

CL-03B

Proud of Who I Am

Grades 2–3

Intrapersonal Effectiveness

Strength Detectives

Students learn that a strength is a good quality that shows in what a person does, find strength clues in story characters' actions, and name each strength with evidence.

HOOK
3 min

TEACH
5 min

PRACTICE
9 min

WRAP-UP
3 min

OPTIONAL EXTENSION
+10 min · Strength Detective Cards

BIG IDEA Actions are clues. What a person does shows their strengths.

1 I CAN

- ☐ say what a strength is: a good quality that shows in what a person does.
- ☐ find clues to a story character's strength in what the character does.
- ☐ name a strength with evidence: "___ showed ___ when ___."

KEY WORDS / PALABRAS CLAVE

strength **fortaleza**

evidence **evidencia**

courage **valentía**

patience **paciencia**

creativity **creatividad**

curiosity **curiosidad**

2 MATERIALS

- ☐ Projector page (p. 4) on the document camera, or copied onto chart paper
- ☐ A magnifying glass or a paper tube to look through (optional detective prop)
- ☐ Worksheet (p. 5), one per student, and pencils
- ☐ Extension: Strength Detective Cards (p. 6), one set, and sticky notes
- ☐ Family letter (p. 7), one per student

PREP · 5 MINUTES

- Copy p. 5 and p. 7, one per student. Print p. 4 and p. 6 once.
- Cut the Strength Detective Cards apart if you plan to do the extension.

3 STANDARDS

Texas Model
5th ed., 2018

Intrapersonal Effectiveness

ASCA Standards

Mindsets & Behaviors, 2021

M 1 Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being · B-SS 10 Cultural awareness, sensitivity and responsiveness

Health TEKS

Gr 3 §115.15(b)(5)(E)

describe the importance of acceptance of oneself and others

Health TEKS

Gr 2 §115.14(b)(4)(A)

discuss ways to be kind to self and others. Partial fit: noticing a strength in others and naming it with evidence is one way.

Social Studies TEKS

Gr 2 §113.13(c)(12)(A) · Gr 3 §113.14(c)(10)(A)

identify the significance of various ethnic and/or cultural celebrations (Gr 2) / explain the significance of various ethnic and/or cultural celebrations in the local community and other communities (Gr 3). Partial fit: the scenes take place during a school Hispanic Heritage Month celebration, and the Teach segment explains the month.

Character traits

TEC §29.906(b)(1), (5), (7)

courage · responsibility, including ... diligence, perseverance, ... · caring, including kindness, ... patience, ...

4 THE LESSON

HOOK 3 min

SAY “Today we’ll talk about story characters, not real people. Use the names in the stories. Today you are Strength Detectives! Detectives look for clues. Listen for Mateo’s clues.”

CLUE 1 “Mateo’s class is painting a mural for Hispanic Heritage Month. Mateo wants to paint his part, but the paint isn’t dry yet. He waits calmly.”

CLUE 2 “Then Mateo has an idea. He paints a tiny yellow jacket in the corner. No one else thought of that!”

ASK “What did Mateo do? Which strength does each clue show?” (Clue 1: patience. Clue 2: creativity.) Then say: “A strength is a good quality that shows in what a person does. Actions are clues.”

TEACH 5 min

DO Show the projector page. Read each strength card; the class echoes the word and what it means.

SAY “Detectives don’t guess. They give evidence. Use the Detective Steps: 1. Find the clue: what did the character do? 2. Name the strength. 3. Give evidence: ‘___ showed ___ when ___.’ Listen: ‘Mateo showed patience when he waited for the paint to dry.’”

SAY “Our stories today happen during Hispanic Heritage Month, from September 15 to October 15. Every year, our country celebrates the history, cultures and contributions of Hispanic Americans.”

If students ask why it starts on September 15: it is Independence Day in Costa Rica, El Salvador, Guatemala, Honduras and Nicaragua. Mexico’s is September 16, and Chile’s is September 18.

PRACTICE 9 min

DO · 2 MIN Detective drill. Read each scene. Partners whisper the strength and the evidence, using the frame. Call on one pair for each scene.

CURIOSITY 1. Renata wants to learn the folklórico steps. She asks the dance teacher three questions.

HARD WORK 2. Diego’s part of the mural keeps smudging. He fixes it again and again until it’s done.

KINDNESS 3. Chloe sees a new student standing alone at the school program. She says, “Come sit with us!”

COURAGE 4. Noah is nervous to read his poem at the program. He takes a breath and reads it anyway.

Listen for evidence, not just the strength word: “Renata showed curiosity when she asked three questions.”

DO · 7 MIN Worksheet. Students write their name and teacher. Part 1 alone or with a partner; Part 2 on their own. In grade 2, read Part 2 aloud together first.

Answer key. Part 1: Elena, creativity; Julián, courage; Karla, patience; Zoe, curiosity; Paola, kindness. Part 2: patience, creativity, kindness. Evidence, for example: “Daniela showed patience when she waited calmly for the scissors.”

WRAP-UP 3 min

SAY “Great detective work! Actions are clues to strengths. Detectives always give evidence.”

CHECK “Name the strength and give the evidence: Mateo waits calmly for the paint to dry.” (“Mateo showed patience when he waited for the paint to dry.”) Give the family letters to the teacher for take-home folders.

Optional, if time (1 minute): two or three volunteers each give a spoken compliment to a classmate about an action from today’s lesson: “I noticed ___ when you ___.” (“I noticed hard work when you kept trying on Part 2.”) Actions from today’s lesson only, never looks. Volunteers only; anyone may pass. Nothing is written down.

Short on time? Read drill scenes 1 and 4 only, and do worksheet Part 1 together as a class.

5 OPTIONAL EXTENSION · 10 MINUTES

Strength Detective Cards. Groups of 3 or 4 each draw one case card from page 6. Rule: use the names on the card, never a classmate's name.

- 1 Read the case together. Find the clue: what did the character do? (2 minutes)
- 2 Name the strength and write the evidence on a sticky note: “___ showed ___ when ___.” Case 8 has two strengths (4 minutes).
- 3 Each group reads its case aloud. The class names the strength, then the group reads its evidence (4 minutes).

Groups write on sticky notes, not on the cards, so the cards stay clean for the next class.

6 SUPPORT EVERY LEARNER

EMERGENT BILINGUALS

Point out cognates: *paciencia*, *creatividad*, *curiosidad*, *evidencia*. Strength = *fortaleza*. Let partners talk in Spanish first. Frame: “___ showed ___ when ___.”

EXTRA SUPPORT

Read the worksheet aloud. Pair students. In Part 1, cover all but one row at a time. In Part 2, students may use the word bank or draw the clue.

STRETCH

Ask: “Can one action show two strengths?” Early finishers write evidence for a second strength Daniela showed.

7 QUICK CHECK

During the drill: listen for evidence. If partners stop at “kind,” ask, “What did the character do that shows it?”

After class: I collect the worksheets and sort Part 2 into “strength + evidence” and “not yet.” They go home through the teacher the next day.

The worksheet is about story characters, not the child, so it is fine to collect. The optional compliments are spoken only; nothing is written down.

8 PICTURE BOOKS (OPTIONAL)

The Day You Begin by Jacqueline Woodson (Nancy Paulsen, 2018). Spanish edition: *El día en que descubres quién eres*. Angelina and other children feel different from their classmates; Angelina finds the courage to speak up. Look for her courage. Challenged in Pennsylvania (2021–22); preview first and keep the talk on the characters.

The Name Jar by Yangsook Choi (Knopf, 2001). Unhei has just moved from Korea and thinks about picking a new name, then keeps her own. Look for her courage and a classmate's kindness. Includes teasing on the bus; challenged in Pennsylvania (2021–22). Preview first.

The lesson works without a book. Preview any book before you read it to a class.

9 KEEP IT GOING SCHOOLWIDE · CYCLE 3

MORNING ANNOUNCEMENT

EN “Good morning, Yellow Jackets! Happy Hispanic Heritage Month! Today, be a strength detective: notice the good things people do, and name the strength you see.”

ES “¡Buenos días, Yellow Jackets! ¡Feliz Mes de la Herencia Hispana! Hoy, sean detectives de fortalezas: fíjense en las cosas buenas que hacen los demás y digan qué fortaleza ven.”

HALLWAY IDEA

Post a big paper magnifying glass near the office titled “Strength Detectives.” When a teacher spots a strength in action, the class adds a paper clue with its class name and the strength, such as “Room 12: patience.”

TEACHER TIP

Name the action, then the strength: “You waited calmly for the scissors. That’s patience!”

If a student shares something personal: keep the lesson on the characters. “Thanks for telling me. Let’s think about what Mateo could do.” If what the student said worries me, I follow up after the lesson using district procedures and my reporting guides (LR-01, CS-01).

Actions are clues to strengths.

A strength is a good quality that shows in what a person does.



Kindness

helping and caring



Courage

being brave, even when it's scary



Creativity

thinking of new ideas



Patience

waiting calmly



Hard work

keeping going until the job is done



Curiosity

asking questions to learn more

Detective Steps · Detectives don't guess.



Find the clue: what did they do?



Name the strength.



Give evidence.

Busca la pista · Nombra la fortaleza · Da la evidencia



___ showed ___ when ___.

Strength Detectives

A strength is a good quality that shows in what a person does.

Part 1 Match the clue Draw a line from each clue to the strength.



Elena thinks of a new way to paint the mural.



patience



Julián feels nervous, but he sings a solo at the program.



kindness



Karla waits calmly for her turn at the drum.



creativity



Zoe asks how papel picado is made.



courage



Paola helps a first grader pick up lotería cards.



curiosity

Part 2 Detective report Read about Daniela.

Daniela's class is making papel picado banners for Hispanic Heritage Month. Daniela waits calmly for the scissors. She thinks of a new pattern: tiny stars and moons. Then she helps a classmate whose banner ripped.



Check ✓ the 3 strengths Daniela showed.

☐ patience

☐ courage

☐ creativity

☐ curiosity

☐ hard work

☐ kindness

Write the evidence for one strength.

Daniela showed _____

when she _____

Word bank: patience · creativity · kindness · waited · scissors · pattern · helped · classmate

Strength Detective Cards

✂ Cut on the dashed lines.

1. Read your case. 2. Find the clue. 3. Name the strength. 4. Write the evidence on a sticky note: ____ showed ____ when ____.

CASE #1



At the school program, Camila's microphone stops working. She speaks louder and finishes her poem.



The clue



The strength

CASE #2



Sergio doesn't know what conjunto music is. He asks the music teacher and listens to three songs.



The clue



The strength

CASE #3



Rodrigo's team has no ball at recess. He makes up a new game with a jump rope.



The clue



The strength

CASE #4



Emiliano sees papers all over the bus floor. He picks them up to help the bus driver.



The clue



The strength

CASE #5



Ethan's papel picado banner takes a long time to cut. He keeps cutting until it is done.



The clue



The strength

CASE #6



Maya waits calmly while the class takes turns at the lotería table.



The clue



The strength

CASE #7



Jack doesn't know the folklórico dance yet. He tries it in front of the class anyway.



The clue



The strength

CASE #8



Luis sees a classmate's plain mural. He says, "Can I help? We could add a sun!" They paint it together.



The clue



The strength

Proud of Who I Am

Orgullo de ser quien soy

Family letter · Carta para la familia · Grades 2–3 · Grados 2–3



ENGLISH

Dear Family,

This week, your child's class had a lesson about **strengths** with the school counselor. A strength is a good quality that shows in what a person does. As "strength detectives," students found clues to story characters' strengths in stories set during a school Hispanic Heritage Month celebration.

SIX STRENGTHS WE LOOKED FOR

Kindness · Courage · Creativity · Patience · Hard work · Curiosity. Detective frame: "___ showed ___ when ___."

TRY THIS AT HOME

1. When you see a strength in action, name the action and the strength: "You waited calmly for your turn. That's patience!"
2. When you read a story together, play detective: which strength did a character show, and what was the clue?

TALK ABOUT IT AT HOME

"How can you tell what strengths a story character has?"

Your child may bring home a worksheet about Daniela. Ask your child which strengths Daniela showed and what the clues were.

You are welcome to see any counseling lesson or handout. Call the school office at **956-262-4741** and ask for me.

Mrs. Handy, School Counselor

ESPAÑOL

Estimada familia:

Esta semana, el grupo de su hijo(a) tuvo una lección sobre **las fortalezas** con la consejera escolar. Una fortaleza es una buena cualidad que se nota en lo que hace una persona. Como "detectives de fortalezas", los alumnos buscaron pistas de las fortalezas de personajes en cuentos que suceden durante una celebración escolar del Mes de la Herencia Hispana.

SEIS FORTALEZAS QUE BUSCAMOS

Bondad · Valentía · Creatividad · Paciencia · Esfuerzo · Curiosidad. Frase de detective: "___ mostró ___ cuando ___." (En clase la usamos en inglés.)

PARA PRACTICAR EN CASA

1. Cuando vea una fortaleza en acción, nombre la acción y la fortaleza: "Esperaste tu turno con calma. ¡Eso es paciencia!"
2. Cuando lean un cuento juntos, jueguen a los detectives: ¿qué fortaleza mostró un personaje y cuál fue la pista?

PARA PLATICAR EN FAMILIA

"¿Cómo se puede saber qué fortalezas tiene un personaje de un cuento?"

Es posible que su hijo(a) traiga a casa una hoja de trabajo sobre Daniela. Pídale que le cuente qué fortalezas mostró Daniela y cuáles fueron las pistas.

Puede ver cualquier lección o material de consejería cuando guste. Llame a la escuela al **956-262-4741** y pregunte por mí.

Sra. Handy, consejera escolar