

CL-07C

Gratitude

Grades 4–5

Intrapersonal Effectiveness

Gratitude in Action

Students compare general and specific thanks, learn to show gratitude through helpful actions, and begin planning a class thank-you project for school helpers.

HOOK
3 min

TEACH
5 min

PRACTICE
9 min

WRAP-UP
3 min

OPTIONAL EXTENSION
+10 min · Project Planner

BIG IDEA Say what they did and why it mattered, then put your thanks into action.

1 I CAN

- ☐ say what gratitude means: noticing the good things people do and showing thanks with words and actions.
- ☐ turn a general thank-you into a specific one that says what the person did and why it mattered.
- ☐ plan a helpful action that shows thanks to a school helper.

KEY WORDS / PALABRAS CLAVE

gratitude	gratitud
specific	específico, específica
general	general
appreciate	apreciar
action	acción
service project	proyecto de servicio

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 4 §115.16(b)(4)(A) · Gr 5 §115.17(b)(4)(A)

discuss ways to help build self-esteem of self, friends, and others, ... (Gr 4) / identify and demonstrate strategies to help build self-esteem for self, friends, and others (Gr 5). A specific thank-you is one such strategy.

ELA TEKS

Gr 4 §110.6(b)(1)(D) · Gr 5 §110.7(b)(1)(D)

work collaboratively with others to develop a plan of shared responsibilities. Used in the extension.

Social Studies TEKS

Gr 4 §113.15(c)(15)(B)

explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as ... writing letters, and participating in ... service projects. Partial fit: the class project is a school service project.

Character traits

TEC §29.906(b)(10), (7)

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

2 MATERIALS

- ☐ Projector page (p. 4) on the document camera
- ☐ Worksheet (p. 5), one per student, and pencils
- ☐ Extension: Project Planner cards (p. 6), one set, plus chart paper or sticky notes and markers
- ☐ 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 project cards apart.
- Ask the teacher which school helpers the class could thank before the break. Plan to get the principal's OK for the class project before it starts.

4 THE LESSON

HOOK 3 min

SAY “Today we’ll talk about story characters, not real people. Use the names in the stories. Andrés and Marisol each wrote a note to the school custodian. Listen to both.”

NOTE A Andrés: “Thanks for everything!”

NOTE B Marisol: “Thank you for fixing the water fountain by the gym. Now our class can get a drink after P.E.”

ASK “Which note will the custodian remember longer? Why?” Take two answers, then say: “Both notes are kind. Marisol’s is specific: it says what he did and why it mattered. Gratitude means noticing the good things people do and showing thanks with words and actions.”

TEACH 5 min

DO Show the projector page. Point to the two panels. Say, “General thanks are kind, but fuzzy. Specific thanks name **what** the person did and **why** it mattered.”

SAY “Words are one way to show thanks. Actions are another. When we make a helper’s job easier or give back to our school, our thanks shows. Use the Gratitude in Action steps: 1. **Notice** the good thing. 2. **Name it**: say what they did and why it mattered. 3. **Act**: show thanks with a helpful action.”

ASK “Marisol wants to put her thanks into action. What could she do to make the custodian’s job easier?” (Examples: throw away trash near the fountain, tell an adult about a leak right away, stack chairs at the end of the day.)

PRACTICE 9 min

DO · 2 MIN Specific or general? Read each thank-you. Students point left for General or right for Specific, like the projector panels. For each general one, partners add a what and a why.

GENERAL 1. Liam tells the bus driver, “Thanks.”

SPECIFIC 2. Rodrigo tells the librarian, “Thank you for ordering the new soccer books. Now our whole class wants to read.”

GENERAL 3. Daniela tells the nurse, “Thanks for everything you do.”

SPECIFIC 4. Chloe tells the crossing guard, “Thank you for standing in the rain this morning. We all crossed safely.”

DO · 7 MIN Worksheet. Students write their name and teacher. Parts 1 and 2 on their own. For Part 3, partners talk for one minute first. If they disagree, they use the frame “I see it differently because ____.” Then each student writes.

Answer key. Part 1: General 1, 3, 5; Specific 2, 4. Part 2: any what (mopped the muddy hallway, stayed late) and why (school opened on time; the floor was safe). Part 3: any free, safe action at school with a reason, such as keeping their tables clean every day, or a banner that says what and why.

WRAP-UP 3 min

SAY “Valeria’s class noticed what the cafeteria team does, named it with specific thanks and put their thanks into action. Soon, with the principal’s OK, our class can plan a thank-you project for our own school helpers.”

CHECK “Make it specific: Jack tells the custodian, ‘Thanks.’ What could Jack say instead?” (Any answer with what the custodian did and why it mattered.) Give the family letters to the teacher for take-home folders.

Short on time? Use practice items 1 and 2 only, and do worksheet Part 3 as a class discussion before students write.

5 OPTIONAL EXTENSION · 10 MINUTES

Project Planner. Groups of 3 or 4 each take one project card from page 6. Rule: projects thank school helpers, cost nothing, are safe, happen at school and get the principal's OK.

- 1 Read the card and plan on chart paper or a sticky note: Notice (who you will thank), Name (what they do and why it matters), Act (your action), and When + jobs (4 minutes).
- 2 Each group shares its plan in 30 seconds. Classmates add one idea or respectfully disagree: "I see it differently because ____" (4 minutes).
- 3 With the teacher, the class picks one project to do before the break (2 minutes).

Groups write on chart paper or sticky notes, so the cards stay clean for the next class. The principal approves the chosen project before it starts, and the teacher reads any notes or cards before they are delivered.

6 SUPPORT EVERY LEARNER

EMERGENT BILINGUALS

Point out cognates: *gratitud, específico, general, acción, apreciar*. Partners may plan in Spanish first. Frames: "Thank you for _____. It mattered because _____." and "I see it differently because _____."

EXTRA SUPPORT

Read the sort items aloud and do items 1–3 with a partner. In Part 3, students may pick an idea from the projector page and write one reason.

STRETCH

Ask: "Why might a helper remember a specific thank-you longer than a general one?" Early finishers rewrite the general thank-yous in Part 1 as specific ones on the back.

7 QUICK CHECK

During practice: listen for a what and a why. If many partners stop at "Thank you for helping," model one more with Marisol's note.

After class: I collect the worksheets and sort Part 2 into "what + why" 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. Project plans are about helpers' jobs; keep them in the classroom.

8 PICTURE BOOKS (OPTIONAL)

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. Listed for younger grades (2–3); use it as a quick read-aloud to start a giving-back talk.

Last Stop on Market Street by Matt de la Peña (Putnam, 2015). Spanish edition: *Última parada de la calle Market* (2025). CJ and his nana ride across town to help others, and CJ learns to notice good things. Listed for younger grades (K–3); use it the same way.

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! Gratitude is more than a word. Today, thank a school helper the specific way: say what they did and why it mattered. Then put your thanks into action."

ES "¡Buenos días, Yellow Jackets! La gratitud es más que una palabra. Hoy, denle las gracias a un ayudante de la escuela de manera específica: digan qué hizo y por qué fue importante. ¡Luego, pongan su gratitud en acción!"

HALLWAY IDEA

Hang a "Gratitude in Action" banner near the cafeteria. As each class finishes a project, add a strip with its class name and action, such as "Room 21: kept our tables clean all week for the cafeteria team."

TEACHER TIP

Model specific thanks: "Thank you for stacking the chairs, Room 21. Now the custodians can mop faster tonight."

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

Gratitude in Action

Gratitude means noticing the good things people do and showing thanks with words and actions.



General

“Thanks for everything!”

“You’re the best!”

Kind, but fuzzy.



Specific

What they did: “Thank you for fixing the water fountain.”

Why it mattered: “Now our class can get a drink after P.E.”

Gratitude in Action Steps · Words and actions

1

Notice the good thing.

2

Name it: say what they did and why it mattered.

3

Act: show thanks with a helpful action.

Fíjate en lo bueno · Dilo: qué hizo y por qué fue importante · Actúa: muestra tu gratitud con una acción que ayude



Help out

Make a helper’s job easier.



Write it

Give a specific note.



Give back

Do something good for our school.

Gratitude in Action

Gratitude means noticing the good things people do and showing thanks with words and actions.

Part 1 General or specific? Circle GENERAL or SPECIFIC.

- | | | | |
|---|---|--|--|
| 1 | Esteban tells the coach, "Thanks for everything." |  GENERAL |  SPECIFIC |
| 2 | Paola tells the librarian, "Thank you for finding the volcano book. It helped with my science project." |  GENERAL |  SPECIFIC |
| 3 | Wyatt tells the bus driver, "Thanks." |  GENERAL |  SPECIFIC |
| 4 | Harper tells the office staff, "Thank you for finding my lost jacket. I stayed warm at recess." |  GENERAL |  SPECIFIC |
| 5 | Julián tells the custodian, "You're the best!" |  GENERAL |  SPECIFIC |

Part 2 Make it specific Help Héctor.

A storm left the hallway muddy. The custodians stayed late to mop it, so school opened on time. On Monday, Héctor told them, "Thanks."



Rewrite Héctor's thank-you. Say what they did and why it mattered.

Thank you for _____

It mattered because _____

Part 3 Gratitude in action Talk with a partner. Then write.

Valeria's class wants to thank the cafeteria team before the break. Leonardo says, "Let's make a giant thank-you banner!" Natalia says, "A banner is nice. We could also make their job easier."



What could Valeria's class do? Give a reason.

The class could _____

This shows thanks because _____

Project Planner

✂ Cut on the dashed lines.

1. Read your card. 2. Plan it on chart paper or a sticky note: Notice, Name, Act, When + jobs. 3. Share in 30 seconds. Every project is free, safe, at school and principal-approved.

PROJECT #1

Clean Sweep for the custodians. Pick up scraps and stack chairs daily for a week. Add a thank-you card.

👁 Notice: who?

💬 Name: what + why

👉 Act: our action

📅 When + jobs

PROJECT #2

Table Team for the cafeteria team. Leave our tables free of trash all week. Make a banner that says what and why.

👁 Notice: who?

💬 Name: what + why

👉 Act: our action

📅 When + jobs

PROJECT #3

Bus Buddies for the bus drivers. Make a class card with specific thanks. Riders greet the driver and keep seats tidy.

👁 Notice: who?

💬 Name: what + why

👉 Act: our action

📅 When + jobs

PROJECT #4

Shelf Helpers for the librarian. Push in chairs and help straighten shelves during library time, if the librarian says yes.

👁 Notice: who?

💬 Name: what + why

👉 Act: our action

📅 When + jobs

PROJECT #5

Crosswalk Thanks for the crossing guards. Make a poster. An adult hangs it near the crosswalk.

👁 Notice: who?

💬 Name: what + why

👉 Act: our action

📅 When + jobs

PROJECT #6

Front Office Notes for the office staff. Each student writes one specific note. The teacher reads them before delivery.

👁 Notice: who?

💬 Name: what + why

👉 Act: our action

📅 When + jobs

PROJECT #7

Nurse's Wall for the nurse. Make a poster that thanks the nurse and reminds students to wash their hands.

👁 Notice: who?

💬 Name: what + why

👉 Act: our action

📅 When + jobs

PROJECT #8

Your Idea for any school helper. Plan your own action. It must be free, safe, done at school and OK'd by the principal.

👁 Notice: who?

💬 Name: what + why

👉 Act: our action

📅 When + jobs

Gratitude in Action

La gratitud en acción

Family letter · Carta para la familia · Grades 4–5 · Grados 4–5



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 showing thanks with words and actions. We practiced turning a general "thanks" into a specific thank-you, and the class may plan a thank-you project for our school helpers.

SPECIFIC THANKS: WHAT + WHY

Instead of "Thanks for everything," try: "Thank you for **fixing the water fountain** (what). **Now our class can get a drink after P.E.** (why)."

TRY THIS AT HOME

1. Practice specific thanks: when someone helps, say what the person did and why it mattered.
2. If you like, choose a small action together to show thanks in your neighborhood, such as helping a neighbor carry bags or picking up litter at the park.

TALK ABOUT IT AT HOME

"What makes a thank-you specific?"

Your child's class may do a thank-you project for school helpers before the break. Nothing needs to be bought or sent from home.

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 con palabras y acciones. Practicamos cómo convertir un simple "gracias" en un agradecimiento específico, y es posible que el grupo planee un proyecto para agradecer a los ayudantes de la escuela.

GRACIAS ESPECÍFICAS: QUÉ + POR QUÉ

En vez de "Gracias por todo", pruebe: "Gracias por **arreglar el bebedero** (qué). **Ahora nuestro grupo puede tomar agua después de educación física** (por qué)." (En clase usamos las palabras en inglés *what* y *why*.)

PARA PRACTICAR EN CASA

1. Practiquen las gracias específicas: cuando alguien les ayude, digan qué hizo esa persona y por qué fue importante.
2. Si gustan, escojan juntos una pequeña acción para mostrar gratitud en su vecindario, como ayudar a un vecino a cargar sus bolsas o recoger basura en el parque.

PARA PLATICAR EN FAMILIA

"¿Qué hace que un agradecimiento sea específico?"

Es posible que el grupo de su hijo(a) haga un proyecto de agradecimiento para los ayudantes de la escuela antes de las vacaciones. No hace falta comprar ni mandar nada de casa.

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

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