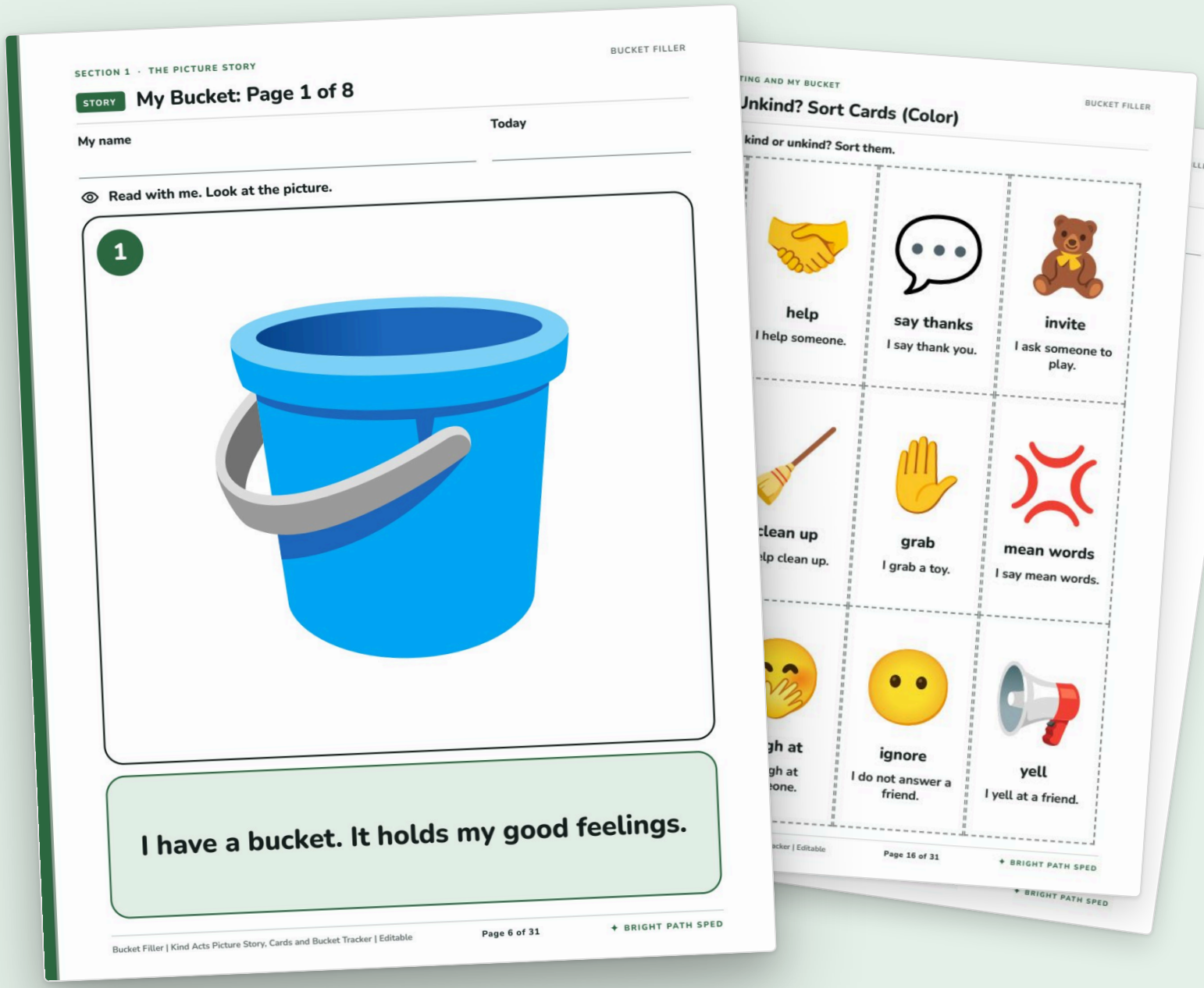
SPECIAL EDUCATION · VISUAL SUPPORTS COLLECTION

EDITABLE

Bucket Filler



31 PAGES | 8-PAGE PICTURE STORY | 12 SORT CARDS | COLOR + INK-SAVER

✦ BRIGHT PATH SPED

CONTENTS

What Is Inside, and Where

Before you begin

PAGE 4

Start Here — Three Steps — START HERE — 4

01 The Picture Story

PAGES 6–14

My Bucket: Page 1 of 8 — STORY — 6

My Bucket: Page 2 of 8 — STORY — 7

My Bucket: Page 3 of 8 — STORY — 8

My Bucket: Page 4 of 8 — STORY — 9

My Bucket: Page 5 of 8 — STORY — 10

My Bucket: Page 6 of 8 — STORY — 11

My Bucket: Page 7 of 8 — STORY — 12

My Bucket: Page 8 of 8 — STORY — 13

The Whole Story on One Page (Ink-Saver) — STORY — 14

02 Cards, Sorting and My Bucket

PAGES 16–21

Kind or Unkind? Sort Cards (Color) — CARDS — 16

Kind or Unkind? Sort Cards (Ink-Saver) — CARDS — 17

Sort Mat: Fills or Empties My Bucket — SORT — 18

A Kind Act I Did: Cards — CARDS — 19

My Bucket: Color a Drop — MY BUCKET — 20

My Bucket Tracker: Five Days — MY BUCKET — 21

03 Using It, Data and Home

PAGES 23–30

How to Use the Story, Cards and Bucket — REFERENCE — 23

Kind Acts Log — LOG — 24

Weekly Roll-Up and Graph — TRACKER — 25

Filled Example — Three Weeks — EXAMPLE — 26

Family Page — NOTES — 27

Hand-Off to Another Adult or Room — NOTES — 28

Phrase Bank — REFERENCE — 29

Storage and Binder Labels — REFERENCE — 30

☆ START HERE Start Here — Three Steps

1

Print the story and the cards

Print the story (8 pages, 6–13) and staple it in order, or print the one-page ink-saver copy (page 14).

Print the sort cards (page 16, or ink-saver on page 17) and cut them apart: 4 across, 3 rows.

2

Read it, sort, then fill the bucket

Read the story in a calm moment, pointing to each picture, the same way every time.

The student sorts the cards on the mat (page 18), then colors a drop on the bucket (page 20) or the five-day tracker (page 21) for each kind act.

3

Log it, roll it up, send it home

One row on the log (page 24) for each act you see: what happened, the card word, and whether it was a kind act.

Total the week on the roll-up (page 25). Send the family page (page 27) home; the hand-off page (page 28) goes to any other adult.

WHAT THIS FILE IS

A fillable PDF: an 8-page picture story about a bucket that kind acts fill, 12 sort cards (6 kind, 6 unkind) in color and ink-saver, a sort mat, 8 kind act cards, a bucket page, a five-day tracker and the data pages behind them, with type-in fields on the name lines, the log, the roll-up, the family and hand-off pages and the kind act cards. It works offline with no account and prints the same on every machine.

WHAT THIS FILE IS NOT

It is not an editable online slideshow or word-processor document, and it is not a behavior plan, a program or a clinical procedure. It follows no named method or published book and promises no outcome; it shows a student, in pictures, what a kind act and an unkind act can look like, and counts what happened.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
I want to read the story with a student	Pages 6–13
I need a copy for the photocopier	Story, page 14; cards, page 17
The student sorts kind and unkind acts	Cards, page 16; mat, page 18
The student colors a drop for a kind act	Bucket, page 20; tracker, page 21
A paraprofessional or another room takes over	Hand-off, page 28
The IEP meeting or a family conference	Roll-up, page 25; filled example, page 26

IF SOMETHING DOES NOT WORK

A field will not hold my typing. Open the file in Adobe Acrobat Reader (free) or Preview, not a browser tab. **A picture reads as a different word.** Use a kind act card to draw your own; the **Ask a Question** tab on the product page reaches me, and a fix is a free update. **Confidentiality:** a filled-in log or roll-up is a student record — initials only on anything that leaves your hands.

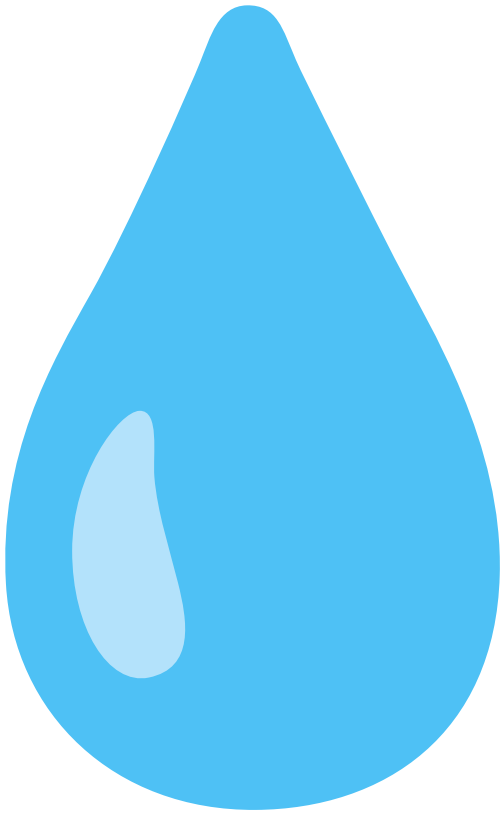
STORY

My Bucket: Page 2 of 8

My name _____ **Today** _____

Read with me. Look at the picture.

2



Kind acts fill my bucket, one drop at a time.

STORY

My Bucket: Page 3 of 8

My name _____ **Today** _____

Read with me. Look at the picture.

3



When a friend shares with me, my bucket fills. I feel happy.

CARDS

Kind or Unkind? Sort Cards (Color)

Cut the cards. Is it kind or unkind? Sort them.

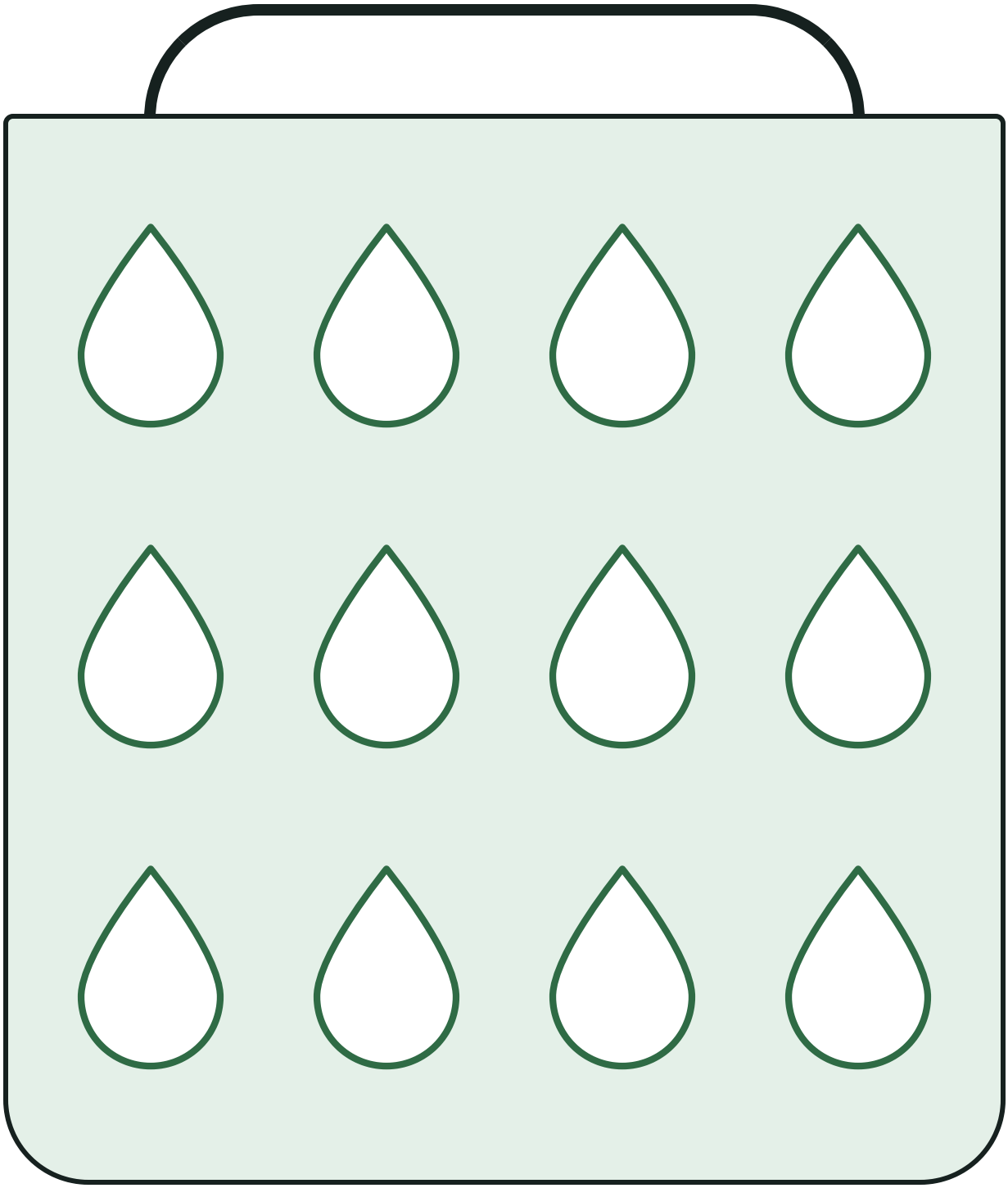
 **share** I share with a friend.	 **help** I help someone.	 **say thanks** I say thank you.	 **invite** I ask someone to play.
 **smile** I smile and say hi.	 **clean up** I help clean up.	 **grab** I grab a toy.	 **mean words** I say mean words.
 **leave out** I say, “You can’t play.”	 **laugh at** I laugh at someone.	 **ignore** I do not answer a friend.	 **yell** I yell at a friend.

MY BUCKET

My Bucket: Color a Drop

My name _____ **Today** _____

☆ **Color a drop each time I am kind.**



I filled a bucket when I _____

It made me feel _____

LOG

Kind Acts Log

STUDENT

WEEK OF

STORY OR CARDS IN USE

#	DATE	WHAT HAPPENED (YOUR WORDS)	CARD WORD	KIND ACT? (Y / N)	INITIALS
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

ONE ROW AN ACT

Write what you saw in the same short words each time, and the card word that matches it, if one does.

KIND ACT

Y if the act was a kind one, N if not. Count the rows and the Y rows on the roll-up (page 25).

TRACKER

Weekly Roll-Up and Graph

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

#	WEEK OF	ACTS SEEN	KIND ACTS (Y ROWS)	PERCENT	NOTES
1					
2					
3					
4					
5					
6					
7					
8					

PERCENT OF ACTS SEEN THAT WERE KIND ACTS · ONE DOT PER WEEK, THEN DRAW THE LINE



FIGURING THE PERCENT

From the log (page 24): acts seen is the number of rows that week; kind acts is the number of Y rows. Kind acts divided by acts seen, times 100, rounded to the nearest whole number.

BRINGING THIS PAGE TO A MEETING

The criterion field is where your team's own number goes, so every dot is read against the same line. This page counts what is plotted; it does not decide what a flat line means.

EXAMPLE

Filled Example — Three Weeks

SAMPLE · INVENTED STUDENT

Maya is invented, and so is every mark on this page. One week on the log (page 24), then three weeks on the roll-up (page 25).

The log, week of 10/5 (5 rows)

#	DATE	WHAT HAPPENED	CARD WORD	KIND ACT?	INITIALS
1	10/5	block tower	share	Y	JT
2	10/6	line	help	Y	JT
3	10/7	recess	grab	N	JT
4	10/8	snack	say thanks	Y	JT
5	10/9	recess	invite	Y	JT

The roll-up, three weeks

#	WEEK OF	ACTS SEEN	KIND ACTS (Y ROWS)	PERCENT	NOTES
1	10/5	5	4	80%	–
2	10/12	4	3	75%	–
3	10/19	5	5	100%	–

READING THE NUMBERS

Week one: 5 acts seen, 4 kind, 80 percent. Then 3 of 4 (75 percent) and 5 of 5 (100 percent). In all, 12 of 14 acts. Each percent is that row's own count divided by its acts.

A LINE THIS SHEET COULD WRITE

"With the story and cards in place, 12 of 14 acts seen from Maya over 3 weeks were kind acts; acts seen: share 2, help 2, say thanks 2, invite 2, smile 2, clean up 2, grab 1, leave out 1."

Acts seen by card word, all three weeks

CARD WORD	TIMES SEEN
share	2
help	2
say thanks	2
invite	2
smile	2
clean up	2
grab	1
leave out	1

WHERE THE NUMBERS COME FROM

Every roll-up row is counted from that week's log rows. The 14 rows across the three weeks are the 14 acts seen; the Y rows are the 12 kind acts.

WHAT THIS EXAMPLE IS NOT

One invented child's weeks. It sets no typical rate, names no cause and predicts nothing about a real student; the criterion would be whatever Maya's team wrote. A real filled-in copy is a student record: initials only on anything that leaves your hands.