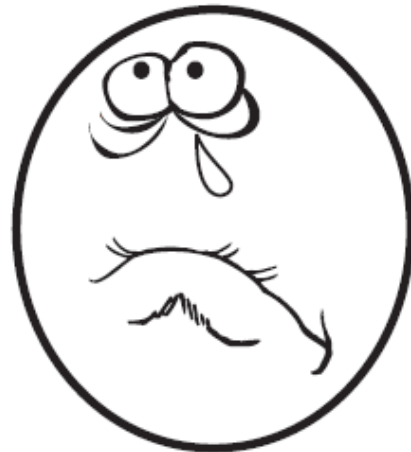
Happy



Afraid



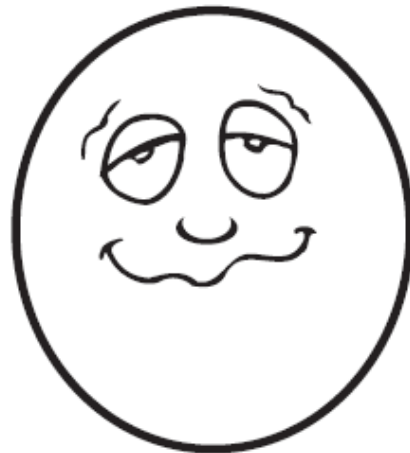
Angry



Sad

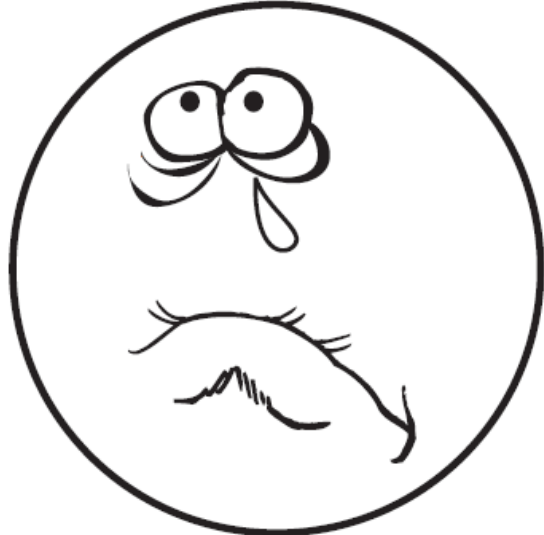
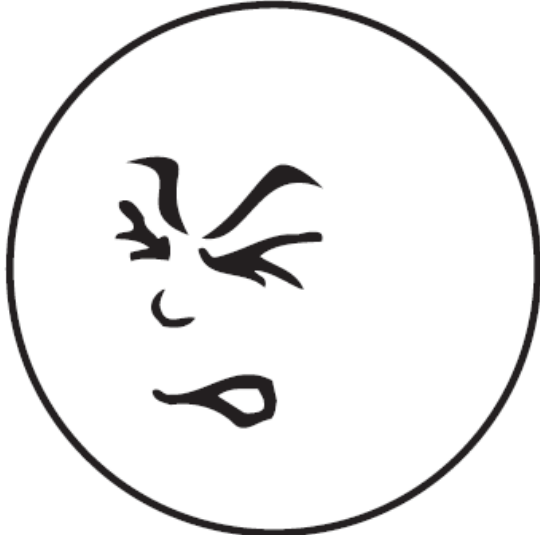
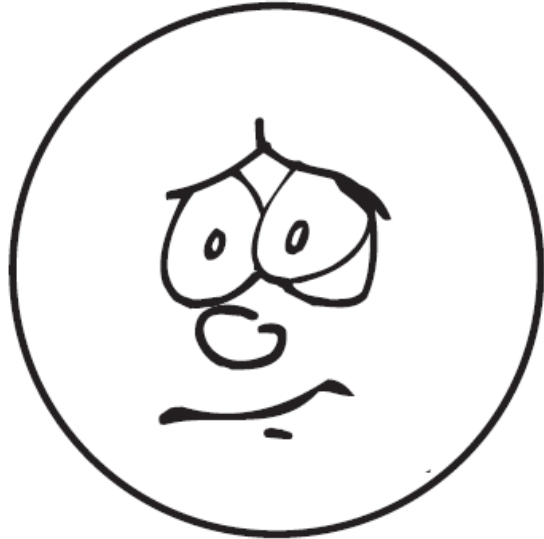


Excited

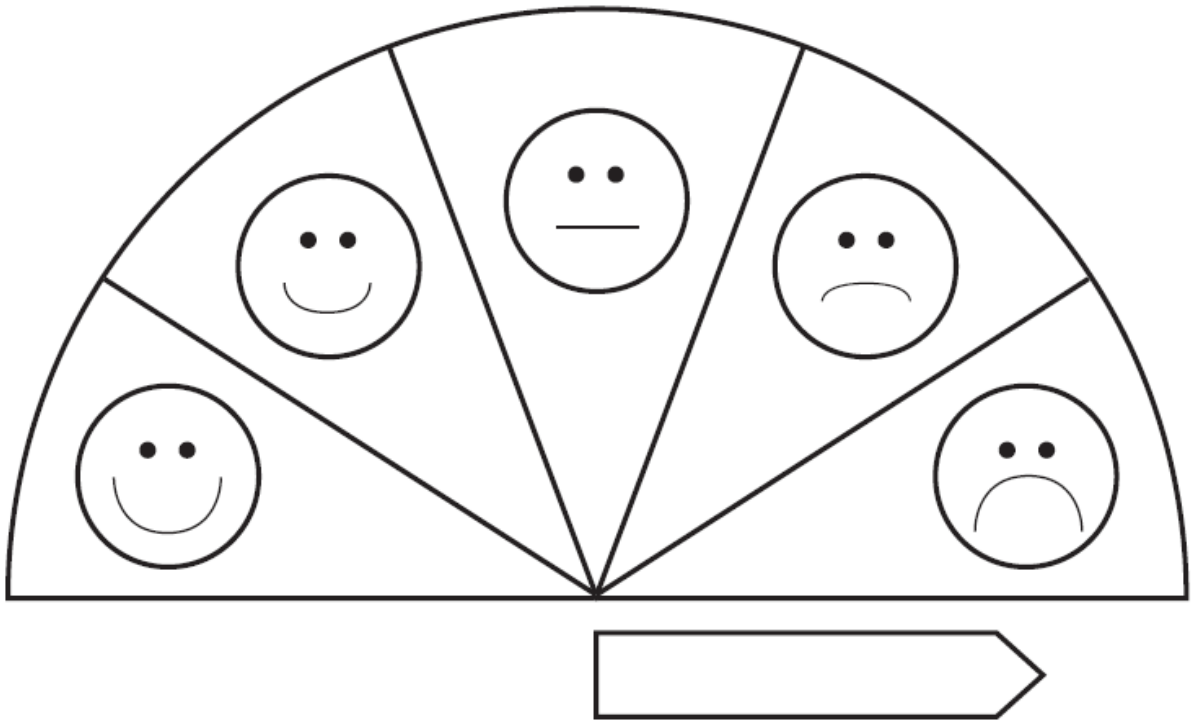


Tired

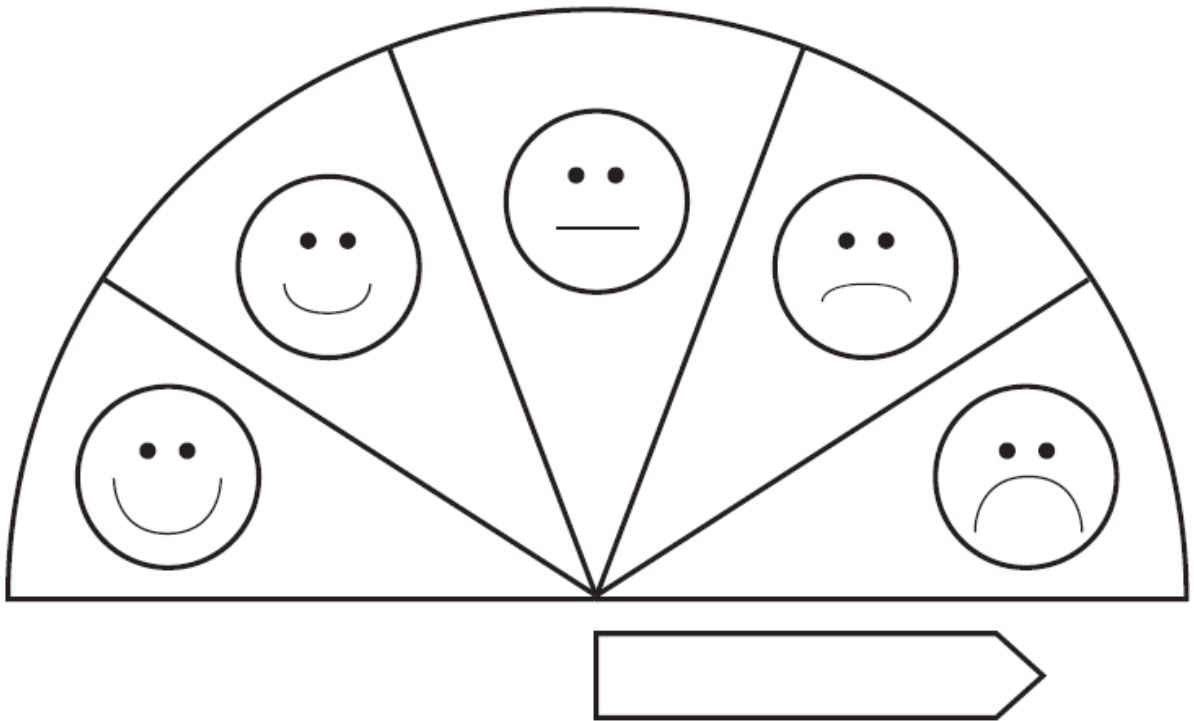
# Feelings Puppet Faces



# Feelings Meter



# Feelings Meter



# Billy Goats Gruff Puppets

