

CL-07A

Gratitude

Grades K–1

Intrapersonal Effectiveness

Thank-You Hunt

Students hunt for kind things school helpers do in short picture stories, practice saying thank you with eyes, voice and words, and draw a thank-you picture for a school helper.

HOOK
3 min

TEACH
5 min

PRACTICE
9 min

WRAP-UP
3 min

OPTIONAL EXTENSION
+10 min · Thank-You Parade

BIG IDEA Kind things are all around us. Notice them and say thank you!

1 I CAN

- ☐ say what gratitude means: noticing kind things people do and saying thank you.
- ☐ name school helpers and the kind things they do.
- ☐ say thank you with my eyes, my voice and my words.

KEY WORDS / PALABRAS CLAVE

thank you	gracias
gratitude	gratitud
kind	amable
notice	fijarse, notar
helper	ayudante
custodian	conserje

2 MATERIALS

- ☐ Projector page (p. 4) on the document camera, or the three thank-you parts drawn on chart paper
- ☐ Worksheet (p. 5), one per student, and crayons or pencils
- ☐ Optional: a puppet or stuffed animal to play Lupita
- ☐ Extension: Thank-You Parade helper cards (p. 6), one set, and music you can start and stop (optional)
- ☐ Family letter (p. 7), one per student

PREP · 5 MINUTES

- Write a few school helpers' names or jobs on the board (for example, the custodian, nurse and librarian) so students can copy one in Part 2.
- Copy p. 5 and p. 7, one per student. Print p. 4 and p. 6 once.
- Ask the teacher when the class can give the thank-you pictures to helpers before the break.

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 3 Positive relationships with adults to support success

Health TEKS

K §115.12(b)(4)(A)

describe positive social skills and personal qualities such as truth, kindness, reliability, and respectfulness

Health TEKS

Gr 1 §115.13(b)(3)(F)

identify ways to respectfully communicate verbally and nonverbally. Eyes and voice are the nonverbal parts; words are the verbal part.

ELA TEKS

K §110.2(b)(1)(E)

develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants

Social Studies TEKS

K §113.11(c)(6)(A)

identify jobs in the home, school, and community. Used for the school helpers.

Character traits

TEC §29.906(b)(10), (7)

gratitude · caring, including kindness, empathy, compassion, consideration, ... and interpersonal skills

4 THE LESSON

HOOK 3 min

SAY "Today we'll talk about story friends, not real people. We'll use the names in the stories. This is Lupita. Lupita is going on a Thank-You Hunt! She is hunting for kind things people do. Make binoculars with your hands and help her hunt."

DO Read each part of Lupita's morning. If a helper does a kind thing, students hold up their binoculars. If no one helps, hands stay in laps.

KIND "The bus driver says, 'Good morning, Lupita!' and drives her safely to school."

NO ONE "Lupita sees a bird on the fence."

KIND "The custodian holds the door open for Lupita's class."

ASK "Lupita found kind things! What can Lupita say to the bus driver?" Take two answers, then say: "Gratitude means noticing kind things people do and saying thank you."

TEACH 5 min

DO Show the projector page. Say, "Here are three thank-you parts." Teach a signal for each; the class copies it. **Eyes:** point to your eyes and look at the person. **Voice:** cup a hand by your mouth and use a kind voice. **Words:** touch your chin and move your hand out (the sign for *thank you*) and say, "Thank you for ___!"

SAY "Watch Lupita. She looks at the bus driver. She uses a kind voice. She says, 'Thank you for driving me to school!' Eyes, voice, words: thank you!" The class echoes the chant two times.

ASK "Gael mumbles, 'Thank you for the book,' to the librarian with his back turned. What did Gael forget: eyes, voice or words?" (Eyes and voice.) The class shows Gael a full thank-you.

DO Point to each school helper on the projector page and say the job; the class echoes it. For two helpers, ask, "What kind thing does this helper do?"

PRACTICE 9 min

DO · 2 MIN Thank-You Practice. Read each picture story. Students point to the helper on the projector page, then everyone says thank you with eyes, voice and words.

NURSE "The nurse puts a bandage on Camila's knee." ("Thank you for helping me!")

LIBRARIAN "The librarian helps Noah find a book about frogs." ("Thank you for finding my book!")

GUARD "The crossing guard helps Iker cross the street." ("Thank you for keeping me safe!")

DO · 7 MIN Worksheet. Help students write their names. Part 1: read each clue aloud; students circle the helper. Part 2: students draw a school helper doing a kind job, then copy that helper's name from the board. Early finishers practice their thank-you with a partner.

Answer key. Part 1: 1 custodian (broom), 2 nurse (bandage), 3 librarian (books). Part 2: any school helper. After class, the teacher may cut off Part 2 and looks at each picture first; then the class gives the pictures to helpers before the break.

WRAP-UP 3 min

SAY "Lupita went on a Thank-You Hunt. She noticed kind things, and she said thank you with her eyes, her voice and her words. Let's say it one more time: eyes, voice, words: thank you!"

CHECK "Show me the signal for the part Ava forgot: Ava says, 'Thank you for cleaning,' to the custodian, but she turns away." (Eyes.) Give the family letters to the teacher for take-home folders.

Short on time? Use practice stories 1 and 2 only, do worksheet Part 1 together, and let students finish the thank-you pictures later in the day.

5 OPTIONAL EXTENSION · 10 MINUTES

Thank-You Parade. Show the helper cards (p. 6) on the document camera, or cut them apart. In the game, a partner plays the helper on the card.

- 1 Practice the parade: march around the room and chant, "Eyes, voice, words: thank you!" When you hear "Freeze!" stop and face a partner (2 minutes).
- 2 Parade, then freeze and hold up a helper card. One partner plays the helper; the other says thank you with eyes, voice and words: "Thank you for ___!" Switch and parade again (6 minutes).
- 3 Two pairs show their thank-you. The class holds up a finger for each part they see: eyes, voice, words (2 minutes).
Need a calm version? Sit in a circle and pass a beanbag. Whoever holds it thanks the helper on the card.

6 SUPPORT EVERY LEARNER

EMERGENT BILINGUALS

Use the hand signals and the helper pictures. Point out the cognate *gratitud, gratitude*. Let students say it in Spanish first ("¡Gracias por ayudarme!"), then in English. Frame: "Thank you for ___!"

EXTRA SUPPORT

Point to each picture as you read the clues. Students may circle with a partner and dictate the helper's name to an adult. Some children are taught to lower their eyes with adults as a sign of respect. For them, "eyes" can mean facing the person.

STRETCH

Ask: "Why does a helper like to hear 'Thank you for ___' more than just 'thanks'?" Early finishers add the helper's job to their picture.

7 QUICK CHECK

During practice: watch for all three parts. If many students forget eyes or voice, model one more Lupita thank-you and let partners try it.

After class: Part 1 shows who can match helpers to their jobs. The thank-you pictures belong to the school helpers; I don't keep or score them.

If a child wants to draw for a family member, say, "Today our pictures are for school helpers." Nothing on the page asks about the child.

8 PICTURE BOOKS (OPTIONAL)

Thank You, Omu! by Oge Mora (Little, Brown, 2018). Spanish edition: *¡Gracias, Omu! (2020)*. Omu shares with her whole neighborhood, and her neighbors come back to thank her.

Last Stop on Market Street by Matt de la Peña (Putnam, 2015). Spanish edition: *Última parada de la calle Market (2025)*. On a bus ride, CJ learns to notice the good things around him.

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

9 KEEP IT GOING SCHOOLWIDE · CYCLE 7

MORNING ANNOUNCEMENT

EN "Good morning, Yellow Jackets! Our school is full of helpers. Today, go on a thank-you hunt: notice a kind thing and say thank you with your eyes, your voice and your words."

ES "¡Buenos días, Yellow Jackets! Nuestra escuela está llena de ayudantes. Hoy, fíjense en las cosas amables que hacen las personas y den las gracias con los ojos, con la voz y con palabras."

HALLWAY IDEA

Make a "Thank-You Hunt" wall near the office with a picture of each school helper. When a class thanks a helper, it adds a paper star with its class name, such as "Room 4."

TEACHER TIP

Model all three parts all day: look at the student, use a kind voice and say, "Thank you for passing out the crayons!"

If a student shares something personal: keep the lesson on the characters. "Thanks for telling me. Let's think about what Lupita 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).

Say thank you!

Gratitude means noticing kind things people do and saying thank you.



Eyes

Look at the person.



Voice

Use a kind voice.



Words

“Thank you for ____!”



School helpers

They do kind things for us every day.



Custodian



Cafeteria worker



Bus driver



Nurse



Librarian



Crossing guard

Eyes, voice, words: thank you!

Name _____

Teacher _____

Thank-You Hunt

Gratitude means noticing kind things people do and saying thank you.

Part 1 **Who helps?** Listen. Circle the helper.

1. Who keeps our school clean?



cafeteria worker



custodian



bus driver

2. Who helps when we get hurt?



librarian



crossing guard



nurse

3. Who helps us find a book?



librarian



bus driver



custodian

Part 2 **Thank-You Picture** Draw a school helper helping.

Draw here.

Thank you, _____

Thank-You Parade

1. March and chant. 2. Freeze! 3. Look at the helper card. 4. Say thank you to your partner, the helper.



Custodian

keeps our school clean



Cafeteria worker

serves our lunch



Bus driver

drives us safely



Nurse

helps when we are hurt
or sick



Librarian

helps us find books



Crossing guard

helps us cross the
street



Parade chant

“Eyes, voice, words: thank you!” Then freeze and face a partner.

Thank-You Parts • Eyes, voice, words



Look at the person.



Use a kind voice.



“Thank you for
___!”

Mira a la persona • Usa una voz amable • Di: “¡Gracias por ___!”

Saying Thank You

Dar las gracias

Family letter · Carta para la familia · Grades K-1 · Grados K-1



ENGLISH

Dear Family,

This week, your child's class had a lesson about **gratitude** with the school counselor. Gratitude means noticing kind things people do and saying thank you. We went on a "thank-you hunt" for kind things our school helpers do, like the custodian, the nurse and the bus driver.

THREE THANK-YOU PARTS

Eyes: look at the person · **Voice:** use a kind voice ·

Words: "Thank you for ___!"

TRY THIS AT HOME

1. When someone helps you, such as a store clerk, a neighbor or a bus driver, practice together: look at the person, use a kind voice, and say, "Thank you for ___!"
2. When you read a picture book together, go on a thank-you hunt: point to a character who does something kind, and ask, "What could the other character say?"

TALK ABOUT IT AT HOME

"Who are the helpers at your school? What kind things do they do?"

Your child drew a thank-you picture for a school helper. The class may give the pictures to our helpers before the break.

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 la **gratitud** con la consejera escolar. La gratitud es fijarse en las cosas amables que hacen las personas y dar las gracias. Jugamos a buscar las cosas amables que hacen los ayudantes de nuestra escuela, como el conserje, la enfermera y el chofer del autobús.

TRES PARTES PARA DAR LAS GRACIAS

Ojos: mirar a la persona · **Voz:** usar una voz amable ·

Palabras: "¡Gracias por ___!" (En clase lo practicamos en inglés: *eyes, voice, words.*)

PARA PRACTICAR EN CASA

1. Cuando alguien les ayude, como el cajero de la tienda, un vecino o el chofer del autobús, practiquen juntos: mirar a la persona, usar una voz amable y decir: "¡Gracias por ___!"
2. Cuando lean juntos un libro de cuentos, jueguen a buscar cosas amables: señalen a un personaje que haga algo amable y pregunten: "¿Qué le podría decir el otro personaje?"

PARA PLATICAR EN FAMILIA

"¿Quiénes son los ayudantes de tu escuela? ¿Qué cosas amables hacen?"

Su hijo(a) hizo un dibujo para darle las gracias a un ayudante de la escuela. Es posible que el grupo les entregue los dibujos a nuestros ayudantes antes de las vacaciones.

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