

CL-07B

Gratitude

Grades 2–3

Intrapersonal Effectiveness

Gratitude Glasses

Students put on “gratitude glasses” to notice good things people do in a story, then write a Who, What, Why thank-you note to a school helper.

HOOK
3 min

TEACH
5 min

PRACTICE
9 min

WRAP-UP
3 min

OPTIONAL EXTENSION
+10 min · Thank-You Note Station

BIG IDEA Good things are easy to miss. Gratitude glasses help us see them.

1 I CAN

- ☐ say what gratitude means: noticing the good things people do and saying thank you.
- ☐ use gratitude glasses to find the good things people do in a story.
- ☐ write a thank-you note that says Who, What and Why.

KEY WORDS / PALABRAS CLAVE

gratitude	gratitud
notice	fijarse, notar
helper	ayudante
kindness	amabilidad
thank-you note	nota de agradecimiento
specific	específico, específica

2 MATERIALS

- ☐ Projector page (p. 4) on the document camera, or the Who, What, Why frames copied onto chart paper
- ☐ Worksheet (p. 5), one per student, and pencils
- ☐ A paper bag labeled “Thank-You Mail” for finished notes
- ☐ Extension: Thank-You Note Station cards (p. 6), one set, and index cards or sticky notes
- ☐ Family letter (p. 7), one per student

PREP · 5 MINUTES

- Write the names of a few school helpers on the board (for example, the custodian’s, nurse’s and librarian’s) so students can spell them 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 deliver the notes 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 Gr 2 §115.14(b)(4)(A)	discuss ways to be kind to self and others
Health TEKS Gr 2 §115.14(b)(3)(F) · Gr 3 §115.15(b)(3)(F)	describe and demonstrate respectful ways to communicate with family members, peers, teachers, and others (Gr 2) / describe the value of respectful communication (Gr 3)
ELA TEKS Gr 3 §110.5(b)(1)(E)	develop social communication such as conversing politely in all situations
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 characters, not real people. Use the names in the stories. Emiliano says, 'Nothing good happened this morning.' Let's put on our gratitude glasses and look again." Make circles with your fingers around your eyes. "Gratitude glasses help us notice good things. Gratitude means noticing the good things people do and saying thank you."

DO Read Emiliano's morning. After each line, students put on their gratitude glasses and name who did the good thing.

WHO? "Emiliano's classroom floor is clean and shiny." (The custodian cleaned it last night.)

WHO? "His bus got him to school safely in the rain." (The bus driver drove carefully.)

WHO? "The library book he wanted was waiting for him." (The librarian saved it.)

ASK "Why didn't Emiliano notice these good things at first?" Take two answers, then say: "Good things are easy to miss. Gratitude glasses help us see them."

TEACH 5 min

DO Show the projector page. Say, "When we notice a good thing, we can say thank you. A thank-you note has three parts: Who, What and Why." Read Emiliano's note one part at a time and point to the matching Who, What or Why on the projector; the class echoes each part.

WHO Dear Mr. Urquidi,

WHAT Thank you for cleaning our classroom.

WHY It helps our school because we have a clean place to learn. From, Emiliano

SAY "'Thanks' is nice. But 'Thank you for cleaning our classroom' tells Mr. Urquidi exactly what Emiliano noticed. The Why tells him his work matters. That makes a thank-you specific."

PRACTICE 9 min

DO · 2 MIN Who, What, Why? Read each line. Partners finish the thank-you out loud with a What and a Why. Take one answer for each.

GUARD Itzel wants to thank the crossing guard. ("Thank you for helping us cross. It helps our school because everyone gets here safely.")

NURSE Owen wants to thank the nurse. ("Thank you for helping kids who get hurt. It helps our school because they can get back to learning.")

CAFETERIA Fernanda wants to thank the cafeteria worker. ("Thank you for serving lunch. It helps our school because we have energy to learn.")

DO · 7 MIN Worksheet. Students write their name and teacher. Read Part 1 aloud together; students check the good things on their own. In Part 2, each student circles a school helper and writes a note with the frames and word bank. Finished pages go in the Thank-You Mail bag.

Answer key. Part 1: check the bus driver, the custodian, Joaquín and the librarian. Part 2: any note to a school helper with a Who, a What and a Why. Before delivery, the teacher reads the notes and may cut off Part 1.

WRAP-UP 3 min

SAY "Emiliano put on his gratitude glasses and noticed good things. Then he wrote a note that said Who, What and Why. Our notes will go to our school helpers before the break."

CHECK "Thumbs up if this thank-you has a What and a Why: Kayla tells the nurse, 'Thanks.'" (Thumbs down. Ask for a What and a Why to add.) Give the family letters to the teacher for take-home folders.

Short on time? Do only practice item 1, and read worksheet Part 1 together as a class so students have more time for the note.

5 OPTIONAL EXTENSION · 10 MINUTES

Thank-You Note Station. Set up a table with the Station cards (p. 6), index cards and the Thank-You Mail bag. Pairs visit the station. Rule: notes go to school helpers and say Who, What and Why.

- 1 Pairs pick a helper card and read it together. They talk about what the helper does and why it helps the school (2 minutes).
- 2 Each student writes a note on an index card: Dear ___, Thank you for ___. It helps our school because ___. From, ___ (6 minutes).
- 3 Partners read their notes to each other and check for a What and a Why. Notes go in the Thank-You Mail bag (2 minutes).

Students write on index cards or sticky notes, never on the station cards, so the cards stay clean. The teacher reads the notes before they are delivered.

6 SUPPORT EVERY LEARNER

EMERGENT BILINGUALS

Use the glasses signal and the helper pictures. Point out cognates: *gratitud*, *nota*, *específico*. Partners may plan the note in Spanish first, then write it in English with the frames and word bank.

EXTRA SUPPORT

Read the story aloud and do Part 1 together. In Part 2, students may write only the What line and draw the helper, or say the Why to an adult who writes it.

STRETCH

Ask: "Why does a note with a Why mean more to a helper?" Early finishers write a second note on an index card for another school helper.

7 QUICK CHECK

During practice: listen for a What and a Why. If many partners stop at "Thank you," do one more Who, What, Why together with Emiliano's note.

After class: Part 1 is about a story character; glance at it to see who found all 4 good things. Part 2 is a note to a school helper. It goes to the helper, not to me, and is not scored.

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

9 KEEP IT GOING SCHOOLWIDE · CYCLE 7

MORNING ANNOUNCEMENT

EN "Good morning, Yellow Jackets! Put on your gratitude glasses today. Notice the good things our school helpers do, and thank them: say what they did and why it helps."

ES "¡Buenos días, Yellow Jackets! Hoy pónganse sus lentes de la gratitud. Fíjense en las cosas buenas que hacen los ayudantes de la escuela y denles las gracias: digan qué hicieron y por qué nos ayuda."

8 PICTURE BOOKS (OPTIONAL)

Last Stop on Market Street by Matt de la Peña (Putnam, 2015). Spanish edition: *Última parada de la calle Market (2025)*. CJ's nana helps him notice the good things on their bus ride across town.

Those Shoes by Maribeth Boelts (Candlewick, 2007). Spanish edition: *Esos zapatos (2018)*. Jeremy wants the shoes everyone has, then finds a way to help a friend.

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

HALLWAY IDEA

Post a big pair of paper "gratitude glasses" near the office. Classes add the good things they notice school helpers do, with the class name, such as "Room 9 noticed: the custodian fixed our door."

TEACHER TIP

Thank students the Who, What, Why way: "Thank you for passing out the books, Room 9. It helped us start on time."

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

Put on your gratitude glasses!

Gratitude means noticing the good things people do and saying thank you.



Custodian



Cafeteria



Bus driver



Nurse



Librarian



**Crossing
guard**

Glasses on!



Who did a good thing?
What did they do?

Thank-You Note · Who, What, Why



Who? Dear _____,



What? Thank you
for _____.



Why? It helps our
school because
_____.

¿Quién? Querido(a) _____ · ¿Qué? Gracias por _____ · ¿Por qué? Ayuda a nuestra
escuela porque _____

Name _____

Teacher _____

Gratitude Glasses

Gratitude means noticing the good things people do and saying thank you.

Part 1 Glasses on! Read about Renata's day.

Renata had a busy Monday. The bus driver waited when Renata ran to the bus stop. The custodian fixed the broken pencil sharpener in her class. At recess, Joaquín shared his jump rope. Renata wore her red jacket. The librarian helped her find a book about sea turtles.



Check ✓ the 4 good things people did for Renata.

- | | |
|---|--|
| ☐ The bus driver waited for her. | ☐ Renata ran to the bus stop. |
| ☐ The custodian fixed the sharpener. | ☐ Joaquín shared his jump rope. |
| ☐ Renata wore a red jacket. | ☐ The librarian helped her find a book. |

Part 2 Thank-You Note Write to a school helper.

Circle the helper you will thank.

 custodian	 cafeteria	 bus driver	 nurse	 librarian	 crossing guard
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Dear _____

Thank you for _____

It helps our school because _____

From, _____

Word bank: cleaning · driving · helping · finding · safe · healthy · learn · books · our class

Thank-You Note Station

✂ Cut on the dashed lines.

1. Pick a helper card. 2. Read what the helper does. 3. Write a note on an index card: Who, What, Why. 4. Put it in the Thank-You Mail.

HELPER #1  Custodian. Cleans our classrooms and fixes things that break.  Who?  What?  Why?  From	HELPER #2  Cafeteria worker. Cooks and serves breakfast and lunch for the whole school.  Who?  What?  Why?  From
HELPER #3  Bus driver. Drives students to school and back safely, rain or shine.  Who?  What?  Why?  From	HELPER #4  Nurse. Helps students who get hurt or sick at school.  Who?  What?  Why?  From
HELPER #5  Librarian. Helps students find books and keeps the library ready.  Who?  What?  Why?  From	HELPER #6  Crossing guard. Stops cars so students can cross the street safely.  Who?  What?  Why?  From
HELPER #7  Office staff. Answers the phone, greets visitors and helps classes all day.  Who?  What?  Why?  From	HELPER #8  Coach. Teaches games and sports and keeps P.E. safe and fair.  Who?  What?  Why?  From

Gratitude Glasses

Los lentes de la gratitud

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 **gratitude** with the school counselor. Gratitude means noticing the good things people do and saying thank you. We put on pretend "gratitude glasses" to find good things characters did in a story. Then each student wrote a thank-you note to a school helper.

A THANK-YOU NOTE: WHO, WHAT, WHY

Who: Dear ___, · **What:** Thank you for ___. · **Why:** It helps our school because ___.

TRY THIS AT HOME

1. When you read a book or watch a show together, put on "gratitude glasses": point out a character who does something good, and ask what the other characters could say to thank them.
2. If your child wants to thank someone, such as a coach, a neighbor or a librarian, help your child write a short note that says what the person did and why it helped.

TALK ABOUT IT AT HOME

"What good things do the helpers at your school do?"

Your child wrote a thank-you note to a school helper. The teacher will read the notes, and the class will deliver them before the break, so the note will not come home.

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 buenas que hacen las personas y dar las gracias. Nos pusimos unos "lentes de la gratitud" imaginarios para encontrar las cosas buenas que hicieron los personajes de un cuento. Después, cada estudiante escribió una nota de agradecimiento para un ayudante de la escuela.

UNA NOTA DE AGRADECIMIENTO: QUIÉN, QUÉ Y POR QUÉ

Quién: Querido(a) ___. · **Qué:** Gracias por ___. · **Por qué:** Ayuda a nuestra escuela porque ___. (En clase usamos las palabras en inglés *Who, What, Why.*)

PARA PRACTICAR EN CASA

1. Cuando lean un libro o vean un programa juntos, "pónganse los lentes de la gratitud": señalen a un personaje que haga algo bueno y pregunten qué le podrían decir los otros personajes para darle las gracias.
2. Si su hijo(a) quiere darle las gracias a alguien, como un entrenador, un vecino o la bibliotecaria, ayúdele a escribir una notita que diga qué hizo esa persona y por qué fue de ayuda.

PARA PLATICAR EN FAMILIA

"¿Qué cosas buenas hacen los ayudantes de tu escuela?"

Su hijo(a) escribió una nota de agradecimiento para un ayudante de la escuela. El maestro o la maestra leerá las notas y el grupo las entregará antes de las vacaciones, así que la nota no llegará a casa.

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