

CL-09A

Growth Mindset and Goals

Grades K–1

Intrapersonal Effectiveness

The Power of Yet

Students learn that the word *yet* turns “I can’t” into “not yet,” that practice makes the brain stronger, and practice three Power of Yet steps with story characters.

HOOK
3 min

TEACH
5 min

PRACTICE
9 min

WRAP-UP
3 min

OPTIONAL EXTENSION
+10 min · Yet! Moves

BIG IDEA

Add the word yet. Your brain gets stronger when you practice and try again.

1 I CAN

- ☐ add the word *yet*: “I can’t do it... yet!”
- ☐ tell give-up words from yet words.
- ☐ show the three Power of Yet steps: say “yet,” ask for help, practice and try again.

KEY WORDS / PALABRAS CLAVE

yet	todavía
practice	practicar
try again	volver a intentarlo
goal	meta
brain	cerebro
mistake	error

2 MATERIALS

- ☐ A stuffed animal or puppet to be Iker, and a jump rope to hold up (both optional)
- ☐ Projector page (p. 4) on the document camera, or copied onto chart paper
- ☐ Worksheet (p. 5), one per student, and crayons or pencils
- ☐ Extension: Yet! Moves page (p. 6) on the document camera
- ☐ Family letter (p. 7), one per student

PREP · 5 MINUTES

- Practice the two signals and the three Power of Yet step signals once.
- Copy p. 5 and p. 7, one per student. Print p. 4 and p. 6 once.

3 STANDARDS

Texas Model
5th ed., 2018

Intrapersonal Effectiveness

ASCA Standards

Mindsets & Behaviors, 2021

M 4 Self-confidence in ability to succeed · B-LS 7 Long- and short-term academic, career and social/emotional goals · B-SMS 5 Perseverance to achieve long- and short-term goals

Health TEKS

K §115.12(b)(4)(B)

discuss the meaning of goals and identify at least one health-related goal. Applied to a character: Iker’s jump-rope goal.

Health TEKS

Gr 1 §115.13(b)(4)(A)–(B)

(A) discuss ways to be kind to self and how to identify areas for growth · (B) explain the importance of goal setting and task completion

PE TEKS

Gr 1 §116.13(b)(14)

explain how, with practice, challenges in physical activities can turn into successes. Used in the Hook and the extension.

Character traits

TEC §29.906(b)(5)

responsibility, including accountability, diligence, perseverance, self-management skills, and self-control

4 THE LESSON

HOOK 3 min

SAY "Today we'll talk about story characters, not real people. We'll use the names in the stories. This is Iker. He is a story character in first grade. Iker has a goal. A goal is something you want to learn or do. You work toward it step by step. Iker's goal is to jump rope 5 times in a row."

DO Teach two signals. **Give-up words:** arms in an X. **Yet words:** grow like a seed: hands start low and close, then reach up tall. Read each part of Iker's week; students show a signal.

GIVE UP "On Monday, the rope hits Iker's feet. Iker says, 'I can't do it!'"

YET "Then Iker says, 'I can't do it... yet!' He asks the P.E. coach for help."

YET "On Wednesday, Iker jumps 2 times. He says, 'Not yet!' and tries again."

FRIDAY "On Friday, Iker jumps 1, 2, 3, 4, 5!" Students count with you.

ASK "What helped Iker jump 5 times?" (He said *yet*, asked for help, practiced and tried again.) "Practice makes progress!"

TEACH 5 min

DO Show the projector page. Point to each Give-up and Yet picture; students show the X or grow like a seed.

SAY "Your brain gets stronger when you practice and try again. When you learn something new, your brain makes a new path, like a path in the grass. Each time you practice, the path gets stronger and easier to use." Students trace a path on one palm with a finger, again and again. "Mistakes are okay. They show you what to practice next. Here are the three Power of Yet steps."

1 Say "yet!" "I can't do it... yet!" Signal: grow like a seed.

2 Ask for help. A teacher, the coach or a classmate can give a tip. Signal: raise your hand.

3 Practice and try again. A little every day. Signal: roll your hands.

Science note: practice strengthens the connections between brain cells. Say the brain gets *stronger*, not *bigger*, and don't call it a muscle.

PRACTICE 9 min

DO · 2 MIN Give-up or yet? Read each one; students show a signal. For each give-up one, the class says it again with *yet*.

YET 1. Gael says, "I can't catch the ball yet. I'll try again."

GIVE UP 2. Nora says, "Puzzles are too hard. I give up!"

GIVE UP 3. Bruno can't whistle. He says, "I'll never do it!"

YET 4. Kayla's paint drips. She says, "Oops! I can fix it."

Yet makeovers: Nora, "Puzzles are tricky. I can't do it... yet!" Bruno, "I can't whistle... yet!"

DO · 7 MIN Worksheet. Help students write their name. Read each Part 1 item aloud; students circle YET or GIVE UP. Read the Part 2 story twice; students draw Lupita trying again and copy *yet*.

Answer key. Part 1: Yet 2, 3, 5; Give up 1, 4, 6. Part 2: any drawing of Lupita trying again or asking for help; the word *yet*.

WRAP-UP 3 min

SAY "Iker has a new goal: hop on one foot 10 times. On his first try, he hops 3 times. What can Iker say?" ("I can't do it... yet!") "Which Power of Yet steps can he use?" Students show the three signals.

CHECK "Natalia says, 'I can't do a cartwheel.' Add the magic word and show the yet signal." ("... cartwheel... yet!") Grow like a seed.) Give the family letters to the teacher for take-home folders.

Short on time? Read practice items 1 and 2 only, and do worksheet Part 1 together; students draw Part 2 later.

5 OPTIONAL EXTENSION • 10 MINUTES

Yet! Moves. Show page 6 on the document camera. Everyone stays seated, at desks or on the carpet. You read a tricky move; everyone tries it at once.

- 1 Review the steps and signals: say “yet!” (grow like a seed), ask for help (raise your hand), practice and try again (roll your hands) (2 minutes).
- 2 Play. Read a move. Everyone tries it 3 times at once. After tries 1 and 2, the class says together, “Not yet? Try again!” Give everyone one tip, such as “Go slow first.” After try 3: “Practice makes progress!” (6 minutes).
- 3 Last round: try move 1 again. Ask, “What helps a tricky move get easier?” (Practice and trying again.) (2 minutes).

All moves are seated: no running, no touching others. Never point out who can or can’t do a move; the class always speaks together. A student may skip a move or do it with a hand.

6 SUPPORT EVERY LEARNER

EMERGENT BILINGUALS

The signals and pictures work in any language. Teach *todavía* for *yet*. Cognates: *practice / practicar*, *error / error* (a mistake). Partners may talk in Spanish first. Frame: “Iker can’t ____ yet.” / “Iker todavía no puede ____.”

EXTRA SUPPORT

Read every item aloud and point to each picture. Students may point instead of circling. For Part 2, students may draw only, and you can write the word with them.

STRETCH

Ask: “Why does Iker’s brain get stronger when he practices?” (The path gets stronger each time.) Early finishers add a helper to their drawing.

7 QUICK CHECK

During the signals: if many students mix up give-up and yet words, replay one more part of Iker’s week before the worksheet.

After class: I collect the worksheets and sort them into “all 6 right” 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.

8 PICTURE BOOKS (OPTIONAL)

The Most Magnificent Thing by Ashley Spires (Kids Can, 2014). Spanish edition: *La cosa más magnífica* (ebook). A girl tries again and again to build something special. A break helps her keep going. Listed for K-3.

Beautiful Oops! by Barney Saltzberg (Workman, 2010). Flaps, folds and tears turn spills and smudges into art. Pairs with “Oops! I can fix it.”

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

9 KEEP IT GOING SCHOOLWIDE • CYCLE 9

MORNING ANNOUNCEMENT

EN “Good morning, Yellow Jackets! When something is tricky, add one little word: yet. Say, ‘I can’t do it... yet!’ Then practice and try again.”

ES “¡Buenos días, Yellow Jackets! Cuando algo sea difícil, agreguen una palabrita: todavía. Digan: ‘Todavía no puedo... ¡pero voy a aprender!’ Luego, practiquen y vuelvan a intentarlo.”

HALLWAY IDEA

Post a big paper “Yellow Jacket Growth Tree” near the office. When a teacher sees a class practice and try again, the class adds a paper leaf with its class name, such as “Room 12.”

TEACHER TIP

Praise the practice: “You tried three times and asked for help. That practice is making your brain stronger!”

If a student shares something personal: keep the lesson on the characters. “Thanks for telling me. Let’s think about what Iker 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).

I can't do it... yet!

Your brain gets stronger when you practice and try again.

Give-up words

-  "I can't."
-  "It's too hard."
-  "I quit!"
-  Signal: arms in an X

Yet words

-  "I can't do it... yet!"
-  "I'll try again."
-  "Oops! I can fix it."
-  Signal: grow like a seed

Power of Yet Steps · When something is tricky

1 

Say "yet!"

2 

Ask for help.

3 

Practice and try again.

Di "todavía no" · Pide ayuda · Practica y vuelve a intentarlo



Practice makes progress!

The Power of Yet

Your brain gets stronger when you practice and try again.

Part 1 Yet or give up? Circle YET or GIVE UP.

- | | | | |
|---|--|--|--|
| 1 |  Owen says, "Too hard! I quit!" |  YET |  GIVE UP |
| 2 |  Camila says, "Not yet! I'll practice." |  YET |  GIVE UP |
| 3 |  Ruby misses. "I'll try again!" |  YET |  GIVE UP |
| 4 |  Emiliano says, "I can't! I quit!" |  YET |  GIVE UP |
| 5 |  Yaretzi asks for help. |  YET |  GIVE UP |
| 6 |  Andrés says, "I'll never do it!" |  YET |  GIVE UP |

Part 2 Try again! Draw Lupita trying again.

Lupita builds a tall block tower. It falls down. Lupita says, "Not yet! I'll try again."



Lupita trying again

Lupita can't do it _____

Word bank: yet

Yet! Moves

Sit and try the move. Tricky? Say, "Not yet!" Then try again.



1. Pat your head. Rub your tummy.



2. Wink one eye.



3. Snap your fingers.



4. Draw a circle in the air with your foot.



5. Touch your thumb to each finger.



6. Clap, clap, pat your knees. Faster!



7. Touch your nose and one ear.
Switch hands!



8. Show 2 fingers and 3 fingers.
Switch!

Tricky? Use the Power of Yet!



Say "yet!"



Ask for help.



Practice and try again.



Practice makes progress!



The Power of Yet

El poder del "todavía"

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 **the power of yet** with the school counselor. When something is tricky, we add one little word: "I can't do it... yet!" Your brain gets stronger when you practice and try again. We followed a story character, Iker, as he practiced jumping rope until he reached his goal.

THREE POWER OF YET STEPS

1. Say "yet": "I can't do it... yet!" · 2. Ask for help. · 3. Practice and try again, a little every day.

TRY THIS AT HOME

1. When you hear "I can't," add the word *yet*: "You can't do it yet. Let's practice."
2. If you like, pick a small goal to work on together, such as learning a new song or counting to 20 in English and Spanish. Practice a little each day and cheer for progress.

TALK ABOUT IT AT HOME

"What can a person do when something is tricky?"

Your child may bring home a drawing of Lupita trying again. Ask your child what Lupita said.

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 **el poder del "todavía"** con la consejera escolar. Cuando algo es difícil, agregamos una palabrita: "Todavía no puedo... ¡pero voy a aprender!" El cerebro se fortalece cuando practicamos y volvemos a intentarlo. Seguimos la historia de Iker, un personaje que practicó saltar la cuerda hasta lograr su meta.

TRES PASOS PARA CUANDO ALGO ES DIFÍCIL

1. Decir "todavía": "Todavía no puedo... ¡pero voy a aprender!" · 2. Pedir ayuda. · 3. Practicar y volver a intentarlo, un poquito cada día. (En clase usamos la palabra en inglés *yet*.)

PARA PRACTICAR EN CASA

1. Cuando escuche "no puedo", agregue la palabra *todavía*: "Todavía no puedes, pero vamos a practicar."
2. Si gustan, escojan juntos una meta pequeña, como aprender una canción nueva o contar hasta 20 en inglés y en español. Practiquen un poquito cada día y celebren cada avance.

PARA PLATICAR EN FAMILIA

"¿Qué puede hacer una persona cuando algo es difícil?"

Es posible que su hijo(a) traiga a casa un dibujo de Lupita volviendo a intentarlo. Pídale que le cuente qué dijo Lupita.

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